

DENTAL FACULTY PERCEPTIONS OF WORKPLACE ENVIRONMENT AND JOB
SATISFACTION AT A SOUTHEASTERN UNIVERSITY, COLLEGE OF DENTISTRY

By

SHARON L. COOPER

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To Apa . . . as promised, and to my children, Lane, Lindsay, and Logan

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As an undergraduate student at the University of Louisville, I promised myself that I would one day earn a doctoral degree. Shortly thereafter, I made the same promise to my grandfather. Now, more than thirty years later, I am fulfilling that promise. It has been a long and interesting journey, with many starts and stops, and several side trips along the way. I have learned a great deal, perhaps as much about myself as my subject matter. However, I believe that the greatest lesson I have learned on this quest is how to ask for and receive help from others. In doing so, I have had the opportunity to work with outstanding mentors and peers, made some friendships that will last a lifetime, and experienced incredible gifts of love and support from family and friends. I am tremendously grateful to have had this opportunity to learn and grow, and even more grateful to the people who helped and supported me along the way. Without them, this achievement would not be possible.

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Abstract of Dissertation Presented to the Graduate School
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Sharon L. Cooper

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The purpose of this study was to replicate the American Dental Education Association 2007 Dental Faculty Perceptions of Workplace Environment survey at A Southeastern University, College of Dentistry. The study examined dental faculty perceptions of academic workplace variables including culture and environment, as well as professional development support and resources at SEUCD. In addition, the study collected data on significant workplace environmental factors that best predict overall faculty job satisfaction at the college. The study examined faculty perceptions of workplace environment with regard to gender, as well as professional attributes, including tenure status, academic degree, faculty rank, job position, salary, history of effective mentorship, total number of years in academic dentistry at SEUCD, and total number of years in academic dentistry, regardless of academic institution. Following IRB approval, an online survey about faculty perceptions of workplace environment was sent to 168 full-time faculty at A Southeastern University, College of Dentistry, main campus. Fifty-seven faculty (34 percent) responded. The research indicated that faculty with lower salaries were less likely to perceive availability of opportunities and

resources for faculty development, including promotion and tenure workshops and mid-tenure review and feedback. Faculty not effectively mentored by a senior academic colleague were less likely to perceive availability of opportunities and resources for faculty development, and were more likely to rely on outside resources for development. Less than 50 percent of faculty were aware of formal mentoring programs for new or untenured faculty. Faculty not effectively mentored were less likely to report positive collegial relationships or to perceive fair treatment by department chairpersons. A history of effective mentoring by a senior academic colleague was found to be a significant factor in relation to overall job satisfaction and satisfaction with the balance of career and personal life. Perceptions of availability of professional development support and resources, as well as perceptions of an inclusive, collegial academic environment and culture, contribute to overall job satisfaction and satisfaction with the balance of career and personal life. The college should provide, promote, and support policies and programs which foster faculty mentoring and professional development, and which contribute to an optimal academic environment and culture. Creating positive change in the academic workplace environment contributes to faculty job satisfaction, and to the recruitment, development, and retention of future dental faculty.

CHAPTER 1 BACKGROUND FOR THE STUDY

The mission of the American Dental Education Association (ADEA), the national organization of academic dentistry and dental educators, is to address contemporary issues relating to dental education and research. The association's core values include promoting and improving excellence in dental education, serving the individual needs of members and institutions, and expanding the diversity of dental education. The ADEA membership includes all dental schools as well as graduate dental programs, hospital dental programs, and allied dental education programs in the United States. Prior to the year 2000, the American Dental Education Association was identified as the American Association of Dental Schools.

The American Association of Dental Schools (AADS) President's Task Force on Future Dental School Faculty issued an August 1999 report regarding a crisis in dental education due to a nationwide faculty shortage. The report focused on an insufficient number of dental faculty available to meet the needs of current students, and also stated that the problem is projected to escalate within the next ten years (AADS 1999 Task Force Report). The report described the consequences of not addressing the faculty shortage as "no less than a national impact on the quality and accessibility to oral health care." (AADS 1999 Task Force Report, p. 7) Providing primary care to underserved populations is a significant mission of the institutions of dental education (AADS 1999 Task Force Report).

The report indicated that the average number of total faculty per dental school has declined 5.4 percent, and that the average number of total dental faculty nationwide has declined by 18 percent (AADS 1999 Task Force Report). Since the time of the report,

more dental schools have opened, and during the years 2003-2005, the total number of faculty have increased from 11,348 to 11,715. This number includes 4,736 full-time, 5,097 part-time, and 1,791 volunteer faculty (Chmar, Weaver, & Valachovic, 2006). Estimates are that approximately 33 percent of dental school faculty turn over every five years, requiring between 210 and 220 new faculty and administrative replacements yearly (AADS 1999 Task Force Report).

The annual rate of faculty turnover for the academic years between 2003 and 2006 has averaged approximately 9-10 percent of total dental faculty yearly (Chmar et al., 2006). Total vacant positions for the academic year 2004-2005 include 76 percent in the primary clinical science, 12 percent in research, 5 percent in basic sciences, and 5 percent in administration (Chmar et al., 2006). Of the reported vacant positions, 14 percent were at the professor level, 19 percent at associate professor level, 36 percent at assistant professor level, and 4 percent at instructor level (Chmar et al., 2006). Research shows that it is taking longer to fill vacant positions than in the past. For the academic year 2004-2005, 50 percent of the positions had been open for six months or less, 24 percent for seven to twelve months, and 15 percent for one year or more (Chmar et al., 2006). Research also shows a lack of response to the advertised positions, often due to budget and salary limitations, as well as a lack of applicants who meet the job criteria (Chmar et al., 2006).

The current turnover of dental faculty is primarily influenced by the migration of dental faculty to the more lucrative private practice. Statistics show that 47 percent of the total dental faculty separations for the academic year 2003-2004 were the result of dentists entering or returning to private practice (Weaver, Chmar, Haden, & Valachovic,

2005a) and 36 percent for the academic year 2004-2005 (Chmar et al., 2006). Faculty fixed term contracts accounted for 21 percent of departures in 2003-2004 (Weaver, et al., 2005a) and 18 percent in 2004-2005 (Chmar et al., 2006). Recruitment by another academic institution accounted for 13 percent of separations in 2004-2005 (Chmar et al., 2006). Retirement accounted for 15 percent of the total number of faculty separations in 2003-2004 (Weaver, et al., 2005a) and 20 percent in 2004-2005 (Chmar et al., 2006). Death of faculty accounted for 3 percent of departures in 2004-2005 (Chmar et al., 2006). It is estimated that 55 percent of dental faculty are currently fifty years of age or older, 24 percent are sixty years of age or older, and 30 percent of the current dental school faculty will retire within the next ten years, leaving approximately 3,400 faculty positions to be filled (Weaver et al., 2005a).

An ADEA 2004-2005 survey of the fifty-five U.S. and Canadian dental schools reported a total of 275 vacant budgeted faculty positions, 250 full-time positions, and twenty-four part-time positions, with one position unaccounted for (Chmar et al., 2006). The vacant faculty positions in 2003-2004 totaled 296, including 241 full-time positions and fifty-five part-time positions (Weaver et al., 2004). The report stated that the total number of vacant positions is influenced by the number of those positions which were lost when vacated or that were no longer held as a vacated budgeted position. The positions had been terminated in part due to declines in state funding of the public dental schools. American dental schools reported a loss of 147 budgeted positions (seventy-four full-time and seventy-three part-time) for the academic year 2003-2004 (Weaver et al., 2005a). Ten dental schools lost twenty-five positions in the academic year 2004-05, including eighteen full-time and seven part-time positions (Chmar et al.,

2006). The total number of vacant budgeted faculty positions for that academic year would have been higher had those positions remained open.

The ADEA 2004-2005 survey indicated that 28 percent of dental school deans consider faculty recruitment and retention to be a problem at their institutions, and 45 percent reported having increased difficulty in filling the vacant positions over the past five years (Chmar et al., 2006). The survey also indicated that many of the dental school deans anticipated an increase in the number of vacated positions needing to be filled within the next five years, with 58 percent suggesting that it would become increasingly difficult to fill those positions (Weaver et al., 2005a; Chmar et al., 2006). The average number of vacancies at each dental school averages slightly less than five vacancies per school. On average, deans report 3.7 vacancies to be usual and normal to school operations, however, thirty-one schools reported having more vacancies than usual (Chmar et al., 2006).

Based on the results of the 2003-2004 and 2004-2005 academic year surveys, the ADEA recommended that “faculty recruitment, development, and retention remain priority issues in meeting the teaching, research, patient care, and administrative needs of the dental education community” (Chmar et al., 2006; Weaver et al., 2005a).

Faculty Development and Recruitment

The 1999 American Association of Dental Schools (AADS) Task Force issued the following statement regarding faculty development and recruitment:

The changing demographics of society must be reflected in the faculty that we are recruiting now and in the future. Unless interventions occur soon to develop, recruit, and retain future faculty, and to create new models of delivering dental education, faculty shortages will affect the quality of dental education and the ability of dental education to produce an adequate number of practitioners to meet the oral health needs of the public. (AADS Task Force Report, 1999, p. 3)

The Bylaws of the American Dental Education Association recognizes the value of students, dental educators, administrators, staff, and patients who reflect the diversity and demographics of American society (ADEA Bylaws, Chapter I [Core Values] Section A, Number 5). The ADEA Policy, Position Statement and Resolution Regarding Equity and Diversity states:

The ADEA strongly endorses the continuous use of recruitment, admission, and retention practices that achieve excellence through diversity in American dental education. All dental education institutions and programs should identify, recruit, and retain females and underrepresented minority students. All dental education institutions and programs should identify, recruit, and retain women and underrepresented minorities to faculty positions, and promote women and underrepresented minorities to senior faculty and administrative positions. Thus, the demographics of females and minorities included in the population of dental academicians should accurately reflect the population of female and minority dental students and dentists within the United States. (ADEA Policy, Position Statement and Resolution Regarding Equity and Diversity, 2003, p. 1)

According to the AADS 1999 Task Force Report, one major dental education objective regarding the recruitment of dental graduates for academic careers has not been effectively pursued. The 1998 American Dental Education Association Survey of Dental School Seniors indicated that only 0.5 percent of graduates had immediate plans that would include teaching, research, or administration in the field of dental education. The 2003 Survey of Dental School Seniors indicated that only a slight increase in the number of seniors planning an immediate career in dental education, from 0.5 percent to 1.6 percent. Upon graduation, the number of seniors planning an immediate career in dental education rose to 1.9 percent. The survey also indicated that 46.5 percent of the senior dental students would consider teaching on a part-time basis upon graduation or in the future. Females indicating long-range plans for a career in academic dentistry outnumbered males: 2.3 percent females, 1.2 percent males.

Despite the slight increase in the number of dental students choosing a career in dental education, much work needs to be done regarding the recruitment and mentoring of dental students into academic dentistry.

Faculty Retention

According to Nesbitt, Inglehart, and Sinkford (2003), gender may have been one of the factors affecting faculty retention, resulting in the recent reduction in the total number of dental educators. A 2002 research questionnaire regarding workplace experiences and perceptions was sent to 2,203 U.S. ADEA members. The 40 percent response rate to the survey included 870 dental school administrators and faculty members. Data from the 738 full-time faculty respondents indicated that 257 (34.8 percent) were female and 481 (65.1 percent) were male (Nesbitt et al., 2003).

Analysis of the study results showed similarities between female and male faculty in the average number of hours worked per week, amount of time spent on research, and amount of available grant support. The results also showed significant differences between female and male faculty. Males were more likely to have office space, secretarial support, protected research time, and lab space. Females were more likely to spend their time teaching. They also reported more incidences of experienced and perceived harassment. Compared to males, females perceived the work environment as less welcoming and supportive. The study showed a significant difference between males and females in the experiences and perceptions of the academic climate at American dental schools (Nesbitt et al., 2003).

Researchers who conducted the ADEA survey suggested that addressing gender-specific problems related to workplace experiences and perceptions of school climate would be integral to improving the work environment for all faculty and administrators.

They proposed that learning about and creating supportive and inclusive work-place environments would encourage greater retention of those who serve in the academic dental community. In addition, the researchers proposed that dental faculty and administrators working in positive environments would serve as influential role models for dental students considering a career in academic dentistry. The researchers hypothesized that the resolution of gender-related workplace issues, which influence dental school climate, would increase the recruitment and retention of dental educators and administrators (Nesbitt et al., 2003).

Purpose of this Study

The American Association of Dental Schools President's Task Force on Future Dental School Faculty (1999) issued a report indicating that there was and would continue to be a shortage of dental school faculty in the United States. The report also outlined the negative effects that such a shortage would have on the education of future dental professionals. Follow-up surveys to the Task Report by dental school deans documented further evidence that the faculty shortage continues to be a problem and that it will escalate unless corrective interventions are taken (Haden, Beemsterboer, Weaver, & Valachovic, 2000; Weaver, Haden, Valachovic, 2001).

In 2001, the American Dental Education Association conducted a survey of its members to collect data on dental faculty perceptions of the academic workplace environment and to investigate "whether female and male full time dental faculty members in U.S. dental schools differ in their workplace experiences and perceptions" (Nesbitt et al., 2003). The study showed significant differences in the experiences and perceptions of the academic climate between male and female dental faculty members.

According to the researchers, the survey results indicated that “male and female faculty members still do not encounter comparable situations in their professional lives” and that the results of the survey “may ultimately be useful when exploring effective recruitment and retention strategies for dental faculty members” (Nesbitt et al., 2003, p. 24). Furthermore, researchers stated that “acknowledging that the dental school climate is not gender blind can be a first step on the way to improve the work environment for all dental faculty members” (Nesbitt et al., 2003. p. 24).

The researchers suggested that the same survey should be administered within individual dental schools. The results of a “gender specific cultural audit” would provide valuable information to individual dental school deans to better understand and address the gender-based problems that are unique to that institution (Nesbitt et al., 2003). An individual survey of each dental school would allow dental school deans to develop strategies that would “create a dental workforce that is able to provide culturally sensitive care” (Nesbitt et al., 2003, p. 25).

The ADEA Dental Faculty Perceptions of Workplace Environment Survey was revised and re-administered nationally to American dental school faculty in 2007. The survey was divided into five categories of data: 1) faculty demographics, 2) perceptions of professional development support and resources, 3) perceptions of academic environment, culture and climate, 4) satisfaction with day to day activities as a faculty member, and 5) satisfaction with the dental school as a place to work. The authors of the revised 2007 survey suggested that dental school leaders use these findings to perform their own assessment to determine the culture and climate of their own dental

institution and to plan changes as needed. The 2007 form of the ADEA survey was used for this study.

The purpose of this study was to examine dental faculty perceptions of academic workplace variables including culture and environment, as well as professional development support and resources at A Southeastern University, College of Dentistry (SEUCD). In addition, this study collected data on significant workplace environmental factors that best predict overall faculty job satisfaction at the College of Dentistry. The study examined faculty perceptions of workplace environment with regard to gender, as well as professional attributes, including tenure status, academic degree, faculty rank, job position, salary, history of effective mentorship, total number of years in academic dentistry at A Southeastern University, College of Dentistry, and total number of years in academic dentistry, regardless of academic institution.

The data were submitted to the administration of the College of Dentistry as information for planning strategies to address generic and gender-based workplace issues unique to the institution, thereby improving the academic climate and professional environment. Implementation of the developed strategies will contribute to faculty job satisfaction, and will aid in the recruitment and retention of dental faculty at the college. In addition, the research results were submitted as feedback to the American Dental Education Association and the researchers who conducted the original study.

Research Questions

Questions that were addressed in this study are:

- **Research Question 1.** What are the significant faculty perceptions of availability of professional development at A Southeastern University, College of Dentistry?

- **Research Question 2.** What among gender and professional attributes (i.e., tenure status, academic degree, rank, job position, salary, number of years in academic dentistry at A Southeastern University, College of Dentistry, total number of years in academic dentistry, history of mentoring experiences) best predict faculty perceptions of the availability of professional development at A Southeastern University, College of Dentistry?
- **Research Question 3.** What are the significant faculty perceptions of workplace cultural and environmental factors at A Southeastern University, College of Dentistry?
- **Research Question 4.** What among gender and professional attributes (i.e., tenure status, academic degree, rank, job position, salary, number of years in academic dentistry at A Southeastern University, College of Dentistry, total number of years in academic dentistry, history of mentoring experiences) best predict faculty perceptions of workplace cultural and environmental factors at A Southeastern University, College of Dentistry?
- **Research Question 5.** What is the relationship of gender, professional attributes, perceptions of availability of professional development, and perceptions of workplace cultural and environmental factors with overall faculty job satisfaction at A Southeastern University, College of Dentistry?
- **Research Question 6.** What are the best predictors of faculty job satisfaction at A Southeastern University, College of Dentistry?

Statement of Hypotheses

1. There will be no significant faculty perceptions of availability of professional development at A Southeastern University, College of Dentistry.
2. There will be no gender and professional attributes (i.e., tenure status, academic degree, rank, job position, salary, number of years in academic dentistry at A Southeastern University, College of Dentistry, total number of years in academic dentistry, history of mentoring experiences) that best predict faculty perceptions of the availability of professional development at A Southeastern University, College of Dentistry.
3. There will be no significant faculty perceptions of workplace cultural and environmental factors at A Southeastern University, College of Dentistry.
4. There will be no gender and professional attributes (i.e., tenure status, academic degree, rank, job position, salary, number of years in academic dentistry at A Southeastern University, College of Dentistry, total number of years in academic dentistry, history of mentoring experiences) that best predict faculty perceptions of workplace cultural and environmental factors at A Southeastern University, College of Dentistry.

5. There will be no significant relationship of gender, professional attributes, perceptions of availability of professional development, and perceptions of workplace cultural and environmental factors with overall faculty job satisfaction at A Southeastern University, College of Dentistry.
6. There will be no best predictors of faculty job satisfaction at A Southeastern University, College of Dentistry

Definition of Terms

- **ACADEMIC CLIMATE.** The environment in which the art and science of dentistry is taught. The academic climate includes the faculty, staff, and administrators, the academic philosophy regarding dental education, the social and psychological climate of the program, and the physical facility.
- **ACADEMIC RESOURCES.** Faculty access to lab space and equipment, office space, secretarial support, allotted research time, and release time for academic endeavors and tenure-promoting activities.
- **ACADEMIC/RESEARCH TRACK DENTAL FACULTY.** Employees on a twelve-month tenured or tenure-track appointment with the responsibilities of didactic, laboratory and clinical teaching, research, publishing, and service.
- **ADMINISTRATIVE FACULTY.** Dental instructors with administrative appointments, such as department chair, clinic director, program director, associate dean, or dean.
- **ASSISTANT IN, ASSOCIATE IN, SENIOR ASSOCIATE IN.** Faculty titles given to individuals with advanced degrees, and who are non-tenure track, with primary responsibilities for teaching and administration.
- **B.S. Bachelor of Science Degree**
- **CAREER SATISFACTION.** The psychological state of contentment and pleasure an individual experiences with regard to their employment and their work based on perceptions and experiences within the working environment.
- **CHILLY ENVIRONMENT.** A term that describes a place of work and climate that women faculty perceive as being non-inclusive, non-welcoming, and/or professionally inequitable.
- **CLINICAL TRACT.** Faculty position with the primary responsibilities of clinical and laboratory teaching, and possibly clinical research.
- **D.D.S. Doctor of Dental Surgery Degree**
- **D.M.D. Doctor of Dental Medicine Degree**

- FORMAL MENTORING. An organized program endorsed and sponsored by the academic institution, designed to address the needs of students and/or junior faculty.
- GENDER BIAS. To discriminate against or favor an individual based on his gender.
- INCLUSIVE ENVIRONMENT. A workplace in which all individuals have an equal opportunity to participate and to be promoted, regardless of race, culture, gender, age, or sexual preference.
- INFORMAL MENTORING. The relationship between a senior employee and a protégé that is not specifically endorsed or sponsored by the academic institution. The relationship is typically initiated by the colleague or by the protégé, and is designed to address the needs of a student or junior faculty.
- M.D. Doctor of Medicine Degree
- M.S. Master of Science Degree
- MENTOR. A person who shares expertise and background in career development and work-related psychosocial issues with a protégé.
- NETWORKING. An informal or formal method of linking people and institutions with the purpose of employment, collaboration, or information sharing.
- PROFESSIONAL ENVIRONMENT. Includes the quality of educational facilities, the academic abilities and activities of the faculty, and the overall educational climate and morale of the institution.
- PART-TIME FACULTY. Individuals who work less than 40 hours a week and are utilized for clinical teaching.
- PH.D. Doctor of Philosophy Degree
- PROMOTION. An upward progression of faculty through the academic ranking system. Although ranking is usually linked to tenure, it is possible to gain tenure and not be promoted, or to be promoted without achieving tenure.
- PROTÉGÉ. A student or junior faculty who seeks the assistance and guidance of a mentor to learn and progress in their academic and career endeavors.
- QUALITY OF LIFE. The level of satisfaction with the personal and professional aspects of one's life.
- RECRUITMENT. The process of actively seeking potential dental educators for a career in academic dentistry. Prospective dental education faculty are recruited

from the population of dental students and residents, as well as from individuals in the dental profession.

- **RETENTION.** Encouraging faculty to remain in the academic dental environment that is influenced by factors, such as a welcoming, inclusive, and supportive environment, and in most cases, the achievement of tenure.
- **SEXUAL HARASSMENT.** Unwelcome conduct of a sexual nature and behaviors which interferes with the work and education of its victims. Violation of state and federal laws subjects the perpetrator to disciplinary action up to and including dismissal or expulsion from the working environment.
- **STRESS.** The biophysical response to experienced and perceived events.
- **SUPPORTIVE ENVIRONMENT.** A work environment that provides career and personal assistance through mutually beneficial working relationships, mentoring, peer networking, and adequate academic resources.
- **TENURE.** Employment status granted after serving a probationary period that is typically seven years in length. This achievement is usually based on the quality and amount of research accomplished, teaching performance, service to the community and the university, and promotion of faculty from assistant professor to associate professor status, and typically confers job security to the person attaining tenure.
- **TENURE-TRACK.** A faculty position one assumes with the intent and purpose of acquiring a lifetime appointment.
- **TIME ALLOCATION.** The amount of effort scheduled or allowed for activities such as research, faculty practice, writing, and so forth.
- **S.E.U.C.D.** A Southeastern University, College of Dentistry.
- **VACANT BUDGETED FACULTY POSITION.** The result of a delay between the departure of an instructor and the hiring of a new instructor, or the creation of an entirely new faculty position.
- **WELCOMING ENVIRONMENT.** A place-setting in which all individuals are welcomed equally, regardless of race, culture, gender, age, or sexual preference.
- **WORKPLACE CULTURE.** A work atmosphere that is characterized by acceptance, respect, collegiality, support, and equal opportunity.

Significance of the Study

The significance of the study was to contribute useful information for the formulation of solutions to faculty shortages in American dental schools. The findings

from this study contributed to the body of knowledge, theory, and practice that promotes the successful development, recruitment, and retention of faculty and administrators at A Southeastern University, College of Dentistry and American dental schools. The research has contributed to a better understanding of the issues that affect faculty perceptions of the workplace climate in the academic dental institution, and to the development and implementation of strategies which are likely to promote a welcoming, supportive work environment for all dental educators. Improved academic work environments result in increased faculty job satisfaction and improvements in the recruitment, development, and retention of future faculty at all American academic dental institutions.

The study sought information regarding faculty perceptions of variables within the academic workplace environment that have an effect on overall career satisfaction. In addition, the study looked for differences in faculty perceptions of workplace environment variables based on gender and various professional attributes. The resulting data were examined for indications of problematic workplace environment issues unique to SEUCD. Results of the study were submitted to the College of Dentistry as information for the formulation of policies to address those issues. Improvements in the academic climate and professional environment will contribute to the successful recruitment and retention of faculty at A Southeastern University, College of Dentistry.

While the results of the study reflected the existing workplace environmental climate at SEUCD, the findings also provided data for American dental school administrators who are examining ways to improve recruitment, development, and

retention of faculty at their own colleges. A nationwide effort to improve the academic workplace environment in American dental colleges is a determining factor in alleviating the crisis of current and future dental faculty shortages.

Limitations of the Study

The study was limited to approximately 167 full-time dental faculty employed at the main campus of A Southeastern University, College of Dentistry. Faculty who teach at the SEUCD satellite sites and clinics around the state were eliminated from this study due to the fact that they do not work at the physical location of the College of Dentistry main campus. They therefore could not accurately report on perceptions of the workplace environment at the main campus institution. The population of full-time dental educators working at the main campus of A Southeastern University, College of Dentistry is reflective of the full-time faculty who teach at dental schools across the United States. The results of the study can therefore be generalized to full-time faculty at all American dental schools.

An additional limitation of this study was the small number of subjects in the target population (i.e., approximately 167 full-time dental faculty) which could affect the validity of the survey. A survey return rate of 60 percent or greater was desired to assure validity of the study. Identities of survey participants remained anonymous. The survey was self-report with no right or wrong answers, or answers that were deemed more or less acceptable or desirable. Respondents were instructed to answer in the manner that best reflected their knowledge and perceptions of the academic workplace environment at A Southeastern University, College of Dentistry. The quality of the responses was dependent on the authenticity of the participants' self-reports.

CHAPTER 2 REVIEW OF THE LITERATURE

American dental schools are facing an educational crisis due to a nationwide faculty shortage. The American Association of Dental Schools President's Task Force on Future Dental School Faculty issued an August 1999 report focused on an insufficient number of dental faculty available to meet the needs of current dental students. The report indicated that dental hygiene programs are also facing faculty shortages and have difficulty recruiting educators. The majority of dental hygiene programs are located in community colleges rather than universities, resulting in graduates who are less prepared to become educators (AADS 1999 Task Force Report).

The report projected that the faculty shortage would escalate within the next ten years unless steps were taken to address the problem. The provision of primary dental care to the general population and, in particular, underserved populations, is a significant mission of American dental schools. The report stated that a nationwide dental faculty shortage would result in a "national impact on the accessibility and quality of oral health care." (AADS 1999 Task Force Report, p. 7)

The first Surgeon General report on oral health in America reinforced the need for the provision of oral health care. The report indicated an essential relationship between oral health and general health, and that it is a basic right of Americans to have access to those mechanisms that allow for individual health and well-being. The report showed that poor oral health significantly impacts individuals, communities, and societies. The report also pointed that the impact of poor oral health is a disproportionate burden on populations, including the economically disadvantaged, children, elderly, and racial and

ethnic minorities. The report concluded that access to dental care, health promotion, and disease prevention is a priority that must be addressed by partnerships between government agencies, private industry, health professionals, educators, and researchers (Oral Health in America: A Report of the Surgeon General, 2000).

In her 2006 presidential inaugural speech to the American Dental Association, Dr. Kathleen Roth stated, “It is critical that we ensure dentistry remains a strong, desirable profession for our children and grandchildren, and that begins with quality, dynamic education We need to open doors, foster relationships, build alliances and partnerships, and create innovations to improve access to care” (Kathleen Roth presidential inaugural speech to the ADA House of Delegates, October, 2006).

Dr. Roth’s statements reflect the mission, core values, and policies of the American Dental Education Association regarding excellence, equity and diversity, and the promotion of oral health. The mission of ADEA is “to lead the dental educational community in addressing contemporary issues influencing education, research, and the health of the public” (ADEA Policy, Core Values, and Mission Statement, 2007). The ADEA values diversity and believes that the community of dental educators, administrators, researchers, students, and staff should be reflective of the diversity of American society (ADEA Policy, Core Values, and Mission Statement, 2007). The ADEA endorses and promotes student recruitment, admission, and retention practices that achieve excellence through diversity in American dental education (ADEA Policy, Core Values, and Mission Statement, 2007). The ADEA endorses and promotes excellence in dental education through the recruitment, development, and retention of a culturally diverse dental faculty, staff, and administrators (ADEA Policy, Core Values,

and Mission Statement, 2007). The ADEA values oral health care as an integral part of general health and advocates access to care for all Americans (ADEA Policy, Core Values, and Mission Statement, 2007).

The ADA Future of Dentistry Report (2001) stated that the goal of American dental education is to “provide a qualified, ethical, professional workforce through education and training, basic and applied research, generation of new knowledge, and provision of care to the underserved, tertiary care, and community oral health care service.” (Position Paper, ADA Future of Dentistry Report, 2001, p. 89) The conclusion of the ADA Future of Dentistry task force calls for “a thorough and intensive follow-up study on the extent and future magnitude of a dental faculty shortage in order to allow better policy formation regarding future dental faculty development.” (ADA Future of Dentistry Report, 2001, p. 113) The results of the study should identify the underlying factors that contribute to faculty shortages and recommend solutions to avoid future shortages (ADA Future of Dentistry Report, 2001).

It is imperative that dental schools recruit, develop, and retain dental educators and researchers to achieve the mission of access to quality and culturally sensitive oral health care for all Americans. The current faculty shortage originally predicted in the 1999 Task Force Report places that mission in jeopardy. The American Dental Education Association has responded to the dental educator shortage with an initiative to examine the factors affecting faculty recruitment, development, and retention, thus providing evidence-based information for policy development and intervention strategies.

An American Dental Education Association 2004-2005 survey of the fifty-six U.S. dental schools reported a total of 275 vacant budgeted faculty positions. The survey indicated that 45 percent of dental school deans considered faculty recruitment and retention to be a major problem at their institutions, and they anticipated an increase in the number of vacated positions at their schools within the next 5 years. Fifty-eight percent indicated that it would become increasingly difficult to fill those positions (Chmar et al., 2006). The ADEA concluded and recommended that “faculty recruitment, development, and retention should remain priority issues in meeting the teaching, research, patient care, and administrative needs of the dental education community.” (Weaver et al., 2005; p. 305).

The purpose of this study was to examine workplace environment issues relative to the recruitment, development, and retention of faculty at A Southeastern University, College of Dentistry. The rate of dental faculty attrition at this institution will continue to increase over the next fifteen years due to the number of faculty approaching retirement age. According to statistics from the State Board of Governors, State University System of Florida (2005), 53.5 percent of faculty employed by the State University System were born in the baby boom years between 1946 and 1959. Faculty in this age group are approaching sixty-five years of age and facing retirement within the next fifteen years. In addition, the return of faculty to the more lucrative private practice setting and the transfer of faculty to positions at other dental institutions will contribute to the faculty attrition rate. A Southeastern University, College of Dentistry must address issues of faculty recruitment, development, and retention to meet the current and projected need for dental educators.

This study is based on a 2001 survey by the American Dental Education Association that investigated differences in male's and female's experiences and perceptions of workplace environment. The survey was administered to ADEA members nationwide. Results of the study indicated that gender-based differences of workplace environment exist, and that such perceptions could affect the recruitment, development, and retention of faculty at American dental schools. The researchers suggested conducting the survey at individual dental schools to provide a gender specific cultural audit of each institution's workplace environment. Researchers suggested that the findings be used to address issues and formulate strategies to improve workplace conditions unique to each institution. In addition, they suggested implementing improvements in workplace environment be used to improve the recruitment, development, and retention of dental faculty at individual institutions.

A variety of factors have influenced American colleges and universities to examine faculty work-life and career satisfaction issues. Johnsrud and Heck (1998) pointed out that many high-demand disciplines are facing similar faculty shortages; women and minorities continue to be underrepresented among tenured and senior faculty members; public demands for accountability and criticism of higher education is widespread; and higher education costs continue to rise. Johnsrud (1996) showed that faculty report an erosion of morale and quality of life due to the public's attack on their professional priorities, and the faculty perceive that the institution is not supportive or protective of their personal or professional interests. Changes in morale and quality of life also contribute to faculty retention issues. Increasingly, it has become important for institutions of higher education to identify and establish outcome measures and

benchmarks in order to monitor life changes that influence the retention of qualified faculty (Alstete, 1995; Johnsrud & Heck, 1998).

Factors Affecting Faculty Shortages and Position Vacancies

The number of dental school vacancies at a dental school is influenced by the length of the delay. Factors which result in budgeted faculty position vacancies include faculty recruitment, development, and retention. A lack of emphasis on faculty recruitment, new faculty development, and mentoring programs has exacerbated the budgeted vacancy position problem. The promotion and tenure process, recruitment by other academic institutions, salary issues, and retirement of an aging academic workforce affect the retention of qualified and experienced faculty. Issues of workplace environment, including climate, culture, and career satisfaction, influence both the recruitment and retention of dental faculty.

