

Dental Health Educators' Newsletter

DH Methods of Education, Inc.

Communicating With Our Colleagues

Faculty Satisfaction: A Gendered Issue of Integration

Volume II, Issue 2
May 2011

By Sarah Gibbard Cook, PhD Women in Higher Education Volume 16 (11), p. 42-3

How happy are you in your work on campus?

How would you rate your job satisfaction?

Are you happy to show up in the morning or do you go hide in your office?

At every stage of the faculty pipeline, women are leaving at higher rates than men. Study after study has shown that, on average, women faculty at every stage feel less satisfied in their jobs than men.

Theories abound to explain it in terms of lower pay, heavier workloads, childcare or housework. But a new study presented at the AERA meeting in Chicago in April points to integration sense of belonging the largest single gender-related factor in faculty satisfaction.

Not wanting to use a canned climate survey, they started by asking focus groups what quality of work-life meant to them. They also studied existing instruments and literature.

Half a year's preparation resulted in a long survey sent to all full-time faculty members, getting 962 responses (65%). More than 400 items addressed overall satisfaction and many possible causes.

Dr. Marin Clarkberg and Dr. Marne Einarson surveyed tenured and tenure-track faculty at an elite research university. Both work in the Cornell University NY office of institutional research and planning, Clarkberg as associate director and Einarson as senior research and planning associate.

At the provost's request, they set out to learn:

What affects faculty job satisfaction the most?

Which influences best explain the gender differences in job satisfaction?

Besides equity, retention is a practical motive to investigate faculty satisfaction. Discontent among faculty who don't leave can spread like poison. Not wanting to use a canned climate survey, they started by asking focus groups what quality of work-life meant to them.

In this issue

In the Spotlight 4

**Accreditation:
Additions & Changes
Are you prepared?** 6

They also studied existing instruments and literature. Half a year's preparation resulted in a long survey sent to all full-time faculty members, getting 962 responses (65%).

More than 400 items addressed overall satisfaction and many possible causes. *Continued on Page 2*

You can receive a free
3 month subscription to
Women in Higher Education:
<http://www.wihe.com/subscribe/application.jsp>

**Adopt this combination for
student instrument kits:**

The Sharpening Horse Kit

&

Precision in Periodontal Instrumentation 2nd Ed

and attend this workshop for FREE

"Allied Dental Educator's Teaching Methodology"

Summer Camp Santa Ana, CA

July 20, 2011 8AM-5PM

www.DHmethEd.com

You may also contact us by:

Telephone: (888) 829-9013 FAX (866) 271-4677

Direct Line (850) 562-6602

From:

DH Methods of Education, Inc.
2743 Westbury Drive
Tallahassee, FL 32303

To:

**Visit us at Exhibit Booth #335 at
ADHA Annual Session in Nashville
July 17-18, 2011**

Continued from Page 1:

Faculty Satisfaction:

Essentially, they asked:

Overall, how satisfied are you being a faculty member at College/University X?

If you had to do it all over again, would you accept a position at College/University X?

Other items asked about satisfaction with rank, salary and office space and addressed the climate of the department. Responses to these various measures all correlated closely with the question about overall satisfaction.

Faculty satisfaction overall was high, as other studies have found. And as in other studies, a clear gender difference emerged:

35% of the women and 48% of the men said they were “very satisfied” On a scale of 1 (very dissatisfied) to 5 (very satisfied), women averaged 3.8 and men 4.0. The significant difference held up whether or not they had tenure.

What’s going on? “People have their various stories out there about why women faculty show less satisfaction” Clarkberg told WIHE. They used multiple regression analysis to explore how each independent variable contributes.

She described the process as “chipping away” You look at all the factors that may play a role. Then you chip away, factor by factor, and keep checking to see what’s left. If you hold one factor constant and the gender difference is still there, you need to chip away some more.

Rewards and workloads

Women have heavier teaching and service loads, taking time away from pursuing their scholarly interests. They get paid less for doing more. Workload is a source of stress and gets in the way of raises and promotions, based largely on publications the women have less time to produce.

