



2021 ADEA Fall Meetings
October 28-29, 2021
Virtual

ADEA Sections on Dental School Admissions Officers and
Student Affairs and Financial Aid (ADEA AFASA)

Preliminary Agenda

Thursday, October 28
(All times are Eastern Time)

10:30 – 10:45 a.m.

Welcome and Introduction

Crystal Ridgley, M.B.A., Ed.D., Chair of Dental School Admissions Officers, University of Colorado School of Dental Medicine

Margaret Yang, M.S.Ed., Chair of Student Affairs and Financial Aid, University of Pennsylvania School of Dental Medicine

10:45 a.m. – 12:45 p.m.

AFASA Town Hall Meeting

Presenters

Crystal Ridgley, M.B.A., Ed.D., University of Colorado School of Dental Medicine

One of AFASA's greatest strengths is the opportunity to network with one another. Join this meeting to rebuild connections with past and new colleagues while discussing topics important to our roles. The meeting includes the sessions outlined below.

Topics:

- Rebuilding Connections With AFASA Colleagues (Breakout Room)
Moderator: David Koenecke, DC, M.Ed., A.T. Still University
Missouri School of Dentistry & Oral Health
- Self-care During the Age of COVID-19 (Breakout Room)
Moderator: Margaret Yang, M.S.Ed., University of Pennsylvania
School of Dental Medicine
- ADEA AADSAS Guidelines for Dental Schools When Extending Offers of Admission
Brian Sherman, Case Western Reserve University School of
Dental Medicine

12:50 – 1:45 p.m.

Video Assessments--Kira Talent and Altus Suite: Tools Used to Assess Dental School Fit

Moderator

Braulia Espinosa, University of Illinois at Chicago College of Dentistry

Presenters

Ranier M. Adarve, D.M.D.; M.S.; MHPE
University of Minnesota School of Dentistry

Pinelopi Xenoudi, D.D.S., M.S.

California Northstate University School of Dentistry

Times are changing, and as admissions and student affairs professionals adapt to the changes, they need to find efficient strategies to help them select the best-fit students by assessing them for program fit and key traits like leadership, critical thinking and communication skills. At the same time, admissions and student affairs staff need to build a standardized assessment that will reduce bias. Are Kira Talent and Altus Suite the answers? Two dental schools will share their experience using Kira Talent and Altus Suite in their admissions processes.

Learning Objectives

- Describe Kira Talent's competency-based evaluation, timed video and written assessments, on-demand reviewing and reviewer analytics.
- Explain how Altus Suite enables applicants to demonstrate their people skills earlier in the admissions process and how situational judgment impacts the admissions process.

CE Credit: 1.0

1:45 – 2:05 p.m.

Break

2:10 – 3:10 p.m.

Financial Resources and Strategies for Dental School Applicants, Students and Graduates

Moderator

Paul S. Garrard, Founder and President, PGPresents, LLC; ADEA Consultant

Presenters

Karen D. Gilliam, Associate Director of Financial Aid, Virginia Commonwealth University School of Dentistry

Anthony R. Glad, Associate Director, Office of Student Financial Aid and Planning, Columbia University in the City of New York

Dominic F. Martinez, Ed.D., Assistant Vice Chancellor, Office of Inclusion and Outreach, Undocumented Student Services, University of Colorado Anschutz Medical Campus

While funding is generally available for students willing to borrow, dental students and graduates may still face challenges regarding not only how to borrow responsibly while in dental school, but how to choose an effective repayment strategy after they graduate. These challenges are often heightened for international and DACA students, as well as for internationally trained dentists who come to the United States to complete their training. Some also face financial challenges with the costs associated with actually applying to dental school. You will not want to miss this important session where we address these challenges, and also provide a brief update of the borrowing landscape, including the impact of the CARES Act on borrowing.

Learning Objectives

- Describe funding options for dental school, including federal loan limits, impact of the CARES Act on borrowing and proposals that may impact borrowing and repayment.
- Discuss funding options for international and DACA students and for internationally trained dentists who are completing their training at U.S. dental schools.
- Identify trusted resources and strategies for future dental students regarding costs associated with applying to dental school.
- Review repayment strategies for dentists, regardless of their ultimate career plans.

