

2026-27 ADEA Emerging Leaders Program
Facilitated by AAL
July 22-25, 2026

Agenda

Purpose:

- Describe and discuss current topics and trends in academic dentistry.
- Build a professional network of colleagues and mentors.
- Create a career plan to focus on activities that will build professional capacities.
- Assess and develop leadership competencies to prepare for future opportunities both institutionally and within ADEA.

Themes:

- Assessment for Development: Personal data on which to build a development plan
- Mentorship: How to find a mentor and how to become one
- Career Development: How to find your niche and develop career opportunities
- Considerations and Expectations of a Faculty Member: Policies and networking
- Wellness and Resilience: Strategies for balancing career with other dimensions of life

Educational Format:

All sessions will incorporate in-person, lecture and discussion teaching methods.

Faculty:

Felicia Tucker-Lively, M.P.H., Ph.D., Vice President, AAL

Kelton T. Stewart, D.D.S., M.S., James J. Baldwin Endowed Professor, Assistant Dean for Faculty Development, Chair of the Department of Orthodontics, Indiana University School of Dentistry (ADEA Leadership Institute Class of 2023)

Advisors:

Kamran Habib Awan, B.D.S, Ph.D., FPFA, FADI, FACD, FICD, Associate Dean, Academic Affairs, Biomedical Sciences Program Director, Roseman University of Health Sciences College of Dental Medicine (ADEA Leadership Institute Class of 2024)

Krithika Baskaran, B.D.S., D.D.S., Professor (C/T) and Director of the Advanced Standing International Student Program in Restorative Dentistry, University of Colorado School of Dental Medicine (ADEA Leadership Institute Class of 2024)

Rafael Delgado-Ruiz, D.D.S., M.S., Ph.D., Associate Professor in the Department of Prosthodontics and Digital Technologies, Stony Brook School of Dental Medicine (ADEA Leadership Institute Class of 2024)

Alan Furness, D.M.D., Associate Dean, Associate Professor, Department of Restorative Sciences, Dental College of Georgia at Augusta University (ADEA Leadership Institute Class of 2023)

Jeffery Hicks, D.D.S., FAAHD, FIADH, FNAP, DABSCD, Professor, Department of Predoctoral Dental Education, UT Health San Antonio School of Dentistry (ADEA Leadership Institute Class of 2017)

Deeba Kashtwari, M.S., B.D.S., Chair and Clinical Professor of Oral & Maxillofacial Radiology; Chief Radiation Safety Officer, Boston University Henry M. Goldman School of Dental Medicine (ADEA Leadership Institute Class of 2020)

Madhu Mohan, D.M.D., Associate Professor, Department of Pediatric Dentistry, Residency Program Director, Interim Chair, Rutgers School of Dental Medicine (ADEA Leadership Institute Class of 2025)

ADEA Staff:

Sherin Tooks, Ed.D., M.S., ADEA Senior Chief, Learning, Access and Development

Liezl Perez Schewe, M.A., ADEA Director, Leadership Programs

McKayla Theisen, ADEA Vice President of eLearn

Nirah Forman, CMP, ADEA Senior Director, Meetings, Conferences and Educational Technology

Sessions are numbered by day and session (e.g., 1.1 is Day 1, Session 1). Using the agenda as a reference, any corresponding materials will be numbered according to the day and session and can be downloaded in ADEA Connect.

Day 1: Wednesday, July 22

9:00 – 9:50 a.m.
ADEA Office

Breakfast

9:50 – 10:00 a.m.
ADEA Office

Welcome and Introductions

Felicia Tucker-Lively, M.P.H., Ph.D.

Karen P. West, D.M.D., M.P.H.

Sherin Took, Ed.D., M.S.

10:00 – 11:15 a.m.

Getting to Know the Class of 2027

Felicia Tucker-Lively, M.P.H., Ph.D.

This opening segment blends cohort introductions with learning and growth. The session is designed to promote confidence and align goals and aspirations.

Learning Objectives:

- Engage in an exercise to learn about other colleagues in class.
- Identify career levels to expand networking opportunities across cohort.
- Participate in a peer group activity to discuss program expectations and ground rules.

