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AUTHOR   Sorcinelli, Mary Deane
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ABSTRACT
                Dental educators' attitudes toward academic life are
examined through structured, in-depth interviews with 122 full- and
part-time faculty at Indiana University School of Dentistry. Results
showed that the major reasons for choosing an academic career were
influence of a faculty member or dean, interest in the subject
matter, economics, and a means to keep current in the field. The
satisfactions of an academic career included relationships with
students, the act of teaching, and interactions with colleagues. The
major dissatisfactions included: effects of financial cutbacks; lack
of recognition and reward (non-salary); lack of time for research,
teaching and service responsibilities; and low salary. Among the
satisfactions with the Indiana University School of Dentistry were
academic challenge and freedom, relationships with colleagues, the
school's national reputation, and relationships with students.
Dissatisfactions with the school involved the decline in the quality
of education offered, effects of financial cutbacks, low salary, and
administrative and departmental organizational problems. More than
three-fourths of the respondents had no systematic method for
assessing their teaching effectiveness. Research was reported as the
major criterion for awarding tenure and promotion although two-thirds
indicated their major interest and involvement was in teaching
activities. The questionnaire is appended. (Author/MSE)

FACULTY ATTITUDES
AT
INDIANA UNIVERSITY
SCHOOL OF DENTISTRY

JUNE 1978

INDIANA UNIVERSITY SCHOOL OF DENTISTRY
OFFICE OF FACULTY DEVELOPMENT

FACULTY ATTITUDES

AT

INDIANA UNIVERSITY SCHOOL OF DENTISTRY

by

Dr. Mary Deane Sorcinelli
Director, Teaching Effectiveness Program
Indiana University Northwest

June, 1978

This project was initiated and directed by Dr. James R. Roche
Assistant Dean for Faculty Development
Indiana University School of Dentistry

To Faculty Members

At Indiana University School of Dentistry:

● This publication represents an important project in faculty de-
velopment at Indiana University School of Dentistry: determining the
attitudes of faculty members concerning their roles in the academic
enterprise. Such a determination provides information of critical im-
portance in the organization of action-oriented projects designed to
meet the faculty members' interests and needs. This exploration by
means of interviews with 124 faculty members presumably has provided
an opportunity for each of them to review past achievements and con-
template future goals. It is hoped that the interview sessions have
also focused upon a number of significant satisfactions as well as
frustrations in dental education at Indiana University.

● Unfortunately, it was impossible to interview every faculty mem-
ber at our School, and travel problems prohibited inclusion of our
colleagues at the regional campuses in this study. However, it is
gratifying that such a large sampling of faculty members could be in-
cluded in this project, and Dr. Sorcinelli has concluded that the
similarity of many responses indicates that representative samples
were obtained of faculty attitudes at the School of Dentistry in
Indianapolis.

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● Although the interview procedure used in this project to obtain
faculty members' thinking about academic issues has been described in
the academic literature generally, this project represents the first
effort by a School of Dentistry to identify faculty members' attitudes,
and possibly the first such effort by a professional school in the
health sciences.

● The value of the project continues with the distribution of this
report to all members of our School of Dentistry faculty so that they
can study this material. Particular sections of the report will sub-
sequently be directed to standing and ad hoc committees in our School,
which will then consider initiating programs to heighten the satis-
factions of our faculty members and to deal with their needs and their
frustrations. Ultimate beneficiaries from this study will include the
students, the University at large, the dental profession, and the
public.

  ● Question: "What should you do with this publication?"

  ● Answer: "Read it! — As soon as possible."

  ● Since this report is really about you and your attitudes as a
faculty member, it should be interesting and relevant reading. The
quotations were painstakingly categorized and weighted by Dr.
Sorcinelli so as to offer a reasonbly proportional representation of
attitudes among the faculty members interviewed. The quotations, of
course, are all of anonymous origin — the confidentiality of each
interview has been maintained by Dr. Sorcinelli.

● As the reader threads through this document, it will be easy to take sides in agreeing or disagreeing with the quotations and conclusions. This process in itself is healthy and may help each of our faculty members to review and even perhaps rearrange personal priorities in teaching, research, and service to the University. All of this should work to improve the education that the student receives. And again, from the whole process a splendid opportunity should arise to move forward with relevant programs in faculty development.

● The Indiana University School of Dentistry has a great tradition of excellence. However, progress in higher education is not maintained on tradition, but rather on achievements. We need to look carefully at the attitudes expressed by our faculty members and to plan programs in accordance with the best information available to us. Establishing a profile of these attitudes will be a major step in organizing such programs to develop the potential of our faculty members and to help steer the School on a course of excellence. The prospect is exciting.

Special Thanks To The Following

Dr. Mary Deane Sorcinelli, Director of the Teaching. Effectiveness Prog▓▓ Northwest campus, is a diligent investigator who patiently listened to the responses of our faculty members and did an outstanding job of gathering and organizing a very large body of material. We are grateful to her for her conscientious participation in this project and for her friendship.

Paul Barton, Professor of Community Dentistry and Journalism, has contributed his journalistic talents to the many aspects of communication involved in this project. His counsel throughout this study is greatly appreciated, as is his expertise in editing this manuscript for clarity.

Dr. Leonard G. Koerber, Associate Professor of Instructional Development, was most helpful in the interpretation and tabulation of numerical data. His assistance and his interest in the investigation are greatly appreciated.

Mrs. Nancy Stillabower, Administrative Secretary, graciously and efficiently established the interview schedules with the faculty members, and she is to be commended for her ability to convey assurances to the faculty that their remarks could be expressed freely and that they would remain confidential with Dr. Sorcinelli. The vast amount of typing and duplication of manuscript booklets is evidence of the tireless effort she devotes to our faculty development projects, frequently under pressure of time.

Dr. K. Gene Faris, Dean of I.U. Learning Resources, is acknowledged for his continuing interest in this project and for his progressive view of faculty development programs at the School of Dentistry. Dean Faris generously assisted the Office of Faculty Development in obtaining Dr. Sorcinelli's services for this project, and his office supported her salary during a pilot project for this study. We are grateful to him.

Dean Ralph E. McDonald enthusiastically endorsed this program and deserves special recognition for his foresight in associating faculty development programs with their beneficial effects upon the education of our students. Dean McDonald is to be commended for his strong support in the development of this attitudinal profile of faculty members at our School.

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Suggestions to the Reader

The use of a mark-through pencil, an underlining technique or marginal notes may assist you in your perusal of this report. Even before our committees analyze the information herein and present recommendations for action, the Office of Faculty Development would welcome your thoughts on the material. Each faculty member's comments will be valued.

We have a great opportunity to improve teaching, research, our own achievements and our enjoyment in higher education — let's get started.

James R. Roche, D.D.S.
Assistant Dean

June, 1978

Comments by the Dean

It is recognized that in the past we have not given adequate emphasis to the matter of indoctrinating new faculty members and acquainting them with their obligations to the University and the University's obligations to them as teachers and researchers. As our School's growth continues it becomes increasingly difficult for the Dean and the individual faculty members to devote sufficient time to assisting the young faculty member with his professional development. These were the primary reasons for the creation of an Administrative Office of Faculty Development and the appointment of an Assistant Dean to head the new office. Equally important was the fact that the University administration has encouraged the individual schools to become involved in this important activity.

The present survey of faculty attitudes at Indiana University School of Dentistry has become one of the first major activities of the Faculty Development Office. This report of the survey, with its inclusion of representative responses by the faculty participants, provides excellent insight into the backgrounds of our faculty members, their reasons for selecting the field of dentistry and an academic career, and their attitudes toward their work. The study has offered the faculty an opportunity to comment on University policy regarding such matters as promotion and tenure procedures, and recognition of individual achievement. In due course, standing and ad hoc committees will be considering appropriate means of dealing with various concerns expressed by the participants.

The project has clearly indicated that there is need for improved communication between the Dean and individual faculty members. It is

obvious that some members of the faculty are not familiar with the
School's educational philosophy and our long-range plans. More impor-
tant, some fail to realize that they, as well as the students, really
are the School and that they need to communicate their thoughts and
ideas and ambitions to the administration. I encourage this response
through personal communication or formally through the Dean's Advisory
Committee on Administrative Affairs. The report makes it obvious that
several "non-researchers" and "non-publishers" are interested in these
activities and only need encouragement. It is essential that we find
ways to help them.

We have an interested, dedicated, and highly qualified faculty,
but it is clear from some of the comments herein that many are over-
loaded with daily teaching commitments and committee assignments. A
continuing effort will be made to correct some of these inequities
mentioned in the report.

Ralph E. McDonald, D.D.S.
Dean

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CHAPTER I

INTRODUCTION.

Background of the Study

The term "Faculty Development" has been defined by Gaff[1] as "en-
hancing the talents, expanding the interests, improving the competence
and otherwise facilitating the professional and personal growth of
faculty, particularly in their role as instructor." It is true that
faculty development programs in the 1970's cover a broader territory.
than ever before, having added to such traditional practices of pro-
fessional renewal as faculty exchanges, sabbaticals, and travel grants,
a new focus on the individual faculty member and the issues that con-
front him as a person, a teacher, and a member of an organization.

One result of the increased interest in the faculty member and
the multiple roles he must fill has been an upsurge of instructional
improvement centers or programs on campuses. Centra[2] identified more
than 1000 institutions that have responded to the concern about college
instruction and developed "an organized program or set of practices for
faculty development and improving instruction." The continuing effort
to assist faculty members in improving the quality of teaching and
learning at the Indiana University School of Dentistry led to the crea-
tion of a center in 1976 entitled the Office of Faculty Development.
This office has the potential for bringing about significant changes
in academic life. Yet before such a faculty development center can
begin to implement programs and strategies specifically attuned to
dental educators' needs, it requires descriptive information and a
clear assessment of the faculty's satisfactions and concerns about.
various aspects of their academic life.

Purpose of the Study

The purpose of this study was to identify and describe faculty attitudes toward their teaching lives at the Indiana University School of Dentistry through the use of an in-depth faculty interview. By allowing faculty members to examine and clarify their philosophies, perceptions and feelings, it was hoped that the individual faculty member's level of self-awareness would be raised, thus allowing him to move toward a more fulfilling professional life. In addition, it was thought that descriptive data on the faculty's satisfactions and frustrations with academic life would allow for the establishment of programs through the Office of Faculty Development which would specifically speak to the needs of individual faculty members in their multiple roles as teachers, scholars, and members of an organization.

Design of the Study

Selection of Sample

The nature of the investigator's position, which involved considerable travel among several Indiana University campuses, as well as the in-depth nature of the faculty interview, placed some limits upon the size of the sample which could be interviewed. From among the 238 full and part-time faculty members in the Indiana University School of Dentistry, the researcher interviewed 124 faculty members on the Indianapolis campus. Due to the failure of a recording device, the responses of two faculty members were lost, leaving a total sample of 122 faculty members.

The names of participating subjects, their ranks, and even departmental affiliations cannot be revealed, as all were assured complete

anonymity. It betrays no confidences, however, to describe some of
their characteristics as a group from which the reader may judge their
similarities and differences.

The sample included 77 full-time and 45 part-time faculty members,
including 110 men and 12 women. Among the total group, 33 percent of
the respondents had been members of the I.U. faculty for five years or
less. (This group included not only "new" faculty members but also
those who had previously taught at other institutions, retired from
military service, or left private practice for teaching.) Another 21
percent of the sample had been part of the I.U. faculty for six to 10
years, 24 percent had been on the faculty 11 to 20 years, and 23 per-
cent of the sample had been with the School of Dentistry for 21 years
or longer. Respondents were drawn from basic and clinical sciences,
every department, and included instructors, assistant, associate and
full professors.

Faculty Interview

The Office of Faculty Development distributed to all I.U. School
of Dentistry faculty members a newspiece entitled "Opportunities For
Faculty" which described the general purposes of the interviews. A
copy of the newspiece is in Appendix A. Faculty members were then
contacted by phone by the Office of Faculty Development and were asked
to participate in the interview process. They were assured that the
interviews were voluntary, individualized and confidential and that
all data would be reported anonymously. Those consenting to be inter-
viewed were again told the purpose of the interviews but were not given
any specific questions to think about prior to their interview.

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It was decided that the spontaneous comments, opinions and feelings ex-
pressed by respondents would be of more value than prepared statements.

The interview schedule, itself, consisted of 30 open-ended ques-
tions which were later combined into nine thematic areas: career
choice -- dentistry; career choice -- academics; self-assessment of
teaching; status of teaching; career satisfaction; attitude toward
students; attitude toward department; satisfactions with the School of
Dentistry; and personal and professional goals. Interview questions
were suggested by the studies of Nevitt Sanford[3] at the Wright Insti-
tute, the work of Bergquist and Phillips[4], Dean James Roche's view-
point as a faculty member and administrator at the School of Dentistry,
and the investigator's experiences in interviewing faculty in the
Teaching Effectiveness Program, Indiana University, and the Clinic to
Improve University Teaching, University of Massachusetts, Amherst. A
complete list of interview questions is in Appendix B.

Although the interview was constructed so that questions followed
each other naturally and easily, the questions merely provided a frame-
work within which the faculty member could move freely. As the purpose
of the interview was to allow the faculty members to express their
feelings, the investigator's role was to listen, guide the interview,
and assist faculty members in clarifying or expanding upon their re-
sponses. A conscious attempt was made throughout to avoid a rigid in-
terview format.

All except one of the respondents gave permission to tape-record
the interview for coding purposes, and most interviews were completed
in 45-60 minutes. The interviews were conducted throughout spring
semester, 1977, and fall semester, 1977.

Data Analysis

The value of "open-ended" or free response questions is that they allow for the exploration of feelings, perceptions and opinions that could not be inferred by observation or explored through questionnaires. In addition, the interview format allows for the kind of clarification and elaboration of answers that one might not procure from a question-naire. The difficulty with the interview, of course, is that free response questions do not lend themselves to easy categorization and quantification. A series of activities was undertaken to categorize the open-ended responses into a format suitable for statistical analysis.

Preparation for data analysis included the following steps. First, 121 interviews were tape-recorded and one was recorded with notes. The original 30 questions asked of faculty were then grouped and analyzed in terms of the major patterns and themes that arose from consideration of the data. Next, for each of the questions, alternative response categories were constructed. Possible response categories were sug-gested by the studies of Brown and Shukraft[5] and Wilkerson[6], and by the investigator's experiences during the interviews themselves. The in-terviewer then listened back to the entire tape-recording of each of the 122 interviews. At that time, she coded them item by item, creat-ing additional response categories when necessary. Responses were then coded onto computer sheets and examined in terms of the variables of full-time, part-time and total faculty as well as the number of years that respondents had been associated with the I.U. School of Dentistry.

