Full-Time Dental Faculty Perceptions of Satisfaction with the Academic Work Environment

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Abstract: A significant factor in a faculty member's accepting or maintaining an academic appointment is the work environment. Assessing the work environment to identify characteristics that could increase faculty retention and recruitment could be valuable to an educational institution. This study assessed the academic dental work environment to identify positive and negative areas affecting career satisfaction. An online survey about departmental structure and individual work patterns was sent to the deans of fifty-two U.S. dental schools who then forwarded the survey to their faculty. Thirty-eight institutions (73 percent) and 451 full-time faculty members from those thirty-eight schools responded. Most dental faculty members in this survey intend to remain in academia for the next five to eight years. Slightly fewer male faculty members intend to remain in dental education for five to eight years than do female faculty members. Positive satisfaction aspects of the work environment listed by respondents included supportive chair/administration, working relationships with colleagues, and interactions with students. Negative satisfaction aspects of the work environment included low salary, long hours, and heavy workloads. Both positive aspects of job satisfaction and negative factors that impede productivity need to be analyzed within the framework of each institution to enact change for career enrichment, leading to increased faculty recruitment and retention.

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Faculty members can represent the vitality of every academic organization. Their talents and abilities characterize and differentiate educational institutions. As work environment has been cited as an important factor for faculty considering or maintaining a full-time academic position,[1] the culture of academic centers is emerging as an important factor in an institution's viability. An institution's traditions and customs may influence daily interactions, faculty satisfaction, and duration of employment.[2] Research is emerging regarding the conditions faculty members need to be satisfied and remain with an institution as seen by the extensive survey regarding the quality of the academic dental environment commissioned by the American Dental Education Association (ADEA)'s Commission on Change and Innovation in Dental Education.[3]

Academic dental institutions are facing work environment issues similar to other areas of academia. With the current and predicted shortage of dental faculty,[4] the need to develop a professional environment that sustains productive faculty becomes more important. An institutional environment that encourages recruitment is necessary to fill vacancies and revitalize current employees. Faculty recruitment should begin with dental students. ADEA's Academic Dental Careers Fellowship Program (ADCFP) was established in 2006 to promote academic careers among dental students.[5] The positive aspects of the academic environment must be publicized to maintain faculty as a vital recruitment resource.[6]

However, at this time, not all dental faculty members feel like welcomed members of their dental school communities. Women feel less welcome and supported than do men, and equal pay is still an issue.[7] Younger faculty members value community and view as undervalued the activities disproportionately assigned to women and people of color such as teaching, advising, and service.[8]

An uncomfortable atmosphere that does not welcome all members can create a negative work environment that undermines productivity.[9-11] In one

study, medical faculty in clinical departments noted lack of time for scholarly activity and felt a lack of support and appreciation for their work.[12] Dissatisfied faculty members may leave an institution or, even worse, may remain and both diminish morale and degrade the work environment.

Younger faculty members starting a career in any academic field have indicated that time for research balanced with family and personal obligations is important to them. A flexible work schedule and the reputation of the department feature prominently in career decisions for new faculty. These values may not be reflected in current promotion and tenure policies.[12]

Assessing a work environment is difficult and can achieve ambiguous results. Attempts at improving that environment are even more subjective. A desirable research goal would be to develop a model for attaining an inclusive, productive, and satisfying dental academic work environment.

The purpose of this study was to assess the positive and negative aspects of the academic dental work environment in order to identify areas where improvements could increase career productivity and satisfaction. A productive, satisfying work environment that enriches the career of individual faculty members should also benefit the institution as a whole.

Methodology

A survey instrument was developed by the first author with assistance from the ADEA staff using the American Dental Association (ADA) educational surveys as a model. A convenience sample of faculty at the University of Nebraska Medical Center (UNMC) College of Dentistry and ADEA staff pilot-tested the survey using both hard copies and online versions. This study was reviewed and approved by the Institutional Review Board (IRB) at UNMC. The survey appears in the appendix to this report.

The two-part survey was emailed to the deans of the fifty-two U.S. dental schools with graduating classes in the spring of 2003. The first part consisted of demographic questions about the school as a unit to be completed by one individual at each institution. It was similar to the ADA educational data collection instrument regarding departmental structure and full-time faculty demographics.[13]

The second part was forwarded to individual full-time faculty members by their deans. Along with demographic information, respondents were asked about their perceptions regarding the work environment in the context of the academic triad of teaching, scholarship, and service. Open-ended questions were asked regarding positive and negative aspects of the environment.

Follow-up surveys were sent to schools that did not respond to the demographic survey or had no individual faculty responses. Two follow-up phone calls were made to schools that did not respond to the second email. One school chose not to participate, citing institutional IRB concerns, and another school could not respond due to technological incompatibility. The results were electronically submitted to a database.

Results

Of the fifty-two dental schools surveyed, thirty-eight returned the demographic information for an overall institutional response rate of 73 percent. The faculty survey was returned by 451 full-time faculty members. The original email survey was sent to the dean at each dental school to be forwarded to individual full-time faculty members. As each school handled the survey differently, the exact number of faculty members who actually received the survey is unknown.

The number of responses varied by demographic variable and question as respondents did not complete all variables and all questions. Five individuals did not identify the name of their school; therefore, only 446 responses were included in the regional data. Similarly, there were 449 responses when the data was separated by gender; 450 responses by race/ethnicity; and 448 responses identifying years in education. All respondents included age.

Table 1 identifies the response rate by region. Most of the schools in the South and Central regions responded, while fewer schools in the West and Northeast responded, resulting in a slight variability by region. Individual faculty responses were highest for the schools in the South region. Thus, the faculty members in the South are overrepresented, while faculty in the Northeast and West are correspondingly underrepresented.

Two-thirds of the respondents were male, and one-third were female (Table 2). The individual response rates by race/ethnicity are slightly overrepresented for Caucasians and underrepresented for all other race/ethnicity categories. The majority

Table 1. Response rates by U.S. region for dental schools and individual faculty members, by number and percentage of total respondents

Region	Total Dental Schools	Dental Schools in Study	Faculty Members in Study
Northeast	13 (24%)	6 (16%)	32 (7%)
South	20 (37%)	16 (42%)	264 (59%)
Central	13 (24%)	12 (32%)	102 (23%)
West	8 (15%)	4 (11%)	48 (11%)
Total	54	38	446

Note: Total dental schools in region from Appendix: distribution of dental schools by type and region. In: ADEA faculty salary summary report, 2004–2005. Washington, DC: Center for Educational Policy and Research, American Dental Education Association, 2005:17. Total number of faculty members in study does not include five who did not identify their dental institution. Percentages may not total 100% because of rounding.