National studies of colleges and universities show these results strongly, in part because women tend to be in teaching-intensive disciplines and at teaching-intensive colleges. Within a single university the differences by gender are less striking but still present.

Their survey was confidential but not anonymous; they were able to link responses to school data about gender, race, salary and department. They got data about scholarly writing, grant submissions and committees from the survey.

Nearly half the women and 62% of the men who responded had tenure. More women were in arts or humanities, while more men were in agriculture, science or engineering. Women averaged 2.7 peer-reviewed articles submitted in the previous year, compared to 3.5 for men, reflecting different patterns by discipline.

Satisfaction rose as pay went up and fell as teaching loads increased “no great surprise”. It also varied by college and discipline, with most satisfaction in biology and Arts and Sciences.

While women and men differed in pay, teaching load and discipline, they found those factors don’t explain why women are less satisfied than men. Holding them constant hardly made a dent in the gender difference in satisfaction.

Women on average teach more and earn less than men, it’s true. But compared to men at the same teaching load or pay level, women are still less satisfied. Something else must be going on.

Family responsibilities

Academic expectations were formed in a day when professors were men with stay-at-home wives. Today only a minority have a partner who isn’t also employed.

Household responsibilities typically fall heavier on women, especially wives and single parents. Faculty women have the stress of trying to manage work and home.

Family demands may also cut their research productivity and keep them from traveling to conferences. Mothers of young children are less likely to advance to tenure than either fathers or women without children.

Their survey gathered data on family and life partnerships. Women were less likely to be married and more likely to be in same-sex relationships. Perhaps because they were younger, more women had preschoolers at home.

Faculty Differences in Family Status By Gender

	Women	Men
Married	60%	80%
Partnered	13%	6%
Same-sex partner	6%	2%
Pre-school kids	13%	11%
School-age kids	20%	21%

Like other studies, this one found married faculty somewhat more satisfied than unmarried ones. Having a same-sex relationship helped too. None of these correlations, however, reached statistical significance.

Holding constant for family status slightly “chipped away” at the difference in satisfaction between faculty women and men. While not the main story, responsibilities at home are part of the story of why faculty women are less satisfied.

Social environment

“Climate” is a broad term for the elusive sense that something about a college workplace may feel less welcoming to women than men. It’s much harder to measure than paychecks or number of children.

Serious climate issues include sexual harassment, discrimination and hostility. Perhaps more common and unnoticed are the actions of well-meaning colleagues who undervalue women without realizing they’re doing it.

Organizational fit is another nebulous but important aspect of belonging. Someone who values teaching may have trouble fitting into a department where the emphasis is on research. Isolation, collegiality, organizational politics, the informal grapevine and information dissemination are issues too.

Continued on Page 3



Continued from Page 2 **Faculty Satisfaction:**

They grouped these “soft” factors under the term integration: “feeling that one is a full and equal member of the institution.”

They measured it by five items from different parts of the survey:

- Agreement that “I feel I am ignored in my department/unit”
- Agreement that “I can navigate the unwritten rules concerning how one is to conduct oneself as a faculty member.”
- Extent of stress caused by departmental or campus politics
- Satisfaction with opportunities to collaborate with faculty in other units on campus
- Extent of having considered leaving to find a more supportive work environment

These were distinct measures, with only a moderate correlation among them. As a result, the researchers treated them separately to explore their influence on job satisfaction. By all five measures, women faculty felt less integrated into the institution than men:

Faculty Feelings of Integration by Gender

	Women	Men	Difference
Feel ignored	2.30	2.07	0.23
Can navigate role	3.78	4.00	0.22
Stressed over politics	2.11	1.93	0.18
Chances to collaborate	3.47	3.73	0.26
Leave for more support	1.90	1.65	0.25

Four, taken separately, showed a significant correlation with overall job satisfaction, and the fifth was close to significant. That’s a remarkable result, Clarkberg told WIHE. Those faculty who said they were largely satisfied with opportunities for collaboration, reasonably unstressed by campus politics, able to navigate the unwritten rules and not considering leaving for a more supportive work environment were substantially more satisfied in their work.

