

A Survey of Canadian Dental Hygiene Faculty Needs and Credentials

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Abstract: The American Dental Education Association recently reported that the growing shortage of qualified faculty in dental hygiene education programs has reached a crisis situation. The authors hypothesized that Canadian dental hygiene programs will face a similar shortage. However, a review of the literature identified no studies that investigated Canadian dental hygiene faculty shortages. To address this gap in knowledge, a twenty-three-item descriptive survey and cover letter were mailed to the director of each Canadian school of dental hygiene (N=31) in spring 2003. The survey and letter were translated into French for francophone (French-speaking) schools. Follow-up telephone calls were made to nonrespondent programs. Survey results were analyzed using descriptive statistical methods. The response rate was 84 percent. Results revealed that 20 percent of schools had sought to fill empty faculty positions within the year and 47 percent of full-time faculty were forty-nine years or older. Within the next two years, 24 percent of dental hygiene programs in Canada will have full-time faculty positions available, growing to 40 percent within the next five years. Respondents indicated that they preferred faculty to hold a credential above the diploma whether teaching full-time (92 percent) or part-time (88 percent). Other required qualifications included previous teaching experience, current clinical experience, and eligibility for licensure in the province for teaching in Canadian dental hygiene programs.

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The American Dental Education Association recently reported that there is a growing shortage of qualified faculty in dental education programs.^{1,2} It is anticipated that further aging of faculty and the monetary enticements of clinical practice will further complicate the situation. A review of the literature that specifically addressed dental hygiene faculty shortages revealed two studies. In 1992 Keevil surveyed 198 U.S. dental hygiene programs and had a response rate of 86 percent.³ Thirty percent of responding programs reported that they had faculty vacancies with a total of sixty vacancies overall.³ A more recent study by Nunn et al. of U.S. dental hygiene schools found that 68 percent of schools surveyed predict faculty shortages within the next five years.⁴ No similar studies were found investigating faculty shortages specifically in Canadian dental hygiene programs although there have been anecdotal reports that shortages exist.

In 2000, the Canadian Dental Hygienists' Association (CDHA) passed a resolution indicating that, by the year 2005, all students entering dental hygiene programs in Canada would be entering baccalaureate degree programs.⁵ Subsequent to the announce-

ment of that resolution, a number of dental hygiene schools in Canada began to pursue ways to convert their existing diploma programs into bachelor's degree programs. In addition to anecdotal reports of a general shortage of dental hygiene faculty, concern has been expressed regarding the recruitment of faculty with appropriate qualifications for teaching bachelor's level students. The Commission on Dental Accreditation of Canada (CDAC) states in its Dental Hygiene Requirement # 3.2.1: "the program must be staffed by a core of well-qualified full-time faculty who possess, or are working towards, a baccalaureate degree or higher."⁶ The Canadian Dental Association has expressed concern over the shortage of dental hygienists nationally.⁷ Although this shortage has not yet been validated in the literature, it has led to the opening of new diploma level dental hygiene programs nationally.

If indeed a shortage of dental hygiene faculty exists, and if the required credential to teach is a baccalaureate degree at a minimum, the current lack of baccalaureate or master's degree programs in Canadian dental hygiene education will compound the situation. Information regarding the current qualifi-

cations of Canadian dental hygiene faculty has not been documented. Given the lack of information regarding shortages and qualifications of Canadian dental hygiene faculty, the goals of this study were to 1) determine whether a current or projected shortage exists for qualified dental hygiene faculty and 2) establish the credentials required for positions in the thirty-one Canadian schools of dental hygiene accredited by the Commission on Dental Accreditation of Canada. The working hypothesis underlying this study is that there are not enough qualified candidates to fill teaching positions in Canadian dental hygiene schools.

Methods

A twenty-three-item survey instrument was developed and piloted. The survey was developed by the authors with the assistance of colleagues with survey expertise. Questions were identified first to address the demographics of Canadian dental hygiene educators; second, to extract information regarding the required and preferred credentials of educators, both full- and part-time; and finally, to determine the schools' projection of future vacancies based on anticipated retirements and program expansions. The survey was first piloted by three dental hygiene faculty members and revised based on their feedback. The research proposal was approved by the Dalhousie University ethics committee.

