

MTN Ep 20 Transcript

01;00;00;01 - 01;00;30;27

Erin Hager

Welcome to Moving the Needle. Casual conversations about ways big and small to impact student learning. Brought to you by the Faculty Center for Teaching and Learning at the University of Maryland, Baltimore. I'm Erin Hager. Let's move the needle. Hi, everyone. Welcome back to Moving the Needle. Today, we're talking about the culture of academic departments. Every institution is different, of course, in the culture, in one department may be very different from another.

01;00;31;08 - 01;00;56;12

Erin Hager

But how did these cultures come to be? How are they formed and fostered and maintained over time? What impact does a culture have on individual faculty members and how does that culture trickle down and impact the student experience? Finally, what happens when a department is intentional about creating a culture of kindness? Let me introduce you to our guest.

01;00;56;24 - 01;01;22;24

Erin Hager

Dr. Glen Canares has dental degrees from New York University and the University of Washington Seattle Children's Hospital. He serves as clinical director for the Division of Pediatric Dentistry and the Assistant Program Director of the Pediatric Dental Residency. He is also the president of the Maryland Academy of Pediatric Dentistry. I think the way that Glen structures his own bio gives a great sense of how he lives out his personal values.

01;01;23;05 - 01;01;47;23

Erin Hager

In addition to listing the impressive credentials that I just shared, his bio also says this Dr. Glen Canares is a pediatric dentist, an educator and a professional speaker. His personal mission, as you and the faculty, is to inspire students, patients and colleagues to become the best versions of themselves. He is intentional about creating a supportive environment of trust and leads with kindness.

01;01;48;14 - 01;02;13;16

Erin Hager

Dr. Canares is an American born child of Filipino immigrants and was raised in a blue collar community. Through his upbringing, he learned that no dream is too big to go after, but also that no work is ever beneath him. He values authenticity and empowerment. Viewing the world through a lens of realistic optimism. I think you'll hear Glenn's core values and this sense of realistic optimism.

01;02;13;20 - 01;02;17;29

Erin Hager

Loud and clear in this conversation. Glenn, welcome to Moving the Needle.

01;02;18;13 - 01;02;21;06

Glenn Canares

My pleasure to be here. Yeah, let's do it.

01;02;21;18 - 01;02;33;06

Erin Hager

Let's do it. Okay, let's start by talking about academic culture broadly. Let's talk about your experience with academic cultures, maybe before you got to UMD. How would you describe them?

01;02;33;17 - 01;02;56;10

Glenn Canares

So I feel like an academic culture is like any other place. I know it is academics, but it could be let me say it like this is that I think if you're an office or community health center or wherever might be. Every area has its own set of like culture where one place you could work in a hospital, but it might be completely different than another one.

01;02;56;22 - 01;03;25;19

Glenn Canares

So I say it like that because generally my my experiences and I don't know if it's built in to how we develop as academics, but I'll say this, it it feels like there's, there's a level of performance, right? So there's a high performance kind of feel or a low performance or anywhere in between. And I feel like that tends to be the, the dimension that a lot of cultures look at in academia.

01;03;25;19 - 01;03;47;25

Glenn Canares

Is this someone publishing their they on their way to get promoted so hyper who are they doing well with this so high performance low performance. But I'm going to add in this other thing that I've I've observed for myself is this idea of what is the trust level at? Is it a low or moderate? A high and I, I share this is that I've worked at other places.

01;03;47;25 - 01;04;17;13

Glenn Canares

I've been other places. And maybe it isn't necessarily just academia, but the idea that I don't know if I've always felt that level of trust and that tend to be the has a huge influence in terms of what it means, its effect on performance. So I would say in general, it's kind of like this high moderate performing depending on where you are in terms of performance and then this level of trust that hasn't been the highest.

01;04;17;14 - 01;04;18;24

Glenn Canares

I'm just going to call it like that.

01;04;19;07 - 01;04;43;05

Erin Hager

Yeah, yeah, yeah. And and since since on this podcast, we focus so much on teaching and learning. How would you say that that level of trust, whether it's high or low, how does that trickle down to the students of a faculty member feels within their department, within their division, varying levels of of trust and safety within that, how do you think that ultimately trickles down to the students?

01;04;43;17 - 01;05;10;23

Glenn Canares

So I'll share my thoughts, and I think it's also grounded in some of my experiences. I think there's something really nice about being in in postgraduate education, right? So beyond the undergraduate level, because you ultimately work with a lot of really successful students, these are students that have made it to that almost next level. You know, I when I first started and I'm kind of I'll get to your questioner.

01;05;10;23 - 01;05;29;28

Glenn Canares

And so I just want to just share a little background. When I first started, I was I was really into the idea, like, I'm really excited. I get to work with the top one, two or 3% of students because they're they're at this next level going beyond their undergraduate education. And that was my understanding, right, that that is my baseline expectation.

01;05;29;28 - 01;05;58;25

Glenn Canares

And what I've noticed is how I think it trickles down when you have a lower trust environment is that gets muted. You know, when you have a low trust environment, I don't care how it's something, I don't care. It's just what I've noticed is that as high performing as someone could potentially be or already is, that can be muted because you're worried about making a mistake and making sure no one finds out or I've seen it where I call it the blame game.

