

CDH 2015 **92ND ANNUAL JUNE 17-23*2015** **SESSION NASHVILLE, TN**

CE Course Handout

Career Development for Dental Hygiene Educators

**Friday, June 19, 2015
2:30pm-5:30pm**



American
Dental
Hygienists'
Association

CAREER DEVELOPMENT FOR DENTAL HYGIENE EDUCATORS



Cynthia C. Gadbury-Amyot, RDH, EdD
Associate Dean for Instructional Technology and Faculty Development
University of Missouri-Kansas City School of Dentistry
Kansas City, MO

Rebecca S. Wilder, RDH, MS
Professor and Director of Faculty Development
Director: Graduate Dental Hygiene Education
University of North Carolina Chapel Hill School of Dentistry
Chapel Hill, NC

ADHA
CLL 2015
Friday, June 19, 2015

Career Development for Dental Hygiene Educators

Course Description

Having a clear vision of your career path is critical for implementing development strategies that will enhance both your academic career and professional satisfaction. This course will discuss many aspects of career development including how to develop the most marketable curriculum vitae and teaching portfolio; mechanisms to navigate the promotion and tenure process; setting goals to achieve success; protecting time and learning to say “no”; methods to increase promotion and career advancement; using the yearly evaluation process to market your strengths...and more! This seminar will be presented by two seasoned dental hygiene academicians who are now leading faculty development initiatives at their respective institutions.

Course Objectives:

Upon completion of this seminar, participants will be able to:

1. Build and implement a professional plan for an academic career.
2. Implement strategies learned to build an impressive curriculum vitae and teaching portfolio.
3. Execute the necessary steps for moving through the ranks in academia.
4. Incorporate time management strategies to achieve work-life satisfaction.

Course Outline:

Build and implement a professional plan for an academic career

- Career planning
- Developing a mentoring team
- Development opportunities
- Skills of a leader

Implementing strategies to build an impressive CV and TP

- CV and TP development –How to do it and What not to do!

Execute steps for moving through the ranks

- Understanding the P&T process
- Playing the political game-when is it necessary?
- Communication skills for career building
- When to say “yes” and when to say “no”

Incorporating effective time management strategies

- How to manage your day, month, year to be productive!

References:

Schonwetter DJ, Sokal L, Friesen M, Taylor KL. (2002). Teaching philosophies reconsidered: A conceptual model for the development and evaluation of teaching philosophy statements. *International Journal for Academic Development*, 2(1): 83-97.

Gillespie KJ, Robertson DL, Bergquist WH. *A Guide to Faculty Development*. 2nd ed. San Francisco, CA. Jossey-Bass. 2010

University of North Carolina Chapel Hill Center for Faculty Excellence. <http://cfe.unc.edu/teaching-and-learning/resources-for-faculty/>

University of Missouri-Kansas City Promotion & Tenure Guidelines <http://info.umkc.edu/pt/>

Sample CV format: University of North Carolina School of Dentistry

CURRICULUM VITAE
NAME OF INDIVIDUAL
Date: (06/2015)

PERSONAL INFORMATION

Home Address

Phone #

Office Address

Phone #

Fax#

Email

EDUCATION

<u>Institution</u>	<u>Degree</u>	<u>Date Conferred</u>	<u>Major</u>
University of North Carolina at Chapel Hill School of Public Health	PhD	June 2006	Health Care Access
University of North Carolina at Chapel Hill School of Dentistry	Certificate	June 2004	Periodontology
Tufts University School of Dental and Oral Surgery	DDS	May 2000	Dentistry
Wake Forest University	BS	May 1996	Biology

Licensure and Certification

2001 North Carolina Dental Practice License
2000 North East Regional Boards
1996 Basic Life Support Certification

Specialty Certification

2008 Diplomate, American Board of Periodontology

PROFESSIONAL EXPERIENCE

Academic Appointments

2004-07 Assistant Professor, Department of Periodontics, School of Dentistry

University of North Carolina

Hospital Appointments

2004-present University of North Carolina Hospitals

Private Dental Practice

2004-present UNC Dental Faculty Practice

HONORS

2014 American Academy of Pediatric Dentistry “Pediatric Dentist of the Year”
2007 International Association for Dental Research
 Wright Award for Distinguished Research in Genetics
2000 Omega Kappa Upsilon Dental Honor Society, Alumni Member Induction

Bibliography

Book Chapters

1. **Lee JY**, Leonard R, Stamm JW. Intramural Faculty Practice Plans: Their Place in Contemporary Dental Education. Brown LJ and Meskin L. The Economics of Dental Education. American Dental Association Policy Research Center, Chicago, IL 2006. Pages 161-177.

Book Chapters (In Press/Submitted) include information as in example above and include, year and total number of typed pages (do not include “in process” books or chapters not formally submitted for publication)

1. **Lee JY**, Vann WF Jr. Children’s Oral Health. In: Kotch JB, ed. Maternal and Child Health: Programs, Problems and Policies in Public Health, 3rd ed. Boston, MA: Jones and Barlett Publishing; 2011 (In press) 30 pages.

Journal Articles (*Refereed) (do not included “in press/submitted” articles here)

- 1.* **Lee JY**, Bouwens T, Savage MF, Vann WF jr, Examining the Cost-effectiveness of Early Dental Visits. *Pediatr Dent* 2006;28:102-105.
- 2.* Milano M, **Lee JY**, Donavan K, Chen JW, Factors Associated with Caries Experience Among Asthmatic Children. *Pediatr Dent* 2006 28: 398-402.

Journal Articles in Press/Submitted (for refereed articles only) – include year and total number of typed pages (do not included “in process” articles not formally submitted for publication)

1. Hom J, **Lee JY**, Divaris K, Baker D, and Vann WF Jr. Oral Health Literacy and Knowledge among First-time Pregnant Women. *J Am Dent Assoc* (In press) 22 pages.