During the coding of data three difficulties had to be dealt with: the coding of multiple responses; the coding of all possible alterna-tives for a questions; and the possible loss of interesting, unique or representative responses due to the fixed coding system.

To account for multiple responses by faculty members to a single question, the investigator first distinguished questions where multiple responses were deemed useful. Each response was then coded as having been mentioned, but to maintain objectivity the investigator refrained from trying to determine which of the two or three responses was most significant or important.

Also, given the free-response nature of the interviews, it was impossible to list every response alternative to a question. Since there were reasonable similarities in the answers given, the investigator decided to use a maximum of nine response categories per item. Responses that did not fit neatly into those categories were placed under "other" or "no response" categories in order to cover all possible answers. A copy of the complete coding instrument is in Appendix C.

Finally, in order to enrich the data report so that it would not reflect mere categories and percentages, the investigator drew upon the respondents' comments from interviews, transcribing extensive quotes from the tapes. In the next section of this report, numerous examples and direct quotations from the interviews are used to illustrate and illuminate the conclusions suggested by the coded results.

At the conclusion of the above activities, the investigator organized the results, combining statistical and thematic data with quotations and examples from the interviews in order to describe and illustrate the attitudes, philosophies and values of faculty members at the School of Dentistry in terms of their teaching lives.

CHAPTER II

RESULTS AND DISCUSSION

As indicated earlier, the following nine major areas of focus emerged after initial examination and analysis of the interview data: (a) career choice – dentistry; (b) career choice – academics; (c) self-assessment of teaching; (d) status of teaching; (e) career satisfaction; (f) attitude toward students; (g) attitude toward department; (h) satisfactions with the School of Dentistry; (i) personal and professional goals.

In each of these topic areas, response frequencies by percentage and direct quotations are combined to present the major themes and trends which were distinguished. Results of the total sample are examined, with comparisons between the full and part-time respondents considered when in variance.

CAREER CHOICE: DENTISTRY

Contrary to the notion that many persons chose a dental career because they were turned down by medical school and settled for "second best," more than 85 percent of the dental faculty sampled indicated that they, in fact, did not enter the field of dentistry for that reason. Two questions were asked of faculty members concerning the manner in which they had chosen a dental career and their reasons for making that choice.

When did you decide to go into the field of dentistry?

Almost half of the total sample reported that they had made a decision to pursue a dental career sometime during their undergraduate studies. One-half of the part-time and one-third of the full-time faculty decided at this stage of their academic career.

> Early on in college I researched medicine and dentistry and visited both schools. Somehow the medical people struck me as too formal. The dental faculty were more friendly and I felt more comfortable with them. (Full-time)

> My parents went to high school and wanted me to go to college. When I got into dental school I didn't have the slightest idea of what it was all about. I listened to a pre-dental student who liked it and decided to go. (Part-time)

> As an undergrad I went to Indy for a weekend and ran into some dental students in the rooming house I stayed at. I heard and saw what they were doing, and I decided I'd try dental school. (Part-time)

Twenty-eight percent of the total sample reported that they had decided even earlier in their lives, either in secondary school or childhood, to seek out a dental career. Full-time faculty members were almost twice as likely as part-time people to have made a conscious decision at that early stage.

> When I was seven my school nurse said I should see a dentist. My parents were hardworking people, but not from an intellectual background, and they didn't pay too much attention. A few months later she asked if I could get permission to go to the dental school. I recall that on my first visit the needle broke on injection. I remember people coming in and retrieving it. I thought, "I'm bleeding and it doesn't hurt. This is great." The thought that dentists had such skills whetted my appetite. (Full-time)

> I recall writing a term paper in high school on the history of dentistry. I suppose the interest was sparked during those years. (Full-time)

In high school I had dental problems, and the dentist
and I just hit it off. I looked forward to going to
his office. All through high school I had dentistry
and even a specialty chosen. (Part-time)

A final fourth of the sample indicated that they decided on the

career during graduate school, military service, or after some exper-

ience in another profession.

How did you decide to become a dentist?

Respondents offered a wide variety of reasons for selecting a

dental career (Table I). One-third of the sample reported that they

had chosen dentistry because of the attractive lifestyle available as

a professional. Part-time faculty members were more likely than full-

time to indicate the lifestyle as their primary rationale. Respect as

a professional, reasonable hours as compared to physicians, high in-

come, and a sense of independence and self-employment were offered as

factors contributing to the attractiveness of a dental career. The

following quotations illustrate the range of responses:

I had another career which I enjoyed but I knew I'd
never make good money. The salary, the reasonable
hours and job security drew me to dentistry.
(Part-time)

Since I was young I've had a high degree of respect
for the medical field. I thought of medical school,
but I didn't like the personal lifestyle, the long
hours, the intense dedication. (Part-time)

I liked the idea of having a professional career
and yet being independent and my own boss. (Full-
time)

Other primary reasons for selecting dentistry differed among the

full and part-time faculty. Among the full-time faculty, slightly

more than 20 percent reported a subject matter or skill-related reason

for their choice and another 20 percent indicated that they were in-
fluenced by a mentor, usually a dentist or teacher. These rationales
are each expressed in the following quotations.

> I knew I liked sciences and as corny as it sounds
> I enjoyed working with my hands, building models
> and such. I liked to see broken things fixed.
> Trying to put these things together, I knew I had
> an aptitude toward medical areas. I called and
> visited dentists and physicians. I decided I liked
> dentistry. I had a goal upon finishing high school.
> Schooling was too long to be a physician, competi-
> tion was strenuous, hours were long. I thought of
> a family and personal life and for all those reasons
> medicine did not appeal to me. Many think dentists
> are on the rebound from medical school. For me den-
> tistry was a very conscious choice. The discipline,
> the skills and the lifestyle appealed to me.
> (Full-time)

TABLE I

Reasons Cited by Faculty Members for Choosing a Dental Career,
by Percentages.

(N=122)	Full-time %	Part-time %	Total %
Reasons			
Attractive Lifestyle	27	45	34
Happenstance, Accidental	20	27	22
Influence of Family	16	25	19
Influence of Mentor	22	9	17
Subject Matter-Skill Related	22	7	16
Other*	18	9	15
Influence of Peers	10	16	12
Interest in Working with People	1	13	6

* Other responses included not getting into medical school,
economic factors, no special reason.

Note: Percentages do not add up to 100 percent due to the
multiple responses given to the question.

As a child the family dentist took an interest in
me. He thought I had a nice set of teeth and asked
my parents if he could take impressions to use at a
state meeting. He mentally influenced me, although
many other circumstances brought me to where I am.
(Part-time)

I suppose the motivating factor was a professor who
told me I was talented at lab work and thought I
would enjoy dentistry. (Full-time)

Slightly under one-fifth of the sample reported that their career choice had been heavily influenced by their family background. Part-time faculty members spoke of a strong family influence fifty percent more often than full-time faculty. The following representative responses express the variety of family influences.

I was brainwashed. My father brainwashed us. He
decided I should be a dentist. He had wanted to
go into the medical field but wasn't able so he
wanted it for his sons. (Part-time)

My parents pushed me to be a physician, but I was
always good at working with my hands; I had some
manual dexterity. I came up with a compromise
that would make them happy and I could get along
with it. Now I enjoy dentistry, but I always
thought it was a poor reason for the choice.
(Full-time)

My uncle practiced dentistry. At fourteen I was
playing football and knocked my front teeth out.
I spent a lot of time in my uncle's office, and I
suppose it was a factor in my future choice.
(Part-time)

Other reasons for choosing dentistry offered by those sampled included not getting into medical school, the influence of peers and an interest in working with people. Part-time respondents were more likely to cite an interest in working with people than full-time respondents. Examples of each of the above rationales are illustrated in the following quotations.

It was a vehicle to getting into medical school.
I came to like it about the second year and stayed
with it. (Full-time)

I was going to be a vet but at the time I didn't
have the grades. My dad, who was a dentist, sug-
gested I look into dentistry. (Part-time).

I dated a girl who worked for a dentist, and she
suggested the career to me. It seemed to strike
a receptive chord. although no one in my family
was a dentist. I talked with this dentist and
went on from there.' (Full-time)

I liked working with people, doing something that
perhaps would improve their appearance and health.
The chance to interact with and help others was a
drawing card for me. (Part-time)

CAREER CHOICE: ACADEMICS

Inasmuch as the members of the sample are educators as well as

dentists, this study sought to examine how soon and for what reasons

they decided to enter an academic environment. Two questions were

asked of respondents to determine when, how, and why they came to

choose an academic as well as a dental career.

When did you first decide to pursue an academic career?

About one-third of the sample reported that they came to an aca-

demic career after some experience in private practice. Thirty-four

percent of the full-time and 27 percent of the part-time faculty mem-

bers decided at this stage. Their motivations were varied.

While in private practice I was offered a job here
in a new and exciting area; one students have a
need for. It intrigued me, I gave it a try and
I've enjoyed every minute of it. (Full-time)

I was not happy in my practice. It looked like
a good way to close out something that needed
to be closed out. (Full-time)

> Diagnosis was a problem for me. I didn't feel
> adequately trained. I felt the need for further
> training and academics afforded the challenge.
> (Full-time)
>
> I felt it was an opportunity to give something
> back, to associate with colleagues and keep cur-
> rent. There was a mercenary reason too. Students
> refer patients to you when you're seen as competent.
> (Part-time)

Nearly half of the sample made a decision to become involved in academics during their dental studies. One-fourth of the sample decided sometime during or immediately following completion of their graduate studies. An additional 20 percent decided to seek an academic career during their undergraduate dental education. Twelve percent of the faculty sampled decided to enter academia during or after military service.

How did you decide on a teaching career?

Respondents offered four main reasons for accepting an academic appointment (Table II): (a) influence of a particular faculty member or dean; (b) economic factors; (c) discipline-related reasons; and (d) a means of keeping up with current developments in the field.

More than one-fourth of the full-time people and more than one-third of the part-time chose teaching because of the influence of a particular faculty member or on the suggestion of the former or pre-sent Dean of the Dental School.

> I taught in my graduate program here, and I enjoyed
> that. I also did some teaching of sorts to class-
> mates who might need things explained or shown to
> them. Several faculty encouraged me so I finally
> spoke to the Dean and told him I was interested in
> teaching. (Full-time)

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> Several faculty expressed to me their interest in
> my becoming a faculty member. I developed friend-
> ships with faculty due to an assistantship. That
> started the wheels turning. (Full-time)

> I worked with a dentist who taught part-time at the
> School. He seemed to enjoy teaching and steered me
> toward his interest, toward teaching. (Part-time)

Nearly one-fourth of the part-time faculty members indicated that
they had been influenced by economic factors. These persons began to
teach while they were setting up their practices, citing a need for
the extra money or having extra time as reasons for the decision. Only
one-tenth of the full-time faculty offered this rationale. The follow-
ing comments illustrate the tone of such responses.

> I needed money, had time on my hands and teaching
> seemed a logical way to solve both problems.
> (Part-time)

> I needed a place to work while setting up a practice.
> (Full-time)

TABLE II

Reasons Cited by Faculty Members for Choosing an Academic
Career, by Percentages.

(N=122)	Full-time %	Part-time %	Total %
Reasons			
Influence of Faculty Member/Dean	29	36	31
Economic Factors	9	24	15
Subject Matter-Related Reason	21	4	15
Break From Office/ Keeping Current	12	20	15
Interest in Students	10	4	8
Other*	20	11	16

* Other responses included influence of family background,
mostly accidental or happenstance, emotional factors, or
no response.

Note: Columns may not add up to exactly 100 percent due to
the rounding off of decimals.

On the other hand, one-fifth of the full-time faculty members
noted that their career had been heavily influenced by a particular
interest in pursuing some facet of their discipline, often in a par-
ticular area of research. Full-time faculty members were far more
likely than the part-time people to give reasons related to a particu-
lar discipline or research interest.

> Teaching is really a major obligation for anyone
> in my discipline. I went into the field and,
> therefore, went into academics. (Full-time)

> I liked working in the sciences. I enjoyed research.
> It seemed to lead to an academic career. (Full-time)
>
> I decided in order to increase my self-knowledge. I
> had never intended to teach. I wanted to learn more
> of my discipline for my own benefit. (Part-time)

An additional 20 percent of the part-time and 12 percent of the full-time faculty members indicated that the academic career afforded a break from their office routine and a means of staying current and knowledgeable in their field.

> I enjoy the challenge of teaching. You have to
> continue your studies in order to keep up with
> students. (Full-time)
>
> I found private practice lacked stimulation and
> variety. School offers a break in the weekly
> routine, a chance to work with colleagues in a
> variety of situations. (Part-time)

Approximately 20 percent of the total sample cited other reasons for choosing an academic career. Those included: interest in working with students, influence of family background, mostly accidental or happenstance, and emotional factors. The following comments give some idea of the range of responses:

> I wanted to help students; to give them what I
> felt was missing in my dental education. (Part-time)
>
> Teaching was a long-standing career around our
> household. I always had an interest in education.
> (Full-time)
>
> I was unsettled after graduate school experience.
> I didn't cope with it too well. Academics was
> stability, a breather, a chance to collect my wits
> before starting a practice. (Full-time)

> I needed a job and I didn't want to practice. This
> is the lesser of two evils. You don't have to pay
> your office rent and it's a job. (Full-time)
>
> I was chicken. I had no plans on where to locate
> and didn't feel responsible enough to handle practice.
> It was a non-decision. (Full-time)

In summary, the majority of faculty members sampled decided to accept an academic appointment after choosing a dental career (during their undergraduate or graduate studies or after experience in private practice). The influence of a faculty member or Dean, economic factors, interest in a subject matter discipline and interest in remaining current in their field were the major reasons that led to their choice.

SELF-ASSESSMENT OF TEACHING

Choice of a dental career mandates years of rigorous study and discipline. Thus, the interviewer anticipated that the faculty members interviewed had completed their dental studies and entered the profession well prepared in terms of clinical expertise and knowledge of their content area. This study sought to discover whether the same group felt equally prepared for and knowledgeable of their role as university teachers.

Respondents were asked three questions that required examination of their teaching effectiveness: (a) How do you assess your teaching effectiveness?; (b) What do you see as your greatest strengths as a teacher?; and (c) What are teaching areas you are concerned about or try to improve in?

How do you assess your teaching effectiveness?

Faculty members described four primary ways in which they deter-
mined their own teaching effectiveness (Table III). More than 40 per-
cent of the sample reported using non-systematic comments about the
course from students as their primary means for assessing their effec-
tiveness. Non-systematic feedback was described as unsolicited com-
ments about a lecture, course or clinical experience by students dur-
ing or after a course.