The annual flow of faculty coming into and leaving dental education has remained consistent, averaging between 8 percent and 11 percent according to ADEA vacant faculty position surveys (Dental School Vacant Budgeted Faculty Positions: Academic Year 2004-2005). The ADEA survey between academic years 2003-2004 and 2004-2005, showed that 9.2 percent of the faculty separated from their respective dental institutions, 20 percent left due to retirement and 3 percent due to death. An additional 13 percent of faculty separations resulted from transfers to another institution. The surveys also indicated that the greatest source and drain of dental academicians is private practice dentistry, accounting for 61 percent of new hires and 36 percent of departures (Dental School Vacant Budgeted Positions: Academic Years 2003-04 and 2004-05).

Results of the surveys indicated that the characteristics of private practitioners entering academics include an average age of fifty-four years and typically filling part-time, non-tenure track, clinical instructor or assistant professor positions. The characteristics of dental faculty leaving academics are an average age of forty-three years and typically part-time, non-tenure track, clinical instructors, or assistant professors. Many of these academicians maintain a part-time private practice to which they return full-time and at a much greater salary than they could earn in academic dentistry (Dental School Vacant Budgeted Positions: Academic Years 2003-04 and 2004-05).

The survey results showed that an additional source of new faculty is recruitment of graduates directly from dental schools (16 percent) or advanced education programs (16 percent). Within the past ten years, a small number of dental schools have initiated formal mentoring programs to cultivate interest in academic dentistry among students. Yet to be resolved is the issue that recent dental graduates entering academic dentistry (44 percent in the Vacant Position surveys) accept full-time positions in spite of heavy debts from student loans. Graduates entering private practice dentistry enjoy a distinctly higher earning capacity than those who enter academic dentistry, and therefore have greater potential to reduce or pay off student loan debt.

The primary factor which influences the ability to fill vacancies at academic dental institutions is a lack of competitive salary. Issues of salary and budgetary constraints are followed by a lack of response to position announcements. The inability to meet position requirements, standards of scholarship, board eligibility, or licensure requirements also prevents potential academicians from applying to or accepting

positions in dental schools. The needs and priorities of individual dental departments influence the school's ability to hire new faculty for various positions. In addition, the geographic location of the institution and the cost of living of the area can affect the application of potential faculty for listed positions (Dental School Vacant Budgeted Faculty Positions: Academic Year 2004-05).

The Future of Dentistry 2001 Report predicted that the expectations of future faculty qualifications will be higher and difficult to attain, and may result in an exacerbation of the existing faculty shortage. Candidates for tenured faculty positions will need to be formally trained and qualified for teaching, research, and scholarly publication. In addition, the composition of dental academicians will need to change to reflect the diversity of dental faculty and students in terms of gender, race, and ethnicity. The report also stated that retention efforts must now focus on dental faculty salaries to compete with a strong private practice dental economy (ADA Future of Dentistry, 2001; Haden et al., 2002).

The importance of addressing these issues is reflected in a summary statement from the Future of Dentistry 2001 Report that stated, "The most critical element in ensuring a strong and excellent dental education system for the U.S. is the quality of the system's teaching faculty." (2001, p. 98) The 1999 American Dental Education Association Task Force report recommended that dental schools implement culture-changing programs to recruit, mentor, and develop future faculty. The ADEA supports collaborative recruitment and retention strategies including formal mentoring programs, as well as programs which promote the development and advancement of women and minorities in dental education (Haden et al., 2002).

ADEA Survey

Previous research in various academic fields in higher education showed gender-specific experiences and concerns expressed by faculty, however, no studies reported in the area of academic dentistry. A survey of medical school faculty in 2000 revealed that the perception of gender-based discrimination by females in the work environment was 2.5 times higher than their male colleagues. Female medical faculty reported gender-based impediments in professional development that included discrimination and sexual harassment. The survey also showed relationships between gender-based discrimination and career satisfaction and advancement through the academic ranks (Nesbitt et al., 2003). The results of similar studies in various academic fields of higher education described “chilly professional climates” where female faculty reported being under-valued in a male-dominated system. Female faculty reported exclusion from professional networks and specific differences in academic administrative leadership positions (Nesbitt et al., 2003).

The goal of the American Dental Education Association 2001 study was twofold: 1) to assess, formulate and implement strategies toward the improvement of workplace climate, culture, and career satisfaction in American dental schools; and 2) to improve rates of recruitment, development, promotion, and retention of dental school faculty. The survey entitled *Work Environment Perceptions of Full-time Dental Educators: Does Gender Matter?* was distributed to 2,203 members of the ADEA nationwide in May 2001. The survey investigated whether or not female and male full-time dental faculty members in American dental schools differed in their experiences and perceptions of workplace environment, and if so, how they differed. The researchers suggested that the findings could be used to formulate strategies for creating a positive work

environments in which both male and female faculty members felt welcomed and supported. The researchers proposed that the data would provide background information for policymaking concerning gender-specific recruitment and retention considerations (Nesbitt, et al., 2003).

The ADEA 2001 Dental Faculty Perceptions of Workplace Environment Survey items were divided into subsections including faculty demographics and background, faculty inclusion, faculty collaboration and networking, faculty support, academic resources, professional environment, and academic climate. The survey was designed to gather both qualitative and quantitative information regarding academic characteristics, experiences, and perceptions of dental faculty. The survey was conducted within a 6-week period and there were no follow-up mailings (Nesbitt et al., 2003).

The survey generated a 40 percent response rate, 870 dental school faculty responded including 738 full-time faculty respondents, 257 female (34.8 percent) and 481 males (65.1 percent) (Nesbitt et al., 2003). A greater percentage of females (34.8 percent) responded to the survey than males (24.5 percent) based on the ratio of female to male dental faculty in the year 2000 (Nesbitt et al., 2003). Faculty dental hygienists represented 17.9 percent of the respondents (Nesbitt et al., 2003).

The results of the survey showed differences between male and female faculty in their experiences and perceptions of the academic climate at American dental schools (Nesbitt et al., 2003). Significant differences appeared between males and females in the degree of experienced and perceived harassment (men: 9.9 percent vs. women: 33.3 percent, $p = .000$) (Nesbitt et al., 2003). The survey showed that males exceeded

females in terms of availability of office space (men: 99.2 percent vs. women: 96.5 percent; $p = .012$), availability of secretarial support (men: 87.0 percent vs. women: 75.8 percent; $p = .000$), protected time for research (men: 37.8 percent vs. women: 31.6 percent; $p = .056$, and availability of lab space (men: 23.2 percent vs. women: 10.6 percent; $p = .000$) (Nesbitt et al., 2003). The survey also showed some areas where females exceeded males in terms of time spent teaching (men: 16.84 percent vs. women: 19.00 percent, $p = .078$), perception of work environment as less supportive (men: environment supportive = 30 percent vs. women: environment supportive = 9.3 percent, $p = .000$), and perception of being welcome as members of the dental school community (men: 73.8 percent vs. women: 50.2 percent, $p = .000$) (Nesbitt et al., 2003). No significant differences were found between males and females in the average hours worked per week (men: 46.1 vs. women: 47.1), in amount of time spent on research (men: 11.67 percent vs. women: 12.76 percent), and available grant support (men: 20.1 percent vs. women: 19.7 percent) (Nesbitt et al., 2003). The researchers concluded that the differences in experiences and perceptions of workplace environment could be useful when formulating effective recruitment and retention strategies for dental faculty members of either gender.

The researchers suggested that a gender-specific cultural audit of each dental institution could be used as an eye-opener for dental institutions, allowing administrators to gain an understanding of problems unique to their own institution and to develop strategies to remedy gender-based situations. The creation of work environments that are responsive to the needs of male and female faculty are likely to create a more positive attitude toward work, and encourage more faculty to remain in the academic

workforce. Faculty who are satisfied with their academic career are likely to provide role models for dental students considering a career in academic dentistry. Ultimately, dental institutions would create a faculty workforce that is able to provide culturally sensitive dental care to its patients (Nesbitt et al., 2003).

The ADEA (2001) survey targeted three domains of key variables concerning dental faculty demographics and perceptions of workplace environment. Variables from the demographic domain include faculty attributes such as participant gender, ethnicity or race, and age. Additional demographic variables include academic ranking and position, tenure status, education and degree held, academic department, focus of academic appointment, salary, and the number of career years in dental education. Another section in the updated ADEA (2007) survey included a section regarding perceptions of the tenure and promotion process at the faculty's present institution of employment.

Six key variables are related to perceptions of the workplace environment. The professional development support and resources domain includes three variables that are closely related: faculty inclusion, collaboration and networking, and faculty support. Faculty inclusion refers to equity in workplace participation and opportunities for promotion for male and female faculty. Faculty collaboration and networking refers to equity in opportunities for collaboration in teaching and research, networking, and information sharing. Faculty support refers to those entities which support and promote faculty success, and includes opportunities for formal and informal mentoring relationships, peer networking, mutually beneficial working relationships, career and personal support, and adequate resources.

Three key variables contribute to the workplace environment domain, including academic resources, professional environment, and academic climate. The academic resources variable includes access to and equity in office and lab space, secretarial support, protected research time, available grant support, and time allocation for teaching and research.

The professional environment variable includes faculty perceptions of the workplace in terms of being a welcoming, collegial, and supportive atmosphere. The variable also includes faculty perceptions of peer acceptance in their role as colleague or leader and peer respect for their scholarship. Variables such as salary and gender equity, equity in opportunities for professional development and advancement, and career satisfaction are included in this category.

The academic climate variable includes perceptions of environmental issues, such as freedom from gender bias or harassment, freedom from sexual harassment, and equity in opportunities for tenure vs. non-tenure accruing positions, administrative positions, and professional advancement. The variable also includes perceptions of the psychological and social climate, and the academic philosophy of the institution regarding dental education. In addition, the variable includes factors which affect faculty well-being and job satisfaction, such as the location of the institution and the state of the physical facility, environment, furnishings, and equipment.

The ADEA Dental Faculty Perceptions of Workplace Environment was revised and re-administered to dental faculty nationwide in 2007. The revised survey items were grouped in categories that included faculty demographics, perceptions of availability of professional development resources, perceptions of the academic culture and

environment, satisfaction with day-to-day activities, and overall levels of satisfaction with the dental school as a place to work. The ADEA survey collected data on the perception of academic environmental variables which were intended to reflect the overall climate and culture of the institution, and subsequently the career satisfaction of faculty. A discussion of the literature regarding career satisfaction and the elements of the key variables follows to describe how each variable contributes to overall career satisfaction.

Career Satisfaction

The culture and climate of an academic institution influences the workplace atmosphere and career satisfaction of faculty. Individuals receive satisfaction from their employment and work based on their perceptions of institutional culture and climate, as well as from their experiences within the working environment. The culture and climate of an academic institution strongly influences faculty motivation and productivity, retention, promotion, and success (Arnold & Peterson, 1998).

According to Arnold and Peterson (1998), institutional culture is the organization's vision of itself and its environment. It has an established identity that permeates the entire organization, is slow to change, and enduring (Arnold & Peterson, 1998). Institutional culture consists of the basic assumptions, beliefs, and values held by the organization (Arnold & Peterson, 1998). This phenomenon does not lend itself easily to measurement but is determined by perception (Arnold & Peterson, 1998).

Institutional climate pertains to the current dimensions of organizational life and its membership (Arnold & Peterson, 1998), therefore, it is subject to change over time. The climate of an institution can be indirectly measured through an individual member's perceptions of that climate (Arnold & Peterson, 1998). According to Arnold and

Peterson (1998), their analysis showed that an individual's perception of his work climate is influenced by his perception of the work culture.

In addition, studies have shown that gender structures also influence an individual's perception of his work climate (Arnold & Peterson, 1998). Arnold and Peterson (1998) stated that work-related gender differences exist even though organizational theory depicts organizations as being gender-neutral. Institutions must acknowledge workplace gender differences to formulate and implement more equitable policies for all employees (Arnold & Peterson, 1998).

An individual's perception of the institutional culture and climate is based on many variables which, in turn, influence career satisfaction. Hagedorn (2000) classified the variables as two categories of interacting constructs referred to as "triggers" and "mediators." A trigger is a significant life event that may be either personal, family, life stage, or work-related, that results in a change in reference to one's self, a change in one's emotional state, or a change in the manner in which one responds to situations and issues at the workplace (Hagedorn, 2000). Examples of work-related issues include acquisition of tenure, perceptions of inequities or injustices in the workplace, and changes in job position or place of employment (Hagedorn, 2000). A mediator is a variable or a situation that has an influence on other personal or job-related variables, and can include situations and circumstances that affect career satisfaction (Hagedorn, 2000).

Hagedorn's (2000) categorization of mediators is similar to the variables used in the ADEA study of workplace perception. The category "Motivators and Hygienes" contains variables comparable to variables found in the category of "Environment and

Culture,” and refers to the personal rewards an individual receives from his work. This category includes the nature of the work itself, as well as a perception of accomplishment and recognition, promotions, awards and rewards received, and salary (Hagedorn, 2000). Variables found in the category “Demographics” are similar to the variables in the Demographic category in the ADEA study, and includes a person’s gender, the type of institution where employed, and the academic discipline in which he teaches (Hagedorn, 2000). Variables of the category “Environmental Conditions” are similar to the variables of “Professional Development Support and Resources”, as well as the variables found in the category of “Academic Environment and Culture”. These variables include the quality of collegial and student relationships, the institutional climate and culture, and the relationship with school administration (Hagedorn, 2000).

Hagedorn (2000) stated that the complex feedback between mediators and triggers affects the experience of career satisfaction. Career satisfaction is experienced on a continuum from low (a state of disengagement) to neutral (acceptance and tolerance of the work situation) to high (an active engagement in the workplace and an appreciation of an individual’s work) (Hagedorn, 2000). A negative response to mediators and triggers will result in stress whereas positive social and working relationships and satisfying working conditions will lead to career satisfaction (Hagedorn, 2000).

Hagedorn studied individuals at different life stages in their careers and found that low stress levels are a predictor for career satisfaction at all life stages (Hagedorn, 2000). Personal or family-related circumstances, as well as conflicts between job and family life, create high levels of individual stress. The increase in stress creates a

snowball effect, negatively affecting physical and emotional health and career satisfaction. Stress from job and family conflicts prove to be more acute in females (Hagedorn, 2000). In addition, individuals who undergo a change in rank or position or who transfer to another institution, report higher levels of stress and lower levels of job satisfaction (Hagedorn, 2000).

Hagedorn (2000) found that predictors for success vary along a continuum according to life stages and that career satisfaction increases with advanced life stages (Hagedorn, 1994, 2000). Individuals with twenty-five or more years to retirement, termed “novices,” receive satisfaction from their positive relationships with their institution’s administration and interactions with students. Individuals who are fifteen to twenty years from retirement, termed “mid-careerists,” receive satisfaction related to appropriate compensation for their work. Individuals with 5 years or less to retirement, termed “disengagers,” receive satisfaction from positive relationships with administration and appropriate compensation (Hagedorn, 1994). Overall, the mediators found most highly predictable for career success include the work itself, equitable salary compensation, relationships with administration and students, the quality of students, and institutional climate and culture (Hagedorn, 2000).

Faculty who perceive high levels of justice within their institution report higher levels of career satisfaction than those whose perception of institutional justice is low (Hagedorn, 2000). In addition, perceived inequities in opportunity for participation and promotion, as well as in compensation, result in the perception of injustice. Hagedorn (2000) found a significant relationship between multiple measures of career satisfaction for female faculty and gender-based wage differentials. Salary inequities affect the

intent of female faculty to remain in academia, suggesting a need for gender-equitable salary structures (Hagedorn, 2000).

Key Variables

The ADEA Perception of Workplace Environment survey was designed to elicit information regarding perceptions of institutional conditions and experiences that affect dental faculty career satisfaction. The survey sought information regarding demographic factors and examined two categories of key variables which contribute to overall career satisfaction: perceptions of availability of professional development support and resources and perceptions of academic environment and culture. The demographic items collected data regarding personal and professional faculty attributes. Items in the workplace environment and culture category sought information regarding the perception of variables, such as faculty inclusion, collegiality, mentoring, collaboration, recognition, and college culture. Items in the professional development support and resources category sought information regarding the perception of variables, such as academic support for teaching, research, and writing, and developmental support for the tenure and promotion process.

Relationship of Key Variables with Faculty Career Satisfaction

Faculty Inclusion

The key variable termed “faculty inclusion” pertains to the perception of equity in participation and promotion opportunities and inclusion in informal networks regardless of race, culture, gender, age, religion, or sexual preference. The perception of transparency and equity in the promotion and tenure process is a key component of career satisfaction (August & Waltman, 2004). Clearly defined promotion and tenure policies help to guide faculty through the tenure process. Equitable opportunities for

participation in tenure-related activities allow faculty to navigate themselves through the tenure process. Inclusion in professional networks support and facilitate faculty efforts toward the promotion and tenure goal.

Differences in the perception of equity and inclusion in the workplace between male and female faculty members can affect the acquisition of tenure and promotion. Various studies have shown that, in general, female faculty tend to experience more stress regarding the tenure and promotion process than do male faculty (Park, 2000). Two studies found that the rate of voluntary departure from academic positions before tenure review is more than two times greater for female faculty (Rausch, Ortiz, Douthitt, Reed, 1989; Rothblum, 1988). Reasons for early departure include issues related to tenure expectations, equity and fairness in the tenure process, and a lack of clarity in tenure guidelines (Austin & Rice, 1998; Johnsrud & Atwater, 1993; Johnsrud & Des Jarlais, 1994; Rausch et al., 1989). Women cited relations with the departmental personnel committee and poor relations with department chairpersons as barriers to success that resulted in more female than male faculty leaving their positions (Johnsrud & Atwater, 1993; Johnsrud & Des Jarlais, 1994).

Family issues often presented challenges and disadvantages to faculty, particularly female faculty and those engaged in the tenure process. Balancing a professional career with family responsibilities creates difficulties and time constraints for male and female faculty (Aisenberg & Harrington, 1988; Parson, Sands, Duane, 1991; Riger, Stokes, Raja, Sullivan, 1997). Female faculty report unique disadvantages as many are in their child-bearing years while seeking tenure. In addition, baby boomers often take on the task of elder care for their aging parents. In total, time pressures and

quality of life issues resulted in more female than male faculty leaving their academic positions (Barnes, Agago, Coombs, 1998; Johnsrud & Heck, 1994).

Faculty Collaboration, Networking, and Support

Two key variables, faculty collaboration and networking plus support, are interrelated and interdependent. The faculty collaboration and networking variable includes equitable opportunities for teaching and research and equitable access to networking and information sharing. The faculty support variable encompasses the entities which support and promote faculty success in the areas of teaching, research, networking, and information sharing. Faculty support entities include equitable access to adequate resources, as well as equitable opportunities for participation in mentoring relationships and peer networking, mutually beneficial working relationships, and personal and career support.

Faculty support entities contribute to faculty success; they are an important component of career satisfaction. According to Johnsrud and Heck (1998), some support variables for higher education faculty exist outside of the academic institution and play a role in career satisfaction. The public perception of faculty status affects faculty feelings of appreciation and support (Johnsrud & Heck, 1998). A Carnegie Foundation faculty survey indicated that 64 percent feel that respect for academia is declining (Boyer, Altback, Whitelaw, 1994). Johnsrud and Heck (1998) reported that when faculty perceived the public as questioning their priorities, performance, and worth, it eroded the quality of life they once enjoyed.

Strong faculty support from within the academic institution improved faculty performance and therefore, the public perception of faculty status. A vital component of institutional support for faculty is the provision of formal and informal mentoring and

networking opportunities in higher education. Faculty participation in mentoring relationships and professional networks contributed to career satisfaction and success.

Academic institutions that prioritized the development and retention of faculty provided formal mentorship programs in which senior faculty mentors were paired with junior faculty protégés. Mentors served as role models, provided inspiration, influence (Anderson & Ramey, 1990; Cullen & Luna, 1993), encouragement and affirmation (Nye, 1997). Faculty mentors instilled confidence in their protégés (Nye, 1997) by serving as sponsors, protectors, and research coaches (Hall & Sandler, 1983). Department chairpersons mentored through their interaction with protégés by providing support and helping with faculty socialization (Gmelch, Lovrich, Wilke, 1984; Olsen & Crawford, 1998).

A paper addressing dental school faculty shortages by Haden et al. (2000) stated, “There is a continuing need for faculty members who manifest the ability to achieve a balanced profile of academic activity that includes teaching, research, and institutional service, especially through patient care” (p. 669). Haden et al. (2000) added that dental schools are challenged to recruit and retain high caliber academicians with the specialized clinical skills and scholarship credentials needed to fill nationwide faculty vacancies. The ADEA addresses that challenge by supporting formal mentorship programs that aid in the recruitment, development, and retention of dental school faculty (Haden et al., 2000).

Mentoring relationships provide career and psychosocial functions for protégés. The benefits of mentorship include learning through the expertise of the mentor, socializing junior faculty into the academic culture of the institution, strategizing for

professional growth, and receiving career counseling. Mentors empower protégés, offer personal critique and constructive feedback, and emotional support (Twale and Jelinek, 1996). Mentors provide guidance and sponsorship, opening doors to professional networks, thereby helping protégés to reach their full potential (Twale & Jelinek, 1996). Mentorship is critical to career development and advancement for junior faculty (Twale & Jelinek, 1996).

Mentoring relationships may be established through formalized mentoring programs or through informal pairings of mentors and protégés. A protégé may seek a mentor or the mentor may identify a protégé. Junior faculty may have a primary mentor, secondary mentors, and subsequent mentors throughout the stages of their career development. In addition, the mentoring dyad may consist of either the same-gender or cross-gender pairings, depending on circumstance and personal choice. Regardless of the mentoring context, those who participate as protégés in mentoring relationships are more likely to serve as mentors when they achieve senior faculty status (Twale & Jelinek, 1996).

Mentorship is essential for female faculty while negotiating the tenure and promotion process, and particularly for those who entered administrative ranks (Twale & Jelinek, 1996). Female faculty reported that same-gender dyads provided key emotional support, while cross-gender dyads provided promotion and tenure support (Twale & Jelinek, 1996). Characteristically, female mentors tended to be knowledgeable, supportive, and caring, while male mentors tended to be visionary role models, teachers, and consultants (Twale & Jelinek, 1996).

Mentoring is an important component to overall career satisfaction, particularly for women (August & Whitman, 2004). However, female faculty tend to have more difficulty in establishing mentoring relationships than their male counterparts do. (August & Waltman, 2004) Women who have not participated in mentoring relationships do succeed, however, they perceive that they are less productive, less connected to peer and university networks, and less able to develop in multiple areas of endeavor (Waltman, 2001).

The ADA Future of Dentistry Report (2001) stated that the proportion of women and minorities in the dental student population has increased to thirty-five to thirty-eight percent of the overall enrollment for females, and thirty-four percent of overall enrollment for minorities. The report emphasizes that efforts to mentor women and minority faculty will be necessary to provide a faculty workforce reflective of the diverse dental student body population. The number of women and minority faculty has increased in recent years, but continues to lag behind in proportion to the number of women and minority dental students (ADA Future of Dentistry Report, 2001).

The lack of diverse faculty creates three issues of concern to women and minority faculty. The under-representation of females and minority faculty creates a void in mentoring and role modeling opportunities for dental students, a lack of faculty to faculty support and mentoring, and a disproportionate limit of opportunities for tenure, promotion, and advancement to higher positions (ADA Future of Dentistry Report, 2001).

Workplace Environment: Academic Resources, Professional Environment, & Academic Climate and Culture

Three key workplace environment variables, interrelated and interdependent, also contribute to career satisfaction. The academic resources variable includes issues such as access and equity regarding office and lab space, secretarial support, protected research time, available grant support, and time allocations for teaching and research.

The professional environment variable refers to gender-based perceptions of the workplace atmosphere, which affect faculty career satisfaction and retention. The professional environment includes factors such as a “welcoming” versus a “chilly” environment, acceptance and respect of individuals in their job roles and for the work that they do, equitable salaries, equitable opportunities for professional development and advancement, and career satisfaction.

The academic climate variable refers to the existence of certain conditions within the workplace culture, which contribute to faculty career satisfaction and retention. The academic climate includes factors such as freedom from sexual and gender bias and harassment, equitable opportunities for tenure accruing and administrative positions and professional advancement, the psychological and social climate of the workplace, and the institutional philosophy regarding dental education. Also included in this variable are the factors regarding the physical facility, furnishings, equipment, and location of the academic institution.

Surveys of faculty worklife issues indicate that the majority of experienced faculty would choose an academic career if they had the chance to do it over again (Boyer et al., 1994). College faculty report satisfaction with their intellectual life and profession, and they particularly enjoy their relationships with colleagues (Boyer et al., 1994).

Robertson and Bean (1998) stated that collegial relationships found within the community of scholars positively influenced job satisfaction. Another key aspect of faculty career satisfaction is the actual work in research, teaching, and service (Olsen, Maple, & Stage, 1995). Other sources of satisfaction included a high degree of autonomy (Tack & Patitu, 1992), the perception of control over career development (Olsen et al., 1995), and the challenge of the work (Manger, 1999).

The level of career satisfaction is higher when faculty perceive that they are valued and recognized by their peers and their institution (Johnsrud & Des Jarlais, 1994). The hallmarks of appreciation include comparable salaries (Hagedorn, 1996), rewards, and the perception of an adequate and equitable allocation of resources and support (Johnsrud & Des Jarlais, 1994). The perception of inadequate rewards and recognition (Gmelch et al., 1984; Gmelch, Wilke, Lovrich, 1986) creates dissatisfaction and stress, contributing to faculty attrition (Barnes, et al., 1998). Conversely, faculty morale is highest when they believed that they had opportunities to participate in governance and influence decision-making (Rice & Austin, 1988).

Johnsrud (1996) presented three broad concerns that create frustration and erode faculty morale: the 1) public's questioning of faculty professional priorities, 2) faculty's lack of confidence in the academic institution's ability to support and protect their professional priorities, and 3) subsequent erosion of the quality of life once enjoyed by academicians. Research indicates that the majority of faculty point to the academic institution as the source of their career frustrations (Boyer et al., 1994). The faculty's perception of these concerns has a negative effect on promotion and tenure (Johnsrud

& De Jarlais, 1994), and retention, thus affecting the quality of the academic enterprise (Johnsrud & Heck, 1994).

The professional priorities of faculty in higher education include the traditional triad of research, teaching, and service. However, the academic institution often places a heavy emphasis on research and less value on teaching (Edgerton, 1993). Although the triad is a requisite for tenure, research and publishing are more highly rewarded, often at the expense of teaching (Boyer, 1990).

The acquisition of tenure permits a certain amount of autonomy, allowing faculty the academic freedom to determine their subject matter and method of instruction, the topic and method of their research, and the type of service they will perform (Johnsrud & Heck, 1998). Coincidentally, the public and legislators are holding faculty increasingly accountable for their productivity, the relativity of their research, and their dedication to undergraduate education and to the needs of the society (Johnsrud & Heck, 1998).

The prioritization of professional academic endeavors is therefore affected by the balance between faculty autonomy, institutional reward, and the public demand for accountability. Maintaining such a balance places a strain on academic administrators as well as the faculty (Johnsrud & Heck, 1998).

Many faculty members lack confidence in the ability of the academic institution and administration to support and protect their professional priorities. This lack of confidence can be attributed to autocratic administrations, poor leadership, and ineffective communication (Johnsrud & Heck, 1998). Faculty members have more confidence in the leaders who are closest to them, and this confidence lessens as the distance between faculty and their leaders increase (Johnsrud & Heck, 1994). Studies

show that faculty members develop strong ties to their department chair, and that the strength of the relationship between the chairperson and the department directly influences the success and retention of faculty (Johnsrud & Heck, 1994). Faculty members feel less connected to and confident of deans, senior administrators, presidents, and board members (Johnsrud & Heck, 1994). In addition, the majority of faculty report feeling demoralized due to a loss of influence in decision-making or policy-forming processes within the institution (Boyer et al., 1994).

The effect of the demand for accountability and the lack of confidence in institutional support impacts faculty's perceived quality of life (Johnsrud & Heck, 1998). Compounding the problem is the faculty's perception of a declining respect for academics (Boyer et al., 1994). Salary discrepancies and poor working conditions, including the state of the physical facilities or a lack of facilities, supplies, support personnel, and support services, also have a negative effect (Johnsrud & Heck, 1998).

Faculty point to poor working conditions, including lack of facilities, lack of supplies, lack of support personnel, parking issues, and the deterioration of the physical plants, as major concerns that impact how they perceive their quality of life (Bowen & Schuster, 1986; Johnsrud & Heck, 1998). Faculty describe the problem of inequitable distribution of limited resources as a source of great frustration (Johnsrud & Heck, 1998). Research indicates that female faculty report access to fewer resources than male faculty in terms of start-up equipment, financial assistance, and graduate student support (Astin, 1991; Johnsrud & Wunsch, 1991; Olsen & Sorcinelli, 1992; Park, 2000; Parson et al., 1991; Sandler & Hall, 1986).

Des Jarlais (1995) stated that faculty perceptions of workplace climate affect morale more than structural factors do. The perception of worklife quality significantly impacts the level of job satisfaction and morale (Johnsrud & Rosser, 2002), a key component in faculty's decision to remain in academia (Mattier, 1990; Smart, 1990). Johnsrud and Heck (1998) reported that administrators must monitor faculty perceptions of workplace climate to reward and retain faculty. They suggested that administrators establish benchmarks of the issues important to faculty work-life, and use those benchmarks to constantly monitor and improve the culture and climate of the academic environment (Johnsrud & Heck, 1998).

"The quality of the academic enterprise depends ultimately on the vitality of the faculty." (Johnsrud & Heck, 1998, p. 553) Administrators must change the climate and culture of the academy by addressing issues that affect faculty morale, and they must support faculty efforts to deliver the high-caliber research, teaching, and service that addresses the needs of society (Johnsrud & Heck, 1998). Administrators must focus on the issues which affect career satisfaction, a key component in the recruitment, promotion, and retention of faculty in American higher education.

According to Maslow's Hierarchy of Needs and Aldorfer's E/R/G (existence, relatedness, growth) Theory, satisfaction is synonymous with need fulfillment (Robertson & Bean, 1998). Therefore, career satisfaction occurs when individual job-related needs are met (Robertson & Bean, 1998). As each component of the job provides satisfaction by fulfilling a job-related need, it results in greater global career satisfaction for the individual (Robertson & Bean, 1998).

Caffarella and Zinn (1999) presented numerous factors which support career development, and indicated other factors that occur simultaneously and which serve as barriers to development. Three types of activities support professional development: self-directed learning experiences, formal professional development programs, and organizational development (Cranton, 1994).

Self-directed learning experiences include coursework development, teaching, research, and activities that are planned, implemented, and evaluated by individual faculty (Cranton, 1994). Formal professional development programs include mentoring programs, institutional programs, meetings, conferences, and workshops (Cranton, 1994). Organizational development includes systematically planned strategizing activities, which focus on institutional improvement and change rather than individual change (Cranton, 1994).

Zinn (1997) indicated four domains of supports and barriers to career development, each existing along a continuum from positive, present, to negative, not present. The supports and barriers are maintained in a balance within and across the domains with individuals having varying levels of control over the issues that influence the supports and barriers (Zinn, 1997). The perception of greater control and influence has a positive effect on job satisfaction.

The supports and barriers domains are similar to the domains found within the ADEA Perceptions of Workplace Environment study. Domain I includes the people and interpersonal relationships within and outside the work environment. Domain II includes interpersonal structures that provide opportunities for professional growth, the necessary resources to support professional growth, and the time to do so. Domain III

includes the personal, private life considerations and commitments, circumstances, events, and people affecting an individual's work performance. Domain IV includes the intellectual and personal characteristics of the individual, and the personal perception of self in the role of scholar, teacher, and mentor (Zinn, 1997).

Research by Robertson & Bean (1998) showed that women and men differ in the factors which are responsible for career satisfaction. Career satisfaction factors for males are related to work and institutional issues, whereas the factors for females are related to collegial relationships, socialization, and workplace climate (Robertson & Bean, 1998). The research points to the importance of social networking, workplace relationships, peer support, and mentoring in the recruitment and retention of the best female and male faculty (Robertson & Bean, 1998).