Moreover, these variables almost entirely explain women’s greater dissatisfaction in their faculty jobs. Holding the ‘integration’ variables constant, even ignoring all the other factors like pay or workload or family, gave a result the researchers don’t see very often. “Boom! The gender difference went away,” Clarkberg said.

What does it all mean?

Satisfaction goes with integration for both women and men. The correlation is especially strong for women.

As the figures above show, women are less likely to feel integrated into their department or the college/university as a whole. And it has a larger impact on their overall satisfaction. “In short, female faculty members have less of something that matters more to them,” the researchers wrote.

Of course, the relationship may not be simple cause-and-effect. Perhaps faculty who are otherwise unhappy withdraw into isolation. An unhappy individual might interpret behavior as unwelcoming that wouldn’t bother her otherwise. More research may untangle the nature of the relationship.

Continued on Page 5

The Sharpening Horse Kit

“An easy to teach and learn technique that allows students to obtain truly sharp instrument cutting edges!”

Jill S. Nield-Gehrig

Back to School Special
Order a minimum of 15 Sharpening Horse Kits for students and receive one Free Sharpening Horse Kit for your DH Program Clinic

\$64.95 per kit

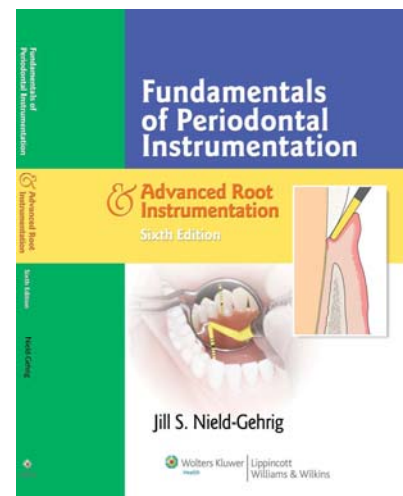
Featured in the October 2010 Issue of *RDH Magazine*



Allows you to sharpen along the length of the blade to produce the perfect cutting edge¹

1. **J Contempt Dent Pract 2007**
November; (8)7:070-077

The Preclinic Textbook



In the Spotlight



Debra Burtoft, RDH, BS

Associate Professor Dental Health Programs
Tallahassee Community College, FL

Debra has been Second Year Dental Hygiene Clinic Coordinator for the past twelve years, teaching both the clinics and corequisite theory courses. She has sixteen years of teaching experience, and over 15 years of clinical practice. After graduating from the Tallahassee Community College Dental Hygiene Program, she practiced full-time and then completed her Bachelor of Science degree in Accounting from Florida State University in 1995.

Her clinical teaching experience includes Dental Hygiene Preclinic through Advanced Perio-

dentology Clinics. She also teaches Community Dentistry, Periodontology Theory, Clinic and Office Management for Dental Hygiene and Dental Assisting students, and teaches in the corequisite labs for Radiology and Dental Materials. Debra is a master at teaching periodontal instrumentation and has contributed terms and ideas for the Jill S. Nield-Gehrig textbook: *“Periodontal Instrumentation and Advanced Root Instrumentation.”*

She served as Director of the DVD’s (videos), *“A Focus on Fulcrums”* and *“Precision in Periodontal Instrumentation 2nd edition”*. She also provided a portion of the instrument sharpening demonstrations in the latest DVD.

She presents annual updates of *“Prevention of Medical Errors in the Dental Office”* for the dental community and will present it as part of the all day *Ethics, OA & Legal Issues* course at the Summer Camp Santa Ana 2011.

Debra was selected as the recipient for the NISOD Excellence Award in 2008.

Debra has served as an instructor in the DH Methods of Education, Inc. Camps in periodontal instrumentation since 2003.

Her additional areas of expertise in the camps include critical thinking through case based teaching, learning and testing for didactic and clinical teaching in Allied Dental disciplines.