CE Credit: 1.0

3:15 – 4:45 p.m.

Joint Plenary Session: The Future Direction of Oral Health Care

Part 1: The Year in ADEA

Presenter

Karen P. West, D.M.D., M.P.H.
ADEA President and CEO

Dr. West looks at ADEA's impact on the issues and topics shaping the work of dental faculty and the profession.

Part 2: The Future Direction of Oral Health Care

Presenter

Rena N. D'Souza, D.D.S., M.S., Ph.D.
Director, National Institute of Dental and Craniofacial Research

This fall, the National Institute of Dental and Craniofacial Research will release the new report, *Oral Health in America: Advances and Challenges*. In this session, Dr. D'Souza discusses the new directions in preventing and treating oral diseases, identifies disparities and inequalities in oral health care, and examines innovative strategies for ensuring all Americans share equally in the benefits of oral health.

Learning Objectives

- Identify one to two examples of innovative strategies for addressing oral health disparities and inequality.
- Describe how overall health is impacted by disparities and inequalities.

CE Credits (for Part 2 only): 1.0

5:00 – 6:00 p.m.

The Role of Restorative Justice in Dental Schools and Educating Young Adults

Presenter

Dr. Amisha Singh, D.D.S., University of Colorado School of Dental Medicine

As schools embark on finding a “new normal” in the aftermath of a worldwide pandemic and racial reckoning movement, we have the unique opportunity to choose how to move forward using the lessons we learned this past year. The pandemic’s challenges shed light on numerous inequities, including those found in health care, economics, policy and educational access. As we look toward our professionalism and student conduct policies, we must find ways to address systemic inequities and change a system that is creating harm while responding to harm. In this session, we discuss the foundational principles of restorative justice (RJ) and discuss the role RJ plays in academic medicine and educating young adults. We review how the use of RJ is a pioneering effort for a student conduct response that puts our community at the center, and serves our students in a way that supports their personal and professional development and positively shapes their professional identities.

Learning Objectives

- Summarize the foundational principles of RJ.
- Explain how RJ fits into a comprehensive and community-centered student conduct and professionalism policy.
- Articulate the role RJ can play in dental schools, higher education and academic medicine.
- Describe the strengths and challenges of using RJ within conduct policy.

CE Credit: 1.0

Friday, October 29
(All times are Eastern Time)

10:00 – 10:55 a.m.

Best Practices in Enrollment Management

Presenters

Richard Bigham, M.A., University of Missouri - Kansas City School of Dentistry

Susan Wold, M.S., University of Minnesota School of Dentistry

Finding and enrolling the right students is more challenging than ever, making each stage of the enrollment journey critical. With prospective students increasingly expressing skepticism about the value of higher education relative to the cost, along with new challenges from the COVID-19 pandemic, institutions face more pressure to attract a shrinking pool of potential applicants. Institutions must have an intimate understanding of students' enrollment decision-making processes to differentiate themselves effectively. By collaborating and sharing best practices, dental schools can better recruit and shape an incoming class that fits each program's unique mission, characteristics and program offerings. This session will provide a format for open sharing and discussion.

Breakout Sessions:

Recruitment Topics

- What prospective student grade levels are you successfully connecting with for pipeline programs?
- Besides "pre-dental clubs," what student groups are being targeted to expand interest in dentistry?
- What customer relationship management systems are dental schools using to coordinate recruitment plans?
- How are you engaging with social media to recruit?
- What virtual strategies have you found successful and will you implement those strategies post-pandemic?
- What are successful yield strategies and who are you incorporating from your school to assist (e.g., students, faculty, alumni)?
- Are you using scholarships and financial aid within your recruitment activities?
- Swag—are we still purchasing these marketing items?

Interview Topics

- What is the future of interviews—in-person or virtual?
- Who participates in your interviews?
- Are you interviewing more or fewer students to fill your class?
- What has surprised you about interviewing during a pandemic?
- What feedback are you receiving from candidates? Interviewers?
- What assessment tools are you incorporating along with interviews?