Table 2. Response rate of individual dental faculty members by gender, race/ethnicity, age, and years in dental education, by number and percentage of total respondents

Gender and Race/Ethnicity	Number (%) in Study	Age	Number (%) in Study	Years in Dental Education	Number (%) in Study
Male	304 (68%)	<30	4 (1%)	<2	24 (5%)
Female	145 (32%)	30–36	38 (8%)	2–4	53 (12%)
Caucasian	388 (86%)	37–43	57 (13%)	5–9	69 (15%)
African American	14 (3%)	44–50	115 (25%)	10–14	62 (14%)
Hispanic	14 (3%)	51–57	121 (27%)	15–19	56 (13%)
Asian	27 (6%)	58–65	95 (21%)	20–25	63 (14%)
Other	7 (2%)	>65	21 (5%)	>25	121 (27%)

Note: Totals in each category vary because some respondents skipped some questions.

of the respondents are more than thirty-seven years of age, and more than half are more than fifty-one years of age. Two-thirds of the respondents have been in dental education at least ten years, more than half have been in dental education at least fifteen years, and just over a quarter of the respondents have been in dental education for more than twenty-five years.

Academic Intent

Individual faculty members were asked to indicate their intentions to remain in academia for the next one to three years (short term) and the next five to eight years (long term) using a five-point Likert scale. Faculty plans by gender to remain in academia are shown in Figures 1 and 2. Most faculty members intend to remain in academia for the short term (one to three years), with no significant difference by gender using a chi-square statistical analysis test. Long-term plans (five to eight years) include slightly more females than males intending to remain in academia. Statistical analysis was done by state, age, gender, and marital status with no statistically significant differences.

Full professors strongly indicated a short-term intent to remain in academia (Figure 3). Full professors also indicated less intent to remain in academia for the long term than the short term. Of course, this is likely dependent on the age of the full professors versus assistant professors. Assistant professors felt the most strongly about remaining in academia long term (Figure 4).

By age, most faculty members indicated they intend to remain in academia for the short term. This was most strongly expressed by those in the forty-four to fifty age range. Faculty in the thirty-seven to forty-three age range indicated the least intent (15 percent) to remain academia within the next three years (Figure 5). More than half of the respondents in the forty-four to fifty age range intended to remain in academic dentistry long term. Faculty members fifty-eight or more years of age indicated less intent to remain in academia. Faculty members under thirty also indicated that they would not remain in academia, but the number of responses in that age range is too small to be significant (Figure 6).

Faculty members who have been in academia for five to nine years indicate the least intent to

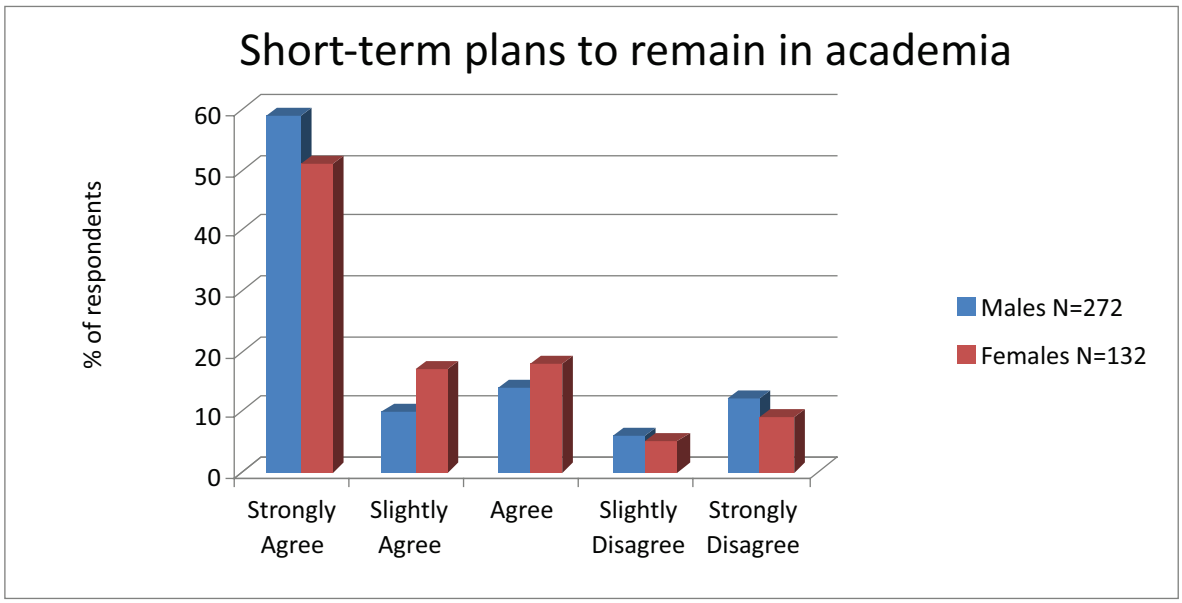

Figure 1. Dental faculty members' short-term (one to three years) plans to remain in academia, by gender

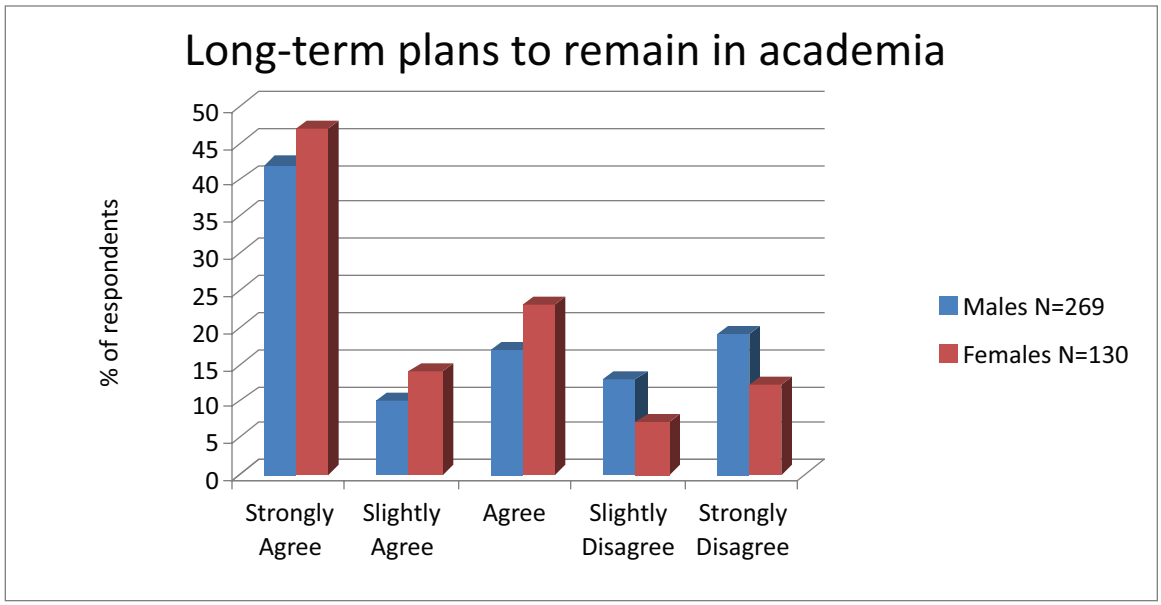

Figure 2. Dental faculty members' long-term (five to eight years) plans to remain in academia, by gender

