



2023 ADEA Fall Meetings
October 26-27, 2023
David L. Lawrence Convention Center
Pittsburgh, PA

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

Agenda

Many changes impact the work in admissions, student affairs and financial aid. The programming at the 2023 ADEA Fall Meetings will detail changes affecting our work. Each session will offer opportunities for participants to use change for a positive impact.

Wednesday, October 25

8:00 a.m. – 5:00 p.m. **2023 ADEA Diversity, Equity, Inclusion and Belonging Workshop**
(Attendance is optional. [Separate meeting registration](#) is required.)

The ADEA Diversity, Equity, Inclusion and Belonging Workshop provides dental school administrators, faculty, staff and students with tools and strategies to promote and understand the roles that access, diversity, inclusion, equity, belonging and well-being play in promoting a humanistic environment within dental education. This one-day networking and learning symposium will help participants understand the scope of the diversity-related CODA standards and assist them with developing mission-driven diversity initiatives for their institutions. The small group workshop format affords the opportunity to engage in quality discussions, participate in collaborative planning activities and exchange ideas with other participants and presenters.

Thursday, October 26

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

8:00 – 8:05 a.m. **Welcome**

Sonya G. Smith, Ed.D., J.D., M.Ed., M.A.
ADEA Chief of Staff

Ana N. López-Fuentes, D.M.D., M.P.H., FACD, FICD
Chair of the ADEA Board of Directors

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

8:05 – 9:30 a.m.

Joint Plenary Session—Thinking Outside of the Box: Disrupting Oral Health Education for Future-ready Graduates.

Facilitator:

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

Presenters:

T. Gerard (Gerry) Bradley, B.D.S., M.S., Dr.Med.Dent.
Interim Provost
University of Louisville

Lori Giblin-Scanlon, D.H.Sc., RDH
Professor; Associate Dean for Clinical Programs
Massachusetts College of Pharmacy and Health Sciences Forsyth
School of Dental Hygiene

Frank Licari, M.B.A., M.P.H., D.D.S.
Dean
Roseman University of Health Sciences College of Dental Medicine –
South Jordan, Utah

Nader A. Nadershahi, D.D.S., M.B.A., Ed.D.
Dean and Vice Provost
University of the Pacific, Arthur A. Dugoni School of Dentistry

Tara L. Newcomb, B.S.D.H., M.S.
Chief Departmental Advisor; Associate Professor
Old Dominion University College of Health Science, Gene W.
Hirschfeld School of Dental Hygiene

Christian S. Stohler, D.M.D., Dr.Med.Dent.
Dean and Senior Vice President
Columbia University College of Dental Medicine

The oral health education landscape is being transformed and impacted by many forces, including trends related to postsecondary education, P-16, the labor force, accreditation, patient and consumer behaviors, Fourth Industrial Revolution (4IR) technologies, state and federal regulations, and student and faculty perceptions. In addition, there is growing awareness of the importance of oral health to overall health and how 4IR technological innovations can assist in improving health outcomes. Moreover, artificial intelligence (AI), cognitive technologies, automation and other 4IR technologies are driving change and demonstrate the necessity to reinvent how we learn, teach, train and educate our graduates. Political, social and economic

disruptions in the last decade and throughout the pandemic further show how technology is rapidly shaping all aspects of the world, including the experiences of health care workers; health professions students, staff and faculty; and patients. As technology has leaped ahead of organizations, leaders and the human element are struggling to keep up. Digital disparities raise questions of equity and access and a need to ensure that marginalized groups and communities are not left behind. Therefore, the questions become:

- How will oral health education adapt to the 4IR technologies, political and societal forces restructuring higher education, health care, the job market, the open talent economy and leadership?
- With the adoption of new 4IR technologies in health care, how should skills, jobs and the content and competencies of what we teach be redesigned to integrate the work of humans with current and future AI and digital innovations?
- Is oral health education ready and/or willing to evolve to harness the power of multidisciplinary collaborations and data- and information-driven oral health practices, and leverage the productivity and efficiency as humans and technology intersect?