11:00 – 11:55 a.m.

Post-baccalaureate Master's to Recruit and Develop a Large URM Applicant Pool

Presenters

Crystal Ridgley, M.B.A., Ed.D., University of Colorado School of Dental Medicine

Amisha Singh, D.D.S., University of Colorado School of Dental Medicine

Research shows that the path of an underrepresented and marginalized (URM) candidate to academic medicine is not an easy one, and a solid and viable solution to fortifying that path is a pipeline or post-baccalaureate program. These programs create a clear and defined path to help candidates gain admittance and achieve success in their desired graduate programs, including dental medicine. The programs vary and usually have a series of supplemental learning and service opportunities to help their students become well-rounded candidates and informed practitioners. But one persistent challenge is the discrepancy between the academic rigor of undergraduate and predoctoral campuses. In efforts to bridge the transition and provide a more robust experience to equip URM candidates, this session discusses a case study of building a graduate-level master's degree post-baccalaureate program. The presenters discuss how this new model addresses the traditional challenges of pipeline programs and how it contributes to the recruitment and support of URM candidates in the admissions pool.

Learning Objectives

- Describe the foundational best practices around pipeline work in academic medicine.
- Discuss the advantages of using graduate-level education in predoctoral pipelines.
- Outline the steps to building a robust partnership with master's degree programs as a directed post-baccalaureate program for dental medicine.
- Define the connection between graduate-level pipelines and building a strong URM applicant pool for dental medicine.

CE Credit: 1.0

Noon – 1:00 p.m.

Break

1:05 – 2:00 p.m.

COVID-19 Crisis Response: Navigating Mass Trauma, Grief and Loss

Presenters

Juliette Daniels, Ed.D., University of Detroit Mercy School of Dentistry

Susannah Turner, M.S., The Ohio State University College of Dentistry

Student services professionals have always been the helpers—the crisis response team at the ready for student support, navigating challenges and providing resources. Collectively, AFASA colleagues are called upon by dental schools to shape the student experience for student success. The COVID-19 pandemic has shifted the perspective of our roles in a way that is complex, ever-changing and demanding. This session focuses on reframing the post-COVID-19 dental school student experience as a shared practice in addressing mass trauma, grief and loss while fostering student success.

Learning Objectives

- Identify strategies for acknowledging the impact of shared grief, loss and trauma in our colleagues and students in policy and practice.
- Explain the resource-bundling approach to mental health support services for managing transition to the post-COVID-19 dental school.
- Develop an outline for areas of opportunity at one's institution to enhance shared ownership for post-pandemic student support.

CE Credit: 1.0

2:05 – 3:10 p.m.

The Love Letters of Admissions

Presenter

Matt Schmoker, Founder, Legacy Admissions Solutions

Your college could be the perfect fit for a prospect, but they will never enroll unless your representatives' words motivate action. On the basis of Legacy Admissions Solutions' extensive research with over 817,000 students, this session provides scientific and proven communication approaches. The information will help participants improve marketing and admissions practices to better engage, drive more leads and motivate action with prospective students and their support systems.

Learning Objectives

- Describe the concerning statistics about student perspectives toward post-secondary education.
- Explain the best communication and marketing strategies for engaging with each of the five student “types.”
- Recall the top 15 words, phrases, and actions creating a disconnect with prospects.
- Recall the top 15 words, phrases, and actions creating greater engagement, more inquiries and motivates action

CE Credit: 1.0

Adjourn

The American Dental Education Association is an ADA CERP Recognized Provider.

ADA CERP is a service of the American Dental Association to assist dental professionals in identifying quality providers of continuing dental education. ADA CERP does not approve or endorse individual courses or instructors, nor does it imply acceptance of credit hours by boards of dentistry.

The American Dental Education Association designates this activity for up to 7 continuing education credits.

Continuing education credit is awarded for participation in individual designated educational sessions and not for overall 2021 ADEA Fall Meetings attendance.

**ADA C.E.R.P.[®] | Continuing Education
Recognition Program**

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 presentations.
