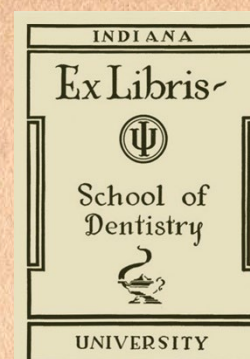
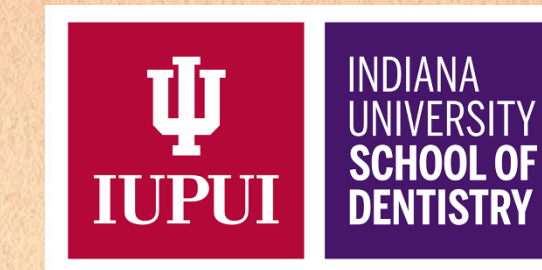


3



Fifty Years of How and Why Faculty Teach

Sean Stone, Indiana University School of Dentistry Library

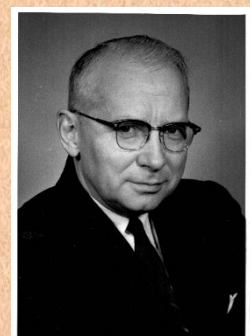


Introduction: Formalizing Teaching

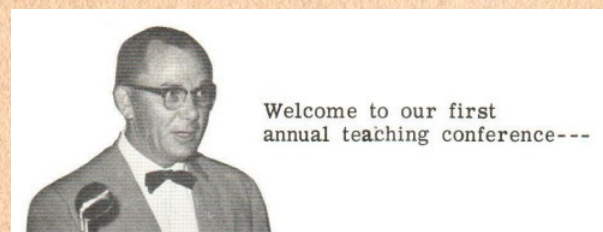
In 1963, the House of Delegates of the American Association of Dental Schools recommended that all dental schools constitute a committee on teaching.¹ That same year, the Dean appointed a committee on teaching for the Indiana University School of Dentistry to develop educational programs for faculty. In spring of 1964, one of their first acts was to evaluate "the attitude of our faculty on many of our teaching problems" with a survey.² In fall of 1965, the teaching committee put on it's first annual Teaching Conference for faculty, an event that is still held today, and presented highlights of the survey. In fall of 2021, a slightly updated version of the 1964 Faculty Attitudes Toward Teaching survey was given to faculty. This poster presents highlights comparing 1964 and 2021 responses.

