

34th



## Career Development in Dental Education

3<sup>rd</sup>-6<sup>th</sup> September 2008

Zagreb, Croatia

Presenter: N. Karl Haden, Ph.D.

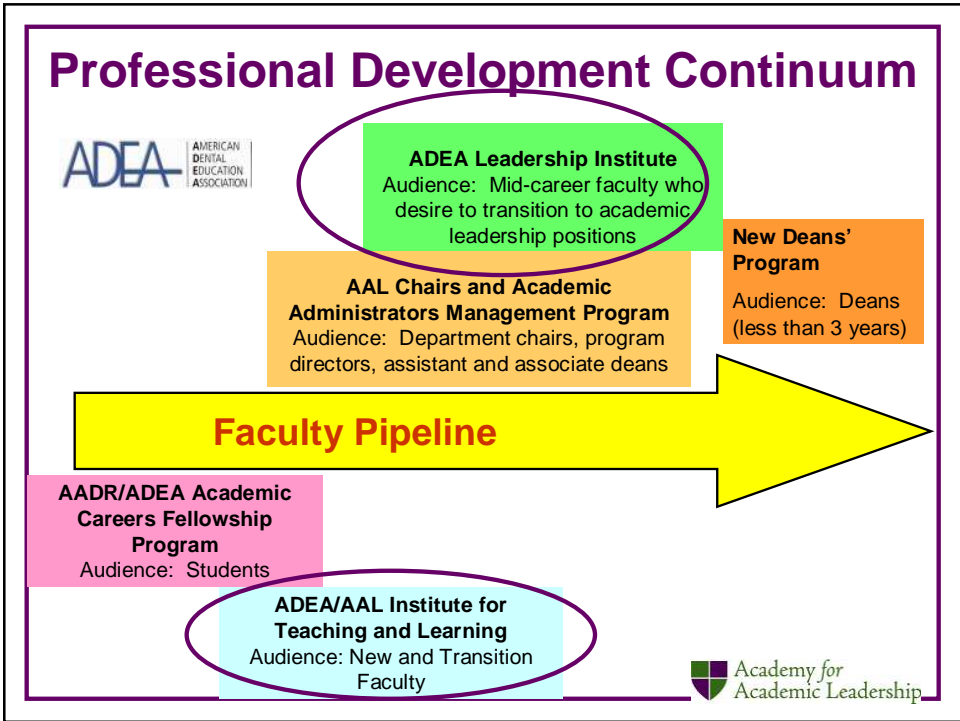
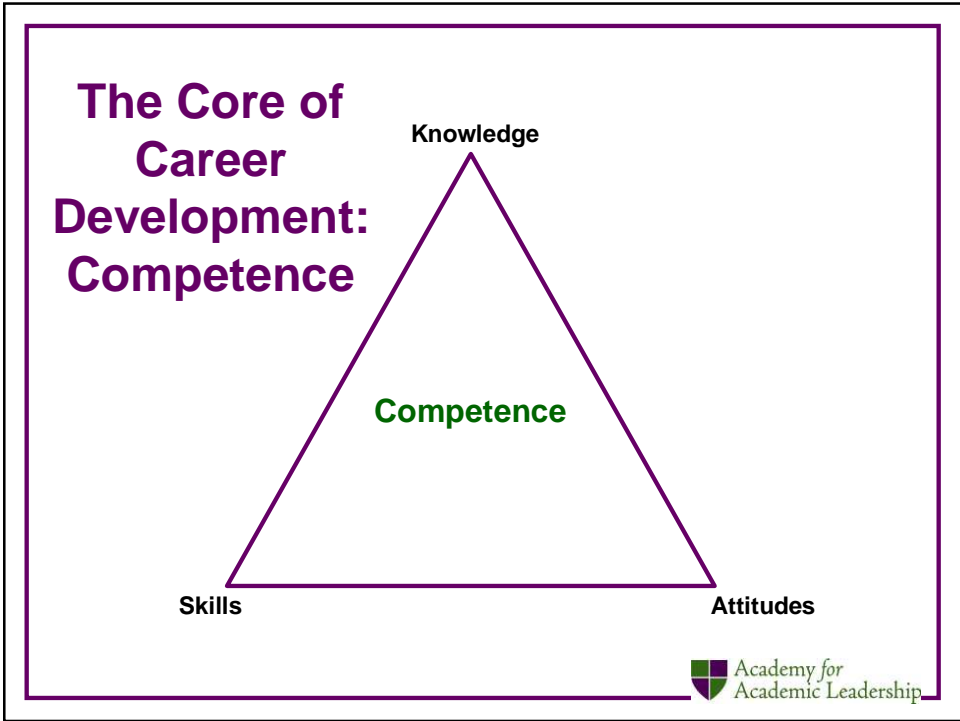