Published Journal Abstracts (*Refereed)

- 1.* Gong D, Lee JY, Rozier RG, Talekar B, Richman J, Vann WF Jr TOHFLiD: Instrument Validation and Testing. *J Dent Res* 2005; 84:2654.
- 2.* Richman J, Lee JY, Rozier RG, Talekar B, Gong D, Vann WF Jr Development of an Oral Health Reading Recognition Instrument. *J Dent Res* 2005; 84:2820.

Refereed other products of scholarship (with electronic links displayed, if relevant)

- Products of interdisciplinary scholarship
- Products of engaged scholarship
- Products of creative activity such as performances and exhibitions
- Digital and other novel forms of scholarship (with electronic links displayed, if relevant)

Invited Oral Presentations and unpublished abstracts (National and International)

- 2015 Oral Health Literacy Health Behaviors and Health Outcomes, Friends of NIDCR Annual Conference, Washington, DC
- 2007 Health Literacy in Public Health Practice, NC Oral Health Summit, State Oral Health Section/Public Health Section, Boone, NC

Continuing Education Courses (AHEC, SOD courses, CE that is not invited)

- 2015 Diagnosis and Treatment of Dental Trauma in Children, Forsyth Dental Society, Winston Salem, NC
- 2007 Diagnosis and Treatment of Dental Trauma in Children, Charlotte AHEC, Charlotte, NC 2007
- 2006 Access to Dental Care for Young Children, Charlotte Dental Society Lobby Day, April, 2006

Other, including book reviews and other products of scholarship (with electronic links displayed, if relevant)

TEACHING ACTIVITIES (list all teaching activities since time in academia)

Major Teaching and Administrative Responsibilities (Courses)

- 2007-present Program Faculty, Clinical Research Scholars Program, UNC School of Dentistry (T32 Grant. 6-12 research fellows a year)
- 2007-present Director, Clinical Research Scholars/Oral Epidemiology Journal Club (8-15 students, post docs, faculty)
- 2005-present Course Director, OMSU 803: Introduction to General Anesthesia Department of Periodontics, UNC-CH School of Dentistry (3 periodontology and 6 pediatric dentistry residents)

Predoctoral (DDS) Research Mentoring Projects Supervised

- 2006-08 Use of Dental Services during Pregnancy among EHS Women. Shannitta Bridgers
- 2008 American Association of Public Health Jong Research Award
- 2008 American Association of Women Dentists Research Award
- 2007 AADR Abstract Presentation
- 2007 Procter and Gamble Oral Care Excellence in Science Award
- 2004-07 Parental Acceptance of Behavior Management Techniques. Nozomu Yamauchi
- 2005-06 Summer Research Fellowship Winner
- 2006 IADR Research Presentation

Postdoc/ Master's Thesis Committees Directed

2005-08	Examination of a Dental Home among EHS Families Rhonda Kearney, Pediatric Dental Resident, MS Thesis
2008	AAPHD Leverett Award 1 st Place Winner
2007	AADR Research Presentation

Postdoc/Master's Thesis Committees (Membership)

2006-08	Nurse Practitioners' Knowledge and Behaviors regarding periodontal disease and its impact on Preterm Labor and Low Birth Weight. Katie Thomas, MS Thesis, Mentor Prof Rebecca Wilder
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GRANTS AND CONTRACTS

2008 – 2013	NIDCR/NIH Grant # T32-DE017245 "Clinical Research Training in Oral Diseases for Future Academicians PI: J. Beck, Investigator: JY Lee 10% effort Total Award: \$2,215,000
2006-2007	Provost Office, Junior Faculty Award, "Development of Oral Health Literacy Instruments" PI: JY Lee Total Award: \$7,500

PROFESSIONAL SERVICE

University of North Carolina at Chapel Hill

2013-present	Member—Mentoring Team Committee for Dr. Tung Nguyen
2006-present	Member—UNC-CH Surgical Operations Taskforce
2004-present	Member—Institutional Research Advisory Committee, School of Dentistry
2007-08	President-elect—North Carolina Section of the American Association of Dental Research
2004-06	Member—Research Incentive Committee, School of Dentistry

National/State (Dentistry)

2004-present	Expert Consultant—AAPD Council on Scientific Affairs
2004-present	Expert Consultant—AAPD Council on Postdoctoral Programs
2004-present	Consultant—North Carolina Institute of Medicine

Service and engagement activities

2003-present	Member—Orange County Partnership to End Homelessness
2004-06	Member—Orange County Committee of Personal and Dental Health

Peer review journals and editorial boards

2005-present	Editorial Board—Journal of Public Health Dentistry
2004-present	Editorial Board—Dental Traumatology
2004-present	Reviewer—Journal of Dental Research

Society memberships

2005-present	American Dental Education Association
2004-present	American Association of Dental Research
2000-present	Omicron Kappa Upsilon Dental Honor Society
2000-present	American Dental Association

RESEARCH STATEMENT

(Your research philosophy and goals - 3 pages or less)

TEACHING STATEMENT

(Your teaching philosophy and goals – 3 pages or less)

Service and Engagement Statement :(The service and engagement philosophy and goals-three pages or less)

University of North Carolina School of Dentistry
Teaching Portfolio (limited to 25 pages)

Teaching Portfolio Definition

Definition: A selective summary of an individual's teaching effectiveness. It contains documents suggesting scope, individuality, innovation and accomplishment in teaching. The portfolio should be reflective of the candidate's own unique teaching experience. It is not expected that teaching portfolios from different candidates will be exactly the same. These items are not all-inclusive and candidates may include other relevant teaching activities as deemed appropriate. Candidates are encouraged to obtain advice in the composition and presentation style of the portfolio from the Director of Faculty Development.