> If you work with students and they say "thank you"
> when you leave the chair, that's a reward. They
> don't say it unless they mean it. It's interesting
> because they make a point of looking you in the eye,
> communicating, wanting to make sure you know they
> mean it. That's the reward for teaching. There
> isn't anything else. (Full-time)

Yet, although non-systematic comments were the most widely used
assessment of teaching effectiveness, many of the respondents using
this method pointed out its limitations.

TABLE III

Percentage of Faculty Members Utilizing Various Methods for Assessing Teaching Effectiveness.

(N=122)	Full-time %	Part-time %	Total %
Non-systematic Student Feedback	39	44	41
Systematic Student Feedback	20	7	15
Student Achievement	13	16	14
No Specific Methods	12	18	14
Other*	9	11	10

* Other responses included indirect feedback from colleagues or students and intuition.

Note: Columns may not add up to exactly 100 percent due to the rounding off of decimals.

Students' comments are the only thing you have to go on, that's the only way you know. It's very biased thing. (Part-time)

The student will say thanks or I don't understand this. It's not as good as it could be. If students could objectively assess us it might help. You hope you're doing a good job. You think you are from comments you get but then very few students are going to come up and tell you your weaknesses. (Part-time)

Feedback I get from students is usually from those whom I've failed or who have had to repeat courses. (Full-time)

Twenty percent of the full-time and 7 percent of the part-time faculty members reported that they use some systematic student rating of teaching and find it helpful in determining teaching effectiveness.

> I got caught in a time bind, and I wasn't able to
> put time into my teaching. It came out in my
> evaluation, and I corrected the areas. It's kept
> me attuned to student needs. (Full-time)

> I evaluate students all semester. I think they
> have an equal right to express their opinions on
> my teaching. (Full-time)

Others reported using student evaluations with some reservations.

> I use the University form, although it's not as
> adequate as it might be. I'm not satisfied, but
> I'm not unhappy enough to change it. (Full-time)

> I made an evaluation form, and students reacted
> negatively to it. This year I've asked students
> to design a form. I don't know if there is a
> really good instrument. (Full-time).

Fourteen percent of the total sample spoke of student achievement or student activities as a way of assessing effectiveness. Frequently mentioned as indicators of teaching effectiveness were levels of classroom participation and student performance on examinations and state boards.

> I conduct an informal seminar. This is the most
> effective method of teaching for me. If there is
> lively discussion I feel I've accomplished some-
> thing. (Part-time).

> By asking questions I can tell at what level they
> are perceiving. (Part-time)

> I measure my effectiveness by student performance
> on my exams and further down the line on state
> and national boards. (Full-time)

Outside the classroom, students also provided feedback to some faculty members on their teaching. Visits, calls or referrals from former students, as well as the extent to which students succeed in the field, were regarded by some as measures of teaching effectiveness.

I judge by the quality of students' successes. Do they go on to areas of recognition? Of course it's harder to go a year or more down the line and see if they can solve problems and apply principles you taught. (Part-time)

It's difficult to do. The best way to evaluate my students is to see what happens to them after they leave school and are in private practice. This is long-term assessment, not immediate. If they can compete with colleagues in the field and pass boards we are probably doing things right. (Full-time)

An equal perentage of the sample could describe no specific method by which they assessed their teaching. Some indicated that they used no methods, because they hadn't found one that struck them as valid or useful.

I could say boards, but maybe boards are not a good sign because there is psychological stress. Also, it would be a leap in faith for me to judge their success on a state board as evidence of my effectiveness, specifically. I don't know how you assess it. Dentistry is different than other fields. (Part-time)

For awhile I had no idea how I was doing because colleagues didn't give any feedback. I think I'll have to pass out a student questionnaire. The only quarrel would be getting into personal qualities. I don't know. (Part-time)

Others of this group indicated that although they did not have a way to assess their teaching effectiveness, they would welcome some form of feedback.

Effectiveness in the clinic is hard to judge. It would help if we could set up a system for part-time faculty so that they could know what kinds of opinions students have about the kind of instruction they're getting. I know that that is an uncertain area in my relationship to students. I don't really know what they think of my instruction. (Part-time)

You really don't know. Students will very rarely
say anything to you or disagree with you. There
seems to be an air of intimidation for some of the
students. In the earlier years they are not en-
couraged to ask questions or question your ability
as a teacher. You just hope you are doing a good
job, although some faculty are not and don't seem
to know it. There should be some system where
students can anonymously assess instruction.
(Part-time)

What do you see as your greatest strength as a teacher?

In responding to this question, interviewees often mentioned more
than one perceived strength. For this reason, percentages are report-
ed in terms of multiple responses.

The teaching strength most frequently mentioned was clinical
skills. Closely linked to that choice was practical experience in
using such skills. Fifty-one percent of the full-time and 76 percent
of the part-time faculty members described their clinical expertise
and practical experience as a primary strength.

I'm a stronger clinician than academician.
(Full-time)

My strength is communicating and demonstrating
skills. Some people take the hand piece out of
the student's hand when I don't think they want
you to. If I feel inclined, I'll ask them first.
Ninety percent of the time they would rather
attempt it themselves.

When you have a lot of practical experience you
know tricks that make it easier for patients -
ideas students might not get in lecture. I feel
I help students relate better to patients, because
this is what I do in my office. (Part-time)

Mostly day-to-day living in the world of organized
dentistry. I can relate to them what's going on
outside in a world they don't know too much about
yet - what they'll find in dealing with patients,
dentist to dentist, dentist to insurance companies,
government, and so on. (Part-time)

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Thirty percent of those responding mentioned knowledge or com-
petence in their subject area. Full-time faculty members were some-
what more likely to have chosen this as a strength than part-time fac-
ulty members.

> I feel competent in my subject area and am able to
> simplify a difficult subject so that students can
> grasp the material. (Full-time)

> I've tried to maintain a perspective of filling in
> the voids. I've tried to broaden students' per-
> spective, providing information, insight and train-
> ing in areas not being covered by others. (Part-time)

The third most frequently mentioned teaching strength dealt with
establishing relationships with students that facilitate learning.

> I'm not the least bit arrogant. I'm not afraid to
> say I don't know. I'm able to communicate with
> students. They will learn and get work done but
> I don't jump on them or belittle them. I know
> what I did and didn't like about the way people
> treated me when I was a student here. (Full-time)

> I try to remember the frustrations of being a dental
> student, and there are a lot. I take a reasonable
> approach. Hopefully I provide an atmosphere of
> trust and confidence. I'm empathetic to students.
> I have standards, but they are not outlandish or
> arbitrary. I try to work with students and not
> dictate to them. There has to be mutual respect for
> the other person. (Full-time)

Other teaching strengths mentioned by a few respondents included:
ability to generate enthusiasm or interest in course content; technical
skills of teaching such as organization, pacing, questioning; and
ability to help students develop critical, analytical and logical rea-
soning skills.

What are areas you are concerned about or try to improve in?

When asked to indicate teaching areas in need for improvement or of concern, 38 percent of the sample either indicated that they couldn't pinpoint any specific area or gave no response to the question. The inability to respond to this question may be explained by the fact that a majority of the sample had no objective or systematic method for receiving feedback on their teaching strengths and weaknesses. The quotations below address this issue.

> I'm sure there are areas. It's difficult to objec-
> tively criticize yourself. If I could see myself
> on tape for a semester's course, I might be able
> to better assess that. (Part-time)

> It's hard for me to say. I've never been able to
> attend Teaching Conferences. It's difficult for
> us to tell if we are really getting across to
> students. (Part-time)

> It's difficult to evaluate yourself objectively.
> I never really stopped to say, "You do this well
> or don't do this well. (Part-time)

Need for improvement or concern about technical teaching skills, evaluation methods, course design and keeping current in their field were each identified by approximately 17 percent of the sample.

Concern in the area of teaching skills was most often expressed in terms of communicating a skill or technique to students, solving organizational problems or providing for variety in a course to stimulate interest.

> I need work in the art of communicating my subject
> matter to students. (Full-time)

Communicating on a one-to-one basis is an interest-
ing subject. You can say one phrase to an individual
and he grasps the concept. Say the same thing to the
man beside him and you totally miss him. Why it works
that way, I have no idea. Hunting for the common
denominator to put across what you want to say is
difficult. Teachers need training in communication
skills. (Part-time)

Perhaps I need variety in the organization and
activities of my course. I'm not sure because it
worked well last year. (Part-time)

Testing and the general area of evaluation also appeared as a con-

cern among 17 percent of the group.

I would like to know more about evaluating students
in general. Because of our larger classes it has
become more difficult to feel secure in your assess-
ments. (Part-time)

I'd like to see courses that deal with course de-
sign and management and particularly with grading
procedures and evaluation. One of the biggest pro-
blems in teaching with no background in these areas
is trying to do a good job. I sweat blood over it
sometimes. If you ask colleagues, everyone has a
different way of evaluating, clinically and other-
wise. Some formal training would be helpful.
(Full-time)

Re-designing of a specific course and a need for more teaching

materials were described as concerns of another 17 percent of the re-

spondents.

Our Illustration Department is missing the point.
They are always working on dental exhibits. I've
attempted to get teaching aids for students and
they are often too busy. We need to focus on teach-
ing models, pictures and materials so students can
visualize what they are being asked to learn.
(Full-time)

I'd like to redo my course, but I've had no time to
spend on it. The video tapes are five years old
and need to be refined. (Full-time)

3

> I don't feel as strong as I should in tying course
> material to clinic areas they will work in the
> rest of their time. I need to fit more of the
> interaction between the two into my course.
> (Full-time)

Mentioned by an additional 13 percent of the respondents was a concern with keeping up with new developments in their content area.

> I'm mainly interested in keeping up on techniques
> and reading. Things like teaching conferences
> don't apply to me. I'm not interested in lecturing;
> I teach one to one. (Full-time)

> I am always trying to increase my knowledge in my
> subject area. I'm constantly trying to keep up
> and learn new material. (Part-time)

In summary, almost half of the sample self-assessed their teaching through non-systematic student feedback. In addition, approximately 15 percent of the faculty members used a systematic method, an assessment of students' achievement, or no specific method. In terms of teaching effectiveness, the strengths most frequently mentioned by respondents were clinical skills, knowledge in content area and relationships with students. Thirty-eight percent of the sample were unable to pinpoint specific areas needing improvement, while approximately 17 percent each mentioned teaching skills, evaluation methods and course design. Thirteen percent saw keeping current in their field as an area of concern.

THE STATUS OF TEACHING

A number of spokesmen and investigators in the field of higher education[7] have noted that tenure, promotion and salary policies in college and universities traditionally have emphasized the importance

of scholarship and research productivity but have given little atten-
tion to teaching competence.

In order to explore faculty opinions concerning the status of
teaching in terms of personnel decisions such as promotion, tenure and
merit rewards at the I.U. School of Dentistry, three questions were
asked of the respondents: (a) In your department, or in the School,
on what basis are academic promotion, tenure and recognition given to
faculty?; (b) Are you actively involved in research and/or publication
at this point in your career?; and (c) In which area (teaching or re-
search) are you most interested or involved?

In your department or in the School of Dentistry, on what
basis are academic promotion, tenure and recognition given to faculty?

Table IV indicates the percentage of respondents who offered their
perceptions on the importance of research and teaching in personnel de-
cisions. Nearly half of the full-time faculty members in the sample
viewed research as the primary criterion and teaching secondary, or as
in the case of 9 percent, teaching was perceived as not being consid-
ered at all.

TABLE IV

Comparative Importance by Percentages of Research and Teaching in Personnel Advancement Processes as Perceived by Faculty Members.

(N=122)	Full-time %	Part-time %	Total %
Comparative Importance			
Research Is Primary; Teaching Is Not Considered	9	0	6
Research Is Primary; Teaching Is Secondary	38	2	25
Research and Teaching Are Considered Equally Important	5	2	4
Teaching Is Primary; Research Is Secondary	7	2	5
Teaching Is Primary; Research Is Not Considered	4	0	3
Not Sure How Decisions Are Made	14	17	15
Not Concerned With or Not Expected	7	56	25
Other*	10	18	12
No Response	8	4	7

* Other responses included support of chairman, school, politics, years of service.

Note: Columns may not add up to exactly 100 percent due to the rounding off of decimals.

Respondents mentioned several reasons as to why they felt there

was a strong emphasis on research and publication as the primary

criterion for advancement. First, it seems expected that everyone who is hired at Indiana University is already a good teacher; in other words, good teaching is assumed.

> I would say Indiana is typical of all universities.
> A great weight and high priority is placed on re-
> search, in terms of promotion. Sadly, there is
> not an emphasis on quality research but simply on
> poundage. If you don't have publications or re-
> search, documentation for promotion is difficult.
> Committees are more inclined to say, "Everyone is
> a good teacher at Indiana," so it comes down to
> what research activities you have been involved in.
> (Full-time)

A second factor mentioned was that teaching excellence is diffi-cult to document, whereas publications are something concrete, visible and quantifiable.

> It becomes a problem to evaluate faculty. I got a
> promotion on the basis of a couple of articles that
> I wrote. There are many people who do tremendous
> teaching and they get nothing. We drummed up some
> things and I got the promotion, not them. We need
> to change our yardstick to get a worthwhile measure
> of teaching effectiveness. I recognize that it is
> hard to measure. I don't think you could use student
> opinion alone. (Full-time)

> I think you are expected to write. I've never been
> told that I have to, but I guess it is expected. I
> do write. I like to write. I think it's appreciated.
> For example, the Dean might say, "I liked your article.
> It was a job well done." I think it has a significant
> bearing on promotion, tenure and recognition. I don't
> think you have to write to maintain status quo, but
> if you are looking forward to your future then I
> think it is of tremendous help. (Full-time)

Only 8 percent of the total sample perceived teaching as a primary criterion in personnel advancement decisions. The following refers to a case of this kind.

> I have been rewarded for teaching in promotion,
> amount of responsibilities and academic rank. I
> think it depends on your department, though. My
> department cares about teaching. If I were in
> another department, I might not be rewarded at
> all. (Full-time).

Concerns of other respondents about the lack of emphasis on good

teaching in the promotion process are mirrored in the following comment.

> I know a faculty member who in my opinion deserves
> promotion. He'll never get it unless he publishes.
> And yet he does so many good things for this Uni-
> versity. Even though he's very strong in some
> areas and is making a contribution that may exceed
> someone who may qualify for promotion, they'll get
> it because they have three areas marginally covered.
> I think it's an injustice. I don't know what to do
> about it. I'm frustrated in finding the answer. I
> think it's too bad that we delineate things to the
> point and have no exceptions to the rule. (Full-time)

In contrast to the full-time staff, more than half of the part-

time faculty members either indicated that they were not concerned with

promotions and tenure or felt that advancement and rewards were not

given to part-time faculty on the basis of either research or teaching

criteria. The excerpts below are from part-time faculty members.

