

## Education Innovation Award

### Dr. Scott Conley, *University of Michigan*

#### **Brief Biography:**

Dr. Scott Conley is currently the Robert W. Browne Endowed Professor and Clinical Associate Professor in the Department of Orthodontics and Pediatric Dentistry at the University of Michigan and serves as the Graduate Orthodontic Clinic Director and Co-Director of the Dentofacial Deformities Clinic. Dr. Conley is the past recipient of two Biennial Edward H. Angle Research Awards, an AJODO CDABO Case Report of the Year and multiple previous AAOF Grant Awards. Dr. Conley is the GLAO representative to the AAO Council on Orthodontic Education and the Director of the North Atlantic Component of the Edward H. Angle Society.



#### **Project Summary:**

Faculty recruitment and retention remain significant challenges in orthodontics. To be effective and successful, faculty must be exposed to and incorporate several critical skills early in their careers that often are not sufficiently developed in residency.

The specific aims of the FACEs in Orthodontics Consortium are to:

1. Organize and deliver a five (5) year FACEs in Orthodontics program to provide core and customized skill enhancement workshops to faculty at different levels of seniority within both clinical and tenure track paths in: (a) teaching methodologies (b) research and grant writing, (c) clinical skills enhancement in craniofacial anomalies care, and (d) leadership and service. Workshop content will be posted online and made available for the broadest possible dissemination.
2. Integrate an “organic” mentoring approach developed through the close interaction of program participants and program leaders. The mentoring will occur through (a) sharing a catalog of available pre-existing resources for faculty development by other organizations to enable individuals to select, utilize or participate in such activities; and (b) by engaging mentors both during the skill enhancement workshops (as described in Aim 1) as well as throughout the year at venues such as the AAO Annual Session and other local, regional, and national association meetings that mentees and mentors routinely attend.
3. Perform ongoing outcome assessment from faculty participants, facilitators, mentees, and their chairs (a) through appropriate survey tools on the outcomes, strengths and weaknesses of the each FACEs in Orthodontics program; and then (b) utilize this information to refine and enhance the program for subsequent years.

#### **How Orthodontic Education will benefit from this award**

We expect that this multicenter approach, focus on all faculty levels/tracks, prospective faculty, shared resources, integrated and collaborative mentorship, creating career development materials, and

outcome assessment will result in a long lasting and effective mechanism to enhance faculty recruitment, retention, longevity and quality, which would not only mitigate faculty shortages, but enhance the education of future orthodontists.

**Why the AAOF is important to this project**

Without its support, the FACEs in Orthodontics Consortium would not be able to conduct this project. There are limited to no groups available whose goal is to advance the individual and collective careers of orthodontic faculty.

**How the AAOF funding is expected to or has benefitted recipients' career**

The AAOF had a significant impact on my early career by awarding me a Faculty Development Award at a time when I was still learning what it is that faculty do. The current award allows me personally and our team collectively to partner with the AAOF to give back as we strive to help develop and grow the next generation of orthodontic faculty.