

Boston University Henry M. Goldman School of Dental Medicine

Applied Strategic Plan: Goal 8

Survey on Staff Professional Development 2011

Total Surveys Expected = 260

Total Surveys Completed = 132

Response Rate = 50.7%

Q1. How many years have you worked at GSDM?

	<1 year	1 - 3 years	3 - 5 years	5 - 10 years	10 -15 years	15 - 20 years	>20 years
#	15	42	17	19	17	8	13
%	11.5%	32.1%	13.0%	14.5%	13.0%	6.1%	9.9%

Q2. I am:

	Male	Female	MISSING
#	23	107	1
%	17.6%	81.7%	.8%

Q3a. In your role at GSDM, is your work setting mostly:

	Administrative	Administrative/ Clinical	Clinical	Research	Other	MISSING
#	88	5	19	4	12	4
%	66.7%	3.8%	14.4%	3.0%	9.1%	3.0%

Q3b. If you selected "Other," please specify:

Academics	1
Assisting Students	1
Everything	1
Facilities	2
Front desk	1
Instruction	1
Laboratory	3
Research Project	1
Staff Administrative	1

Q4. Do you regularly interact with GSDM students?

	Yes	No	MISSING
#	96	30	6
%	72.7%	22.7%	4.5%

Q5. Are you:

	an exempt employee (paid monthly)	a non-exempt employee (paid weekly)	MISSING
#	56	30	46
%	42.4%	22.7%	34.8%

Q6. Do you regularly interact with patients/research participants?

	Yes	No	MISSING
#	58	67	7
%	43.9%	50.8%	4.5%

For questions 7 and 8:



Blue boxes indicate the top 5 answers



Red boxes indicate the bottom 5 answers

Q7. Indicate the strength of your agreement or disagreement with each of the statements about current professional development below.

	Total # Responses	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. GSDM has trained me for my current position.	120	15 12.5%	43 35.8%	37 30.8%	19 15.8%	6 5.0%
		58 48.3%		37 30.8%	25 20.8%	
		15 12.4%	58 47.9%	21 17.4%	21 17.4%	6 5.0%
b. I have opportunities for training to improve my skills.	121	73 60.3%		21 17.4%	27 22.3%	