> Promotions have never been of concern to me. I
> have a career outside of the School, my private
> practice. I'm not motivated by promotion or
> tenure. (Part-time)

> I don't feel pressure to publish. I don't feel
> anyone evaluates teaching for promotion either.
> I just don't think it's even considered for part-
> time faculty. (Part-time)

> They don't ask part-time to do anything in terms
> of publications. I have but it doesn't do or
> mean anything, so why bother. You don't get any
> recognition or reward. No one has ever encouraged
> me to do any writing. (Part-time)

> Promotion is based on contributions to the litera-
> ture, teaching effectiveness, service, aptitude
> and attitude. I feel I've published a number of
> articles. I think my non-promotion is not a com-
> mission but rather ommission; still I really think
> I deserve a promotion. It's not terribly important
> but my contemporaries are getting promoted, and I
> feel I deserve it. Higher rank is more commensurate
> with my contributions but I won't beg or plead for
> some recognition. (Part-time)

An additional 15 percent of the total sample indicated they were
not sure how decisions for advancement or tenure were made and 12 per-
cent reported that they perceived other criteria, such as the support
of their department chairman, "politics," and years of service to be
of primary importance. Some of these faculty perceptions are illumi-
nated by the following.

> I have no idea. I read the handbook when I came.
> It was vague. Your word "recognition" would
> strike a nerve. People do a lot of things
> they are not recognized for. The general feeling
> is that those who blow their own horn get some-
> place. Those that don't, don't. But as to
> specifics, I'm just not sure. (Full-time)

> Promotions are along the political side. Jeal-
> ousy in the area of promotion is really something.
> (Part-time)

> You have to have a cooperative chairman who sup-
> ports and recommends you. When he doesn't fight
> for his faculty, all the staff, full and part-
> time, suffer the results. Our department is ex-
> periencing that problem now. (Full-time)

Are you actively involved in research and/or

publication at this point in your career?

Some degree of research involvement was indicated by 55 percent
of the full-time faculty members, 16 percent of the part-time, and 40
percent of the total sample. These activities included work on books,

writing journal articles, directing graduate research and working on grants. Degree work was not included and perhaps the number would have been higher had it been. Those who were involved in research spoke of the difficulties in securing funds and finding the time to conduct research adequately. A lack of encouragement for research in the School was also cited as a concern.

> There is no way to be an effective teacher without researching. I think one is very supportive of the other. The days of easy sources for research are long gone, though. You have to work very hard to secure them because the funds have dried up. (Full-time)

> Not much research goes on because the monies have dried up. Also there's not much incentive or reward to excel in any area here, except for self-gratification. (Full-time)

> People are not mandated to research, and I feel they should be. The list of faculty looking for support is small. Among clinical faculty it does not exist. Capable faculty are not researching, and I'm not sure why. No encouragement has to mean something. (Full-time)

> My teaching responsibilities are overpowering. I need extra time for research I've been funded to do. Right now I do it all on weekends or at night. (Full-time)

Thirty-nine percent of the full-time, 73 percent of the part-time and 52 percent of the total faculty group sampled reported no current research involvement. A number indicated past publications or plans to publish in the future but cited no present activities. Reasons indicated for the relatively high proportion of total faculty not involved in research were lack of time, encouragement, and interest. The following representative responses address these themes.

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It's very difficult to have time for research and
publication when your development of teaching
materials and teaching schedule is so overwhelming
in terms of time. I hear there is not a lot of
reward for being a damn good teacher. They should
be fair and not over-emphasize research when teach-
ing time is so extensive. (Full-time)

When would you like me to publish? Lying in bed
from 11 p.m.-1 a.m.? I have lots of things I could
publish but I have neither the time nor desire to
do it. (Part-time)

This whole bit of publish or perish. I don't have
time to publish and adequately research. I don't
necessarily like writing so I don't do it. If
you're actively involved in a clinic you have a
steady flow of students who want to talk about
dentistry, patients, career plans. Students or
research has to suffer. I've let research take a
back seat. (Full-time)

No one has ever said to me you have to do this or
that. I couldn't function that way. I care very
little about writing or research. (Full-time)

The remaining 8 percent of the total sample fell into "other" or
"no response" categories.

In what area are you most interested or involved?

Interestingly, although research was perceived as a primary means
of obtaining formal rewards, many of the faculty sampled indicated a
primary interest and involvement in teaching (Table V). Nearly two-
thirds of the total sample indicated that teaching was their primary
interest.

My rewards are mostly personal. My recognition
comes from the student who learns from me. Un-
fortunately, the administration can't say I'm
doing a good or bad job unless they talk to the
students. (Full-time)

I feel I was hired to teach and all of my time is
directed toward making certain students grasp
what I'm trying to put across to them. (Part-time)

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I am oriented toward teaching and dealing with
students. I'd rather attend a Teaching Conference
or spend time with students than close my office
door and write a report or article. (Full-time)

On the other hand, respondents who saw teaching and research as

equal, or viewed research as a secondary interest, did indicate a

desire to become more active in publishing.

There is no immediate pressure on me to publish,
yet I see unlimited possibilities down the road.
(Full-time)

I haven't done anything, but I'd like to. It
would give me an idea of how a paper is put together.
(Part-time)

Research interests me. In fact, I have a stack of
research data right here that needs to be analyzed
and written up. I have the desire. I just never
have the time. (Full-time)

TABLE V

Comparative Interest and Involvement of Faculty in Research and Teaching, by Percentages.

(N=122)	Full-time %	Part-time %	Total %
Comparative Interest/Involvement			
Research Is Primary; Teaching Not of Interest	3	0	2
Research Is Primary; Teaching Secondary	13	0	8
Research and Teaching Are Equal	20	4	14
Teaching Is Primary; Research Is Secondary	22	27	24
Teaching Is Primary; Research Is Not Of Interest	29	58	39
Administration/Service Is Primary	13	4	10
Other/No Response	1	7	4

Note: Columns may not add up to exactly 100 percent due to rounding off of decimals.

CAREER SATISFACTION: ACADEMIC

In order to examine attitudes concerning career satisfactions, two questions were included in the present study. First, respondents were asked what they most enjoyed about a teaching career (part-time faculty members were asked to describe the aspects of teaching that they found most satisfying). Also, faculty members were asked to describe the less attractive aspects of a teaching career (e.g. frustrations,

concerns, dissatisfactions). A number of respondents indicated more than one source of satisfaction and dissatisfaction, so Tables VI and VII indicate multiple-response percentages.

As a career, what do you most enjoy about teaching?

In an attitudinal survey of college and university professors across the country, Ladd and Lipset[8] concluded that most faculty members enjoy their teaching and perceive their primary role in the University as that of a teacher. Many of the School of Dentistry respondents reflected those findings, describing major satisfactions in working with students and colleagues as well as in performing the act of teaching.

As seen in Table VI, interactions and relationships with students were mentioned as particularly satisfying to more than half of the total sample.

> I enjoy student contact, working with young people
> and seeing them grow. That's really the thing
> that attracts me to teaching. I like to see them
> develop confidence. I like to think I'm preparing
> them to develop ideas on what is valuable in life.
> I try to deal with the whole person, not just with
> dentistry. In dental education we've moved away
> from that concept. (Full-time)

TABLE VI

Satisfactions of an Academic Career as Reported by Faculty Members.

(N=122) Variables	Full-time %	Part-time %	Total %
Relationships With Students	59	45	53
Act Of Teaching	51	24	41
Working With Colleagues	26	38	30
Keeping Current	17	42	26
Life-Style	21	13	18
Research and Scholarship	26	2	17
Break From Office	1	33	13

Note: Percentages do not add to 100 percent due to the multiple responses given to the question.

> I enjoy the rewards of helping students. In practice you don't get a great deal of appreciation or reward. Rather, patients say, "I'm done for 15 months." It's almost a negative appreciation. On the other hand, you get a positive reward, a feeling of appreciation from students you've taught. (Part-time)

> It's a lot of fun when you get a student who puts himself into what he's doning, and we get an exchange, communication going. That's exciting. (Full-time)

The act of teaching, of disseminating knowledge and sharing information about their own professional experiences was mentioned as satisfying by 41 percent of the faculty members sampled. Full-time members were twice as likely as part-time to describe this activity as particularly enjoyable.

Each year when a class leaves, they leave with a
little bit of my philosophy. I've spread my
views beyond a single patient or office. (Full-
time)

Students come in with a little knowledge and leave
adept to handle a number of situations. It's grat-
ifying to see students learn and achieve. (Full-
time)

I try to give something to students that will be
meaningful to them for the rest of their lives.
People stay after lecture to ask questions, and
this is rewarding. It says I've motivated them.
(Full-time)

Although the above variables were mentioned by both full and part-
time faculty members, there were some significant differences in
sources of satisfaction between the two groups. Working with colleagues,
conducting research and scholarly activities were each mentioned as key
sources of enjoyment by one-fourth of the full-time respondents, as in
the following comments.

You have friends you can go to, colleagues to add
to your education constantly. Who could you talk
with in private practice? (Full-time)

I've learned from my colleagues. I observe their
classes. I try to emulate things that worked well
for them. I feel they have stimulated and given
me a lot of teaching ideas. (Full-time)

I enjoy my research, working with grants and pub-
lishing results. That's how I best contribute to
my department. (Full-time)

Among the part-time faculty members, keeping current in their
field, working with colleagues and getting a respite from their office
were each cited as major satisfactions by more than one-third of the
group.

> Teaching here keeps me current. It raises the
> standards of excellence in my own office. Students
> don't let you fall behind. (Part-time)

> My association with the School has given me a chance
> to talk to others in my field. In practice you tend
> to get isolated. Here, I see my colleagues both as
> consultants and friends. (Part-time)

> In practice you're confined with a patient in a
> small office. You do similar things from day to
> day, meet similar demands. I like the openness
> here. There is freedom to move around, to see
> unusual procedures. It gives variety to my week
> and stimulates my mind. (Part-time)

What are the less attractive, the frustrating aspects of your academic career?

As in the area of career satisfactions, a number of faculty members gave multiple answers when they were asked to describe sources of concern or dissatisfaction with their academic careers. Each respondent, on the average, mentioned two or three concerns.

For the most part, the full and part-time faculty members described different major sources of dissatisfaction (Table VII). One common theme that emerged from the two groups, however, was a lack of appropriate recognition and reward. Interestingly, the one-fourth of the full-time members and the one-third of the part-time people who expressed this concern made it clear that they were not referring to financial rewards. Rather, complaints in this area indicated a lack of recognition either by the individual's department or by the administration for work they had done or for good teaching.

> I would like to see more understanding and recog-
> nition for my work, for how much I do for this
> School. No one cares how much time I devote to
> students. (Full-time)

TABLE VII

Dissatisfactions of an Academic Career as Reported by Faculty Members.

(N=122)	Full-time %	Part-time %	Total %
Variables			
Financial Cutbacks	42	9	30
Lack of Reward (Non-Salary)	25	36	29
Lack of Time	40	4	27
Salary	14	33	21
Complaints About Students	12	33	20
Complaints About Department	18	22	20
Complaints About Administration	21	9	16

Note: Percentages do not add to 100 percent due to the multiple responses given to the question.

There is an apparent lack of interest in good teaching. After one of my lectures, recently, students applauded. No one will know that happened. No colleagues were there. I've put a lot into improving teaching methods and materials. Maybe it's noticed, but it's not rewarded. (Full-time)

I don't like the attitude they have towards part-time faculty. The administration feels you can be there or not be there. They don't seem to really care. I feel that they feel I'm unnecessary. I'm strongly considering not staying with the School. Students are extremely grateful. They make me feel I'm needed and useful, but that's where it ends, with students and my chairman. I feel part-time faculty do play an important part, and without them I feel the department would not function. (Part-time)

> When you're part-time you have nothing. You're
> here and that's it. We're not asked to do anything.
> In my department we've been taken out of the de-
> cision-making process and relegated to checking
> things off. (Part-time)

While lack of recognition and reward concerned one-fourth of the full-time faculty members, their most frequently mentioned concern was the effects of financial cutbacks the School had experienced. Re- sponses focused on the shortage of staff due to increased class sizes and lack of funds for faculty positions and support services, all of which served to deflate faculty morale.

> We're very short on Help. I was spread so thin I
> had to give up some duties. I was simply physi-
> cally and mentally worn down. (Full-time)

> It's difficult to get money to support research.
> I feel like I spend my time scurrying around to
> get money. It's hard to create a Galileo atmos-
> phere under such circumstances. (Full-time)

> The quality of faculty coming here in future years
> will probably decline. It's very hard to recruit
> good faculty if there is no inducement for them
> to come to Indiana. (Full-time)

Several respondents coupled their personal concerns over cutbacks with an equal concern for the effects on students and ultimately the public.

> It has become difficult to maintain quality control.
> You do not fail students. You can't afford the
> luxury. So you have people graduating that should
> not. They will never be happy doing a job they
> don't do well. Nor will their patients. (Full-time)

> I can see frustrations not only in faculty but in
> students and assisting personnel. Students are un-
> happy because they are not getting the faculty or in-
> struction they hoped they would. Faculty/student
> ratios have caused a slipping in quality. Students
> are not getting close supervision anymore. Even state
> board members feel our students are getting worse.
> (Full-time)

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The second most frequently mentioned source of dissatisfaction
among the full-time faculty members was the lack of time to fulfill
all faculty responsibilities. Concern about the many demands on their
time was expressed by 40 percent of the group. This concern was close-
ly related to the issue of financial cutbacks, because many cited
heavy student contact, staff shortage and committee work as having
aggravated the situation.

> I wonder if people in general administration sense
> how busy we are as faculty and how our time is
> taken up. They say they understand; I don't know
> if they really do. Some of my colleagues are, I
> think, dramatically overloaded and they're paying
> a price for it. I wonder if those who fund the
> Dental School know the difference between the
> classical definition of what a teacher does in
> arts and sciences and what we do in the health
> professions. We need more staff or smaller classes
> to give us the time needed to do a professional job.
> (Full-time)

> I'd like to do so many things to improve my teach-
> ing - video tapes, new syllabi. I'm not getting
> done what I'd like to, and it's frustrating. I
> feel I don't even have time to prepare for classes
> as much as I should. (Full-time)

> I'm most jealous of time, and committees are not
> productive in terms of time. I find doing things
> by committee inefficient and time-consuming. I'm
> rather cynical. Many committees are formed so that
> someone can share the blame rather than taking the
> responsibility for making a decision. They just
> eat away at time that could be spent on teaching or
> writing. (Full-time)

As noted earlier, the most frequently mentioned source of dis-
satisfaction among part-time people was lack of appropriate recognition
and reward for their contribution to the School of Dentistry. In addi-
tion, inadequate salary or benefits and complaints about students were

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each indicated as concerns by 33 percent of the part-time group, as shown in the following quotations.