The survey instrument was sent with an explanatory cover letter to the directors of the thirty-one existing dental hygiene programs in Canada in the spring of 2003. The sample contained both publicly and privately funded schools that offer credentials in dental hygiene. They were located in Faculties of Dentistry in universities, community colleges, Collèges d'enseignement général et professionnel (CEGEPS—community college system in the province of Quebec), and private-for-profit institutions. The survey and cover letter were translated to French for francophone (French-speaking) programs. Program representatives were asked to respond within three weeks of receipt of the survey. Self-addressed stamped envelopes were provided. Programs that did not respond to the first mail-out were contacted via telephone. Survey participation was voluntary, and failure to respond to the follow-up telephone call was considered a lack of consent to participate in the study. Responses were not blinded; respondents were requested to identify the name of their school on the survey.

Twenty-one survey questions asked for descriptive and demographic information about the program and the faculty who teach in the program along with qualifications required when hiring new faculty (Appendix A). These data were analyzed using descriptive statistical methods. The two remaining questions were open-ended and requested respondents to offer ideas for attracting faculty members to their institution and for fostering teaching as a career choice.

Results

Of the thirty-one schools surveyed, twenty-six replied for a response rate of 84 percent. At the time of the survey, twenty-two schools offered a diploma in dental hygiene (analogous to an associate degree), two offered a similar credential (CEGEPS), one offered a bachelor of dental sciences (dental hygiene) as a degree completion program, and one school offered both a diploma and a bachelor of science (dental hygiene). The majority of responding programs offered a diploma; only two had baccalaureate degrees and these were optional. However, 42 percent of the programs reported that they were investigating a conversion from diploma to baccalaureate degree education within the next five years of the study. The twenty-six programs that responded consisted of all program types and were thus representative of dental hygiene education in Canada.

Table 1 presents basic demographic information on Canadian dental hygiene faculty. "Full-time faculty" were defined as only those who teach within the dental hygiene department or program, not faculty from other departments within the institution. For the twenty-six programs that responded, the total number of full-time faculty was 130 with a mean number of 5 (sd=3). The total number of part-time faculty was almost double at 229 with a mean of 8.8 (sd=8). There were eleven full-time and twenty-one part-time male faculty members. The mean class size was twenty-nine (sd=12). Table 1 shows the ages of full-time and part-time faculty. Interestingly, 47 percent of all full-time faculty members were forty-nine years of age or older while only 19 percent of part-time faculty members were in that age range. The most common academic credentials held by full-time faculty were a baccalaureate degree and a diploma in dental hygiene (37.5 percent), while 28.9 percent held a master's degree along with a diploma in dental hygiene and 26.6 percent held a diploma in dental hygiene alone. The remainder of faculty held a

diploma in dental hygiene and a Ph.D. (2.3 percent), a D.D.S. degree (0.8 percent), and other certificates (3.9 percent). Currently, for full-time combined didactic and clinical teaching, the most commonly required credential was the diploma in dental hygiene (50 percent), yet the other 50 percent of programs require the baccalaureate degree or higher (Table 2). The preferred credential for teaching full-time was shared between the baccalaureate degree (38 percent) and the master's degree (33 percent), while only twenty-one percent preferred the Ph.D. Only 8 percent of respondents preferred the diploma in dental hygiene without additional credentials (Table 3).

Regarding part-time faculty, the data indicate that 83 percent of programs accepted a diploma in dental hygiene as sufficient for clinical teaching, but this figure decreased to 63 percent for combined didactic and clinical teaching and to 58 percent if the part-time faculty member was teaching didactic only (Table 4). In contrast, the preferred credential for a part-time faculty member teaching clinical only was a baccalaureate degree (71 percent). For teaching didactic only, the preferred credential was either the baccalaureate degree or master's degree. The preferred credential for teaching combined clinical and didactic coursework was the baccalaureate or higher (Table 5).