Teaching Portfolio Table of Contents

1. Statement of Teaching Responsibilities
 1. Summary of courses taught and directed
 2. Student mentorship
 3. Student research committees
2. Efforts to Improve Teaching
 1. Formal courses in education
 2. Conferences and workshops attended
3. Enhancement of Existing Courses
 1. Addition of tutorials, role playing, case studies, new technologies etc.
 2. Incorporation of writing skills, oral presentation skills in course
4. Information from Students
 1. Summary of student ratings of teaching effectiveness
 2. Statements from former students
 3. Listing of papers published by students
 4. Honors earned by students
5. Service to Teaching
 1. Membership on teaching related committees
 2. Membership on student examining committees
6. Information from Colleagues
 1. Summary of peer evaluations of course materials
 2. Summary of peer reviews of teaching related research
 3. Comments from colleagues
7. Information from Other Sources
 1. Guest lecturers to other faculties
 2. Continuing education lectures
 3. Honors and awards
8. Future Teaching Goals

EMPOWERMENT THROUGH MENTORSHIP AND LEADERSHIP

Rebecca S. Wilder, BSDH, MS,^a and Janet M. Guthmiller, DDS, PhD^b

SORT SCORE			
A	B	C	NA

SORT, Strength of Recommendation Taxonomy

LEVEL OF EVIDENCE		
1	2	3

See page A8 for complete details regarding SORT and LEVEL OF EVIDENCE grading system

ABSTRACT

Leadership is vital to future growth and change in the dental hygiene profession.

Background and Purpose

As health care reform emerges, state practice acts expand and new models of dental hygiene practice are created and implemented, dental hygienists will assume leadership positions that may be quite different from the more traditional leadership roles they assume today. These dental hygienist leaders will envision, creatively design and implement oral health care programs to improve the oral health of the public. Mentoring, a vital component of leadership development, is critical for dental hygienists to acquire knowledge, guidance, and growth.

Methods

This paper provides a literature-supported overview of leadership and mentoring principles applicable to dental hygienists in their personal and professional lives. Opportunities for dental hygienists to assume leadership roles are also described.

Conclusions

Dental hygienists are poised to become leaders and vital members of the professional team promoting and integrating oral health care as a part of general health. Consequently, the dental hygienist's leadership roles are likely to expand and can be strengthened through mentoring relationships and mentoring teams. Ultimately, this can increase professional growth and career satisfaction for the dental hygienist as well as improve oral health care for the public.

Key words: Mentors, dental hygienist, leadership, professional growth, career plan

INTRODUCTION

The employment projection for dental hygienists is encouraging and is expected to grow much faster than the average for all occupations. Employment for dental hygienists is projected to grow 38% between 2010 and 2020.¹ Leadership is essential if the dental hygiene profession is to navigate the change and challenges that lie ahead. The future of the profession depends upon dental hygienists who are not only passionate about promoting oral health and oral health care delivery but who also seek leadership roles in building professional integration. Examples of leadership roles are described in [Box 1](#). Ultimately, there will be a need for committed professionals to invest time, tenacity and passion as leaders who will work toward managing change in health care, including health promotion and disease prevention, with the ultimate goal of improving oral health care for all people.

Health Care Reform (The Patient Protection and Affordable Care Act) has shifted the focus of health care toward recognition of the importance and value of primary care and prevention. While the Affordable Care Act includes mandates for oral care of children, adult oral health care is being decided by the individual states. This era of

^aUniversity of North Carolina-Chapel Hill School of Dentistry, Rm. 3270, Old Dental Bldg, CB 7450, Chapel Hill, NC 27599-7450, USA

^bUniversity of North Carolina-Chapel Hill School of Dentistry, 1611 Koury Oral Health Sciences Bldg, CB 7450, Chapel Hill, NC 27599-7450, USA

Corresponding author: Tel.: +1 919 537 3461; fax: +1 919 537 3466. E-mail: rebecca_wilder@dentistry.unc.edu

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Box 1. Future roles for dental hygienist leaders

- Design and implement new models of practice to meet oral health care needs
- Implement change and direct entry and master's level educational programs
- Develop and direct dental hygiene doctoral level education programs
- Integrate education and provision of care with other health care professions
- Foster research endeavors
- Build the body of knowledge as the profession moves into expanded directions

policy making and state-by-state legislation provides an opportunity for dental hygiene professionals to assist in leading the mandate for oral health care policy provisions in each state. The future leaders of the profession must look toward and support models of oral health care delivery that include collaboration with health professional colleagues in primary and specialized health care teams.

Leadership Styles

Leaders may exhibit their influence directly through their stories, words, and actions or indirectly through development of ideas which may be translated into theories.² There are many different kinds of leaders. Greenleaf discusses the 'servant leader' as one who is servant first, making sure that the needs of others are being served (as opposed to one who is leader first).³ Wiseman discusses another kind of leader, a 'multiplier,' as one who harnesses the energy and technicolor intelligence of people and extends and grows the collective intelligence of a team.⁴ Wiseman describes 5 disciplines of a multiplier which include: 1) attract and optimize talent; 2) create an intensity that requires best thinking; 3) extend challenges; 4) debate decisions; and, 5) instill ownership and accountability.⁴ While not necessary to be strong in all these leadership disciplines, it is typical to be strong in 3 of the 5 disciplines. Aldrich describes leadership as completing work: getting people to complete the right work productively.⁵ To do this a leader will often draw upon the behaviors that were responsible for previous success.⁶ However, a strategy that worked in one particular setting, may not have similar success at a later time, even under the same conditions.⁷ Thus, leaders must be adaptable.

