



2025 ADEA Fall Meetings
October 15–17, 2025
Hotel Polaris
Colorado Springs, CO

ADEA Section on Academic Affairs, Academic Deans
Meeting Agenda

Wednesday, October 15

10:00 a.m. – 7:00 p.m. Professional Development Workshop

Thursday, October 16

7:00 – 8:00 a.m. Joint Networking Breakfast

8:00 – 9:15 a.m. Joint Plenary Session—TBD

9:15 – 9:30 a.m. Joint Networking Break

9:30 – 10:30 a.m. Remediation—Big 10 Survey on Reported Remediation Practices
Survey Results and Discussion

Facilitators:

Laura Romito, D.D.S., M.S., M.B.A.
Indiana University School of Dentistry

Emily Sabato, Ed.D.
Rutgers School of Dental Medicine

Remediation is designed to correct dental students' deficiencies in knowledge, skills or clinical performance that may hinder their progress and/or ability to meet competency standards. Though it can be a critical element in student success and achievement, little is known about remediation policies and processes across predoctoral dental education programs. This session will provide a review of recommendations for remediation practices from the health professions' literature and review the results of a 2025 survey of U.S. dental school academic deans on their school's remediation policies and practices. Additionally, session participants will engage in small group discussion of case examples and strategies for effective remediation of various components of the predoctoral curriculum.

Learning Objectives

- Explain three recommended “best practices” in remediation.
- Describe the key findings of a survey of U.S. dental schools on predoctoral remediation.
- Compare strategies for student remediation of didactic vs. clinical performance deficiencies in dental education programs.

CE Credit: 1.0

11:00 – noon

Academic Affairs Open Discussion, Part I: “What Is Going On at Your School?”

Facilitators:

Gwen Essex, RDH, M.S., Ed.D.
Dolores Cannella, M.A., Ph.D.
Douglas J. Gould, Ph.D., FAAA
Faizan Alawi, D.D.S.

This engaging discussion forum brings together dental education professionals to share experiences, learn from one another, and build meaningful connections across institutions. Through collaborative small group conversations and interactive plenary sessions, participants will explore current developments, address shared challenges, and discover innovative approaches happening at their dental schools. The session fosters a welcoming environment for peer learning and institutional collaboration, where colleagues can openly discuss curricular innovations, research projects, clinical program enhancements, and administrative successes or challenges. Participants will benefit from diverse perspectives and leave with practical strategies and potential partnerships to strengthen their own educational programs.

Learning Objectives

- Articulate and Compare Institutional Developments
- Evaluate and Apply Best Practices
- Establish Professional Networks and Collaborative Opportunities

CE Credit: 1.0

Noon – 1:00 p.m.

Joint Networking Lunch

1:00 – 2:00 p.m.

Academic Affairs Open Discussion, Part II: “What Is Going On at Your School?”

Facilitators:

Gwen Essex, RDH, M.S., Ed.D.
Dolores Cannella, M.A., Ph.D.
Douglas J. Gould, Ph.D., FAAA
Faizan Alawi, D.D.S.

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Learning Outcomes:

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- Establish Professional Networks and Collaborative Opportunities

CE Credit: 1.0

2:00 – 3:00 p.m.

COF Domains of Competence Session (Joint Session With the Council of Sections and Section on Academic Affairs, Academic Deans)

Facilitator

Theodora Danciu, D.M.D., D.M.Sc., ADEA COF Chair

Competency-based education forms the foundation of academic instruction and assessment in dentistry and other health professions, ensuring the health workforce is aligned with population needs and priorities. In 2008, the ADEA House of Delegates approved a framework that defined the essential competencies required for entry into the dental profession as a general dentist. This framework has guided curriculum development, performance assessment, interprofessional collaboration, and improvements in health care outcomes. In 2023, the ADEA Council of Faculties established a workgroup to update this competency framework as a current and comprehensive resource for dental education programs. In this session, members of the workgroup will present the final draft of the revised domains of competence, prior to submission to the ADEA Board of Directors (December 2025) and as a resolution to the ADEA House of Delegates at the 2026 ADEA Annual Session & Exhibition.

Learning Objectives

- Describe the revised domains of competence and competencies for dental education.

- Summarize the process for final approval and adoption of the revised competencies within the ADEA governance structure.
- Identify strategies for effectively disseminating the updated competency framework to faculty and leadership.

CE Credit: 1.0

3:00 – 4:15 p.m.

