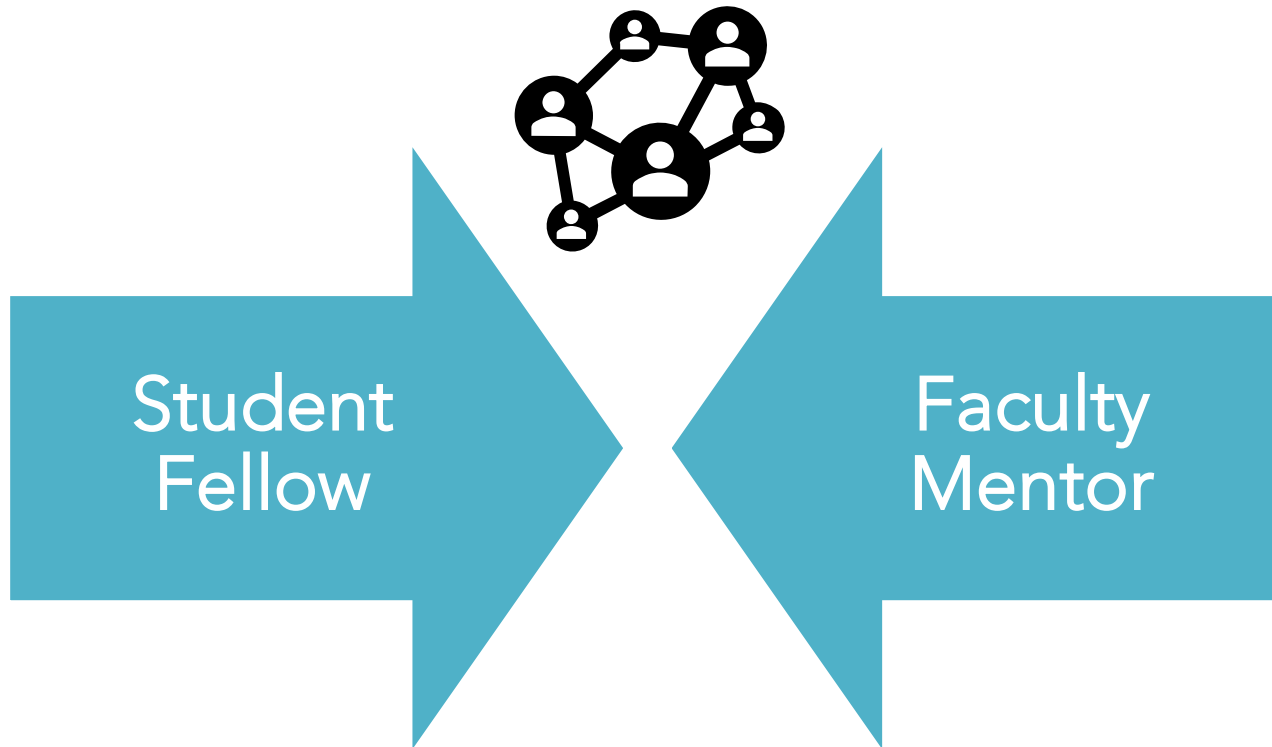


ADEA Academic Dental Careers Fellowship Program (ADCFP)



What is the ADCFP?



Faculty development program aimed to improve the climate for non-clinical careers in dental education institutions by providing students insight into the life of a faculty educator or researcher.