Her new all day *“Complete Case Based Course”* offered at Summer Camp Santa Ana will provide invaluable information and materials for meeting proposed standards on critical thinking through case based teaching and testing, as well as evidence based patient centered care. The afternoon component of her course also includes a module on case based instructor calibration. Clinical cases of teaching are used for calibration and included in electronic format for attendees to take back to their faculty. Break out sessions for each discipline will meet the specific needs of every attendee.

Those who have attended Debra’s courses in the past were amazed at the ideas and electronic materials and case templates she provided for them. Her easy going personality makes the overwhelming task of incorporating these accreditation requirements into your curriculum unintimidating and even exciting.

To quote an attendee: “Debra’s course was beyond all expectations!” ♦

July 21-26, 2011

Summer Camp Santa Ana

Registration: <http://www.dhmethod.com/sitebuildercontent/sitebuilderfiles/santaanacampregistration-2-7-11.pdf>

Book Hotel Stay: http://embassysuites.hilton.com/en/es/groups/personalized/S/STAESES-XDH-20110717/index.jhtml?WT.mc_id=POG

Continued from Page 3 **Faculty Satisfaction:**

In any case, a faculty member's disconnection can be an early warning sign. Do you have faculty members who seem socially isolated, haven't grasped the informal rules or don't find ways to collaborate? "It's a big red flag" Clarkberg said. "If you care about supporting women, take steps to help them connect." Don't wait until they tell you they're leaving—to notice there's a problem. Beware of tokenism, which can isolate a faculty member in multiple ways. The new recruit who is "different" in gender or race may also bring less obvious differences in style or methodology. She may be less technically oriented, more interested in qualitative than quantitative studies or focused on nontraditional research areas. "Diversifying a department one person at a time can pose a challenge. You could be setting somebody up for failure," she said.

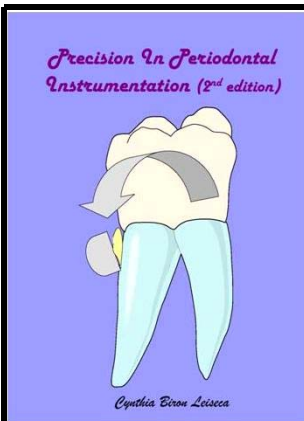
To strengthen morale and improve retention of women and men, take steps to support new faculty from day one:

- Promote opportunities for collaboration.
- Communicate clearly on roles and responsibilities.
- Offer training/mentoring to navigate the faculty role.
- Provide info directly instead of leaving it to informal networks.
- Build community within the department or unit.
- Extend informal invitations to colleagues who don't routinely come along.
- Draw into conversational groups those faculty who aren't bold enough to push their way in.
- Pay attention. Notice if someone's not part of the group and take steps to draw her in.

Women have long been excluded from the activities that build collegiality "the drink after work" or the heated debate in the laboratory. Their alienation turns out to be a major factor in the leaky pipeline. Losing talented faculty is wasteful as well as inhumane. To address gender inequity in faculty turnover, start by helping women feel they belong.

Dr. Marin Clarkberg, who spoke at AERA, is at mec30@cornell.edu

Editor's comment: Please forward this article to administrators who could recommend the strategies stated in the article to all employees in your institution.



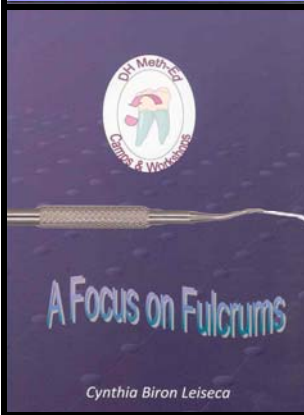
Back to School Special—Submit P.O. or Credit Card order by July 1, 2011

Precision in Periodontal Instrumentation (2nd Edition) Retail Price \$119.95

Student Bulk Order (minimum of 15 DVD's) at **\$79.95** each

For every order of 15 DVD's your program receives one free DVD

The Bookstore Order form is on the website www.DHmethED.com **New Chapters:** Root Instrumentation & Ultrasonic scaling, Instrument Sharpening, Dental Assisting 4 handed Instrument Transfer, and Coronal Polishing. 2 hours and 37 minutes of demonstrations