01;05;58;25 - 01;06;25;00

Glenn Canares

It's never anyone's fault, but it might be something that could be external factors. It could be something else, it could be how things were communicated. But there's the blame game type of thing. And we have brilliant students here. I mean, there's this look at this is our future. And when there's a low trust environment, the other thing is, I think any sort of creativity and innovation tends to get more stifled.

01;06;25;22 - 01;06;28;06

Erin Hager

Yeah, for fear of making mistakes. Do you think.

01;06;28;25 - 01;06;52;26

Glenn Canares

That's that would be my thoughts is that, you know, because I felt it myself, I'm kind of sharing my experiences, but also what I've observed as well. I think it it's that thing. Well, I got to be perfect and correct. And since there's low trust, there's there's not the trust is that this could potentially be a teaching moment for me, whether it's internal or external or likely it should we should be both the faculty as well as the student.

01;06;54;01 - 01;07;13;29

Erin Hager

It's so interesting. You know, my I'm thinking about a personal example. My family were were a big sports family. My son plays sports at a pretty elite level. And it makes me think of the impact of a coach because you can have the most talented players, the most elite of elite, the all stars, the selected from the best teams across the country.

01;07;13;29 - 01;07;34;03

Erin Hager

And if you put them in an environment with a coach, that that scares them, then you can see it. You can see that on the field. You can see that kind of stifled, tense performance level. And I think you're circling this back and bringing this back to that feeling of trust really resonates, I think, in that environment, too.

01;07;34;14 - 01;08;07;28

Glenn Canares

Thank you for that an example, because I do see the parallels in the sense that if someone is learning something new, I would almost argue that the trust level needs to be much higher because there's a higher probability of things breaking down. So the difference between a bunch of little kids running around to learn to play soccer versus that at the professional level, the trust, the way trust is

in let me put this the way trust becomes can can become a higher level, maybe a different method depending on the level.

01;08;08;10 - 01;08;18;23

Glenn Canares

But ultimately, I agree with you. I think that when you have less of that, it results in, you know, going on autopilot or more stifled play. Right. And it affects performance.

01;08;18;23 - 01;08;41;13

Erin Hager

So yeah, it's so interesting. And it's, it's it's interesting to think about that in the context of, like you said, these graduate students who have really are the cream of the crop in terms of the, the, you know, moving along the their educational journeys. So talk to us a little bit now about the the culture you're a part of now, the department you're in.

01;08;42;23 - 01;08;53;26

Erin Hager

Tell us about it. When we talked earlier, you mentioned some core values inside that division. And could you tell us a bit about those and and how those are communicated?

01;08;54;11 - 01;09;20;07

Glenn Canares

Yes, very gladly. So I okay, let me put it like this. You know how when you I'm not one that really likes talking about myself that much, but when you really love something and you're just like, Oh my God, I could go on and on and that's how I feel about my division. So I'm in the Division of Pediatric Dentistry here at the School of Dentistry and I just I'm trying to find the right words.

01;09;21;03 - 01;09;57;03

Glenn Canares

It is without hyperbole, Erin. I truly mean it. This is the best environment I've ever worked in for what I need to do. And like I'm talking from my first job in McDonald's when I was 15 years old, all the way to my current position now as as a faculty member here. And so to answer your first part of that question, I think what the really interesting thing is and and it what I I'm sure I can talk about this more but really led from my my chairman is that there's this idea of leading with kindness here.

01;09;57;24 - 01;10;27;10

Glenn Canares

And I want to be very specific about kindness. Kindness is not being nice. Being nice to me is what I also want to be nice. So let me set that aside. But being nice is, is people pleasing is trying to, you know, what's the word, just people pleasing. Like I want to just make you not feel uncomfortable, that sort of thing that, that, that's being nice to somebody and I think that's still good.

01;10;28;06 - 01;10;49;11

Glenn Canares

But truly leaning into the idea of leading with kindness and setting is that as the first and foremost in our division, which is when you lead with kindness, we lead with what can I do to be helpful, right? Whether it's to the division, whether it's to one of my co faculty, whether it's to our students or residents, what can I do to be helpful?

01;10;49;18 - 01;11;14;27

Glenn Canares

And that, I think, has set the tone for how we interact with each other because being helpful. May how do I put this? There's, there's nuance to it, right? So as a as a general broad stroke, it's it's

trying to help elevate somebody else's career or just help them out on a project or even help cover clinic for a short that's that's helpful.

01;11;14;27 - 01;11;37;07

Glenn Canares

But it doesn't mean that it can't be uncomfortable or that you have hard you can't have hard conversations or have to, if especially from a leadership standpoint when we're working or a teaching standpoint, that sometimes we need to guide our students or each other really in a way that says, hey, I think this will be helpful, and maybe they don't see it, maybe they don't agree.

01;11;38;04 - 01;11;43;01

Glenn Canares

So I'm hoping that makes sense that the difference between kindness and being nice.

01;11;43;10 - 01;12;06;06

Erin Hager

Absolutely. I it makes me think of the work of Brené Brown and one of her lines is clear is kind of right. And so sometimes giving that, that direct feedback that, you know, seeing what needs to be said, that clarity, you know, that is kindness rather than pretending like there's no problems and pretending like everything is okay and just kind of hoping nobody notices.

01;12;07;06 - 01;12;36;14

Erin Hager

So I think that makes absolute sense. But I'd like to dig in a little bit on this idea about helpfulness because when you've got a big department and you've got multiple people with different personalities, what's helpful to one is, is, you know, helpful, looks different, right? And so what interests me about this is that this idea of helpfulness, does it does it come from a set of share, like a shared vision for where the department is going?