Current clinical experience, previous clinical experience, and eligibility to practice in the province were the major additional qualifications required for full-time teaching positions. Additional qualifications considered to be an asset but not necessarily required were previous teaching experience, current clinical experience, publication record, eligibility to practice in the province, research experience, and other more regionally specific qualifications, such as being bilingual or francophone.

Twenty-six program directors reported a total of four full-time vacancies. This represents 12 percent of the programs. Table 6 illustrates the anticipated vacancies in schools over the next five years. Within the next two years, 44 percent of the surveyed schools anticipated that they would have at least one faculty vacancy, while 60 percent reported they were likely to have a vacancy within four years. Forty percent of respondents do not expect any faculty vacancies for at least five years.

Thirty-one percent of programs reported hiring faculty less than one year ago, and 38 percent longer than four years ago. The primary reported reasons for available positions included retirements, faculty vacating positions, increases in class size, and

changes in program format. Additional reasons included establishment of a new program, sick replacement, and workload formula.

When asked about the number of candidates who applied for a teaching position, one program reported having no qualified applicants, while others reported having between five and eleven applicants. The majority of programs reported filling va-

Table 1. Ages of full- and part-time faculty

Age	Full-Time N (%)	Part-Time N (%)
<25		7 (3%)
25-35	4 (3%)	58 (25%)
36-42	27 (21%)	67 (29%)
43-48	38 (29%)	54 (24%)
49-55	50 (38%)	35 (15%)
>55	11 (9%)	8 (4%)
Total N	130	229

Table 2. Currently required credentials for full-time teaching

Credential	Clinical Teaching	Didactic Teaching	Didactic & Clinical Teaching
Diploma in Dental Hygiene	76%	52%	50%
Baccalaureate Degree	19%	35%	29%
Master's Degree	5%	13%	17%

Table 3. Preferred credentials for full-time teaching

Credential	Clinical Teaching	Didactic Teaching	Didactic & Clinical Teaching
Diploma in Dental Hygiene	30%	9%	8%
Baccalaureate Degree	60%	52%	38%
Master's Degree	10%	39%	33%
Ph.D.	-	-	21%

Table 4. Currently required credentials for part-time teaching

Credential	Clinical Teaching	Didactic Teaching	Didactic & Clinical Teaching
Diploma in Dental Hygiene	83%	58%	63%
Baccalaureate Degree	17%	38%	27%
Master's Degree	-	4%	5%

Table 5. Credentials preferred for part-time teaching

Credential	Clinical Teaching	Didactic Teaching	Didactic & Clinical Teaching
Diploma in Dental Hygiene	25%	12%	12%
Baccalaureate Degree	71%	56%	44%
Master's Degree	4%	32%	32%
Ph.D.	-	-	12%

Table 6. Anticipated faculty vacancies

Predicted Time Frame	% of Programs Anticipating One or More Vacant Positions
1 year or less	20%
>1-2 years	24%
>2-3 years	12%
>3-4 years	4%
5 years or more	40%

vacancies in less than three months, while the remainder took up to one year. The responses did not specify the teaching responsibility or whether the vacancy was a full- or part-time position. The open-ended questions asked how programs encourage students to seek further education as preparation for academic careers. The following strategies were reported: peer teaching, role modeling, mentoring, providing available materials regarding higher educational programs, encouragement to explore education as a career, providing information regarding credentials required to teach, advertising higher education programs in dental hygiene, professional issues courses discussing career options, encouraging students to teach in continuing education courses, guest speakers, partnerships with baccalaureate programs, and encouraging professional networking. Additionally, it was reported that baccalaureate dental hygiene students were encouraged to pursue graduate education.

Programs were asked what would attract a dental hygienist to pursue a teaching career in their program. Primary responses were excellent reputation and quality of the program, excellent salary and benefits, program location, funding for professional development, potential for career advancement, self-improvement and professional growth, supportive and passionate faculty, potential for conducting research, opportunity to share skills and knowledge with students, and employment security.