ADEA Research Data Portal: A New ADEA Members-only Tool for Insights into Dental Education (Joint Session With the Council of Sections and Section on Academic Affairs, Academic Deans)

Emilia Istrate, Ph.D., CAE

American Dental Education Association

The future of the oral health workforce depends on a continuous inflow of practice-ready graduating students from oral health education programs. The training and education of future dentists is an essential part of this process. Together with members, ADEA developed the ADEA Research Data Portal, a series of interactive dashboards that allow ADEA members to access insights into trends in U.S. dental education programs. This presentation will demonstrate the use of three dashboards developed together with workgroups appointed by the ADEA Council of Faculties and ADEA Council of Sections:

- Overview of predoctoral dental education programs, based on an analysis of more than a decade of data collected by the American Dental Association (ADA) on behalf of the Commission on Dental Accreditation (CODA). On a single dashboard, the user can access maps, charts and tables with predoctoral dental education data by state, by school type (public/private), by year. There is a variety of data from total enrollment, first-year enrollment, graduates and tuition and fees.
- Analysis of graduating predoctoral dental education students' self-reported preparedness to practice, based on five years of responses to the ADEA U.S. Predoctoral Senior Student Survey. This analysis covers questions related to clinical experience during dental school, confidence in clinical skills, confidence in other skills and preparedness to practice statements based on CODA standards. The user can view trends across all schools, by U.S. Census region, by type of school (public/private), by size of school and whether a school has an advanced dental education program.
- Comparison of the user's own predoctoral dental education program against comparison groups in terms of graduating predoctoral dental education students' self-reported preparedness to practice, based on five years of responses to the ADEA U.S. Predoctoral Senior Student Survey. This is an enhanced version of the dashboard described above that allows a dean-

approved user to access data specific to their predoctoral program.

All the results will be presented in an easy-to-use format so the audience may learn how to use this new ADEA members-only tool for the education and training of predoctoral and advanced dental education students.

Learning Objectives

- Analyze differences across dental predoctoral education programs based on their state, type of institution, enrollment or graduates and year.
- Examine variations in numerous dimensions of graduating predoctoral dental education students' self-reported preparedness to practice based on size, type and U.S. Census region location of school and by year.
- Compare your institution's graduating predoctoral dental education students' self-reported preparedness to practice to aggregates by dental school size, type and U.S. Census region location of school and by year.

CE Credits: 1.25

4:15 – 4:30 p.m.

Joint Networking Break

4:30 – 5:30 p.m.

Joint Plenary Session—TBD

5:30 – 6:30 p.m.

Joint Networking Reception

Friday, October 17

7:45 – 8:45 a.m.

Joint Networking Breakfast

9:00 – 10:15 a.m.

A Coaching Mindset Part 2: Mentoring and Coaching the Whole Person (Joint Session with the Council of Sections and Section on Academic Affairs, Academic Deans)

Coaching has been shown to reduce burnout and promote wellbeing. However, you don't need to be a coach to spread the benefits of coaching. Learn how to embrace a coaching mindset and infuse coaching skills into everyday communication. A coaching mindset can enhance communication and strengthen the effectiveness of mentoring, advising, collaborations, one-on-one interactions and teamwork. By taking a holistic approach, educators can facilitate growth for trainees and colleagues, leading to career satisfaction and advancement. Participants will develop strategies to use curiosity and direct their listening to the person, not the problem. Hands-on activities will include deepening listening skills by being present, being curious, developing a laser focus on the other as a whole

person, and using reflective statements to create a space for awareness and insight. Using these skills can create a more meaningful experience for colleagues and trainees and help them achieve their desired outcomes. This workshop will build on skills developed in “A Coaching Mindset: Strategies to Strengthen Communication for Dental Educators (Part 1)” in fall 2024; however, attendance of Part 1 is not a prerequisite.

Learning Objectives

- Describe your own behaviors that help or hinder applying a coaching mindset.
- Apply the role of curiosity in the application of coaching skills.
- Practice receiving as a deeper way of listening.
- Define empathic skills and practice reflective statements.
- Practice mentoring and coaching the whole person.

10:15 – 10:30 a.m.

Joint Networking Break

10:30 a.m. – noon

A Coaching Mindset Part 2: Mentoring and Coaching the Whole Person (Joint session with the Council of Sections and Section on Academic Affairs and Academic Deans)

CE Credits: 2.75

Adjourn—Safe Travels Home!

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All speakers agree that neither they nor members of their immediate family have any financial relationships with commercial entities that may be relevant to their presentation.