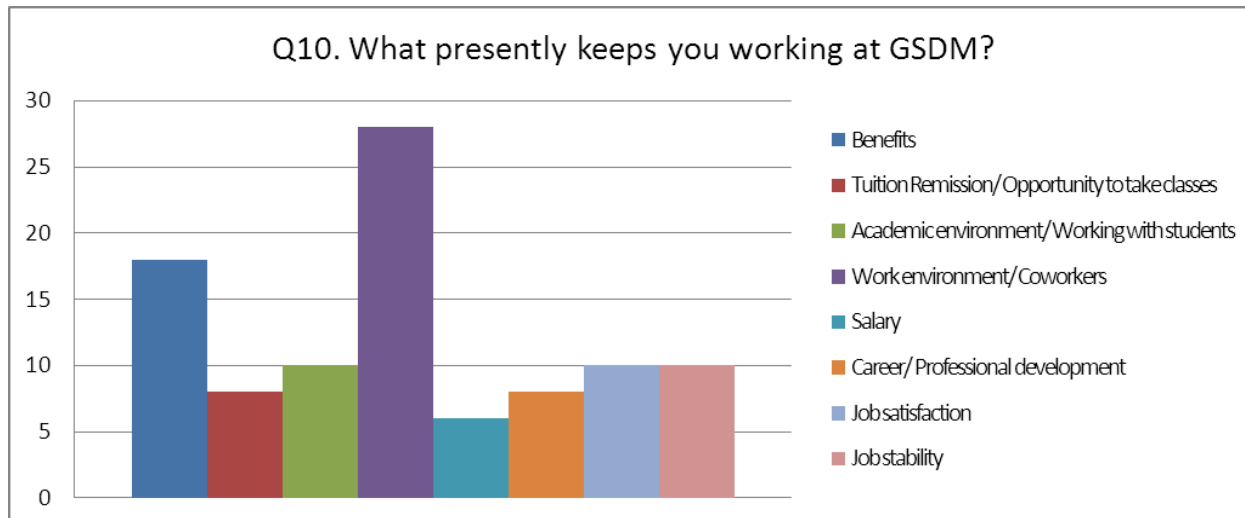
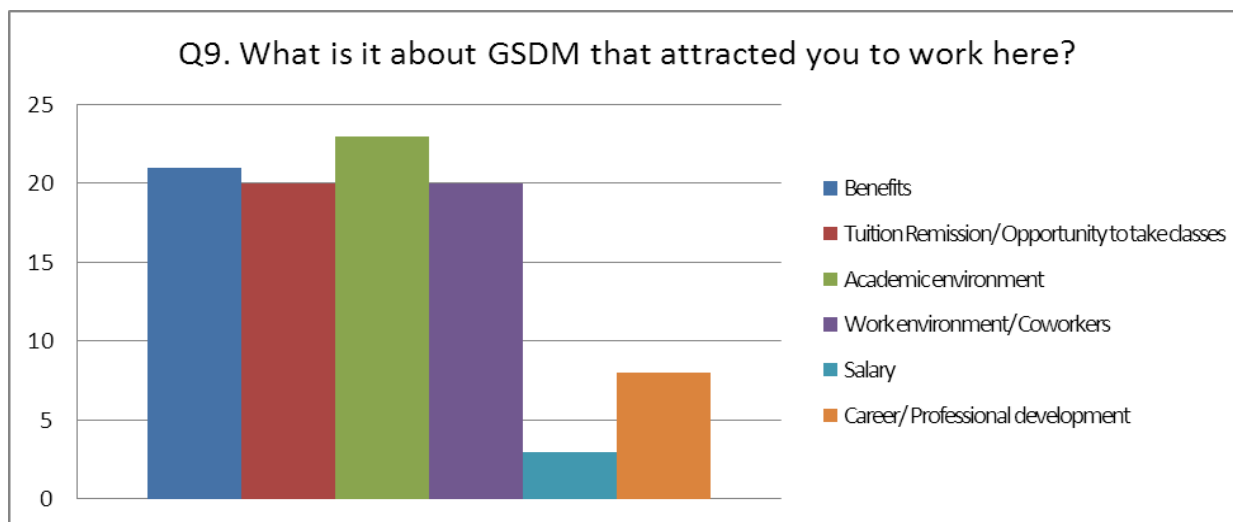
c. There are opportunities for me to cross-train and learn new skills.	119	11 9.2%	48 40.3%	26 21.8%	29 24.4%	5 4.2%
		59 49.6%		26 21.8%	34 28.6%	
d. The work I do is appreciated by my immediate supervisor.	122	47 38.5%	52 42.6%	11 9.0%	9 7.4%	3 2.5%
		99 81.1%		11 9.0%	12 9.8%	
e. My immediate supervisor helps me improve my job performance by identifying my strengths and weaknesses.	121	27 22.3%	49 40.5%	30 24.8%	10 8.3%	5 4.1%
		76 62.8%		30 24.8%	15 12.4%	
f. My immediate supervisor helps me improve my job performance by supporting me to improve upon my weaknesses.	121	26 21.5%	48 39.7%	26 21.5%	15 12.4%	6 5.0%
		74 61.2%		26 21.5%	21 17.4%	
g. My immediate supervisor helps me improve my job performance with positive feedback when appropriate.	121	37 30.6%	46 38.0%	20 16.5%	11 9.1%	7 5.8%
		83 68.6%		20 16.5%	18 14.9%	
h. My immediate supervisor helps me improve my job performance through mentoring/guidance.	120	29 24.2%	35 29.2%	34 28.3%	13 10.8%	9 7.5%
		64 53.3%		34 28.3%	22 18.3%	
i. I am satisfied with my career path at GSDM.	121	17 14.0%	49 40.5%	35 28.9%	17 14.0%	3 2.5%
		66 54.5%		35 28.9%	20 16.5%	
j. I am encouraged to take initiative in determining my own career path and professional development.	121	19 15.7%	49 40.5%	30 24.8%	19 15.7%	4 3.3%
		68 56.2%		30 24.8%	23 19.0%	
k. I have opportunities for professional development.	122	13 10.7%	44 36.1%	34 27.9%	27 22.1%	4 3.3%
		57 46.7%		34 27.9%	31 25.4%	