01;12;36;15 - 01;12;45;15

Erin Hager

Like we're all we're all different. We've all got different careers. But our our ship is sailing in this direction. And so I understand helpfulness in light of that.

01;12;45;27 - 01;13;08;03

Glenn Canares

I agree. I think that it does need to be paired up. Right, because you can be super helpful. But if it's just a if it's if it's not in in alignment, it's just really helpful people to work with. I agree with you.

There's a way that it needs to follow something that shared vision the way we kind of you know, I'm sharing this because this is a conversation.

01;13;08;03 - 01;13;30;15

Glenn Canares

This is kind of the daily. Daily, it's embedded in how we perceive things and where we want to go. And to our chairman through the other faculty here, it's it's kind of rooted in values and core values and the way we approach this, you know, I've been here for five years full time. I actually just had my last month was my five year work anniversary, very exciting.

01;13;30;26 - 01;13;50;21

Glenn Canares

And with the values you and B already had values. You know, we I know we've changed. I think within the last year they were modified. But before that, we had another set of six values, a five or

six, I believe. And we we looked at them and yes, of course, we want to live all the values and do all those things.

01;13;50;21 - 01;14;11;02

Glenn Canares

But we looked at and which ones resonate most for what we need to do for our division, because where we were five years ago is different than where we are now versus even the beginning of the pandemic. And at the time we said, hey, you know, the three of the values that you and B says was accountability, excellence and collaboration.

01;14;11;02 - 01;14;35;11

Glenn Canares

And we're going to lean into that. So how can I be helpful? How can I be kind when it comes to being accountable to to promote excellence and to collaborate? And that's where we focus. And, you know, at the time and I'm sharing my own personal experience from five years ago, we are we are a leaner division. We we in the past few years, a couple of years, we've actually hired a couple more full time faculty.

01;14;35;11 - 01;14;55;26

Glenn Canares

But we were a leaner division and we still have the stress of the like, oh, my gosh, we've got to get all the stuff that we have to run courses we have to cover clinic, we have to do all these things. And we still had all those pressures. But by leaning to that, it gave us the focus on how to be helpful to our division, to each other, to ourselves.

01;14;56;18 - 01;15;24;29

Glenn Canares

And what's really kind of cool is that throughout this journey, and this is my observation that we've been very clear about those three values to lean into from you and be that for the next over the years, what I've noticed is that there is now curiosity, harmony and service. These are values that I almost would feel are an extension once you've leaned into those, and this is for our division when we leaned into those three, now we're kind of expanding it.

01;15;24;29 - 01;15;30;24

Glenn Canares

And now, now these are things that I hope among us are also being transferred down to our students and our residents.

01;15;31;03 - 01;15;44;22

Erin Hager

Yeah, that's so interesting. It's almost like once once that foundation of those first three values had been laid, it it provides good, solid footing for some of these other benefits to open up.

01;15;45;10 - 01;16;07;25

Glenn Canares

Right. Right. And, you know, I will add this, Erin, what's really cool about it is that I don't want anyone to think it's been a perfect smooth ride, right? It hasn't. But what's cool about it is that, you know, when something feels off, right, whether it's it's just something it has it feels off today. And I mean that in a bigger so that we we can understand that personally.

01;16;07;25 - 01;16;28;26

Glenn Canares

But when I say that in a bigger sense, if something's off about where things are going right and just

like something's off me are just our students aren't responding as well. Or there's tension here that I'm trying to figure out between faculty members or whatever it might be. It's nice to go back. It's a nice place to go back and say, okay, accountability, excellence, collaboration.

01;16;29;21 - 01;16;36;28

Glenn Canares

How can I be helpful? How can I be kind, right? And then that can inform our next decisions and how to bring it back.

01;16;37;06 - 01;16;56;29

Erin Hager

Yeah. And it also just the, the vulnerability to articulate that you notice something's off, right? There must be a culture of trust to go back to to the first thing you mentioned, to be able to say something feels a little wonky here, like what's what's going on rather than just again, brushing it under the rug, hoping, knowing it picks up on the same vibe.

01;16;57;25 - 01;17;03;22

Glenn Canares

Yeah. Yeah. Like rather than be nice about and saying, oh, everything's good. Yeah, exactly. I 1% agree.

01;17;04;01 - 01;17;27;08

Erin Hager

Oh, so interesting. So talk to us a little bit about how you got to this place. Did did this emphasis on core values and and kindness and helpfulness, did that happen organically? Was it a top down be nice mandate or through some kind of experience? Like how did your division get here?

01;17;27;08 - 01;18;08;25

Glenn Canares

So it's because we're not perfect. That's that's my overall answer. And I have some there are a couple key things, but it's because we we know we're not perfect and probably never will be and we're people and things are going to there's always going to be something that makes it hard. So the first this is my first one of the first experiences I it almost made it forced it to happen was there was an accreditation visit and this was, I guess 2018 and this would be there's a creditors for our school, there's a creditors for medicine, you know, for the whole campus hospitals, etc., etc..

01;18;08;25 - 01;18;19;18

Glenn Canares

But it's a stressful situation. So for anyone who's listening, who has ever had to be part of that, it is stressful. It's literally palpable tension. People are walking around. It's it's stressful.

01;18;20;01 - 01;18;30;12

Erin Hager

Yeah. I almost think that we should cut in like the Jaws music when you say that there was an accreditation visit bump, bump, bump, right. So that the.