1964

- 216 Faculty
- 81 D4s



Dean Maynard K. Hine



Faculty Teaching Conference, 1965



Dean Carol Anne Murdoch-Kinch



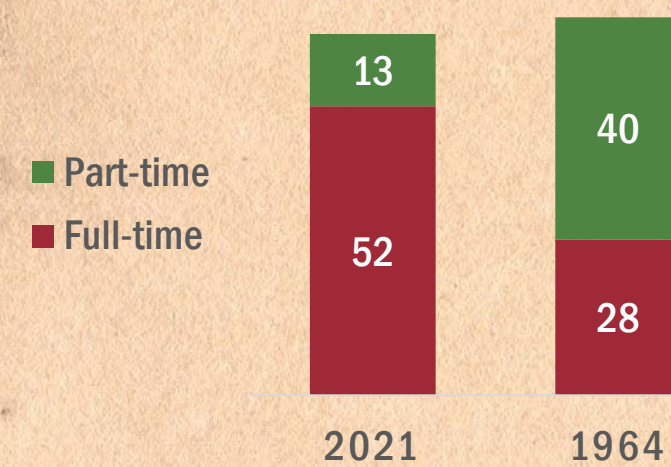
Faculty Teaching Conference, 2021

Methods

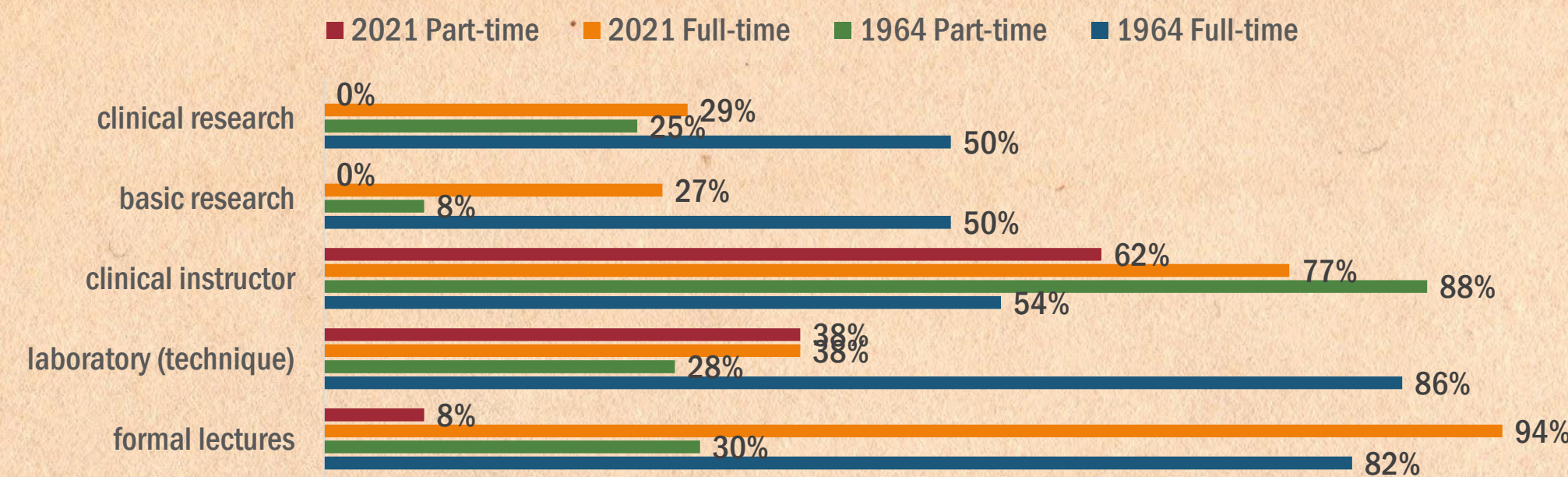
In 1964, paper surveys were distributed to all faculty and collected and analyzed by the Faculty Teaching Committee. In 2021, The 1964 survey was converted into an online survey in Qualtrics and distributed electronically through faculty email lists. Only minor changes were made to the survey like more inclusive pronouns and content that reflects Dental School changes since 1964 (degree programs, etc.).