Robertson & Bean (1998) stated that mentoring is an excellent means of career development for faculty, but fewer mentoring opportunities exist for females than for males. In addition, other workplace inequities negatively affect females, reducing career satisfaction, and thus, recruitment, promotion, and retention of women in academia. These inequities must be addressed and resolved to remedy the faculty shortage in American dental schools. "Dental schools must be both leaders and partners with other university units and professional organizations to do all that is possible to ensure a positive and equitable career environment for women and minority faculty in the nation's dental schools." (Future of Dentistry Report, 2001, p. 101)

Women are less likely to choose an academic career as opportunities arise in other sectors of the workforce (Trower, 2000). In addition, deterrents to choosing an academic career include the demands and time commitment of the job, the challenge of

balancing personal, family, and professional life, and low salaries that do not reflect the education and preparation required for the job (Trower, 2000). Females who do choose careers in academia have higher rates of pre-tenure and post-tenure attrition than their male counterparts (Rausch et al., 1989; Rothblum, 1988). Rausch et al., (1989) and Rothblum (1988) found that women voluntarily leave academia before tenure review twice as often as men, suggesting that the tenure process and tenure status may negatively affect career satisfaction and retention for female academics. Academic institutions must create and support a satisfying workplace environment to retain female faculty (August & Waltman, 2004). Career satisfaction is a crucial component of faculty retention (Johnsrud & Heck, 1994; Rausch et al., 1989).

August (2004) indicated an under-representation of women in academe, the result of a number of issues that combine to produce a complex problem. Women are hired less frequently than men for positions in academia (Moore & Sangria, 1993), are hired disproportionately into lower ranked positions (Harper, Baldwin, Gansneder, & Chronister, 2001; Leslie, 1998), are disproportionately represented in low paid, non-tenure track positions of lecturer and instructor (Harper et al., 2001), are tenured and promoted more slowly (Bentley & Blackburn, 1992; Moore & Sangria, 1993), and less often (Bain & Cummings, 2000), and are paid less (Nettles, Perna, & Bradburn, 2000) than male faculty, even when controlling for demographic variables of age, rank, discipline, and institutional type (Perna, 2001).

Tijdens (1994) described three types of organizational structures that are “collectively gendered” and which contribute to the under-representation of women in academe. Industrial segregation refers to the uneven distribution of men and women in

academe, in which the number of women may be high, but the distribution of women across workplace domains is uneven (Tijdens, 1994), as in teaching and research. Occupational segregation occurs when more females are traditionally employed in a certain field (Tijdens, 1994), such as in nursing. Hierarchical segregation refers to an uneven vertical distribution of men and women in multiple job levels (Tijdens, 1994), such as in teaching, research, and administrative positions.

The rate of representation of female faculty in higher education is heavily influenced by the level of career satisfaction an academic career affords them. The factors that determine female career satisfaction are often different than the factors which determine male career satisfaction. Hagedorn (1996) categorized indicators for male and female faculty satisfaction including salary levels, tenure and rank, perceived support, interaction with superiors or facilitators, job stress, interaction with students, social aspects and collegial relations, and the person-environment fit [satisfaction with the institution.]

Studies show that when controlling for gender, females indicate different categories of influences on career satisfaction. According to Riger, Stokes, Raja, and Sullivan (1997), six factors affect female faculty career satisfaction, including “dual standards and opportunities, sexist attitudes and comments, informal socializing, balancing work and personal obligations, remediation policies and practices, and mentoring” (p. 64).

Studies by Hagedorn (1996) indicated that the most predictive factors of female career satisfaction are perceptions of the institution, the administration, and collegiality within the academic setting. In addition, perceptions of wage equity, rank, tenure, and

academic perceptions of students contribute to overall career satisfaction of female faculty (Hagedorn, 1996). The perception of shared values and mission, good working relationships with students and colleagues, and support from administrators influences the perception of institutional fit for female faculty (Hagedorn, 1996). In addition, the perception of opportunities for participation and involvement in decision-making influences self-esteem and contributes to a sense of accomplishment, thus improving career satisfaction and commitment (Hagedorn, 1996).

Hagedorn (1996) stated inequity of wages has the greatest effect on stress levels for female academics. The lack of control over wage inequities generates feelings of helplessness (Hagedorn, 1996). She found that as wage differentials between male and female faculty increase, the global career satisfaction of female faculty decrease. The perception of fairness in salary levels is a greater factor in determining career satisfaction than the actual salary amount (Hagedorn, 1996). In addition, wage differentials affect the way in which female faculty perceive the institution and directly affect their intent to remain in academia (Hagedorn, 1996).

There are several sources of wage differentials between male and female faculty. Women are more likely to work part-time in a teaching capacity, are less likely to be involved in research or to be published, and are, therefore, less likely to be tenured and promoted. Female faculty have less opportunity to participate in mentoring and collegial relationships, and they are less likely to hold more highly paid administrative positions. In addition, female faculty are over-represented in institutions with less perceived academic prestige and thus receive lower salaries (Hagedorn, 1996).

Hagedorn (1996) concluded that non-discriminatory monetary compensation will increase career satisfaction and encourage retention of female faculty in higher education. She suggested that the establishment of formal mentoring programs would increase the perception of collegiality for female academics and would increase their sense of inclusion and institutional satisfaction.

In a study of faculty productivity, satisfaction, and salary, Hagedorn (2001) found minimal differences between male and female faculty in terms of productivity and overall career satisfaction. She conceded that the number of female faculty has risen but that women still remain under-represented among the higher faculty ranks. In addition, women continue to be over-represented among the non-tenured and non-tenure track faculty, and they are less likely to have attained the rank of full professor. Female faculty are more likely to teach in institutions of lower prestige or in two-year colleges and if employed part-time, they would prefer to be employed on a full-time basis. In addition, the majority of female faculty report having lower salaries (\$8,681 mean differential) and higher levels of job-related stress than male faculty (Hagedorn, 2001).

Hagedorn's 2001 study showed that the significant career satisfaction predictors for female faculty included equity in salary levels, the perception of fair treatment for females at the institution, the commitment to students, and job stress. Non-significant predictors of career satisfaction included factors such as rank, tenure, discipline, marital status, having dependent children, stress from personal issues, and career interruption for health or family issues (Hagedorn, 2001). She concluded that there is a need to "closely examine and adjust the reward structure to be fair and equitable for all" (Hagedorn, 2001, p. 7).

The National Education Association Florida Salary Surveys (2004-2005) show that the salary gender gap at American public institutions is \$11,082 and at private institutions is \$14,027. Males earned a greater salary in every rank and level at public institutions except for lecturers at baccalaureate colleges and faculty with no rank at comprehensive institutions. Female faculty salaries had continued to improve over the past three years but continue to lag behind male faculty salaries.

Statistics show that women are more likely to teach in the lower academic ranks (56.9 percent of instructor positions, 56.2 percent of lecturer positions), as opposed to the higher academic ranks (28.2 percent of professor positions and 41.1 percent of associate professor positions). Women comprise 51.1 percent of the total faculty at two-year institutions, as opposed to 35.1 percent of total university faculty. In addition, women are more likely to teach in lower-paying disciplines while men are more prevalent in the higher-salary fields (NEA Florida Salary Surveys, 2004-2005).

The Collaborative on Academic Careers in Higher Education (COACHE) Survey of September 2006 was sent to 8,308 full-time, pre-tenure faculty at fifty-one colleges and universities. The overall response rate was 59 percent, 4,866 responded. The survey was organized around five themes: 1) tenure, 2) nature of the work, 3) policies and practices, 4) climate, culture, and collegiality, and 5) global satisfaction. Females reported less satisfaction with climate, culture, and collegiality. For overall global satisfaction, females reported less satisfaction than males, faculty of color reported less satisfaction than white faculty, and university faculty reported less satisfaction than college faculty.

For faculty overall, six factors independently predicted global satisfaction for faculty: 1) collegiality (most predictive), 2) nature of the work, 3) tenure, 4) work-family, 5) policy effectiveness, and 6) compensation. By gender, all six factors predicted global satisfaction for faculty, however, policy effectiveness and work-family were better predictors for female global satisfaction, and tenure was a better predictor for male global satisfaction (COACHE Survey, 2006).

A study by August and Waltman (2004) utilized Hagedorn's Conceptual Framework to determine predictors of faculty career satisfaction. The findings showed that the components of career satisfaction for female faculty may differ as a function of tenure status. The variables in the environmental conditions block were the most significant predictors of career satisfaction for all female faculty. Environmental variables include departmental climate, quality of student relationships, a supportive relationship with the department chairperson, and the level of influence within the department or unit. The most significant motivator/hygiene variable was the perception of equitable salaries within the academic ranks (August & Waltman, 2004).

Trigger variables were significant for tenured women and included measures of disparate workload and salary equity. Perception of work overload negatively affects career satisfaction for female academics (August & Waltman, 2004). Women who work in departments with few female faculty members reported feeling pressured to assume heavier committee and student advising loads (Sonnert & Holton, 1995) and heavier teaching loads (Park, 2000) than their male counterparts.

Significant variables for non-tenured women included college peer relations and having a senior mentor and role model (August & Waltman, 2004). The quality of

teaching, mentoring, and advising relationships with students was significant for both tenured and non-tenured women, although less for non-tenured women who were involved in research and publishing for tenure. Involvement and influence in department matters was significant only for tenured women. The study concluded that career satisfaction issues salient to non-tenured female faculty are likely to change as tenure is attained (August & Waltman, 2004).

Researchers have reported that a sense of community is important to career satisfaction for females. However, female faculty reported perceptions of challenging and chilly workplace climates, exclusion from male networks and isolation from male colleagues, differential treatment, less support and approval from colleagues and chairpersons, and less information regarding the tenure process (Astin, 1991; Boice, 1993; Fox, 1991; Johnsrud & Wunsch, 1991; Olsen et al., 1995; Olsen & Sorcinelli, 1992; Parson et al., 1991; Riger et al., 1997).

Conclusion

In September 2007, the National Academy of Sciences (NAS) issued a report entitled *Beyond Bias and Barriers: Fulfilling the Potential of Women in Academic Science and Engineering*. The report, chaired by Dr. Donna Shalala, President of the University of Miami and former U.S. Secretary of the Department of Health and Human Services, proposed a national effort to maximize the potential of women scientists and engineers in academia. The report stated that the “pipeline” for women in academia is not the problem and that the focus should be on the need for a “culture change within the scientific community” (National Academy of Sciences, 2007, Executive Summary, p. S-2). Dr. Elias A. Zerhouni, Director of the National Institutes of Health, responded to the NAS report by stating,

It is critical to address the barriers that women face in hiring and promotion at research universities in many fields of science. We have increased our pool of talented women who choose to study science and engineering. We must now focus on our efforts on retaining and advancing them.
(Source:<http://info.adea.org/BDE/Printall.aspx>)

The NAS report concluded that academic institutions must promote the educational and professional success of all of its members. The concluding paragraph of the report described the purpose and focus of this dissertation study:

The United States can no longer afford the underperformance of our academic institutions in attracting the best and brightest minds to the science and engineering enterprise. Nor can it afford to devalue the contributions of some members of that workforce through gender inequities and discrimination. It is essential that our academic institutions promote the educational and professional success of all people without regard for sex, race, or ethnicity. So that our scientists and engineers can realize their greatest potential, our academic institutions must be held accountable and provide evidence that women and men receive equitable opportunities, resources, and support. Institutional policies and practices must move from the traditional model to an inclusive model with provisions for equitable and unbiased evaluation of accomplishment, equitable allocations of support and resources, pay equity, and gender-equal family leave policies. Otherwise, a large number of the people trained in and capable of doing the very best science and engineering will not participate as they should in scientific and engineering professions (National Academy of Sciences, 2007, Executive Summary, p. S-5).

CHAPTER 3 METHODOLOGY

Setting

The Dental School Faculty Perceptions of the Academic Work Environment Survey was distributed to the faculty and administrators of A Southeastern University, College of Dentistry, main campus. The College of Dentistry was established in 1972 and is located in the Dental Sciences Building on the campus of the Health Science Center. The college is one of two dental schools serving the state in which it is located, and it is the only publicly funded dental college in that state. The college recruits the nation's top dental students, faculty, and researchers, and is nationally recognized as a leader in dental research, teaching, and service.

A Southeastern University, College of Dentistry consists of ten dental science departments and clinics, and ten dental specialty centers for research and patient treatment. The college offers sixteen degree and certificate programs in dentistry and in the various dental specialties. Students, residents, and faculty participate in interdisciplinary learning and oral health research, with an emphasis on infectious dental diseases, bone biology, biomaterials, pain and neurosciences, and translational clinical research.

A Southeastern University, College of Dentistry provides dental services to patients from its own state and from the surrounding southeastern states. The diverse patient pool reflects the college mission of improving access to affordable dental health care for patients of all socioeconomic populations, ages, and cultures. Students and faculty provide services for special needs patients, and community outreach services for indigent populations throughout the state in which SEUCD is located. In addition,

service missions in the United States and abroad provide dental care to underserved populations throughout the world.

Participants

Survey participants were recruited from the population of full time faculty and administrators at the college's main campus. Survey participants were identified using the college's directory. Approximately 167 faculty members met the criteria and were eligible for the study. Because the purpose of the study was to capture routine perceptions of the workplace environment within the dental school's main campus, Faculty and administrators working at off-campus satellite clinical sites throughout the southeastern state, as well as part-time employees of the College of Dentistry, were not surveyed.

Participants of the study included all individuals at who fit the criteria of full-time, tenured, non-tenured, clinical track, assistant in dentistry, and associate in dentistry faculty and administrators. The population of participants included dentists, dental hygienists, and dental researchers, with graduate level degrees in dentistry, medicine, dental sciences, education, or some combination thereof. The approximate age range of the study participants was between thirty and seventy years of age. Participants were contacted via the college's email directory.

Informed Consent

Informed consent was obtained utilizing verbal and written communication of information about the study. The researcher presented information regarding the study directly to survey participants at departmental meetings, faculty assembly, and at meetings of special interest groups within the college. Survey participants were provided a letter of informed consent that explained the purpose and use of the survey,

and the steps taken to insure the anonymity and privacy of the participant. Letters of informed consent were included in and distributed with the survey electronically through the online survey tool SurveyMonkey.com. Participants were required to read the form and acknowledge their consent before access to the survey was permitted. Participant consents were collected and retained by SurveyMonkey, thus maintaining the anonymity and privacy of the survey participants.

Tasks and Materials

Items from the updated 2007 version of the ADEA Survey on Dental School Faculty Perceptions of the Academic Work Environment were used for this research project. The original 2001 survey contained a combination of seventy-five quantitative and qualitative items designed to measure dental faculty experiences and perceptions of workplace environment. The survey was developed based on a review of the literature dedicated to perceptions of academic work environment and career development (Nesbitt et al., 2003). Researchers conducted a pilot survey with five male and five female dental faculty for clarity and brevity (Nesbitt et al., 2003). Chi square tests were used to detect differences in answer frequencies between male and female respondents (Nesbitt et al., 2003).

The updated 2007 version of the ADEA survey was designed to include primarily quantitative items that measure the same categories of variables as the 2001 version of the survey. Sources for the survey included the Harvard Graduate School of Education Faculty Job Satisfaction Survey and an online survey used by the University of Texas Health Science Center at San Antonio to gather information regarding career enhancement needs of faculty (Trotman, Haden, Hendricson, 2007). A sample of forty UTHSCSA faculty members participated in a pilot test of the survey in January 2007,

and modifications were made based on the results of the pilot test (Trotman et al., 2007). No test of reliability was reported for the survey instrument. The 2007 survey was distributed to faculty at fifty-six U.S. and Canadian dental schools via the Internet during the time period February to April 2007.

Results of the survey were published in the *Journal of Dental Education* in 2008. Responses to the survey were received from forty-nine American dental schools and included 1,748 full-time and part-time faculty (17 percent of all U.S. dental school faculty) (Haden et al., 2008). As with the 2001 ADEA Dental Faculty Perceptions of Workplace Environment Survey, the the researchers suggested that “dental school leaders use these findings to assess their individual dental school’s work environment and to plan changes as needed” (Haden et al., 2008, p. 530).

The survey for this research project utilized items from the 2007 ADEA Faculty Perceptions of Workplace Environment Survey. The items from the 2007 ADEA survey were classified and sectioned according to the categories of demographics, day-to-day activities, professional development support and resources, the dental school environment, and job satisfaction. The classification and arrangement of survey items fit with Hagedorn’s Conceptual Framework of mediators, triggers, and job satisfaction.

The survey was created, distributed, and analyzed using SurveyMonkey.com. The survey was encrypted to ensure security and confidentiality of results. Survey participants were identified by a number and no participants were identified by name. Participants were directed to read each question on the survey and to click on the answer that most appropriately reflected their perceptions of the academic work

environment. The survey contained approximately 100 items and took approximately thirty minutes to complete.

Operational Definition of Variables

According to Tuckman (1999), the independent variable is “the factor that is measured, manipulated, or selected by the experimenter to determine its relationship to an observed phenomenon” (p. 93). The independent variable “operates either within a person or within his or her environment to affect behavior” (Tuckman, 1999, p. 93). The dependent variable is “the factor that is observed and measured to determine the effect of the independent variable” (Tuckman, 1999, p. 93).

The dependent variable of this study was overall faculty job satisfaction. The observed phenomenon or the independent predictor variable of this study was faculty perceptions of the academic workplace environment. Predictor variables are based on the “motivators and hygienes”, “demographics”, and “environmental conditions” factors from Hagedorn’s Conceptual Framework of Faculty Job Satisfaction. The motivators and hygienes predictor variables measured included achievement, recognition, the work itself, responsibility, advancement, and salary. Demographic predictor variables included gender, institutional type, and academic discipline. Environmental predictor variables included collegial relationships, satisfaction with student quality or relationships, satisfaction with administrative decisions, and perception of institutional climate or culture (Hagedorn, 2000). Moderator variables were based on factors from Hagedorn’s model and termed “triggers.” These factors included life events or changes in life stage, family-related or personal circumstances, rank or tenure, perceived justice, mood or emotional state, or a transfer to a new institution (Hagedorn, 2000).

In addition, the moderator variables for this study were evident in the stratification parameters of the population sample and could represent potential sources of error in the survey outcome. The strata found within the study population were defined by the levels of academic appointment held by the study participants. Survey participants included tenured associate and full professors with academic/research or clinical track appointments, tenure track assistant professors with academic/research or clinical track appointments, and non-tenure track professors with clinical track appointments and holding titles, including assistant professor, assistant in dentistry, associate in dentistry, or senior associate in dentistry. In addition, some survey participants held administrative positions, with varying administrative and teaching responsibilities. The level of academic appointment held by an individual and/or the position held by an individual may influence that individual's perception of the academic work environment, thus providing an alternate explanation of outcome.

Instrument of Measure: Reliability and Validity

The instrument of measure for this research project was a survey. According to Alreck and Settle (2004), the purpose of a survey is to influence or persuade an audience, to modify a product or service, or to understand or predict behavior. The purpose of the Dental School Faculty Perceptions of the Academic Work Environment Survey was to collect data regarding faculty perceptions of the academic work environment and to use the data to understand the factors which contribute to career satisfaction of dental faculty in American dental schools. The data will be used to persuade college administrators to formulate and facilitate the necessary academic work environment changes that would contribute to overall faculty career satisfaction. Improvements in the academic work environment will contribute to the institution's ability

to recruit and retain dental faculty, thus addressing the current and projected dental faculty shortage.

Limitations of the survey method include sampling size, response rate, interviewer bias, authenticity of responses, and the social desirability factor. A large sampling size and high response rate increases the validity of the survey results. The target population for this survey was relatively small (168 full-time faculty) and the response rate was also small (57 respondents).

In addition, inauthentic responses may be generated by respondents desiring to answer the survey in a manner that is deemed to be socially acceptable or pleasing to the researcher, thus lowering the validity of the survey results. The sample population for this study was the population of full-time academicians at A Southeastern University, College of Dentistry in the fall semester of 2008. Sampling of the full-time faculty replicated the sampling population of the original and revised ADEA Dental Faculty Perceptions of Workplace Environment surveys. Surveying a homogenous sample of full-time faculty contributed to the validity and reliability of the study by avoiding population sampling bias. In addition, the anonymity and privacy provided by the online survey format helped to inhibit social desirability bias and interviewer bias (Dillman, 2007).

Data Collection

The survey was sent via SurveyMonkey.com to 168 full-time Southeastern University, College of Dentistry (main campus) faculty and administrators on October 27, 2008. Six survey emails were bounced by the potential respondents' email servers rendering the survey inaccessible to those six faculty. A reminder letter was sent to 123 non-respondents on November 6, 2008. A final reminder letter was sent to 108 non-

respondents on November 18, 2009. Access to the survey was closed on December 2, 2008 and a thank you letter sent to the 64 faculty and administrators who responded to the survey. Fifty-eight survey returns included complete responses and six survey returns were partially answered. One respondent opted out of the survey after initially agreeing to complete the survey. A total of fifty-seven completed surveys were returned for a response rate of 34 percent.

Methodology

Frequencies of response on survey items were calculated regarding perceptions of the workplace environment and culture, perceptions of professional development availability and resources, and overall job satisfaction. A chi square test for independence was used to determine significant differences in the expected and observed survey response frequencies of dental faculty about their perceptions of the workplace environment and overall job satisfaction with regard to gender and various professional attributes. The chi square test was used to show the significance between two nominal variables (Tuckman, 1999). In this study, the independent nominal variable included gender; professional attributes included tenure status, academic degree, faculty rank, focus of job position, salary, number of years in academic dentistry at SEUCD, number of total years in academic dentistry regardless of institution, and a history of successful mentorship by a senior academic colleague. The dependent nominal variable included faculty perceptions of the workplace environment and culture, perceptions of professional development availability and resources, and faculty job satisfaction.

The levels of the independent variable of gender included male dental faculty and female dental faculty. The levels of the independent variable of tenure included

tenured, tenure-accruing, and non-tenure-accruing faculty appointments. The levels of the independent variable of academic degree included the single degrees D.M.D., D.D.S., M.D., Ph.D., M.S., B.S., or a combination of degrees such as D.M.D., Ph.D.; D.M.D., M.D.; D.D.S., Ph.D.; D.D.S., M.D.; or M.S., B.S.

The levels of the independent variable of academic rank included professor emeritus, full professor, associate professor, assistant professor, assistant or associate in dentistry, and research assistant or associate in dentistry. The levels of the independent variable focus of job position included primarily teaching, primarily research, primarily administration, primarily patient care services, or a dual focus on teaching and research, teaching and administration, teaching and patient care/services, administration and research, research and patient care/services, or administration and patient care/services.

The levels of the independent variable of annual salary included less than \$75,000, \$75,000 to less than \$100,000, \$100,000 to less than \$125,000, \$125,000 to less than \$150,000, and \$150,000 or more. The levels of the independent variable of number of years employed in academic dentistry at SEUCD included categories of 1 to 5 years, 6 to 10 years, 11 to 20 years, and more than 20 years. The levels of the independent variable of total number of years employed in academic dentistry, regardless of the institution included 1 to 5 years, 6 to 10 years, 11 to 15 years, 15 to 25 years, 26 to 30 years, and more than 30 years. The levels of the independent variable regarding a history of successful mentoring by a senior academic colleague, who helped in the protégé's professional development, included a report of having been

effectively mentored and a report of not having been effectively mentored by a senior academic colleague.

The levels of the dependent variable of perceptions of workplace environment and culture included perceptions of faculty inclusion, collaboration and support, networking, academic resources, professional environment, and academic climate. The levels of the dependent variable perception of professional development availability and resources included annual evaluation, goal setting, career growth planning, clarity of and access to promotion and tenure guidelines and assistance, professional development workshops and assistance in teaching, research, and grant and/or curriculum vitae writing, professional development workshops regarding scientific topics related to dentistry and research, annual faculty development provided by the academic institution, availability and quality of in-service programs, funding for travel and professional meetings, funding for continuing education, protected time for professional development, availability of formal mentoring programs, opportunities for collaboration, availability of orientation programs for new faculty, adequacy of the physical work environment, adequacy of institutional resources to support academic endeavors, and adequacy of institutional resources to support research endeavors. The levels of the dependent variable of faculty job satisfaction included satisfaction with salary, benefits, the assigned academic department, college administration, the dental institution, and the overall life balance of each faculty person.

Cross-tabulation of survey data was used to indicate the relationship between the categories of nominal data for each of the independent and dependent variables. The total number of cases (n-size) should be sufficient and the number of variable

categories limited to allow expected cell frequencies to be at or above the required minimum of five per cell (Alreck & Settle, 2004). For this study, which included a small population of survey respondents, the variable categories were adjusted to provide adequate cell frequencies. Each hypothesis was tested at significance level of .05 (95 percent confidence level).

A logistic regression statistical analysis was performed to compare the independent variables of gender and professional attributes as predictor variables to the binary dependent response variables regarding perceptions of workplace environment and overall faculty job satisfaction as outcome variables. Logistic regression is a variation of the multiple regression analysis, which measures the degree and direction of the influence of independent (predictor) variables on the dependent (criterion) variables. (Alreck & Settle, 2004; Tuckman, 1999). Whereas a multiple regression analysis determines the independent variables that best predict the dependent variables, the logistic regression analysis results in an odds ratio indicating the probability of an independent variable predicting a dependent outcome variable (XLMiner Online Help, Introduction to Logistic Regression).

The logistic regression analysis was used to estimate the probability (expressed in an odds ratio) that gender, tenure status, academic degree, faculty rank, focus of job position, salary, number of years in academic dentistry at SEUCD, total number of years in academic dentistry regardless of institution, and history of successful mentoring by a senior academic colleague would predict the response of faculty regarding perceptions of workplace environment and culture, perceptions of professional development

availability and resources, and overall faculty job satisfaction. The statistical tool SAS was used to analyze the data.

HAGEDORN'S MODEL

Conceptual Framework of Job Satisfaction

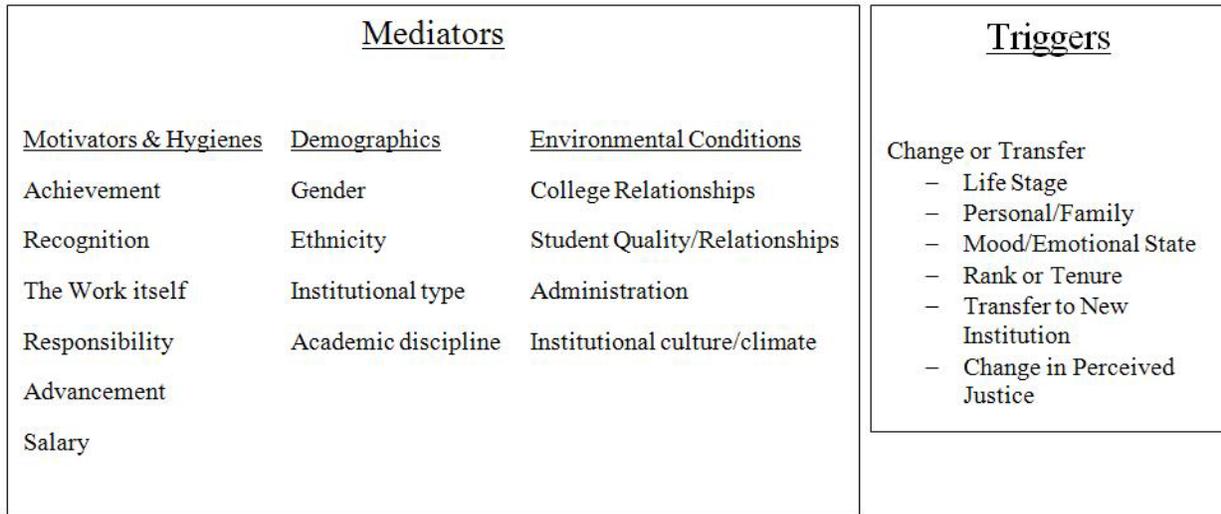
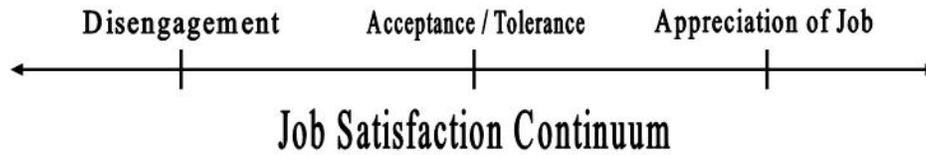


Figure 3-1. Hagedorn's Conceptual Framework of Job Satisfaction Model.

SEUCD RESEARCH MODEL

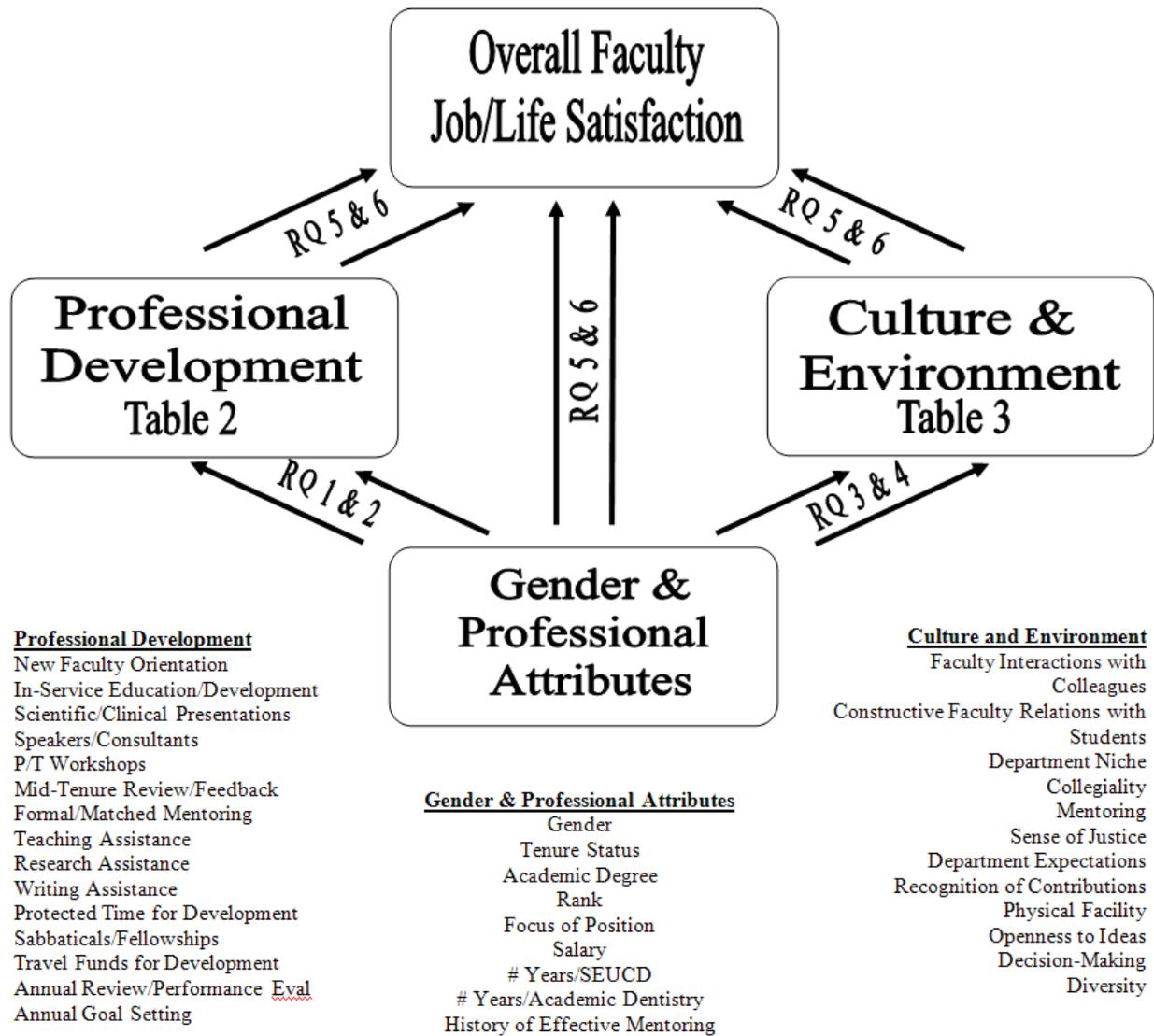


Figure 3-2. Cooper’s Southeastern University College of Dentistry Model of Predictors of Workplace Environment and Job Satisfaction.

CHAPTER 4 RESULTS AND ANALYSIS OF DATA

Introduction

In this chapter, the results for each of the research questions are presented. This study addressed the following research questions:

Questions that will be addressed in this study are:

- **Research Question 1.** What are the significant faculty perceptions of availability of professional development at A Southeastern University, College of Dentistry?
- **Research Question 2.** What among gender and professional attributes (i.e., tenure status, academic degree, rank, job position, salary, number of years in academic dentistry at A Southeastern University, College of Dentistry, total number of years in academic dentistry, history of mentoring experiences) best predict faculty perceptions of the availability of professional development at A Southeastern University, College of Dentistry?
- **Research Question 3.** What are the significant faculty perceptions of workplace cultural and environmental factors at A Southeastern University, College of Dentistry?
- **Research Question 4.** What among gender and professional attributes (i.e., tenure status, academic degree, rank, job position, salary, number of years in academic dentistry at A Southeastern University, College of Dentistry, total number of years in academic dentistry, history of mentoring experiences) best predict faculty perceptions of workplace cultural and environmental factors at A Southeastern University, College of Dentistry?
- **Research Question 5.** What is the relationship of gender, professional attributes, perceptions of availability of professional development, and perceptions of workplace cultural and environmental factors with overall faculty job satisfaction at A Southeastern University, College of Dentistry?
- **Research Question 6.** What are the best predictors of faculty job satisfaction at A Southeastern University, College of Dentistry?