> The salary is obnoxiously poor. There are constant complaints and it affects part-time faculty morale. Also, we get no benefits whatsoever. We even have to pay for a full-time faculty parking sticker to come out once a week. (Part-time)

> I'm concerned about some of our students' attitudes. They seem intent on going out and making a lot of money rather than having compassion for their fellow man. (Part-time)

> I sense a change in attitude among students. A few people don't care to put out the effort. Mediocrity becomes the goal. (Part-time)

Finally, one-fifth of the full-time faculty members indicated some concern over the administrative structure and "red tape" that they felt they must contend with to accomplish objectives. An equal percentage of the total sample voiced dissatisfaction with departmental standards or communication. The quotations below serve to illustrate each theme.

> My biggest frustration is administrative tangle and red tape. The red tape to get something accomplished has become awesome. It's like being chairman of the board of a company and you're amalgamated into a mother company where no one knows your problems, yet you have to report to six or seven people. You have to go through all these people who can't relate to your problem without consulting six others and doing homework. It's very discouraging. (Full-time)

> Sometimes you give directions that are different from those of the full-time person because you're unaware of a change. It's frustrating to the student and to you. It seems to be an organizational, a departmental problem. (Part-time)

In summary, faculty members' major satisfactions with their academic lives included working with students and colleagues, the act of teaching, researching, keeping current in their field and having variety from their office routine. Career dissatisfactions included the effects of financial cutbacks, lack of recognition, lack of time to fulfill responsibilities, and complaints about salary, students, department and administration.

ATTITUDES TOWARD STUDENTS

A variety of questions related to faculty attitudes toward students were included. Respondents were asked: (1) the level of students that they taught; (2) whether they felt students had changed over the years; (3) areas in which they were pleased or satisfied with students; (4) areas of concern or dissatisfaction with students; (5) the pattern of relationships they tried to maintain with students; and (6) what they would most like to hear about their teaching from students.

Of the total sample, 52 percent primarily taught undergraduates; 24 percent taught graduate students; 20 percent taught some combination of undergraduate, graduate, dental hygienists or assistants; and 5 percent primarily taught hygienists and assistants.

When asked whether they felt students at the School of Dentistry had changed over the years, 56 percent of the sample felt that they had, 12 percent perceived no changes and 11 percent felt that students were too diverse to distinguish any specific pattern. In replying to the two questions below, faculty members were given an opportunity to comment on some of the changes or characteristics they perceived in

students (percentages of faculty responding to each question are re-
ported in terms of multiple responses).

In what areas are you pleased and satisfied or do you feel students have improved?

The respondents' evaluation of their students was, on the whole,
a positive one. The most impressive thing about students, according
to the faculty members sampled, was their level of academic preparation.
Among the total group, 81 percent indicated that they were satisfied
or had seen improvement in the academic preparation of students coming
to the Dental School. The following excerpts illustrate the tone of a
number of such responses.

> Academic quality of students is vastly superior to
> what it was in the past, as far as background in
> the sciences and grade point averages are concerned.
> (Full-time)

> Students coming in here have rather impressive aca-
> demic records and backgrounds. They are of high
> calibre, the cream of the crop. (Part-time)

> Students strike me as being well prepared and very
> strong academically. I'm pleased with the students
> we've selected. (Full-time)

Several faculty members, while noting the strong academic back-
grounds of the students, also pointed to some concerns in that area.

> Of course, an A average student in dental school
> might turn out to be excellent or lousy. I wish
> we had ways to assess values, motivations, commit-
> ments. (Part-time)

> It's frustrating for students who have always ex-
> celled in school to realize that they aren't going
> to be an A student in clinical skills the first
> month or maybe longer. It causes some problems.
> (Part-time)

> A number of students can't write a sentence or ex-
> press themselves in written form - despite their
> high grade point averages and knowledge in the
> sciences. (Full-time)

Although they were not mentioned by faculty members as primary areas of satisfaction with students, a "desire to learn" and "willing-ness to work" were assigned second and third rank among sources of satisfaction by 43 percent and 28 percent of the sample, respectively. The full-time people were somewhat more likely to include these two areas of satisfaction than part-time respondents.

> A few years ago, students were not receptive, they
> had a poor attitude. You couldn't tell them any-
> thing they didn't know. In the last few years
> students have been fantastic. I think the calibre
> of undergraduate students has increased. They are
> great to work with and willing to learn. (Part-time)
>
> They seem better motivated, perhaps, than we were.
> They do seem to feel compassion for those who pass
> through as patients. They don't seem cynical.
> Hopefully, they'll remain idealistic longer than
> we did. (Part-time)
>
> Years ago students were obsessed with success
> dollar-wise. Income and equipment were the topics
> for discussion. In the last year or two, basic
> dentistry seems more important. I hear students
> talking dentistry again and that's a good sign..
> (Full-time)

Some faculty members gave higher praise to upper level and grad-uate students and were much less satisfied with freshmen and sopho-mores, as evidenced in the following representative quotation.

> I've seen two levels. One is the seniors taking
> elective work. There is a great deal of dedica-
> tion. The students impress me very much. They
> have good attitudes, are willing learners and
> workers, going above and beyond required work.
> They come and ask questions and want to make sure
> they're prepared. I find when I lecture to large
> groups of freshmen and sophomores, however, there
> is more disrespect than when I was in school.
> There is talking and informality toward the in-
> structor. It is a difficult group to handle in
> large numbers. (Full-time)

On the other hand, an equal number of faculty described the fresh-
men as eager and strongly motivated and noted a loss of willingness to
learn by the junior and senior years.

> During the first year there is a desire to learn
> that sticks out of them so far you can smell it.
> During the four years we, as a teaching institu-
> tion, beat it out of them. (Full-time)

> Dental schools, specifically and generally, do
> something to students. I'd like to design a study
> to prove it. We turn them off, shut them down.
> We get freshmen with masters and doctorates.
> Freshmen are full of ideas - maybe weird ones,
> but original and probing. By the time they are
> juniors and seniors they don't ask questions,
> don't probe instructors, don't read on their own.
> I find it to be a frustrating and disturbing pro-
> blem. (Full-time)

In what areas are you concerned or dissatisfied with students?

Whereas only 12 percent of the sample did not indicate any areas
in which they were satisfied with students, 48 percent of the group
did not mention any areas of dissatisfaction with I.U. dental students.
The sources of dissatisfaction most often identified were a lack of
desire to learn (28 percent) and lack of willingness to work (21 per-
cent). Some of the students were described by this group as unin-
terested and unmotivated.

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> I think the students are lazy, not professional in
> attitude, decor, dress, appearance, whatever. I'm
> very down on students and consequently I don't think
> the students like me much. I think they are sloppy
> in their attitude and expect a degree without really
> trying. They are sloppily dressed. If I was a
> patient I wouldn't let some of them near me because
> of the way they look. I don't think they think of
> patients as patients but rather a punch card on a
> technique, one step to get through. (Full-time)

> I don't think they're willing to learn. Apparently
> they come to school with too much money or something.
> In fact, look out in the parking lot. Their cars
> are bigger than the faculty. I don't know exactly
> why they come into dentistry. If they think it's
> soft and they'll make lots of money, they're in for
> a rude awakening. (Part-time)

A number of respondents tempered their complaints about students
with possible reasons for their lack of motivation and interest. Some
said that the faculty members themselves are to blame.

> I think that a lot of it is the fault of the fac-
> ulty, that some students are hard to deal with
> because there is a lot of negative teaching being
> done. On occasion, a lot of sarcasm and ridicule
> is given, especially in front of patients. This
> is poor teaching. I'm sure some faculty have
> turned students off through their arrogance.
> (Part-time)

> They are far more prepared and intelligent but
> they don't work as hard. We don't push them.
> It's partly our responsibility. I feel the fac-
> ulty has to take some blame because we are not
> expecting and pushing students to extend them-
> selves, to stretch their limits. (Part-time)

A third concern, shared by one-fifth of the sample, was a decline
in moral, ethical and professional values among students.

I get concerned with shady characters that are here.
You realize there are some people just doing any-
thing to get out of here. I was more concerned to
actually see some of the stuff they were trying to
get away with and didn't really care. That was a
big concern to me. I guess I had the hope they
would want to do their best rather than trying to
get by on the minimum. (Full-time)

An interesting explanation for a lack of moral and ethical values

among students was offered by one respondent.

As a student there is a lot of temptation to take
the short cut, get by the faculty member, or pro-
vide treatment on the minimal level of accepta-
bility. When you get out you put more rigid disci-
pline on yourself and improve. But in school it
was a matter of learning how to survive. I'm annoyed
when I see it but I remember I was the same way.
Your first priority is to get out. If you can get
by with something and not get called - do it. The
system encourages that. It's a demanding education
and puts a lot of demands and pressure on students.
Three years is a long time under stress. Any truth-
ful student will admit that along the line, somewhere
in his profession, he cheated. He had to. You
didn't like it, but if you could you did. The re-
wards outweigh the consequence.

One final area of concern expressed by the sample was the lack of

professional competence in some of the graduating students. Blame for

a decline in the quality of graduates was placed on factors such as

lower standards, curriculum and class size. Each concern is illus-

trated by one of the comments below.

If you come in here, you'll graduate. Students
know that. It would be nice to have stiffer stan-
dards. The administration is lax. They coddle
the flunking student and that attitude lowers the
standards of the entire class. Some who have grad-
uated from here are so incredibly poor I wouldn't
let them work on my dog, as the saying goes.
(Full-time)

I'm concerned that the class size is so large stu-
dents don't get the training they should. They
are almost herded around like sheep, there are so
many. It's hard to know what kind of dentists
we're graduating these days. (Part-time)

Students don't have time to pursue in detail any
facet of their education. By the time they reach
the fourth year they take it easy when they should
be picking up loose ends. Maybe they're burned out.
Their second year is overwhelmingly difficult.
Balance in the curriculum is a problem. In the end,
it may affect the quality of the man we send out to
the public. (Full-time)

What pattern of relationships do you try to maintain with students?

Among the total sample, 62 percent characterized their relation-

ships with students as cordial or informal but not personal or close.

Several mentioned consciously trying to have a working relationship

with students because of their own experiences as students or faculty.

I have an informal relationship with students.
They call me "Doctor," but I don't feel I'm so
strict with them that they can't relate to me.
If they have an issue or problem, I feel that
they can talk to me about it. I've mellowed
throughout the years. I was not like this in the
beginning, but I've changed because I've found or
feel that students learn more from you if they
are not threatened or afraid of you. (Full-time)

I want them to like and respect me. I don't be-
lieve you can teach through fear. Now some
people here think you can, but I do better by
understanding. I don't think psychologically
you get the best performance out of anyone held
under your thumb by fear. (Full-time)

Others felt that age dictated, to some degree, the kinds of rela-

tionships one could form with students. Both youth and maturity appear

to have their advantages and disadvantages.

> I'm close to their age and it's easier to communi-
> cate but also harder to maintain respect. I try
> to emphasize my background and experiences despite
> my relative youth. (Part-time)

> I've got quite an age barrier between me and my
> students which causes some distance and formality.
> As you get older, my observations lead me to be-
> lieve it gets harder to maintain close relation-
> ships and relate to students. (Part-time)

Nineteen percent of the sample characterized their relationships
with students as informal and more personal. This group often de-
scribed interactions with students in and outside of the classroom,
discussing such topics as career plans, school issues and personal
concerns. Interestingly, several faculty members almost apologized
for their closer relationships with students, although a long-term
study of faculty impact has shown that this particular skill correlates
highly with students' academic success and positive attitudes.[9]

> Maybe I'm more informal than I should be. I have
> been criticized by faculty for that. I don't
> think the aloof approach is effective. I'll stay
> as late as it takes. I like to get actively in-
> volved with students, in and outside of classes.
> I'm not uptight if they call me by my first name.
> (Full-time)

> I try to encourage them to question me without fear.
> I go to their programs and will eat lunch with stu-
> dents in the lounge or have coffee with them. Stu-
> dents aren't such bad guys when you get to know
> them. They are surprised at first by personal in-
> terest in them, though. (Part-time).

Finally, faculty members who saw themselves as formal or distant
and those who said they had no specific pattern in relating to students
each comprised 10 percent of the sample.

> I believe familiarity breeds contempt. I know
> very few students personally and that's fine. You
> can get into trouble. It's employer and employee
> and I know who is who at all times. (Part-time)

> It depends upon the student. In some instances
> you can be friendly, go easy. Some you have to
> be dictatorial and stern with. You have to feel
> out what works with that student. I don't use a
> singular pattern. I try to adjust to and deal
> with each student as he presents himself. (Part-
> time)

What would you most want to hear about your teaching from students?

As seen in Table VIII, when faculty members were asked what they

would like to hear about their teaching from students, the major goal

mentioned by 54 percent of the group was that students would feel they

had increased their technical skills and knowledge of content through

their association with the respondent.

> I would want to hear that I gave them the best
> possible background in the subject areas. I'm
> not interested in whether they like me or not.
> It's after they've been away. Can they see things
> in perspective? Then I want to hear what they
> thought of me. (Full-time)

> I would like to think that they learned something,
> that they profited professionally by being asso-
> ciated with me as a teacher. (Full-time).

> That I taught them what they need to go out into,
> private practice and be more effective would be
> gratifying to hear. (Part-time)

One-fourth of the sample expressed the hope that students would

perceive them as accessible, interested in them, and helpful.

> I'd want to hear I took the time to teach them. I
> was there, willing to help and students could ask
> me for assistance without fear. (Full-time)

TABLE VIII

What Faculty Members Most Want to Hear About Their Teaching
From Students, by Percentages.

(N=122)	Full-time %	Part-time %	Total %
Variables			
Learned Content and Technical Skills	53	56	54
Accessible, Helpful	30	13	24
Knowledgeable in Content (Faculty)	21	16	19
Challenged and Set Quality Standards	18	20	19
Personally Related to Students	18	13	16
Fairness	20	7	15

Note: Percentages do not add to 100 percent due to multiple
      response answers to question.

_____

> I'd like to hear students say I helped them. If
> they didn't understand I'd want to hear that I
> took time to explain it to them without brushing
> them off. (Full-time)

One-fifth of the group said that they would especially like to be

perceived by the students as being knowledgeable in their content area.