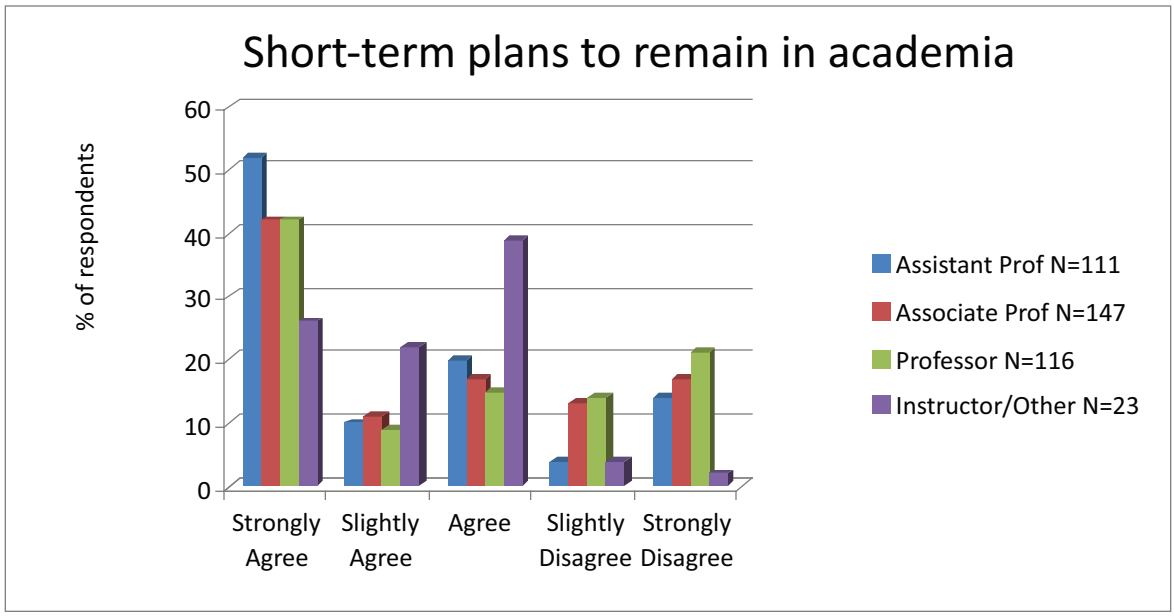

Figure 3. Dental faculty members' short-term (one to three years) plans to remain in academia, by academic rank

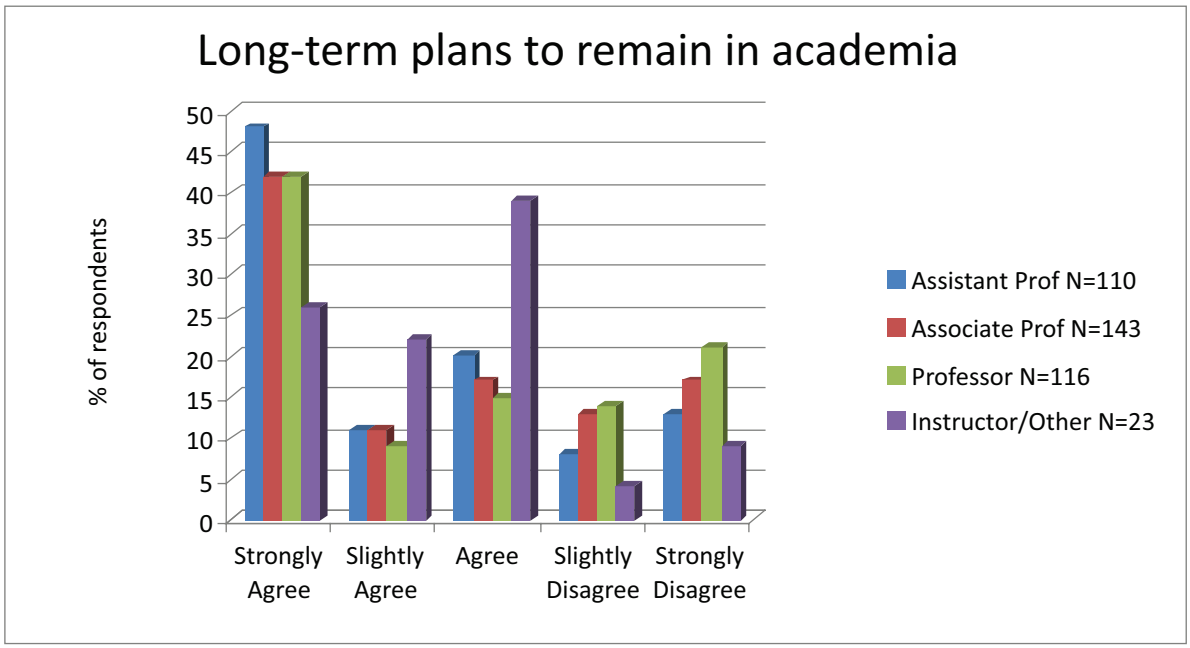

Figure 4. Dental faculty members' long-term (five to eight years) plans to remain in academia, by academic rank