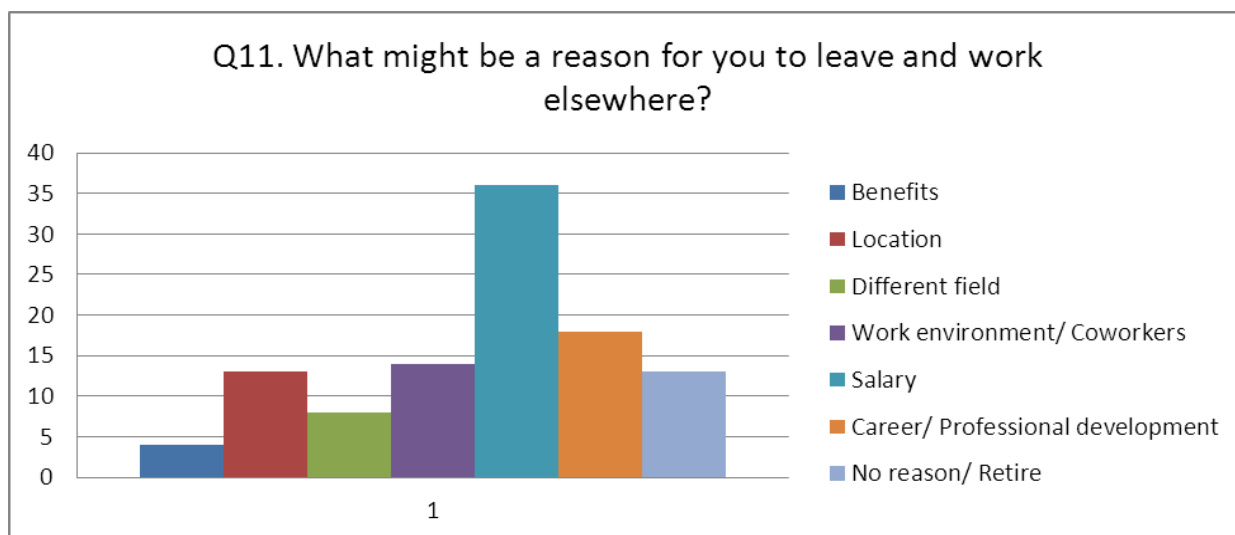
l. GSDM places a high importance on job training/professional development.	122	8 6.6%	33 27.0%	39 32.0%	34 27.9%	8 6.6%
		41 33.6%		39 32.0%	42 34.4%	
m. The work I do is valuable to GSDM.	122	53 43.4%	52 42.6%	11 9.0%	6 4.9%	0 .0%
		105 86.1%		11 9.0%	6 4.9%	
n. GSDM consistently follows clear processes for orienting and training new employees.	117	5 4.3%	36 30.8%	32 27.4%	29 24.8%	15 12.8%
		41 35.0%		32 27.4%	44 37.6%	

Q8. GSDM focuses on long-term retention of quality candidates with:

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. Competitive compensation.	116	2 1.7%	35 30.2%	29 25.0%	30 25.9%	20 17.2%
		37 31.9%		29 25.0%	50 43.1%	
b. Career advancement opportunities.	116	7 6.0%	30 25.9%	43 37.1%	26 22.4%	10 8.6%
		37 31.9%		43 37.1%	36 31.0%	
c. Professional learning and growth opportunities.	115	10 8.7%	39 33.9%	32 27.8%	29 25.2%	5 4.3%
		49 42.6%		32 27.8%	34 29.6%	
d. Peer recognition.	115	6 5.2%	47 40.9%	32 27.8%	21 18.3%	9 7.8%
		53 46.1%		32 27.8%	30 26.1%	
e. Positive recognition by immediate supervisor.	115	23 20.0%	44 38.3%	26 22.6%	15 13.0%	7 6.1%
		67 58.3%		26 22.6%	22 19.1%	

f. A consistent and equitable system of rewards.	116	4 3.4%	23 19.7%	38 32.5%	33 28.2%	18 15.4%
		27 23.3%		38 32.5%	51 44.0%	





Q12. I would like to take the opportunity to obtain a degree/advanced degree while employed at BU.