> I want them to feel I really know what I'm talking
> about and am able to impart that knowledge to them.
> (Full-time)
>
> The main thing is am I knowledgeable in my field.
> It doesn't matter if they think I'm interesting or
> dull. That's not significant to me. Rather, I
> want to hear that I know the material backward and
> forward. (Full-time)

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Another fifth of the sample indicated that they would like to hear
that they had challenged students on set high standards in the quality
of work they expected.

> I'd like to hear that I stood for a high level of
> quality - unvaryingly. (Full-time)

> When I was in school there were horses and bears.
> Bears were tough but fair; horses you rode through
> dental school. I wouldn't want to hear I was a
> horse. (Full-time)

> I'd like to provide an environment in which students
> were challenged to learn. I like to spark interest
> and involvement in my material. (Part-time)

Finally, 16 percent of the sample indicated that they would like
to hear that they had treated students with respect and had communi-
cated effectively with them, not only as professionals but as persons.

> I hope I've taught them sensitivity for other human
> beings. (Full-time)

> Evan more than knowledge in my area, which I do feel
> is highly important, I'd want to hear that I cared
> about them as individuals, as persons with needs.
> (Full-time)

> I have been impressed by the way I was taught. One
> professor had a formal attitude, maintaining a stern,
> distant, benevolent dictatorship. Certain parts of
> that I resented. I became exposed to a man else-
> where, an outstanding clinician and teacher. I
> made a trek out to see how he did it. One thing im-
> pressed me. I've repeated it before and I'll repeat
> it now. A pat on the back is worth two kicks in the
> rear. Nothing will promote and stimulate interest
> more than -- or as well as -- encouragement. Perhaps
> some students need to be knocked down but you lose
> something in doing that. We were all students once.
> Why shouldn't students get respect - they deserve it
> as much as faculty do. (Part-time)

ATTITUDES TOWARD DEPARTMENT

Three questions concerning departmental satisfaction were includ-
ed in the interview format. First, faculty members were asked to tell
what it was like working in the department in terms of departmental
morale and "esprit de corps." They were then asked to indicate de-
partmental strengths. Finally, they were asked to describe areas need-
ing improvement within the department.

How is the spirit in your department?
How satisfied are you as a member of your department?

Responses on spirit and attitude within departments were positive,
on the whole, with full and part-time members expressing quite
similar sentiments. As can be seen in Table IX, 39 percent of the
total sample felt that department spirit was "good." Respondents fall-
ing into this category generally commented on both the outstanding
strengths and major weaknesses within the department. An additional
36 percent of the sample characterized spirit as "very good" or "ex-
cellent." Respondents in these categories tended to highlight only
the strengths of their department and their own positive attitudes to-
ward working in the department.

On the other hand, 21 percent of the sample described the spirit
in their department as "fair" or "poor." Respondents in these two
categories tended to highlight weaknesses of their department or nega-
tive personal attitudes toward some aspect of the department. Part-
time respondents tended to be less satisfied with their department
than full-time respondents.

TABLE IX

Attitude Toward Department as Reported by Faculty Members, by Percentages.

(N=122)	Full-time %	Part-time %	Total %
Variables			
Excellent	16	4	12
Very Good	23	24	24
Good	39	40	39
Fair	14	22	15
Poor	4	9	6
Other or No Response	8	0	5

Note: Columns may not add up to exactly 100 percent due to rounding off of decimals.

What are the greatest strengths of your department?

Specific comments on departmental strengths and areas needing improvements were not sought during the first phase of the interviewing process. For this reason, Tables X and XI show just 82 faculty responses to these questions. This simply indicates that approximately one-third of the total sample were not asked to enumerate either the strengths or weaknesses of their department when interviewed.

The departmental strength most often indicated by respondents (37 percent) was the dedication and cooperation of the faculty members in their department. The second major strength, indicated by 27 percent of the respondents, was closely related -- namely, personal relationships among the department's faculty.

TABLE X

Departmental Strengths as Reported by Faculty Members, by Percentages.

(N=82)	Full-time %	Part-time %	Total %
Cooperation/Dedication of Faculty	56	19	37
Personal Relationships Among Faculty	26	28	27
Departmental Leadership	22	19	21
Communication	34	3	22
Others +	14	19	16
No response *	3	8	6

+ Others include support services, space, academic freedom, curriculum improvement.

* Approximately one-third of the total sample were not asked to indicate specific departmental strengths.

Note: Percentages do not add up to 100 percent due to the multiple responses given to the question.

Part-time faculty play an important role in our department. We are considered as essential as the full-time person. (Part-time)

The esprit de corps is excellent. Colleagues enjoy a close working relationship, our responsibilities are broadening and our curriculum improving. (Full-time)

I think my relationship with my colleagues is excellent. We cover for one another's classes if necessary. People are willing to share research materials or materials for courses. I'd characterize us as a harmonious group. (Full-time)

Very good. Everyone gets along and cooperates with everyone else. We even make a point to eat lunch together on the day we come in. (Part-time)

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For another 21 percent of the sample responding, the positive
leadership of the department chairman strongly affected their attitude
toward the department. Respondents in this category often pointed to
their chairman's prestige in academic circles, fairness, dedication,
open communication and loyalty to his faculty.

> Our department is relaxed yet active. It's full
> of knowledgeable people. It's important to have
> a good department chairman. That's where your
> attitude is formed toward your department. Ours
> makes you work. He has the ability to get re-
> sults and have you enjoy it at the same time.
> (Full-time).
>
> I'm pleased with the administration of our depart-
> -ment. There is great strength and flexibility.
> Part-time are not belittled, thought less of or
> treated like second-class citizens. (Part-time)
>
> Our chairman gives opportunities to stand forward
> and be recognized. He has great credentials and
> is an excellent boss. Although he rules with an
> iron fist, he is highly supportive and is con-
> cerned with our advancement. (Full-time)

Finally, 22 percent of the full-time people pointed to communi-
cation within the department as a particular strength. Interestingly,
only one of the part-time people mentioned this as a particular
strength of their department.

> We have open communication between all our depart-
> ment members. If something will affect us and we
> should know of it, we are always informed. (Full-
> time)
>
> I think we have the best department in the School.
> There is open communication both between the de-
> partment members and the faculty and students.
> The department is like a family. (Full-time)

<u>What are areas in which your department needs improvement?</u>

.The greatest concern among both full and part-time respondents

who indicated areas for improvement involved departmental leader-

ship, as can be seen in Table XI. Excerpts from several interviews

illustrate faculty attitudes on this issue.

> My solution would be to fire the chairman; we're
> separated in mind and space. There is a lack of
> leadership; a lack of integration. (Full-time)

> We have a lack of leadership and direction in our
> department. Our chairman does not encourage and
> push for his faculty. There is no support for
> promotion. There is no recognition for work you
> do within the department. (Part-time)

> The chairman is too lenient. He needs to take
> initiative, set goals and give more direction to
> the faculty. He needs to be more accessible and
> available to students. (Full-time)

Departmental and interdepartmental communication were cited as

areas in need of improvement by 27 percent of the sample.

> Cooperation between this department and other de-
> partments is at a minimum. I think it would be
> better for the School and students if there was a
> greater degree of cooperation. Also, there are
> few departmental meetings. Too often faculty make
> changes in techniques and procedures and don't tell
> the rest of the faculty about it. Without depart-
> mental meetings the part-time faculty member is
> left on the outside. I think cooperation and com-
> munication to both part and full-time is needed
> because often students tell me when a new pro-
> cedure is going to be used. It's more than a
> little embarrassing. (Part-time)

> We have a great department in itself. There is
> poor communication between our department and others,
> though. It's almost like a snobbery. Students are
> caught in the middle. Perhaps they can't treat a
> patient efficiently because of it. It's unfortunate
> because it hurts students, staff and the School in
> the long run. (Part-time)

TABLE-XI

Departmental Areas For Improvement as Reported by Faculty
Members, by Percentages.

(N=82)	Full-time %	Part-time %	Total %
Variables			
Leadership	24	41	31
Communication	18	41	27
Lack of Support Services or Space	26	6	18
Staff Management or Lack of Staff	18	19	18
Lack of Recognition	0	34	13
Others +	26	6	18
No Response *	14	9	12

+ Others include lack of equal and quality standards for
  student work, faculty disrespect toward students.

* Approximately one-third of the total sample was not asked
  to indicate specific departmental weaknesses.

Note: Percentages do not add up to 100 percent due to the
  multiple responses given to the question.

Issues such as lack of support services, space, recognition for
faculty and poor staff management were each indicated by nearly one-
fifth of the sample. Each of these concerns is mirrored in one of the
following quotations.

> Some departments sit with far too many chairs not
> even being used and faculty just marking time with
> no students to supervise. In our clinic we're
> filled to the brim daily. The bread and butter de-
> partments have the least space for students and the
> last of the monies. I don't understand why our de-
> partment is so low on the priority list. It is a
> source of irritation to many faculty. The sense of
> priorities is not fair. (Part-time

> We had a problem with shortage of faculty. The
> "prestigious person" was gone a good deal for
> speaking engagements and faculty were expected to
> cover. It was bettering the individual but it got
> very difficult for the rest of us. There was no
> one to refer students to and to make important de-
> cisions. Our department is sorely understaffed.
> (Part-time)

> We have problems with too many part-time faculty.
> They bring practical experience but continuity is
> bad. There is friction among faculty telling stu-
> dents to do things in different ways. It confuses
> and frustrates the students. (Full-time)

Finally, departmental problems such as lack of equal and quality standards for student work and faculty disrespect for students were described as areas needing improvement by 18 percent of the sample. Full-time respondents were far more likely to cite these concerns than part-time people.

> In general, we have a dedicated faculty. If I have
> one criticism it is that some faculty don't have
> patience with students. They seem totally unwilling
> to listen to students or sit down and talk or explain
> something. When a student has a problem that's when
> he wants to talk about it, not tomorrow when it's
> behind him. That's when he's going to learn. If
> you put them off or tell them to make an appointment,
> you've lost the moment to really teach. That's
> where some faculty fall down. (Full-time)

> I don't think differences of opinion bother me --
> it's just the varying levels of quality and standards
> in one department. A few faculty allow less than
> quality work to go by. The department hasn't dealt
> with the problem. (Full-time)

SCHOOL OF DENTISTRY: SATISFACTIONS

To determine whether personal career satisfactions and dissatis-factions were in any way related to general satisfactions or frustra-tions with the I.U. School of Dentistry, two major questions were

included. The first asked respondents for their views on positive
aspects of the School. They were then asked to describe their major
concerns or dissatisfactions with the School. As in the area of career
satisfactions, responses were often of a multiple nature, although 12
percent of the sample offered no satisfactions and 10 percent regis-
tered no complaints at all.

What aspects of the I.U. School of Dentistry
are you satisfied or pleased with?

Predictably, there was some overlap between career and institu-
tional satisfactions, as can be seen in Table XII. Relationships with
colleagues and students again surfaced as strong sources of satisfac-
tion. In addition, the full and part-time faculty appeared to be in
close agreement as to their major sources of satisfaction with the in-
stitution.

Nearly half of the total sample regarded the challenge and intel-
lectual stimulation of an academic environment as a major benefit de-
rived from their association with the School. The quotations below
illuminate this theme.

TABLE XII

Satisfactions With the I.U. School of Dentistry as Reported by Faculty Members, by Percentages.

(N=122) Variables	Full-time %	Part-time %	Total %
Academic Challenge	49	49	49
Relationship With Colleagues or Department	36	25	32
National Reputation	38	15	30
Relationship With Students	26	33	29
Academic Freedom	22	16	20
Relationship With, Support From Administration	8	7	7
Physical Environment	5	4	4

Note: Percentages do not add up to 100 percent due to the multiple responses given to the question.

I've been given as much responsibility as I could handle. I've been given opportunities to teach clinically, lecture, write. It has been a very interesting and stimulating place for me. (Full-time)

Working here has made my practice more interesting. I've even taken additional course work. The challenge of teaching and being able to do post-grad work has been fulfilling. (Part-time)

I've gained as much as my students. Practice alone is isolating. Formal education has filled an absence I sensed as a practitioner. It keeps me abreast of new things happening. (Part-time)

My professional life is my hobby. I enjoy it, I really do. The salary is not keeping me here. Some people play poker, some chase women. I enjoy meeting and working with the people here, designing projects and teaching. (Part-time)

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Closely tied to the stimulation and challenge of academics was
the second key source of satisfaction among the sample: working and
interacting with colleagues. Admiration was expressed for the profes-
sional and academic qualifications of the staff.

> There are a number of quality faculty on the staff
> who have fine reputations and are nationally known.
> (Full-time)

> I bring problems from private practice in here and
> have pros to help me with them. (Part-time)

> You have relationships with colleagues who are
> more experienced and seasoned, who have a great
> deal of knowledge in their areas of expertise and
> are willing to share it with you. (Full-time)

Other respondents focused upon the personal qualities of their
colleagues that they held in esteem.

> Indiana is a nice place to work, because by and
> large the faculty and staff provide an easy-going
> and friendly atmosphere. Faculty seem down to
> earth; no one takes himself too seriously.
> (Full-time)

> I enjoy my colleagues. There are groups within
> the School that are like a family. They are
> people who really care about each other and about
> Indiana. (Full-time)

A sense of strong identification with the School of Dentistry
seemed to permeate many of the respondents' statements. Several fac-
ulty members referred to the School as "family" and many expressed per-
sonal pride in the School's past reputation as well as personal con-
cerns for its future. Thirty percent of the sample indicated that the
solid reputation of Indiana's School of Dentistry was a factor they
were particularly proud of. Those who mentioned the School's reputa-
tion often pointed to well-known faculty members, or research,

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textbooks and papers written by members of the institution. It should

be noted, however, that a number of faculty members who mentioned the

School's reputation as a positive aspect also expressed concern about

the possible waning of that reputation when asked to describe their

concerns for the institution.

> 1 enjoy association with a School that is known
> nationally, that has a solid reputation. (Full-
> time)

> The School enjoys an excellent reputation in the
> country which I can see at national organizations.
> (Full-time)

> There is prestige associated with the fact that you
> are teaching at I.U. I think patients like to know
> their dentist works in a teaching program. It puts
> them at ease, and they know they are going to some-
> one who is involved in quality education. (Full-
> time)

> Faculty should be well pleased here at I.U. We
> have a strong international reputation. We have an
> excellent Dean and highly competent faculty. (Full-
> time)

As in the area of career satisfactions, relationships with stu-

dents figured as a source of satisfaction in terms of respondents'

association with the School. Contacts with students both in and out

of the classroom, in teaching and research activities were frequently

reported. Respondents also cited their pleasure at seeing students

succeed in professional endeavors following graduation.