With an emphasis on preparing future-ready graduates, this plenary session focuses on unique models and approaches to current and future trends in oral health education. It explores “out of the box thinking” and proposes new oral health approaches to advance educational access and also improve the quality of patient care. The influence of 4IR technology and other political, economic and societal forces as barriers—but also as opportunities—to drive change are discussed.

Learning Objectives

- Identify how current and future technological, political and societal trends are impacting oral health education.
- Discuss innovative approaches and new oral health education models being used or proposed to respond to current and future trends affecting oral health education.
- Explain some of the challenges and opportunities these trends present in improving educational access and the quality of patient outcomes.

CE credits: 1.25

9:30 – 10:15 a.m.

AFASA Meeting Begins

Welcome

AFASA leadership will moderate introductions and review the agenda.

Section on Dental School Admissions Chair: Susan Wold, M.S., Chair of Dental School Admissions Officers, University of Minnesota School of Dentistry

Section on Student Affairs/Financial Aid Chair: Marlise Perry, M.Ed., Chair of Student Affairs and Financial Aid, Loma Linda University School of Dentistry

Predental Advising Trends

Presenter

Joon Kim, Ed.D., Keck Graduate Institute

The NAAHP liaison to ADEA will discuss trends they are seeing in predental advising with a new generation of hopeful health professionals navigating their journeys to dental school. The presenter will share suggestions for how to increase prehealth students' interest in dentistry as a career and how to forge closer relationships with prehealth advisors. Dental schools will have the opportunity to share general updates and their advisor-specific events with the presenter, who will share this information with the NAAHP community.

Learning Objectives

- Describe current trends in predental advising.
- Share suggestions on how to increase interest in the dental profession among prehealth students generally.
- Identify ways to build stronger relationships between prehealth advisors and dental school admissions officers.

CE credits: 0.75

10:15 – 10:45 a.m.

AI Tools and Their Use Within the Dental School

Moderators

Marlise Perry, M.Ed., Loma Linda University School of Dentistry
Susan Wold, M.S., University of Minnesota School of Dentistry

In this session, participants will have the opportunity to share their experiences with ChatGPT and other AI tools used at their dental school. Participants will learn how their colleagues respond, including sharing best practices, policies and procedures that schools are developing. The AFASA leadership team will guide and moderate the conversation.

10:45 a.m. – noon

Evidence-based Mind-Body Wellness and Professionalism Strategies for Dental Students

Presenters

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

Bailey Andersen, LMSW, University of Detroit Mercy School of Dentistry

Colette O’Meara McKinney, Ed.D., Creighton University School of Dentistry

Christina DiBona Pastan, D.M.D., Tufts University School of Dental Medicine

This session will present several strategies used by three institutions to develop and foster coping skills, enhance the resiliency mindset and encourage mind-body wellness through curricular and co-curricular elements in the next generation of dental professionals.

Learning Objectives

- Evaluate possible evidence-based exercises to teach students resiliency, coping, and mindfulness.
- Identify strategic placement for resiliency and mindfulness education within the curriculum.
- Identify ways to implement active learning strategies to address gaps in student resilience and coping skills in all phases of the pre-clinical and clinical dental curriculum.

CE credit: 1.25

Noon – 1:00 p.m.

Joint Networking Lunch

1:00 – 2:30 p.m.

Navigating Recent Supreme Court Decisions: Considerations for Student Affairs and Admissions Professionals in Dental Education

AFASA Officers Guided Roundtable Discussion

This session will be an open roundtable discussion on the impact of the recent Supreme Court decisions centering on race-conscious admissions decisions in higher education. Participants will be encouraged to use as a basis for the discussion, the decisions of the Supreme Court in the two cases brought by the Students for Fair Admissions, Inc. organization. AFASA officers will lead roundtable discussions to share ideas and highlight institutional changes in response to these decisions. As a collaborative working session exploring the collective impact on and response of ADEA institutions.

Learning Objectives

- Describe the Supreme Court decisions on race-conscious admissions and outline significant points for ADEA admissions and student affairs leaders.
- Identify strategies in responding to legislative decisions in student-facing roles in alignment with institutional goals and supportive of educational mission.
- Develop ideas on how to positively react to changes.