	Yes	No	MISSING
#	80	31	3
%	70.2%	27.2%	2.6%

Q13a. I feel I am supported if I wish to obtain a degree/advanced degree.

Total # Responses	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
120	37	40	32	6	1
	31.9%	34.5%	27.6%	5.2%	0.9%
	58		37	25	
	48.3%		30.8%	20.8%	

Q13b. Comment on whether you feel supported to obtain a degree/advanced degree.

Strongly agree	MISSING.	27
	Am already obtaining master's degree.	1
	Currently a SPH student.	1
	For the most part, I am happy working at BUGSDM because I have been able to get my master's degree and I feel I am valued by immediate supervisor and co-workers. They salary I make, even with an advanced degree, is about \$10,000	1

	less than the average patient-coordinator position in Boston. Additionally, I pay \$165 per month to park at work, and I have had taxes taken out of my pay-check quite often for graduate classes so my salary is barely livable. There is no opportunity for advancement no matter how much hard work I put in, which becomes frustrating. Also, my co-workers and I have been working to fill the gaps from co-workers who have left and there is no added compensation or extra benefits available. I even find myself having to complete work-related tasks at home, and there are no extra rewards available. My supervisor does a great job. She always tells us how much she appreciates us, but I do wish there was a way my hard work could be rewarded so I'm not struggling so badly financially.	
	I have been thoroughly supported by my supervisor to continue my education, but there should be more encouragement to take courses outside of the school. Most staff is not "allowed" to go to Yankee or similar dental education because they school does not "stop" and sometimes it is hard to adjust schedules (patients and students) to allow this. Solution?	1
	I know the benefits of tuition remission that come along with employment and they can't be beat. I know my supervisor would love for me to pursue an advanced degree because it would ensure that I am here at least 5 years (I would be pursuing a PhD).	1
	It is very hard to obtain a degree while working at GDSM. The schedule makes it very difficult to study or take some classes, and if you are able to take a course you can get in academic probation and not be able to take further classes.	1
	Many staff employees cannot.	1
	My supervisor is extremely supportive of my pursuit of a master's degree and recommendations.	1
	The taxation amounts on the tuition remission benefit take out too much of my small paycheck. I'm forced to take only 2 classes a year, which will take at least 5 years to complete my degree.	1
	This work schedule does not allow me flexibility to take the classes I need to advance my career.	1
Agree	MISSING.	36
	Already completed an advanced degree while working here.	1
	I feel I'm supported to obtain a degree but the question would be: would it advance my career within BUGSDM. Or will they allow me to grow or provide growth opportunities.	1
	I obtained an advanced degree two years ago, but now I would think twice about it, only because the taxes taken on tuition remission are prohibitive based on many entry-level salaries.	1

	Supervisor is very supportive and provides guidance about courses, & helps me apply skills in the workplace.	1
Neither agree nor disagree	MISSING.	25
	Evening classes would be my only option.	1
	I already have an advanced degree.	1
	I personally do not feel there are enough seminars and workshops geared toward administrative support: data and dashboard training and other advanced computer training (beyond how to set up your email and do a basic PowerPoint), project management, leadership seminars, executive assistant training. Many people in my department are out of touch with technology which can become extremely frustrating on a day-to-day basis. Computer literacy, departmental statistics/data and departmental organization appear to be big problems across the school as a whole. More importantly, communication is a HUGE problem at GSDM (I cannot emphasize that enough). The website is not even close to our peer institutions, there is not a system in place for departments to list their seminars and events in a cohesive location that is accessible to everyone... communication needs work. Aside from that, I work with some nice people and the day-to-day is bearable, sometimes even nice. :)	1
	I was able to obtain an advanced degree through our tuition remission program. It was extremely difficult to accomplish due to patient scheduling and production. I took mostly evening classes when available. Any daytime classes involved changing my patient scheduling and utilizing vacation time. I would not be able to accomplish this if courses were on the Main Campus. I was in classes with other employees who were able to take one or two classes as part of their work day. It took me twice as long to graduate. It was this benefit that attracted me to BU. All professional development, computer programs, team management skills are always useful in a working environment. However when your day is already filled to capacity, time needs to be allocated in order to complete training. There is no time in a filled clinical schedule.	1
	Overall, it has been a great place to work.	1
	Probably encouraged - but not during working hours.	1
	Some people have been able to leave early or come in late for classes and others are not.	1
Disagree	MISSING.	3
	The degree programs I am interested in only offer classes during business/work hours, so I feel unable to pursue an advanced degree.	1
	The schedule and position do not allow me to focus in education; plus, no support from my supervisor.	1
	Work schedules are often not allowed to be flexible to accommodate required	1

