Appendix 3: New Thinking for the New Century Subcommittee Report: Leadership Development and Succession Planning

<u>Problem Statements:</u>

<u>Leadership Development Problem Statement:</u>
To plan for the future, dental education programs must directly address the shortage of dental faculty prepared to assume leadership positions, specifically focusing on the lack of underrepresented individuals in these leadership positions. Leadership development needs to be included in the institution's overall culture. It should be integrated within the roles and responsibilities of all faculty, and it needs to emphasize inclusiveness for all faculty. ADEA, dental education programs and other organizations offer leadership development programs. However, participation is often limited by the program's inability to cover the training costs or permit the faculty time off to attend. Additionally, existing programs may not be coordinated and may lack critical content, especially diversity, equity, inclusion and belonging (DEIB).

Therefore, due to the difficulties enumerated above, dental education must establish a core leadership portfolio of programs that take into consideration all of the formal leadership development programs currently offered, identify gaps/opportunities for new programs and provide a template/road-map/outline of leadership training that is aligned with the faculty's current role and their individual career plan. This training program must be coupled with the opportunity to apply what is learned within the person's current role and in new leadership opportunities. To ensure a healthy pipeline of leaders within dental education and the broader dental profession, efforts must be made to provide leadership and academic training to students in all Commission on Dental Accreditation- (CODA-) accredited programs.

<u>Succession Planning Problem Statement:</u>
Succession planning is the process of identifying critical leadership positions within an organization, recognizing individuals for their talent and developing action plans for them to assume those positions. The recent increase in leadership turnover in dental education, coupled with a tendency toward reactive succession planning, in general, has created a challenging environment to maintain the continuity of the institution's mission.

Succession plans should include the identification of internal talent and a strategy of external talent acquisition, paying particular attention to diversity using a holistic approach. For it to be successful and non-threatening, succession planning must become part of the organization's culture. It must recognize that diversity provides added benefits to its long-term health. For example, it may be included in the position description/responsibilities and/or as part of the annual review discussion.

In general, dental education can benefit from succession plans for critical positions within their institutions. Each institution needs to determine its critical positions, key skills required for each position and the individuals who can assume these positions if vacated temporarily or permanently. Appropriate training, experience, and a supportive environment are crucial to the success of this plan.

Although our group initially separated leadership development and succession planning in our discussions, our goal was to bring these two areas together, as they are strongly related. Our group proposes the development of tools and resources to assist individuals and academic organizations in enhancing leadership development and in addressing the lack of formal succession plans in many institutions.

<u>Preferred Solutions:</u>

ADEA Program for Leadership Development and Succession Planning

To promote a culture of proactive leadership development and succession planning at dental schools, ADEA would create a program for dental institutions and allied dental programs. This program would focus on three aspects of leadership development and succession planning:

1. *Critical role assessment and identification:* This section of the program will guide institutions/programs on factors to be considered in defining key/critical positions at the institutional/departmental level. This can include a template for an institutional self-assessment that the institution/program leadership can use to assess and identify key/critical roles and responsibilities. Once created, this template will serve as a guide for potential candidates interested in these leadership opportunities.

   This program could provide a guide/standardized questionnaire for institutions to use as a reference in identifying critical roles.

2. *Talent identification:* This section of the program will assist institutions/programs in developing a guide to help identify high-potential talent within the organization for further leadership development and potential inclusion in the organization's succession plan. The guide must ensure that this is a measurable fair process, identify milestones that a candidate needs to accomplish to be considered for any given administrative role, and delineate fair and equitable processes that consider DEIB.

3. *Talent development opportunities:* This program section will focus on assisting institutions/programs in leadership development for their internal candidates and/or integrating succession planning in the hiring strategy for the department/school.

   For this, we propose that ADEA would develop the following programs:
   A. *Match Program:* We are suggesting that this program be modeled after the [Association of American Medical Colleges (AAMC) Council of Deans (COD) Fellowship Program](), which provides each fellow with the opportunity to shadow two dean mentors at other institutions for one week. This shadowing opportunity is accompanied by other programming and mentoring for those selected for the program.
      1. *External*—ADEA Formal Program: This could be incorporated into the ADEA Leadership Institute, which would be preferred since an application process is already in place, or be offered as a standalone program.
      2. *Internal*—Institutional Formal Program: Institutions would implement a match program as described above but at the institutional level.

B. *ADEA Mentor Program:* Develop a formal mentorship program with an organized curriculum. Each year ADEA solicits volunteers who are interested in serving as mentors. Simultaneously, ADEA will put out a call for applications from potential mentees. ADEA would assist in pairing up one to two mentees per mentor, and the cohorts would follow the prescribed curriculum with staff oversight by ADEA.

C. *Skills workshops:* Seminars and/or workshops would be conducted online through the ADEA eLearn portal and/or at ADEA meetings. The participants would receive certification and recognition for completing the workshops, similar to a micro-credentialing program—or this could be incorporated into the ADEA Micro-credentialing Program.

D. *Strengthen/Rethink the Existing ADEA Leadership programs:*
    1. *Refine ADEA ADCFP: ADEA Staff will work closely with ADEA COSRF* (and members from other ADEA councils) to reimagine and revise the ADEA ADCFP with oversight for the program coming from ADEA as it originally did. Infiltration of new ideas will make the program more sustainable, better incorporate DEIB and have a broader reach. The program as it exists is highly variable from school to school. A redesigned program has the potential to invigorate renewed interest and participation in dental, allied, and advanced students exploring a career in academia.
    2. *ADEA Sections (BFACA, AFASA, etc.) are asked to create leadership tracks within their areas.* Use mid-year meetings to present/offer leadership development and succession planning sessions to the Council of Sections.

E. *ADEA website:* Create a one-stop shopping location for leadership development, containing a list of leadership resources and programs:
    Examples of content:
    - Leadership programs available at the national, regional, state, and local levels geared to dental educators offered by ADEA and other organizations;
    - Other leadership programs (outside the dental education field) such as Academic Impressions, Center for Creative Leadership, etc.;
    - Industry programs;
    - Listing of great books, podcasts, blogs, etc. on leadership; and
    - Book clubs—choice of books, hold discussions, etc.