01;18;30;22 - 01;18;57;26

Glenn Canares

The yeah, yeah, yeah. It was stressful. So but you got to remember, I'm a new academic, right? I'm fresh to this. And there have been people in the part of the division and how do I put this so with our division. So the creditors go through, they evaluate our programs, all these different things. And for anybody who's been involved, I think you have to have a framework for that.

01;18;59;14 - 01;19;27;00

Glenn Canares

And then another accreditation. There were a couple of questions by the visitors about part of one of our programs are programs for the for the division without going into too much detail. And there were some things they were concerned about. And the thing was, is this is how do I put this? We could have been like, well, it's it's on the chairman or the director of that program.

01;19;27;00 - 01;19;49;09

Glenn Canares

Like whatever we're we're going to I don't know, we'll just leave it to them. And, you know, if if the something hits the fan, then we're like, okay, it's on them because they're they're in charge. But we got this notification about there being possibly an issue right in one of our programs. And how are we going to address that and how are we going to respond to that?

01;19;50;03 - 01;20;05;10

Glenn Canares

Was it 4:00, 430 in the afternoon? I mean, it's a that's what I mean. It's not like this was like, oh, it is top of the morning on the second day and we have all day to work on this. We are fresh. We've been covering clinic or we've been you know, you have to teach some classes, that sort of thing.

01;20;05;10 - 01;20;24;14

Glenn Canares

So all that stuff doesn't stop when accreditors come as the end of the day and we find out about this. And what happened is that rather than leave our chairman or program high and dry, we said, okay, what do we need to do? And I remember and this is academics, by the way. This is not like we're not going to residencies.

01;20;24;20 - 01;20;54;13

Glenn Canares

I remember for two nights we stayed till like eight or 9 p.m. and I am not advocating staying late and crunching it and but the idea is that we came together and using what we could have and getting the information we need to respond appropriately. And I'm not trying to be vague, but I because I don't want to go into the details of it since it was part of accreditation, but we were able to properly respond to the accreditors in a way that made sense that there's like, Oh, that is why the program does it like this is the information they were going to get.

01;20;54;13 - 01;21;18;07

Glenn Canares

So therefore it is not an issue when it comes to accreditation. So we went from the potential of being I'm just going to put out there in serious trouble, not trouble, but something we're going to have to mitigate and respond to, to something that they understood because we came together in that moment and that for the first and in and there was this sense of, my goodness, when it really mattered, we came together.

01;21;18;21 - 01;21;47;24

Glenn Canares

Yeah. So there was this level of trust and it enhanced and I will say that in, in fact, in this really high performance for this quote unquote crisis situation. Yeah. And I as I talk about that now, that was really special to me because like I had said from my first job to, you know, all the different jobs in between in other places in dentistry, whether in practice or in academics, that was that that it was different.

01;21;48;12 - 01;22;10;18

Glenn Canares

I palpably felt something was different. And from what I understand and there's something in a shared struggle. But like I said, depending on your environment, sometimes it's like, all right, well, you know, it's not my responsibility. You know, it's tough everywhere versus, okay, let's make this make this work. And for that, that in my core said, okay, this place is special.

01;22;11;00 - 01;22;13;14

Glenn Canares

There's something going on here and how do we make it better?

01;22;14;05 - 01;22;33;20

Erin Hager

It's such a great story because, I mean, it truly is a crisis moment. Right. And it could have gone 17 different, worse ways. But but what I think is so powerful, too, is that that sense of collaboration and that sense of we're not leaving anyone in the lurch, no program directors left behind, like we're just going to figure this all out.

01;22;33;29 - 01;22;54;18

Erin Hager

But you you also had that immediate positive feedback in the sense that you that you were able to cut that problem off at the pass. You know, you were really able to resolve it. And so I wonder if just kind of that, you know, I'm just speculating here, but just that that energy, that adrenaline and and then to have it be like, yes, that worked.

01;22;54;29 - 01;22;58;08

Erin Hager

You know, this this approach really can work.

01;22;58;15 - 01;22;59;28

Glenn Canares

Yeah, I agree. I agree. Yeah.

01;23;00;10 - 01;23;24;15

Erin Hager

Yeah, that's such a good story. So, you know, you kind of had this crisis moment. Everyone, you know, there's this epiphany of of this sense of collaboration and that really seems like it. It took hold and stuck around right after that. What do you think are some of the day to day impacts of this culture that it has for you personally?

01;23;24;29 - 01;23;31;12

Erin Hager

What what benefits do you think it brings you as a as a professional and as a human loaded question?

01;23;31;12 - 01;23;57;11

Glenn Canares

I love it. Loaded question. To answer that, let me give a little bit of context, Arun. My answer is that so right. Crisis happened, crisis averted. We came together Kumbaya. We're we're this wonderful group, right. The thing is, what was what's been interesting about the last five years in this division is for me, is that it keeps getting tested.

01;23;58;11 - 01;24;20;11

Glenn Canares

Right. This idea that core crises there then, I mean, COVID was worldwide crises, but it affected us individually. You know, we had we're in division that we're both clinically and also died tactically when the students so had all sorts of different effects. So it kept getting tested. And that idea of like, are we really that much together? Right?