	courses.	
Strongly disagree	MISSING.	1

Q14. Please rate your ability with the following computer/technology programs.

		Proficient, no training needed	Familiar, but would like additional training	Not familiar, need basic training	No training needed / Not applicable to my position
a. Word	#	86	24	2	1
	%	76.1%	21.2%	1.8%	.9%
b. Excel	#	52	50	7	2
	%	46.8%	45.0%	6.3%	1.8%
c. PowerPoint	#	51	45	8	8
	%	45.5%	40.2%	7.1%	7.1%
d. Access	#	17	38	29	25
	%	15.6%	34.9%	26.6%	22.9%
e. Outlook (Email)	#	74	32	1	2
	%	67.9%	29.4%	.9%	1.8%
f. Business tools (SAP, time entry, purchasing, etc.)	#	26	56	12	17
	%	23.4%	50.5%	10.8%	15.3%
g. Blackboard	#	38	45	10	15
	%	35.2%	41.7%	9.3%	13.9%
h. Salud	#	30	31	7	43
	%	27.0%	27.9%	6.3%	38.7%
i. Statistical Software (SAS, SPSS, etc.)	#	5	19	29	41
	%	5.3%	20.2%	30.9%	43.6%
j. Using outside technology to enhance student/patient experience.	#	13	26	19	47
	%	12.4%	24.8%	18.1%	44.8%

For questions 15, 17 and 19:

 Blue boxes indicate the top 3 answers

Q15. Please pick 3 training topics that would be most beneficial to your professional development

Word	#	14
	%	6.8%
Excel	#	39
	%	19.0%
PowerPoint	#	23
	%	11.2%
Access	#	20
	%	9.8%
Outlook (Email)	#	11
	%	5.4%
Business tools (SAP, time entry, purchasing, etc.)	#	33
	%	16.1%
Blackboard	#	11
	%	5.4%
Salud	#	18
	%	8.8%
Statistical software (SAS, SPSS, etc.)	#	21
	%	10.2%
Using outside technology to enhance student/patient experience	#	10
	%	4.9%
WordPress	#	1
	%	.5%
Grants Management	#	1
	%	.5%
Photoshop	#	1
	%	.5%
Scheduling	#	1
	%	.5%
Software	#	1
	%	.5%

Q16. Please rate your ability with the following management skills.

		Proficient, no training needed.	Familiar, but would like additional training.	Not familiar, need basic training.	No training needed /Not applicable to my position.
a. Conflict management	#	27	65	7	12
	%	24.3%	58.6%	6.3%	10.8%
b. Supervisory skills	#	30	51	10	21
	%	26.8%	45.5%	8.9%	18.8%
c. Management concepts	#	25	54	13	17
	%	22.9%	49.5%	11.9%	15.6%
d. Team process	#	50	48	7	7
	%	44.6%	42.9%	6.3%	6.3%
e. Leadership	#	41	50	9	12
	%	36.6%	44.6%	8.0%	10.7%
f. Mentoring new staff	#	37	52	6	16
	%	33.3%	46.8%	5.4%	14.4%
g. Communication	#	59	48	1	4
	%	52.7%	42.9%	.9%	3.6%
h. Goal setting	#	48	50	7	7
	%	42.9%	44.6%	6.3%	6.3%
i. Delegation techniques	#	36	54	6	13
	%	33.0%	49.5%	5.5%	11.9%

Q17. Please pick 3 training topics that would be most beneficial to your professional development

Conflict management	#	27
	%	14.2%
Supervisory skills	#	18
	%	9.5%
Management concepts	#	30
	%	15.8%
Team process	#	16
	%	8.4%

Leadership	#	25
	%	13.2%
Mentoring new staff	#	8
	%	4.2%
Communication	#	22
	%	11.6%
Goal setting	#	23
	%	12.1%
Delegation techniques	#	21
	%	11.1%

Q18. Please rate your ability with the following management skills.