Since 2015,
593 Students

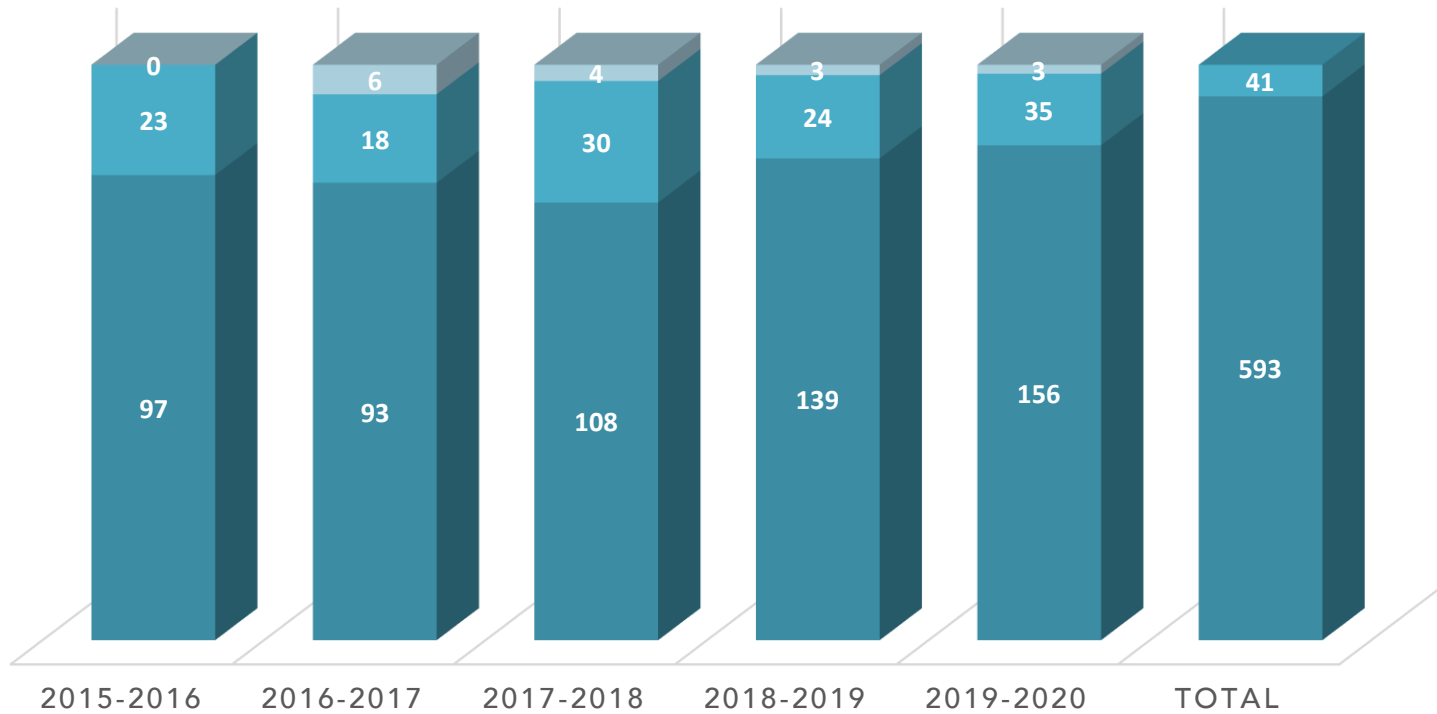


41 US and Canadian
dental institutions.



ADEA ADCFP

■ Students ■ Institutional Participation ■ New Institution



What We Learned from Mentoring Programs

	ADCFP 2007-2013	ADCFP 2014-2020
Focus	Student	Institution Climate Faculty
Objective	Convincing students	Discovering potential future faculty
Rationale	Faculty Shortage	Rewarding Career
Outcome	Number of Students	Number of Institutions

Program Objectives

For Faculty/Institutions (MENTORS)

Improve institutions' capacity to broaden their pipeline of students interested in academic dentistry and research.

Enhance faculty members' ability to implement and foster a culture of teaching and research excellence at their institution.

For Students (FELLOWS)

Provide students the opportunity to explore career pathways within academic dentistry.

Endue students with professional training specific to teaching and research.

Expand the peer and professional networks of students and enhance engagement with their faculty.

Program Participants

ADCFP Liaison
Faculty Mentors
Student Fellows



The ADCFP Liaison

Role

Serve as the primary contact with ADEA: convey issues that arise or programming that would be beneficial.

Serve as ambassador of the program objectives to institutional members.

Not a manager of the faculty—
student mentorships.

Training

Attend the one-hour mandatory (virtual) training.

ONLY 1 person per school [must attend the training.](#)

Preferably the Liaison but any faculty member can do so.

