



**2024 ADEA Fall Meetings
October 24–25, 2024
Loews Coronado Bay Resort
Coronado, CA**

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

Preliminary Agenda

Wednesday, October 23

8:00 a.m. – 5:00 p.m. **2024 ADEA Diversity, Equity, Inclusion and Belonging Workshop**
(Attendance is optional. [Separate meeting registration](#) is required.)

Thursday, October 24

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

8:00 – 9:15 a.m. **Joint Plenary Session—Envisioning Oral Health: An Opportunity to
Connect, Converge and Collaborate**

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

Presenters
Nathalia Garcia, D.D.S., M.S.
Chair, Professor, & Section Head of Periodontics, Department of Applied
Dental Medicine
Interim Director of Research
Southern Illinois University School of Dental Medicine

Melanie Mayberry, D.D.S.
Chair, Department of Oral Health and Integrated Care
University of Detroit Mercy School of Dentistry

Ryan Quock, D.D.S.
Professor, Restorative Dentistry and Prosthodontics
UTHealth Houston School of Dentistry

Danielle Rulli, D.H.Sc., M.S., RDH
Associate Professor and Director, Master's of Science in Dental Hygiene
Program
The Ohio State University College of Dentistry

The ADEA Task Force on Envisioning and Transforming the Future of Oral Health & Education (ETFOHE) launched in the winter of 2024. As a part of its ongoing work, the Task Force is actively soliciting insights from diverse constituencies across the ADEA community. This plenary session will be a time of active engagement—the Task Force will invite participants to discuss and respond to key elements of its charge; their feedback will be invaluable to the Task Force's work. Please bring a device capable of loading/interfacing with QR codes, and come ready to connect, converge and collaborate!

Learning Objectives

- Delineate the charge of the ADEA Task Force on ETFOHE.
- Describe the process of the ADEA Task Force work in year one.
- Discuss and share insights, implications and inspirations to inform the ADEA Task Force's work.

CE Credits: 1.25

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

9:30 – 10:00 a.m. **AFASA Meeting Begins**

Welcome and Introduction

AFASA leadership will moderate introductions and review the agenda.

Chair of the ADEA Section on Dental School Admissions Officers:
Dayna Myers, RDH, B.B.A., M.D.H.
University of Tennessee Health Science Center College of Dentistry

Chair of the ADEA Section on Student Affairs and Financial Aid: Shannon
Gilligan Wehr, M.A.
University of Minnesota School of Dentistry

Scott Edward, M.Ed., M.B.A.
A.T. Still University Arizona School of Dentistry & Oral Health

10:00 – 11:00 a.m. **The U.S. Supreme Court Decision to Invalidate Using Affirmative Action in Higher Education Admissions Changed More Than How Dental Schools Recruit**

Presenter
Dayna Myers, RDH, B.B.A., M.D.H.
University of Tennessee Health Science Center College of Dentistry

The Supreme Court of the United States (SCOTUS) decision to invalidate the policy that allowed higher learning institutions to seek out potential students who would increase the diversity and equity of their student population through admissions, turned college recruiting upside down. Learn how other dental schools are coping with the changes and still meeting their diversity and equity goals in admissions.

Learning Objectives

- Discuss how dental schools have changed their recruiting efforts to abide by the recent SCOTUS ruling.
- Describe the practices dental schools are using to recruit students who bring diversity and equity.
- Determine how dental schools are working with scholarship criteria to increase diversity and equity.
- Explain how certain attributes and experiences of potential applicants will bring diversity and equity to your dental class population.
- Discuss how the SCOTUS decision impacts CODA Standard 4 reporting.

CE Credits: 1.0

11:00 a.m. – noon

ADEA CAAPID and ADEA AADSAS—From Application to Acceptance

Presenter

Rachel Katkar, University of Minnesota School of Dentistry

ADEA CAAPID® and ADEA AADSAS® users are invited to join a conversation about the applicant experience and application review process, including similarities and differences across institutions and services. The goal is to learn from one another and share ideas about file review, interviews, bench exams and applicant engagement leading up to acceptance.