Discussion

Results of this study parallel those found when Nunn et al. investigated shortages of dental hygiene faculty in the United States.⁴ Nunn et al. project a 68 percent shortage of full-time dental hygiene faculty within the next five years, which would represent a crisis situation. Similarly, the results of this study suggest that a faculty shortage will be acute in Canada by 2008. In the Health Canada document "Building on Values: The Future of Health Care in Canada," dental hygiene is cited as the fastest growing health profession in Canada between 1991 and 2000.⁸ The Department of Human Resources Development Canada (HRDC) cites a growing and aging population as only one of the ongoing trends that support a projection of employment growth for dental hygienists to be significantly above average.⁹ Likewise, the U.S. Bureau of Labor Statistics projects dental hygiene to be one of the fastest growing occupations until 2012.¹⁰

With the perceived shortage of dental hygienists in Canada, a significant number of private-for-profit dental hygiene diploma programs have opened over the past three years, creating an increased demand for qualified educators. At the time of the survey, there were two new accredited programs. Since the survey was conducted, eight additional programs have applied for accreditation status, and two more are in various stages of implementation. This potential increased demand for dental hygiene graduates will have an impact on educational programs that currently exist. Many established programs are being asked to increase the size of their graduating classes, which would likely require increases in faculty. Furthermore, although few programs at the time of the survey were searching for faculty, the data suggest very strongly that large numbers of faculty positions will become available within five years of the study. Faculty ages reported in this study indicate that 47 percent are forty-nine years or older, suggesting many will reach retirement age in the near future (Table 1). This demographic shift can most likely be explained by the aging of the baby boomer generation. The increased number of schools, the request for increased class sizes, and the retirement of current faculty are all factors that will impact the need for more dental hygiene educators in Canada in the very near future.

The reported ages for part-time faculty are much lower (younger), suggesting that part-time fac-

ulty could be mentored to fill full-time positions. The question of credentials now becomes significant. Program directors reported that the required credentials for teaching full-time are equally divided between a diploma in dental hygiene alone and a combination of higher degrees ranging from bachelor's to Ph.D. levels. However, the preferred credential indicated in Table 3 has shifted notably toward graduate level education. In fact, only 8 percent of schools continue to prefer a diploma credential alone, demonstrating a dramatic shift from the 50 percent of programs that currently require no more than a diploma. The data indicate a difference between the qualifications currently required for teaching positions and those preferred. This would seem to suggest that, when current educators were hired with the diploma alone, candidates with higher credentials were not available.

In Canada, all public school teachers, from kindergarten to secondary school, are required to hold a minimum of a baccalaureate degree before obtaining their teaching credential.^{11,12} It is perplexing to explain why dental hygiene programs that are preparing future clinicians and health care professionals would not demand at least the same credential. Current accreditation requirements of the Commission on Dental Accreditation of Canada specify that "a core of faculty" in dental hygiene programs must have a baccalaureate degree, yet the diploma is currently the minimal educational requirement in 50 percent of dental hygiene programs responding to the survey.⁶ This may be due to a shortage of individuals with the specialized education of dental hygiene, a limited number of baccalaureate in dental hygiene degree programs, a shortage of graduate programs preparing dental hygiene educators, a lack of mentoring of dental hygiene students, or other factors. In considering the responses received regarding the preferred academic credentials, we conclude that a shortage of qualified individuals accounts for faculty with minimal credentials rather than lack of preference by program directors.

As noted above, the younger, part-time faculty may be a source for future full-time faculty. The survey data indicated that the majority of the part-time faculty members were not required to hold baccalaureate or graduate degrees. The respondents reported the preferred credential for part-time faculty was overwhelmingly in favor of a baccalaureate degree for clinical teaching (71 percent) or baccalaureate or master's for teaching both didactic and clinic (76 percent). As many do not hold a baccalaureate

or graduate degree, this reported preference for higher credentials would seem to necessitate part-time faculty attaining additional credentialing before they would be accepted as qualified for full-time positions. Students currently enrolled in dental hygiene programs could also be acknowledged as a potential source for future faculty. Results of this survey demonstrate that schools use a variety of strategies to foster education as a career. Given the preferred credentials reported for full- and part-time educators, dental hygiene students interested in a career in education must also be encouraged to obtain higher academic credentials than what is needed for entry into clinical practice.