CE: 1.25

11:15 – 11:30 a.m.

ADEA Emerging Leaders Program (ELP) Overview

Felicia Tucker-Lively, M.P.H., Ph.D.

The session will outline key activities to occur throughout the year. Discussion will focus on the roles and responsibilities of peers and advisors.

11:30 a.m. – 12:15 p.m. **Lunch**

12:15 – 1:30 p.m.

1.1 Broadening Your Leadership Landscape

Felicia Tucker-Lively, M.P.H., Ph.D.

Research indicates exceptional leaders are those who skillfully adapt their style to meet the needs of the situations they confront and the people they lead. This session explores participants' leadership mind-set.

Learning Objectives:

- Identify three key activities of leadership.
- Explore a leadership map to identify areas for improving effectiveness as a leader.

CE Credits: 1.25

1:30 – 2:45 p.m.

1.2 Unlocking Personality Types and Self-leadership

Felicia Tucker-Lively, M.P.H., Ph.D.

This session explores self-leadership and development through the lens of virtues as character strengths. Participants will engage in application exercises to explore Myers-Briggs Type Indicator (MBTI) type, personal experience, and reflection.

Learning Objectives

- Assess one's personal preferences for taking in information and making decisions.
- Examine how preferences influence how you lead.
- Identify the effect of type preferences on one's contributions as a leader and a member of a team.

CE Credits: 1.25

2:45 – 3:00 p.m.

Break

3:00 – 4:30 p.m.

1.3 Group Initial Discussion and Project Planning

Felicia Tucker-Lively, M.P.H., Ph.D.

This foundational session launches peer-group collaboration and establishes the framework for the yearlong ELP project, serving as the initial practical application of high-functioning team dynamics with the ELP advisors. Participants will identify a peer-group name, select a meaningful project focus and develop realistic strategies for balancing their collaborative work with existing professional responsibilities. This session emphasizes that effective leadership begins with working productively across diverse perspectives, managing competing priorities and holding themselves and others accountable to shared goals.

Learning Objectives

- Identify a peer group name that reflects shared values, aspirations, or purpose.
- Explore topics that address meaningful challenges or opportunities in academic dentistry.
- Develop project and time management strategies to align with peer group members' strengths, interests and expertise.

CE Credits: 1.5

4:30 – 4:45 p.m.

Q&A, Evaluation and Adjourn

4:45 – 5:30 p.m.

Break

5:30 – 6:30 p.m. **Welcome Reception**

6:30 p.m. **Dinner on Your Own**

Day 2: Thursday, July 23

8:00 – 9:00 a.m. **Breakfast**

9:00 – 9:30 a.m. **Daily Reflection and Assessment: Small Group Discussions**
Peer Groups

In peer groups, participants will discuss the most important takeaways from Day 1 and how to apply concepts at their home institutions. Advisors will help facilitate the discussions.

9:30 – 10:45 a.m. **2.1 Team Effectiveness Discussion**
Felicia Tucker-Lively, M.P.H., Ph.D.

In this session, attendees and advisors will discuss how one's behaviors influence one's effectiveness in team dynamics. Peer groups will identify team strengths and opportunities to enhance effectiveness. This session will incorporate a breakout session for peer-group activities.

Learning Objectives

- Identify individual contributions to team performance.
- Develop strategies for working effectively with others by understanding personal preferences and using MBTI strengths.
- Describe team strengths and opportunities for enhancing effectiveness.

CE Credits: 1.25

10:45 – 11:00 a.m. **Break**

11:00 a.m. – noon **2.2 Aligning Scholarship with Professional Development**
Felicia Tucker-Lively, M.P.H., Ph.D.
Advisors and Peer Groups

In this session, attendees will explore practical ways to increase their scholarly output and publish their own articles. They will learn strategies to make scholarly activities and publications part of their career plan. Exercises will explore identifying appropriate journals, understanding submission requirements and recognizing how scholarly output aligns with promotion and tenure expectations within academic institutions. Lecture format will be used in combination with individual and small workgroup activities.