Leadership Characteristics

Box 2 lists characteristics of effective leaders. A leader does not necessarily embrace all of the listed characteristics and will not always hold an accompanying title or office. Dental hygienists may not view themselves as leaders but they are likely serving in many leadership roles, such as being a

Box 2. Characteristics of leaders

- | | |
|---------------------------------|--|
| • Possess integrity and honesty | • Motivational |
| • Visionaries | • Role models |
| • Inspirational | • Courageous |
| • Competent | • Resilient |
| • Risk-takers | • Vulnerable |
| • Communicators | • Capable of cultivating people and resources |
| • Negotiators | • Representatives for the organization they lead |
| • Policy Makers | • Selfless |
| • Influencers | • Humble |
| • Professional | • Responsive in making informed decisions |
| • Optimistic | • Provide direction |

parent, a caregiver, a community servant, a volunteer and promoting the oral health of their patients.

Dental hygienists are leaders in promoting/facilitating prevention and wellness beyond oral health. Patients often see a dental hygienist more frequently than their physician, enabling the dental hygienist to observe signs and/or symptoms attributed to an underlying systemic disease or disorder. Such findings would precipitate a referral by the dental team to the patient's physician or another health care provider for evaluation and management. This interprofessional role is likely to expand with health care reform and emphasis on personalized health care, application of public health principles, and increasing health informatics technology such as electronic health records and telehealth.

The Scholarship of Leadership

There are a vast array of resources to assist in understanding and developing leadership skills (Box 3). Courses and immersion experiences provide opportunities for education and self-reflection but can be challenging to extrapolate into busy daily lives. Developing as a leader is an ongoing process requiring behavior changes and reinforcement; coaches, counselors, supervisors and mentors nurture leaders. Leadership development is not a linear process skill, but rather a dynamic systems skill.⁵

An important step in leadership development is self-reflection of strengths and limitations. Several assessment tools are available to assist in this process including the Myers-Briggs Type Indicator®, DiSC® personal assessment tool and a 360-degree feedback tool which includes a self-assessment as well as feedback about an individual's performance from

Box 3. Examples of leadership training resources and opportunities for dental hygienists**American Dental Hygienists' Association (ADHA)**

- Dental Hygiene in a Changing World. American Dental Hygienists' Association. <https://www.adha.org/dental-hygiene-changing-world>
- ADHA Center for Lifelong Learning. <http://www.adha.org/annual-session/center-lifelong-learning>
- ADHA Unleashing Your Potential Workshop. <http://www.adha.org/unleashing-your-potential>
- <http://www.adha.org/leadership-development>
- <http://www.adha.org/education-careers>
- <https://www.adha.org/jdh>
- <http://www.adha.org/access-magazine>

American Dental Education Association (ADEA)

- ADEA Leadership Institute; American Dental Education Association. <http://www.ahea.org/LeadershipInstitute/>
- The ADEA Allied Dental Faculty Leadership Development Program. American Dental Education Association. <http://www.ahea.org/SecondaryTwoColumn.aspx?id=20743>

Academy for Academic Leadership (<http://www.academicleaders.org/>)

- Institute for Teaching & Learning
- Compass Program for Academic Advancement
- Institute for Allied Health Educators
- Chairs & Academic Administrators Management Program

Executive Leadership in Academic Medicine (ELAM)

- <http://www.drexelmed.edu/Home/OtherPrograms/ExecutiveLeadershipinAcademicMedicine.aspx>

American Council on Education (ACE)

- ACE Fellows Program. <http://www.acenet.edu/leadership/programs/Pages/ACE-Fellows-Program.aspx>

Committee on Institutional Cooperation

- CIC Academic Leadership Development. <http://www.cic.net/faculty/academic-leadership-development>

Center for Creative Leadership (CCL)

- <http://www.ccl.org/Leadership/>

Kellogg School of Management: Executive Education

- http://www.kellogg.northwestern.edu/execed/executive_programs/leadership.aspx

multiple sources – including peers, supervisors, subordinates, and may also include patients/clients. The value of leadership programs and mentors/coaches is to infuse best practices, assess outcomes, and promote strategies to improve daily practices.

Leadership Within the Dental Hygiene Profession

There are multiple opportunities for leadership in the dental hygiene profession from local/regional to global. Examples include the local or state dental hygiene and dental societies, state boards of dentistry, public health settings, public and private schools, study clubs, continuing education opportunities, health care missions, professional education programs, industry, and research. The American Dental Hygienists' Association recently identified multiple career paths for dental hygienists including: clinician, corporate, public health, researcher,

educator, administrator and entrepreneur.⁸ Clearly, there are a vast array of career and leadership opportunities in the dental hygiene profession and these are likely to grow with the interdisciplinary health care emphasis. Development in any of these career path areas will require focus and commitment as well as a willingness to learn from others such as seeking additional professional education or identifying mentors.

Leadership Mentors: Seeking Guidance From Others

Mentoring is essential for career growth and leadership development. Formal and informal mentoring is common in academic settings. For example, a formal mentoring process which included establishment of mentoring teams for all assistant professors in the dental school was recently established at the University of North Carolina–Chapel Hill School of Dentistry. Dental hygiene faculty members are included in this mentoring program both as mentoring team participants as well as mentees. Each mentoring team is comprised of the mentee along with 3 faculty members from the School of Dentistry or from other schools on the campus. The mentoring team is not a substitute for the important role of the department chair in providing mentoring and guidance to the junior faculty, but is meant to support the chair in the faculty development process. One of the first steps in the process is for the assistant professor (mentee) to complete an Academic Career Planning (ACP) form which includes analysis of one's strengths and weaknesses, short and long-term goals, and resources and support necessary to achieve the goals. The completed ACP form, along with the mentee's terms and conditions of employment and curriculum vitae are shared with the faculty's department chair, mentoring team chair and members of the mentoring team to aid in development of strategies to support the progress of the assistant professor. At least twice a year, the mentoring team meets with the assistant professor to assess progress toward agreed upon goals. In addition, the team provides continued guidance to insure that the mentee's assignments are congruent with their goals and to support career and leadership growth. This process, or a similar process, can be implemented in any setting including private practice, public health, corporate and association environments. **Figure 1** is a modified version of the ACP form. It can be revised as needed and used by an individual as a self-assessment tool for establishing career goals and career planning. It can also be used by a mentor/mentee or mentoring team to provide guidance in a variety of professional settings. Self-assessment and defining career goals is an on-going process; the ACP and career goals should be re-visited at least annually.