Activities to promote faculty to seek further education have been recommended by Nunn et al.⁴ Some of these activities include finding alternative ways to reward faculty, loan forgiveness for exemplary students to pursue educational career goals, and the use of distance education technology to improve access to higher education for students in remote locations. Schrubbe noted that effective mentorship can serve to attract new dental educators and that this mentorship should occur with new junior faculty.¹³ Respondents to this survey suggest mentoring should extend to students while they are enrolled in the dental hygiene program. We further suggest that schools seriously review their faculty recruitment strategies and put into place a viable succession plan that could incorporate such strategies as the early identification of anticipated vacancies, particularly retirements; identification of potential faculty for such positions; and grooming of graduates for future faculty positions by encouraging and even sponsoring their graduate education. Faculty recruitment efforts should be broadly based in order to attract the most qualified candidates for positions. Fifty percent of responding schools in this study supported this notion by indicating that their recruitment activities were not restricted to Canada alone. Internal resources must be allocated to support these efforts. Strategies for fostering education as a career need to be shared among dental hygiene programs.

Given the lack of master's level dental hygiene programs in Canada and only three dental hygiene baccalaureate programs that are concentrated in the central and western parts of the country, development of such programs should be a national priority to address the anticipated shortage of dental hygiene educators. Although several schools are currently pursuing conversion to baccalaureate degree pro-

grams, further investigation into the development of graduate programs in dental hygiene in Canada is warranted.

One of the limitations of this study is that the qualifications held by current part-time faculty were not identified. Furthermore, the specific breakdown of teaching responsibilities (clinical versus didactic) of the part-time faculty were not explored. This information could have further explained the large number of faculty holding a diploma alone. Another limitation pertained to lack of specificity in the question regarding the hiring of faculty. It is postulated that part-time clinical teaching positions are easier to fill than full-time teaching positions; however, the survey question did not indicate whether positions last filled were full- or part-time or whether the program was newly established. Thus it is not possible to determine the relative difficulty in filling full-time teaching positions.

Future studies should be conducted to explore the number of dental hygienists pursuing higher education in Canada at both the baccalaureate and master's levels. These studies should also investigate whether their career goals are educationally directed. This information would contribute to a more accurate projection of the need for future dental hygiene educators in Canada.

Conclusion

The results of this study clearly identify a growing need for dental hygiene educators in Canada. According to these results, by 2008 this need will reach a crisis state. These data parallel those found in the United States, thus precluding the recruitment of U.S. dental hygiene educators to Canadian programs. This study also found that current faculty credentials are not at the levels preferred by program directors. One explanation for the survey data is that the type and number of dental hygiene programs in Canada at the time of the survey were then and remain dynamic. New diploma level programs are being established concurrently with college programs seeking university-level articulation and university-level diploma programs seeking degree-level recognition. Changes in program formats impact the criteria used in selecting faculty. For example, since many of the current faculty members were hired to teach, college programs in the province of Ontario have changed from a one plus one to a two-year for-

mat; university-based programs have changed from a two-year to a one plus two-year format. Faculty nearing retirement at established programs may hold credentials at a lower level than those required or preferred of new faculty. It is predicted that, with faculty retiring and the changes in program type, the currently preferred credential for dental hygiene faculty will more accurately reflect the future required credential. To ensure the sustainability and quality of dental hygiene education in Canada, it is evident that more programs at the baccalaureate and master's degree levels specific to dental hygiene are required.

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Appendix I

IS THERE A *SHORTAGE* OF QUALIFIED DENTAL HYGIENE FACULTY IN CANADA?

_____ Name of Institution

Please check the appropriate response(s) for the following questions.