Learning Objectives

- Apply at least three discipline-specific and academic dentistry strategies using scholarly interest discussed in peer groups.
- Identify the relationship between scholarly activity, professional visibility and career advancement.
- Design a research and publishing strategy as part of your career plan.

CE Credits: 1.0

Noon – 12:45 p.m.

Lunch

12:45 – 1:45 p.m.

2.3 Growth and Reflection: Pathway to Success

Felicia Tucker-Lively, M.P.H., Ph.D.

Advisors

During this session, advisors will engage in a discussion on their personal development journeys. Advisors will shed light on the importance of leaders creating innovative atmospheres that encourage cooperation, respect and teamwork.

Learning Objectives

- Recognize pitfalls and the lessons learned in leadership roles.
- Discuss strategies for working with senior leaders, peers and direct reports.
- Identify how to contribute to the profession and community.

CE Credits: 1.0

1:45 – 2:30 p.m.

2.4 Focus on Project Impact: Starting Off Strong

Felicia Tucker-Lively, M.P.H., Ph.D.

Advisors

The projects will follow perspective report guidelines from the *Journal of Dental Education*. Perspective articles should provide an opinion-based but well-supported commentary on controversies, innovations or emerging trends in dental education.

Learning Objectives

- Discuss how to use the ELP Project to make an impact in dental education.
- Explore tips on avoiding saturated topics.
- Engage in exercises to help identify research questions.

CE Credits: 0.75

2:30 – 2:45 p.m.

Break

2:45 – 4:15 p.m.

2.5 Team Project Discussion (Part I)

Felicia Tucker-Lively, M.P.H., Ph.D.

Peer Group Participants and Advisors

In this session, participants will share and discuss career goals and plans. The peer groups will explore opportunities to align research with goals and aspirations. By Day 3, each group should submit its topic to Dr. Tucker-Lively.

Learning Objectives:

- Review and discuss research topics.
- Identify evidence-based research in the areas of team interest.
- Explore alternative approaches based on feedback from advisors.

CE Credits: 1.5

4:15 – 4:30 p.m.

Q&A and Adjourn

4:30 – 5:30 p.m.

Break

5:30 – 8:30 p.m.

Group Networking Event and Dinner

Networking Activity and Monuments Tour

Day 3: Friday, July 24

8:30 – 9:15 a.m.

Breakfast

9:15 – 9:45 a.m.

Daily Reflection and Assessment

In groups different from peer group assignments, participants will discuss the most important takeaways from Day 2. Advisors will help facilitate the discussions.

9:45 – 11:15 a.m.

3.1 Making Difficult Conversations Less Difficult

Kelton T. Stewart, D.D.S., M.S.

In this session, attendees will learn how to no longer avoid difficult conversations, but instead, lead them with confidence using best practices through a structured approach. The lecture format will be used in combination with small workgroup activities and practice sessions.

Learning Objectives

- Describe the value of reflection and a structured approach when preparing for a difficult conversation.
- Explain how to leverage practices that support success when leading difficult conversations.
- List helpful leadership strategies to prevent difficult situations.

CE Credits: 1.5

11:15 – 11:30 a.m.

Break

11:30 a.m. – 12:45 p.m.

3.2 Mentoring, Networking and Interpersonal Relations in Academia

Kelton T. Stewart, D.D.S., M.S.

In this session, attendees will learn strategies for identifying and selecting a team of mentors who can support their personal and professional growth throughout their academic careers. The session will emphasize the importance of cultivating meaningful mentoring relationships with students, residents and faculty colleagues, and how these relationships contribute to a supportive academic environment. Participants will also explore techniques for building and sustaining effective professional networks, with a focus on how strong interpersonal connections enhance faculty collaboration and leadership development. In addition, attendees will gain practical skills for demonstrating assertiveness in academic settings and leading meetings with clarity, confidence and efficiency. A combination of lecture, small-group work and facilitated discussion will promote active engagement and practical skill-building.

Learning Objectives

- Describe important traits necessary to becoming an effective mentor to peers and students.
- Identify mentorship skills necessary to help develop leadership abilities.
- Apply techniques to develop one's professional networks.