Perceptions and job satisfaction were measured in the following individual categories:

- (1) Perceptions of the dental school environment.
- (2) Perceptions of professional support and resources.
- (3) Satisfaction with day-to-day activities as a dental school faculty member.

- (4) Satisfaction with professional development support and resources.
- (5) Satisfaction with the dental school as a place to work and overall job satisfaction.

In addition, informational personal and professional data were collected from each dental faculty survey participant regarding:

- (1) Gender
- (2) Academic Degree(s)
- (3) Academic Rank
- (4) Main Focus of Current Academic Appointment
- (5) Tenure Status or Eligibility
- (6) Salary
- (7) Number of Years in Current Faculty Appointment
- (8) Number of Years in Academic Dentistry
- (9) Previous Mentoring Experience (as a mentee or protégé)

Sample Description

{Table 4-1. Demographics}

The survey was sent via SurveyMonkey to 168 A Southeastern University, College of Dentistry faculty and administrators on October 27, 2008. A total of fifty-seven completed surveys were returned for a response rate of 34 percent.

Of the fifty-seven total respondents, thirty indicated their gender as male (54 percent) and twenty six indicated their gender as female (46 percent). One respondent did not indicate a gender. Twelve respondents indicated that they held combined D.M.D./D.D.S. and Ph.D. or M.D. academic degrees (21 percent). Thirty eight respondents indicated that they held either a D.M.D./D.D.S. degree or a Ph.D. academic degree (67 percent). Seven respondents indicated that their highest academic degree was either a Master of Science Degree (M.S. degree) or a Bachelor of Science Degree (B.S. degree) (12 percent).

Seventeen respondents indicated a ranking of Professor Emeritus or Full Professor (30 percent), thirty respondents indicated a ranking of Associate or Assistant

Professor (53 percent), and ten respondents indicated a ranking of “Other” (18 percent). No delineation was made between academic or clinical ranking. The category “other” included the ranking of Assistant or Associate in Dentistry, and Research Assistant or Associate in Dentistry. Twenty four respondents reported holding tenure (44 percent), nine respondents stated that they were tenure-track faculty (17 percent), and twenty-one respondents indicated that they held non-tenure track positions (39 percent). Three respondents did not indicate tenure status.

Additional demographic information was collected regarding the focus of the respondents’ academic appointment, information regarding salary and compensation, total years of employment at SEUCD, total years of employment in academic dentistry, and history of effective mentoring by a senior academic colleague. Respondents were asked for information regarding the main focus of their academic employment, and whether or not it is a primary or dual focus appointment. Thirty-six respondents reported a primary focus in academic/clinical teaching, research, patient care/services, or administration (67 percent). Eighteen respondents reported a dual focus appointment, which includes a combination of teaching and research, teaching and administration, teaching and patient care/services, administration and research, research and patient care/services, or administration and patient care/services. Three respondents did not indicate the focus of their academic appointment (33 percent).

Eleven respondents reported an annual salary of \$75,000 or less (20 percent), fourteen respondents reported an annual salary of \$76,000 to \$100,000 (25 percent), ten respondents reported an annual salary of \$101,001 to \$125,000 (18 percent), nine respondents reported an annual salary of \$126,001 to \$150,000 (16 percent), and

twelve respondents reported an annual salary of \$151,001 or more (21 percent). One respondent did not report salary and compensation data.

Respondents were asked to report the total number of years employed in academic dentistry at SEUCD. Categories of five-year increments were used to indicate number of years of employment. The categories of 11-15 years, and 16-20 years were combined to produce a viable number of respondents in the given category. Twenty-two respondents reported less than 1-5 years employment (39 percent), seventeen respondents reported 6-10 years employment (30 percent), nine respondents reported 11-20 years employment (16 percent), and eight respondents reported more than 20 years employment (14 percent). One respondent did not report number of years employed at SEUCD.

Respondents were asked to report the total number of years employed in academic dentistry, regardless of academic institution. The categories, including 16-20 years and 21-25 years, were combined to produce a viable number of respondents in the given category. Eleven respondents reported 1-5 total years employment (19 percent), eight respondents reported 6-10 total years employment (14 percent), twelve respondents reported 11-15 total years employment (21 percent), twelve respondents reported 16-25 total years employment (21 percent), six respondents reported 26-30 total years employment (11 percent), and eight respondents reported more than 30 total years employment (14 percent) in academic dentistry.

Respondents were asked to report if, at some point in their academic career, either now or previously, a more senior faculty member effectively served as their mentor and helped their professional development. Thirty-four respondents reported

having been effectively mentored by a senior faculty member (62 percent) and twenty-one reported having received no effective mentoring from a senior faculty member (38 percent). Two respondents did not indicate an answer to the mentoring experience question.

Results

In this chapter, the analysis of the survey results is presented by each research question.

- **Research Question 1.** What are the significant faculty perceptions of availability of professional development at A Southeastern University, College of Dentistry?

A chi square analysis resulted in the following significant findings:

As shown in Table 4-2, a significant difference was shown between male and female faculty regarding availability of funding for travel related to professional development. Females reported that they received travel funds to attend professional meetings (65.38 percent, $n = 27$) more often than males (37.93 percent, $n = 32$) significant at $p = .042$.

Also, significant differences were shown due to degree. For example, those faculty with a B.S. or M.S. degree reported receiving yearly written performance evaluation (100 percent, $n = 12$) more often than those with combined doctoral (92.86 percent, $n = 12$) or single doctoral (88.57 percent, $n = 38$) degrees, significant at $p = .010$ (see Table 4-3).

Professional assistance to enhance teaching skills was reported more often by those with combined doctoral degrees (85.71 percent, $n = 12$) and by those with B.S. or M.S. degrees (85.71 percent, $n = 12$) than by those with a single doctoral degree (50.0 percent, $n = 38$), significant at $p = .030$ (see Table 4-3).

Faculty with a B.S. or M.S. degree reported the availability of school-wide annual faculty development day (100 percent, n = 12) more often than the combined doctoral (71.43 percent, n = 12) or single doctoral (45.71 percent, n = 38) degree faculty, significant at $p = .011$ (see Table 4-3).

The availability of routine faculty development on oral health topics and clinical skills by speakers and consultants was reported more often by faculty with a B.S. or M.S. degree (100 percent, n = 12) compared to faculty with combined doctoral degrees (78.57 percent, n = 12) or single doctoral degrees (51.43 percent, n = 38), significant at $p = .021$ (see Table 4-3).

The availability of a formal mentoring program for new faculty, regardless of academic rank, was reported more often by faculty with a B.S. or M.S. degree (57.14 percent, n = 12) compared with combined doctoral (50 percent, n = 12) or single doctoral (20 percent, n = 38) degrees, significant at $p = .035$ (see Table 4-3).

With respect to rank, Professor Emeritus and Professors reported that they received mid-tenure review and feedback (75 percent, n = 16) more often than those at other ranks including Associate and Assistant Professors (55.0 percent, n = 32), and faculty classified as "Other" (33.33 percent, n = 12), significant at $p = .04$ (see Table 4-4).

Professor Emeritus and Professors reported that promotion and tenure process workshops are routinely conducted (68.75 percent, n = 16) more often than those at other ranks, including Associate and Assistant Professors (31.58 percent, n = 32) and faculty classified as "other" (19.05 percent, n = 12), significant at $p = .007$ (see Table 4-4).

Professor Emeritus and Professors reported an availability of funding to support faculty sabbaticals and fellowships (62.50 percent n = 16) more often than Associate and Assistant Professors (25 percent, n = 32) and faculty classified as “Other” (23.81 percent, n = 12), significant at $p = .025$ (see Table 4-4).

Associate and Assistant Professors reported availability of an orientation program for first year faculty (84.21 percent, n = 32) more often than Professor Emeritus and Professors (75 percent n = 16) and faculty classified as “Other” (47.62 percent, n = 12), significant at $p = .036$ (see Table 4-4).

No significant differences occurred among dental faculty in their perceptions of the availability of professional development with regard to career focus (see Table 4-5). Significant differences were reported regarding perceptions of availability of professional development by tenure-accruing status. Tenure track faculty reported availability of professional assistance to enhance teaching skills (79.17 percent, n = 9) more often than tenured faculty (77.78 percent, n = 24) and non-tenure track faculty (45.0 percent, n = 21), significant at $p = .042$ (see Table 4-6).

Tenure-track faculty reported that promotion and tenure process workshops are routinely conducted (65.22 percent, n = 9) more often than tenured faculty (22.22 percent, n = 24) and non-tenure track faculty (10.05 percent, n = 21), significant at $p = .004$ (see Table 4-6). Tenure-track faculty also reported the availability of funding to support faculty sabbaticals and fellowships (58.33 percent, n = 9) more often than tenured faculty (11.11 percent, n = 24) and non-tenure track faculty (23.81 percent, n = 21), significant at $p = .012$ (see Table 4-6).

With respect to salary, significant differences were reported regarding yearly meetings with the department chairperson. Faculty earning \$151,000 or more annual salary reported yearly meetings with their department chairperson (100 percent, n = 12) more often than faculty earning \$75,000 or less annual salary (54.55 percent, n = 11), \$76,000 to \$100,000 (92.86 percent, n = 14), \$101,000 to \$125,000 (80.0 percent, n = 10), or \$126,000 to \$150,000 (88.89 percent, n = 9), significant at $p = .034$ (see Table 4-7).

Faculty earning \$151,000 or more annual salary also reported developing career growth plans with their department chairperson (75.0 percent, n = 12) more often than faculty earning \$75,000 or less annual salary (36.36 percent, n = 11), \$76,000 to \$100,000 (23.08 percent, n = 14), \$101,000 to \$125,000 (20.0 percent, n = 10), or \$126,000 to \$150,000 (66.67 percent, n = 9), significant at $p = .023$ (see Table 4-7).

Faculty earning \$126,000 to \$150,000 annual salary reported receiving mid-tenure progress review and feedback (88.89 percent, n = 9) more often than faculty earning \$75,000 or less annual salary (18.18 percent, n = 11), \$76,000 to \$100,000 (42.86 percent, n = 14), \$101,000 to \$125,000 (40.0 percent, n = 10), or \$151,000 or more (83.33 percent, n = 12), significant at $p = .003$ (see Table 4-7).

Faculty earning \$151,000 or more annual salary reported availability of funding to support faculty sabbaticals and fellowships (75.0 percent, n = 12) more often than faculty earning \$75,000 or less annual salary (18.18 percent, n = 11), \$76,000 to \$100,000 (7.14 percent, n = 14), \$101,000 to \$125,000 (40.0 percent, n = 10), or \$126,000 to \$150,000 (44.44 percent, n = 9), significant at $p = .004$ (see Table 4-7).

Significant differences were reported regarding number of years of employment at A Southeastern University, College of Dentistry. Faculty employed more than twenty years reported development of career growth plans with their department chairperson (50 percent, n = 8) more than faculty employed five years or less (42.86 percent, n = 22), 6 to 10 years (47.06 percent, n = 17), and 11 to 20 years (44.44 percent, n = 9), significant at $p = .010$ (See Table 4-8).

Faculty employed more than twenty years at A Southeastern University, College of Dentistry (75.0 percent, n = 8) reported availability of an orientation program for first year faculty more than faculty employed five years or less (68.18 percent, n = 22), 6 to 10 years (68.75 percent, n = 17), and 11 to 20 years (66.67 percent, n = 9), significant at $p = .010$ (see Table 4-8). No significant differences occurred among dental faculty in their perceptions of the availability of professional development with regard to years employed in academic dentistry (see Table 4-9).

With respect to having received effective mentoring experience by senior academic colleagues and perceptions of availability of professional development, significant differences were reported. Faculty who stated they were not effectively mentored reported developing career growth plans with their department chairperson (55.88 percent, n = 21) more than faculty who stated they were effectively mentored (27.27 percent, n = 34), significant at $p = .035$ (see Table 4-10).

Faculty who said that they were not effectively mentored reported availability of professional assistance to enhance teaching skills (75.76 percent, n = 21) more than effectively mentored faculty (47.83 percent, n = 34), significant at $p = .032$ (see Table 4-10).

Faculty who said that they were not effectively mentored reported availability of professional assistance to enhance research skills (66.67 percent, n = 21) more than effectively mentored faculty (39.13 percent, n = 34), significant at $p = .041$ (see Table 4-10).

Faculty who said that they were not effectively mentored reported availability of professional assistance to enhance grant, manuscript, and CV writing skills (58.82 percent, n = 21) more than effectively mentored faculty (26.09 percent, n = 34), significant at $p = .015$ (see Table 4-10).

Faculty who said that they were not effectively mentored reported availability of routine faculty development on oral health topics and clinical skills by speakers and consultants (79.41 percent, n = 21) more than effectively mentored faculty (43.48 percent, n = 34), significant at $p = .005$ (see Table 4-10).

Faculty who said that they were not effectively mentored reported that the college provides regularly scheduled faculty in-service programs on new scientific developments (61.76 percent, n = 21) more than effectively mentored faculty (30.43 percent, n = 34), significant at $p = .020$ (see Table 4-10).

- **Research Question 2.** What among gender and professional attributes (i.e., tenure status, academic degree, rank, job position, salary, number of years in academic dentistry at A Southeastern University, College of Dentistry, total number of years in academic dentistry, history of mentoring experiences) best predict faculty perceptions of the availability of professional development at A Southeastern University, College of Dentistry?

A logistical regression analysis resulted in the following significant findings:

Salary was found to be significantly related to career planning (annual goal setting and planning of professional enrichment activities). Those with a lower income were less likely to have career planning (Odds Ratio for Salary Group 2 with an income of

\$76,000 to \$100,000 versus Salary Group 5 with an income of \$151,000 or greater = 0.057, 95 percent Confidence Interval = [(0.006, 0.508)]; Odds Ratio for Salary Group 3 with an income of \$101,000 to \$125,000 versus Salary Group 5 with an income of \$151,000 or greater = 0.082, 95 percent Confidence Interval = [(0.009, 0.753)].

Salary was found to be significantly related to mid-tenure progress review by Promotion and Tenure Committee. Those with a lower income were less likely to have a progress review (Odds Ratio for Salary Group 1 with an income less than or equal to \$75,000 versus Salary Group 5 with an income of \$151,000 or greater = 0.036, 95 percent Confidence Interval = [(0.003, 0.484)]; Odds Ratio for Salary Group 2 with an income of \$76,000 to \$100,000 vs. Salary Group 5 with an income of \$151,000 or greater = 0.078, 95 percent Confidence Interval = [(0.007, 0.828)]; Odds Ratio for Salary Group 3 with an income of \$101,000 to \$125,000 versus Salary Group 5 with an income of \$151,000 or greater = 0.063, 95 percent Confidence Interval = [(0.005, 0.760)]).

A history of effective mentoring by senior faculty was found to be significantly related to the perception of availability of professional assistance (workshops, consultation, mentoring by experienced investigators) to enhance research skills. Those with no history of effective mentoring were less likely to have research assistance (Odds Ratio for No Mentoring History versus Mentoring History = 0.273, 95 percent Confidence Interval = [(0.080, 0.931)]).

A history of effective mentoring by senior faculty was found to be significantly related to the perception of availability of professional assistance to enhance writing skills (grants, manuscripts, CVs). Those with no history of effective mentoring were less

likely to have writing assistance (Odds Ratio for No Mentoring History versus Mentoring History = 0.278, 95 percent Confidence Interval = [(0.079, 0.973)]).

Salary was found to be significantly related to the perception of routinely conducted promotion and tenure workshops. Those with a lower income were less likely to have routinely conducted tenure workshops (Odds Ratio for Salary Group 1 with an income less than or equal to \$75,000 versus Salary Group 5 with an income of \$151,000 or greater = 0.036, 95 percent Confidence Interval = [(0.003, 0.484)]; Odds Ratio for Salary Group 2 with an income of \$76,000 to \$100,000 versus Salary Group 5 with an income of \$151,000 or greater = 0.057, 95 percent Confidence Interval = [(0.006, 0.508)]).

A history of effective mentoring by senior faculty was found to be significantly related to the perception of the dental school routinely providing speakers and consultants to conduct faculty development on oral health topics and clinical skills. Those with no history of effective mentoring were less likely to perceive that the dental school conducts routine development on oral health topics and clinical skills (Odds Ratio = 0.233, 95 percent Confidence Interval = [(0.067, 0.818)]).

Salary was found to be significantly related to the perception of availability of funding support for sabbaticals and fellowships. Those with a lower income were less likely to have sabbatical and fellowship funding support (Odds Ratio for Salary Group 1 with an income less than or equal to \$75,000 versus Salary Group 5 with an income of \$151,000 or greater = 0.082, 95 percent Confidence Interval = [(0.009, 0.753)]; Odds Ratio for Salary Group 2 with an income of \$76,000 to \$100,000 versus Salary Group 5

with an income of \$151,000 or greater = 0.024, 95 percent Confidence Interval = [(0.002, 0.313)].

- **Research Question 3.** What are the significant faculty perceptions of workplace cultural and environmental factors at A Southeastern University, College of Dentistry?

A chi square analysis resulted in the following significant findings:

As shown in Table 4-11, a significant difference occurred between male and female faculty regarding perceptions of workplace cultural and environmental factors. Female faculty reported that faculty relations with students can be characterized as “us against them” (19.23 percent, n = 27) more than male faculty (0.00 percent, n = 32), significant at p = .017 (see Table 4-11).

No significant differences occurred among dental faculty in their perceptions of dental school culture and environment with respect to academic degree or degrees (see Table 4-12).

With respect to rank, associate and assistant professors reported that faculty relations with students can be characterized as “us against them” (10.0 percent, n = 32) more than professor emeritus or full professors (6.25 percent, n = 16) or faculty classified as “other” (9.52 percent, n = 12), significant at p = .010 (see Table 4-13).

Faculty, who have a dual career focus, reported having a sense of belonging in their department and being part of a team (83.33 percent, n = 18) more than faculty with a single career focus (55.56 percent, n = 44), significant at p = .044 (see Table 4-14).

With respect to tenure-accruing status, tenure-track faculty report having a sense of belonging in their department and being part of a team (83.33 percent, n = 9) more than tenured faculty (33.33 percent, n = 24) and non-tenure track faculty (61.90 percent, n = 22), significant at p = .021 (see Table 4-15).

In addition, tenure-track faculty reported faculty colleagues eager to help them with projects (70.83 percent, n = 9) more than tenured faculty (22.22 percent, n=24) and non-tenure-track faculty (61.90 percent, n=22), significant at $p = .039$ (see Table 4-15).

Tenure-track faculty reported that their contributions to their department are recognized by their colleagues (66.67 percent, n = 9) more than tenured faculty (0.00 percent, n = 24) and non-tenure track faculty (52.38 percent, n = 22), significant at $p = .002$ (see Table 4-15).

No significant differences occurred among dental faculty in their perceptions of dental school culture and environment with respect to salary (see Table 4-16).

No significant differences occurred among dental faculty in their perceptions of dental school culture and environment with respect to years of employment at A Southeastern University, College of Dentistry (see Table 4-17).

With respect to number of years spent in academic dentistry, faculty with 26 to 30 years reported a departmental expectation of conformity to dress code, communication, and public behavior (100.0 percent, n = 6), more than faculty with 1 to 5 years (54.55 percent, n = 13), 6 to 10 years (12.50 percent, n = 8), 11 to 15 years (66.67 percent, n = 12), 16 to 25 years (41.67 percent, n = 13, and those with more than 30 years (25.0 percent, n = 8), significant at $p = .012$ (see Table 4-18).

Faculty with 11 to 15 years (75.0 percent, n = 12) and more than 30 years (75.0 percent, n = 8) reported that their contributions to their departments are recognized by their colleagues more than faculty with 1 to 5 years (36.36 percent, n = 13), 6 to 10 years (12.50 percent, n = 8), 16 to 25 years (58.33 percent, n = 13), and 26 to 30 years (33.33 percent, n = 6), significant at $p = .047$ (see Table 4-18)..

With respect to mentoring experience and perceptions of workplace cultural and environmental factors, significant differences were reported. Faculty, who said they were effectively mentored, reported enjoying their interaction with their colleagues (91.18 percent, n = 34) more than faculty who said they were not effectively mentored (69.57 percent, n = 21), significant at $p = .001$ (see Table 4-19).

Faculty, who said they were effectively mentored, reported having a sense of belonging in their department and being part of the team (79.41 percent, n = 34) more than faculty who said they were not effectively mentored (43.48 percent, n = 21), significant at $p = .005$ (see Table 4-19).

Faculty who said they were effectively mentored reported that faculty colleagues were eager to help them with projects (73.53 percent, n = 34) more than faculty who said they were not effectively mentored (34.78 percent, n = 21), significant at $p = .004$ (see Table 4-19).

Faculty who said they were not effectively mentored reported that faculty relations with students can be characterized as “us against them” (21.74 percent, n = 21) more than faculty who said they were effectively mentored (0.00 percent, n = 34), significant at $p = .008$ (see Table 4-19).

Faculty who said they were effectively mentored reported that their department chairperson treated them fairly (88.24 percent, n = 34) more than faculty who were not effectively mentored (52.17 percent, n = 21), significant at $p = .002$ (see Table 4-19).

- **Research Question 4.** What among gender and professional attributes (i.e., tenure status, academic degree, rank, job position, salary, number of years in academic dentistry at A Southeastern University, College of Dentistry, total number of years in academic dentistry, history of mentoring experiences) best predict faculty perceptions of workplace cultural and environmental factors at A Southeastern University, College of Dentistry?

A logistical regression analysis resulted in the following significant findings:

A history of effective mentoring by senior faculty was found to be significantly related to the perception of enjoyment of interaction with faculty colleagues. Those without a history of effective mentoring were less likely to enjoy interaction with faculty colleagues (Odds Ratio for No Mentoring History versus Mentoring History = 0.087, 95 percent Confidence Interval = [(0.009, 0.817)]).

A history of effective mentoring by senior faculty was found to be significantly related to the perception of faculty colleagues eager to help with projects. Those without a history of effective mentoring were less likely to perceive eagerness of faculty colleagues to help with projects (Odds Ratio for No Mentoring History versus Mentoring History = 0.112, 95 percent Confidence Interval = [(0.030, 0.425)]).

Focus of job position was found to be significantly related to the perception of fair treatment by chairpersons. Those with a single focus (teaching only, research only, administration only) were less likely to perceive fair treatment than those with a dual focus (any combination of teaching, research, administration) (Odds Ratio = 0.090, 95 percent Confidence Interval = [(0.008, 0.986)]).

A history of effective mentoring by senior faculty was found to be significantly related to the perception of fair treatment by chairpersons. Those without a history of effective mentoring were less likely to perceive fair treatment by chairpersons (Odds Ratio = 0.045, 95 percent Confidence Interval = [(0.007, 0.285)]).

- **Research Question 5.** What is the relationship of gender, professional attributes, perceptions of availability of professional development, and perceptions of workplace cultural and environmental factors with overall faculty job satisfaction at A Southeastern University, College of Dentistry?

A chi square analysis resulted in the following significant findings regarding the relationship of gender and professional attributes with overall faculty job satisfaction and faculty satisfaction with the balance of their life:

Faculty with a single career focus reported overall satisfaction with the balance of their life (86.11 percent, n = 36) compared with faculty with a dual career focus (55.56 percent, n = 18), significant at $p = .02$ (see Table 4-20). No significant difference was noted between single and dual career focus faculty with regard to overall job satisfaction (see Table 4-20).

Faculty with a history of effective mentoring by a senior academic colleague reported overall job satisfaction (79.41 percent, n = 34) compared with faculty reporting no history of effective mentoring (26.09 percent, n = 23), significant at $p = .0001$ (see Table 4-20). In addition, there is a trend toward significance regarding faculty with a history of effective mentoring and overall faculty satisfaction with the balance of their life (82.35 percent, n = 34) compared with faculty reporting no history of effective mentoring (60.87 percent, n = 23), significant at $p = .071$ (see Table 4-20).

A chi square analysis resulted in the following significant findings regarding the perceptions of availability of professional development with overall faculty job satisfaction and faculty satisfaction with the balance of their life:

Faculty reporting the development of career growth plans reported overall faculty job satisfaction (84.00 percent, n = 25) compared with faculty reporting no development of career growth plans (38.71 percent, n = 31), significant at $p = .0006$ (see Table 4-20). In addition, faculty reporting the development of career growth plans reported overall

satisfaction with the balance of their life (88.00 percent, n = 25) compared with faculty reporting no development of career growth plans (64.52 percent, n = 31), significant at $p = .044$ (see Table 4-20).

Faculty reporting mid-tenure review and feedback reported overall satisfaction with the balance of their life (86.67 percent, n = 30) compared with faculty who did not report mid-tenure review and feedback (59.26 percent, n = 27), significant at $p = .0189$ (see Table 4-20).

Faculty who perceived the availability of assistance to enhance teaching skills reported overall job satisfaction (72.22 percent, n = 36) compared with faculty who did not perceive the availability of assistance to enhance teaching skills (30.00 percent, n = 20), significant at $p = .002$ (see Table 4-20). In addition, faculty who perceived the availability of assistance to enhance research skills reported overall job satisfaction (77.42 percent, n = 31) compared with faculty who did not perceive the availability of assistance to enhance research skills (36.00 percent, n = 25), significant at $p = .002$ (see Table 4-20). Faculty who perceived the availability of assistance to enhance writing skills reported overall job satisfaction (76.92 percent, n = 26) compared with faculty who did not perceive the availability of assistance to enhance writing skills (41.94 percent, n = 31), significant at $p = .007$ (see Table 4-20).

Faculty who perceived the availability of promotion and tenure workshops reported overall job satisfaction (76.19 percent, n = 21) compared with faculty who did not perceive the availability of promotion and tenure workshops (48.57 percent, n = 35), significant at $p = .042$ (see Table 4-20).

Faculty who perceived the availability of routine faculty development reported overall job satisfaction (72.97 percent, n = 37) compared with faculty who did not perceive the availability of routine faculty development (30.00 percent, n = 20), significant at $p = .002$ (see Table 4-20).

Faculty who perceived the availability of in-service scientific development presentations and workshops reported overall job satisfaction (82.14 percent, n = 28) compared with faculty who did not perceive the availability of in-service scientific development (34.48 percent, n = 29), significant at $p = .0003$ (see Table 4-20).

Faculty who perceived the availability of orientation workshops for first year faculty reported overall job satisfaction (71.05 percent, n=38) compared with faculty who did not perceive the availability of first year faculty orientation workshops (33.33 percent, n = 18), significant at $p = .0074$ (see Table 4-20).

A chi square analysis resulted in the following significant findings regarding the perceptions of academic environment and culture with overall faculty job satisfaction and faculty satisfaction with the balance of their life:

Faculty who enjoyed colleague interactions reported overall job satisfaction (65.96 percent, n = 37) compared with faculty who did not enjoy colleague interactions (20.00 percent, n = 20), significant at $p = .0122$ (see Table 4-20)). In addition, faculty who enjoyed colleague interactions reported satisfaction with the balance of their life (80.85 percent, n = 37) compared with faculty who did not enjoy colleague interaction (40.00 percent, n = 20), significant at $p = .0148$ (see Table 4-20).

Faculty who perceived that they have a comfortable niche within their department reported overall job satisfaction (72.97 percent, n = 37) compared with faculty who did

not perceive a comfortable departmental niche (30.00 percent, n = 20), significant at $p = .0017$ (see Table 4-20). In addition, faculty who perceived a comfortable departmental niche reported satisfaction with the balance of their life (83.78 percent, n = 37) compared with faculty who did not report a comfortable departmental niche (55.00 percent, n = 20), significant at $p = .019$ (see Table 4-20).

Faculty who perceived that faculty colleagues are eager to help with projects reported overall job satisfaction (81.82 percent, n = 33) compared with faculty who did not perceive colleague eagerness to help with projects (25.00 percent, n = 24), significant at $p = .00001$ (see Table 4-20).

Faculty who perceived that there are departmental expectations regarding professional decorum reported satisfaction with the balance of their life (89.29 percent, n = 28) compared with faculty who did not perceive that there are departmental expectations regarding professional decorum (58.62 percent, n = 29), significant at $p = .009$ (see Table 4-20).

Faculty who had a positive perception of their relationships with students reported overall job satisfaction (63.46 percent, n = 52) compared with faculty who had a negative perception (described as “us against them”) of their relationships with students (0.00 percent, n = 5), significant at $p = .01$ (see Table 4-20).

Faculty who perceived that they are treated fairly by their department chairperson reported overall job satisfaction (73.81 percent, n = 42) compared with faculty who perceived that they are not treated fairly by their department chairperson (13.33 percent, n = 15), significant at $p = .00004$ (see Table 4-20).

Faculty who perceived that their contributions are recognized by their colleagues reported overall job satisfaction (75.86 percent, n = 29) compared with faculty who did not perceive that their contributions are recognized by their colleagues (39.29 percent, n = 28), significant at $p = .0051$ (see Table 4-20).

Faculty who perceived that the physical appearance of the dental school makes a good impression reported overall job satisfaction (82.35 percent, n = 17) compared with faculty who did not perceive that the physical appearance of the dental school makes a good impression (74.50 percent, n = 40), significant at $p = .015$ (see Table 4-20).

Faculty who perceived that the overall culture of the dental school is characterized by openness to new ideas reported overall job satisfaction (90.48 percent, n = 21) compared with faculty who did not perceive the overall college culture to be open to new ideas (38.89 percent, n = 36), significant at $p = .0001$ (see Table 4-20).

Faculty who perceived that the decision-making process at the dental school is reasonable reported overall job satisfaction (91.67 percent, n = 24) compared with faculty who did not perceive that the decision-making process is reasonable (33.33 percent, n = 33), significant at $p = .00001$ (see Table 4-20).

Faculty who reported satisfaction with dental school diversity reported overall job satisfaction (74.19 percent, n = 31) compared with faculty who were not satisfied with dental school diversity (38.46 percent, n = 26), significant at $p = .0065$ (see Table 4-20).

- **Research Question 6.** What are the best predictors of faculty job satisfaction at A Southeastern University, College of Dentistry?

A logical regression analysis was conducted to determine the best predictors of overall faculty job satisfaction at A Southeastern University, College of Dentistry and the

best predictors of overall faculty satisfaction with the balance of their life. The logical regression resulted in the following significant findings:

No significant variables were found that best predicted overall faculty job satisfaction at SEUCD. Departmental expectations of professional decorum was found to be the only significant variable that best predicted faculty satisfaction with the overall balance of their life (Odds Ratio = 0.059, 95 percent Confidence Interval = [(0.005, 0.719)]).