Responsibilities

Email informational ADCFP PowerPoints to all faculty and students (provided by ADEA).
Arrange 1-2 meetings to answer questions from interested participants.
Inform ADEA of the student mentor teams for the 2020-21 program.

The Faculty Mentor

Role

Co-create Action Plan with Fellow.

Meet with Fellow bimonthly: in person (preferably) or virtually.

Provide Fellow mentorship and logistical assistance with teaching/ research projects.

Manage Fellow's progress in program and provide feedback to Fellow on projects.



The Student Fellow



ADCFP activity is generally from May-December. Student works on Final Project from January until the March ADEA Annual Session.



D1-D4 students in pre-doctoral dentistry, allied dental students, and advanced education students who are interested in learning about academic careers in dentistry such as teaching or research.



Student should identify their research interest in either a Teaching Track (Educational/Clinical Research) or Biomedical/Basic Science Research Track.



Each institution can create their own application or utilize the ADEA application. Application can be informative or competitive.

ADCFP Program Components

ADCFP Action
Plan

Bi-monthly
collaboration
meetings between
fellow and mentor

Career Reflection
Essays (2)-at
beginning and at
conclusion.

Faculty &
administrator
interviews

Teaching
practicum

Research
practicum

Poster
presentation

ADCFP Final
Portfolio

ADCFP ACTION PLAN

Example of Fellow-Mentor ADCFP Action Plan

Fellow's personal objectives for the year.

Mentor-Fellow bi-monthly meeting schedule.

Fellow's 1st Career Reflection essay.

Roster of faculty to be interviewed.

List of Fellow's teaching assignments.

Research project description.

Other activities planned to achieve objectives.



Fellow's Personal Objectives

What will be the experiences that will define your program? Personal goals?

Identify a teaching activity or biomedical research project.

Teaching practicum examples: work on developing a syllabus, course objectives, a lecture, lunch and learn for students; develop assessment tool.

Research practicum examples: designing a new project or work on current faculty mentor project-role? Lunch and learn for students.



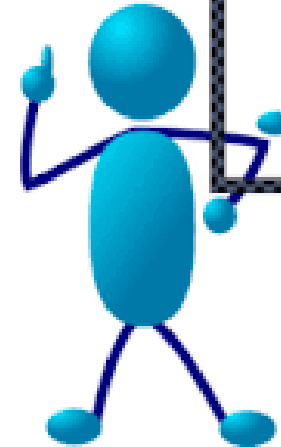
Co-mentor: perhaps in alternate dental field of expertise.



Bi-Monthly Meetings



Reflect



CAREER REFLECTION ESSAYS

Essay #1 (Feb 2021-Action Plan)

Essay #2 (March 2022-Final Portfolio)

FACULTY/ADMINISTRATOR INTERVIEWS

Suggested Faculty/Administrator Interviews

Fellows should have list of questions prepared before interview.

Each faculty interview should be 30- 45 minutes long, maximum.

Each faculty interview should be 1-2 pages double spaced.

After all interviews are completed Fellow should write a reflective paper (2-3 pages double spaced) on their overall impression and themes they identified.

More questions for interviews available.

Faculty/Administrator Interviews-Faculty Types

Assistant professor on “triple threat” (traditional) tenure track: teaching, research and service (junior faculty; not tenured)

Full time assistant professor with appointment emphasizing clinical teaching (junior faculty; not tenured)

Part-time assistant professor with clinical teaching emphasis

Assistant professor with appointment emphasizing research(junior faculty; not tenured)

Tenured associate professor with emphasis on clinical teaching and service (mid-career)

Tenured associate professor with appointment emphasizing research (mid-career)

Tenured basic science faculty member who teaches in dental school curriculum (mid-career)

Tenured full professor in clinical department (senior faculty)

Chair of a clinical department (senior faculty)

Associate Dean for Academic Affairs, Clinical Affairs or Student Affairs (senior faculty)

Dean of the School (senior faculty)

Sample Faculty/Administrator Interview Questions

How long have you been in your present position?

Have you held faculty appointments previously at other dental schools?

What are your primary responsibilities in your current position?

