Diversity in the Academy: The Leadership Pipeline

ADEA Annual Session
San Diego, California
March 12, 2011

Presenter: N. Karl Haden, Ph.D.
Objectives

• Provide a broad **overview** of key leadership training provided through ADEA
• Identify **curriculum areas** of most benefit to participants
• Present **outcomes** associated with the ADEA Leadership Institute
• Make **observations** on the future of leadership development
A Continuum of ADEA Faculty Development Initiatives

- ADEA Life-long Learning Center
  - MedEd Portal
  - ADEA CCI Liaisons Program
  - Annual Session

Pipeline for Dental School Faculty

ADEA/AAL ITL
Audience: New and transitioning allied, dental, and advanced dental faculty

ADEA/AAL IAHE
Audience: New and transitioning allied health faculty (IPE)

ADEA/AAL CAAMP
Audience: Department chairs, program directors, academic managers

ADEA Leadership Institute
Audience: Mid-career faculty who desire to transition into academic leadership positions

ADEA SoTL
Audience: Predoctoral, allied, and advanced dental faculty interested in development of scholarship of teaching and learning

ADEA Summer Program
Audience: New allied, dental, and advanced dental faculty
(coming in 2012)

ADEA Allied Dental Faculty Leadership Program
Audience: Allied dental faculty
I. Developing New Dental Faculty:
ADEA/AAL Institute for Teaching and Learning (ITL)

Class of 2010
The ADEA/AAL ITL mission is to prepare more effective teachers and develop other skills that will facilitate confidence, job satisfaction, and professional growth in the academic environment.

- 6.5-day program
- 2 Phases
- 50 contact hours
Purposes of the ITL

• Recruitment
• Retention
• Development
• Institutional Enhancement
<table>
<thead>
<tr>
<th>Demographics (2006-2010)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>57%</td>
</tr>
<tr>
<td>Female</td>
<td>43%</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>64%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>8%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>10%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>9%</td>
</tr>
<tr>
<td>Other</td>
<td>9%</td>
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</table>

N=195
Curriculum (example of topics)

- Academic career planning
- Case-based learning
- Clinical teaching best practices
- Classroom teaching best practices
- Course planning and instruction design
- Critical thinking
- Evaluation of students' performance in the classroom and the clinic
- Personality and learning styles, including working with the Gen Y student
- Principles of learning
- Research and publication
- Working productively with challenging students
Most Valuable Components of the ITL Curriculum

Based on 2010 participant evaluations (N=48 participants)

• Learning Styles
• Teaching Styles
• Teaching Effectively in the Classroom
• Best Practices for Teaching and Learning in Clinical Dentistry
• Assessing Comprehension of Oral Health Concepts
• Strategies for Building an Academic Career
• The Generational Mix in Dental Education
The ITL as a Pipeline

• 1 participant from the ADEAGies/AADR Academic Dental Careers Fellowship Program

• 4 participants to the ADEA/AAL Chairs and Academic Administrators Management Program

• 7 participants to the ADEA Leadership Institute
II. Developing *Midcareer* Dental Faculty: ADEA/AAL Chairs and Academic Administrators Management Program (CAAMP)
CAAMP Curriculum Domains
CAAMP Participants (2008-2010)

- 105 participants
- Professions represented:
  - Dentistry
  - Dental Hygiene
  - Pharmacy
  - Osteopathic Medicine
  - Physician Assistance
  - Nursing
  - Physical Therapy
  - Veterinary Medicine
Most Valuable Components of the CAAMP Curriculum

Based on 2008-2010 Participant Evaluations

- 360 degree feedback
- Personality style self-assessment
- Avoiding Legal Issues in the Academic Environment
- Managing Conflict
- Ensuring Effective Meetings
- Giving and Getting Feedback
III. Developing *Midcareer* Dental Faculty: ADEA Leadership Institute

Class of 2010, Mentors and Faculty
The mission of the ADEA Leadership Institute is to develop the nation’s most promising faculty at academic dental institutions to assume leadership positions in dental and higher education.
ADEA Leadership Institute

- 12th class (2011-12)
- Up to 24 Fellows are selected
- With the Class of 2012:

  - 239 Fellows

  - 53 U.S. dental schools

  - 5 community colleges, 2 Canadian dental school, 1 hospital based program, and the Navy Postgraduate Dental School
Necessary conditions for Leadership

- Knowledge
- Skills
- Attitudes

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

**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

**Phase III**
- The Learning Organization
- Building a research program
- The role of the dental school or program in the parent institution
- Job search and interviewing
- Budgeting and financial management
- Legal issues in academic leadership

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

**Administrative Competencies for Leadership**
- Faculty Development Workshop; Institute Graduation

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

**Personal and Interpersonal Competencies for Leadership**
- The Learning Organization
- Building a research program
- The role of the dental school or program in the parent institution
- Job search and interviewing
- Budgeting and financial management
- Legal issues in academic leadership