Table 4-1. Demographic data

GENDER:		
	n =	%
Male	32	54.2%
Female	<u>27</u>	45.8%
Total Respondents	59	
EDUCATION/DEGREES:		
DMD/DDS	26	44.8%
DMD/DDS + PhD or MD	12	20.6%
PhD	12	20.7%
Bachelor, Master, or Other Degree	12	13.8%
RANK:		
Academic Professor/Professor Emeritus	16	29.1%
Academic Associate Professor	13	23.6%
Academic Assistant Professor	<u>8</u>	14.5%
	37	
Clinical Professor	1	1.8%
Clinical Associate Professor	3	5.5%
Clinical Assistant Professor	7	12.7%
Associate in Dentistry/Research Associate	<u>7</u>	12.8%
	14	
TENURE STATUS:		
Tenured Academic(23)/Clinical(1)	24	43.6%
Tenure Track Academic(7)/Clinical(2)	9	16.3%
Non-Tenure Track(22)/Other(2)	24	40.0%
SALARY:		
≤ \$75,000	13	22.1%
\$76,000-\$100,000	14	23.7%
\$101,000-125,000	11	18.6%
\$126,000-\$150,000	9	15.3%
≥ \$150,000	12	20.4%
JOB FOCUS:		
Single Focus:		
Teaching	14	24.6%
Research	15	26.3%
Administration	7	12.3%
Patient Care	<u>3</u>	5.3%
	39	

Table 4-1. Continued

Double Focus:	n =	%
Teaching – Research	5	8.8%
Teaching – Patient Care	7	12.3%
Teaching – Administration	3	5.3%
Research – Administration	1	1.8%
Patient Care – Administration	2	3.5%
Other	<u>5</u>	
	18	

YEARS EMPLOYED @ SEUCD:

0-5	25	42.4%
6-10	17	28.8%
11-20	9	15.3%
21+	8	13.6%

TOTAL YEARS IN ACADEMIC DENTISTRY:

1 - 5	13	21.7%
6 - 10	8	13.3%
11 - 15	12	20.0%
16 - 25	13	21.7%
26 - 30	6	10.0%
31+	8	13.3%

HISTORY OF EFFECTIVE MENTORING:

Yes	34	59.6%
No	21	26.8%
Not Applicable	2	3.5%

Table 4-2. Perceptions of Availability of Professional Development by Gender

	Males N = 32	Females N = 27	p-value
Meet with Dept. Chair yearly	80.00%	88.46%	0.4808
Receive yearly written performance evaluation	90.00%	92.31%	1.0000
Develop career growth plans with Dept. Chair	46.67%	40.00%	0.6196
Receive mid-tenure progress review and feedback	60.00%	42.31%	0.1864
Professional assistance to enhance teaching skills is available	65.38%	62.07%	0.7986
Professional assistance to enhance research skills is available	53.33%	56.00%	0.8432
Professional assistance to enhance grant, manuscript, CV writing skills is available	46.67%	42.31%	0.7435
Promotion and Tenure process workshops are routinely conducted	44.83%	26.92%	0.1682
Availability of school-wide annual faculty development day	50.00%	69.23%	0.1446
Availability of routine faculty development on oral health topics and clinical skills by speakers and consultants	60.00%	69.23%	0.4722
School provides regularly scheduled faculty in-service programs on new scientific developments	43.33%	53.85%	0.4323
Availability of travel funds to support faculty attendance at professional meetings	37.93%	65.38%	0.0420*
Availability of funding to support faculty sabbaticals and fellowships	43.33%	26.92%	0.2012
Dedicated weekly time reserved for my professional development	30.00%	50.00%	0.1341
Availability of formal mentoring program for junior, untenured faculty	46.67%	40.00%	0.6196
Availability of formal mentoring program for new faculty, regardless of academic rank	33.33%	30.77%	0.8376
Availability of orientation program for first year faculty	66.67%	72.00%	0.6700

Table 4-3. Perceptions of Availability of Professional Development by Degree

	DMD/DDS with PhD/MD/MS N = 12	DMD or DDS or PhD N = 38	MS or BS N = 12	p-value
Meet with Dept. Chair yearly	92.86%	77.14%	100.00%	0.2625
Receive yearly written performance evaluation	92.86%	88.57%	100.00%	0.0100*
Develop career growth plans with Dept. Chair	50.00%	41.18%	57.14%	0.7895
Receive mid-tenure progress review and feedback	50.00%	57.14%	42.86%	0.7907
Professional assistance to enhance teaching skills is available	85.71%	50.00%	85.71%	0.0295*
Professional assistance to enhance research skills is available	69.23%	48.57%	71.43%	0.4002
Professional assistance to enhance grant, manuscript, CV writing skills is available	57.14%	40.00%	57.14%	0.4542
Promotion and Tenure process workshops are routinely conducted	50.00%	35.29%	14.29%	0.2788
Availability of school-wide annual faculty development day	71.43%	45.71%	100.00%	0.0108*
Availability of routine faculty development on oral health topics and clinical skills by speakers and consultants	78.57%	51.43%	100.00%	0.0213*
School provides regularly scheduled faculty in-service programs on new scientific developments	50.00%	42.86%	71.43%	0.3930
Availability of travel funds to support faculty attendance at professional meetings	50.00%	44.12%	71.43%	0.4645
Availability of funding to support faculty sabbaticals and fellowships	57.14%	28.57%	14.29%	0.1085
Dedicated weekly time reserved for my professional development	23.08%	44.12%	57.14%	0.3101
Availability of formal mentoring program for junior, untenured faculty	64.29%	37.14%	33.33%	0.2073
Availability of formal mentoring program for new faculty, regardless of academic rank	50.00%	20.00%	57.14%	0.0350*
Availability of orientation program for first year faculty	71.43%	64.71%	71.43%	0.9165

Table 4-4. Perceptions of Availability of Professional Development by Rank

	Professor Emeritus/Professor N = 17	Associate/Assistant Professor N = 31	Other N = 12	p-value
Meet with Dept. Chair yearly	93.75%	90.00%	71.43%	0.1607
Receive yearly written performance evaluation	100.00%	95.00%	80.95%	0.1752
Develop career growth plans with Dept. Chair	56.25%	47.37%	33.33%	0.3649
Receive mid-tenure progress review and feedback	75.00%	55.00%	33.33%	0.0409*
Professional assistance to enhance teaching skills is available	75.00%	70.00%	50.00%	0.2390
Professional assistance to enhance research skills is available	62.50%	57.89%	47.62%	0.6413
Professional assistance to enhance grant, manuscript, CV writing skills is available	50.00%	55.00%	33.33%	0.3480
Promotion and Tenure process workshops are routinely conducted	68.75%	31.58%	19.05%	0.0067*
Availability of school-wide annual faculty development day	75.00%	50.00%	57.14%	0.3020
Availability of routine faculty development on oral health topics and clinical skills by speakers and consultants	75.00%	70.00%	52.38%	0.3027
School provides regularly scheduled faculty in-service programs on new scientific developments	50.00%	50.00%	47.62%	0.9851
Availability of travel funds to support faculty attendance at professional meetings	46.67%	35.00%	66.67%	0.1225
Availability of funding to support faculty sabbaticals and fellowships	62.50%	25.00%	23.81%	0.0254*
Dedicated weekly time reserved for my professional development	26.67%	31.58%	57.14%	0.1198
Availability of formal mentoring program for junior, untenured faculty	62.50%	45.00%	25.00%	0.0757
Availability of formal mentoring program for new faculty, regardless of academic rank	31.25%	30.00%	33.33%	0.9735
Availability of orientation program for first year faculty	75.00%	84.21%	47.62%	0.0360*

Table 4-5. Perceptions of Availability of Professional Development by Career Focus

	Dual Focus N = 18	Single Focus N =39	p-value
Meet with Dept. Chair yearly	80.56%	88.89%	0.7011
Receive yearly written performance evaluation	88.89%	94.44%	0.6546
Develop career growth plans with Dept. Chair	42.86%	44.44%	0.9121
Receive mid-tenure progress review and feedback	52.78%	50.00%	0.8473
Professional assistance to enhance teaching skills is available	57.14%	77.78%	0.1379
Professional assistance to enhance research skills is available	51.43%	66.67%	0.2891
Professional assistance to enhance grant, manuscript, CV writing skills is available	41.67%	50.00%	0.5613
Promotion and Tenure process workshops are routinely conducted	37.14%	33.33%	0.7842
Availability of school-wide annual faculty development day	55.56%	66.67%	0.4334
Availability of routine faculty development on oral health topics and clinical skills by speakers and consultants	61.11%	66.67%	0.6902
School provides regularly scheduled faculty in-service programs on new scientific developments	50.00%	50.00%	1.0000
Availability of travel funds to support faculty attendance at professional meetings	42.86%	61.11%	0.2081
Availability of funding to support faculty sabbaticals and fellowships	33.33%	33.33%	1.0000
Dedicated weekly time reserved for my professional development	37.14%	52.94%	0.2794
Availability of formal mentoring program for junior, untenured faculty	44.44%	35.29%	0.5280
Availability of formal mentoring program for new faculty, regardless of academic rank	27.78%	38.89%	0.4073
Availability of orientation program for first year faculty	65.71%	66.67%	0.9447

Table 4-6. Perceptions of Availability of Professional Development by Tenure-Accruing Status

	Tenured N = 24	Tenure Track N = 9	Non-tenured N = 24	p-value
Meet with Dept. Chair yearly	100.00%	91.67%	71.43%	0.0833
Receive yearly written performance evaluation	88.89%	100.00%	85.71%	0.1580
Develop career growth plans with Dept. Chair	37.50%	54.17%	42.86%	0.7031
Receive mid-tenure progress review and feedback	44.44%	70.83%	38.10%	0.0739
Professional assistance to enhance teaching skills is available	77.78%	79.17%	45.00%	0.0419*
Professional assistance to enhance research skills is available	62.50%	66.67%	47.62%	0.4212
Professional assistance to enhance grant, manuscript, CV writing skills is available	66.67%	54.17%	33.33%	0.1973
Promotion and Tenure process workshops are routinely conducted	22.22%	65.22%	19.05%	0.0038*
Availability of school-wide annual faculty development day	55.56%	66.67%	52.38%	0.6041
Availability of routine faculty development on oral health topics and clinical skills by speakers and consultants	77.78%	75.00%	52.38%	0.2041
School provides regularly scheduled faculty in-service programs on new scientific developments	33.33%	58.33%	47.62%	0.4485
Availability of travel funds to support faculty attendance at professional meetings	33.33%	43.48%	66.67%	0.1713
Availability of funding to support faculty sabbaticals and fellowships	11.11%	58.33%	23.81%	0.0120*
Dedicated weekly time reserved for my professional development	12.50%	34.78%	57.14%	0.0685
Availability of formal mentoring program for junior, untenured faculty	55.56%	58.33%	23.81%	0.0511
Availability of formal mentoring program for new faculty, regardless of academic rank	22.22%	37.50%	33.33%	0.7091
Availability of orientation program for first year faculty	77.78%	79.17%	60.00%	0.3375

Table 4-7. Perceptions of Availability of Professional Development by Salary

	< \$75 K N = 13	\$76 – < 100 K N = 14	\$101 – < 125 K N = 11	\$126- < 150 K N = 9	\$151 or more N = 12	p-value
Meet with Dept. Chair yearly	54.55%	92.86%	80.00%	88.89%	100.00%	0.0336*
Receive yearly written performance evaluation	72.73%	92.86%	90.00%	100.00%	100.00%	0.1810
Develop career growth plans with Dept. Chair	36.36%	23.08%	20.00%	66.67%	75.00%	0.0234*
Receive mid-tenure progress review and feedback	18.18%	42.86%	40.00%	88.89%	83.33%	0.0029*
Professional assistance to enhance teaching skills is available	40.00%	50.00%	60.00%	77.78%	91.67%	0.0712
Professional assistance to enhance research skills is available	36.36%	38.46%	60.00%	77.78%	66.67%	0.2469
Professional assistance to enhance grant, manuscript, CV writing skills is available	27.27%	50.00%	30.00%	77.78%	50.00%	0.1838
Promotion and Tenure process workshops are routinely conducted	9.09%	15.38%	30.00%	55.56%	83.33%	0.0673
Availability of school-wide annual faculty development day	63.64%	28.57%	70.00%	77.78%	75.00%	0.0848
Availability of routine faculty development on oral health topics and clinical skills by speakers and consultants	63.64%	57.14%	40.00%	77.78%	91.67%	0.1031
School provides regularly scheduled faculty in-service programs on new scientific developments	54.55%	35.71%	40.00%	44.44%	75.00%	0.3145
Availability of travel funds to support faculty attendance at professional meetings	45.45%	42.86%	60.00%	66.67%	36.36%	0.6744
Availability of funding to support faculty sabbaticals and fellowships	18.18%	7.14%	40.00%	44.44%	75.00%	0.0037*
Dedicated weekly time reserved for my professional development	36.36%	46.15%	50.00%	33.33%	36.36%	0.9355
Availability of formal mentoring program for junior, untenured faculty	20.00%	35.71%	30.00%	77.78%	58.33%	0.0741
Availability of formal mentoring program for new faculty, regardless of academic rank	27.27%	21.43%	30.00%	66.67%	25.00%	0.2376
Availability of orientation program for first year faculty	36.36%	84.62%	70.00%	66.67%	75.00%	0.1651

Table 4-8. Perceptions of Availability of Professional Development by Years of Employment at SEU-CD

	0 - 5 years N = 25	6 - 10 years N = 17	11 - 20 years N = 9	more than 20 N = 8	p-value
Meet with Dept. Chair yearly	81.82%	76.47%	100.00%	87.50%	0.5656
Receive yearly written performance evaluation	81.82%	94.12%	100.00%	100.00%	0.4450
Develop career growth plans with Dept. Chair	42.86%	47.06%	44.44%	50.00%	0.0100*
Receive mid-tenure progress review and feedback	59.09%	35.29%	66.67%	62.50%	0.3480
Professional assistance to enhance teaching skills is available	61.90%	64.71%	44.44%	87.50%	0.3663
Professional assistance to enhance research skills is available	52.38%	64.71%	33.33%	75.00%	0.3296
Professional assistance to enhance grant, manuscript, CV writing skills is available	50.00%	47.06%	22.22%	62.50%	0.4193
Promotion and Tenure process workshops are routinely conducted	27.27%	29.41%	55.56%	71.43%	0.1168
Availability of school-wide annual faculty development day	59.09%	70.59%	55.56%	37.50%	0.4758
Availability of routine faculty development on oral health topics and clinical skills by speakers and consultants	59.09%	76.47%	44.44%	75.00%	0.3853
School provides regularly scheduled faculty in-service programs on new scientific developments	45.45%	47.06%	44.44%	62.50%	0.8928
Availability of travel funds to support faculty attendance at professional meetings	45.45%	52.94%	62.50%	37.50%	0.7859
Availability of funding to support faculty sabbaticals and fellowships	27.27%	35.29%	44.44%	50.00%	0.6274
Dedicated weekly time reserved for my professional development	52.38%	41.18%	22.22%	28.57%	0.4373
Availability of formal mentoring program for junior, untenured faculty	54.55%	23.53%	44.44%	50.00%	0.2598
Availability of formal mentoring program for new faculty, regardless of academic rank	40.91%	23.53%	22.22%	37.50%	0.6395
Availability of orientation program for first year faculty	68.18%	68.75%	66.67%	75.00%	0.0100*

Table 4-9. Perceptions of Availability of Professional Development by Years of Employment in Academic Dentistry

	1- 5 years N = 13	6 -10 years N = 8	11 - 15 years N = 12	16-25 years N = 13	26 - 30 years N = 6	more than 30 years N = 8	p-value
Meet with Dept. Chair yearly	81.82%	62.50%	91.67%	75.00%	100.00%	100.00%	0.3085
Receive yearly written performance evaluation	81.82%	75.00%	91.67%	100.00%	100.00%	100.00%	0.2899
Develop career growth plans with Dept. Chair	18.18%	37.50%	63.64%	41.67%	66.67%	50.00%	0.2936
Receive mid-tenure progress review and feedback	45.45%	50.00%	58.33%	58.33%	50.00%	50.00%	0.9888
Professional assistance to enhance teaching skills is available	45.45%	57.14%	66.67%	75.00%	83.33%	62.50%	0.6747
Professional assistance to enhance research skills is available	30.00%	50.00%	66.67%	66.67%	66.67%	50.00%	0.5247
Professional assistance to enhance grant, manuscript, CV writing skills is available	36.36%	12.50%	58.33%	58.33%	50.00%	50.00%	0.3466
Promotion and Tenure process workshops are routinely conducted	9.09%	12.50%	50.00%	45.45%	50.00%	62.50%	0.0754
Availability of school-wide annual faculty development day	45.45%	75.00%	66.67%	50.00%	50.00%	75.00%	0.6612
Availability of routine faculty development on oral health topics and clinical skills by speakers and consultants	36.36%	87.50%	66.67%	58.33%	66.67%	87.50%	0.1944
School provides regularly scheduled faculty in-service programs on new scientific developments	27.27%	50.00%	50.00%	50.00%	66.67%	62.50%	0.6609
Availability of travel funds to support faculty attendance at professional meetings	54.55%	25.00%	50.00%	58.33%	50.00%	57.14%	0.7814
Availability of funding to support faculty sabbaticals and fellowships	9.09%	12.50%	58.33%	50.00%	33.33%	37.50%	0.0975
Dedicated weekly time reserved for my professional development	60.00%	37.50%	41.67%	27.27%	33.33%	37.50%	0.8028
Availability of formal mentoring program for junior, untenured faculty	60.00%	25.00%	41.67%	58.33%	0.00%	50.00%	0.1470
Availability of formal mentoring program for new faculty, regardless of academic rank	27.27%	25.00%	33.33%	50.00%	0.00%	37.50%	0.4424
Availability of orientation program for first year faculty	45.45%	57.14%	83.33%	75.00%	66.67%	75.00%	0.4887

Table 4-10. Perceptions of Availability of Professional Development by Mentoring Experience by Others

	Effectively Mentored N = 34	Not Effectively Mentored N = 21	p-value
Meet with Dept. Chair yearly	78.26%	88.24%	0.4614
Receive yearly written performance evaluation	91.30%	91.18%	1.0000
Develop career growth plans with Dept. Chair	27.27%	55.88%	0.0354*
Receive mid-tenure progress review and feedback	43.48%	58.82%	0.2550
Professional assistance to enhance teaching skills is available	47.83%	75.76%	0.0319*
Professional assistance to enhance research skills is available	39.13%	66.67%	0.0414*
Professional assistance to enhance grant, manuscript, CV writing skills is available	26.09%	58.82%	0.0149*
Promotion and Tenure process workshops are routinely conducted	26.09%	45.45%	0.1408
Availability of school-wide annual faculty development day	60.87%	58.82%	0.8772
Availability of routine faculty development on oral health topics and clinical skills by speakers and consultants	43.48%	79.41%	0.0053*
School provides regularly scheduled faculty in-service programs on new scientific developments	30.43%	61.76%	0.0203*
Availability of travel funds to support faculty attendance at professional meetings	50.00%	50.00%	1.0000
Availability of funding to support faculty sabbaticals and fellowships	30.43%	38.24%	0.5449
Dedicated weekly time reserved for my professional development	34.78%	43.75%	0.5031
Availability of formal mentoring program for junior, untenured faculty	34.78%	48.48%	0.3080
Availability of formal mentoring program for new faculty, regardless of academic rank	26.09%	35.29%	0.4632
Availability of orientation program for first year faculty	54.55%	76.47%	0.0862

Table 4-11. Perceptions of Dental School Cultural and Environmental Factors by Gender

	Males N = 32	Females N = 27	p-value
Overall, I enjoy my interaction with my colleagues	83.33%	80.77%	1.0000
I have a sense of belonging in my department and being part of the team	70.00%	57.96%	0.3377
Faculty colleagues eager to help me with projects	60.00%	53.85%	0.6426
There is a departmental expectation of conformity to dress code, communication, and public behavior	46.67%	50.00%	0.8034
Faculty relations with students can be characterized as “us against them”	0.00%	19.23%	0.0172*
My department chairperson treats me fairly when compared to other faculty	76.67%	73.08%	0.7570
My contributions to the department are recognized by my colleagues	53.33%	46.15%	0.5920
Overall physical appearance of my dental school makes a good impression,; it has a modern design with attractive public spaces, and is well-maintained	30.00%	30.77%	0.9502
The overall culture of the dental school is characterized by openness to new ideas	40.00%	30.77%	0.4722
The decision-making process in the school about issues that affect the whole faculty is reasonable	36.67%	46.15%	0.4717
I am satisfied with the diversity of the dental school faculty including age, gender, race/ethnicity	53.33%	57.69%	0.7435

Table 4-12. Perceptions of Dental School Cultural and Environmental Factors by Academic Degree

	DMD/DDS with PhD/MD/MS N = 12	DMD or DDS or PhD N = 38	MS or BS N = 12	p-value
Overall, I enjoy my interaction with my colleagues	78.57%	85.71%	71.43%	0.0697
I have a sense of belonging in my department and being part of the team	64.29%	68.57%	57.14%	0.8443
Faculty colleagues eager to help me with projects	64.29%	62.86%	28.57%	0.2522
There is a departmental expectation of conformity to dress code, communication, and public behavior	57.14%	51.43%	28.57%	0.5447
Faculty relations with students can be characterized as “us against them”	0.00%	14.29 percent	0.00%	0.2891
My department chairperson treats me fairly when compared to other faculty	78.57%	74.29%	57.14%	0.5560
My contributions to the department are recognized by my colleagues	57.14%	48.57%	57.14%	0.8602
Overall physical appearance of my dental school makes a good impression,; it has a modern design with attractive public spaces, and is well-maintained	50.00%	22.86%	28.57%	0.2235
The overall culture of the dental school is characterized by openness to new ideas	50.00%	31.43%	42.86%	0.4790
The decision-making process in the school about issues that affect the whole faculty is reasonable	50.00%	34.29%	71.43%	0.1583
I am satisfied with the diversity of the dental school faculty including age, gender, race/ethnicity	71.43%	45.71%	57.14%	0.2618

Table 4-13. Perceptions of Dental School Cultural and Environmental Factors by Rank

	Professor Emeritus/Professor N = 17	Associate/Assistant Professor N = 31	Other N = 7	p-value
Overall, I enjoy my interaction with my colleagues	87.50%	85.00%	76.19%	0.7474
I have a sense of belonging in my department and being part of the team	81.25%	65.00%	52.38%	0.1899
Faculty colleagues eager to help me with projects	68.75%	45.00%	61.90%	0.3204
There is a departmental expectation of conformity to dress code, communication, and public behavior	43.75%	45.00%	57.14%	0.6501
Faculty relations with students can be characterized as "us against them"	6.25%	10.00%	9.52%	0.0100*
My department chairperson treats me fairly when compared to other faculty	75.00%	80.00%	66.67%	0.6191
My contributions to the department are recognized by my colleagues	68.75%	35.00%	52.38%	0.1299
Overall physical appearance of my dental school makes a good impression,; it has a modern design with attractive public spaces, and is well-maintained	25.00%	40.00%	23.81%	0.4652
The overall culture of the dental school is characterized by openness to new ideas	43.75%	35.00%	33.33%	0.7912
The decision-making process in the school about issues that affect the whole faculty is reasonable	43.75%	40.00%	42.86%	0.9709
I am satisfied with the diversity of the dental school faculty including age, gender, race/ethnicity	31.25%	60.00%	66.67%	0.0828

Table 4-14. Perceptions of Dental School Cultural and Environmental Factors by Career Focus

	Dual Focus N = 18	Single Focus N = 39	p-value
Overall, I enjoy my interaction with my colleagues	77.78%	86.11%	0.4610
I have a sense of belonging in my department and being part of the team	83.33%	55.56%	0.0439*
Faculty colleagues eager to help me with projects	66.67%	55.56%	0.4334
There is a departmental expectation of conformity to dress code, communication, and public behavior	55.56%	47.22%	0.5637
Faculty relations with students can be characterized as “us against them”	11.11%	8.33%	1.0000
My department chairperson treats me fairly when compared to other faculty	77.78%	69.44%	0.5192
My contributions to the department are recognized by my colleagues	66.67%	44.44%	0.1234
Overall physical appearance of my dental school makes a good impression,; it has a modern design with attractive public spaces, and is well-maintained	27.78%	27.78%	1.0000
The overall culture of the dental school is characterized by openness to new ideas	38.89%	33.33%	0.6870
The decision-making process in the school about issues that affect the whole faculty is reasonable	50.00%	36.11%	0.3275
I am satisfied with the diversity of the dental school faculty including age, gender, race/ethnicity	61.11%	47.22%	0.3356

Table 4-15. Perceptions of Dental School Cultural and Environmental Factors by Tenure-Accruing Status

	Tenured N = 24	Tenure Track N = 9	Non-tenured N = 24	p-value
Overall, I enjoy my interaction with my colleagues	66.67%	91.67%	90.48%	0.1546
I have a sense of belonging in my department and being part of the team	33.33%	83.33%	61.90%	0.0211*
Faculty colleagues eager to help me with projects	22.22%	70.83%	61.90%	0.0387*
There is a departmental expectation of conformity to dress code, communication, and public behavior	22.22%	50.00%	52.38%	0.3178
Faculty relations with students can be characterized as “us against them”	11.11%	4.17 percent	14.29%	0.4636
My department chairperson treats me fairly when compared to other faculty	66.67%	83.33%	76.19%	0.5151
My contributions to the department are recognized by my colleagues	0.00%	66.67%	52.38%	0.0017*
Overall physical appearance of my dental school makes a good impression,; it has a modern design with attractive public spaces, and is well-maintained	44.44%	29.17%	28.57%	0.6560
The overall culture of the dental school is characterized by openness to new ideas	22.22%	45.83%	33.33%	0.4134
The decision-making process in the school about issues that affect the whole faculty is reasonable	44.44%	45.83%	38.10%	0.8653
I am satisfied with the diversity of the dental school faculty including age, gender, race/ethnicity	66.67%	41.67%	61.90%	0.2974

Table 4-16. Perceptions of Dental School Cultural and Environmental Factors by Salary

	< \$75 K N = 13	\$76 – < 100 K N = 14	\$101 – < 125 K N = 11	\$126- < 150 K N = 9	\$151 or more N = 12	p-value
Overall, I enjoy my interaction with my colleagues	72.73%	85.71%	70.00%	88.89%	91.67%	0.6252
I have a sense of belonging in my department and being part of the team	54.55%	57.14%	50.00%	77.78%	83.33%	0.3845
Faculty colleagues eager to help me with projects	63.64%	42.86%	40.00%	66.67%	75.00%	0.3620
There is a departmental expectation of conformity to dress code, communication, and public behavior	63.64%	28.57%	50.00%	66.67%	41.67%	0.3446
Faculty relations with students can be characterized as “us against them”	0.00%	14.29%	20.00%	11.11%	0.00%	0.3565
My department chairperson treats me fairly when compared to other faculty	63.64%	71.43%	70.00%	77.78%	83.33%	0.8706
My contributions to the department are recognized by my colleagues	45.45%	35.71%	40.00%	66.67%	66.67%	0.4105
Overall physical appearance of my dental school makes a good impression,; it has a modern design with attractive public spaces, and is well-maintained	18.18%	35.71%	40.00%	22.22%	33.33%	0.8149
The overall culture of the dental school is characterized by openness to new ideas	36.36%	28.57%	40.00%	22.22%	58.33%	0.5026
The decision-making process in the school about issues that affect the whole faculty is reasonable	45.45%	35.71%	50.00%	22.22%	58.33%	0.5290
I am satisfied with the diversity of the dental school faculty including age, gender, race/ethnicity	63.64%	42.86%	80.00%	44.44%	41.67%	0.3127

Table 4-17. Perceptions of Dental School Cultural and Environmental Factors by Years of Employment at SEU-CD

	0 - 5 years N = 25	6 - 10 years N = 17	11 - 20 years N = 9	more than 20 n = 8	p-value
Overall, I enjoy my interaction with my colleagues	72.73%	88.24%	88.89%	100.00%	0.3594
I have a sense of belonging in my department and being part of the team	45.45%	70.59%	77.78%	87.50%	0.1287
Faculty colleagues eager to help me with projects	45.45%	70.59%	66.67%	62.50%	0.4504
There is a departmental expectation of conformity to dress code, communication, and public behavior	45.45%	47.06%	66.67%	37.50%	0.6974
Faculty relations with students can be characterized as “us against them”	13.64%	5.88%	11.11%	0.00%	0.7862
My department chairperson treats me fairly when compared to other faculty	72.73%	70.59%	66.67%	100.00%	0.3540
My contributions to the department are recognized by my colleagues	40.91%	47.06%	55.56%	75.00%	0.4297
Overall physical appearance of my dental school makes a good impression,; it has a modern design with attractive public spaces, and is well-maintained	31.82%	17.65%	44.44%	37.50%	0.4710
The overall culture of the dental school is characterized by openness to new ideas	22.73%	29.41%	55.56%	62.50%	0.1272
The decision-making process in the school about issues that affect the whole faculty is reasonable	40.91%	35.29%	44.44%	50.00%	0.8714
I am satisfied with the diversity of the dental school faculty including age, gender, race/ethnicity	68.18%	47.06%	44.44%	37.50%	0.3656

Table 4-18. Perceptions of Dental School Cultural and Environmental Factors by Years of Employment in Academic Dentistry

	1- 5 years N = 13	6 -10 years N = 8	11 - 15 years N = 12	16-25 years N = 13	26 - 30 years N = 6	more than 30 n = 8	p-value
Overall, I enjoy my interaction with my colleagues	54.55%	87.50%	91.67%	75.00%	100.00%	100.00%	0.0964
I have a sense of belonging in my department and being part of the team	36.36%	50.00%	66.67%	83.33%	83.33%	75.00%	0.2026
Faculty colleagues eager to help me with projects	27.27%	62.50%	75.00%	50.00%	83.33%	62.50%	0.1916
There is a departmental expectation of conformity to dress code, communication, and public behavior	54.55%	12.50%	66.67%	41.67%	100.00%	25.00%	0.0117*
Faculty relations with students can be characterized as “us against them”	18.18%	12.50%	16.67%	0.00%	0.00%	0.00%	0.4887
My department chairperson treats me fairly when compared to other faculty	63.64%	75.00%	75.00%	66.67%	83.33%	87.50%	0.8900
My contributions to the department are recognized by my colleagues	36.36%	12.50%	75.00%	58.33%	33.33%	75.00%	0.0470*
Overall physical appearance of my dental school makes a good impression,; it has a modern design with attractive public spaces, and is well-maintained	27.27%	37.50%	16.67%	33.33%	50.00%	25.00%	0.7754
The overall culture of the dental school is characterized by openness to new ideas	27.27%	25.00%	33.33%	41.67%	50.00%	50.00%	0.8475
The decision-making process in the school about issues that affect the whole faculty is reasonable	27.27%	62.50%	41.67%	41.67%	33.33%	50.00%	0.7615
I am satisfied with the diversity of the dental school faculty including age, gender, race/ethnicity	63.64%	75.00%	58.33%	33.33%	66.67%	37.50%	0.4252

Table 4-19. Perceptions of Dental School Cultural and Environmental Factors by Mentoring Experience by Others

	Effectively Mentored N = 34	Not Effectively Mentored N = 21	p-value
Overall, I enjoy my interaction with my colleagues	91.18%	69.57%	0.0007*
I have a sense of belonging in my department and being part of the team	79.41%	43.48%	0.0053*
Faculty colleagues eager to help me with projects	73.53%	34.78%	0.0037*
There is a departmental expectation of conformity to dress code, communication, and public behavior	55.88%	39.13%	0.2145
Faculty relations with students can be characterized as “us against them”	0.00%	21.74%	0.0080*
My department chairperson treats me fairly when compared to other faculty	88.24%	52.17%	0.0024*
My contributions to the department are recognized by my colleagues	58.82%	39.13%	0.1445
Overall physical appearance of my dental school makes a good impression; it has a modern design with attractive public spaces, and is well-maintained	35.29%	21.74%	0.2724
The overall culture of the dental school is characterized by openness to new ideas	44.12%	26.09%	0.1662
The decision-making process in the school about issues that affect the whole faculty is reasonable	50.00%	30.43%	0.1422
I am satisfied with the diversity of the dental school faculty including age, gender, race/ethnicity	58.82%	47.83%	0.4135

Table 4-20. Relationship of Gender and Professional Attributes, and Perceptions of Workplace Environment with Overall Faculty Job Satisfaction and Satisfaction with Balance of Life

	Satisfaction with SEUCD (%)	p-value	Satisfaction with balance of life (%)	p-value
Overall	57.89%	NA	73.68%	NA
Gender		0.9384		0.2180
Male (N = 32)	56.67%		65.38%	
Female (N = 27)	57.69%		80.00%	
Degree		0.9230		0.9070
BS/MS (N = 12)	57.14%		85.71%	
Single doctoral (N = 38)	57.14%		74.29%	
Combined doctoral (N = 12)	64.29%		71.73%	
Rank		0.8936		0.5173
Other (N = 7)	61.90%		76.19%	
Assistant/Associate (N = 31)	55.00%		65.00%	
Full/Emeritus (N = 17)	56.25%		81.25%	
Career Focus		0.8457		0.0199*
Single (N = 39)	58.33%		86.11%	
Dual (N = 18)	55.56%		55.56%	
Tenure Accruing		0.9073		0.9070
Non-tenure track (N = 24)	57.14%		85.71%	
Tenure track (N = 9)	62.50%		74.29%	
Tenured (N = 24)	55.56%		71.43%	
Salary		0.0813		0.9077
\$75 K or less (N = 13)	72.73%		81.82%	
\$76-\$100,000 (N = 14)	50.00%		64.29%	
\$101,000-\$125,000 (N = 11)	30.00%		70.00%	
\$126,000-\$150,000 (N = 9)	44.44%		77.78%	
\$151,000 or greater (N = 12)	83.33%		75.00%	