Noon – 1:00 p.m.

Joint Networking Lunch

1:00 – 2:30 p.m.

DAT Workshop: Preparing for the Upcoming Scoring and Reporting Changes

Presenters

Riki Gottlieb, B.S., D.M.D., M.S.

Tufts University School of Dental Medicine

Chonté James

ADEA Director of Predoctoral Application Service

Emily Rhineberger, Ed.D.

ADEA Vice President of Centralized Application Services Operations

David Waldschmidt, Ph.D.

American Dental Association, Department of Testing Services

Beginning March 1, 2025, the American Dental Association (ADA) Dental Admission Test (DAT) will change from a 2-digit score to a 3-digit score, yet both score types will be reported by the ADA and are valid. For example, applicant Aaliyah's score is 23 while applicant Antonio's score is 520—how will you prepare your admissions committee to review both types of scores? In this session, the ADA will present the new Concordance and Percentile Tables, and ADEA will facilitate a hands-on workshop to help dental schools adapt to these changes.

2:30 – 4:00 p.m.

Higher Education Legislation Update

Presenter

Jon Fansmith,

Senior Vice President, Government Relations and National Engagement
American Council on Education

This session will provide attendees with updated information related to higher education legislation that impacts the programs and services of ADEA members. In particular, attendees will learn about current issues related to changes in federal financial aid, the Higher Education Act and the impact of legislation in immigration and international students.

Learning Objectives

- Identify key changes that are occurring within the Higher Education Act and the impact on dental education.
- Discuss current issues in federal financial aid and approaches that schools and programs can do to support their students.

CE Credits: 1.5

4:15 – 4:30 p.m.

Joint Networking Break

4:30 – 5:30 p.m.

Joint Plenary Session—Post Humanistic Care: Moving Toward Co-participating Technologies in 21st Century Dentistry

Presenter

Stuart Schrader, Ph.D.

Clinical Associate Professor, Behavioral Sciences

Department of Biomedical Sciences and Comprehensive Care

Indiana University School of Dentistry

Dental schools have begun exploring the merits, challenges and opportunities of artificial intelligence (AI) and extended reality (XR) technologies. However, dental education has not done enough to present these technologies within the ethical, professional and behavioral considerations of operating within a post-humanistic, human and inhuman,

patient/person/relationship-centered care approach. This presentation provides a design for evolving student-centered, critically reflective, written and oral debate assignments about students' perceptions of using AI and XR from a professional, ethical and behavioral lens. This design is rooted in a post-humanistic dental education approach based on work by Braidotti, Deleuze and others. It is essential that we engage students in debate about the limitations and endless opportunities of "limited," "objective" and even "generalized" AI, not only within dental education, but across AI's expansive use for diagnosis, treatment planning and communicating with patients.

Learning Objectives

- Describe some key central ideas of humanism and its applicability to provider-patient communication.
- Identify core elements that frame post-humanism's implications related to emerging technologies.
- Recognize key principles of post-humanistic thought regarding emerging technologies and its potential application within health care delivery.
- Explain how to use post-humanistic tenants in applying professional ethics to emerging integrated technologies within future dentistry.

CE Credits: 1.0

5:30 – 6:30 p.m.

Joint Networking Reception

Friday, October 25

7:45 – 8:45 a.m. **Joint Networking Breakfast**

9:00 – 10:15 a.m. **AFASA: Attend One of Two Concurrent Sessions**

Option 1: AFASA Round Table Discussion

Presenter

Shannon Gilligan Wehr, M.A.

University of Minnesota School of Dentistry

Option 2: A Coaching Mindset: Strategies to Strengthen Communication for Dental Educators. (Joint session with the ADEA Council of Faculties and ADEA Section on Academic Affairs Academic Deans)

Presenter

Zsuzsa Horváth, Ph.D., ICF-ACC

Associate Professor, Department of Dental Public Health; Director, Office of Academic Career Advancement; Director, Academic Career Track Area of Concentration

University of Pittsburgh School of Dental Medicine

Coaching has been shown to reduce burnout and promote wellbeing. 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. This workshop will start with a presentation on what coaching is and isn't, evidence behind its effectiveness, and how a coaching mindset can be developed and used to strengthen communication. Participants will learn what constitutes a coaching approach and what specific skills can be developed for effective communication. Hands-on activities will include practicing deep listening skills, asking coaching-style questions and applying a coaching approach to a given scenario.