1. Your program is located in a (**Please check ONE response only**):
 - 1. community college (program type) 1+1
 - 2. community college (program type) 2 yr.
 - 3. community college (program type) 1+2
 - 4. university (program type) 1+ 2
 - 5. university (program type) 1+ 3
 - 6. technical school
 - 7. private school

- 2a. The **credential** awarded graduates in your program is a:
 - 1. Diploma in Dental Hygiene
 - 2. Baccalaureate in Science (Dental Hygiene)
 - 3. Baccalaureate in Dentistry (Dental Hygiene)
 - 4. Diploma or Baccalaureate in Science (Dental Hygiene)
 - 5. Other (_____)

- 2b. If your program currently offers a *diploma*, is your institution planning on offering a baccalaureate degree in the next 5 years, or not?
 - 1. yes 2. no

3. Currently, a full graduating class size is: _____ (**# of students**)

4. Check below the credentials and teaching positions for current faculty who are **not dental hygienists** and teach in your program, including people from other departments. (**Please check all that apply**)
 - a) Baccalaureate, didactic only
 - b) Baccalaureate, clinical only
 - c) Baccalaureate, didactic and clinical

 - d) DDS, clinical only
 - e) DDS, didactic only
 - f) DDS, didactic and clinical

 - g) Master's, clinical only
 - h) Master's, didactic only
 - i) Master's, didactic and clinical

 - j) PhD, clinical only
 - k) PhD, didactic only
 - l) PhD, clinical and didactic

Questions 5-21 concern **only those faculty who teach within the dental hygiene department or program** and not, for example, people who are from other departments within the institution and teach a course for the program, i.e., **not** a professor from the anatomy department who teaches anatomy to the dental hygiene students.

5. The current number of **full-time** faculty, including the director, chair, or coordinator teaching in your program is: _____
 (# full time faculty)

6. Of the current **full-time** faculty, how many hold a
 ___ (number) a) Diploma in Dental Hygiene **only**?
 ___ (number) b) Baccalaureate **only**? (discipline(s) _____)
 ___ (number) c) Dip.D.H. **and** a Baccalaureate **only**? (discipline(s) _____)
 ___ (number) d) Master's degree, **no** Dip.D.H.? (discipline(s) _____)
 ___ (number) e) Master's degree **and** Dip.D.H.? (discipline(s) _____)
 ___ (number) f) Ph.D. **no** Dip.D.H.? (discipline(s) _____)
 ___ (number) g) Ph.D. **and** Dip.D.H.? (discipline(s) _____)
 ___ (number) h) Credential other than any of the above? (specify _____)

7. The current number of **part-time** faculty teaching in your program is:
 _____ (# part-time faculty)

8. Of those **part-time** faculty listed in question 7, in a week how many....
 ___ (number) a) work less than 1 full day?
 ___ (number) b) work 1 full day?
 ___ (number) c) work more than 1 full day but less than 2 full days?
 ___ (number) d) work 2 full days?
 ___ (number) e) work more than 2 full days?

(Note: total number of part time should equal answer for # 7)

9. In the chart below, please record the current **number** of faculty in each age category.

Age category	Number of Full-Time Faculty	Number of Part-Time Faculty
Under 25	_____	_____
25-35	_____	_____
36-42	_____	_____
43-48	_____	_____
49-55	_____	_____
Older than 55	_____	_____

10. In the chart below, please indicate the **number** of male and female faculty.

	Male (#)	Female (#)
Full-time	_____	_____
Part-time	_____	_____

11. In the chart below, please circle **one** response in each column to indicate the credentials *required* and *preferred* for hiring **FULL-TIME** faculty for teaching positions at your program. **Please circle only one number per column.**

	<i>Minimal</i>	Required	<i>Credential</i>	<i>Minimal</i>	Preferred	<i>Credential</i>
Full-Time Credential	<i>Clinical Teaching Only</i>	<i>Didactic Teaching Only</i>	<i>Clinical & Didactic Teaching & Research</i>	<i>Clinical Teaching Only</i>	<i>Didactic Teaching Only</i>	<i>Clinical & Didactic Teaching & Research</i>
Diploma in Dental Hygiene	1	1	1	1	1	1
Baccalaureate in						
• Dental Hygiene	2	2	2	2	2	2
• Education	3	3	3	3	3	3
• Related Health Field	4	4	4	4	4	4
• Any Field	5	5	5	5	5	5
Master's Degree in						
• Dental Hygiene	6	6	6	6	6	6
• Education	7	7	7	7	7	7
• Related Health Field	8	8	8	8	8	8
• Any Field	9	9	9	9	9	9
Ph.D.	10	10	10	10	10	10

