Faculty Orientation and Professional Development Program
U of M School of Dentistry
Part I: New Faculty

Purpose

The purpose of the School of Dentistry’s New Faculty development program is to:
1. Integrate and acculturate the faculty member into his/her assigned division, department, the School of Dentistry (SOD) and the University;
2. Create a path for the faculty member’s professional growth and vitality;
3. Allow for an exploration of areas of individual professional curiosity within the workplace;
4. Support the faculty’s efforts to successfully meet their academic performance goals based upon their academic appointment.

Framework

The program consists of the following 5 components:
- Orientation to the University, the School of Dentistry, and their academic appointment
- Assignment of mentors
- Completion of an Academic Career Plan
- Identification of appropriate development activities
- Review of available resources

I. Orientation

1. During the first two weeks on campus, new faculty member(s) will attend a welcome meeting with the Assistant Dean for Faculty Development. At this meeting, the new faculty member will be provided with an overview of the University’s and School of Dentistry’s orientation programs. The new faculty member will be introduced to the Faculty Development website (under construction) which will house information on pertinent policies, information on promotion guidelines, faculty practice, and professional development resources for faculty members. New faculty members will be asked to complete Part I of the Academic Career Planning Form.

2. The Assistant Dean for Faculty Development in collaboration with the department chair will facilitate attendance at the following orientation sessions: University Orientation program for new faculty; School of Dentistry Orientation sponsored by SOD Human Resources.

3. Within the first month of hire, the new faculty member should meet with the following individuals as a part of their orientation to the SOD. The timing of these visits will vary depending on job title and responsibilities. The Assistant Dean for Faculty Development will be responsible for arranging these meetings.

Department
• Chair: Primary responsibility for the introduction to promotion and tenure guidelines for term, adjunct and regular faculty members rests with the Department Chair. It is the responsibility of the department chair to provide initial orientation for probationary faculty regarding the promotion and tenure process and expectations. This includes review of the department’s 7.12 document. Department chairs and division directors should work with faculty members on tenure-track to ensure continued protection of time to facilitate promotion to full professor. Guidelines for Promotion for Adjunct and Term Faculty should be provided and reviewed with all new faculty in this category.

Division
• Director: the division director should provide an overview of the curriculum taught in the unit; review scheduling policies, teaching assignments, course director responsibilities, absences, faculty practice opportunities and other expectations related to the faculty members’ position.
• Advanced education program director (if applicable)

School of Dentistry
• Dean
• Chief Financial Officer
• Associate Dean, Academic Affairs
• Associate Dean, Clinical Affairs
• Associate Dean, Research

II. Mentoring
All new full-time faculty members will be assigned a primary mentor, preferably from within his/her respective department. However, a primary mentor may come from a different department or division when the scholarly efforts are more aligned with that individual’s pursuits. All mentors will receive training to help them succeed in their role. The Assistant Dean for Faculty Development in collaboration with the Department Chair will select a mentor for the new faculty member. The formal mentoring relationship is expected to continue for a minimum of one year.

During the second month of hire, the mentor should contact the new faculty member and then meet with the new faculty member on a regular basis (a minimum of once a month) for one year. The mentor should provide informal advice to the new faculty member on aspects of teaching, research, and committee work, or be able to direct the new faculty member to other appropriate individuals. Interactions and discussions in the mentor – mentee context should be considered confidential.

At any point during the mentoring process, if a mentor or mentee feels that the relationship is not productive, the assistant dean for faculty development should be informed so that a different mentor may be assigned. It is important to note that changes can and should be made without prejudice or assigning blame. Mentors and mentees will be requested to provide individual feedback on the progress of their relationships at the end of the first year so that the assistant dean for faculty development can evaluate the appropriateness of the match.
Academic Career Planning Form

The purpose of Academic Career Plan is to guide the new faculty member develop his/her academic career goals, as well as to identify activities and/or strategies to maintain and improve the new faculty member’s credentials and professional skills. This information should be documented on the Academic Career Planning Form and should be completed as soon as possible following the faculty’s arrival, ideally within the first two months. The new faculty member is responsible for completing Part I of the form and returning it to the Assistant Dean for Faculty Development who will schedule a meeting to review the plan. The Assistant Dean for Faculty Development will share Part I of the academic career plan with the respective department chair and, based on the information in the academic career plan, the department chair will select a mentor for the new faculty member. Together, the Assistant Dean for Faculty Development and the department chair will complete Part II of the form. The department chair will then meet with the new faculty member to discuss Part II of the academic career planning form to identify faculty development activities and resources. A final copy of the form will be sent by the department chair to the new faculty member’s: 1) division director, 2) mentor, and 3) Assistant Dean for Faculty Development.

Faculty Development Activities

While each plan is should be tailored to the faculty member’s and division’s needs and goals, the following types of activities are examples of what may be included in the faculty development program:

Teaching
1. Attend teaching-related seminars held in and outside the SOD. Seminars will be related to pedagogical techniques, assessing learning, writing syllabi, engaging students, etc.
2. Attend division clinical calibration sessions (as appropriate).
3. Participate in workshops or programs offered by the Center for Education and Innovation.
4. Meet with Center for Education and Innovation to develop pedagogical development strategies.
5. Arrange for a peer observation of classroom teaching.
6. Attend ADEA Annual Session and Exhibition.
7. Attend AxiUm training sessions and complete training modules.