2:30 – 3:15 p.m.

AFASA Networking Break

Stretch your legs and get to know your colleagues with a short activity.

3:15 – 4:15 p.m.

ADEA AADSAS and ADEA CAAPID Discussions (select one)

This session will offer attendees the opportunity to engage in discussion related to the use and/or impact of supplemental questions or challenges/opportunities affecting reapplicants.

Attendees will select one of two table discussions:

- **ADEA AADSAS:** Members of the ADEA AADSAS Group will lead the discussion on how supplemental questions in ADEA AADSAS and secondary applications affect applicant behavior and application numbers. Users will be invited to share how the additional information supports their process.
- **ADEA CAAPID:** Members of the ADEA CAAPID Advisory Group will lead a discussion about reapplicants to advanced standing programs. Users will discuss challenges for the program and the applicant; a new resource for reapplicants will be shared.

4:15 – 4:30 p.m.

Joint Networking Break

4:30 – 5:30 p.m.

Joint Plenary Session—Change Management and the Future of Work: Implications for Health Care and the Academic Oral Health Profession

Facilitator:

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

ADEA President and CEO

Presenter:

Teresa (Terri) Dolan, D.D.S., M.P.H.

Chief Dental Officer, Overjet

With the emergence of Fourth Industrial Revolution (4IR) technologies, our innovative capacities are not only augmenting the work and learning of oral health education faculty, students, staff, residents and fellows, but also improving our personal, professional and team capabilities. Views of technology as a substitute for or supplanting human labor are limited and narrow. Current and future 4IR technologies should enhance and empower us personally and professionally to be the best versions of ourselves—advancing creativity

and teaming, enhancing well-being, improving driving, fostering precise or zero error operation of health care equipment, and increasing emotional intelligence. These are fundamentally human things that technology in and of itself cannot manage well or do alone.

These technological changes are not imagined realities but are responsible for the everyday enhancements we now enjoy in health care, oral health education and our lives. An outcome of these technological changes and enhancements is the need to redesign the labor force and rethink didactic and clinical education models. The onset of new “superjobs” will stretch traditional workers to maximize their soft skills (e.g., communication, service, cultural/structural competency, collaboration) and their technical and subject matter skills to leverage data, smart machines, algorithms and other 4IR technologies to be significantly more productive, better problem solvers and highly efficient. Therefore, oral health education cannot be on the sidelines of this evolution and advancing the health care workforce. This also means understanding current and future 4IR technologies in oral health and overall health care. It further includes preparing for change and adopting a change management process to nudge and move oral health students, faculty, staff, residents and fellows to learn new and correct old behaviors, and operate in a state of readiness to expand and sharpen soft, technical, technological and higher-level cognitive skills.

This plenary session provides an overview of current and future innovations and technology impacting oral health and overall health care. The presenter will explore the evolving skills, competencies and behaviors oral health professionals need to leverage 4IR technologies successfully and also present a change management model for moving us forward.

Learning Objectives

- Identify current 4IR technologies impacting oral health care and future trends.
- Discuss the new skills, behaviors and competencies that the integration of the human element with 4IR technologies will require of oral health professionals.
- Explain key change management principles that oral health education must undertake to graduate future-ready oral health professionals.

CE credits: 1.0

5:30 – 6:30 p.m.

Joint Networking Reception

7:00 p.m.

AFASA Networking dinner (optional)
RSVP required to make a reservation.

Friday, October 27

Friday is school spirit day! Wear your institutional apparel (casual attire is acceptable!)

7:45 – 8:45 a.m.

Joint Networking Breakfast

9:00 a.m. – noon

The Student Experience

The expectations of Gen Z, increasing mental health awareness, and changing accommodation requests all make the dental school experience different than it has been. This session will highlight different aspects of the student experience and provide attendees' insights and perspectives about supporting students.

9:00 – 10:10 a.m.