Selecting a Mentor(s)

The dental hygienist can utilize self-assessment tools, such as the ACP, to assist in selecting potential mentors and expertise

Figure 1. Dental Hygiene Career Planning Form

Dental Hygiene Career Planning Form

Below are lists of questions designed to assist you in planning your career. Please take time to complete this form after careful thought and introspection.

Once the form is completed, it can be used to organize your career path or be distributed to your mentoring team for review, adjustments, discussion, and support. If you are utilizing a mentoring team, members should meet on a frequent basis (at least twice per year) to review the plan and assess progress toward career goals.

Even if you are not sharing this with a mentor or mentoring team, it is recommended that you review, reflect and revise your plans as necessary 1-2 times per year.

Current Position

- In what position(s) are you currently employed?
- What is your length of employment in your current position or at this level?
- What strengths do you bring to the position?
- What limitations do you have in the position?
- Do you wish to remain in this position? **YES / NO**

If NO

- What area of employment would you like to pursue?
(E.g., academia, public health, corporate/sales, research position, speaking and consulting, writing, etc.)
- What strengths would you bring to this new position?
- What limitations would keep you from being considered for such employment?
- Specifically, what do you need in order to achieve this/these goal(s)?

Regardless of whether you plan to remain in your current position or seek another area of employment, what are your short and long-term goals?

- What are your specific goals **for the next year**?
(E.g., meeting with an academic advisor of a degree completion/graduate dental hygiene program/doctoral program; enrolling in a course on writing for publication; leading or contributing to a key area in the local dental hygiene component.)
- What additional training or resources do you desire in order to achieve your goals?
(List both tangible and intangible items; e.g., money for education in xyz skill; greater flexibility to pursue a higher degree, etc.)
- When thinking about your career, what are your 5-year and 10-year goals?
- What can others do to help you achieve your goals?
- What resources will be necessary for you to achieve your 5-year plan/10-year plan?
- What are your expectations of your mentoring team?

Other

- Please list anything else regarding your career plan that may not have been asked in the sections above.

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to support professional development and leadership growth. Cho et al reported on the ideal qualities of a mentor. The authors reviewed the letters of nomination for a prestigious lifetime achievement award in mentorship and reported on the main themes that evolved⁹ (Box 4). These attributes may help the dental hygienist identify potential mentors for career and leadership development; it may require significant persistence and effort to identify and establish mentoring relationships in the workplace.

The dental hygienist should seek mentors who will be forthright and will provide constructive feedback regarding strengths and weaknesses. A mentor should also challenge the mentee and encourage 'thinking outside of the box.' Importantly, mentoring needs to 'fit' for both the mentor and the mentee; significant effort may be required to identify and establish the 'right' mentor or mentoring team. Personality, knowledge and the time commitment are just a few of the considerations. Multiple mentors may be helpful since

Box 4. Characteristics of outstanding mentors⁹

- Exhibits admirable personal qualities, including enthusiasm, compassion, and selflessness
- Acts as a career guide, offering a vision but purposefully tailoring support to each mentee
- Makes strong time commitments with regular, frequent, and high-quality meetings
- Supports personal/professional balance
- Leaves a legacy of how to be a good mentor through role modeling and instituting policies that set global expectations and standards for mentorship

different skill sets may be needed for specific guidance in areas such as clinical skills, research, education and leadership/management expertise.¹⁰ Mentoring can evolve from existing relationships or from new acquaintances with specific experiences or skill sets. As the mentee continues to grow and develop, it is likely that new or additional mentors may be helpful in contributing to ongoing professional growth.

The dental hygienist can form mentoring teams and/or seek mentorship from multiple people within various settings. A dental hygienist employed in private dental practice who wishes to pursue service activities and leadership in the community can volunteer in the community, exposing themselves to and learning from other volunteers and community leaders. This can lead to mentoring on an informal or formal basis. The dental hygienist interested in pursuing academia can seek mentoring from academicians to become more competitive in pursuing a faculty position and to be successful as a faculty member. Networking at national conferences including the meetings of the American Dental Hygienists' Association, the American Dental Association, the American Dental Education Association, the American Association for Dental Research, and the American Association of Public Health Dentistry (among others) are ideal ways to become familiar with varying areas of expertise and to form potential mentoring relationships. In addition, many professional social media sites such as LinkedIn™ provide mechanisms to learn and network with others in the profession. Most professionals are passionate about what they do, want to continue to grow professionally, and also want to share their enthusiasm with others interested in professional growth

and self-development. They find it rewarding to see a mentee grow and contribute to the profession.

CONCLUSION

Dental hygienists are poised to become leaders in the promotion of oral health. In addition, they will likely have career options in the future in innovative and nontraditional settings. Consequently, they must develop appropriate leadership skills to collaborate with other health care professionals, community leaders, politicians and others to influence the changes needed to meet the health care needs of the public. Leadership development and the formation of strong mentoring relationships are pivotal in empowering the dental hygienist for future leadership roles in their practices, their profession and the global community.

REFERENCES

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4. Wiseman L. *Multipliers: How the Best Leaders Make Everyone Smarter*. New York, NY: HarperCollins; 2010:1-30.
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10. Raso R. How to assess for management readiness, find a mentor. *Nurs Manage* 2011;42:56.

Tomorrow's Professor Msg.#92 Making Trade-Offs in the Use of Faculty Time

Folks:

In Message # 83, Linking Teaching and Research, I quoted from the "Teacher - Scholar Report," by faculty focus group at Brigham Young University.