		Proficient, no training needed.	Familiar, but would like additional training.	Not familiar, need basic training.	No training needed / Not applicable to my position.
a. Stress management	#	48	55	8	2
	%	42.5%	48.7%	7.1%	1.8%
b. Time management	#	63	46	2	2
	%	55.8%	40.7%	1.8%	1.8%
c. Assertiveness training	#	37	58	10	6
	%	33.3%	52.3%	9.0%	5.4%
d. Cross-training (being familiar with the other tasks performed within your department)	#	42	56	10	5
	%	37.2%	49.6%	8.8%	4.4%
e. Interpersonal skills (listening, building strong work relationships)	#	73	33	3	2
	%	65.8%	29.7%	2.7%	1.8%
f. Customer service (telephone skills, answering student/patient questions, etc.)	#	80	28	2	4
	%	70.2%	24.6%	1.8%	3.5%
g. Problem solving	#	64	45	1	2
	%	57.1%	40.2%	.9%	1.8%

Q19. Please pick 3 training topics that would be most beneficial to your professional development

Stress management	#	34
	%	18.3%
Time management	#	27
	%	14.5%
Assertiveness training	#	34
	%	18.3%
Cross-training (being familiar with the other tasks performed within your department)	#	34
	%	18.3%
Interpersonal skills (listening, building strong working relationships)	#	18
	%	9.7%
Customer service (telephone skills, answering student/patient questions, etc.)	#	15
	%	8.1%
Problem solving	#	24
	%	12.9%

Q20. Please list any other areas that you feel are important to your professional development.

MISSING.	98
Better chances of growth in all the areas of my position like lectures for new equipment and orientations about clinical changes.	1
Clinical training with hands-on to be able to assist the residents.	1
Computer skills. Flexible work schedule.	1
Computer training.	1
Conferences to know what other professionals in the field are grappling with.	1
Continuing education classes for orthodontics and dentistry.	1
Editing training.	1
Fair shot at available 'promotional' jobs.	1
FileMaker Pro training.	1
Flexible work hours. A daycare center, since I have a small child. Additional training for other positions within the department.	1

I believe I need to work more in leadership and supervisory capabilities, as my experience in that field is limited due to my young age.	1
I feel that my opportunities to grow have increased and I have tried to take advantage of these learning experiences.	1
I think it could be useful for like departments within BU to develop best-practices, and automated processes, and training. Performing a non-clinical job while surrounded by a clinical setting makes me often feel like I am just figuring out things as I go along. This often leads me to recreating the wheel. I also feel like much of the emphasis, resources, etc. are directed to clinical staff and that non-clinical staff are not as valued	1
I think we need some kind of cohesive training as the dental school as a whole. Each floor needs to be familiar with how the other floors work and we should become familiar with how the other floors work and we should become familiar with each other so patients aren't sent on "wild-goose-chases" all over the building (by phone and in-person). There is a strong lack of cohesiveness, communication, and patients are often left with no one advocating on their behalf (our staff tries often to help as much as we can, but beyond our floor, patient care is out of our hands).	1
Interpersonal skills.	1
New material (training-lectures) or equipment (supplies).	1
No HIPPA rules are being applied, most with student and patient.	1
None.	5
Outside professional development, policy writing, and procedure writing.	1
Participation in conferences; participation in GSDM managers' meetings; participating in meetings with colleagues at other BUMC schools.	1
Project manager; CAD.	1
Recognition within the department.	1
Research administration and financial administration.	1
Skill specific tutorials to my line of work - i.e. working with PI's, reading research grants, grant admin, etc.	1
Staff members need to take ownership of their GSDM community. If the staff assumes coming to work is just pay check driven, then how can they take ownership of this school? Staff members are the ones that live among the surrounding community of GSDM. If they do not believe and take ownership of their positions, how does GSDM grow in Boston itself? The staff members set the precedence for the patients and students that walk into the school.	1
Stagger working hours/times to allow for flexible hours for advancement in education.	1
Strengthen SAP knowledge/skills.	1
There is a lack of communication/clarity between HR and other departments. It is taking too long for me (as a new hire) to get all set up. The process is very frustrating to me.	1
Training in grant writing.	1

We should all have access to dental terminology and processes in all areas of dental specialties. Working in this environment, it should be mandatory.	1
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Q21. Any additional comments you feel were not addressed in this survey relating to professional development at GSDM?