01;24;20;11 - 01;24;53;19

Glenn Canares

So because that kept getting tested, it kept reinforcing it. Does that make sense here because of that being tested and crises continue to happen? By the way, I don't want to I'm not naive. And we're dealing with something now, but because it became tested and it became just more embodied, what it's actually created and I'm going to use this word my term used all the time, is this creative space for our division and that, Oh man, I like it.

01;24;54;15 - 01;25;19;14

Glenn Canares

And it's more recent, but has this beautiful creative space because yes, we're still doing on the day to day. Yes, we still do the crisis. But there's this sense of like, well, we're going to figure it out, work together and do it and see how we can be most helpful. Right? So we've got that there and that allows the space for creative and that that is amazing because that is the thing I was talking about earlier with the students, right?

01;25;19;14 - 01;25;56;21

Glenn Canares

This idea of like you've got these really high performing students. I would say, you know, I, I believe are pretty good, fairly accomplished faculty. Right. And it's this idea that now you're allowing for this creative space, this innovation, and that's come about for us in curriculum design that's come about in the way we as best we can in terms of clinical teaching on the floor, on the ability to to free up more time in thinking, regarding even administration like administration, not just the, not the fun stuff of teaching and and and clinical work, but truly the even the administration, right?

01;25;56;21 - 01;26;21;00

Glenn Canares

The, the idea of like, oh, we can actually get efficient at consensus and move forward. Yeah. And because it doesn't stop, it isn't that the problems will never stop. Issues will never stop, but it's really kind of nice. And then you get and here's what's cool. I think that the chairman, the deans, the assistant, you know, all everyone there, they're oh, these are our strategy people.

01;26;21;00 - 01;26;41;17

Glenn Canares

But what this is allowed is this creative space to say, Oh, there can be strategy and vision and leading into the future and aligning at the level of a non dean or non chairman at that faculty level. Right. You know, we're the ones that are curriculum design in teaching and you know, and in the clinics and all that stuff.

01;26;41;17 - 01;27;07;23

Glenn Canares

So it's it's really course, it's it's really nice to see how people come and look and then go after what they truly care about. I mean, I mean, we're a university if you can do research in areas you actually are passionate about, but you're allowed that space and actually encouraged to be in that space and or whether it's teaching or just whatever, I don't know, exciting.

01;27;08;07 - 01;27;32;00

Erin Hager

I just as you talk, I just keep picturing this this net under trapeze artists, right. That that the culture in my head, the culture that your division has built, really serves as the safety net so that the people in the division can do the flips and make the leaps and and try these things and know that, you know, when crisis comes, if we fall, you know, that net's going to be there.

01;27;32;00 - 01;27;59;26

Erin Hager

Or if we have to pivot for a moment and deal with COVID, deal with accreditation, whatever it is that you'll still have that freedom to eventually go back and keep trying those new things. It's it's interesting. I think I think it's easy to think of culture and mission and creativity as kind of moving in parallel. But the way you describe it, it's really the culture really fostered that they're they're interwoven in a way that it seems like could be hard to untangle at this point.

01;28;00;09 - 01;28;23;05

Glenn Canares

Yes, I'm just processing that analogy because it's beautiful and I'm not considered in that way. And I love it because that's exactly how it feels. That's right. That a trans trapeze artist job is to not fall off the handle that they're holding on. I don't know, trust trapeze artist terms, but for any trapeze artist listening like sorry and butchering it.

01;28;23;23 - 01;28;25;09

Erin Hager

My back to the bar thinking that's what.

01;28;25;09 - 01;28;46;18

Glenn Canares

It's yeah this is the part you hold on to the bar, right? Yeah. Good. So really the job of a trapeze are is not to fall off the bar, but what makes a trapeze artist beautiful? Their work amazing is the flips is approaching danger and catching the other one, you know, and doing all these different things. So that's.

01;28;46;18 - 01;29;03;15

Glenn Canares

That's how I love your analogy. I'm sorry. I'm like kind of like love of this is that we get to do the flips and yes, sometimes we fall, right. It's not perfect. But there is that net and I know long and it's almost like that's exactly said, we're always going to hold on to the bar when we need to.

01;29;03;15 - 01;29;14;21

Glenn Canares

That's our job, right? Not to follow and we'll continue to do that. But now we can start to start playing and then make I love it. Yeah. What we what we already do. Even more beautiful, almost even artistic.

01;29;14;22 - 01;29;23;15

Erin Hager

Yeah. We're just. We're just going to, like, turn into circus performers. Yes. And a health profession setting. And it's a good thing we have lots of doctors around. So when we fall down, you know, that's true.

01;29;24;01 - 01;29;27;15

Glenn Canares

I'm in pediatric dentistry, so we got to play, you know, we've got to be interesting for these kids.

01;29;27;25 - 01;29;35;19

Erin Hager

So. Exactly right. But do it for the kids. How about the students? Do you have a story about how that this culture impacts them?

01;29;36;14 - 01;30;09;25

Glenn Canares

So I've seen it extend out to our students as well. This this idea of leading when kindness and again, like how I had said, it's the idea that kindness is being helpful. Right? Not just being nice to protect the students, you know, ego or whatever, but more that it's truly to be helpful. So I was actually working with one of our residents, my resident had gone through a particularly difficult clinical case where she had to do some extractions on a kid that had infections and just poor behavior is really challenging.

01;30;09;25 - 01;30;30;14

Glenn Canares

And when she was done, you know, wasn't perfect. She was newer. But I had asked her, I go, So are you ready to hear feedback? What was really kind of cool is that there was another resident from another division that walked by and stopped to talk to me later in the day and says, I heard something that I've never heard before.