## Objectives

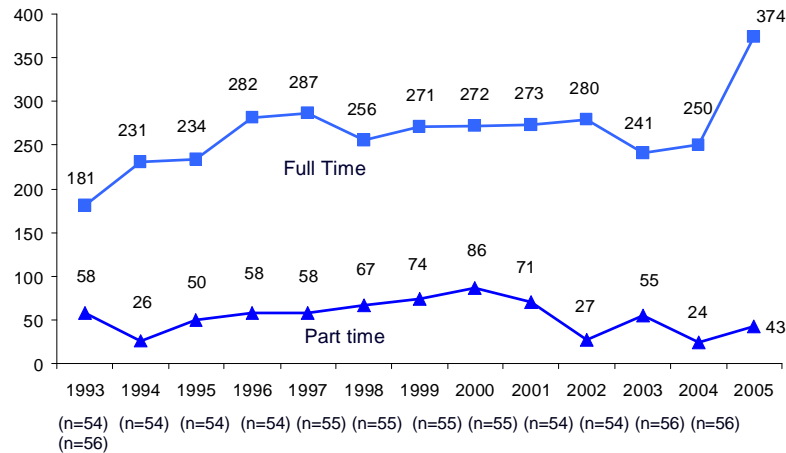


- Describe the **current situation** in faculty recruitment and development in U.S. dental schools
- Explain a **continuum** of career development initiatives (focusing on two)
- Delineate **key considerations** in career development initiatives





## Number of Vacant Budgeted Faculty Positions in U.S. Dental Schools: 1992-2005



Source: American Dental Association, Survey Center 1992-2000; American Dental Education Association 2001-2005