Response Rates

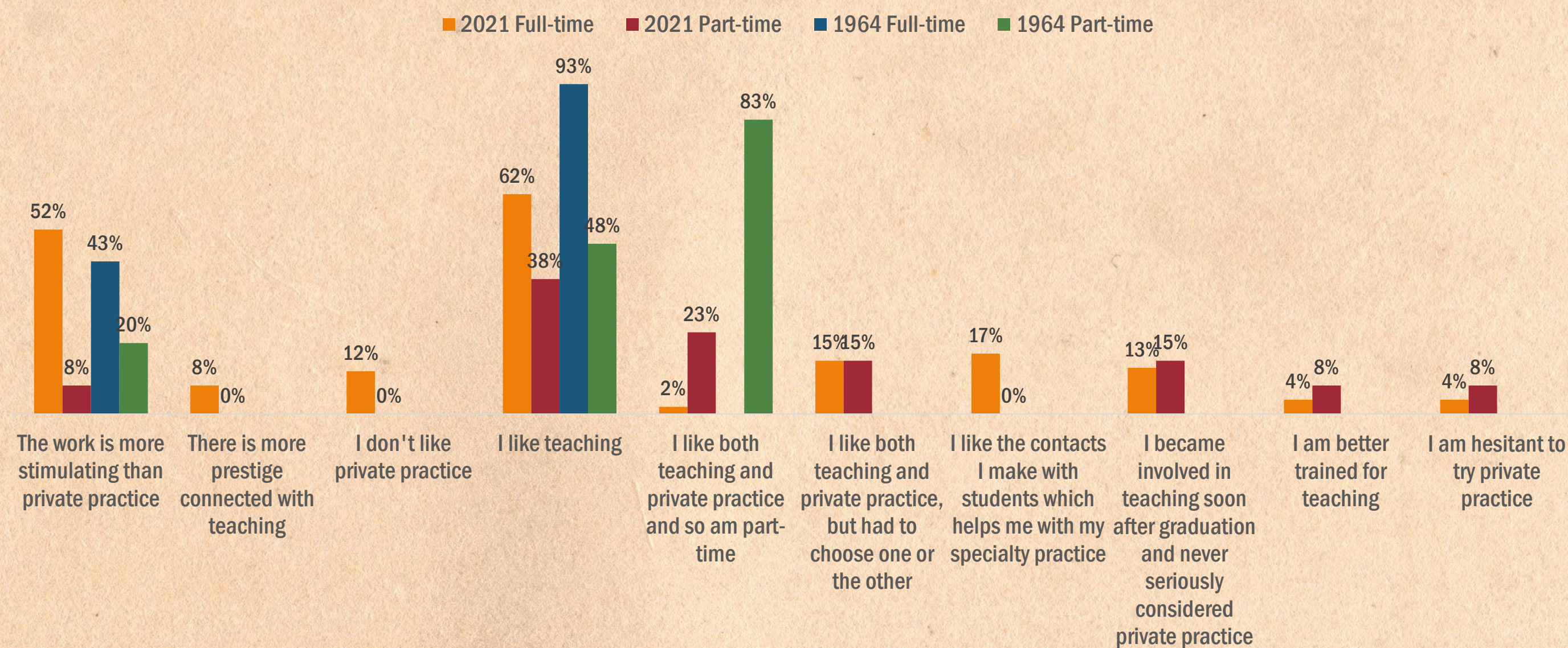
2021 - 25%, 1964 - 31%



Faculty Duties



Motivations for Being an Educator



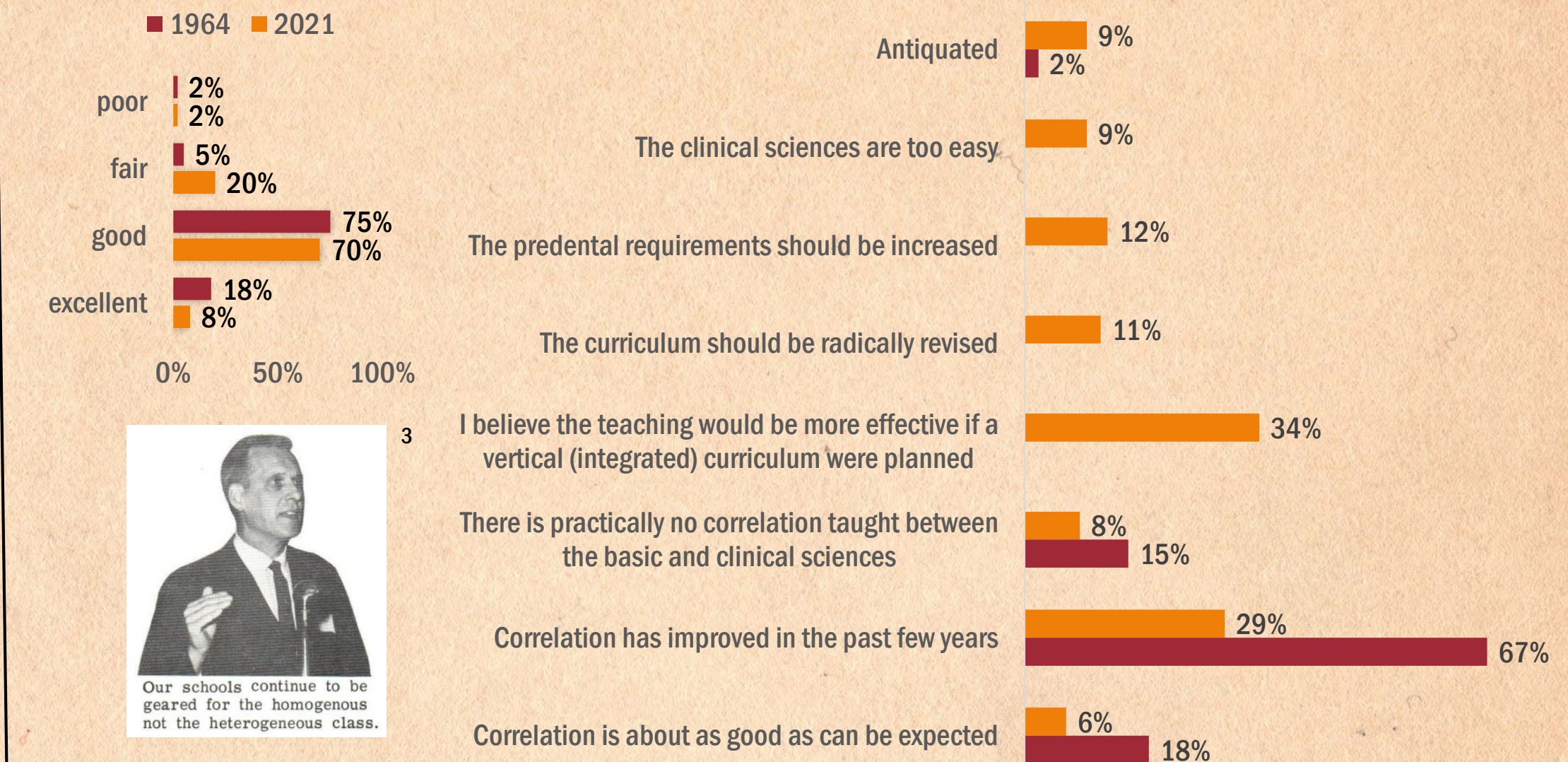
Other Interesting Responses:

- 13% of 2021 full-time faculty indicated that they practice at nights and/or on weekends
- Among part-time faculty
 - 15% (2021) and 3% (1964) felt that the work of being an educator was easier than private practice
 - 23% (2021) and 8% (1964) indicated a desire to become full-time faculty
 - 0% (2021) and 18% (1964) would like a full-time appointment except they felt that the pay was not high enough
 - 0% (2021) and 5% (1964) indicated the intention to quit part-time practice as soon as they were offered an acceptable salary