Table 4-20. Continued

Years employed at SEUCD		0.8005		0.3005
5 years or less (N = 25)	54.55%		59.09%	
6-10 years (N = 17)	64.71%		82.35%	
11-20 years (N = 9)	44.44%		88.89%	
21 or more years (N = 8)	62.50%		75.00%	
	Satisfaction with SEUCD (%)	p-value	Satisfaction with balance of life (%)	p-value
Years in academic dentistry		0.4415		0.7568
1-5 years (N = 13)	45.45%		54.55%	
6-10 years (N = 8)	75.00%		87.50%	
11-15 years (N = 12)	66.67%		75.00%	
16-25 years (N = 13)	41.67%		75.00%	
26-30 years (N = 6)	83.33%		83.33%	
31+ years (N = 8)	50.00%		75.00%	
History of effective mentorship		0.0001		0.0708
No (N = 21)	26.09%		60.87%	
Yes (N = 34)	79.41%		82.35%	
Meet with department chairperson yearly		0.1461		0.6851
No/DK (N = 9)	33.00%		66.67%	
Yes (N = 48)	62.50%		75.00%	
Receive yearly written evaluations from department chairperson		1.000		0.5990
No/DK (N = 5)	60.00%		60.00%	
Yes (n = 52)	57.69%		75.00%	
Develop career growth plans		0.0006		0.0436*
No/DK (N = 29)	38.71%		64.52%	
Yes (N = 25)	84.00%		88.00%	
Receive mid-tenure review and feedback		0.3810		0.0189*
No/DK (N = 18)	51.85%		59.26%	
Yes (N = 30)	63.33%		86.67%	

Table 4-20. Continued

Assistance to enhance teaching skills No/DK (N = 17) Yes (N = 36)	30.00% 72.22%	0.0022	60.00% 80.56%	0.0960
Assistance to enhance research skills No/DK (N = 21) Yes (N = 31)	36.00% 77.42%	0.0017	64.00% 83.87%	0.0878
Assistance to enhance writing skills No/DK (N = 27) Yes (N = 26)	41.94% 76.92%	0.0077	70.97% 76.92%	0.6110
	Satisfaction with SEUCD (%)	p-value	Satisfaction with balance of life (%)	p-value
T & P workshops No/DK (N = 32) Yes (N = 21)	48.57% 76.19%	0.0420	68.57% 80.95%	0.3111
Annual faculty development day No/DK (N = 22) Yes (N = 34)	47.83% 64.71%	0.2054	65.22% 79.41%	0.2325
Availability of routine faculty development No/DK (N = 18) Yes (N = 37)	30.00% 72.97%	0.0017	70.00% 75.68%	0.6423
In-service scientific development No/DK (N = 27) Yes (N = 28)	34.48% 82.14%	0.0003	68.97% 78.57%	0.4103
Availability of travel funds No/DK (N = 27) Yes (N = 28)	53.57% 46.88%	0.6000	75.00% 71.43%	0.7628
Funding to support sabbaticals and fellowships No/DK (N = 32) Yes (N = 20)	48.65% 75.00%	0.0545	67.57% 85.00%	0.1537
Dedicated weekly time for professional development No/DK (N = 29) Yes (N = 22)	54.55% 63.64%	0.5031	72.73% 81.82%	0.4369

Table 4-20. Continued

Availability of formal mentoring program for junior faculty No/DK (N = 30) Yes (N = 24)	50.00% 66.67%	0.2123	71.88% 75.00%	0.7938
Availability of formal mentoring program for new faculty No/DK (N = 38) Yes (N = 18)	51.28% 72.22%	0.1366	71.79% 77.78%	0.6335
	Satisfaction with SEUCD (%)	p-value	Satisfaction with balance of life (%)	p-value
Availability of orientation for first year faculty No/DK (N = 18) Yes (N = 38)	33.33% 71.05%	0.0074	72.22% 73.68%	1.0000
	Satisfaction with SEUCD (%)	p-value	Satisfaction with balance of life (%)	p-value
Enjoy colleague interactions No/Neutral (N = 10) Yes (N = 47)	20.00% 65.96%	0.0122	40.00% 80.85%	0.0148*
Comfortable niche in department No/Neutral (N = 20) Yes (N = 37)	30.00% 72.97%	0.0017	55.00% 83.78%	0.0185*
Faculty colleagues eager to help with projects No/Neutral (N = 23) Yes (N = 33)	25.00% 81.82%	0.00001	62.50% 81.82%	0.1019
Department expectation of professional decorum No/Neutral (N = 27) Yes (N = 28)	48.28% 67.86%	0.1344	58.62% 89.29%	0.0086*

Table 4-20. Continued

Faculty and student relationship is "us vs. them" No/Neutral (N = 50) Yes (N = 5)	63.46% 0.00%	0.0102	75.00% 60.00%	0.5990
Fair treatment by department chairperson No/Neutral (N = 14) Yes (N = 42)	13.33% 73.81%	0.00004	66.67% 76.19%	0.5070
Contributions recognized by colleagues No/Neutral (N = 27) Yes (N = 29)	39.29% 75.86%	0.0051	64.29% 82.76%	0.1133
	Satisfaction with SEUCD (%)	p-value	Satisfaction with balance of life (%)	p-value
Physical appearance of dental school makes good impression No/Neutral (N = 40) Yes (N = 17)	47.50% 82.35%	0.0147	67.50% 88.24%	0.1871
Overall culture of dental school is characterized by openness to new ideas No/Neutral (N = 36) Yes (N = 21)	38.89% 90.48%	0.0001	66.67% 85.71%	0.1151
Decision making process is reasonable No/Neutral (N = 33) Yes (N = 24)	33.33% 91.67%	0.00001	69.70% 79.17%	0.4227
Satisfaction with dental school diversity No/Neutral (N = 26) Yes (N = 31)	38.46% 74.19%	0.0065	69.23% 77.42%	0.4843

CHAPTER 5 RESULTS AND CONCLUSION

Introduction

A discussion of the response analysis to the Dental Faculty Perceptions of Workplace Environment at A Southeastern University, College of Dentistry Survey will be presented in this chapter. The results of this survey will be compared to the results of the nationwide 2007 American Dental Education Association Quality of Dental Faculty Work-Life Survey. Results of the survey will be examined in terms of Hagedorn's Conceptual Framework of Job Satisfaction. Implications of the SEUCD survey results with regard to the recruitment, development, and retention of faculty at A Southeastern University, College of Dentistry will be presented. In addition, recommendations for future research regarding faculty perceptions of academic environment will be outlined and included in this chapter.

Summary of the Findings

Multiple statistically significant faculty perceptions were found regarding the availability of professional development opportunities and resources at A Southeastern University, College of Dentistry. The results of the research analysis showed two professional attributes, salary level and faculty history of effective mentoring by a senior academic colleague, that best predict faculty perceptions of the availability of professional development opportunities and resources at A Southeastern University, College of Dentistry.

In addition, the results of the research analysis showed two professional attributes that best predict faculty perceptions of the academic culture and environment at SEUCD. The predictive attributes found to be significant include a faculty history of

effective mentoring by a senior academic colleague and the focus of the faculty job position.

Discussion of Significant Findings

Perceptions of Faculty Development (RQ1, RQ2)

Research Question 1 addressed significant faculty perceptions of availability of professional development at A Southeastern University, College of Dentistry. Research Question 2 addressed significant gender and professional attributes that best predict faculty perceptions of the availability of professional development at A Southeastern University, College of Dentistry.

Results of a chi square analysis indicated more female faculty reported receiving travel funds for professional meetings (65.38 percent, n = 27) compared with male faculty (37.93 percent, n = 32). However, a logistic regression analysis did not find gender to be a significant predictor of availability of travel funding for professional development. The results of the chi square analysis could be related to the population of female faculty who answered this survey item. Tenure-seeking faculty who are conducting and presenting research may be more likely to seek travel funding for professional development. If more tenure-seeking female faculty responded to this survey item than male faculty respondents, it could have resulted in the significant chi square analysis.

Faculty holding a Bachelor's degree or a Master's degree reported receiving yearly written performance evaluations (100 percent, n = 12) compared with faculty holding combined doctoral degrees such as a D.M.D., Ph.D. (92.86 percent, n = 12) or a single doctoral degree such as a D.M.D. only, or a Ph.D. only (88.57 percent, n = 38). The lack of a terminal degree may indicate that faculty holding a B.S. degree or an M.S.

degree are more likely to require a yearly evaluation than those faculty with a terminal (doctoral) degree, and thus explain the results of the chi square analysis.

Faculty holding combined doctoral degrees (85.71 percent, n = 12) along with faculty holding a Bachelor's degree or a Master's degree (85.71 percent, n = 12) reported availability of professional assistance to enhance teaching skills compared with faculty holding a single doctoral degree (50.0 percent, n = 38). A possible explanation for this result is that faculty holding combined doctoral degrees may be more likely to be course directors and teach in the classroom, as opposed to single doctoral degree faculty who may be more likely to teach in the clinic. In addition, faculty with Master's degrees are more likely to be lecturers as well, and thus teach in the classroom. Faculty who are required to teach didactic material may be more likely to seek out and be aware of the availability of professional assistance to enhance teaching skills.

Faculty holding a Bachelor's degree or a Master's degree reported the availability of school-wide annual faculty development day (100.0 percent, n = 12) compared with faculty who hold combined doctoral degrees (71.43 percent, n = 12) or single doctoral degrees (45.71 percent, n = 38). In addition, faculty who hold a Bachelor's degree or a Master's degree reported the availability of routine faculty development on oral health topics and clinical skills by speakers and consultants (100.0 percent, n = 12) compared with faculty holding combined doctoral degrees (78.5 percent, n = 12) or single doctoral degrees (51.43 percent, n = 38). Faculty holding a single doctoral degree indicated a greater lack of awareness of the availability of professional assistance to enhance teaching skills, as well as the availability of annual and routine faculty development opportunities provided by the College of Dentistry. These findings indicated the need

for a process to ensure that all faculty are made aware of information regarding the availability of resources and opportunities for teaching assistance and faculty development. Information regarding faculty development opportunities, educational resources, and teaching assistance must be disseminated to motivate faculty and engage their participation.

Faculty holding a Bachelor's degree or a Master's degree reported the availability of a formal mentoring program for new faculty, regardless of academic rank, (57.14 percent, n = 12) compared with faculty holding combined doctoral degrees (50.0 percent, n = 12) or faculty holding a single doctoral degree (20.0 percent, n = 38). An explanation for this result may be that new faculty holding less than a doctoral degree in a graduate institution would tend to seek out mentoring for career growth. All three groups reported a relatively low level of awareness regarding the availability of formal mentoring programs available to new faculty. This low level of awareness may be explained by the fact that many respondents of this survey are long-term faculty at the College of Dentistry and are thus unaware of the existence of a formal mentoring program for new faculty. However, the results also indicate an overall lack of awareness of a formal new faculty mentoring program in the College of Dentistry. The college should inform junior and senior faculty regarding the availability of formal and informal mentoring opportunities, and actively promote faculty participation as either a mentor or protégé.

Faculty ranked as professor emeritus or full professor reported receiving mid-tenure review and feedback (70.0 percent, n = 16) compared with faculty ranked as associate professor or assistant professor (55.0 percent, n = 32) or faculty ranked as

“other” (33.33 percent, n = 12). Faculty ranked as “other” are typically classified as “assistant in” or “associate in” which is usually a non-tenure accruing rank, thus explaining the low percentage of faculty receiving mid-tenure review and feedback. However, it is interesting to note that associate professors who had gone through the tenure process, and assistant professors who are likely in the tenure process, reported a low percentage mid-tenure review and feedback. This finding may indicate either a lack of awareness of the mid-tenure review process or a lack of availability of a mid-tenure review process, both of which could be detrimental to the tenure and promotion of faculty.

In addition, faculty ranked as professor emeritus or full professor reported that promotion and tenure workshops are routinely conducted (68.75 percent, n = 16) compared with associate professors or assistant professors (31.58 percent, n = 32) or faculty ranked as “other” (19.05 percent, n = 12). The results indicated that associate and assistant professors either lack an awareness of the availability of promotion and tenure workshops, or that no promotion and tenure workshops are available, both of which could be detrimental to the tenure and promotion of faculty. A 2006 survey by the Collaborative on Academic Careers in Higher Education (COACHE) indicated that the acquisition of tenure is one of six factors which independently predict overall job satisfaction. Therefore, the availability and awareness of promotion and tenure workshops at the College of Dentistry would contribute to overall job satisfaction for dental faculty.

Faculty ranked as professor emeritus or full professor reported availability of funding to support faculty sabbaticals and/or fellowships (62.50 percent, n = 16)

compared with faculty ranked as associate professors or assistant professors (25.0 percent, n = 32) or faculty ranked as “other” (23.81 percent, n = 12). This finding is consistent with the fact that faculty ranked as “other” may not be eligible for sabbaticals and/or fellowships. In addition, assistant professors are typically early in their academic career and tenure-seeking, and therefore not likely to be seeking funding for a sabbatical or fellowship.

Faculty ranked as associate professor or assistant professor reported the availability of an orientation program for first year faculty (84.21 percent, n = 32) compared with faculty ranked as professor emeritus or full professor (75.0 percent, n = 16, or faculty ranked as “other” (47.62 percent, n = 12). The College of Dentistry and the University of Florida have orientation programs for new faculty, and these results showed a greater awareness of this fact among those who are in the tenure-accruing ranks. However, all faculty should be aware of the availability of orientation programs for first-year faculty as they are required to attend such programs upon being hired by the University.

Tenure-track faculty reported the availability of professional assistance to enhance teaching skills (79.17 percent, n = 9) compared with tenured faculty (77.78 percent, n = 24) and non-tenure-track faculty (45.0 percent, n = 21). Non-tenure-track faculty appear to be significantly less aware of professional assistance to enhance teaching skills. This may be explained by the fact that some non-tenure-track faculty may hold a position that does not require teaching. However, all dental faculty should be fully informed regarding the availability of teaching resources.

Tenure-track faculty reported the availability of funding to support faculty sabbaticals and fellowships (58.33 percent, n = 9) compared with tenured faculty (11.11 percent, n = 24) and non-tenured faculty (23.81 percent, n = 21). In an earlier analysis, only 25 percent of associate and assistant professors reported awareness of availability of funding for sabbaticals and fellowships. Tenured faculty are more likely to be eligible for sabbaticals and fellowships, and should be made aware of the availability of such funding by the college

A chi square analysis indicated that faculty earning \$151,000 or more annual salary reported annual meetings with their department chair (100.0 percent, n = 12) compared with faculty earning \$75,000 or less annual salary (54.55 percent, n = 11), \$76,000 to \$100,000 (92.86 percent, n = 14), \$101,000 to \$125,000 (80.0 percent, n = 10), or \$126,000 to \$150,000 (88.89 percent, n = 9). The results indicated that a little more than half of faculty who earn the lowest salaries meet with their department chairperson annually as opposed to 80 percent to 100 percent of faculty in the higher salary ranges. However, a logistic regression analysis did not find salary to be a significant predictor of yearly meetings between faculty and department chairpersons.

A chi square analysis and a logistic regression analysis indicated that salary is a significant factor in four aspects of perceptions of professional development support and resources. For example, faculty who reported lower incomes were less likely to perceive the availability of opportunities for professional development, or to perceive the availability of support and/or resources for faculty development.

A chi square analysis indicated that faculty earning \$151,000 or more annual salary reported developing career growth plans with their department chairperson (75.0

percent, n = 12) compared with faculty earning \$75,000 or less (36.36 percent, n = 11), \$76,000 to \$100,000 (23.08 percent, n = 14), \$101,000 to \$125,000 (20.0 percent, n = 10), or \$126,000 to \$150,000 (66.67 percent, n = 9) annual salary.

Results of a logistic regression analysis indicated that faculty who reported a lower annual salary were less likely to report the development of career growth plans, including annual goal setting and planning of professional enrichment activities, with their department chairperson than those who reported a higher annual salary. Those faculty earning \$76,000 to \$100,000 annual salary were less likely to experience career planning than faculty earning \$151,000 or more annual salary. In addition, those faculty earning \$101,000 to \$125,000 annual salary were less likely to experience career planning than faculty earning \$151,000 a year or more annual salary. Salary was not found to be significantly related to career planning for those faculty reporting an annual income of \$75,000 or less or an annual income of \$126,000 to \$150,000.

Salary was significantly related to the perception of availability of a mid-tenure progress review by the Promotion and Tenure Committee. Faculty earning \$126,000 to \$150,000 annual salary reported the availability of mid-tenure progress review and feedback (88.89 percent, n = 9) compared with faculty earning \$75,000 or less (18.18 percent, n = 9), \$76,000 to \$100,000 (42.86 percent, n = 14), \$101,000 to \$125,000 (40.0 percent, n = 10), or \$151,000 or more (83.33 percent, n = 12) annual salary.

Results of a logistic regression analysis indicated that faculty reporting lower annual salaries were less likely to have a mid-tenure progress review than faculty reporting higher annual salaries. Faculty earning \$75,000 or less annual salary were less likely to report having a mid-tenure progress review than faculty earning \$151,000

or greater annual salary. In addition, faculty earning \$76,000 to \$100,000 annual salary were less likely to report having a mid-tenure progress review than faculty earning \$150,000 or greater per year, and faculty earning \$101,000 to \$125,000 annual salary were less likely to report having a mid-tenure progress review than faculty earning \$151,000 or greater per year. Salary significantly related to mid-tenure progress review for faculty reporting an annual income of \$126,000 to \$150,000.

Salary was significantly related to the perception of routinely conducted promotion and tenure workshops. Results of a chi square analysis indicated that faculty earning \$151,000 or more annual salary reported promotion and tenure workshops are routinely conducted (83.33 percent, n = 12) compared with faculty earning \$75,000 or less (9.09 percent, n = 11), \$76,000 to \$100,000 (15.38 percent, n = 14), \$101,000 to \$125,000 (30.0 percent, n = 10), or \$126,000 to \$150,000 (55.56 percent, n = 9) annual salary.

Results of a logistic regression analysis indicated that faculty in the two groups reporting lowest annual salaries were less likely to have routinely conducted promotion and tenure workshops than those faculty reporting higher annual salaries. Those faculty earning \$75,000 or less annual salary were less likely to have routinely conducted promotion and tenure workshops than those faculty earning \$151,000 or greater per year, and those faculty earning \$76,000 to \$100,000 annual salary were less likely to have routinely conducted promotion and tenure workshops than those faculty earning \$151,000 or greater per year. Salary was not significantly related to availability of routinely conducted promotion and tenure workshops for faculty reporting an annual income of \$101,000 to \$125,000, or for faculty reporting an annual income of \$126,000 to \$150,000.

As salary levels rise with the acquisition of tenure, it would seem that faculty classified in the lower income brackets would be pursuing tenure and promotion, and therefore have more awareness of and access to tenure workshops and mid-tenure reviews. The results of this survey indicated otherwise. Studies by August and Waltman (2004) and the COACHE Survey (2006) indicated that the acquisition of tenure is predictive of global satisfaction for faculty in higher education. Access to and clarity of information regarding the tenure and promotion process is a necessary and important contributing variable to overall job satisfaction for junior faculty.

Salary was significantly related to faculty perception of availability of funding support for sabbaticals and fellowships. Faculty earning \$151,000 or more annual salary reported availability of funding support for sabbaticals and fellowships (75.0 percent, n = 12) compared with faculty earning \$75,000 or less (18.18 percent, n = 11), \$76,000 to \$100,000 (7.14 percent, n = 14), \$101,000 to \$125,000 (40.0 percent, n = 10), or \$126,000 to \$150,000 (44.44 percent, n = 9) annual salary.

Results of a logistic regression analysis indicated that faculty in the two groups reporting lowest annual salaries were less likely to report having funding support for sabbaticals and fellowships than those faculty reporting higher annual salaries. Those faculty earning \$75,000 or less annual salary were less likely to have funding support for sabbaticals and fellowships than faculty earning \$151,000 or greater annual salary, and those faculty earning \$76,000 to \$100,000 annual salary were less likely to have funding support for sabbaticals and fellowships than faculty earning \$151,000 or greater annual salary. These results may be due to the fact that faculty with lower salaries are newer faculty, and are therefore not eligible for sabbatical or fellowship funding. Salary

was not significantly related to availability of funding support for sabbaticals and fellowships for faculty reporting an annual income of \$101,000 to \$125,000, or for faculty reporting an annual income of \$126,000 to \$150,000.

A chi square analysis revealed two significant findings regarding the total number of years employed as faculty at A Southeastern University, College of Dentistry and perception of availability of professional development opportunities and resources. Faculty employed 20 or more years at SEUCD reported the development of career growth plans with their department chairperson (50.0 percent, n = 8) compared with faculty employed 5 years or less (42.86 percent, n = 22), 6 to 10 years (47.06 percent, n = 17), or 11 to 20 years (44.44 percent, n = 9). In addition, faculty employed 20 or more years at SEUCD reported the availability of an orientation program for first-year faculty (75.0 percent, n = 8) compared with faculty employed 5 years or less (68.18 percent, n = 22), 6 to 10 years (68.75 percent, n = 17, or 11 to 20 years (66.67 percent, n = 9). Results of a logical regression analysis did not find number of years of employment to be a significant predictor of the development of career growth plans.

Results of a chi square analysis indicated that a history of effective mentoring by senior academic colleagues was a significant factor in several aspects of perceptions of professional development support and resources. Results of a logistic regression analysis indicated that in three significant aspects faculty who reported no history of effective mentoring by a senior academic colleague were less likely to perceive the availability of opportunities for professional development, or to perceive the availability of support and/or resources for faculty development.

Results of a chi square analysis indicated that faculty who reported no effective mentoring by a senior academic colleague reported developing career growth plans with their department chairperson (55.88 percent, n = 21) compared with faculty who were effectively mentored (27.27 percent, n = 34). However, results of a logistic regression analysis did not find a history of effective mentoring to be a significant predictor of development of career growth plans with the department chairperson.

Results of a chi square analysis indicated that faculty who reported no effective mentoring by a senior academic colleague reported availability of professional assistance to enhance teaching skills (75.76 percent, n = 21) compared with faculty who reported being effectively mentored (47.83 percent, n = 34). However, results of a logistic regression analysis did not find history of effective mentoring to be a significant predictor of perception of availability of professional assistance to enhance teaching skills.

Results of a chi square analysis indicated that faculty who reported no effective mentoring by a senior academic colleague reported availability of professional assistance to enhance research skills (66.67 percent, n = 21) compared with faculty who report being effectively mentored (39.13 percent, n = 34). Results of a logical regression analysis indicated that a history of effective mentoring was found to be significantly related to faculty perceptions of availability of professional assistance (workshops, consultation, mentoring by experienced investigators) to enhance research skills. Faculty reporting no history of effective mentoring by a senior academic colleague were less likely to report having research assistance than faculty who reported having been successfully mentored.

Results of a chi square analysis indicated that faculty who reported no effective mentoring by a senior academic colleague (58.82 percent, n = 21) reported the availability of professional assistance to enhance grant, manuscript, and curriculum vitae writing skills compared with faculty who reported being effectively mentored (26.09 percent, n = 34). Results of a logical regression analysis indicated that a history of effective mentoring by senior academic colleagues was found to be significantly related to the perception of availability of professional assistance to enhance writing skills (grants, manuscripts, curriculum vitae). Faculty reporting no history of effective mentoring by a senior academic colleague were less likely to report having writing assistance than faculty who reported having been successfully mentored.

Results of a chi square analysis indicate that faculty who report no effective mentoring by a senior academic colleague reported availability of routine faculty development on oral health topics and clinical skills by speakers and consultants (79.41 percent, n = 21) compared with effectively mentored faculty (43.48 percent, n = 34). Results of a logical regression analysis indicate that a history of effective mentoring by senior academic colleagues was significantly related to the perception of the dental school routinely providing speakers and consultants to conduct faculty development on oral health topics and clinical skills. Faculty reporting no history of effective mentoring by a senior academic colleague were less likely to report that their dental school routinely provided speakers and consultants for faculty development than faculty who reported having been successfully mentored.

Results of a chi square analysis indicated that faculty who reported no effective mentoring by a senior academic colleague reported that the college provides regularly

scheduled faculty in-service programs on new scientific developments (61.76 percent, n = 21) compared with effectively mentored faculty (30.43 percent, n = 34). However, results of a logical regression analysis did not find a history of effective mentoring to be a significant predictor of faculty perception of the availability of regularly scheduled in-service programs.

The results indicated that non-mentored faculty tend to not seek available college resources to assist with research and writing skills, to seek faculty development opportunities provided by the college, or to seek guidance regarding career growth from their department chairperson. Faculty who are not effectively mentored tend to rely on outside resources for development, enrichment, advice, and planning compared with faculty who were effectively mentored. Studies by Cranton (1994), Robinson & Bean, (1998) and many others indicated that mentoring supports professional development and retention of high-caliber faculty. The college should consider implementation of a formal mentoring program for junior faculty and for faculty who have not had the opportunity to be effectively mentored. Availability of a formal mentoring program would promote faculty job satisfaction, and would contribute to the development and retention of dental faculty.

Perceptions of Workplace Environment and Culture (RQ3, RQ4)

Research Question 3 addressed the significant faculty perceptions of workplace cultural and environmental factors at A Southeastern University, College of Dentistry. Research Question 4 addressed significant gender and professional attributes that best predict faculty perceptions of workplace cultural and environmental factors at A Southeastern University, College of Dentistry.

Results of a chi square analysis indicated female faculty reported faculty relations with students can be characterized as “us against them” (19.23 percent, n = 27) compared with male faculty (0.0 percent, n = 32). However, results of a logical regression analysis did not find gender to be a significant predictor of perception of faculty relations with students.

Results of a chi square analysis indicated faculty ranked as assistant or associate professors reported faculty relations with students can be characterized as “us against them” (10.0 percent, n = 32) compared with faculty ranked professor emeritus or full professor (6.25 percent, n = 16) or faculty ranked as “other” (9.52 percent, n = 12). However, results of a logical regression analysis did not find faculty rank to be a significant predictor of perception of faculty relations with students.

Results of a chi square analysis indicated tenure track-faculty reported having a sense of belonging in their department and being part of a team (83.33 percent, n = 9) compared with tenured faculty (33.33 percent, n = 24) and non-tenure track faculty (61.90 percent, n = 22). Only a third of tenured faculty reported a sense of departmental belonging and team spirit when compared to tenured-track and non-tenure-track faculty. However, the results of a logical regression analysis did not find tenure status to be a significant predictor of faculty sense of departmental belonging and team inclusion.

Results of a chi square analysis indicated tenure-track faculty reported colleagues eager to help with projects (70.83 percent, n = 9) compared with tenured faculty (22.22 percent, n = 24) or non-tenure-track faculty (61.90 percent, n = 22). The percentage of tenured faculty answering affirmatively to this item appears to be significantly lower

compared with percentages of tenure-track and non-tenure-track faculty. However, results of a logical regression analysis did not find tenure status to be a significant predictor of colleague eagerness to help with projects.

Results of a chi square analysis indicated tenure-track faculty reported that their contributions are recognized by their colleagues (66.67 percent, n = 9) compared with tenured faculty (0.0 percent, n = 24) or non-tenure-track faculty (52.38 percent, n = 22). Again, there appears to be a major difference in perceptions of contribution recognition between tenured faculty and tenure-track and non-tenure-track faculty. However, results of a logical regression analysis did not find tenure status to be a significant predictor of faculty perceptions regarding recognition of workplace contributions.

Results of a chi square analysis indicated that faculty with 26 to 30 total years of employment in academic dentistry, regardless of institution reported a departmental expectation of conformity to dress code, communication, and public behavior (100.0 percent, n = 6) compared with faculty with 1 to 5 years (54.55 percent, n = 13), 6 to 10 years (12.50 percent, n = 8), 11 to 15 years (66.67 percent, n = 12), 16 to 25 years (41.67 percent, n = 13), or more than 30 years (25.0 percent, n = 8). However, results of a logical regression analysis did not find total years in academic dentistry to be a significant predictor of faculty perceptions of departmental expectations.

Results of a chi square analysis indicated that faculty with 11 to 15 years of employment in academic dentistry, regardless of institution (75.0 percent, n = 12), and faculty with more than 30 years (75.0 percent, n = 8) reported that their contributions to their department are recognized by their colleagues compared with faculty with 1 to 5 years (36.36 percent, n = 13), 6 to 10 years (12.50 percent, n = 8), 16 to 25 years

(58.33 percent, n = 13), or 26 to 30 years (33.33 percent, n = 6). However, a logical regression analysis did not find total years in academic dentistry to be a significant predictor of faculty perceptions regarding recognition of workplace contributions.

A history of effective mentoring by senior academic colleagues was a significant factor in three aspects of faculty perceptions of academic culture and environment. In all three significant aspects, faculty who reported no history of effective mentoring by a senior academic colleague were less likely to report the perception of positive interactions with their academic colleagues.

Results of a chi square analysis indicated faculty who were effectively mentored by a senior academic colleague reported enjoying their interactions with their colleagues (91.18 percent, n = 34) compared with faculty who were not effectively mentored (69.57 percent, n = 21). A history of effective mentoring by a senior academic colleague was significantly related to the perception of enjoyment of interaction with faculty colleagues. Results of a logical regression analysis indicated that faculty reporting no history of effective mentoring by a senior academic colleague were less likely to enjoy their interactions with faculty colleagues than those faculty reporting a history of effective mentoring by a senior academic colleague.

Results of a chi square analysis indicated faculty who were effectively mentored by a senior academic colleague reported having a sense of belonging in their department and being part of the team (79.41 percent, n = 34) compared with faculty who were not effectively mentored (43.48 percent, n = 21). However, results of a logical regression analysis did not find effective mentoring to be a significant predictor of faculty sense of belonging and team inclusion.

A history of effective mentoring by a senior academic colleague was significantly related to the perception of faculty colleagues being eager to help with projects or research. Results of a chi square analysis indicated faculty who were effectively mentored by a senior academic colleague reported that faculty colleagues were eager to help them with projects (73.53 percent, n = 34) compared with faculty who were not effectively mentored (34.78 percent, n = 21). Results of a logical regression analysis indicated that faculty reporting no history of effective mentoring by a senior academic colleague were less likely to perceive eagerness of faculty colleagues to help with projects or research than faculty reporting a history of effective mentoring.

Results of a chi square analysis indicated faculty who were not effectively mentored reported that faculty relations with students can be characterized as “us against them” (21.74 percent, n = 21) compared with faculty who were effectively mentored (0.0 percent, n = 34). However, results of a logistic regression analysis did not find history of effective mentoring to be a significant predictor of faculty relations with students.

Results of a chi square analysis indicated faculty who were effectively mentored by a senior academic colleague reported that their department chairperson treated them fairly (88.24 percent, n = 34) compared with faculty who were not effectively mentored (52.17 percent, n = 21). A history of effective mentoring by a senior academic colleague was significantly related to the perception of fair treatment by the department chairperson. Faculty reporting no history of effective mentoring by a senior academic colleague were less likely to perceive fair treatment by their department chairperson than those faculty reporting a history of effective mentoring.

Faculty history of effective mentoring by a senior academic colleague is the one variable that repeatedly appears as significant regarding perceptions of workplace environment and culture. The logical regression analysis indicated that faculty enjoyment of positive interactions with colleagues and perceptions of a collegial team spirit were significantly higher for faculty who had been effectively mentored. Des Jarlais (1995) stated that faculty perceptions of the workplace climate, including interactions with colleagues) affect faculty morale more than structural factors do. In addition, faculty perceptions of fair treatment by department chairpersons is greater for effectively mentored individuals. Hagedorn (2000) stated that perceptions of fairness and high levels of justice within the institution are important variables contributing to overall career satisfaction.

A chi square analysis indicated faculty with a dual career focus report having a sense of belonging in their department (83.33 percent, n = 18) compared with faculty with a single career focus (55.56 percent, n = 44). However, results of a logical regression analysis did not find career focus to be a significant predictor of a sense of belonging to the department. The focus of the faculty job position was significantly related to the perception of fair treatment by the department chairperson. Results of a logical regression analysis indicated that faculty with a single job focus (teaching only, research only, administration only) were less likely to perceive that they were treated fairly by department chairpersons than faculty with a dual job focus (teaching and research, teaching and administration, research and administration).

Relationship of Gender, Professional Attributes, and Perceptions of Academic Environment with Overall Job Satisfaction at A Southeastern University, College of Dentistry (RQ5)

Results of a chi square analysis indicated that faculty with a single career focus (teaching, research, administration) reported overall satisfaction with the balance of their life (86.11 percent, n = 36) compared with dual career focus (teaching and research, teaching and administration, research and administration, teaching and patient care, research and patient care) faculty (55.56 percent, n = 18). However, results of a logical regression analysis indicated career focus was not significantly related to overall job satisfaction at the College of Dentistry. The findings indicated a dual career focus may be a source of negative stress affecting the wider spectrum of total life balance while remaining a neutral stressor with no effect on job satisfaction.