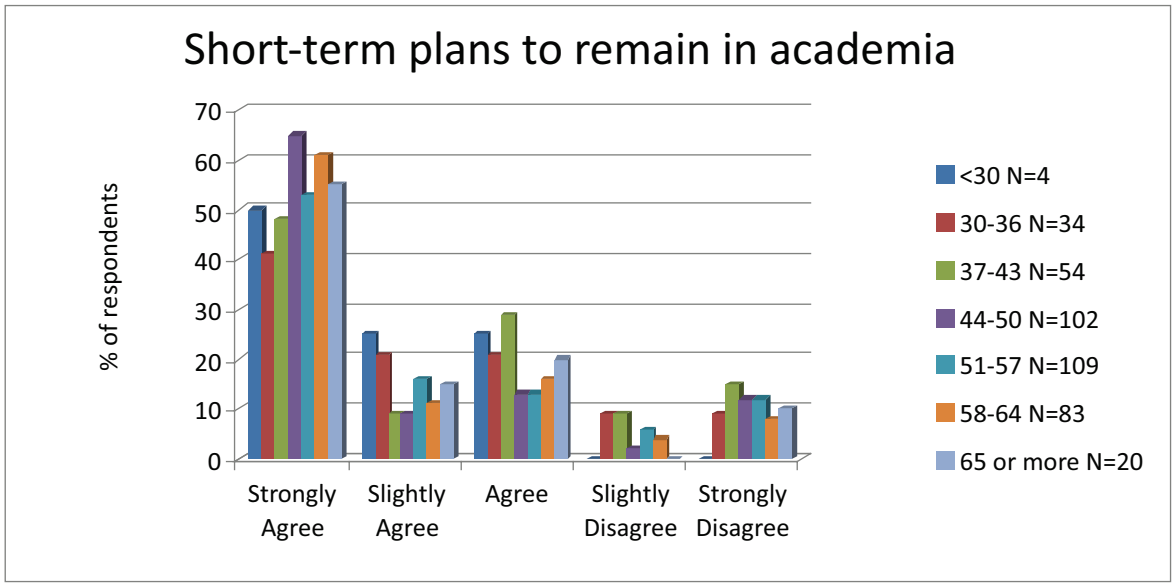

Figure 5. Dental faculty members' short-term (one to three years) plans to remain in academia, by age

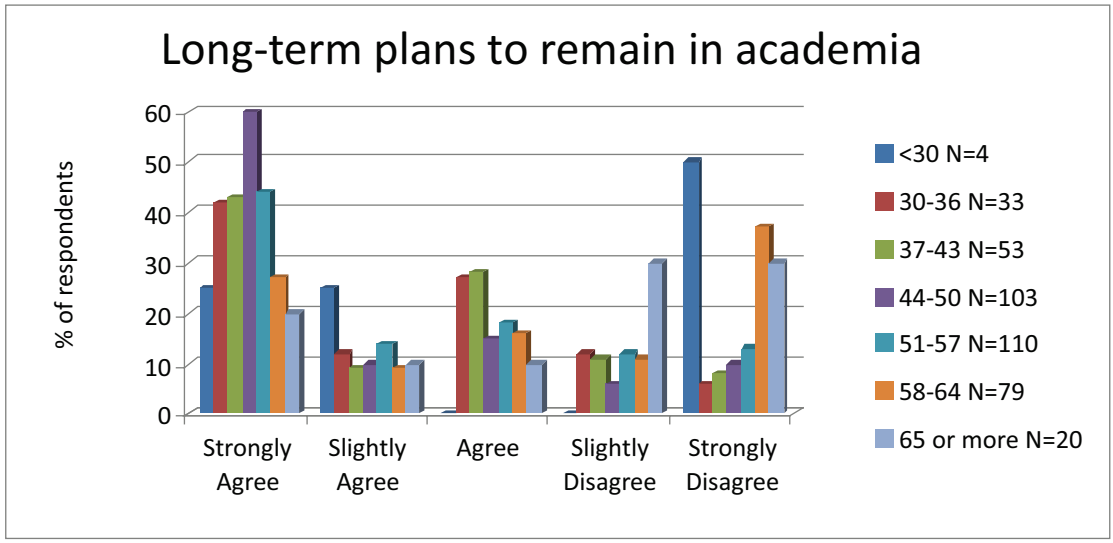

Figure 6. Dental faculty members' long-term (five to eight years) plans to remain in academia, by age

remain in the short term (Figure 7). In general, the intent to remain in academia long term decreases with the number of years in academia (Figure 8). More years in academics equals an older age and possible retirement plans. The intent to remain in academia for the short term is relatively consistent regardless of employment status (Figure 9). The intent to remain in academia for the long term is also relatively consistent regardless of employment status. Employment status "Other" appears to have a greater percentage of respondents who slightly agree that they will remain in academia long term; however, the sample size for that employment status is small (Figure 10).

Positive and Negative Aspects of the Work Environment

Two open-ended questions asked respondents to list the positive and negative aspects of their work environment (Tables 3 and 4). When asked to list the positive aspects, the most common responses were colleagues and students. Working relationships seem to have the greatest impact on a faculty member's positive perception of the work environment. Leadership and support staff were the next most common responses. Respondents also identified intellectual and creative pursuits including research, physical features of the school, and working with a great supervisor as positive influences.

Salary topped the list of negative aspects of the academic dental work environment. Lack of facilities, budget cuts, and not enough time were the next three reasons. Faculty attitudes contributed to a negative impression as did too many hours and lack of leadership. Workload inequities were also perceived to contribute to a negative work environment.

Discussion

Faculty retention is an important variable in achieving adequate faculty numbers. It not only eliminates the expense of costly faculty searches, but adds stability and experience to an institution. Most faculty respondents in this study indicated their intent to remain in academia. During the time frame of this study, most faculty members did in fact remain in academia for the short term.[14]

Low faculty turnover can be of benefit to most dental schools. Clinical calibration and experience could aid student learning with consistent instruction and protocols from all faculty members. Faculty

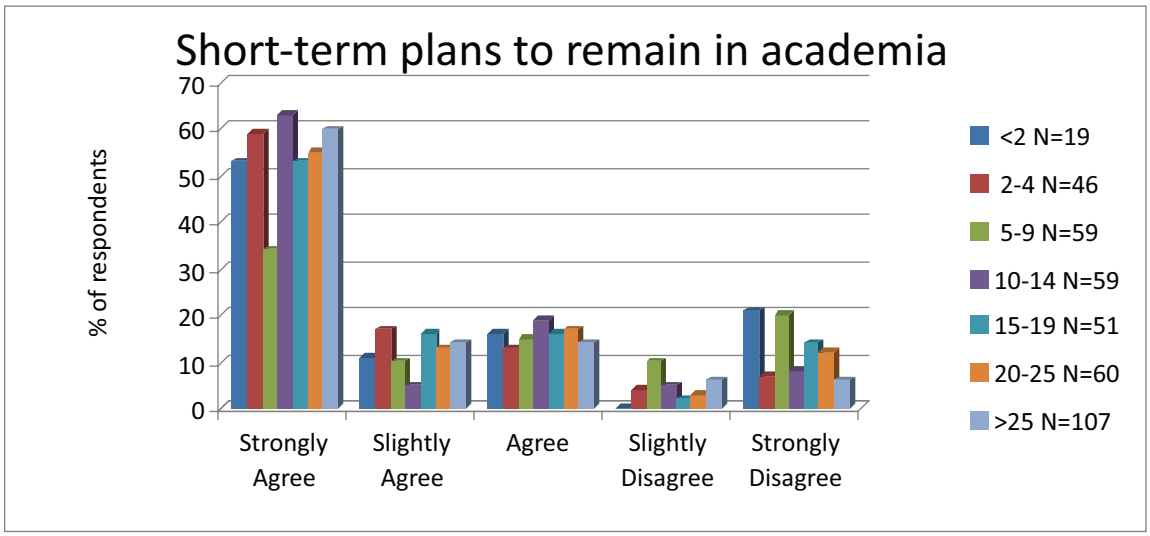

Figure 7. Dental faculty members' short-term (one to three years) plans to remain in academia, by years in dental education