MISSING.	112
As a new employee, I feel I don't have much of a base to answer these questions but I do feel that the GSDM has recognized my arrival here. Meeting with dean was definitely a nice welcome. As far as professional development, as someone with a background in grants, but not necessarily in research, I would really advocate for more specific training on grants/research administration and the opportunity to be exposed to other staff in similar roles.	1
Feel it is important to have an additional orientation for all new GSDM employees regardless on if they come from outside or from other school within BU.	1
Hold faculty and staff members accountable.	1
Hope there were more seminars and workshops that help some staff the importance and tools needed to offer a better service.	1
I think it is critical to maintain communication between the school upper administration and the administration and staff (as well as with faculty, students and other constituents, of course.) The Faculty-Staff meetings are an excellent way to have regular formal contact, and scheduling the meetings during business hours is helpful and a thoughtful way to recognize individuals' scheduling needs for commuters and those who have after-work responsibilities. Development of a staff council would give a formal voice to this constituency and would be appreciated.	1
I would like to suggest the option of compensation/payout of sick time on a yearly basis to decrease the number of hours away from work. It brings positive reinforcement to those always at work and reinforces the importance of attendance in the workplace.	1
If we have the opportunity to learn all the new areas that improve and help provide a better service, it will be excellent!	1
Many BUGSDM staff employees do not get recognized for the ability of their work. Each employee has his or her own capabilities of working in a certain position. There are many employees that do an excellent job for the quality of their work which are over looked by the Supervisors and the higher management. Growth and advancement is nil at BU. Many new employees are being hired from outside and placed in positions (supervisors, managers, etc.) that should be offered to standard employees that may deserve an upgrade. Peer recognition has not been enforced in many of these departments. Another big problem is many of the staff employees are not recognized or awarded for the work that is done well. This may give incentive for employees to stay on the job longer. Also, providing training in other areas of the work force can give someone a jump start to a new focus on what they	1

can do in other work areas in which to promote a model person. Many employees have to deal with many different varieties of personalities day to day. A degree does not make the person, but it doesn't mean that they are not able to do the job. It provides a stepping stone for the position. You do not need a degree to push a piece of paper or a paper clip. If the person is intelligent and works hard then they will become a prominent person working at BUGSDM. Raises should be improved by all means. Higher raises would give staff employees more incentive to become a better person all around. The raises should start at 5% and go all the way to 8%. We do not get merit raises, and this does nothing for us when the economy increases taxes. Consistent rewards need to be given out for model workers. The staff at BU work hard and they provide the glue that has helped BUGSDM come together as a whole. Employees need to set goals for them to provide the incentive to make their position at BUGSDM a model one.	
Most important while I have worked here is being able to look up to and respect management and we have that now.	1
Much needed mentoring program.	1
None.	4
On the days when the residents are in class and are off, there needs to be training available for the staff.	1
Overall, the school does a fine job of supporting anything you want to do. It's up to individuals to bring it up to their supervisors	1
This related more to retention of employees- As a new employee I feel that GSDM does us a great disservice by not holding its own new employee orientation. We go to the BU orientation and learn the basics about our benefits, but that information has little to do with our day-to-day work. My supervisor was good at orienting me to my general tasks, but not to the school as a whole. I feel I don't know what goes on outside my office and that I don't know who to go to for information or help in other departments. I think this would go a long way to improve school staff culture- you know other people that start around the same time you do and you don't feel like your work is done in a vacuum. The greater sense of community, the greater sense of workplace satisfaction.	1
Training for professional development here does not apply. Too many of us have no chance for advancement. Many people did not return these surveys for fear of repercussions to admit their true thoughts.	1
We have no support from the supervisor.	1
We need to do something for "personal growth" and help people get promoted from within. I don't see any of that here.	1