Results of a chi square analysis indicated that a history of mentoring by a senior academic colleague was a significant factor in relation to overall faculty job satisfaction and satisfaction with life balance. Faculty reporting a history of effective mentoring by a senior academic colleague reported overall job satisfaction (79.41 percent, n = 34) compared with faculty reporting no history of effective mentoring (26.09 percent, n = 23). In addition, a trend arose toward significance regarding overall satisfaction with life balance for faculty reporting a history of effective mentoring (82.35 percent, n = 34) compared with faculty reporting no history of effective mentoring (60.87 percent, n = 23). The significance of the effective mentoring attribute, with regard to personal and professional life satisfaction, is an important result of this study, and has implications for future college policy regarding the nurturing and development of dental faculty.

Results of a chi square analysis indicated that annual development of faculty career growth plans with a department chairperson affects faculty job satisfaction and overall satisfaction with life balance. Faculty reporting development of career growth plans reported overall job satisfaction (84.00 percent, n = 25) compared with faculty who do not report development of career growth plans (38.71 percent, n = 31). In addition, faculty reporting career growth plan development reported overall satisfaction with life balance (88.00 percent, n = 25) compared with faculty who do not report career growth plan development (64.52 percent, n = 31). In a separate chi square analysis, faculty reporting a mid-tenure review and feedback reported overall satisfaction with the balance of their life (86.67 percent, n = 30) compared with faculty reporting no mid-tenure review and feedback (59.26 percent, n = 27). The results indicated that the clarity, focus, and purposeful direction of an annually renewable career growth and development plan, as well as the availability of mid-tenure progress review and feedback, are positive contributions to faculty personal and professional life satisfaction. The development of administrative procedures to provide faculty career growth plans, as well as mid-tenure review and feedback sessions, should be included in future college policy regarding faculty development.

Results of a chi square analysis indicated that faculty perception of availability of assistance to enhance teaching skills, research skills, and writing skills is significant for overall job satisfaction. Faculty reporting availability of teaching assistance reported overall job satisfaction (72.22 percent, n = 36) compared with faculty reporting no availability of teaching assistance (30.00 percent, n = 20). Faculty reporting availability of research assistance reported overall job satisfaction (77.42 percent, n = 31)

compared with faculty reporting no availability of research assistance (36.00 percent, n = 25). Faculty reporting availability of writing assistance reported overall job satisfaction (76.92 percent, n = 26) compared with faculty reporting no availability of writing assistance (41.94 percent, n = 31). While the analysis did not indicate significance for overall satisfaction with life balance, it did indicate that the availability of assistance to enhance teaching, research, and writing skills reduces the stress associated with the acquisition and practice of such skills throughout the teaching career, thus contributing to overall job satisfaction.

Results of a chi square analysis indicated that the availability of faculty development workshops, in-service presentations, and orientation sessions is significant for overall faculty job satisfaction. Faculty reporting the availability of orientation workshops for first-year faculty reported overall job satisfaction (71.05 percent, n = 38) compared with faculty reporting no availability of orientation workshops (33.33 percent, n = 18). In addition, faculty reporting availability of promotion and tenure workshops reported overall job satisfaction (76.19 percent, n = 21) compared with faculty reporting no availability of promotion and tenure workshops (48.57 percent, n = 35).

Faculty reporting availability of routine faculty development reported overall job satisfaction (72.97 percent, n = 37) compared with faculty reporting no availability of routine faculty development (30.00 percent, n = 20). In addition, faculty reporting availability of in-service scientific development presentation and workshops reported overall job satisfaction (82.14 percent, n = 28) compared with faculty reporting no availability of in-service scientific development presentations and workshops (34.48 percent, n = 29).

While the analysis did not indicate significance for overall satisfaction with life balance, it did indicate that the availability of routine faculty development workshops, in-service presentations, and orientation sessions contributed significantly to the acquisition of knowledge and skills necessary for academic success, including tenure and promotion, thus contributing to overall job satisfaction. This research indicated that the overall perception of availability of faculty development opportunities and resources is a significant variable contributing to overall faculty job satisfaction. The provision of opportunities for faculty development and the resources to support such development are important factors for the college to consider when planning for the recruitment, development, promotion, and retention of dental faculty.

Results of a chi square analysis showed several variables regarding perceptions of academic environment and culture that are significant in relation to overall faculty job satisfaction and satisfaction with life balance. The variables are comparable to the mediator variables described by Hagedorn as contributing to faculty job satisfaction, and described as “motivators and hygienes” and “environmental conditions” (2000). Two variables, including faculty who enjoy interactions with their colleagues and faculty who report that they have a comfortable niche within their department, were significant for both job satisfaction and satisfaction with life balance. Hagedorn described these variables as “environmental conditions” (2000).

Faculty who enjoy colleague interactions reported overall job satisfaction (65.96 percent, n = 37) compared with faculty who do not enjoy colleague interaction (20.00 percent, n = 20). Faculty who enjoy colleague interaction reported satisfaction with the balance of their life (80.85 percent, n = 37) compared with faculty who do not enjoy

colleague interaction (40 percent, n = 20). In addition, faculty who perceived that they have a comfortable niche within their department reported overall job satisfaction (72.97 percent, n = 37) compared with faculty who do not perceive that they have a comfortable departmental niche (30.00 percent, n = 20). Faculty who perceived a comfortable departmental niche also reported overall satisfaction with life balance (83.78 percent, n = 37) compared with faculty who do not report a comfortable departmental niche (55.00 percent, n = 20). Results of a chi square analysis also indicated that faculty who perceived that their colleagues are eager to help them with their projects reported overall job satisfaction (81.82 percent, n = 33) compared with faculty who do not perceive that colleagues are eager to help them with their projects (25.00 percent, n = 24).

These results indicated that a sense of collegiality and inclusion is important to overall job satisfaction, and, in many cases, satisfaction with life balance. Out of fifty-seven individuals responding to three items regarding faculty collegiality and inclusion, 35 percent responded negatively to the items regarding colleague interaction and departmental niche, and 42 percent responded negatively to the item regarding colleague eagerness to assist with projects. Therefore, approximately 34 percent to 42 percent of faculty reported experiencing some sense of disenfranchisement with their colleagues and their department. Addressing issues of faculty collegiality and inclusion is warranted when formulating college policies for the recruitment, development, promotion, and retention of dental faculty.

Results of a chi square analysis indicated that faculty perceptions of interpersonal relationships with students and administration affect overall job satisfaction. Faculty

who have a positive perception of their relationships with students reported overall job satisfaction (63.46 percent, n = 52) compared with faculty who have a negative perception (described as “us against them”) of their relationships with students (0.00 percent, n = 5).

Survey results indicated several additional significant variables consistent with the “environmental conditions” variables described in Hagedorn’s framework of faculty job satisfaction (2000). Results of a chi square analysis indicated that faculty who perceived the overall culture of the dental school to be open to new ideas reported overall job satisfaction (90.48 percent, n = 21) compared with faculty who do not perceive the college culture to be open (38.89 percent, n = 36). Results of a chi square analysis indicated that faculty who perceived the overall decision-making process at the dental school is reasonable reported overall job satisfaction (91.67 percent, n = 24) compared with faculty who do not perceive that the decision-making process is reasonable (33.33 percent, n = 33).

Results of a chi square analysis indicated that faculty who perceived departmental expectations regarding professional decorum (dress, conduct, methods of interaction) reported satisfaction with the balance of their life (89.29 percent, n = 28) compared with faculty who do not perceive that there are departmental expectations regarding professional decorum (58.62 percent, n = 29). In addition, faculty who perceived that they are treated fairly by their department chairperson reported overall job satisfaction (73.81 percent, n = 42) compared with faculty who perceive that they are not treated fairly (13.33 percent, n = 15).

Results of a chi square analysis indicated that faculty who are satisfied with the dental school diversity reported overall job satisfaction (74.19 percent, n = 31) compared with faculty who are not satisfied with the diversity of the college (38.46 percent, n = 26). The results also indicated that faculty perceptions of diversity at the college are split almost evenly between satisfaction and dissatisfaction, and this is an issue for the college to explore.

Results of a chi square analysis indicated that faculty who perceived the physical appearance of the dental school makes a good impression reported overall job satisfaction (82.35 percent, n = 17) compared with faculty who do not perceive that the physical appearance of the dental school makes a good impression (74.50 percent, n = 40). The results indicated that a significant proportion of faculty perceived the dental college facilities to be less than esthetically pleasing.

Survey results indicated that faculty recognition was a significant variable with regard to job satisfaction, consistent with the “motivators and hygienes” variables described in Hagedorn’s framework of faculty job satisfaction (2000). Results of a chi square analysis indicated that faculty who perceived that their contributions to the department and to the school are recognized by their colleagues report overall job satisfaction (75.86 percent, n = 29) compared with faculty who did not perceive that their contributions are recognized (39.29 percent, n = 28). The results also indicated that faculty were divided in their perceptions regarding recognition of their contributions by colleagues, and this is an issue for the college to explore.

Best Predictors of Faculty Job Satisfaction at A Southeastern University, College of Dentistry (RQ6)

A logical regression analysis was conducted to determine the best predictors of overall faculty job satisfaction at A Southeastern University, College of Dentistry. In addition, a logical regression analysis was conducted to determine the best predictors of overall faculty satisfaction with the balance of factors in their lives, including work, family, leisure, and health.

Results of a logical regression analysis showed no significant variables that best predicted overall faculty job satisfaction at A Southeastern University, College of Dentistry. Results of a logical regression analysis indicated that departmental expectations of professional decorum was found to be the only significant variable that best predicted faculty satisfaction with the overall balance of their life. This finding may be explained by the fact that expectations of professional behavior eliminates ambiguity and ensuing stress, thereby creating a sense of order and contributing to overall satisfaction with life balance.

Comparison of SEUCD Study with ADEA 2007 Nationwide Study

A comparison of the findings from the 2007 American Dental Education Association nationwide Quality of Dental Faculty Work-Life Survey with A Southeastern University, College of Dentistry Dental Faculty Perceptions of Workplace Environment Survey indicates similarities in the results of the surveys. Faculty responses in both surveys showed significant deficiencies related to variables in the category of professional development, and particularly variables related to mentoring. A review of the ADEA 2007 survey summarizes the findings succinctly.

“Analysis of data indicates that a number of basic professional development activities, especially those associated with new faculty, including mentoring, new faculty orientation, and career growth planning, are not available or not done, or respondents did not know about the existence of these activities.” (Haden, et al. 2008, p. 523)

Comparison of the Findings: Professional Development and Mentoring

A comparison of results regarding effective mentoring by a senior academic colleague indicated that 59 percent of respondents to the ADEA survey reported that they have been effectively mentored compared with 37 percent of faculty responding to the SEUCD survey. Results of the ADEA 2007 survey indicated that only 25 percent of faculty perceived the availability of a formal mentoring program for untenured faculty at their college, and only 20 percent indicated availability of a formal mentoring program for faculty who are new to the college, regardless of rank. These findings are similar to the findings of the SEUCD survey regarding perceptions of availability of formal mentoring programs for untenured faculty (43 percent), and for first-year faculty regardless of tenure (32 percent). The results indicated that formalized mentoring programs are either non-existent or are not adequately advertised, thereby precluding faculty participation.

The ADEA and SEUCD survey results indicated a need for formalized mentoring programs for faculty. Results of the SEUCD survey indicate that faculty who are effectively mentored report a greater sense of inclusion and collegiality, constructive relationships with students, overall job satisfaction, and overall satisfaction with the balance of their life. The multiple benefits of effective mentoring and the lack of formal mentoring programs for dental faculty are significant findings of this research, and are issues that must be addressed by dental schools nationwide.

Results of the ADEA survey indicated faculty dissatisfaction with professional development and career guidance, with only 25 percent of faculty indicating that their institution provides adequate support and resources for professional development. (Haden et al, 2008). The survey indicated that 45 percent of faculty responded negatively “not available,” “not done,” or “I do not know” to items regarding faculty development variables, including annual goal setting with department chairperson, development of career growth plans, and planning of professional enrichment activities. Similar SEUCD survey results for developmental activities related to tenure and promotion indicated that faculty did not perceive the existence of, or access to, such activities. The survey indicated that the level of satisfaction with professional development support and resources was lower than for any of the other environmental variables measured by the survey. The results indicated that only 25 percent of faculty reported that their academic institution provides adequate support, resources, and financing for professional development.

Tenured associate professors indicated greater dissatisfaction than other ranked groups regarding perceptions of professional development, department chairperson assistance, and supportive resources for research, while professors reported the highest levels of satisfaction for all professional development variables. Tenured associate professors also indicated higher levels of dissatisfaction with perceptions of collegiality, inclusion, and collaboration with other faculty.

The SEUCD survey indicated that 84 percent of faculty met with their department chairperson yearly, 91 percent reported yearly evaluations with their department chairperson, and 45 percent developed yearly career growth plans with their department

chairperson. Results of the ADEA survey indicated that good mentoring experience was reported as being provided by pro-active department chairpersons, and this seems to be the case with SEUCD chairpersons (Haden et al., 2008). Conversely, only 64 percent of SEUCD faculty reported availability of teaching assistance, 55 percent reported availability of research assistance, and 46 percent reported availability of assistance with grant and manuscript writing. More can be done to increase awareness and availability of assistance for teaching, research, and writing skills at the college.

The SEUCD survey indicated that opportunities for professional development are provided by the college but that not all groups are equally aware of such opportunities. Faculty with combined doctoral degrees (79 percent) and Bachelor or Master's degrees (100 percent) reported the availability of faculty development compared with faculty with single doctoral degrees (51 percent). In addition, 60 percent of faculty reported an annual school-wide faculty development day, 65 percent reported routine faculty development opportunities, and 49 percent reported routine in-service presentations and workshops. Results of the SEUCD survey indicated that faculty who perceived availability of professional development reported higher levels of job satisfaction compared with faculty who did not perceive availability of professional development. The college should encourage faculty participation in developmental activities through school-wide promotional efforts and by providing incentives for participation in developmental opportunities.

Results of the ADEA 2007 survey indicated that 60 percent of faculty reported orientation programs for first-year faculty are not available at their college. However,

the SEUCD survey indicated that 68 percent of faculty reported availability of orientation programs, thus indicating greater awareness of first year faculty orientation sessions.

A review of the ADEA survey indicated showed a lack of availability of promotion and tenure workshops, as well as mid-tenure review and feedback. In addition, reviewers comparing the two studies stated that “minimal progress has been made to clarify the faculty evaluation process or to assist in understanding expectations associated with promotion and tenure” (Trotman et al. 2007, p. 720).

Results of the SEUCD study indicated similar results. Only 32 percent of assistant and associate professors and 19 percent of faculty classified as “other” indicated availability of promotion and tenure workshops. In addition, only 55 percent of assistant and associate professors and 33 percent of faculty classified as “other” indicated availability of mid-tenure review and feedback.

Assistant professors and faculty classified as “other” represent the faculty who would most likely be eligible for tenure and promotion, therefore a lack of awareness regarding the availability of workshops and reviews serves as a significant roadblock to acquisition of tenure and promotion. Results of the ADEA survey indicated that clarity of promotion and tenure guidelines is a significant factor relevant to faculty job satisfaction and overall balance of life. In addition, the SEUCD survey results indicated that mid-tenure review and feedback is significantly related to perceptions of faculty satisfaction with balance of life. The college should provide promotion and tenure workshops, as well as mid-tenure review and feedback for tenure-track faculty.

Comparison of the Findings: Culture of the School

Comparison of survey results regarding perceptions of school culture showed similarities between the ADEA and SEUCD survey findings. The SEUCD faculty

indicated that they enjoy their interactions with their colleagues (82 percent) compared with ADEA faculty (87 percent). The SEUCD faculty indicated that they have a comfortable niche in their department (65 percent) compared with ADEA faculty (75 percent). The SEUCD faculty reported that their department chairperson treats them fairly (74 percent) compared with ADEA faculty (67 percent). The SEUCD faculty indicated constructive student-faculty relationships (91 percent) compared with ADEA faculty (70 percent). The SEUCD faculty indicated that they did not believe that the overall appearance of their dental school makes a good impression (30 percent) compared with ADEA faculty (25 percent).

Both the SEUCD and ADEA surveys indicated that, overall, full professors reported higher levels of satisfaction compared with associate professors. The ADEA survey indicated associate professors reported higher levels of disagreement in terms of statements, such as chairperson treats me fairly, colleagues eager to help, overall culture characterized by openness to new ideas, reasonableness of decision-making process in the school about issues that face the whole faculty, and diversity of the dental school faculty. The SEUCD survey also showed higher levels of dissatisfaction among associate professors regarding a sense of belonging and feeling part of the team, colleague willingness to help with projects, and recognition of contributions by colleagues.

Comparison of survey results regarding perceptions of school culture also showed differences between the ADEA and SEUCD survey results. The SEUCD faculty agreed that the overall culture of the dental school is characterized by openness to new ideas (90 percent) compared with ADEA faculty (70 percent). The SEUCD faculty agreed with

reasonableness of the decision-making process (42 percent) compared with ADEA faculty (64 percent). Regarding diversity, the ADEA survey indicated that 43 percent of male faculty and 34 percent of female faculty agree with the level of diversity at their institution. The SEUCD survey indicated that 53 percent of male faculty and 58 percent of female faculty agree with the level of diversity at their institution. In addition, the SEUCD survey results indicated that gender differences in perceptions of workplace culture were not an issue at the college as mentioned in the ADEA 2007 survey.

Comparison of the Findings: Job Satisfaction and Life Balance Satisfaction

Significant similarities arose between results of the ADEA and SEUCD surveys regarding perceptions of the dental school as a place to work. The SEUCD faculty reported satisfaction with their benefits package (70 percent) compared with ADEA faculty (73 percent). The SEUCD faculty reported satisfaction with their total compensation package (32 percent) compared with ADEA faculty (38 percent). The SEUCD faculty reported satisfaction with central administration's concern about the work environment for "in the trenches" faculty (29 percent) compared with ADEA faculty (50 percent).

The SEUCD faculty reported satisfaction with their department, all things considered (74 percent) compared with ADEA faculty (73 percent). The SEUCD faculty reported that their dental school is an excellent or good place to work (58 percent) compared with ADEA faculty (62 percent). The SEUCD faculty reported satisfaction with the overall balance of work and other aspects of their life (74 percent) compared with ADEA faculty (71 percent). Male faculty reported greater satisfaction with the balance of their life compared with female faculty. The SEUCD male faculty reported satisfaction with overall life balance (80 percent) compared with female faculty (65

percent). Similar findings were reported for ADEA faculty, males reporting satisfaction with overall life balance (76 percent) compared with female faculty (62 percent).

Comparison of the Findings: SEUCD Survey and Hagedorn's Conceptual Framework of Faculty Job Satisfaction

The SEUCD Dental Faculty Perceptions of Workplace Environment Survey results coincide with Hagedorn's conceptual framework of factors which influence faculty job satisfaction. The SEUCD survey results indicated that the various mediators and triggers described in Hagedorn's model (collegiality, college culture and environment, recognition, advancement and tenure) are comparable to the perceptual variables measured in the SEUCD survey instrument (professional development, college culture and environment, collegiality and mentoring, recognition, advancement and tenure). Faculty perceptions of overall job and life balance satisfaction evolve over time in response to the continuous evolution and recombination of motivators and hygienes, demographic factors, environmental conditions, and triggers described in Hagedorn's model. Evolving perceptions of workplace environmental variables result in fluctuating perceptions of faculty job satisfaction over time, measured along a continuum of benchmarks from job disengagement to job acceptance or tolerance to job appreciation and work engagement.

The SEUCD Faculty Perceptions of Workplace Environment Survey is a snapshot in time of the College of Dentistry. Over time, the composition of this snapshot will continue to evolve. The administration of the college has the power to constructively guide that evolution toward positive growth and change, and particularly in terms of faculty job satisfaction. By continually monitoring the pulse of the faculty regarding the factors which lead to job satisfaction, and by responding to those issues with policy

changes that address faculty needs, the college can address issues of recruitment, development, promotion, and retention of its academic workforce. In doing so, A Southeastern University, College of Dentistry will address the nationwide issue of dental faculty shortages and serve as a model for other American academic dental institutions addressing faculty shortages within their own colleges.

Implications of the Study: A Southeastern University, College of Dentistry

The results of the Dental Faculty Perceptions of Workplace Environment at A Southeastern University, College of Dentistry Survey showed no significant variables that best predict overall job satisfaction at A Southeastern University, College of Dentistry. The results are most likely due to the fact that the survey population and the population of survey respondents were small. However, the research showed four workplace environmental variables that should be considered when formulating policy changes to foster greater faculty job satisfaction, including 1) faculty development opportunities, 2) promotion and tenure processes, 3) formal mentoring programs, and 4) cultivation of future faculty from student ranks.

A search of A Southeastern University, College of Dentistry website shows opportunities for faculty development in teaching, research, writing, and scientific subject matter. Programs such as the Dean's Research Series and the Annual Faculty Development Day provide opportunities for faculty to attend scientific and educational presentations. The college also provides a variety of scientific and educational faculty development opportunities during mid-term and semester breaks. Individual academic departments within the College of Dentistry bring in speakers and consultants on a weekly basis and at no cost to faculty. The Continuing Education Department provides reduced rates for faculty participation in courses offered by that department. Recently,

the College of Dentistry, in conjunction with faculty from the University of Florida, College of Education, created and presently provides classes and workshops to enhance teaching skills for dental faculty. Faculty Enhancement Opportunity Awards are available to faculty who are interested in learning new subject matter or participating in development opportunities that will enhance their teaching and/or research initiatives. On a national level, the American Dental Education Association provides workshops for faculty development in teaching, research, and leadership skills.

The SEUCD research survey indicates that the problem is not a lack of availability of faculty development, but a lack of awareness of developmental opportunities. In addition, faculty reported a lack of necessary support for participation in developmental opportunities which are available, including funding for travel and attendance at meetings. Faculty also indicated a lack of awareness or availability of sabbatical leave time and/or fellowship opportunities for faculty development. This finding reflects a general trend that is substantiated by several nationwide studies of dental faculty regarding availability of faculty development opportunities (Trotman et al. 2007). The College of Dentistry must investigate ways to increase faculty awareness of faculty development opportunities and funding. The college must also investigate ways to engage faculty in developmental opportunities through release time, compensation, and rewards or recognition for participation.

A Southeastern University, College of Dentistry should take action to increase faculty awareness of promotion and tenure assistance and development at the college. The SEUCD Survey indicated a lack of awareness regarding the availability of resources which would assist faculty in navigating the promotion and tenure process.

As new faculty embark upon academic dental careers, the college must foster their career growth, thereby increasing their chances for career success and retention in the academic field.

In a research article regarding promotion and assessment of tenure requirements at American dental schools, Pilcher stated that dental schools must be cognizant of a high number of dental faculty approaching retirement age, leaving a plethora of unfilled faculty positions in their wake. As a result, Pilcher stated that “retention of those faculty members entering academic positions becomes even more critical, and tenure and promotion are key components affecting that retention” (Pilcher, Kilpatrick, Segars, 2009, 380). In a review of three nationwide studies regarding the promotion of successful academic dental careers and the school work environment, Trotman et al., (2007) stated that the overall dental faculty consensus is that “the clarity of the tenure and promotion process, performance standards and expectations, and career planning advice is minimally adequate” (p. 720). In addition, Trotman et al. stated that “for those on the tenure track, the tenure and promotion process was of major importance but also a source of frustration due to lack of consistent information” (2007, p. 719).

The SEUCD research survey indicated that improvements should be made in the availability and awareness of promotion and tenure workshops and mid-tenure review and feedback sessions for tenure-seeking faculty. The clarity provided by promotion and tenure workshops, as well as mid-tenure reviews and feedback, would decrease the ambiguity and stress surrounding the process, and would greatly contribute to overall faculty job satisfaction, as well as satisfaction with the balance of life and work.

A Southeastern University, College of Dentistry should consider a program designed to mentor outstanding undergraduate dental students and dental residents toward a career in academic dentistry. A review of the research articles showed a call for dental schools to cultivate future faculty from the ranks of its current students. Trotman et al. (2007) stated that dental administrators should foster the recruitment of their college's brightest dental students, thereby engaging interest in future academic dental careers. Faculty can play an active part in the cultivation of future faculty through positive role modeling of the academic life, and by involving students in research and teaching.

The graduate program in the Department of Periodontology at Tufts University is an outstanding example of student recruitment for academic dental careers. The department facilitates a "culture of mentoring" in which it develops "additional teaching faculty in order to address the problem of faculty shortage and help overcome the recruitment and retention crisis" (Hempton, Drakos, Likhari, Hanley, Johnson, Levi, Griffin, 2008, p. 579). Third-year residents are paired with first-year residents whereby they mentor and assist with or teach clinical skills to the new residents. In addition, second-year and third-year residents are engaged in teaching in the pre-doctoral clinic and study club. Residents assist and mentor undergraduate dental students, honing their teaching skills and serving as an example for undergraduate students who may also be interested in an academic career. At the time the article was published, the program had been in operation for twelve years, producing nine full-time and one part-time dental faculty.

While the SEUCD survey did not address recruitment of dental faculty from student ranks, the college should consider a mentoring program for outstanding students to cultivate future dental faculty. The UF Department of Periodontology currently allows residents to teach in the clinics. In addition, the college involves undergraduate dental students in faculty-mentored research and allows outstanding senior students to assist in undergraduate teaching laboratories. Undergraduate dental students also use their teaching skills through their involvement in community service projects. The college should continue to mentor outstanding students toward a career in academic dentistry and to look for new opportunities for student involvement in teaching, research, and service.

Trotman et al. (2007) emphasized the importance of modeling positive representations of academic life for students to foster their recruitment into the academic ranks. Emphasis on positive role modeling during orientation sessions for new faculty, seminars to spotlight faculty research and clinical activities, and maintaining a positive atmosphere of enthusiasm among faculty and staff are ways that the college can role model academic life for students. A Southeastern University, College of Dentistry should continue to exhibit positive role modeling of the academic life for its students.

The most significant finding from the SEUCD Faculty Perceptions of Academic Environment Survey is the lack of awareness and/or availability of a formal mentoring program for dental faculty. The availability of effective mentoring by a senior academic colleague was a significant factor in faculty perceptions of collegiality and inclusion, faculty relations with student, and faculty perceptions of opportunities for development.

Most importantly, the availability of effective mentoring was shown to impact the perception of overall job satisfaction, as well as satisfaction with life balance. However, a significant portion of the faculty responding to the survey indicated that they were unaware of the availability of a formal mentoring program at the College of Dentistry.

Mentoring relationships take many forms, including informal arrangements between faculty colleagues, mentor matching programs, and formalized mentoring programs. Research, including the SEUCD Survey, indicates that mentoring contributes to faculty success, as well as faculty job satisfaction and satisfaction with the balance of life and work. A Southeastern University, College of Dentistry should therefore review policies regarding formalized mentoring programs, increase faculty awareness of such programs, and encourage faculty to participate in a formalized mentoring process.

A review of several recent studies regarding dental faculty work environment indicated that the department chairperson and senior tenured faculty are instrumental in promoting mentoring. Senior tenured faculty serve as role models and guides for junior faculty who are navigating the promotion and tenure process. In addition, department chairpersons serve as advocates for career planning and growth, allowing faculty protected time for research and providing feedback on faculty progress toward tenure (Trotman et al., 2007). A Southeastern University, College of Dentistry should encourage department chairpersons and senior faculty to participate in formalized mentoring programs for junior faculty with the goal of increasing faculty success, job and life balance satisfaction, and retention.

In an article regarding mentoring of dental faculty, Hempton et al. (2008) stated that “successful academic institutions encourage and support mentoring relationships” by “institutionalizing the process” (p. 581). In addition, Hempton et al. stated “the empowerment of the mentee, which results from the evolution in the relationship, leads to the transmission of the professional legacy” (p. 581). The dental faculty should therefore have availability to and awareness of a formal or structured match mentoring program within the College of Dentistry.

Perhaps the importance of the academic institution in regard to mentoring is best summed up by Trotman et al. (2007) regarding recommendations for enhancing the dental school environment. The authors emphasized that the outcome of success is different for each faculty member who teaches in higher education. They stated that it is the responsibility of the chairpersons and deans to

create an environment for success that is specific to the faculty member, and this specificity should entail a process whereby a faculty member (whether newly hired, mid-career, or senior) is moved successfully through the ranks of promotion in a environment that is motivating, with supportive and challenging student interactions, collegial interactions among faculty, excitement and passion in research endeavors, expectations of fair and balanced compensation practices, and adequate time for family. (p. 725)

Recommendations for Future Research

Due to the length and complexity of the Dental Faculty Perceptions of Workplace Environment at A Southeastern University, College of Dentistry Survey instrument, the section of the survey on Faculty Satisfaction with Day to Day Activities was not analyzed. The section on Faculty Satisfaction with Day to Day Activities should be analyzed and reported to create a more thorough picture of the complex interaction between faculty attributes and the perceptions of workplace variables which contribute to job and life satisfaction and faculty retention at A Southeastern University, College of

Dentistry. In addition, a complete analysis of the survey would allow a more thorough comparison of the findings with Hagedorn's Conceptual Framework of Job Satisfaction.

Research should be conducted at A Southeastern University, College of Dentistry to collect information regarding specific faculty needs in terms of faculty development, promotion and tenure, and mentoring. The results of such research may be used for the creation and implementation of faculty development and mentoring programs that meet the needs of dental faculty, particularly those who are seeking tenure and promotion at the College of Dentistry.

In addition, a survey regarding faculty perceptions of workplace environment should be conducted every five years at A Southeastern University, College of Dentistry to collect current and relevant data regarding workplace environmental issues affecting faculty job and life satisfaction. An ongoing assessment and constructive adjustment of the academic workplace environment with regard to factors affecting faculty job satisfaction will contribute to the recruitment, development, promotion, and retention of a successful academic workforce at the college. In turn, the job satisfaction strategies and policies formulated by A Southeastern University, College of Dentistry will address current and future faculty shortages, and serve as a model for academic dental institutions nationwide.

Conclusion

Results of the Dental Faculty Perceptions of Workplace Environment and Job Satisfaction Survey at A Southeastern University, College of Dentistry indicated that the college has been proactive in addressing workplace environment issues. The college must continue to monitor the academic environment and be responsive to the needs of

the current faculty workforce. In doing so, the college will demonstrate significant efforts toward promoting and retaining valued faculty, and recruiting outstanding dental academicians to the institution. In addition, the college must prepare for the future by cultivating faculty from the ranks of its current students and former graduates. A vibrant Southeastern University, College of Dentistry faculty workforce will play an influential role in the successful recruitment and development of faculty to serve in academic dentistry.