Here is another interesting excerpt from the report on making trade-offs in the use of faculty time. The full report can be found at <http://www.byu.edu/tmcubcs/fc/tsreport.htm#teachingresearch>

Regards,

Rick Reis

UP NEXT: Reinventing Undergraduate Education

----- 999 words -----

MAKING TRADE-OFFS IN USE OF FACULTY TIME

Successful teacher/scholars tend to jealously protect portions of their time; they each have ways of seeking out personal time that is renewing for them. However, these faculty members also allow students considerable access. In general they seem less willing to engage in "community-building" activities on campus and collegial encounters that are not specifically tied to teaching or research. This ties to other research that shows effective faculty avoid administrative positions and limit committee work. We noted that all seemed to stress the importance of family support for their work activities.

Although these faculty members appear to have well-defined goals and focus, not all put in long work weeks, differing from the research that indicates long hours are a defining characteristic of effective faculty. Newer faculty tended to view longer hours as a necessary investment in establishing their careers than mid-career faculty.

GENERAL STRATEGIES

*Many effective teacher/scholars are able to compartmentalize their work, allowing them to focus on the task at hand.

*Several indicated that it's hard to juggle multiple tasks, but even when they have a heavy teaching load, they can take care of some of the mechanical and organizational tasks relating to research. By staying close to their research, these faculty are able to jump right in without much delay when a block of time becomes available.

*One faculty member's experience highlights the value of "multiplying effects." "When you have a win/success in some area, it tends to multiply. I look for activities and tasks which have the potential for those multiplying effects. I wrote a paper that was accepted, and so I was asked to edit a special issue of a journal which then led to editorial contacts with a number of people. The momentum in research tends to build, as you get some wins, you establish a beach head, and you're able to go on." These faculty members try to identify those things which they do well, and then try to channel resources into those areas.

*"Small successes tend to generate multiple opportunities in other areas if you manage them well. For new faculty, I think publishing their dissertation is a good starting strategy, then create a research agenda that builds on their strengths."

*Some faculty appear to waste valuable time upgrading computer equipment and programs that have minimal impact on their ability to get work done. These teacher-scholars make sure that improvements they take on in the name of efficiency are worthwhile.

*Several of these faculty members will sometimes not answer their office door. In so doing they are trying to limit distractions and dedicate portions of uninterrupted time to serious scholarship. "Part of working smart is you've got to quit doing all the stuff that doesn't matter. I see so many of my colleagues, and I fall into this trap myself, spending too much time reading the paper, reading the magazines, upgrading their software, surfing the net, whatever it might be.

"Sometimes say to yourself, 'I'm not going to answer the phone. I'm going to put a please-do-not-disturb sign on the door.' If you avoid opening the door when it has a do-not-disturb sign showing, people will learn that if the sign is up, they should come back another time. The word will spread. If on the other hand, you always answer the door, no one will obey the directives you might leave on the door."

*Several individuals recommended setting aside personal time. For some, an hour each day was sufficient. For others, extended vacation during teaching breaks was the best strategy. One faculty member stated, "Every day, I have an hour which is mine. Nobody can take it from me. I might use that time to read or exercise, or do nothing at all. But I

don't let anybody or anything take that hour from me. I find that hour really helps keep me feeling refreshed and alive."

*Family support seems crucial to these teacher-scholars. "Enlist the support of your family and have a schedule that helps you use time efficiently. Put people first and things second . . . Get some life priorities, because the faculty members whom I've seen fail, some of them have had problems with support of the spouse, the schedule, etc. "

MAXIMIZING TEACHING AND RESEARCH TIME

*These faculty members felt that the life of an academic can be like having more than two full-time jobs. For them, teaching and research would take as much time as is available. They believe it's important to establish some priorities for how much time and effort to devote to these responsibilities.

*One faculty member offered, "If possible, try to schedule classes at times in the day when you're better at teaching, and avoid scheduling classes during times when you're a productive writer and thinker. In order for this to work, you really have to know yourself. Experiment a little and before long you will know how to best schedule your day's activities. "

*Course improvements can often require big time investments. These faculty tended to wait during the term breaks to take time to assess how the class went, and identify some changes that would improve the course. Then they would implement those changes. This strategy allows them to make improvements in their courses without having to sacrifice other activities (e.g., research projects, grant proposals, etc.).

*Organize yourself and be realistic. There really is no trick. There is no magic pill that you're able to take that suddenly allows you to teach a full load and write two articles every semester without a lot of hard work."

*Using class time to present their research activities and ideas helps them to reduce their class preparation time and provide important feedback on the paper or presentation that they are working on.

*One suggestion was to somehow optimize the time available for class preparation. "You could spend all day thinking of ways to make your class better or attending committee meetings. You have to make a conscious choice, ?This is where I stop.

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"I continue to struggle with the "just say no" advice, but I have improved over time. The keys to making it work are: 1) self-awareness about why you feel the need to say "yes" so often and 2) developing a process for evaluating and responding to the never-ending stream of service requests you receive. Here are the six guidelines that Tracey Laszloffy and I suggest in The Black Academic's Guide to Winning Tenure Without Losing Your Soul. "

Tomorrow's Professor Msg.#1364 The Art of Saying "No"

Folks:

The posting below gives some great advice on how to say "no" to requests that aren't in your best interest. It is by Kerry Ann Rockquemore, PhD, President and CEO of the National Center for Faculty Development & Diversity [<http://www.facultydiversity.org/>] It is from her Monday Motivator series of which you can find out more about at: <http://www.facultydiversity.org/?page=MondayMotivator>.

Regards,

Rick Reis

reis@stanford.edu

UP NEXT: Making Lectures Unmissable!