12. In the chart below, please circle **one** response in each column to indicate the credentials *required* and *preferred* for hiring **PART-TIME** faculty for teaching positions at your program. **Please circle only one number per column.**

	<i>Minimal</i>	Required	<i>Credential</i>	<i>Minimal</i>	Preferred	<i>Credential</i>
Part-Time Credential	<i>Clinical Teaching Only</i>	<i>Didactic Teaching Only</i>	<i>Clinical & Didactic Teaching & Research</i>	<i>Clinical Teaching Only</i>	<i>Didactic Teaching Only</i>	<i>Clinical & Didactic Teaching & Research</i>
Diploma in Dental Hygiene	1	1	1	1	1	1
Baccalaureate in						
• Dental Hygiene	2	2	2	2	2	2
• Education	3	3	3	3	3	3
• Related Health Field	4	4	4	4	4	4
• Any Field	5	5	5	5	5	5
Master's Degree in						
• Dental Hygiene	6	6	6	6	6	6
• Education	7	7	7	7	7	7
• Related Health Field	8	8	8	8	8	8
• Any Field	9	9	9	9	9	9
Ph.D.	10	10	10	10	10	10

13. At your program, do all didactic teachers have a responsibility to conduct research, or not?

1. yes 2. no

14a. Check any qualifications that are **required** for a full-time position:

(check all that apply)

- a) previous teaching experience
 b) current clinical experiences
 c) publication record
 d) research experience
 e) eligibility to be licensed to practice in province
 f) other (please specify _____)

14b. Other qualifications that are considered to be an asset for a full-time position are:

(check all that apply)

- a) previous teaching experience
- b) current clinical experiences
- c) publication record
- d) research experience
- e) eligibility to be licensed to practice in province
- f) other (please specify _____)

15a. Is there currently a vacancy in your faculty, or not?

- 1. yes If more than 1 vacancy, please indicate # of _____ vacancies.
- 2. no

15b. The next faculty vacancy is anticipated in your program within ...?

- 1. 1 year or less
- 2. 1-2 years
- 3. 2-3 years
- 4. 3-4 years
- 5. 4-5 years
- 6. 5 years or more

16. To fill a **full-time** position within your faculty, is the search restricted to Canadian applicants only, or not?

- 1. yes
- 2. no

17a. A **full-time** faculty member was last hired at your program:

- 1. less than one year ago
- 2. 1-2 years ago
- 3. 2-3 years ago
- 4. 3-4 years ago
- 5. longer than 4 years ago (_____)

17b. If more than one person was hired at that time, please indicate the # _____ **hired**.

18. The position became available as a result of: (please check **all** that apply)

- a) retirement
- b) faculty vacated the position
- c) increase in class size
- d) change in program format
- e) increase in salary budget
- f) other (please specify _____)

19. The number of qualified candidates who applied for the position was...?

- 1. none
- 2. one or two
- 3. three or four
- 4. five or more

20. To fill the position it took:

(If more than one position was filled, please select the **longest time frame**)

- 1. less than 3 months
- 2. 3-6 months
- 3. 6-12 months
- 4. longer than 12 months

21. The **full-time** positions your program offers are (please check **all** that apply)

- a) clinical tenure-track positions
- b) academic tenure-track positions

- c) yearly contract positions
- d) permanent contract positions
- e) other (please specify _____)

22. In what way(s), if any, does your program mentor students to seek further education that would qualify them for teaching positions within dental hygiene programs?

23. What, if anything, would attract a dental hygienist to a teaching career at your program?

Thank you for completing the survey.
Please return it in the self-addressed envelope provided.