Table 5-1. SEUCD Research: Confirmation or Refutation of Key Theories

THEORIST and RESEARCHERS	KEY THEORIES and RESEARCH	SEUCD SURVEY RESULTS	CONFIRM/REFUTE KEY THEORIES and RESEARCH
Arnold & Peterson, 1998	Gender structures influence perceptions of the work environment	There were no significant findings regarding the influence of gender structures on perceptions of workplace environment	REFUTED
Hagedorn, 2000	Perception of institutional culture and climate based on interacting variables (triggers and mediators) which influence career satisfaction	Survey indicated that interacting variables of academic culture, climate, and professional development affect overall career satisfaction	CONFIRMED
Hagedorn, 2000	Career satisfaction is experienced on a continuum from disengagement to tolerance to active engagement and appreciation of an individual's work	USECD Survey indicated faculty career satisfaction fluctuated throughout the career of the faculty with tenured faculty reporting less overall satisfaction with perceptions of collegiality, recognition, or positive interactions with colleagues	CONFIRMED

Table 5-1. Continued

<p>Hagedorn, 2000</p>	<p>Stress levels are a predictor for career satisfaction at all life stages</p>	<p>SEUCD Survey indicated that faculty with a dual-focus career report less job satisfaction than faculty with a single-focus career, and this could be due to the stress related to a dual-focus academic career</p>	<p>CONFIRMED</p>
<p>Hagedorn, 2000</p>	<p>Career satisfaction increases with advanced life stages</p>	<p>SEUCD Survey indicated that overall, tenured faculty tend to be less satisfied with perceptions of collegiality and academic environment, however, no significant predictors of overall job satisfaction were found regarding tenured (advanced life stages) faculty</p>	<p>REFUTED</p>

Table 5-1. Continued

Boyer et al., 1994	Experienced faculty would choose an academic career if given the opportunity to choose again	This item was not included in the USECD Survey	NOT SURVEYED
Robertson and Bean, 1998	Collegial relationships positively influence career satisfaction	Enjoyment of interactions with colleagues contributes to overall career satisfaction	CONFIRMED
Johnrud and Des Jarlais, 1994	Level of career satisfaction higher when faculty perceive that they are valued and recognized by their peers/institution	Faculty perceptions of recognition and appreciation for contributions to the department and/or school contribute to overall career satisfaction	CONFIRMED
Rice and Austin, 1988	Faculty morale is highest when faculty perceive opportunities for shared governance and influence in decision-making process	Reasonableness of the decision-making process contributes to overall career satisfaction	CONFIRMED
Johnsrud and Heck, 1994	The presence of a strong faculty relationship with the department chairperson directly influences success and retention of faculty	Faculty with a strong relationship with the department chairperson reported greater availability of professional development resources which contributed to faculty success and retention	CONFIRMED

Table 5-1. Continued

Boyer et al., 1994	Faculty feel demoralized due to a perceived loss of influence in decision-making and/or policy formation	Faculty reported greater career satisfaction when they perceived reasonableness of the decision-making process and shared governance	CONFIRMED
Boyer et al., 1994; Johnsrud and Heck, 1998; Bowen and Schuster, 1986	Lack of confidence in institutional support, salary issues, poor working conditions negatively effect faculty's perceived quality of life	SEUCD Survey indicated no significant predictive factors regarding lack of confidence in academic culture and climate, and institutional support, and perceived quality of life	REFUTED
Des Jarlais, 1995; Johnsrud and Rosser, 2002; Mattier, 1990; Smart, 1990	Perceptions of workplace climate and quality affect faculty morale, career satisfaction, and the decision to remain in academia	SEUCD Survey indicated that perceptions of workplace climate and culture are significant predictors of overall career and life balance satisfaction, and thus related to recruitment and retention of faculty	CONFIRMED
Zinn, 1997	Faculty perception of control over issues that influence supports and barriers to career development has a positive effect on job satisfaction	Faculty who perceived access to resources and opportunities for career development reported higher levels of overall career satisfaction	CONFIRMED

Table 5-1. Continued

Robertson and Bean, 1998	Social networking, workplace relationships, peer support, and mentoring are important factors for recruitment and retention of faculty	Collegiality and a history of effective mentoring contributes to overall career satisfaction and life balance satisfaction, and is a highly significant factor relating to recruitment and retention of faculty	CONFIRMED
Hagedorn, 1996	Different environmental factors determine female and male faculty career satisfaction	There were no significant differences in predictive factors for career satisfaction between male and female faculty at USECD	REFUTED
COACHE Survey, 2006	Six factors independently predicted global satisfaction for faculty including collegiality, nature of the work, tenure, work-family, policy effectiveness, compensation	Collegiality, tenure policies, faculty development, and fairness of policies contribute to overall career satisfaction	CONFIRMED

Table 5-1. Continued

<p>August and Waltman, 2004</p>	<p>Career satisfaction differs as a function of tenure status</p>	<p>Tenure status was not found to be a significant predictor of overall career satisfaction at USECD although tenured faculty tended to report greater overall dissatisfaction with perceptions of academic climate and culture</p>	<p>REFUTED</p>
<p>August and Waltman, 2004</p>	<p>Environmental variables including department climate, quality of student relationships, a supportive relationship with department chairperson, level of influence with department, equitable salaries, and a history of effective mentoring are the most significant predictors of career satisfaction</p>	<p>Enjoyment of interactions with colleagues, comfortable departmental niche, collegiality, interpersonal relationships with students and administrators, reasonableness of overall decision-making process are significant predictors for faculty career satisfaction</p>	<p>CONFIRMED</p>

APPENDIX A
IRB DOCUMENTATION

DATE: October 14, 2008

TO: Sharon Cooper
PO Box 100424
Campus

FROM:

SUBJECT: Approval of Protocol #2008-U-861

TITLE: Dental Faculty Perceptions of the Academic Work Environment,

SPONSOR: None

I am pleased to advise you that the Institutional Review Board has recommended approval of this protocol. Based on its review, the UFIRB determined that this research presents no more than minimal risk to participants, and based on 45 CFR 46.117(c), An IRB may waive the requirement for the investigator to obtain a signed consent form for some or all subjects if it finds either: *(1) That the only record linking the subject and the research would be the consent document and the principal risk would be potential harm resulting from a breach of confidentiality. Each subject will be asked whether the subject wants documentation linking the subject with the research, and the subject's wishes will govern; or (2) That the research presents no more than minimal risk of harm to subjects and involves no procedures for which written consent is normally required outside of the research context.*

The IRB authorizes you to administer the informed consent process as specified in the protocol. If you wish to make any changes to this protocol, ***including the need to increase the number of participants authorized***, you must disclose your plans before you implement them so that the Board can assess their impact on your protocol. In addition, you must report to the Board any unexpected complications that affect your participants.

If you have not completed this protocol by **October 7, 2009**, please telephone our office (392-0433), and we will discuss the renewal process with you. It is important that you keep your Department Chair informed about the status of this research protocol.

ISF:dl

**Center For Educational Policy and Research
Dental School Faculty Work Environment Questionnaire 2007**

1. Informed Consent Form

The purpose of this research study is to examine faculty perceptions of the academic work environment at the _____ Results of the study will be used to propose changes in the academic environment that would improve the recruitment and retention of dental faculty, and to address the issue of faculty shortages in academic dentistry and at the _____

Your participation is completely voluntary. You may withdraw your consent at anytime without penalty.

You will not be charged or compensated in anyway for your participation in this study.

It should take approximately 15 minutes to complete the survey and you are free to withdraw your consent at any time by closing your browser.

There are no risks involved in participating in this study.

Your survey answers will be anonymous, under the options that are pre-set up in this survey program, your e-mail and/or IP address will not be stored or sent to the principal investigator. In addition, this survey program has a high level of data protection; the data that is collected is kept private and confidential through extensive security measures.

If you have any further questions, you may contact the study Principal Investigator, Sharon Cooper at (352) 273-5843. For questions about your rights as a research participant contact the IRB at _____

1. Do you voluntarily agree to participate in the research study?

- Yes
- No

Background Information

The questions in this section gather background information that will provide context for your responses to subsequent questions.

2. What is the highest academic degree or degree combination (e.g., DDS/PhD) you have earned?

- DDS

Approved by _____

Institutional Review Board 02
Protocol # 2008-U-0861
For Use Through 10/07/2009

Faculty and Administrators

Approximately two weeks ago, you received an email invitation to complete a survey entitled "Dental Faculty Perceptions of Workplace Environment at the . If you have completed the survey, thank you for your participation. If you have not yet had the chance to complete the survey, you may still access it through the Survey Monkey Service link contained in this email. The survey is self-reporting and takes approximately 15 minutes to complete and return via the online service. Your email and IP address will not be stored and all information reported will be anonymous. Your participation in this survey will provide research data for a doctoral dissertation as well as feedback for the . The survey will investigate dental school workplace environmental factors that affect faculty job satisfaction as well as recruitment and retention of dental faculty. Your input towards this research is valuable and appreciated. The greater the participation by faculty and administration of the COD the more accurate and useful the information will be. The survey will be available for completion for one more week Thank you for your consideration and time.

For those who have not completed the survey and are still interested in participating, here is the link to the survey:

https://www.surveymonkey.com/s.aspx?sm=0jZrv8QHSdxL7Vw0Wy_2bPqf8AZJ9IJZteT3gUFPA_2bDOK_3d

To ensure that only faculty and administrators of the COD respond, please do not forward this message.

Thanks for your participation!

Sharon Cooper
Doctoral Candidate
UF College of Education

Please note: If you do not wish to receive further emails on this topic, please click the link below, and you will be automatically removed from this mailing list.

<https://www.surveymonkey.com/optout.aspx>

Approved by

Institutional Review Board 02
Protocol # 2008-U-0861
For Use Through 10/07/2009

Survey Participants:

Recently you received a letter informing you about a study on work environment here at the . The survey, *Dental Faculty Perceptions of Workplace Environment at the* will collect information regarding perceptions of academic life, professional development support and resources, workplace environment, and overall job satisfaction specific to faculty and administrators at the COD. The survey results will be used to identify the workplace environmental factors which influence the outcome of faculty recruitment, job satisfaction, and retention at the ! The results will also be used to formulate suggestions for change and improvement in the academic workplace environment that would contribute to increased dental faculty recruitment and retention rates, thus addressing current and future faculty shortages at the College of Dentistry.

Your response to this survey would be greatly appreciated. Your email and IP address will not be stored and all information reported will be anonymous.

Here is the link to the survey:

https://www.surveymonkey.com/s.aspx?sm=0jZrv8QHSdxL7Vw0Wy_2bPqf8AZJ9IJZteT3gUFPA_2bDOK_3d

To ensure that only faculty and administrators of the COD respond, please do not forward this message.

Thanks for your participation!

Sharon Cooper
Doctoral Candidate
UF College of Education

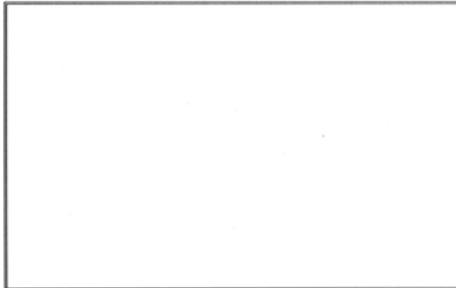
Please note: If you do not wish to receive further emails on this topic, please click the link below, and you will be automatically removed from this mailing list.
<https://www.surveymonkey.com/optout.aspx>

Approved by

Institutional Review Board 02
Protocol # 2008-U-0861
For Use Through 10/07/2009

APPENDIX B
INFORMED CONSENT DOCUMENTATION

INFORMED CONSENT FORM
to Participate in Research



INTRODUCTION

Name of person seeking your consent: _____

Place of employment & position: _____

This is a research study of Dental Faculty Perceptions of the Academic Work Environment

Could participating in this study offer any direct benefits to you? No, as described on page 3.

Could participating cause you any discomforts or are there any risks to you? No, as described on page 3.

Please read this form which describes the study in some detail. I or one of my co-workers will also describe this study to you and answer all of your questions. Your participation is entirely voluntary. If you choose to participate you can change your mind at any time and withdraw from the study. You will not be penalized in any way or lose any benefits to which you would otherwise be entitled if you choose not to participate in this study or to withdraw. If you have questions about your rights as a research subject, please call the Institutional Review Board (IRB) office at _____ . If you study, please sign this form on page 5.

GENERAL INFORMATION ABOUT THIS STUDY

1. Name of Participant ("Study Subject")

2. What is the Title of this research study?

Dental Faculty Perceptions of the Academic Work Environment,

3. Who do you call if you have questions about this research study?

Sharon L. Cooper

4. Who is paying for this research study?

The sponsor of this study is Sharon L. Cooper

5. Why is this research study being done?

The purpose of this research study is to examine faculty perceptions of the academic work environment at the . Results of the study will be used to propose changes in the academic environment that would improve the recruitment and retention of dental faculty, and to address the issue of faculty shortages in academic dentistry and at the

You are being asked to be in this research study because you are a full-time faculty member and/or administrator at the and can contribute to the body of knowledge regarding faculty perceptions of the workplace environment at the

WHAT CAN YOU EXPECT IF YOU PARTICIPATE IN THIS STUDY?

6. What will be done as part of your normal clinical care (even if you did not participate in this research study)?

Not applicable

7. What will be done only because you are in this research study?

Not Applicable

If you have any questions now or at any time during the study, please contact Sharon L. Cooper<insert name of PI> in question 3 of this form.

8. How long will you be in this research study?

One half hour to complete the survey

9. How many people are expected to take part in this research study?

200

**WHAT ARE THE RISKS AND BENEFITS OF THIS STUDY AND
WHAT ARE YOUR OPTIONS?**

10. What are the possible discomforts and risks from taking part in this research study?

There are no discomforts or risks involved with this research study.
Other possible risks to you may include: Not Applicable
This study may include risks that are unknown at this time.

Participation in more than one research study or project may further increase the risks to you. If you are already enrolled in another research study, please inform Sharon L. Cooper<insert name of PI> (listed in question 3 of this consent form) or the person reviewing this consent with you before enrolling in this or any other research study or project.

Throughout the study, the researchers will notify you of new information that may become available and might affect your decision to remain in the study.

If you wish to discuss the information above or any discomforts you may experience, please ask questions now or call the name of PI or contact person listed on the front page of this form.

11a. What are the potential benefits to you for taking part in this research study ?

Improvements in the academic work environment will benefit faculty and administrators at the

11b. How could others possibly benefit from this study?

The results of the study will contribute to the body of knowledge regarding the successful recruitment and retention of dental faculty in American dental colleges, and will be used to address current and predicted faculty shortages in American dental colleges.

11c. How could the researchers benefit from this study?

In general, presenting research results helps the career of a scientist. Therefore, Sharon L. Cooper<insert name of PI> may benefit if the results of this study are presented at scientific meetings or in scientific journals.

Sharon L. Cooper This research will be submitted by Sharon L. Cooper as a doctoral dissertation at the University of Florida College of Education<If any conflict of interest exists, include appropriate language here>

12. What other choices do you have if you do not want to be in this study?

Participation in this study is strictly voluntary and you may choose not to participate if so desired.

13a. Can you withdraw from this study?

You are free to withdraw your consent and to stop participating in this study at any time. If you do withdraw your consent, you will not be penalized in any way and you will not lose any benefits to which you are entitled. Yes, participation is voluntary and not mandatory

If you decide to withdraw your consent to participate in this study for any reason, please contact <Not Applicable insert name of PI or study coordinator> at <phone number>. They will tell you how to stop your participation safely.

If you have any questions regarding your rights as a research subject, please call the Institutional Review Board (IRB) office at

13b. If you withdraw, can information about you still be used and/or collected?

No

13c. Can the Principal Investigator withdraw you from this study?

You may be withdrawn from the study without your consent for the following reasons:

Not applicable

WHAT ARE THE FINANCIAL ISSUES IF YOU PARTICIPATE?

14. If you choose to take part in this research study, will it cost you anything?

No

15. Will you be paid for taking part in this study?

No

16. What if you are injured because of the study?

Not applicable

Please contact the Principal Investigator listed in question 3 of this form if you experience an injury or have questions about any discomforts that you experience while participating in this study.

17. How will your privacy and the confidentiality of your research records be protected?

Information collected about you will be stored in locked filing cabinets or in computers with security passwords. Only certain people have the legal right to review these research records, and they will protect the secrecy (confidentiality) of these records as much as the law allows. These people include the researchers for this study, certain officials, the hospital or clinic (if any) involved in this research, and the Institutional Review Board (IRB; an IRB is a group of people who are responsible for looking after the rights and welfare of people taking part in research). Otherwise your research records will not be released without your permission unless required by law or a court order.

Researchers will take appropriate steps to protect any information they collect about you. However there is a slight risk that information about you could be revealed inappropriately or accidentally. Depending on the nature of the information such a release could upset or embarrass you, or possibly even affect your insurability or employability.

If the results of this research are published or presented at scientific meetings, your identity will not be disclosed.

SIGNATURES

As an investigator or the investigator's representative, I have explained to the participant the purpose, the procedures, the possible benefits, and the risks of this research study; the alternatives to being in the study; and how privacy will be protected:

Signature of Person Obtaining Consent

Date

You have been informed about this study's purpose, procedures, possible benefits, and risks; the alternatives to being in the study; and how your privacy will be protected. You have received a copy of this Form. You have been given the opportunity to ask questions before you sign, and you have been told that you can ask other questions at any time.

You voluntarily agree to participate in this study. By signing this form, you are not waiving any of your legal rights.

Signature of Person Consenting

Date

APPENDIX C LETTERS TO PARTICIIPANTS

Faculty and Administrators

In 2001, the American Dental Education Association conducted a nationwide study of dental faculty in American dental schools pertaining to perceptions of workplace environment. At the conclusion of the study, it was suggested that the study be replicated at individual dental schools across the nation in order to better reflect the workplace environment that is unique to each dental school.

As part of my doctoral dissertation, for the Higher Education Administration Program at the University of Florida College of Education, I am replicating the *Perceptions of Workplace Environment* study. The purpose of my study is to look at workplace factors which affect the recruitment and retention of dental faculty at American dental schools. I am asking all full-time faculty and administrators to participate in a survey regarding faculty perceptions of workplace environment and job satisfaction.

The results of the study will be used as data for my dissertation and will also be shared with the administration of the College of Dentistry. I hope to determine the workplace environmental factors which are unique to the and affect the successful recruitment and retention of dental faculty at the college, as well as compare the UF response to the national survey results.

You will be receiving an email through Survey Monkey, an online survey service. The email will contain instructions and a link to the *Faculty Perceptions of Workplace Environment Survey* on the Survey Monkey website. Your email and IP address will not be stored and all information reported will be anonymous. The survey is self-reporting and takes approximately 15 minutes to complete and return via the online service. I would greatly appreciate your participation in this study. Thank you in advance for your time and participation.

Sharon Cooper

Survey Participants:

Recently you received a letter informing you about a study on work environment survey, *Dental Faculty Perceptions of Workplace Environment at the College of Dentistry*. The survey will collect information regarding perceptions of academic life, professional development support and resources, workplace environment, and overall job satisfaction specific to faculty and administrators at the COD. The survey results will be used to identify the workplace environmental factors which influence the outcome of faculty recruitment, job satisfaction, and retention at the College of Dentistry. The results will also be used to formulate suggestions for change and improvement in the academic workplace environment that would contribute to increased dental faculty recruitment and retention rates, thus addressing current and future faculty shortages at the College of Dentistry.

Your response to this survey would be greatly appreciated. Your email and IP address will not be stored and all information reported will be anonymous.

Here is the link to the survey:

https://www.surveymonkey.com/s.aspx?sm=0jZrv8QHSdxL7Vw0Wy_2bPqf8AZJ9IJZteT3gUFPA_2bDOK_3d

To ensure that only faculty and administrators of the COD respond, please do not forward this message.

Thanks for your participation!

Sharon Cooper
Doctoral Candidate
UF College of Education

Please note: If you do not wish to receive further emails on this topic, please click the link below, and you will be automatically removed from this mailing list.
<https://www.surveymonkey.com/optout.aspx>

Faculty and Administrators

Approximately two weeks ago, you received an email invitation to complete a survey entitled "Dental Faculty Perceptions of Workplace Environment at the

. If you have completed the survey, thank you for your participation. If you have not yet had the chance to complete the survey, you may still access it through the Survey Monkey Service link contained in this email. The survey is self-reporting and takes approximately 15 minutes to complete and return via the online service. Your email and IP address will not be stored and all information reported will be anonymous. Your participation in this survey will provide research data for a doctoral dissertation as well as feedback for the . The survey will investigate dental school workplace environmental factors that affect faculty job satisfaction as well as recruitment and retention of dental faculty. Your input towards this research is valuable and appreciated. The greater the participation by faculty and administration of the COD the more accurate and useful the information will be. The survey will be available for completion for one more week Thank you for your consideration and time.

Sharon Cooper

APPENDIX D SURVEY

Faculty Perceptions of Workplace Environment:

1. Informed Consent Form

The purpose of this research study is to examine faculty perceptions of the academic work environment at the [redacted]. Results of the study will be used to propose changes in the academic environment that would improve the recruitment and retention of dental faculty, and to address the issue of faculty shortages in academic dentistry and at the [redacted].

Your participation is completely voluntary. You may withdraw your consent at anytime without penalty.

You will not be charged or compensated in anyway for your participation in this study.

It should take approximately 15 minutes to complete the survey and you are free to withdraw your consent at any time by closing your browser.

There are no risks involved in participating in this study.

Your survey answers will be anonymous, under the options that are pre-set up in this survey program, your e-mail and/or IP address will not be stored or sent to the principal investigator. In addition, this survey program has a high level of data protection; the data that is collected is kept private and confidential through extensive security measures.

If you have any further questions, you may contact the study Principal Investigator, Sharon Cooper at (352) 273-5843. For questions about your rights as a research participant, contact the IRB at [redacted].

1. Do you voluntarily agree to participate in the research study?

Yes

No

2. Background Information

The questions in this section gather background information that will provide context for your responses to subsequent questions.

1. What is the highest academic degree or degree combination (e.g., DDS/PhD) you have earned?

- DDS
- DMD
- BDS
- PhD
- DDS/PhD
- DMD/PhD
- MD
- DDS/MD
- DMD/MD
- Master's Degree
- Bachelor's Degree

Other (please specify)

2. What is your current academic rank?

- Professor Emeritus
- Professor
- Associate Professor
- Assistant Professor
- Clinical Professor
- Clinical Associate Professor
- Clinical Assistant Professor
- Research Assistant/Research Associate
- Assistant in Dentistry
- Associate in Dentistry
- Senior Associate in Dentistry

Other (please specify)

Faculty Perceptions of Workplace Environment:

3. Please indicate your tenure status or tenure eligibility.

- Tenured - academic/research
- Tenured - clinical
- Tenure Track - academic/research
- Tenure Track - clinical
- Non-Tenure Track

Other (please specify)

4. Which of the following options best represents the MAIN FOCUS of your current academic position?

- Primarily teaching
- Primarily research
- Primarily patient care/services
- Primarily administration
- Equal focus on teaching and research
- Equal focus on teaching and patient care/services
- Equal focus on teaching and administration
- Equal focus on research and patient care/services
- Equal focus on research and administration
- Equal focus on patient care/services and administration

Other (please specify)

Faculty Perceptions of Workplace Environment:

5. What is your current total compensation (annual salary and other income) for your academic appointment? NOTE: ADEA defines other income as fringe benefits, faculty practice income, incentives, bonuses, stipends, educational reimbursements, travel allowances, etc.

- Less than \$50,000
- \$50,000 to \$75,000
- \$76,000 to \$100,000
- \$101,000 to \$125,000
- \$126,000 to \$150,000
- \$151,000 to \$175,000
- \$176,000 to \$200,000
- More than \$200,000

6. How many years have you worked in your current faculty appointment?

- Less than 1 year
- 1 to 5 years
- 6 to 10 years
- 11 to 15 years
- 16 to 20 years
- 21 to 25 years
- 26 to 30 years
- More than 30 years

7. How many years in total have you spent in academic dentistry?

- Less than 1 year
- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21-25 years
- 26-30 years
- More than 30 years

Faculty Perceptions of Workplace Environment: I

8. What is your gender?

Male

Female

Faculty Perceptions of Workplace Environment:

3. Satisfaction With Day to Day Activities As A Dental School Faculty Member

Items in this section explore your perceptions of various aspects of academic life in a dental school.

1. Indicate your level of satisfaction for each item below.

	Highly Satisfied	Satisfied	It's OK (Adequate)	Dissatisfied	Highly Dissatisfied	N/A
The overall way I spend my time as a faculty member	<input type="radio"/>	<input type="radio"/>				
The nature of my teaching assignments	<input type="radio"/>	<input type="radio"/>				
My overall teaching workload including classrooms, labs, and clinics	<input type="radio"/>	<input type="radio"/>				
The number of students I supervise in labs and clinics	<input type="radio"/>	<input type="radio"/>				
The intellectual challenge associated with my teaching responsibilities	<input type="radio"/>	<input type="radio"/>				
The support and recognition for quality teaching at this dental school	<input type="radio"/>	<input type="radio"/>				
The amount of research I am expected to do	<input type="radio"/>	<input type="radio"/>				
The type of research I am expected to do	<input type="radio"/>	<input type="radio"/>				
The amount of time I have for research	<input type="radio"/>	<input type="radio"/>				
The amount of time I have to write papers or prepare presentations for professional meetings	<input type="radio"/>	<input type="radio"/>				
The amount of time I have for service to the school such as committee work or directing projects	<input type="radio"/>	<input type="radio"/>				
The availability and clarity of information regarding the promotion and tenure process	<input type="radio"/>	<input type="radio"/>				
Opportunities to work closely with students and really get to know their capabilities and needs	<input type="radio"/>	<input type="radio"/>				
The overall quality of the students I teach	<input type="radio"/>	<input type="radio"/>				
The quality of teaching provided by my faculty colleagues	<input type="radio"/>	<input type="radio"/>				
The extent and quality of the intramural private practice program (e.g., faculty practice)	<input type="radio"/>	<input type="radio"/>				
The extent and nature of interaction with my faculty	<input type="radio"/>	<input type="radio"/>				

Faculty Perceptions of Workplace Environment: |,

colleagues

Professional Development Support and Resources:

Items in this section explore your perceptions of the support and resources that your dental school provides to enhance you growth as a faculty member.

Faculty Perceptions of Workplace Environment:

4. Professional Development Support and Resources

Items in this section explore your perceptions of the support and resources that your dental school provides to enhance your growth as a faculty member.

1. Assess the availability of each professional development activity, service, or resource below:

	Yes or Available	No, Not Available, or Not Done	Don't Know	N/A
I meet with my department chair/division director/supervisor annually for a review of my performance in the preceding year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive a written evaluation of my performance each year from my department chair/division director/supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty members in my department develop career growth plans and meet with our department chair/division director/supervisor to set goals and plan professional enrichment activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Promotion and Tenure Committee conducts progress reviews of tenure track faculty during years 3-4 of the probationary period and provides feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional assistance (such as workshops or teaching observation with feedback) is available to enhance teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional assistance (such as workshops, consultation or mentoring by experienced investigators) is available to enhance research skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional assistance is available to enhance grant and manuscript writing skills, and for preparing CVs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops on the promotion and tenure process are routinely conducted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The dental school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Faculty Perceptions of Workplace Environment:

school-wide faculty development day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The dental school routinely brings in speakers and consultants to conduct faculty development on oral health topics and clinical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The dental school has a regularly scheduled in-service program designed to keep the faculty abreast of new scientific developments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Travel funds are available to support faculty participation in professional meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funding support is available for sabbaticals and fellowships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A dedicated percentage of my weekly time is reserved for my professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a formal mentoring program for junior faculty who are not tenured	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a formal mentoring program for faculty who are new to the dental school regardless of academic rank	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is an orientation program for first year faculty to help them learn about the school and meet other faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. At some point in my academic dental career, either now or when I was younger, a more senior faculty member effectively served as my mentor and helped my professional development.

- Yes
- No
- Not Applicable

Faculty Perceptions of Workplace Environment:

3. Indicate your level of satisfaction with the professional development support and resources at your dental school.

	Highly Satisfied	Satisfied	It's Ok (Adequate)	Dissatisfied	Highly Dissatisfied	N/A
The commitment of my department chair/division director/supervisor to help me succeed as a faculty member	<input type="radio"/>	<input type="radio"/>				
The mentoring I have received from senior faculty in my department to assist my professional growth	<input type="radio"/>	<input type="radio"/>				
The physical environment in which I work including my office, computer, labs, clinics, classrooms, departmental facilities, and shared "common space" in the dental school	<input type="radio"/>	<input type="radio"/>				
The institutional resources available to support my work (clerical support, library, information technology)	<input type="radio"/>	<input type="radio"/>				
Dissemination of information about upcoming professional development programs and opportunities	<input type="radio"/>	<input type="radio"/>				
Opportunities to collaborate with other faculty on teaching, research or service	<input type="radio"/>	<input type="radio"/>				
Resources available to support research (labs, equipment, statistical support, research coordinators, technicians, clinical research facilities)	<input type="radio"/>	<input type="radio"/>				
Quality of the professional development programs I have attended at this dental school	<input type="radio"/>	<input type="radio"/>				

Faculty Perceptions of Workplace Environment:

1,

5. The Dental School Environment

This section explores your perceptions of your dental school's overall environment and culture.

1. These items ask you to assess the culture of your dental school.

	Strongly Agree	Agree	Neutral (neither agree or disagree)	Disagree	Strongly Disagree	N/A
Overall, I enjoy my interactions with faculty colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a comfortable "niche" in my department in terms of a sense of belonging and being a part of the team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My faculty colleagues are eager to help me with projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is an expectation in my department that faculty should conform to certain views about attire/dress, personal grooming, communication style, and public behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty relations with students can be characterized as "us against them"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the whole, my department chair/division director/supervisor treats me fairly when I compare myself to other faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My contributions to the department are recognized by my colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The overall physical appearance of my dental school makes a good impression; it has a modern design with attractive public spaces, and it is well-maintained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The overall culture of the dental school is characterized by openness to new ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For the most part, the decision-making process in the school about issues that affect the whole faculty is reasonable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the diversity of the dental school faculty including age, gender,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Faculty Perceptions of Workplace Environment:

race/ethnicity

Faculty Perceptions of Workplace Environment:

6. The Dental School as a Place to Work

This section requests your overall assessment of your department and dental school as a place to work.

1. I am satisfied with my total compensation package (salary and other income sources as previously defined).

- Strongly Agree
- Agree
- Neutral (Neither Agree or Disagree)
- Disagree
- Strongly Disagree

2. I am satisfied with my benefits including the number of vacations days, sick leave policies, the quality of health insurance, and the retirement plan options.

- Strongly Agree
- Agree
- Neutral (Neither Agree or Disagree)
- Disagree
- Strongly Disagree

3. All things considered, how satisfied are you with your DEPARTMENT/DIVISION/ADMINISTRATIVE UNIT as a place to work?

- Very Satisfied
- Satisfied
- Neutral (Neither Satisfied or Dissatisfied)
- Dissatisfied
- Very Dissatisfied

4. How satisfied are you with the central administration of the dental school (Dean, Associate Deans, Assistant Deans) regarding the level of caring about the work environment for the "in the trenches" faculty?

- Very Satisfied
- Satisfied
- Neutral (Neither Satisfied or Dissatisfied)
- Dissatisfied
- Very Dissatisfied

Faculty Perceptions of Workplace Environment:

5. Considering all factors addressed in this questionnaire, how do you rate your dental school as a place to work?

- Excellent
- Good
- Okay, But Could Be Better
- Not Good
- Awful

6. My overall job satisfaction would be significantly improved by positive changes in the status of:

- My Day to Day Activities and Available Resources
- My Professional Development Support and Available Resources
- The Professional Culture of the Dental School
- The Physical Environment and Facilities of the Dental School
- My Interaction with Administration and Department Chairs

7. How long do you plan to remain as a dental school faculty member at this school?

- Hopefully, for the rest of my career
- 5-10 more years
- No more than 5 years
- 1-2 more years
- I have not thought that far ahead - I don't know

Other (please specify)

8. How long do you plan to remain as a dental school faculty member versus some other type of employment or career path?

- Hopefully, for the rest of my career - no career change anticipated
- 5-10 more years
- No more than 5 years
- 1-2 more years
- I have not thought that far ahead - I don't know

Other (please specify)

Faculty Perceptions of Workplace Environment:

9. How satisfied are you with the overall balance in your life including dental school work, family, friends, spiritual community, and recreation/hobbies?

- Very Satisfied
- Satisfied
- Neutral - Neither Satisfied or Dissatisfied
- Dissatisfied
- Very Dissatisfied

7. Thank You

You have completed the survey. Thank you for your participation in this study.

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BIOGRAPHICAL SKETCH

Sharon Cooper was born and raised in Louisville, Kentucky. She is a registered dental hygienist and has been involved in academic dentistry since 1981. Sharon graduated from the University of Louisville with a Certificate in Dental Hygiene in 1975, and a Bachelor of Science degree in Dental Sciences in 1979. She worked as a dental hygienist for five years in a private practice setting before leaving to pursue a career in academic dentistry.

Armed with an educational grant from the Kellogg Foundation, Sharon entered the University of Kentucky where she earned a Master of Science degree in Allied Health Education, Curriculum and Instruction. Upon graduation, Sharon took a teaching position with Santa Fe Community College, Dental Programs in Gainesville, Florida.

During her eighteen years at Santa Fe, Sharon taught many clinical, preclinical, and didactic courses, served as the academic coordinator for the dental hygiene program, and served as an advisor for the Santa Fe Community College chapter of the Student American Dental Hygiene Association. In 1990, Sharon returned to school to pursue a degree in psychology, graduating in 1993 with a Master of Science degree in Mental Health Counseling from Nova University. Afterward, she taught courses in general psychology and health psychology for the Social Sciences Department at Santa Fe Community College. In 1997, Sharon was accepted into the doctoral program in Higher Education Administration at the University of Florida.

In 1999, Sharon was hired by the University of Florida, College of Dentistry as faculty and to serve as Director of the Oral Health Maintenance Clinic. Sharon continues in that capacity today where she also serves as the Coordinator of Preventive Dentistry. She teaches pre-clinical, clinical, and didactic courses at the College of

Dentistry, and also participates in the college's Continuing Education Program as an instructor. She continues to serve as an adjunct faculty at Santa Fe College, teaching oral pathology, embryology and histology to dental hygiene students. In addition, she serves on the Santa Fe College Dental Programs Advisory Board.

Sharon lives in Gainesville, and is mom to her children, Lane, Lindsay, and Logan. She is also the caregiver for her father, Arthur, who now lives with her.