**Faculty Development Workshop; Institute Graduation**
- Team building
- Peer assessment
- Mentoring
- Stress management
Phase I
Personal and Interpersonal Competencies for Leadership

Phase II
Policy and Legislative Workshop

Phase III
Administrative Competencies for Leadership

Phase IV
Faculty Development Workshop; Institute Graduation

Project & Interviews
Mentoring
Leadership Institute Fellows by Gender 2000-2012

N=239

* Includes Class of 2011-12
Leadership Institute Fellows by Race/Ethnicity 2000-2012*

81% (194)

5% (11)

7% (17)

7% (17)

White/Caucasian
African American
Hispanic/Latino
Asian/Pacific Islander

N=229

* Includes Class of 2011-12
Academic Rank at Time of Fellowship 2000-2012*

- Associate Professor: 51% (123)
- Professor: 21% (50)
- Assistant Professor: 24% (58)
- Other: 3% (8)

N=239

* Includes Class of 2011-12
Leadership Development in Dental Education: Report on the ADEA Leadership Institute, 2000–08


J Dent 2010;70(4):331-351
Administrative Experience

Substantial (equivalent of full time for 4 years or more)
- Prior to Fellowship Year: 33% (36)
- After Fellowship Year: 47% (51)

Quite a bit (equivalent of full time for 2-4 years)
- Prior to Fellowship Year: 26% (28)
- After Fellowship Year: 32% (35)

Some but not a great deal (equivalent of full time for two years or less)
- Prior to Fellowship Year: 26% (28)
- After Fellowship Year: 18% (20)

None
- Prior to Fellowship Year: 16% (17)
- After Fellowship Year: 3% (3)
Ultimate Career Goal

- Associate/Assistant Dean: 35% (38)
- Dean: 18% (20)
- Other Senior University: 10% (11)
- Department Chair or Head: 7% (8)
- CEO, President or Chancellor: 4% (4)
- Other: 26% (28)

N=109
Position Changes Subsequent to the LI

- Dean/Acting Dean: 5% (5)
- Associate/Assistant Dean: 12% (13)
- Chairperson or Head: 16% (17)
- Other: 20% (22)

N=57
Importance of ADEA LI to Your Career Advancement

- 72% of respondents found ADEA LI important or very important.
- 24% found it somewhat important.
- 4% found it neither important nor unimportant.
- 4% found it unimportant or somewhat important.

[Pie chart showing the distribution of responses.]
LI Publications

• ~20 peer-reviewed publications

• Journals:

  Journal of Dental Education
  European Journal of Dental Education
  Journal of the American Dental Association
  The Clinical Teacher
Leadership is a Relationship

Mentors

Peers

Advisors
Overall Assessment of LI

- Highly Positive: 78% (80)
- Positive: 21% (22)
- Neither positive nor negative: 1% (1)
- Highly Negative/Negative: 0

Legend:
- Green: Highly Positive
- Purple: Neither positive nor negative
- Blue: Positive
Would you Recommend the LI to Others?

Yes  99.0% (102)
No  1.0% (1)
Leadership ROI

Leadership positions held currently or subsequent to the LI

ADEA 55 (50%)

National Organizations 67 (61%)

Home Institution 83 (76%)

Follow-through

Fellowship Year

Selection Process
The Future of Leadership...

Is there a problem?

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

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<tr>
<th>Item</th>
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<th>Not Available or Not Done</th>
<th>Do not Know</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>52%</td>
<td>33%</td>
<td>12%</td>
<td>3%</td>
</tr>
<tr>
<td>The Promotion &amp; Tenure Committee conducts progress reviews of tenure track faculty during years 3 - 4 of the probationary period and provides feedback</td>
<td>34%</td>
<td>20%</td>
<td>31%</td>
<td>15%</td>
</tr>
<tr>
<td>A dedicated percentage of my weekly time is reserved for my professional development</td>
<td>32%</td>
<td>56%</td>
<td>6%</td>
<td>7%</td>
</tr>
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</table>
The Future of Leadership: Observations

- Excellent opportunities exist through ADEA to feed the leadership pipeline
- Ensuring diverse cohorts is an area for continued growth
- Challenges at home institutions will become more severe: *time and money*
- New opportunities need to be created to develop leaders in senior positions
- Leadership development is a priority (*and should be treated like one*)
“We should prefer the steadiest and bravest and, so far as possible, the best looking. But we shall also look not only for moral integrity and toughness, but for natural aptitude for this kind of education.... They need intellectual eagerness, and must learn easily. For the mind shirks mental hardship more than physical.... They must have good memories, determination, and a fondness for hard work.
If we pick those who are sound in limb and mind and then put them through our long course of instruction and training, Justice herself can’t blame us and we shall preserve the constitution of our society.”

Plato, *The Republic*, 325 BC