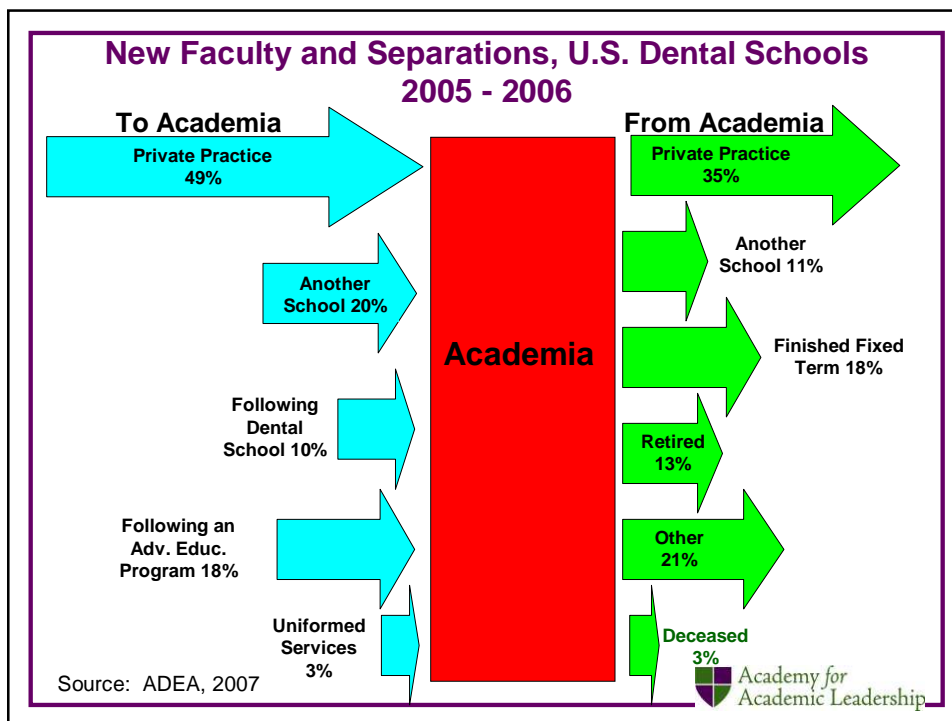


## Factors influencing the ability to fill a vacancy, 2005-06

	Number of Vacancies for which Cited	
Meeting Requirements of the Position	185	47%
Lack of Response to Position Announcement	163	41%
Salary/Budget Limitation	149	38%
Meeting Scholarship Requirements	123	31%
Other Department Priority/Needs	94	24%
Licensure Requirements	74	19%
Other	64	16%
Geographic Location/Cost of Living	47	12%
Board Eligibility/Status Requirements	43	11%

Source: American Dental Education Association, 2007





## Report on the 2007 Dental School Faculty Work Environment Questionnaire

- N=1748 responses (17% of all U.S. faculty)
- 49 U.S. Dental Schools
- 36=average response rate per school (21%)
- 78%--Full Time; 22%--Part Time
- 67%--Male; 33%--Female
- 82% White/Caucasian

Haden NK, Hendricson WH, Ranney RR, et al. The Quality of Dental Faculty Work Life: Report on the 2007 Dental School Work Environment Survey. *J Dent Educ* 2008;72.5:514-531.

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**Assess the availability of each professional development activity, service or resource below**

Item	Yes- Available	Not Available or Not Done	Do not Know	N/A
There is a formal mentoring program for junior faculty who are not tenured	25%	49%	23%	4%
There is a formal mentoring program for faculty who are new to the dental school regardless of academic rank	20%	51%	26%	2%
There is an orientation program for first year faculty to help them learn about the school and meet other faculty	39%	40%	20%	1%
I meet with my department chair/division director/supervisor annually for a review of my performance in the preceding year	77%	17%	3%	4%



**Assess the availability of each professional development activity, service or resource below**

Item	Yes- Available	Not Available or Not Done	Do not Know	N/A
Faculty members in my department develop career growth plans and meet with our department chair/division director/supervisor to set goals and plan professional enrichment activities	52%	33%	12%	3%
The Promotion & Tenure Committee conducts progress reviews of tenure track faculty during years 3 - 4 of the probationary period and provides feedback	34%	20%	31%	15%
A dedicated percentage of my weekly time is reserved for my professional development	32%	56%	6%	7%



## Quality of Faculty Work Life

“Eight of the top ten rated factors [for accepting and maintaining a full-time academic position] were related to work environment or workload, while only two were related to salary. ”



Shepherd, et al. Factors Influencing Pursuit and Satisfaction of Academic Dentistry Careers: Perceptions of New Dental Educators. J Dent Educ 2001;65.9:841-848

N=280

47 schools/73%



## ADEA/AAL Institute for Teaching and Learning

- Recruitment
- Retention
- Development
- Institutional Enhancement



Discover the  
**REWARDS of TEACHING**



For private practice dentists who wish to transition to a full- or part-time faculty position, the Institute for Teaching and Learning in the Health Professions (ITL), Program for Dental School Faculty, provides the opportunity to learn about teaching best practices, the academic environment, and career opportunities. The ITL assists individuals in gaining the knowledge and skills necessary to enter and succeed in the dental school environment. Visit our web site at [www.academicleaders.org](http://www.academicleaders.org) or phone us at 404-350-2098 for more information.

**Application Deadline:  
May 1, 2006**

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**DATES:** University of Missouri-Kansas City School of Dentistry • July 12-16 / Sept 14-17 / Nov 9-12  
University of Medicine and Dentistry of New Jersey-NJ Dental School • Aug 9-13 / Oct 5-8 / Dec 7-10  
University of North Carolina at Chapel Hill School of Dentistry • Aug 23-27 / Oct 26-29 / Nov 30-Dec 3

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## Professional Needs Assessment

- **Each ITL begins with a class-wide *Professional Needs Assessment***
  - \*Career Planning
  - \*Teaching
  - \*Research
  - \*Administration
  - \*Other qualitative feedback on needs and goals



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## Summary of ITL Curriculum Sources