Research and Scholarship (if applicable)
1. Attend information sessions for tenured and tenure-track faculty.
2. Attend information session for adjunct and term faculty promotion.
3. Attend School of Dentistry research seminars.
4. Attend seminars focusing on topics such as preparing manuscripts for publication; dealing with reviewers and editors; interdisciplinary research collaboration; seeking external funding; networking through professional conferences; grant writing, etc.
5. Attend professional conferences to network, to develop research ideas and focus, and/or to present research papers.
6. Present research ideas and papers at various stages of completion to peers in the department and school.

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7. Introduction to CTSI and their mentoring program for researchers (see website link below)

Patient Care (if applicable)
1. Attend a General Orientation to Clinics (Associate Dean for Clinical Affairs)
2. Attending School of Dentistry division/department/SOD faculty calibration meetings.
3. Attending clinical care related continuing education meetings.
4. Participating in health care improvement initiatives/projects.

Service/Community Engagement (if applicable)
1. Committing to a service activity within the department or school as appropriate for the faculty member (based on his/her academic experience) such as a committee assignment, working with student organizations, etc. The intent of development is to engage new faculty in some sort of service assignment beginning in year 1 or year 2.
2. Participation or leadership in professional organizations
3. Participation or leadership in discipline related community organizations
4. Overview of faculty practice/consulting opportunities

Academic Career Planning Guide Part II
The new faculty member, department chair, division director and faculty mentor are expected to contribute to the completion of Part 2 – the identification of development activities. Responsibilities of the chair, division director and faculty mentor are outlined below.

Chair & Division Director
1. Orientation to annual review process (Chair)
2. Discuss the faculty member’s development needs with respect to the Academic Career Planning Guide
3. Discuss research, teaching, and service expectations of his/her position.
4. Discuss expectations related to faculty member’s time.
5. Create a development plan in conjunction with the mentor and department chair and division director to meet his/her needs.
6. Provide on-going encouragement and support to the faculty member with respect to the development plan.
7. Annually review faculty progress on the development plan; revise development plan as necessary.

Faculty Mentor
1. Assist the department chair and division director in working with the new faculty member to create an appropriate development plan for the faculty member.
2. Meet with their mentee on a regular basis to serve as a sounding board and to discuss the mentee’s progress on identified development activities.
3. Provide insights and assistance as necessary with respect to teaching, research and/or service.
Part II: Current Faculty

Purpose

The School of Dentistry’s faculty development program is guided by the School’s mission to educate highly qualified oral health professionals, advance the understanding of oral health, disease and effective treatment, provide service to the community and improve the oral and general health of our patients and the general population. For the School of Dentistry to be successful in achieving its goals, it must recruit and retain a distinguished faculty. To that end, Therefore, the goals of the faculty development plan are:

1. To create a path for faculty members’ professional growth and vitality.
2. To allow for an exploration of areas of professional interest within the workplace.
3. To enhance skills in clinical and classroom teaching, research, leadership and scholarship by providing the tools and resources faculty need to navigate a successful career at the University of Minnesota.
4. To ensure faculty successfully meet the academic responsibilities of their positions
5. To retain a distinguished faculty in the School Dentistry

Framework

The program consists of the following 4 components:

1. Mentorship
2. Development of scholarship and teaching
3. Promotion Information Sessions for term and regular faculty
4. Acquisition of new clinical techniques or skills

Mentorship

Department Chairs will provide a mentor or team of mentors for all faculty desiring a mentor, preferably from within his/her respective department. However, a primary mentor may come from a different department or division when the scholarly efforts are more aligned with that individual. All mentors will receive training to help them succeed in their role. Mentoring training is provided to all mentors.

Scholarship and Teaching
The department chair should assist a faculty member with the acquisition of skills needed for scholarly work and research.

The department and division directors shall assist a faculty member with on-going improvement of teaching, including peer observation of teaching. The Assistant Dean for Faculty Development will coordinate peer observation of teaching. Department chairs/division directors will assist faculty in strengthening any weaknesses and/or acquiring new skills that support clinical instruction, including training on new and emerging technology. Department Chairs should appoint faculty on committees that are important for the faculty member’s professional development.

In collaboration with the Office of Academic Affairs, the Assistant Dean for Faculty Development will host a minimum of three courses focused on teaching methodology per year. Faculty attendance records will be available to department chairs.

**Promotion**

The department chair has the responsibility to encourage and support the scholarly activities of Term, Adjunct and Regular Faculty as stipulated in the Guidelines for Promotion of Term and Adjunct Faculty and departments’ 7.12 documents respectively. At minimum, feedback on performance should be provided on an annual basis so that needed support and resources for advancement are provided. Criteria and definitions of promotion criteria should be clearly written and provided to all term and regular faculty. The criteria and definitions of criteria shall apply to term or regular faculty to the extent the criteria and definitions are consistent with a faculty member’s effort and mix of responsibilities. Annually, the SOD Promotion and Tenure Committee and Faculty Affairs Committee will host an information session on the promotion and tenure process for probationary faculty and term faculty, respectively. Department chairs should work with newly tenured associate professors to outline a pathway of clear expectations, including distribution of effort to advance to full professor. Chairs must ensure continued protection of time to facilitate promotion to full professor.