Tomorrow's Academic Careers

----- 2,670 words -----

The Art of Saying "No"

One of the most frequent and difficult pieces of advice I received as a pre-tenure faculty member was "just say no." I always felt frustrated by this advice because (while well-intended and correct) it is far easier said than done, especially for under-represented faculty. This difficulty is due to the fact that being the only _____ in your department means you will receive a disproportionately high number of service requests from all across your campus in the name of "diversity." That additional service will neither be rewarded, nor serve as a substitute for published research (at a research-intensive university), nor will it offset lackluster teaching evaluations (at a teaching-intensive institution) when it comes time for your promotion and tenure decision. While "just say no" is important advice for all tenure-track faculty, it is essential for under-represented faculty who are challenged to say "no" more frequently, and to a broader range of campus leaders, in order to have the necessary time to excel in the areas that matter most to promotion: research, publication, and teaching.

I continue to struggle with the "just say no" advice, but I have improved over time. The keys to making it work are: 1) self-awareness about why you feel the need to say "yes" so often and 2) developing a process for evaluating and responding to the never-ending stream of service requests you receive. Here are the six guidelines that Tracey Laszloffy and I suggest in The Black Academic's Guide to Winning Tenure Without Losing Your Soul.

1) Avoid Saying "Yes" On The Spot Whenever someone asks you to do something, avoid saying "yes" before you've had time to consider the request. Try to buy some time by saying something like "Let me check my calendar/workload and I'll get back to you," "I'm currently overwhelmed, so I need to think seriously about taking on any additional service commitments" or just "I'll email you tomorrow." If you're consistently holding your Sunday Meeting, then one look at your weekly time map will make it clear whether (or not) you have time available to accommodate any additional requests.

2) Estimate How Long It Will Actually Take You To Complete The Request I keep track of how much time various routine requests take so that I can be informed when I make decisions. For example, while a search committee always sounds like an exciting and important opportunity to meet new scholars, shape the future of the department, and enjoy a few free dinners, it's also an enormous time commitment. Specifically, it takes 70-80 hours of my time from the initial meeting to the receipt of a signed offer letter. An independent study = 15 hours, an article review = 6 hours, an "informal talk" to a community group = 5 hours. Your time estimates may be different than mine but what's important is connecting any request you receive with actual hours of labor. And if you don't know how long something will take, don't guess - ask your colleagues, peers and/or mentors (then multiply by 2 to correct for academic's tendency to underestimate the amount of time tasks take to complete).

3) Consult Your Calendar Like most of you, my calendar is jam-packed and the further we get into the semester, the less time I have available. When someone makes a request, ask yourself: what specific day and time do I have available to complete this task? Not in a general sense, but literally what day, and what period of time are available in your calendar for this activity? Given that you're not going to compromise your daily writing, research time, or class time, this often makes the decision clear and easy. If you can't schedule it in your calendar, then you don't have time to do it.

4) Ask Yourself: Why Would I Say "Yes"? For a long time, "yes" was my unconscious default response. I automatically responded "yes" and thought I had to have a special reason to say "no." Then each semester, I ended up spending too much time on service, got exhausted, and became angry, resentful, and inter-personally unpleasant. Finally I started asking myself: "why do you keep saying yes all the time?" For me, it was some combination of bad gender socialization, wanting to please people who had power over me, trying to avoid the punishment I imagined would occur if I said "no," overcompensating for other aspects of my work where I felt less confident, trying to correct longstanding historical and structural inequalities at my institution, single-handedly making up for all the systemic failures my students had experienced in their academic career, and seeking to nullify all negative stereotypes by being super-minority-faculty-member. With all those intentions operating under the surface, no wonder I kept saying "yes" to every request or alternatively, feeling intense guilt, shame and disappointment on the few occasions I said "no." Thankfully, once I became aware of why I said "yes" so often, I was able to develop a new criteria for evaluating requests and flip my default upside down. Now my automatic response is "no" and I require a special reason to say "yes" (and don't worry, there are still plenty of those!).

5) Figure Out How To Say "No" And Do It! There are so many ways to say "no" and I am always shocked by how easily people accept "no" for an answer and move on to find someone else to accommodate their request. You could say "no" in any of the following ways: "That sounds like a really great opportunity, but I just can't take on any additional commitments at this time." "I am in the middle of _____, _____, and _____ [fill in the blanks with your most status-enhancing and high profile service commitments] and if I hope to get tenure, I'm unable to take on any additional service." "I'm not the best person for this, why don't you ask _____." "If you can find a way to eliminate one of my existing service obligations, I will consider your request." "No." [look the asker in the eye and sit in silence].

6) Serve Strategically Finally, the best advice one of my mentors gave me was to be strategic about my service. That means, you want to determine what percentage of your tenure and promotion evaluation will be based on service. It doesn't have to be perfectly precise, but whatever the percentage is, use it as a guideline for how much time you can spend on service each week. If service only counts as 10% of your promotion criteria, then spending anything more than 4-6 hours per week on service activities means you're over-functioning in that area. The percentage will be different according to your institutional type and culture, but once you know approximately how much time you can spend on service each week, then say "yes" only to the things that fit your broader agenda or make substantive sense for you to participate in. Learning how, when and why to "just say no" isn't easy. It takes time, practice, and clarity. But doing so is an important part of making time for the things that really matter to your long-term success and keeping you from getting burned out while on the tenure-track.

The Weekly Challenge

This week, I challenge you to do the following: If you feel overwhelmed by service commitments (or aren't happy with your research and writing productivity), patiently ask yourself why you say "yes" so frequently.

Gently acknowledge that the reality of life on the tenure-track is that you will ALWAYS have more service requests than time to fulfill them.

For one week, say "no" to EVERY new request you receive (just to see what it feels like).

With each request, let "no" be your default response and wait for a reason to say "yes".

If that seems too crazy, then at least commit to reviewing your calendar and existing tasks before saying "yes" to any new commitments.