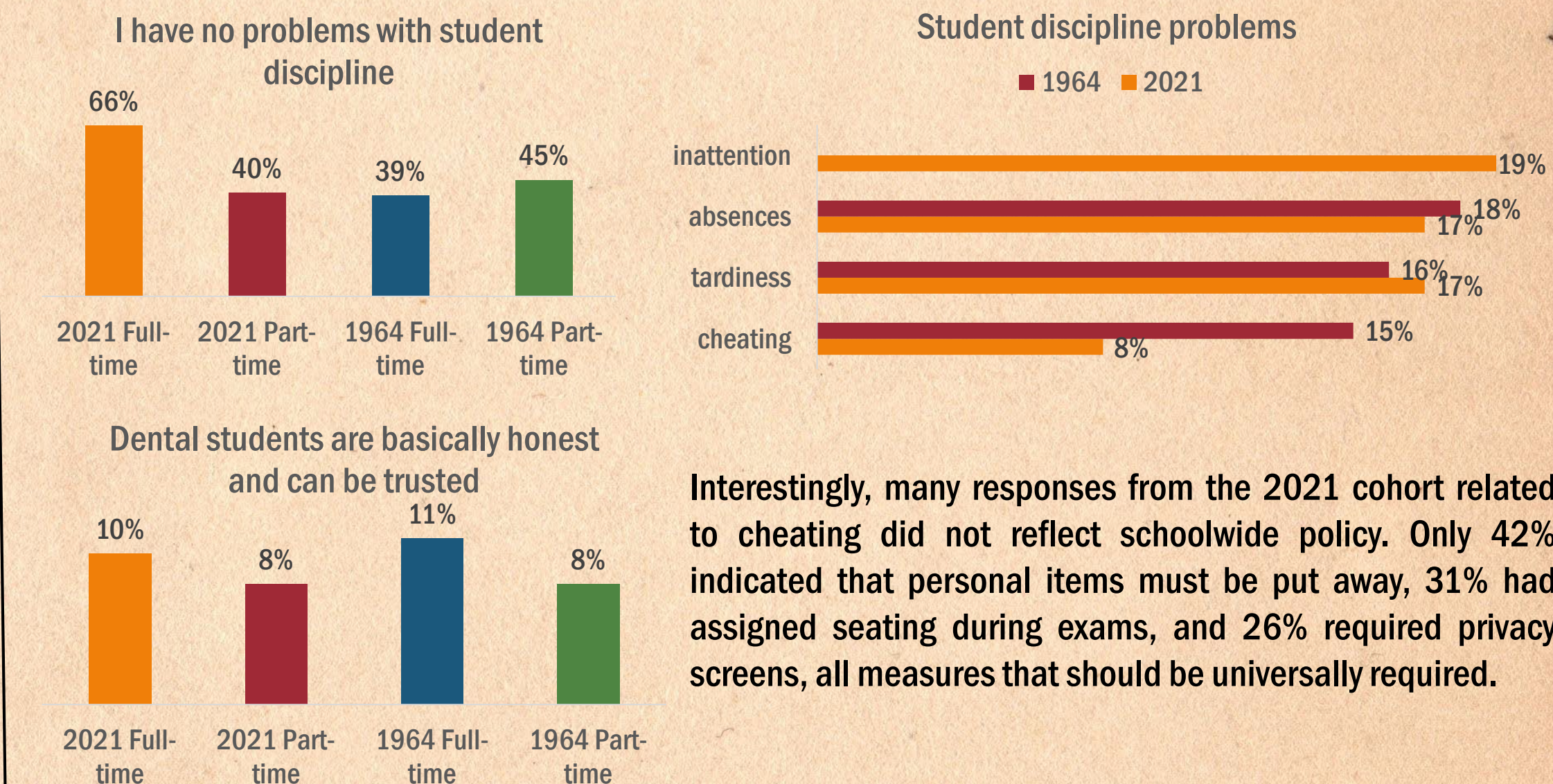
3

What is your opinion of the present dental curriculum?



3

Thoughts on Students



Interestingly, many responses from the 2021 cohort related to cheating did not reflect schoolwide policy. Only 42% indicated that personal items must be put away, 31% had assigned seating during exams, and 26% required privacy screens, all measures that should be universally required.

References

1. Proceedings of the 39th Annual Session of the American Association of Dental Schools. Chicago, Ill.: The Association, 1962. (pp. 59-64).
2. Starkey, Paul E. Message from the Chairman of the Committee on Teaching. Indiana University School of Dentistry First Annual Teaching Conference & Workshop Program. 1965.
3. Random Candids From the First One. Indiana University School of Dentistry Second Annual Teaching Conference & Workshop Program. 1966.