Part 1: Today's Perspectives, Expectations and Realities of Being a Dental Student

Joint Session with the ADEA Council of Students, Residents and Fellows (ADEA COSRF)

Moderator

Richie Bigham, University of Missouri-Kansas City School of Dentistry

Presenters

Dalena Ha, A.T. Still University Arizona School of Dentistry & Oral Health

Justin James Donato, Western University of Health Sciences College of Dental Medicine

Andrew Halverson, Western University of Health Sciences College of Dental Medicine

Nick Natanov, University of Missouri-Kansas City School of Dentistry

Alex Myers, University of Missouri-Kansas City School of Dentistry

Ananya Sawlani, University of Illinois Chicago College of Dentistry

This session will focus on current students' experiences in a post-pandemic environment. A panel of students will discuss their experiences across institutions and will allow interchange between panel members and dental school staff.

Learning Objectives

- Describe current challenges and successes for dental students.
- Recommend ideas and solutions for effectively connecting with and supporting students.
- Assess current collaborations between students and staff.

CE credits: 1.0

10:15 – 10:30 a.m.

Break

10:30 – 11:15 a.m.

Part 2: Pregnant and Parenting Students: Policies, Practices and Considerations for the Future

Presenters

Danielle M. Harris, M.A., University of Detroit Mercy School of Dentistry

Bethsave (Betsy) Lozano, M.A., University of Detroit Mercy School of Dentistry

Over the years, dental schools have observed an increase in student parents in dental, dental hygiene and graduate programs. The needs of the student-parent population are constantly changing, and we need to be able to evolve with them. Student parents include parents, pregnant individuals, spouses/partners of pregnant individuals, foster parents and adoptive parents of all genders. Moreover, institutions often encounter Title IX implications and disability accommodation requirements when addressing the needs of pregnant and parenting students. This session will focus on evolving strategies to serve student parents in a holistic manner in alignment with current trends.

Learning Objectives

- Describe current trends in the needs of parenting students in professional school.
- Outline policies, resources and practices that may be insufficient in serving student parents.
- Share suggestions on how to be more supportive of all student parents.
- Incorporate strategies to promote a welcoming climate for student parents.

CE credits: 0.75

11:15 a.m. – noon

Part 3: Student Accommodations: Disabilities

Presenter

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

Disability accommodations will be discussed in the context of reviewing requests and making determinations for accommodations. Examples of situations where special accommodations were questioned, and the results of associated court cases, will be covered. The presenter will discuss how technical standards can assist when offering acceptance to students with hidden disabilities. Members will

discuss how they review applications for students requesting special accommodations for testing.

Learning Objectives

- Describe how technical standards documents are used when reviewing applications for accommodations by students with disabilities.
- Identify disabilities that qualify students for special accommodations and examples of situations where special accommodations are not appropriate.

CE credits: 0.75

Noon – 1:00 p.m.

Joint Networking Lunch

1:00 – 2:00 p.m.

COVID-19 Pandemic Effects on Admissions, Student Affairs and Financial Aid Staff

Presenters

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

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

In this session, attendees will discuss how work was altered because of the COVID-19 pandemic. Changes in work styles and environments, such flexible work hours, hybrid work schedules and increasing virtual connections with colleagues, impacted roles and responsibilities across enrollment management. The presenters will lead the conversation from sharing creative and innovative changes in our offices to the impact of those changes on staff professionally and personally.

Learning Objectives

- Describe the changes made in admissions, student affairs and financial aid due to the COVID-19 pandemic.
- Share how the pandemic impacted staff, highlighting positive and innovative changes.

CE credit: 1.0

2:00 – 3:00 p.m.

Breakout Discussions

Participants can choose which table discussion to join based on their role(s) and responsibilities at their institution. The ADEA Sections on Student Affairs and Financial Aid and Dental School Admissions will start the roundtable discussion with the topics listed below.

Student Affairs and Financial Aid

Shannon Gilligan Wehr, M.A., University of Minnesota School of Dentistry

During this roundtable discussion, participants will discuss mental health, financial aid, scholarships, wellbeing and academic support (tutors, teaching assistants).

Dental School Admissions

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

During this roundtable discussion, participants will discuss recruiting, training, retaining and recognizing faculty interviewers.

3:00 – 3:15 p.m.

Last Thoughts: Summarize and Feedback

3:15 p.m.

Adjourn—Safe travels home!

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