Back to School Special—Submit P.O. or Credit Card order by July 1, 2011

A Focus on Fulcrums Retail Price \$119.95

Student Bulk Order (minimum of 15 DVD's) at **\$79.95** each

For every order of 15 DVD's your program receives

2 Free DVD's:

A Focus on Fulcrums & *Precision in Periodontal Instrumentation (2nd Edition)*

Purchase the DVD's & The Sharpening Horse Kit at discounted prices at: **ADHA Annual Session** at our Booth: #335

Accreditation: DH Proposed Additions—Are you prepared? by Cindy Biron Leiseca

There are several proposed changes and additions to ADACODA Dental Hygiene Standards. To read the document in its entirety go to the link:

http://www.ada.org/sections/educationAndCareers/pdfs/proposed_dh.pdf

Here is a “**brief bulleted nutshell**”, some quoted verbatim from the ADACODA document, some abbreviated verbiage: on additions and requirements for demonstrating compliance by Standard:

- **2-16** student clinical evaluation mechanism demonstrating student competence in clinical skills, **communication and practice management**
- **2-17 Use of risk assessment systems and/or forms**
- **2-19** Graduates must be competent in interpersonal and communication skills with **diverse population groups and other members of the health care team. Recognize cultural differences etc.**
- **Ethics & Professionalism—New Standard**, not yet numbered. In brief, graduates must be competent in **ethical: reasoning, decision making and professional responsibility in academia, research, patient care and practice management**. Evidence to demonstrate compliance: documents of expected behavior (manuals, handbooks), documentation of student experiences that promote ethical reasoning/professionalism, evaluation strategies to monitor all of the above.
- **2-22** Dental hygienists should understand the **laws governing the practice of the dental profession and graduates how to access licensure requirements, rules, regulations, state practice acts for judgment/action**. Evidence to demonstrate compliance *may include*: evaluation mechanisms designed to monitor knowledge and performance concerning legal and regulatory concepts, outcomes assessments
- **2-25** **Throughout the curriculum, the program should use teaching and learning methods that support the development of critical thinking and problem solving skills**. Evidence to demonstrate compliance: may include the documentation of evaluation

mechanisms designed to monitor knowledge and performance, outcomes assessments, clinical patient risk assessment, care plans, discussion of meaning, importance and critical thinking, simulations demonstrating students decision making abilities, critiques of *cases* requiring students to identify, analyze, perform, hand-writing assignments, activities, projects, critical appraisal of scientific evidence and clinical application to patient factors, etc.

- **3-3** The program administrator must be a dental hygienist who **is a graduate of a program accredited by the CODA** and possess a masters or higher degree or currently enrolled in masters or higher program.
- **3-7 Full time faculty must possess a baccalaureate degree and should be a graduate of a program accredited by the CODA.**

Keywords and terms to include in your faculty's curriculum planning workshops:

- Communication
- Practice Management
- Diversity/cultural differences
- Health care team
- Ethical reasoning
- Professionalism
- Laws and regulations
- Critical thinking
- Problem solving
- Case based teaching/learning
- Scientific evidence
- Patient centered evidence based care

The curriculum plan must include methods of implementing all the requirements throughout the curriculum and monitoring student performance to measure the effectiveness of your methods. Programs may meet the standards, but most

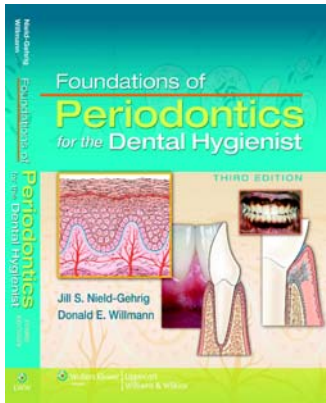
probably have not placed adequate emphasis on the importance of each, or created exhibits that delineated them in their previous self-study reports. Now they must.