Re-commit yourself to 30-60 minutes each day for your writing. If you need help sustaining that habit, why not join us in the discussion forums for our September Writing Challenge?

If you haven't created a semester plan, it's not too late.

If you want to go deeper into the Art of Saying No, why not download the tele-workshop on this topic?

I hope this week brings you insight into the reasons why you say "yes" so frequently and the strength to say "no" often, confidently, and without guilt.

Peace and Productivity, Kerry Ann

The Art of Saying "No" continued

Last week's Monday Motivator ("Just Say NO") touched a raw nerve for many readers, albeit in completely different ways. Whenever I encourage people to "just say no," I tend to receive mail from senior faculty denouncing it for offering bad advice while pre-tenure and newly tenured associate professors express relief that I've articulated one of the most difficult challenges they face. In fact, the majority of mail I received was from faculty whose recent departmental reviews encouraged them to produce more scholarship and learn how to say "no" to service requests. And yes, these were both Assistant and Associate professors! I assume all the hand-wringing and anxiety about saying "no" is because it's difficult, it taps into the intersection of our values and our struggles to manage time, and -- for under-represented faculty -- it highlights one of many invisible structural challenges that occur when you're the only _____ in your department. It's also the case that service-overload is pervasive and too-often debilitating to the research productivity of faculty at times when publication and funding expectations for tenure and/or promotion seem to be ever-escalating.

Given the rather intense interest in this topic, I want to spend one more week discussing "the N-word." But this week, I want to share two of the best strategies I've learned to deal with service-overload: 1) establishing an "N-Committee" and 2) conceptualizing your faculty career as a "book with many chapters."

Strategy #1: Establish an "N-Committee" One of my most productive former colleagues (who is also a mother of three small children) taught me this strategy. She suggested that people who have extraordinary difficulty saying "no" work towards creating what she calls an "N-committee." Her N-committee consists of two people who help filter the unending stream of requests that flow through her phone, e-mail, and office each day. She never accepts a commitment on the spot. Instead, once she receives any request, she brings it to her N-Committee to discuss the pros and cons of accepting an additional service commitment. She told me that: "99% of the time, I walk away from those conversations, not only ready to say "no," but with a really sound sense in my own mind of why "no" is the right answer."

As soon as I learned this strategy, I put it into immediate use. For me, the wisdom of the "N-Committee" is that it serves as an external and objective filter through which I can run service requests. Setting it up was quite simple, I just asked two people the following question: "I'm struggling with too much service and saying "no". Would you be willing to be on my N-Committee?" Since everyone who knows me recognizes that I tend to say "yes" too often and then become cranky, resentful, and ineffective when I hit service overload, the people I asked were delighted to assist me in this way.

Strategy #2: Think of Your Career As A Book With Many Chapters

While I love my N-Committee, the single best advice I've received about saying "no" is to conceptualize my career as a book with many chapters. If you hope to be a faculty member for many years, why not try taking a long-term view of your career and visualizing your tenure-track years as one of the early chapters of that book. Clearly, the main themes of this early chapter are research, writing and publication (if you are at a research-intensive university). But you can also imagine later chapters that have different and exciting themes. For example, a tenure-track faculty member (I'll call her Sara) recently shared her version of this exercise with me and while her first chapter focused on research (she works at a public research-intensive university), a later chapter centered on organizational work she wants to do to transform the climate and policies of her institution around parental leave and the creation of a campus child-care center. Another chapter focused on becoming a master-teacher. A later chapter had her writing a trade book for a popular audience, working with the media, and serving more broadly as a public intellectual. And with her accrued wisdom, she imagined the final chapters focusing on working in her local community for social change.

I love this metaphor, and the idea of different chapters of my career having different central themes. It does not mean that I work exclusively on one, and only one type of activity, but instead it clarifies what's on the front burner and what's on the back burner during any particular five year period of time. Similarly, Sara told me that having this new long-term perspective makes it easier for her to say "no" to things that aren't a top priority of her work in the current chapter (i.e., right now). In other words, just knowing that there will be a later chapter that focuses on becoming a master-teacher has allowed her to accept (without guilt, shame or frustration) the limited time she can spend on undergraduate teaching during her tenure-track years. And because she's confident that she will write for a general audience in a future chapter of her career, it allows her to work enthusiastically on her academic writing today. And most importantly, knowing that she will have later chapters where institutional and social change are on the front burner, allows her the freedom to say "no" to overwhelming service commitments that aren't a good fit for her current career stage and that would detract from her ability to obtain external funding, conduct research, write, and publish (her current priorities).

The Weekly Challenge

This week's challenge is for those of you who: a) feel overwhelmed by institutional service, b) are not as productive in your writing and research as you need to be promoted at the next level, and c) aren't sure how to say "no" to people who have more power than you. If that sounds familiar, then I challenge you to try the following:

Take 15 minutes to write about your career as a book with many chapters and imagine what the central focus of later chapters might be. When you're finished with this exercise, release yourself from the need to do everything for everyone RIGHT NOW. Locate at least two people to be on your N-Committee. Use your N-Committee to filter every service request you receive this week (just to see what it feels like to bring other people into your decision making process). This doesn't need to be more than a 5-minute phone call, email, or in person chat. If you are struggling with the deeper issues around saying "no," why not download the audio and slides from our "The Art of Saying No" core-training workshop. Re-commit yourself to 30-60 minutes each day for your writing; it's the one thing that will ensure your scholarship remains a top priority. If you need support, why not join the September Writing Challenge. I am incredibly thankful to the wise folks who keep the tips, strategies, and insight flowing into my mailbox. I hope this week brings them extra good karma, and everyone else the strength to proactively reach out to others for nurturing and professional support. Peace and Productivity,

Kerry Ann Rockquomore, PhD President, National Center for Faculty Development & Diversity

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