CE Credits: 1.25

12:45 – 1:30 p.m.

Lunch

1:30 – 3:00 p.m.

3.3 Peer Coaching Discussion

Felicia Tucker-Lively, M.P.H., Ph.D.

Peer Group Participants and Advisors

Peer coaching is a powerful leadership development tool that builds both the courage to give meaningful feedback and the humility to receive it. In this practical application session, participants help colleagues navigate professional challenges while strengthening their own problem-solving, active listening and communication skills. Through structured peer coaching exercises, participants move from problem identification to concrete next steps with peer support.

Learning Objectives

- Apply a model for peer coaching feedback.
- Develop action steps to address an important issue at one's home institution.
- Build peer group communication skills and offer support.

CE Credits: 1.5

3:00 – 3:15 p.m.

Break

3:15 – 4:30 p.m.

3.4 Team Project Discussion (Part II)

Felicia Tucker-Lively, M.P.H., Ph.D.

Peer Group Participants and Advisors

Peer groups will identify the area of investigation for their project and assign roles to group members for the initial project work. Participants, with guidance from advisors, will establish dates, times and mechanisms for ongoing virtual meetings after the program.

Learning Objectives

- Discuss individual career plans.
- Identify an area of investigation for team project.
- Design a work plan for the team project.

CE Credits: 1.25

4:30 – 4:45 p.m.

Q&A and Adjourn

4:45 – 5:30 p.m.

Break

5:30 – 8:30 p.m.

Reception and Dinner

Day 4: Saturday, July 25

8:30 – 9:15 a.m.

Breakfast, Daily Reflection and Assessment

9:15 – 10:30 a.m.

4.1 Designing Your Future: A Strategic Approach to Career Development and Advancement

Kelton T. Stewart, D.D.S., M.S.

In this session, attendees will explore effective strategies, tools, and techniques to support intentional professional growth and long-term career advancement in an academic career. Participants will examine institutional expectations for promotion and tenure and learn how to interpret and apply these guidelines to guide their academic activities. The session will also address methods for sustaining career momentum across different stages of professional

life by prioritizing meaningful opportunities and aligning efforts with evolving goals. Participants will engage in reflective practices to evaluate their current progress, ensure their work aligns with institutional standards and refine their personally established professional objectives. The session will integrate lecture content with small-group work and facilitated discussion to promote meaningful engagement and strategic planning.

Learning Objectives

- Explore key considerations to support successful preparation for promotion and tenure.
- Examine their institution's promotion and tenure guidelines to understand criteria, timelines, expectations and ways to align professional activities with required benchmarks.
- Assess current progress toward career advancement and identify opportunities, gaps and potential roadblocks using structured reflection and peer dialogue.

CE Credits: 1.25

10:30 – 11:30 a.m.

4.2 Peer-to-Peer Conversations

In this session, attendees will engage in small group conversations comprised of different peer groups. Faculty and advisors will help facilitate the discussions.

Learning Objectives

- Reveal the most important takeaways from the ELP experience.
- Discuss how to apply concepts at their home institutions.
- Identify approaches to handle obstacles.

CE Credits: 1.0

11:30 -11:45 a.m.

Break & Lunch Pick-up

11:45 a.m. – 12:45 p.m.

Working Lunch - What's Next: Leading with Focus and Resilience

Felicia Tucker-Lively, M.P.H., Ph.D.

As participants complete the ELP, this session shifts focus from program participation to sustainable leadership practice. Through structured reflection and facilitated discussion on inevitable setbacks and competing demands, participants will explore practices for maintaining focus and identify resources for lifelong development. Participants will commit to engaging with peers, advisors and the program network to sustain momentum and support continued growth.

Learning Objectives

- Discuss the importance of remaining focused and using resources for lifelong development.
- Identify practices for enhancing resilience.
- Clarify priorities by establishing a plan of action for improving work-life integration.

CE Credits: 1.0

12:45 – 1:00 p.m.

Evaluation and Closing Remarks

1:00 p.m.

Adjourn (Do not depart before 1:00 p.m.)

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