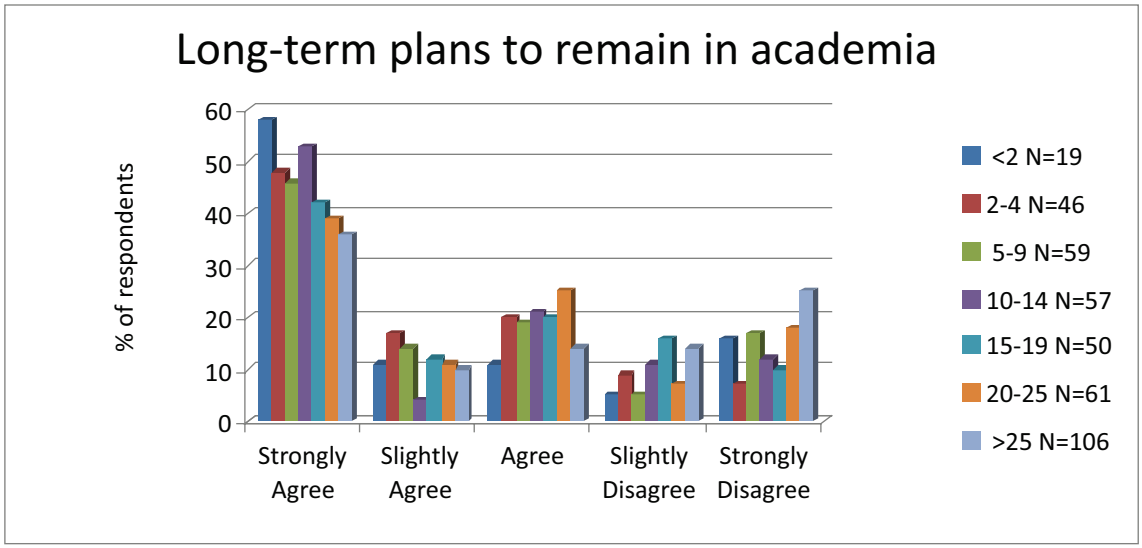

Figure 8. Dental faculty members' long-term (five to eight years) plans to remain in academia, by years in dental education

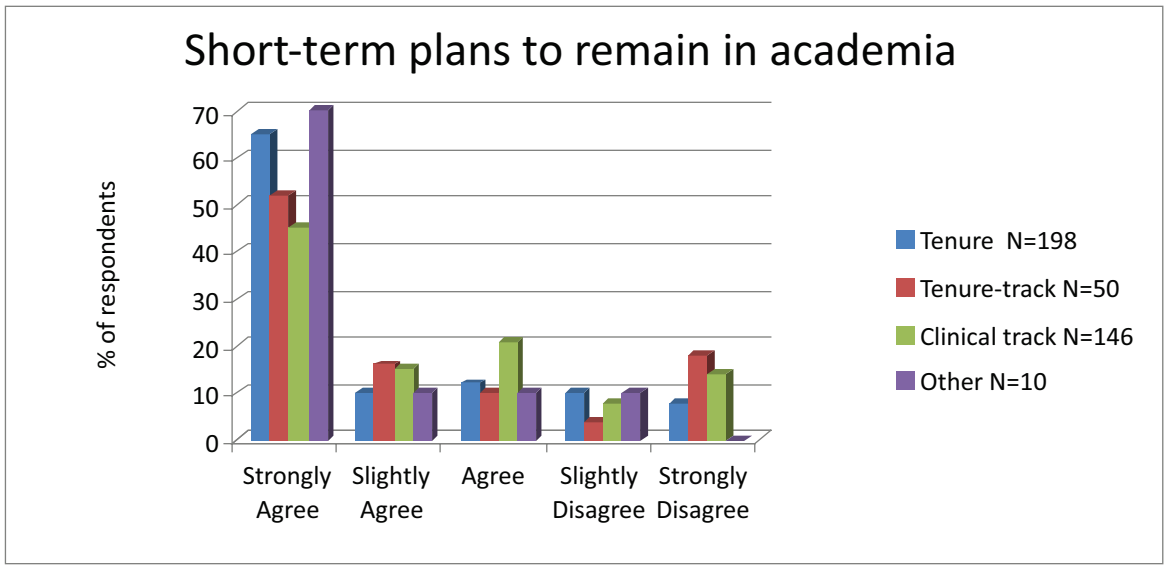

Figure 9. Dental faculty members' short-term (one to three years) plans to remain in academia, by employment status

