



AMERICAN
DENTAL
EDUCATION
ASSOCIATION

The Voice of
Dental Education

FOR IMMEDIATE RELEASE
May 13, 2008

Contact: Lesley Ward
202-962-9119
WardL@adea.org

**Results of Dental Faculty Work-Life Survey Released
in May Issue of the *Journal of Dental Education***

WASHINGTON, DC—The most extensive national study of the dental school faculty environment to date reveals that dental educators are satisfied in their careers and enjoy a good work-life balance. A minority singled out for improvement professional development support and faculty mentoring programs within institutions. More broadly, the results give insight into the “change readiness” within dental schools for moving forward with curricular improvements and innovations.

“It is extremely positive to see how many current faculty are enjoying their academic careers, which sends a good message to individuals exploring academic dentistry. Finding new ways to help educators develop professionally, alleviate stress, and increase performance are important to the work of ADEA,” said ADEA President Charles N. Bertolami, D.D.S., D.Med.Sc.

The study was conducted through a survey developed by the Academy for Academic Leadership on behalf of the American Dental Education Association Commission on Change and Innovation in Dental Education (ADEA CCI). This was the final initiative in a series examining the dental faculty work-life environment. The purpose of the survey was to assess faculty perceptions and recommendations related to work environment, sources of job satisfaction and dissatisfaction, and professional development needs. The findings are based on 1,748 responses from 49 U.S. dental schools.

More than 70% of all respondents indicated they are highly satisfied with the overall way they spend their time as faculty members, the nature of teaching assignments, and the intellectual challenge associated with their teaching responsibilities. Seventy-one percent of respondents expressed satisfaction with their overall balance of work and other aspects of life. However, approximately one third noted some level of dissatisfaction with the support and recognition for quality teaching at their schools, the amount of time provided for research, and the amount of time to write papers or prepare presentations for professional meetings. Also, an important message (reflected by quantitative and qualitative feedback from respondents on workload and time pressure measures) was the “change-readiness” of dental education.

-more-

The ADEA CCI has maintained that faculty development is the necessary condition for change and innovation in dental education. One of the purposes of ADEA CCI is to give members of the academic dental community concepts and tools to improve and to innovate. ADEA CCI has provided faculty development opportunities for teams of liaisons at each dental school and commissioned a number of white papers intended to be practical guides for schools.

ADEA members can log in at www.adea.org to read the full report in the May issue of the *Journal of Dental Education*. Others can contact Ms. Lesley Ward at WardL@adea.org for a copy.

###

About the American Dental Education Association

The American Dental Education Association (ADEA) is the voice of dental education. Its members include all U.S. and Canadian dental schools and many allied and postdoctoral dental education programs, corporations, faculty, and students. The mission of ADEA is to lead individuals and institutions of the dental education community to address contemporary issues influencing education, research, and the delivery of oral health care for the health of the public. ADEA's activities encompass a wide range of research, advocacy, faculty development, meetings, and communications like the esteemed *Journal of Dental Education*, as well as the dental school admissions services AADSAS and PASS.

American Dental Education Association

1400 K Street NW, Suite 1100, Washington, DC 20005
202-289-7201
www.adea.org