Learning Objectives

- Describe the evidence for effectiveness of coaching.
- Identify the components of a coaching mindset.
- Differentiate between everyday listening and deep listening skills.
- Recognize the difference between information gathering and coaching questions.
- Practice coaching skills by using listening skills and asking powerful questions.

CE Credits: 1.25

10:15 – 10:15 a.m.

Joint Networking Break

10:15 – 11:30 a.m.

Creating an *Intergenerational* Culture of Inclusivity and Belonging

Presenters

Corey Berry

Herman Ostrow School of Dentistry of USC

Rosa Chaviano-Moran, D.M.D., FACD, FICD

Rutgers School of Dental Medicine

Nadine Shaker

Herman Ostrow School of Dentistry of USC

Kristin Shingler, Ph.D.

University of Minnesota School of Dentistry

Susie Wold, M.S.

University of Minnesota School of Dentistry

Generational diversity in the workforce is increasing globally. This is apparent in our dental schools, where up to five generations (usually four) are represented among our faculty, staff, students and alumni. Each generation has unique lived experiences based on transformative events that influenced their values and attitudes. In order for our institutions to truly thrive, every generation must come together to create a culture of inclusivity and belonging that recognizes the strengths each generation brings to our institutions.

Learning Objectives

- Identify characteristics of the (up to) five generations in the workforce.
- Describe the impact of intergenerational differences through hearing panelists stories and perspectives.
- Discuss ways to highlight the strengths that each generation brings to our institutions, focusing on ways to increase positive collaboration.

CE Credits: 1.25

11:30 a.m. – noon

AFASA Networking Activity

Noon – 1:00 p.m.

Joint Networking Lunch

1:00 – 2:30 p.m.

AFASA: Attend One of Two Concurrent Sessions

Option 1: AFASA Round Table Discussion

Presenter

Shannon Gilligan Wehr, M.A.

University of Minnesota School of Dentistry

**Option 2: Mapping Success: Aligning EPAs With Dental Competencies
(Joint Session With ADEA Council of Faculties)**

Facilitator

Theodora Danciu, D.M.D., D.M.Sc.

ADEA COF Chair-elect

Entrustable professional activities (EPAs) are observable, clinical tasks that a training healthcare provider will learn to perform safely and effectively to meet the needs of their patients. An example of an EPA is conducting a clinical examination, an activity observed in the workplace setting. To perform this task, a learner must demonstrate competence in domains including person-centric communication, professionalism, critical thinking and biomedical science application. The EPA assessment framework is competency-based, incorporating a rigorous process that allows evaluators to predict future behaviors and answer: Do I trust this learner to deliver safe and effective care?

The ADEA Compendium EPA Workgroup has generated a validated list of EPAs for use in assessment and curricular development for predoctoral dental education. Concurrently, the ADEA Council of Faculties reviewed and revised the ADEA domains of competence and the competencies for predoctoral dental education. This session aims to describe the proposed EPAs for dental education and to map them to the domains of competence and competencies for comprehensive assessment.

Learning Objectives

- Define EPAs and discuss the benefits of an EPA-based assessment for pre-doctoral dental education.
- Describe the proposed list of EPAs for predoctoral dental education.
- Demonstrate the mapping of EPAs to the domains of competence and competencies for predoctoral education.

CE Credits: 1.5

2:30 – 2:45 p.m.

Joint Networking Break

2:45 – 3:30 p.m.

AFASA Wrap-up Session

3:30 p.m.

Adjourn—Safe travels home!

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The American Dental Education Association designates this activity for 8.75 continuing education credits.



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.