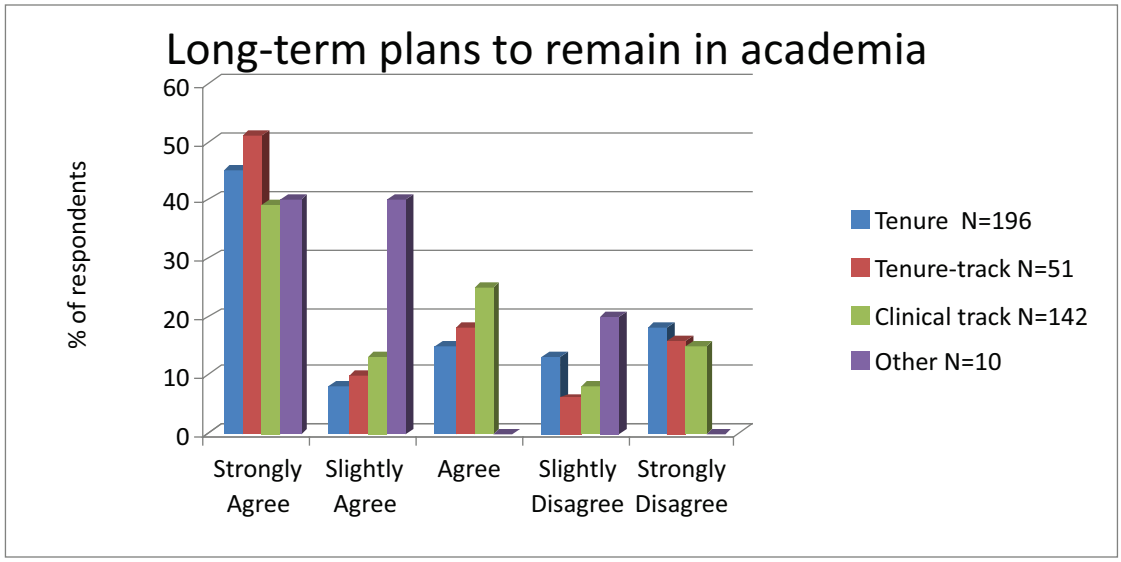

Figure 10. Dental faculty members' long-term (five to eight years) plans to remain in academia, by employment status

members also become more efficient as they gain proficiency with standardized procedures and processes unique to each school. Examining, maintaining, and even enhancing variables that retain faculty could offer multiple advantages to an academic institution.

As faculty members intend to remain in academia, the factors that influence this decision as time passes become relevant. Variables that reinforce faculty members' decision to remain should be strengthened. Conversely, aspects of academic dental careers that consistently cause faculty members to leave need to be addressed.

Faculty members identified two positive variables with greatest frequency: working relationships with colleagues and interactions with students. Faculty members appreciate this personal contact with peers and novice practitioners. This is an aspect of academic dentistry not usually found in the private sector. Opportunities for faculty to cooperate serve a dual purpose of advancing the school's mission and goals and increasing job satisfaction for individual faculty members.

Student interaction through teaching is a potential source for promotion, peer recognition, and success that could further enhance job satisfaction. Recognizing and adequately rewarding professional interactions with students would also serve to accentuate a positive characteristic. Particularly in clinical teaching, a positive work environment could have increased financial productivity as a side benefit.

Recognizing teaching as a valuable component of the promotion and tenure process could serve as a source of motivation. Anecdotally, teaching is not as valued as research in the academic triad of teaching, research, and service. While teaching is a core value in all academic institutions, its perceived relatively low worth in terms of academic merit should be reexamined and clearly communicated to avoid misunderstandings. The ADEA President's Task Force on Future Dental School Faculty alluded to a more challenging tenure climate affecting a possible increase in faculty vacancies.[15]

In this study, leadership and support staff were also important to job satisfaction. Leadership is difficult to quantify and measure. By definition, a leader is someone who shows the way, influences, and guides in a specific direction, course, or action. A successful leader also inspires others to follow along the desired course.

Adequate staff supports an organization's internal and external consumers. Clinical staff assist patients, faculty, and students in all aspects of patient care. Clerical staff facilitate faculty endeavors in teaching, research, and service. The expertise of

Table 3. Positive aspects of the academic dental work environment identified by respondents

Positive Factors	Number of Responses
Colleagues	145
Students	140
Leadership	42
Staff	41
Great boss (chair)	27
Nice office/clinic	26
Research	25
Freedom/creativity	25
Intellectual environment	24
Variety of tasks	17
Benefits	15
Flexible schedule	11

Table 4. Negative aspects of the academic dental work environment identified by respondents

Negative Factors	Number of Responses
Salary	91
Lack of facilities	43
Budget cuts	42
Not enough time	40
Faculty attitudes	28
Too many hours	25
Lack of leadership	25
Workload inequities	23
Politics	15

long-standing staff can far outweigh their personnel costs.

Monitoring characteristics faculty identify as positive could help retain current faculty members. Accentuating these positive characteristics of the academic dental work environment could also be an initial step in the recruitment of new faculty.

Recruiting new faculty is vital to the integrity of all academic centers. Adequate faculty numbers are critical to the viability of an academic enterprise. As individual faculty members are often contacted during job searches, communicating the positive characteristics of the work environment could also bolster recruitment efforts.

The work environment of a dental school should encourage students to consider academic careers. The many benefits of an academic career need to be emphasized. Salary should be framed in reference to the total benefits package including insurance benefits, paid leave, health benefits, and retirement.

Mentoring students and recognizing faculty who actively mentor students were suggestions for increasing interest in academic appointments. The ADCFP was established to work toward this goal by pairing dental students with faculty mentors to explore career paths in dental education. Through involvement in the core ADCFP components of teaching experiences—a research project, faculty interviews, and reflections on academic careers—students develop insight into life as a dental faculty member.

Negative aspects of the academic dental work environment could discourage existing faculty from remaining or potential faculty from accepting an open position. Thus, the negative aspects of the academic environment could lead to dissatisfaction, loss of faculty, and potentially unsuccessful recruitment efforts.

Salary is cited most frequently as a negative aspect of the work environment. Salary has also shifted to be more prominent as a reason faculty members are leaving academia and the primary factor in filling a position.[16] The gap between private practice income and faculty salary continues to grow and has an even greater impact when factored with negative environmental aspects.[17] Creative options should be sought to mitigate the dissatisfaction with salary as faculty salaries will most likely always remain well below private practice incomes. Viable practice opportunities and research incentives can supplement base salaries. Flexible work schedules were listed as a positive aspect of academic dentistry and could be used during negotiations to counterbalance the salary concerns.

Lack of facilities and budget cuts were listed regularly as negative features. Many states are currently facing budget deficits with no influx of new revenue for education. Communicating the strategic plan for short- and long-term facility upkeep and replacement could lead to greater understanding and acceptance by faculty. Clear communication regarding the spending of discretionary dollars could bolster faculty confidence in the use of limited financial resources.

Time is an ever-shorter commodity. Redistributing teaching loads from open faculty positions onto current faculty often exacerbates the already limited time for nonteaching activities. Providing adequate time for nonteaching activities could be a nonmonetary reward. Accurate workload studies could point to ways to more equitably distribute teaching time. Faculty may often be frustrated by time spent on activities that have little value in the tenure and

promotion arena such as frequent meetings, student advising, and service projects. Clarifying, articulating, and acknowledging efforts toward college-wide priorities may help faculty members focus their time most productively.

As the percentage of women dental students increases, the number of potential women dental faculty members also increases. Over the decade from 1994 to 2004, the proportion of women faculty rose from 20 percent to 26 percent.[16] During that same time frame, the percentage of women dental students rose from 36.2 percent to 42.4 percent.[18,19] These numbers indicate a direct correlation between the percentage of women dental students and the percentage of women faculty. Extrapolating to current levels of women dental students reaching 50 percent or slightly more suggests a corresponding increase in the percentage of women faculty.