01;30;30;27 - 01;30;56;14

Glenn Canares

You asked. I won't say the resident's name, but you asked her if she was ready to hear feedback in the entire time she had this other resident in another division had been a dental student, had been a resident, had never heard a faculty member ask anyone that. So I think it all gets extend from that idea of starting with from a place of kindness and to be helpful and when you really lean into that.

01;30;56;14 - 01;31;13;25

Glenn Canares

And so that idea is that while I can be most helpful when assuming it's not one of those immediate things where you have to be like This was an urgent situation, this was a critical thing that we need to address it right now. But in most other situations is something we can do when there's when they're ready to receive in here.

01;31;14;10 - 01;31;38;27

Erin Hager

So I'm thinking about the faculty and academic leaders who are listening to this and thinking about their own cultures. And maybe maybe they're thinking there's some room for improvement in their own in their own culture. What would you recommend to them? How would you suggest they start start thinking about it, start start building this? I mean, we can't all have, you know, like a orchestrate a crisis moment to get us there.

01;31;38;27 - 01;31;47;19

Erin Hager

But are there things that you've learned, you know, in your five years about culture that that you think could could help a department or a division?

01;31;47;19 - 01;32;07;04

Glenn Canares

So I do have a couple of thoughts on it and something as I've learned as a educator, as an even and not even as and also as a clinician, is that, for instance, with our patients, when we we tell them, you got to brush your teeth, you got to fly, you got to do this, you got to do this, you know, eat less sugary foods.

01;32;07;19 - 01;32;29;07

Glenn Canares

You got to get it right. We can give them ten different things. And you know what? It's actually more likely that our patients or the parents of our patients are going to do none of it because it's overwhelming versus saying, hey, your job is to instead of. So even if they're not brushing or they're only brushing your job, brush one tonight.

01;32;29;18 - 01;32;46;04

Glenn Canares

That's it. And the next time I see you will see how well you're doing that. And if you're able to do that, then we'll work on how you do it or adding it to the second time and that we found to be more effective. So in that same way, that's how I answer your question, is that I think there are two components.

01;32;46;04 - 01;33;06;19

Glenn Canares

And the first one I think is actually for anyone that isn't in a position to or or anyone that just wants things to change in a way like this is it all starts with ourselves, right? We can tell other people we can do better, but a true such setting ourselves and that's what I love with the idea of leading with the kindness and kindness.

01;33;06;19 - 01;33;24;20

Glenn Canares

Again, all we say is that it's not about being nice or easy to work with or whatever. It's about doing something helpful for somebody else. And the other part will be about the values to help align it, kind of what we talked about. But I would encourage that, you know, habits, right habits happen when you do more of it.

01;33;24;20 - 01;33;50;25

Glenn Canares

So if you are in a position and I, you know, I can imagine if you're close, you're like, oh, we only need a little bit. I also have been in areas where it's like the it feels like the opposite, but it all starts with us. So I would encourage is that find something you can be helpful with and I'll share these examples of how I've received them or I have done for others is that share an opportunity to join in on a research project, right.

01;33;50;25 - 01;34;28;02

Glenn Canares

So especially if a if for those of us on the more clinical side, that's a harder thing to to jump on to to get research going while we're also covering clinics or teaching or grading, creating and grading exams. So that's kindness. Can I you know, my chairman did connect some with the mentor or if you see a project that maybe, you know, it's too much for your plate, you know, this is I think this is a really nice example of kindness because even in my time and I expect I suspect some listeners are out there, too, is that sometimes it's hard to say no when you have got like, Oh, can you do this?

01;34;28;02 - 01;34;47;01

Glenn Canares

He's like, Oh, great, I can do it, I can do it. But truly, it's one of those where you can say, you know, I don't know if I have enough time for that or it maybe not in your area of strength, but I think one of my colleagues would be a great fit. That is, number one, being kind to yourself because you're you're not overwhelming yourself, but also being kind of to your colleagues.

01;34;47;19 - 01;35;11;16

Glenn Canares

Right. If there isn't. So here's another thing is that I you had mentioned earlier, Erin, that idea of vulnerability, right. So, too, if we're I love the trapezoid, so see where trapeze artist or just continue just to hold on to the bar. And we I want to try a flip for the first time and that might be a curriculum innovation or a way that you might want to do teaching clinics a little different.

01;35;12;22 - 01;35;46;24

Glenn Canares

Is that I think you can be very kind by not, you know, scientific method and us in, you know, research there's there's a natural and it's part of the process of skepticism or criticism because we want to make sure the data that the science is good. But I would I this is what I would say this is a really kind way to do something is that if someone is trying something different, experimenting, if you will, rather than criticize right away or say that won't work, we've tried that before, being kind to me, say, hey, try it out.

01;35;46;24 - 01;36;12;08

Glenn Canares

If you need some feedback, let me know or why something didn't work or why it did work. But I think that's incredibly kind thing and it's a very simple thing, right? The other ones are maybe a bigger ask. That's a very simple one, is that if someone is trying to be a little bit creative or innovative to become better at something that matters, like teaching or research or or being a better provider, anything, you know, be kind in that sense.

01;36;12;16 - 01;36;13;23

Glenn Canares

Support them, encourage them.