- Literature on faculty competencies and effective faculty development
- *Professional Needs Assessment*
- Instructor experience
- Participant evaluations



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## Some Lessons from the 2006 ITL

### Areas for change:

- 13 days (too long)
- Clinical observations (reduce)
- Dental education environment—  
different levels of understanding (tailor  
to participants)
- Variety of time allocation adjustments  
related to subject areas

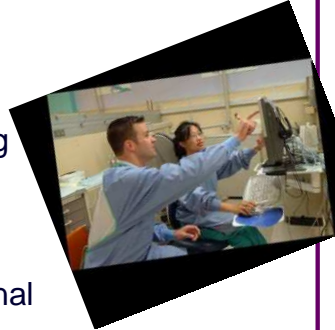


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## Some Lessons from the 2006 ITL

### Strengths on which to build:

- Multi-day, multi-phase program (adding distance education components)
- Conduct of programs at dental schools
- Hot topics include impact of Generational Differences and learning styles
- Participants enjoy seeing the “big picture”
- Participant engagement with deans and chairs at host institution and elsewhere (esp. transition faculty)



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## 2007-2008 ITL

- Two Phases
- 6.5 days onsite
- 55 hours of instruction
- Focus:
  - Teaching and Learning (60%)
  - Career Planning (20%)
  - The Academic Environment (20%)



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## Curriculum Topics: 2007 ITL

### Prior to Phase I:

- Students' Perceptions of their Education
- The Case for Change in Dental Education
- The Dental Education Environment
- Long-term Factors influencing Dental Education



## Curriculum Topics: 2007 ITL

### Phase I:

- Future Directions for 21st Century Dental Education
- Are We Teaching With Our Students' Brains in Mind?
- Working with Difficult Students
- Best Practices for Teaching in Labs and Clinics
- Learning Styles
- Assessment of Students' Performance
- The Generational Mix in Dental Education
- Getting Started with Research and Publication

## Curriculum Topics: 2007 ITL

### Between Phase I and II:

- Career Planning Interviews
- In-service for the sponsoring institution
- Critical thinking online materials



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## Curriculum Topics: 2007 ITL

### Phase II:

- Teaching Effectively in the Classroom
- Enhancing Learning with Technology
- Clinical Teaching Simulation
- Managing Up
- Problem-Based Learning
- Writing Multiple Choice Tests
- Learning, Teaching, and Leading
- Educational Strategies Associated with the Development of Problem Solving, Critical Thinking, and Self-Directed Learning
- Designing and Critiquing Course Syllabi
- Quality of Faculty Work Life

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# 2008 ADEA/AAL Institute for Teaching and Learning

	<p>University of Missouri-Kansas City School of Dentistry Phase I: June 11-14 Phase II: Sept. 19-21</p>
	<p>University of North Carolina at Chapel Hill School of Dentistry Phase I: Aug. 7-10 Phase II: Oct. 31- Nov. 2</p>



ADA CERP is provided by the host institutions.



## A Model for Leadership Development





## ADEA Leadership Institute

- Ninth class began in March 2008
- Each year, up to 21 Fellows are selected
- With the Class of 2009,
  - 170 Fellows
  - 50 U.S. dental schools; 1 Canadian
  - 4 community colleges, one hospital based program, and the Navy Postgraduate Dental School



## Overview of the ADEA Leadership Institute



**Personal and Interpersonal Competencies for Leadership**

### Phase I

- Leadership development and theories of leadership
- Personality preferences and leadership
- Transformational and transactional leadership
- Personal leadership
- Leading change
- Giving and receiving feedback

**Policy and Legislative Workshop**

### Phase II

- Graduate Medical Education
- Access to oral health care
- Budget, appropriations, and authorization processes
- Dental and craniofacial research opportunities
- Visits to Capitol Hill to interact with legislators
- Trends in dental education
- Strategies for Congressional visits
- National Health Service Corps