However, to successfully recruit and retain women faculty, a welcoming, supportive environment will be necessary. Currently, women faculty members differ significantly from the males in their perception of the academic environment. Women of all ages said they felt less welcome and less supported than their male colleagues in a study published in 2003.[11] That study should be repeated to determine if the atmosphere for women in dental academia has changed in the past six years.

Another interesting finding from Nesbitt et al.[7] was that just having more women did not make female faculty feel more welcome. Informal networks excluded women. Lower salaries for similar work was also a concern for women faculty. Work environment issues still impact women faculty members. Unfortunately, simply hiring more women will not resolve these issues. With faculty shortages and more women dental graduates, a climate that is not sensitive to gender issues will artificially reduce the number of dentists available for open faculty positions.

Each dental institution needs to evaluate its environment as perceived by its faculty and make significant progress toward welcoming all faculty members. Faculty in our study expressed specific areas of job satisfaction such as working with students and colleagues and job dissatisfaction such as equity issues. These results were similar to those found among medical school faculty.[20]

Our study found that most full-time dental faculty members intend to remain in academia for the short and long term. Similarly, Haden et al.[3] found that faculty members were very satisfied to satisfied with their department and dental school as a place to work. While Haden et al. found that tenured associate professors expressed the greatest level of dissatisfaction, our study found that tenured faculty indicated the strongest intent to remain in academia long term. Though associate professors in this study expressed less intent to remain in academia than other academic ranks, more intended to stay than leave.

Dissatisfied tenured faculty who intend to remain at an educational institution can present several unique challenges. As Haden et al.[3] reported, faculty satisfaction with the work environment affects the opportunity to apply and maintain educational advances. Entrenched resistance to change can be difficult to overcome.

Positive variables should offset negative attributes of the academic dental work environment to retain and recruit junior faculty. The academic environment offers many satisfying rewards that should be used to enhance faculty retention and recruitment. To employ and maintain a vital, dynamic workforce, dental schools need to continuously improve the academic environment. Positive faculty perceptions of the academic climate should be a priority for all dental administrators and dental institutions.

Conclusion

Most faculty members who responded to this survey expressed an intent to remain in dental academia for both the short (one to three years) and long (five to eight years) term. These full-time faculty identified professional relationships with colleagues and students as the most common positive aspect of the academic environment. Lack of resources, particularly low salaries, was the most notable negative aspect of the academic environment.

Both positive aspects of job satisfaction and negative factors that impede productivity should be analyzed within the framework of each institution in order to retain and recruit viable faculty for the future. Dental administrators have a responsibility to create an academic dental work environment that welcomes all faculty members.

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APPENDIX

Survey of Full-Time Faculty Members: Academic Dental Work Environment

Departmental Work Patterns

A. Data to be collected from each school

1. School: ____
2. Name of Respondent: _____________________________________
   Title of Respondent: _____________________________________

Please identify the departments at your school and the number of full-time male and female faculty members in each department. This survey is intended for full-time faculty only.

3. Full-time at your institution is _________________________days, ___________________hours.

4. Department*: ____
   *organizational structure of academic units at your institution
   Full-time male faculty: ________________________ Full-time female faculty: _______________

   Department: ____
   Full-time male faculty: ________________________ Full-time female faculty: _______________

   Department: ____
   Full-time male faculty: ________________________ Full-time female faculty: _______________

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   Department: ____
   Full-time male faculty: ________________________ Full-time female faculty: _______________

_____ 5. Number of full-time basic science faculty appointed directly to dental institution

_____ 6. Number of full-time clinical faculty

_____ 7. Number of full-time dental hygiene faculty

Please provide the following information pertaining to full-time faculty members who have left your institution within the past 12 months.

8. Number leaving institution: _____

9. Number leaving institution by gender: Male _____ Female _____

10. Number leaving institution by academic rank:
_____ Professor _____ Associate Professor _____ Assistant Professor
_____ Clinical Instructor _____ Lecturer _____ Other, please specify: _____

11. Number of faculty leaving institution by primary work responsibility:
_____ Basic Science Faculty _____ Preclinical Faculty _____ Clinical Faculty
_____ Administration _____ Research _____ Other, please specify:_____

12. Number of faculty leaving institution by reason for leaving:
_____ Retirement _____ Private practice _____ Dental industry
_____ Promotion at other dental institution _____ Similar position at other dental institution
_____ Finished fixed term _____ Graduate program _____ Terminated
_____ Deceased _____ Other, please specify:_____

B. Data to be collected from full-time faculty at each school.

1. Name of school: _____

2. Name of department: _____

3. Number of hours you are contracted to work each week: _____

4. Number of years in dental education:
☐ less than 2 ☐ 2 but less than 5 ☐ 5 but less than 10 ☐ 10 but less than 15
☐ 15 but less than 20 ☐ 20 but less than 25 ☐ 25 or more

5. Years in current position:
☐ less than 2 ☐ 2 but less than 5 ☐ 5 but less than 10 ☐ 10 but less than 15
☐ 15 but less than 20 ☐ 20 but less than 25 ☐ 25 or more

6. Academic rank: ☐ Professor ☐ Associate Professor ☐ Assistant Professor
☐ Clinical Instructor ☐ Lecturer ☐ Other, please specify:_____

7. Degrees (please check all that apply):
☐ B.A. dental hygiene ☐ B.S. dental hygiene ☐ M.S. dental hygiene
☐ Baccalaureate degree ☐ D.D.S./D.M.D. ☐ Master's degree dental specialty ☐ Ph.D.
☐ Master's degree ☐ Certificate in dental specialty ☐ Foreign dental equivalent
☐ Other, please specify:_____

8. Employment status:
☐ Tenured ☐ Nontenured, on track ☐ Clinical track ☐ Renewable contract
☐ Other, please specify:_____

9. What category best describes your primary work? (Please check only one).
☐ Basic Science Faculty ☐ Preclinical Faculty ☐ Clinical Faculty
☐ Administration ☐ Research ☐ Other, please specify:_____

10. Gender: ☐ Female ☐ Male

11. Age
☐ under 30 ☐ 30 but less than 37 ☐ 37 but less than 44 ☐ 44 but less than 51
☐ 51 but less than 58 ☐ 58 but less than 65 ☐ 65 or more