If you are up for a site visit in 2012 or 2013, start developing methods for meeting these standards now. Whenever there are proposed additions to the “Standards”, expect them to be implemented by the commission and write your self-study accordingly. **Start the self-study process now!** Be advised, the site team visitors are likely to be focused on newly implemented standards. They just studied the additions, deletions, and changes prior to their visit to your institution.

To address the new Ethics & Professionalism standard, Robin Matloff, RDH, JD will be leading the all day workshop on Ethics & Legal Issues on Friday, July 22nd at the Summer Camp Santa Ana 2011.

On Saturday, July 23rd, Debra Burtoft (see page 4) will present the all day Complete Case Based Workshop covering additions to Standard 2-25 and case based faculty calibration for clinical teaching. ♦

The New Edition is Here!



Foundations of
Periodontics
for the Dental Hygienist

THIRD EDITION

Jill S. Nield-Gehrig
Donald E. Willmann

ISBN-13: 978-1-60547-573-8

The best textbook for teaching and learning periodontology through critical thinking and application to patient centered evidence based care. **Adopt it now!**

DH Methods of Education, Inc.

Summer Camp Santa Ana, CA July 21-26, 2011 Embassy Suites Santa Ana

PRINT Name: _____ Nickname _____

(This is how your name will appear verifying your continuing education credits) for nametags

Address: _____

City, State, Zip _____

Phone: _____ Fax _____ E-mail: _____

College or University Where You Teach: _____

Requests for cancellations must be received at least 2 weeks prior to the camp date. However, for cancellations received after this deadline, 75% of the tuition may be applied toward future camps. Tuitions for no-shows will be forfeited NO EXCEPTIONS. DH Methods of Education, Inc. is not responsible for reimbursement of non-refundable airline tickets and any other travel expenses if the course is cancelled.

Early Registration	Final Registration
Full Payment by	Full Payment by
<u>May 20, 2011</u>	<u>June 20, 2011</u>

Thurs., July 21, 8a-5pm

<u>Allied Dental Educator's Teaching Methodology Workshop</u> (8 ceu's)	\$275 _____	\$375 _____
---	-------------	-------------

For this course only: DH Programs who have adopted **BOTH:**

The DVD "Precision in Periodontal Instrumentation 2nd ed." and The Sharpening Horse Kit for student instrument kits, may register 3 faculty FREE for every 15 combined sets of DVD/Sharpening Horse Kits adopted and purchased prior to registration. (Offer does not apply to any other courses). Please attach copy of proof of purchase to this registration.

NC _____ NC _____

Fri., July 22, 8am-5pm

<u>Ethics, Quality Assurance, Affiliations & Legal Issues</u> (8 ceu's)	\$500 _____	\$600 _____
---	-------------	-------------

Sat. July 23, 8a -5pm

<u>Dental Educator's Case Based Workshop</u> (8 ceu's)	\$500 _____	\$600 _____
--	-------------	-------------

<u>Sun. July 24, 8a-5p DA & DH Accreditation Workshop</u> (8 ceu's)	\$500 _____	\$600 _____
---	-------------	-------------

Sun -Wed July, 24-26, 8am - 5pm

<u>Radiology Educator's Workshop</u> (24 ceu's)	\$800 _____	\$900 _____
---	-------------	-------------

Payment form: VISA MasterCard **Please print in BOLD for legibility on FAX registrations (866) 271- 4677**

Name on card: _____ Security code (see back of card by signature panel): _____

Account number: _____ Expiration date: ____/____

Signature: _____ Date: _____

Make checks payable to: DH Methods of Education, Inc. and mail to: 2743 Westbury Drive Tallahassee, FL 32303

Toll Free Telephone Number: **(888) 829-9013**

For Hotel Reservations contact **Embassy Suites Santa Ana Orange County Airport North** or register through the link on our website: www.DHmethEd.com

1325 East Dyer Road, Santa Ana, CA 92705 Call the hotel directly for reservations (714) 241-3800

Block of rooms is under the name of "Dental Camps" Hotel registration deadline for **\$129** per night rate is **June 29, 2011**

You are responsible for the cost of your hotel stay and must submit credit card information at the time of making your reservation.