Describe a typical day for you during the school year.

What are the most satisfying aspects of your job right now?

What are the least satisfying aspects of your job right now?

If you could make one change in your current work environment, what would it be?

What have been the most important influences on how you approach your role as a faculty member?

Did you have, or do you currently have, a mentor or role model who helped you define yourself as a faculty member? Follow-up: If "yes", how did this person help you?

Why should I consider a career in academic dentistry?

TEACHING TRACK

Teaching Track Practicum

One (1) teaching experience each semester.

4 Educational Settings

Classroom (lecture in didactic course)

Preclinical Lab instructor (4 experiences per semester)

Small group case conference/seminar

Clinic (4 experiences per semester)

Fellows' Teaching Practicum: Classroom or Small Group Seminar

Fellow

Develop objectives, ppt, all handouts.

Review objectives & ppt with mentor;
conduct rehearsal.

Develop an assessment tool for
participants and self.

Mentor

Guide topic selection.

Make lecture arrangements.

Assist with classroom run-through.
Provide helpful feedback.

Complete assessment.
Observe classroom presentation.

BIOMEDICAL RESEARCH TRACK

Biomedical Research Track Project: Protocol

Focus & Title of Research project.

Synopsis of project: rationale, study design, methodology(data collection & analysis).

Research question(s) & Hypothesis.

Your role/responsibilities in the project.

Name of faculty member(s) who will supervise.

OTHER ACTIVITIES

ADCFP Other Activities: Institutional and National Meetings

Fellow should have opportunity to attend academic meetings as an observer:

Curriculum Committee (Teaching track) and Research/IRB Committee/AADR groups (Research track)

Intradepartmental Meeting

Interdepartmental Meeting

University-wide Meeting

Attend local or national conference together

Fellow should write a reflection paper for each meeting experience. We strongly recommend that at least 3 reflection papers are assigned to fellow in addition to the 2 career reflection papers.

(Meeting reflection questions available)

ADCFP Other Sample Activities: Networking

Informal Meetings (2): Summer (initiated by mentor) and Fall (initiated by Fellow)

Monthly Fellow meetings led by different mentors:

- Discuss and share experiences

- Guest lecturers

- Reflection papers

Liaison should arrange several meeting for only faculty mentors to discuss experiences.

Fellows can work in a team and provide *lunch and learn* to other students regarding academic careers.

Journal article reviews (example available)

POSTER

Poster

Assessment of teaching assignments, including insights about learning from the instructor's perspective.

(Teaching Track)

Summary of impressions & findings about academic dental careers derived from faculty interviews.

(Teaching or Research Track)

Synopsis of educational, clinical, biomedical research project.

(Teaching or Research Track)

Poster

ADEA Annual Session ADCFP Poster Session

Schools must fund students in total.

Participation is not a requirement for completion of the Fellowship Program.

Schools are strongly encouraged to arrange a poster presentation at their home institution in an effort to share with other faculty and students the fruits of their hard work and as an important way to excite others to participate in the ADCFP for the next year.

FINAL PORTFOLIO

Sample ADCFP Final Portfolio

Document sequence

1. Fellowship plan.
2. Log of Fellow-Mentor meetings.
3. Summary of each faculty interview & overall summary of interviews.
4. Career reflection essays (1st and 2nd).
5. Teaching assignment schedule and description of each teaching activity:
 - Name of Course & course component.
 - Fellow's role including specific lecture or seminar topics.
 - Dates of teaching.
6. Assessments (peer, self, mentor) of teaching activities.
7. PowerPoints & handouts from your presentations.
8. Protocol & final report for research project.
9. Copy of poster (if assigned by mentor)

Important Dates



December 2020: Early Bird Registration for ADEA Virtual Annual Session.

January/February 2021: One-hour virtual training for your ADCFP Liaison.

February-March 2021: Complete recruitment of faculty mentors/student fellows at your school.

March/April 2021: Fellow-Mentor Action Plans completed.

Join us: Sunday March 14, 2021- ADCFP Certificate Event@ the 2021 ADEA Annual Session.

QUESTIONS

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