12. Race/ethnicity: please check the one race or ethnicity that you think applies to you best.
☐ African American/Black (not of Hispanic origin)
☐ Asian or Pacific Islander (includes the Indian subcontinent)
☐ American Indian or Alaska Native
☐ Hispanic/Latino (Spanish culture or origin regardless of race)
☐ White, persons not of Hispanic origin having origins in any of the original peoples of Europe, North Africa, or Middle East
☐ Race not included above; please specify: _____

13. Annual salary (total salary from institution including guaranteed compensation, school-based faculty practice, research compensation, incentives, bonuses, etc.)
☐ under $35,000 ☐ $35,000 but less than $50,000 ☐ $50,000 but less than $75,000
☐ $75,000 but less than $100,000 ☐ $100,000 but less than $125,000
☐ $125,000 but less than $150,000 ☐ $150,000 but less than $175,000
☐ $175,000 but less than $200,000 ☐ $200,000 but less than $225,000
☐ $225,000 but less than $250,000 ☐ $250,000 or more

14. Household income:
☐ under $35,000 ☐ $35,000 but less than $50,000 ☐ $50,000 but less than $75,000
☐ $75,000 but less than $100,000 ☐ $100,000 but less than $125,000
☐ $125,000 but less than $150,000 ☐ $150,000 but less than $175,000
☐ $175,000 but less than $200,000 ☐ $200,000 but less than $225,000
☐ $225,000 but less than $250,000 ☐ $250,000 or more

15. Benefits: please check all that apply.
☐ Medical insurance
☐ Dental insurance
☐ Life insurance
☐ Disability insurance
☐ Malpractice insurance
☐ Vacation
☐ Retirement plan
☐ Sick leave
☐ Maternity/adoption leave
☐ Funeral leave
☐ Child care/dependent care
☐ Tuition reimbursement
☐ Fee reduction for athletic/cultural events
☐ Other; please specify: _____

Work Environment: Teaching, Research, Service, and Administration
Please respond in the context of your typical work week, excluding occasional variations due to holidays, weather, etc.

Teaching Section
16. _____ Number of hours directly applied to didactic teaching: lectures, case-based instruction, small group seminars, etc.
17. _____ Number of hours of preparation time applied to didactic teaching
18. _____ Number of hours directly applied to preclinical teaching
19. _____ Number of students directly under your supervision for each preclinical teaching session
20. _____ Number of hours of preparation time applied to preclinical teaching
21. _____ Number of hours directly applied to clinical teaching
22. _____ Number of students directly under your supervision for each clinical teaching session
23. _____ Number of hours of preparation time applied to clinical teaching
24. _____ Number of hours applied to one-on-one student advising time

Using the scale shown below, please select the number that best describes how you feel right now and put that number in the blank provided.

1	2	3	4	5
Strongly Disagree		Agree		Strongly Agree

25. _____ The teaching load is equitably distributed within my department with consideration for education, training, and experience.
26. _____ The teaching load is equitably distributed across departments with consideration for education, training, and experience.
27. _____ My teaching performance is equitably evaluated with consideration for education, training, and experience.
28. _____ My teaching performance is equitably compensated/rewarded with consideration for education, training, and experience.

Research Section

29. _____ Number of hours designated as research or personal development time
30. _____ Number of hours actually used as research or personal development time
31. _____ Number of current NIH grants
32. _____ $ total of current NIH grants
33. _____ Number of NIH grants over past 5 years
34. _____ $ total of NIH grants over past 5 years
35. _____ Number of current extramural non-NIH grants
36. _____ $ total of current extramural non-NIH grants
37. _____ Number of extramural non-NIH grants over past 5 years
38. _____ $ total of extramural non-NIH grants over past 5 years
39. _____ Number of publications submitted to peer-reviewed journals during past 5 years
40. _____ Number of publications accepted by peer-reviewed journals during past 5 years
41. _____ Number of publications submitted to non-peer-reviewed journals during past 5 years
42. _____ Number of publications accepted by non-peer-reviewed journals during past 5 years
43. ☐ Yes ☐ No Do you have secretarial support for grant application preparation, including IRB and animal protection safety reviews?
44. ☐ Yes ☐ No Do you have secretarial support for grant budget preparation?
45. ☐ Yes ☐ No Do you have secretarial support for manuscript preparation?

Using the scale shown below, please select the number that best describes how you feel right now and put that number in the blank provided.

1	2	3	4	5
Strongly Disagree		Agree		Strongly Agree

46. _____ Research time is equitably distributed within my department with consideration for education, training, and experience.
47. _____ Research time is equitably distributed across departments with consideration for education, training, and experience.
48. _____ My research performance is equitably evaluated with consideration for education, training, and experience.
49. _____ My research performance is equitably compensated/rewarded with consideration for education, training, and experience.

Service Section

50. _____ Total number of hours/week designated to provide direct patient care
51. _____ Total number of hours/week actually used to provide direct patient care
52. _____ Total number of academic committees on which you serve
53. _____ Total number of hours/month used for committee meetings and related work
54. _____ Total number of professional organizations to which you belong
55. _____ Total number of hours/month used to work for professional organizations
56. _____ Total number of community organizations to which you belong
57. _____ Total number of hours/month used to work for community organizations

Using the scale shown below, please select the number that best describes how you feel right now and put that number in the blank provided.

1	2	3	4	5
Strongly Disagree		Agree		Strongly Agree

58. _____ Service commitments are equitably distributed within my department with consideration for education, training, and experience.
59. _____ Service commitments are equitably distributed across departments with consideration for education, training, and experience.

60. _____ My service effort is equitably evaluated with consideration for education, training, and experience.
61. _____ My service effort is equitably compensated/rewarded with consideration for education, training, and experience.

Administrative Section
62. _____ Total number of hours designated as administrative time
63. _____ Total number of hours actually used as administrative time

Using the scale shown below, related to your assigned duties, please select the number that best describes how you feel right now and put that number in the blank provided.

1	2	3	4	5
Strongly Disagree		Agree		Strongly Agree

64. _____ Administrative time is equitably distributed within my department with consideration for education, training, and experience.
65. _____ Administrative time is equitably distributed across departments with consideration for education, training, and experience.
66. _____ My administrative performance is equitably evaluated with consideration for education, training, and experience.
67. _____ My administrative performance is equitably compensated/rewarded with consideration for education, training, and experience.

Using the scale shown below, please select the number that best describes how you feel right now and put that number in the blank provided.

1	2	3	4	5
Strongly Disagree		Agree		Strongly Agree

68. _____ My short-term plans are to remain in academia for the next 1–3 years.
69. _____ My long-term plans are to remain in academia for the next 5–8 years.

Please list the positive aspects of your work environment.

Please list the negative aspects of your work environment.