**Administrative Competencies for Leadership**

### Phase III

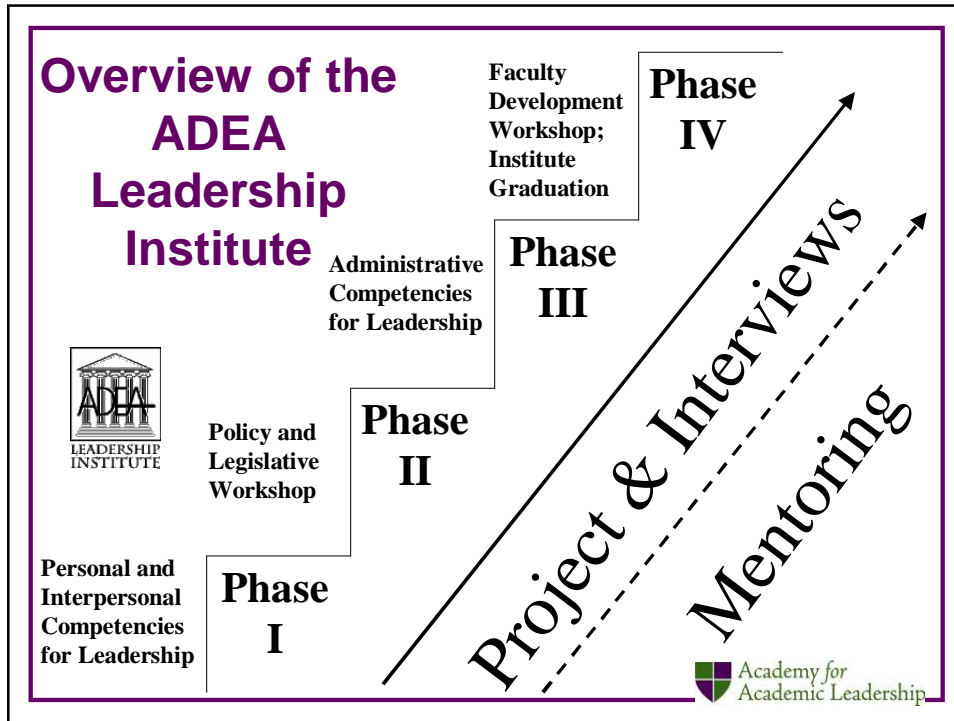
- Strategy and planning
- Building a research program
- The role of the dental school or program in the parent institution
- Budgeting and financial management
- Legal issues in academic leadership
- Interview skills

**Faculty Development Workshop; Institute Graduation**

### Phase IV

Leadership Institute Fellows contribute to a full-day development program. Themes and format vary from year to year.





## Six Step Process for Creating Career Development Programs

1. Diagnosis
2. Assessment
3. Program Design
4. Implementation
5. On-the-job Support
6. Evaluation of Outcomes



## 1. Diagnosis

- ✓ What are the drivers and rationale for creating a leadership program?
- ✓ Is there a consensus and a sense of urgency about leadership development?
- ✓ What is the purpose of the development program?
- ✓ What resources—human and financial—are required to create the program?
- ✓ How will we define and measure success?



## 2. Assessment

- ✓ Who is the target audience for the development?
- ✓ What competences are needed?
- ✓ How will we conduct a needs assessment?



### 3. Program Design

- ✓ What topics do we need to address in the curriculum to develop the desired competences?
- ✓ What format is most appropriate? (length, location, balance of pedagogy and resources)
- ✓ Are there existing models from which to learn and/or with which to collaborate?
- ✓ Who will we engage as faculty?
- ✓ How will we position and promote the program?



### 4. Implementation

- ✓ How do we keep participants engaged in all aspects of the curriculum?
- ✓ How do we insure quality in program delivery (both curriculum and logistics)?
- ✓ Other than participants, who else must be involved in the development experience for the participants?



## 5. On-the-Job Support

- ✓ Who should serve as mentor(s)?
- ✓ What competences are needed by mentors?
- ✓ What onsite activities, projects, and challenges should complement the offsite program?
- ✓ How will we measure the success of the on-the-job support?



## 6. Outcomes Assessment

- ✓ What are the most important outcomes to measure (see Step 1, Diagnosis)?
- ✓ How will we measure these outcomes?  
How often?
- ✓ How do we implement continuous quality improvement?
- ✓ When do we cease conducting the program?



**“The illiterate of the future are not those who can't read or write but those who cannot learn, unlearn, and re-learn.”**

–Alvin Toffler



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