01;36;13;25 - 01;36;33;01

Erin Hager

Yeah, almost like sit on your hands a little bit and just let the process unfold, let the flips happen and then and then see what's needed. I love that. And I love the way that you focus that answer on what anybody can do individually. This isn't waiting for a new strategic plan. This isn't waiting for revised core values.

01;36;33;01 - 01;36;56;25

Erin Hager

This is nothing that is passive, and it's nothing that requires anyone to be in a formal leadership role. But it truly is taking leadership initiative to to allow your colleagues the grace of maybe some quiet when they're trying something new or the, you know, some space or to pass along those opportunities to them. I just this is really wonderful.

01;36;57;11 - 01;37;20;22

Glenn Canares

Yeah. Thank you. Or may I add something else? Of course. Thinking, too, is the the other thing that is, again, this is from my observation of things is that we talked about values earlier and like I said,

you can be provides literally provides them for us, you know. But again, it's that same idea of focusing on something that we can focus on and maybe do in small steps.

01;37;20;22 - 01;37;43;23

Glenn Canares

And is that, you know, versus like do all six core values or do all eight? It's this idea of find one that especially if you are in a position of leadership formally, you know, pick a core value but not not the three, not just really pick one core value that you think that resonates most, what your division or department needs to achieve and focus on that.

01;37;43;23 - 01;38;03;24

Glenn Canares

And what I mean by that is like, for instance, the the idea of accountability, right? We talked about that earlier. That's really taking responsibility, saying, okay, if this was my issue, I, I got to lean into that. I it's a if it's on me, I got to get it done. Or if something doesn't happen, I'm not going to play the blame game.

01;38;03;24 - 01;38;24;01

Glenn Canares

I'm going to say, okay, this, this is my responsibility, but how can we make it better? So really leaning into whatever that that responsibility is. And here's the second part, especially related. So this is something my chairman did. We when we really just the conversation wasn't he I think we knew it and felt it when I talked about the accreditation story.

01;38;24;19 - 01;38;42;24

Glenn Canares

But over the years we've made it very clear this is what we're focusing on. It wasn't just like, wow, that was we can come together. We're good people. It's like, no, we're really focusing on accountability here. And how is that showing up in how we teach our residents? How is that showing up in what we're doing for getting our our curriculum together?

01;38;43;04 - 01;39;00;05

Glenn Canares

Right. Are we making sure that everything is on time when people ask so that our exams have no problems, that little things like that? Right. That it it plays out in different ways. But focusing on one and the other part of that is that he kept talking about it. I keep talking about other people keep talking about it.

01;39;00;05 - 01;39;12;20

Glenn Canares

And it's this idea that you can have lunch and say, okay, like, I'm not saying let's talk about accountability at today's division meeting. It's Hey, this, this is an experience that I've had and it comes through our time so that it's part of the conversation.

01;39;12;23 - 01;39;13;02

Erin Hager

Yeah.

01;39;13;12 - 01;39;32;05

Glenn Canares

Because I guess I'll be very honest, I know those values because we talk about them, but we can have core values up on a website. We can do all these things, but isn't part of normal conversation

and it doesn't have to be. So, Erin, I was accountable today. And, you know, it's just like, hey, I did this. I met my deadlines.

01;39;32:05 - 01;39;53:23

Glenn Canares

Wow. That is, you know, as a leader, reflect that back. Yes. Say that that's a great example of being accountable. Awesome. It's not a simple because you have to listen. You have to be observant. But that's what I might suggest for anyone in a leader position that's really trying to reflect back what you're focusing on so that people see it and that they know you see it.

01;39;53:26 - 01;40;11:05

Erin Hager

Yes. You know. And you notice it more once you're looking for it. You know, that phenomenon where if you're looking, you know, when you're shopping for a new car and you see all the ones that you're you know, that you're considering buying, like, oh, there's like 4 million of these cars out on the street. It's because you've primed your brain to look for them.

01;40;11:05 - 01;40;34:22

Erin Hager

And I feel that that works with with behaviors as well. Right. Like, you know, we're talking about accountability and you're seeing this and then suddenly you have that wonderful positive kick butt feedback loop of, well, now I'm seeing it everywhere I look. And it could be something as simple as the, you know, a message gets passed along in a timely way or, you know, the the big accreditation report is due is turned in a week early, whatever it is.

01;40;34:22 - 01;40;36:25

Erin Hager

And so you notice it in ways big and small.

01;40;38:05 - 01;40;55:26

Glenn Canares

Yes. And, Erin, you are I don't know if this has been reflected back to you, if we're going to talk about this, the you are talented and skilled at analogies. I know because I, I know I drive a Honda pilot and I notice those Honda pilots on the. So you are skilled at analogies.

01;40;56:00 - 01;41;14:27

Erin Hager

Oh, you know, when you have an arts degree in a health professions institution, you got to weave it in wherever you can there. But thank you. I appreciate that so we ask all of our guests this question and it can be related to what we're talking about or something completely different. Is there something now that you think is moving the needle in higher education?

01;41;15:17 - 01;41;42:23

Glenn Canares

Yes. Uh, and in my in my view. So I think professional identity formation is something that's really important. And and I'm sharing this in a way that I think it's it's one of those things that actually if you look at it there, there is a there's some research. I think when we were looking at it's I think nursing has some medicine has some dentistry, not a whole lot.

01;41;42:23 - 01;41;51:25

Glenn Canares

There is a little bit, but and I'm going to I'm going to pull it back. 10,000, what is it, 10,000. You're the analogy, master. Was it.