A final area of satisfaction shared by 20 percent of the sample

was a sense of academic freedom. Respondents described the feeling

of autonomy, personal control and flexibility in their teaching and

research activities as particularly satisfying.

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> I enjoy the amount of freedom I have to work out
> my own program and divide my time as necessary.
> (Full-time)

> I've had complete freedom and latitude to develop
> programs and courses. The Dean has been very
> generous in allowing that freedom. (Full-time)

> As far as research activities, I have had complete
> freedom to go in the direction I choose. (Full-
> time)

> My work here is flexible. I do pretty much what I
> want or see the need to do. (Part-time)

What are aspects of the School of Dentistry that are frustrating; that you would like to see changed or improved?

When dissatisfactions with personal career were compared with dis-
satisfactions with the School of Dentistry, many similar themes emerged,
varying somewhat in rank order of importance.

More than one-third of both the full and part-time faculty groups
cited a sense of decline in the quality of education offered by the
School as their major source of concern (Table XIII). In their com-
ments, respondents closely interrelated the factor of a general decline
in the quality of education with the effects of financial cutbacks on
the faculty, the students and the School's professional growth. Fac-
ulty shortages, increased class sizes and lack of resources were cited
as critical problems. These concerns are made explicit in the follow-
ing quotations.

TABLE XIII

Dissatisfactions With the I.U. School of Dentistry as Reported by Faculty Members, by Percentages.

(N=122)	Full-time %	Part-time %	Total %
Variables			
Decline in Quality Education	40	36	39
Effects of Cutbacks	48	13	35
Salary/Benefits	27	38	31
Other *	14	36	22
Administration	23	16	20
Interdepartmental Communication	18	24	20
Lack of Time	27	4	19

* Other responses included lack of recognition for part-time faculty complaints about curriculum.

Note: Percentages do not add up to 100 percent due to the multiple responses given to the question.

My biggest concern is increased enrollment. It has truly affected the quality of education. Today you can't know the students. I've seen adverse behavior by students. I'd attribute it to large group dynamics. When alone, each may be a warm, sensitive, caring person. Put them in a large class and you have to work very hard to maintain rapport. It seems to be getting worse. We need to put a great deal of effort into changing our teaching methodologies to deal with increased enrollments. (Full-time)

From what I observe, our faculty are overburdened. I don't mean we're dying from overwork, but from the standpoint of an ideal academic environment where reading and research is called for, the environment is lousy. It's lousy because of the pressures of other priorities. It's a constant battle to deal with everything you're expected to do. (Full-time)

> I'm concerned about our rapid loss of quality fac-
> ulty. Will we get quality replacements? I'm
> pessimistic. (Full-time)
>
> There are never enough funds for research, equip-
> ment, resources, additional faculty. (Full-time)

Another factor mentioned as contributing to a possible decline in
educational status was faculty inbreeding.

> I've always felt this School is somewhat inbred.
> Not that people aren't qualified. Outsiders, how-
> ever, would give a fresh viewpoint and new visions
> to the School. We need outside blood among adminis-
> tration and faculty alike. (Part-time)

The issue of low salaries and in the case of part-time faculty,
no benefits, was reported as a key source of dissatisfaction by 31 per-
cent of the sample. Several respondents voiced dismay with their per-
sonal salaries:

> Salaries are the lowest in the Big Ten; lower than
> many dental schools. It's nice to be recognized
> for doing a good job. It's totally upside down.
> You want the very best people for teachers, yet
> you can't attract them. Money is not a main moti-
> vation, but it helps. (Full-time)
>
> Something ought to be worked out for part-time
> people. Certain people have put a lot of time and
> energy into the School. Some employee or retire-
> ment benefits would at least make you feel your
> efforts were recognized. (Part-time)
>
> When you put in eight/plus years of school and work
> so hard you expect more. What does this state con-
> sider as important? State funds are just not forth-
> coming. I guess patching roads has priority over
> saving teeth. (Full-time)

Other faculty members indicated an interest in supplementing
their salaries with intramural practice. Many complained that some
full-time faculty were allowed practices while others were not.

They mentioned need for a specific and consistent policy in this regard.

> We feel our salaries are marginally competitive,
> if competitive at all. It creates serious pro-
> blems when recruiting good people. I had a pri-
> vate practice privilege in a former appointment.
> I have not had that privilege here. Some on the
> staff do have it; I've researched that. I think
> the Dean is inconsistent in that respect. I would
> want my full-time faculty to maintain clinical
> skills. I really wish I could see patients. It's
> a crazy game. You become competent clinically and
> are asked to teach. You teach and are asked to
> stop practicing. We become divorced from the
> things that made us what we are. (Full-time)

> Faculty are leaving because of salary and lack of
> resources. Maybe everything should be more fair
> across the board. In some departments four days
> equals full-time, in others five. I work nights
> to maintain my clinical skills, but it would be
> better if I had a day aside for clinical work.
> Rules are not the same for all faculty, and I
> think that hurts faculty morale. (Full-time)

One-fifth of the total sample indicated both administration and departmental problems as sources of dissatisfaction. The full-time faculty members were somewhat more likely to complain about the administration, while the part-time faculty people had more departmental criticisms.

Concern was expressed by some faculty members over the lack of direction, visibility, leadership and communication from the administration.

> We need some direction as far as policies and pro-
> cedures for each department. We need leadership
> from the Dean's office down. (Full-time).

> A firm leader with firm decision-making skills
> would help. Communication between administration
> and faculty and departments is low. There is a
> complete lack of dialogue. (Part-time)

> We once were dedicated to excellence. I don't know
> what our mission, our purpose is now. The adminis-
> tration does not seem visible; they're not fighting
> and pushing for the School. This administration is
> not dedicated to excellence. (Full-time)

Faculty dissatisfactions with departments appeared to mirror their concerns with the administration. Lack of departmental and interdepart-mental communication was described as the major concern.

> Our School is considerably fractionalized. It's
> difficult to develop programs that are broad --
> spanning several departments. Petty jealousies
> and territoriality interfere. Departments fear
> loss of identity if they let down barriers and
> let ideas flow between departments. Even students
> tend to think in fragments about the discipline.
> (Full-time)

> Methods of communication are lacking. You easily
> become isolated and lose contact with other de-
> partments. I don't know how it could be corrected.
> We have too many committees and meetings already.
> (Full-time)

> I.U. is departmentalized to the hindrance of stu-
> dents. There should be a concept of dentistry as
> a whole, felt in by departments. We've got a back-
> wards way of doing it. (Full-time)

PERSONAL AND PROFESSIONAL GOALS

<u>In the near future, do you have any personal
or professional goals you would like to accomplish?</u>

Responses to this question fell into four major areas, as can be seen in Table XIV. Several faculty members described more than one goal, and for this reason percentages reported are in terms of multiple

responses. Five percent of the full-time and 18 percent of the part-time people indicated they had no particular goals or did not respond to the question.

The major goal mentioned by 35 percent of the sample was that of improving teaching effectiveness. Improvements in student/teacher communication, teaching techniques and aids, and course design were frequently mentioned.

> I would like to further develop communication skills, but those skills are not given priority here, so I do with what I have. I'm interested in the whole student. (Full-time)

> My goals are related to my teaching. I'd like to do more with self-paced learning and television courses. I've developed a syllabus, a manual for teaching, and I'd like to turn it into a text for beginning students. (Full-time)

Several faculty members in this group mentioned the School of Dentistry's annual Teaching Conference as a positive first step toward encouraging teaching effectiveness. More practical and long-term applications of the teaching theories and ideas discussed were suggested, however.

> I am pleased with the kinds of teaching conferences and specific seminars we have to keep faculty stimulated in learning new things. I think I've learned a lot from them. I wish, however, we could take back and apply what we talk about more readily and more specifically in the classroom and in our teaching. (Full-time)

> Teaching conferences are a start. They have not really changed our approach to education, but it gets us together to talk about our teaching and our students and as such are worthwhile. (Full-time)

TABLE XIV

Personal and Professional Goals Cited by Faculty Members, by Percentages.

(N=122) Variables	Full-time %	Part-time %	Total %
Improve Teaching Effectiveness	42	24	35
Engage in Publishing/ Research/Degree Work	42	22	34
Other *	17	49	29
Personal/Family Related	18	20	19
Departmental Improvements	26	4	17
No Goals/No Response	5	18	

* Other responses included improving private practice (part-time respondents), leaving teaching, entering another career.

Note: Percentages do not add up to 100 percent due to the multiple responses given.

The second major goal of faculty was to engage in research, publishing or degree work. Again, the problems of time and self-discipline needed to accomplish such goals were visible in many responses.

> I'd like to sit down and publish some articles. I've published three but I've let things slip and I'd like to try again. (Part-time).
>
> I have not had time to document and publish work in the field I have done. I'd like to have time to test and publish the things we are doing. (Full-time)

Twenty-nine percent of the sample indicated that major goals included improving their private practice (part-time respondents), leaving teaching or entering another career. Part-time respondents were more likely to fall into this category than full-time, particularly in terms of improving their private practices. Quotations from several interviews illustrate these varied goals.

> I want to continue to do good quality dentistry. My teaching here helps to support that goal. I want both self and patient satisfaction. (Part-time)

> I want to increase the size of my office. I would not consider teaching more, probably less. If the department was more in favor with the administration and got more staff and better facilities, I'd love to teach more. I'm not sure I can wait for that day to come. (Part-time)

> I've been rethinking the teaching thing. Friends are grossing what seem to be astronomical salaries. I feel like I need a change. I've even considered other careers in my down periods. (Full-time)

> Good people are leaving this institution. There are a lot of changes that need to be made. If things get really terrible I guess I'd leave. (Part-time)

A third goal mentioned by one-fifth of the sample revolved around more personal and family-related activities. More time for travel, family life, religion, and financial security were among the goals faculty described.

> At my age I have no great heights I feel the need to climb. I want to maintain my family, educate my children, survive. (Part-time)

> Being financially well off is a goal. That's what I want to reach. I want a good life for myself and my children. (Full-time)

A final professional goal mentioned by 26 percent of the full and 4 percent of the part-time faculty was that of working for departmental improvements.

> I would like to encourage an upgrading of department-
> mental space, facilities and equipment. It would
> provide a better working environment. (Full-time)

> My goal is to make sure our department provides
> the best dental instruction possible for the
> student. We are respected, and I hope we continue
> to grow in that way., (Full-time)

Other goals mentioned included gaining promotion or tenure, passing specialty boards, becoming officers of national dental organizations or becoming an administrator or department chairman.

> I'd like to achieve tenure and improve myself pro-
> fessionally. (Full-time)

> I'd like to get promoted, ultimately to chairman.
> You've got to publish and get involved in com-
> mittees. That's the way it is. (Full-time)

> I'm slowly working towards preparing for my
> specialty board. It's something I need to do,
> something always in the back of my mind. (Part-
> time).

Finally, 10 percent of the sample cited no future personal or professional goals or aspirations. Their responses ranged from negative to positive in attitude, as in the following comments.

> This School has tamed me. I hate to say that, but
> I'm not about to fight anymore. I see no use to
> hope for professional goals for this School, be-
> cause nothing seems to change. If I can see change
> is possible I would be happy to work for it. I'm
> sorry to say this, but I've hit the wall enough
> times and you can hit the wall only so many times.
> Inertia is very hard to overcome. Our greatest
> need is to create and know our own philosophy of
> dentistry. (Full-time)

The answer is no to both aspects of your question.
No, I have no goals. No, I haven't accomplished
any goals. My accomplishments have been a dis-
appointment. (Full-time)

I am content where I am right now. I really have
no burning aspirations. I have accomplished many
of the things I set out to do. The personal and
professional rewards I've received from my associa-
tion with the dental school have been very satis-
fying to me. The School has been a significant
and positive part of my life. (Full-time)

C H A P T E R III

SUMMARY AND CONCLUSION

The findings of this study are summarized below in terms of the nine major topics for analysis: (a) career choice - dentistry; (b) career choice - academics; (c) self-assessment of teaching; (d) status of teaching; (e) career satisfaction; (f) attitude toward students; (g) attitude toward department; (h) satisfactions with the School of Dentistry; (i) personal and professional goals. Results are first summarized for the group as a whole. Responses which descriminate between the full and part-time faculty attitudes are then reported. It should be noted that in this summary percentages reported will not always add up to 100 percent as only the major findings in each thematic area are reported.

(a) Almost half of the faculty members sampled made a decision to pursue a dental career sometime during their undergraduate studies. More than one-fourth decided in secondary school or childhood while a final 25 percent decided during graduate school, military service or after experience in another profession.

One-third of the total sample chose dentistry because of the attractive lifestyle possible as a professional. Part-time respondents were more likely than full-time to indicate this rationale. More than 20 percent of the sample entered a dental career by happenstance. Among the full-time people approximately 20 percent reported a subject matter or skill-related reason for their choice, and an equal number were influenced by a mentor, usually a teacher or dentist. Another 20 percent of full-time respondents chose dentistry because they couldn't

get into medical school or described their choice as a non-choice.
Twenty-five percent of the part-time respondents said they were in-
fluenced in their choice by family background or circumstances.

(b) Nearly one-third of the sample chose an academic career after
experience in private practice. Another one-fourth decided sometime
during their graduate studies and one-fifth of the sample decided dur-
ing their undergraduate dental education.

Major reasons for selecting an academic career were: influence
of a faculty member, former dean or dean; subject-matter interest;
economic factors; and a means of keeping up with current developments
in the field.

(c) Nearly half of the sample determined their teaching effective-
ness through the use of non-systematic comments from students. Slight-
ly more than one-third used some systematic student ratings, student
achievements or had no method to assess their effectiveness.

When asked to describe their major strengths as teachers, the
faculty members mentioned their clinical expertise, subject-matter
competence or relationships with students. In terms of areas needing
improvement, more than one-third of the sample could not pinpoint any
weaknesses while teaching skills, evaluation methods, course design
and keeping current in their field were cited as major concerns by
slightly less than 20 percent for each.

(d) Research was reported to be the major criterion for the award-
ing of tenure, promotion and merit by over one-third of the sample.
More than half of the part-time people reported they were either not
concerned with or did not expect to receive institutional rewards, be-
cause of their status. About one-sixth of the sample were not sure how

rewards were given, and less than one-tenth saw teaching excellence as a primary criterion.

Nearly half of the total group indicated some degree of research involvement while more than half reported no current research activities. Although research was perceived as the means of obtaining formal rewards, nearly two-thirds of the sample indicated that teaching was their major interest; one-tenth cited research as a primary interest.