01;41;52;03 - 01;41;53;07
Erin Hager
10,000 foot view.

01;41;53;14 - 01;42;20;28
Glenn Canares

You. Thank you. Thanks very much. Now I know who to go like. I need an analogy. Let me talk down the 10,000 foot view. So we we have a world where we have so many different opinions. And I get the sense, you know, even with our younger generations, there's this lack of a sense of identity. Right. And and asset the, you know, in human be, like I said, it's just this next level.

01;42;20;29 - 01;42;46;09
Glenn Canares

We're professional schools, you know. And I think that something that maybe was just assumed before, if you are a physician, if you are a lawyer, a social worker, whatever it might be an educator, there is a certain that there was an identity associated with that. And and again, I'm not saying all dentists are the same or whatever, but it's this idea of this professional identity.

01;42;46;22 - 01;43;10;23
Glenn Canares

And I think when we look at the research, it's actually going to be working with some people at my school to to do a scoping working now and doing a scoping review regarding that in dentistry is this idea that we can build that into curricula, right? So we can build that idea of saying, hey, new learners when they're they're more open.

01;43;10;23 - 01;43;29;27
Glenn Canares

And, you know, I don't know what admissions criteria use, but something we use in our residency when we're looking for evidence is how teachable or are these potential residents of ours? And when you have that and you can integrate what it truly means from University of Maryland's idea of professional identity for a dentist or a physician. Let's listen.

01;43;29;27 - 01;43;48;22
Glenn Canares

Corporate and but it's one thing is like, well, we you may say we do that, but I mean, really being intentional about that. Yeah. And then the second part is that I think it's exactly this conversations we've been talking about is this idea that if we teach it, we, you know, what is it again, analogy or sayings? I'm sorry.

01;43;48;22 - 01;44;06;17
Glenn Canares

It's like you got to practice that. You got to practice what you preach, right? So we can teach it. But if we don't do it, but if we are set into our culture and whatever it is, whatever that is, and saying this is what it means to be a general dentist professionally, this is what it means to be a pediatric nurse.

01;44;06;17 - 01;44;36;02
Glenn Canares

This means to be whatever, embodying that and doing that. How do I put students, especially the younger junior? They are smart, they're quick. They're as I don't know if I can say in this podcast, but I can say they they can I think they can spot B.S.. Yeah, you know, you know, and and when we do that, so if we embody that truly what we believe our profession needs to be incorporated as curriculum.

01;44;36;02 - 01;45;01;19

Glenn Canares

So and there's this, there's this field of about professional identity formation. So I your question was about moving the needle, right? It's the name of the podcast. What can move it. Yeah, let's invest in right and and here's okay this is this is the I think why this is so powerful to me is because when we do that, it's professional identity formation.

01;45;01;19 - 01;45;20;11

Glenn Canares

But what we do here, especially when you're in an environment where you actually want to be part of something, you're you want to do the flips here. You want to be not just hold on to the bar to pay the bills. Right? When you're in an environment like that, it starts flowing out to your other parts of your life.

01;45;20;11 - 01;45;48;27

Glenn Canares

How how I work here is affecting, I think, in a positive way how intentional I am with parenting my children, being being a husband to my wife, you know, my friends, the colleagues that aren't in the dental school. Right. Like Erin, you and me talking like it's it starts to flow out in other areas that it's because you're you're it's this practice of like practice.

01;45;49;05 - 01;45;57;00

Glenn Canares

It's doing what you truly believe and then teaching it down. And it just it has this ability to spread everywhere in other parts of your life for the better.

01;45;57;18 - 01;46;16;29

Erin Hager

In one of our interviews earlier, we interviewed Martha Erdman, who is also on leap. She's in the law school and she was describing a strategy she uses when she puts her students in groups that she's asking them to work on a problem or think about a case. She calls the groups the way you would name a law firm.

01;46;17;05 - 01;46;35;28

Erin Hager

So would be like Hagar class and Jones. What do you think about about this? So just that little act of them feeling like they're partners in a law firm and their name is on the door, you know, just adds to that sense of professional identity. And she she described it almost as an aside, you know, she just and I said, whoa, whoa, whoa.

01;46;36;07 - 01;46;56;06

Erin Hager

That is so amazing because it's coming up more and more, especially in the in the realm of inclusive teaching. Right. This idea of helping students see themselves, imagine themselves in the field, you know, that they're that they're even if they're not going to be in that field, if it's an undergraduate. Right. Like just just imagine you could see yourself here because I can see you there.

01;46;56;16 - 01;47;02;03

Erin Hager

And so who knows what that could open up for? For a for a student. Oh, I love that so much.

01:47:02:17 - 01:47:04:08

Glenn Canares

That gave me goosebumps when you just said that.

01:47:04:08 - 01:47:19:24

Erin Hager

Actually, isn't that a cool idea? I mean, I just I was just like, what could I I'm so glad you said. That is very great. So just Glenn, thank you so much for your time today. This has been the most enjoyable conversation and I am so excited to share it with our listeners. Thank you.

01:47:20:05 - 01:47:27:02

Glenn Canares

You're very welcome, Aaron. This has been a joy for me to I hope I hope your listeners get something out of this. I have.

01:47:29:13 - 01:47:46:01

Erin Hager

Thank you for joining us today on moving the needle. Visit us at u. Maryland. That edu slash f seitel. To hear additional episodes, leave us feedback or suggest future topics. We'd love to hear from you.