(e) Most respondents reported two or three major satisfactions with their academic career. Relationships with students were the satisfaction most frequently mentioned. The act of teaching and working with colleagues were mentioned by approximately one-third of the sample each. The full-time faculty members also reported satisfactions in their research while part-time respondents mentioned the break from their office and the opportunity to keep current as enjoyments provided by their academic life.

Among full-time faculty people, the major dissatisfactions were the effects of financial cutbacks, lack of time to fulfill their research, teaching and service responsibilities, lack of recognition and reward for their efforts and complaints about the administration. In the part-time group, lack of recognition for their work, lack of sufficient salary or benefits and problems with students and their departments were given as major dissatisfactions.

(f) Faculty perceptions of students were, on the whole, quite positive. A majority of the respondents indicated that they were satisfied or had seen improvements in the academic preparation of students. Students' "desire to learn" and "willingness to work" were

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also cited as positive qualities by nearly 50 percent and more than 25 percent of the faculty, respectively. In terms of dissatisfactions with students, more than 25 percent of the sample cited students' lack of desire to learn, and students' lack of willingness to work and a decline in students' moral, ethical and professional values were mentioned by 20 percent each.

Among the total sample, more than half characterized their relationships with students as cordial, 20 percent as more personal and informal, and 10 percent of the sample each saw themselves as formal or distant or as having no specific pattern in relating to students.

When asked what they would most want to hear about their teaching from students, more than half of the group said that they hoped students had increased their clinical skills and content knowledge. One-fourth of the sample wanted to hear that they were accessible, interested and helpful to students. Twenty percent each indicated that they wanted to be perceived as having a command of their subject, or being able to set high standards of quality. Less than one-fifth of the sample indicated that they wanted to hear they had treated students with respect.

(g) Faculty attitudes toward their department were quite positive. Over one-third said that departmental spirit or attitude was very good or excellent. The same proportion characterized it as good, and one-fifth of the group characterized spirit as fair or poor.

Major departmental strengths cited were cooperation and dedication of the faculty, personal relationships among faculty and departmental leadership and communication. Major weaknesses noted were departmental leadership and interdepartmental as well as intradepartmental communications.

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attitudes, opinions, and insights so eloquently expressed by those who were interviewed. The School of Dentistry faculty members themselves are the most appropriate group to consider this information and determine which issues and concerns might best be dealt with in order to enhance the quality of their teaching lives. In a real sense, this study is but a first step in encouraging the dental faculty to reflect on and make decisions about the course of their own personal and professional development.

Thomas Carlyle wisely commented on:

. The impossibility of that precept "Know Thyself,"
till it be translated into this partially possible one,
"Know what thou canst work at."

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Mary Deane Sorcinelli, Ed.D.

OPPORTUNITIES FOR FACULTY

A PERIODIC PUBLICATION FROM THE OFFICE OF FACULTY DEVELOPMENT

"WHO IS MARY DEANE SORCINELLI?"

Volume II, Number 1/January 6, 1977

Your attitude toward various academic situations, and your ideas on how those situations can be improved at our School, are critically important if the faculty as a whole is to proceed on a course of excellence.

Where do our School of Dentistry faculty members stand on terms of progress toward their true potential? That is the question Mary Deane Sorcinelli will be working on during the Spring Semester of 1977. Mary Deane is a most enjoyable conversationalist, as well as an informed student and investigator in the field of instructional improvement.

She is from a large Irish family (13 members) from western Massachusetts. Her husband is a Professor of Labor Studies at Indiana University Northwest. Mary Deane was formerly a teaching supervisor for the English and Education Departments and a staff member of the Clinic to Improve University Teaching at the University of Massachusetts, Amherst. She is at present a teaching consultant administratively attached to the Learning Resources Center on the Bloomington campus, but operating out of the Northwest campus.

During the next several weeks Mary Deane will be interviewing many members of our full-time and part-time faculty. You will be impressed by her sincerity and by the care with which she maintains a strict confidentiality.

The objective of your discussion with Mary Deane will be to draw a profile of the chief academic concerns of School of Dentistry faculty members, with special emphasis on means of improving the teaching-learning process. Your responses to Mary Deane's questions will be compiled and categorized by her. An edited analysis of these responses (all of them anonymous) will be distributed to faculty members for their recommendations on the establishment of action-oriented programs.

Since Mary Deane's time at our School will be limited, it is requested that you make every effort to cooperate with her interview schedule when she contacts you.

Mary Deane is our friend - please extend a cordial welcome.

FACULTY INTERVIEW SCHEDULE

1. How long have you been on the faculty at the Indiana University School of Dentistry?

2. When did you first decide to enter into academics?

3. How did you first decide to get into academics, to become a teacher?

4. How did you come to accept a position here in the School of Dentistry?

5. What is it like being a faculty member in the School of Dentistry?

6. What are the things about the School that you are pleased or satisfied with?

7. What are the things about the School you are concerned about or see need for improvement?

8. In your department or in the School, on what basis is academic promotion, tenure, or recognition given to faculty?

9. Are you actively involved in research or publication at this point in your career?

10. In what area (teaching, research, service) are you most interested and/or involved in?

11. Could you describe for me the work you do in your department? (Discuss courses taught, research, committee work, service.)

12. How do you assess your teaching effectiveness?

13. Considering your teaching in general, what do you see as your greatest strengths?

14. What are the areas you are concerned about or would like to improve?

15. As a career, what do you most enjoy about teaching? What particular satisfactions does the career offer?

16. What are the less attractive aspects of a teaching career? What are the frustrations or things you least enjoy?

17. What level of students do you teach primarily?

18. Do you think students have changed over the years from students you went to school with or you've taught?

19. In what ways? In what areas are you pleased with and/or feel students have improved?

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20. In what areas are you concerned or dissatisfied, where you feel students have declined?

21. What patterns of relationships with students do you try to maintain?

22. What would you most want to hear about your teaching from students?

23. How is the spirit in your department?

24. What do you see as your department's strengths?

25. What are the departmental areas needing improvement?

26. In the near future do you have any professional and/or personal goals you would like to accomplish?

27. If teaching or dentistry were closed to you as a career, have you considered any other occupation?

28. When did you decide to go into the field of dentistry?

29. How did you make the decision to pursue a dental career? Who or what circumstances influenced you?

30. Would you like to tell me anything else about yourself or the School?

INTERVIEW CODING SYSTEM

(Use code numbers to differentiate full and part-time faculty)

1. How long have you been on the faculty here?

   1. 1-5 years
   2. 6-10 years
   3. 11-20 years
   4. 21 years or more

2. When did you first decide to get into academics?

   1. Prior to entering college.
   2. While an undergraduate.
   3. While a graduate student.
   4. After undergraduate or graduate school but before entering private practice.
   5. After some experience in private practice.
   6. During or after military service.
   7. After another career.
   8. Other.
   9. No response.

3. How did you decide on a teaching career?

   1. Discipline-related reason.
   2. Interest in working with students as a teacher.
   3. Influence of family background.
   4. Influence of particular faculty member or dean.
   5. Economics - had time or needed money.
   6. Break from office, way to keep current.
   7. Mostly accidental, just happened.
   8. Other.
   9. No response.

4. How did you come to accept position at IUPUI?

   1. Graduated from undergraduate program in School of Dentistry and offered position.
   2. Graduated from grad program at School of Dentistry.
   3. Graduated from elsewhere and offered position.
   8. Other.
   9. No response.

5. What things about the School are you satisfied with?

   1. Academic challenge and stimulation.
   2. Relationships with students.
   3. Relationships with colleagues or department.
   4. Relationship with, support or leadership from administration.
   5. National reputation and quality of education.
   6. Academic freedom.
   7. Physical environment/resources.
   8. Other.
   9. No response.

6. Second satisfaction mentioned to question 5.

7. Third satisfaction mentioned to question 5.

8. What are things about the School you are concerned about, see need for improvement?

   1. Complaints about administration/red tape.
   2. Complaints about students.
   3. Quality of education.
   4. Effects of cutbacks (faculty shortage, space, services, etc.)
   5. Lack of time to accomplish duties.
   6. Salary.
   7. Complaints about departments.
   8. Other.
   9. No response.

9. Second dissatisfaction mentioned to question 8.

10. Third dissatisfaction mentioned to question 8.

11. In your department, or in the School, on what basis is academic promotion, tenure or recognition decided?

   1. Research is primary; teaching not considered.
   2. Research is primary; teaching is secondary.
   3. Research and teaching are equal.
   4. Teaching is primary; research is secondary.
   5. Teaching is primary; research is not considered.
   6. Not sure how such decisions are made.
   7. Not concerned with tenure/promotion.
   8. Other.
   9. No response.

12. Are you actively involved in research and/or publication at this point in your career?

   1. Yes.
   2. No.
   8. Other.
   9. No response.

13. In what area are you most interested?

    1. Research is primary; teaching not of interest.
    2. Research is primary; teaching secondary.
    3. Research and teaching equal.
    4. Teaching is primary; research secondary.
    5. Teaching is primary; research is not of interest.
    6. Administration/service.
    8. Other.
    9. No response.

14. How do you assess your teaching effectiveness?

    1. Consideration of systematic student feedback.
    2. Consideration of non-systematic comment by student about course.
    3. Consideration of student achivement.
    4. Consideration of indirect feedback.
    5. Intuitive sense.
    6. Student success in dental field.

15. Second response to question 14.

    7. No method used for considering my effectiveness.
    8. Other.
    9. No response.

16. Considering your teaching in general, what do you see as greatest strengths?

    1. Knowledge of content.
    2. Enthusiasm, ability to generate interest in content.
    3. Relationships with students.
    4. Critical, analytical, logical, creative thinking.
    5. Technical skills of teaching.
    6. Clinical skill/years of experience in field.
    7. Don't know or not sure.
    8. Other.
    9. No response.

17. Second strength mentioned to question 16.

18. Third strength mentioned to question 16.

19. What are the areas you are concerned about or would like to improve?

    1. Knowledge of content/keeping current.
    2. Enthusiasm, generating interest.
    3. Relationships with students.
    4. Evaluation.
    5. Course design..
    6. Technical skills of teaching.
    7. Don't know or not sure.
    8. Other.
    9. No response.

20. Second concern mentioned to question 19.

21. Third concern mentioned to question 19.

22. As a career what do you most enjoy about teaching?

    1. Pursuing my research and scholarly work.
    2. Working with colleagues.
    3. Relationships with students.
    4. Personal/professional life-style possible.
    5. The act of teaching.
    6. Break from routine of private practice.
    7. Keeping up with current developments in field.
    8. Other.
    9. No response.

23. Second satisfaction mentioned to question 22.

24. Third satisfaction mentioned to question 22.

25. What are the less attractive aspects of your career (frustrations)?

    1. Effects of financial cutbacks (other than salary).
    2. Lack of sufficient time to fulfill all responsibilities.
    3. Complaints about administration/leadership/communication.
    4. Complaints about departments/leadership/communication.
    5. Complaints about students.
    6. Lack of recognition, reward (non-financial).
    7. Lack of financial reward (salary).
    8. Other.
    9. No response.

26. Second dissatisfaction mentioned to question 25.

27. Third dissatisfaction mentioned to question 25.

28. What level of students do you teach primarily?

    1. Undergraduate.
    2. Graduate.
    3. Dental hygienists/assistants.
    4. Combination.
    8. Other.
    9. No response.

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29. Do you think students have changed over the years?

    1. Yes.
    2. No.
    3. No pattern/diverse.
    8. Other.
    9. No response.

30. In what ways? In what areas are you pleased, satisfied with and/or feel students have improved?

    1. Academic preparation.
    2. Desire to learn.
    3. Willingness to work.
    4. Moral/ethical/professional values.
    5. Level of maturity.
    6. Appearance, dress.
    7. Social or service orientation.
    8. Other.
    9. No response.

31. Second satisfaction mentioned to question 30.

32. Third satisfaction mentioned to question 30.

33. In what areas are you concerned, or dissatisfied, where you feel students have declined or worsened?

    1. Academic preparation.
    2. Desire to learn.
    3. Willingness to work.
    4. Moral/ethical/professional values.
    5. Professional competence.
    6. Appearance.
    7. Social or service orientation.
    8. Other.
    9. No response.

34. Second dissatisfaction mentioned to question 33.

35. Third dissatisfaction mentioned to question 33.

36. What pattern of relationship with students do you try to maintain?

    1. Personal, close.
    2. Cordial, not close.
    3. Distant, aloof, formal.
    4. No pattern, diverse.
    8. Other.
    9. No response.

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37. What would you most want to hear about your teaching from students?

    1. Knowledgeable in content.
    2. Clinically skilled.
    3. They learned, achieved.
    4. Fair.
    5. Accessible, interested in them.
    6. Challenged them, set high standards.
    7. Personally related to them.
    8. Other.
    9. No response.

38. Second characteristic mentioned to question 37.

39. How is the spirit in your department?

    1. Excellent.
    2. Very good.
    3. Good.
    4. Fair.
    5. Poor.
    8. Other.
    9. No response.

40. What do you see as your department's strengths?

    1. Communication.
    2. Leadership.
    3. Support services/space.
    4. Academic freedom.
    5. Cooperation, dedication of faculty.
    6. Curriculum improvements.
    7. Personal relationships among colleagues.
    8. Other.
    9. No response.

41. Second satisfaction mentioned to question 40.

42. What areas need improvement in your department?

    1. Communication.
    2. Leadership.
    3. Support services/space.
    4. Staff management.
    5. Feel left out (part-time)
    6. Cooperation, support for faculty.
    7. Lack of quality standards.
    8. Other.
    9. No response.

43. Second concern mentioned to question 42.

44. Do you have any personal or professional goals you want to accomplish in the near future?

    1. Engage in publishing/research.
    2. Improve teaching effectiveness.
    3. Gain promotion or tenure.
    4. Become administrator(department chairperson)
    5. Dental related achievements (specialty board, national dental organizations)
    6. Personal, family related goals.
    7. Departmental goals.
    8. Other.
    9. No response.

45. Second goal mentioned to question 44.

46. Third goal mentioned to question 44.

47. If dentistry were closed to you as a career, have you considered any other occupation?

    1. Yes.
    2. No.
    8. Other.
    9. No response.

48. When did you decide to go into field of dentistry?

    1. Since childhood.
    2. Secondary school.
    3. While an undergraduate.
    4. While a graduate student.
    5. After some experience in another profession.
    6. During or after military experience.
    8. Other.
    9. No response.

49. How did you decide to become a dentist?

    1. Discipline/skill related reason.
    2. Interest in working with people.
    3. Influence of family background.
    4. Influence of peer group.
    5. Mostly accidental, just happened.
    6. Influence of mentor (dentist, teacher).
    7. Attractive life-style possible as professional (salary, independence).
    8. Other.
    9. No response.

50. Second influence mentioned to question 49.

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