



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. Understanding and Navigating the Changes to Higher Education
in the One Big Beautiful Bill Act and Its Effect on State Budget
Decisions

Moderator:

Sonya S. Smith, Ed.D., J.D., M.Ed., M.A.

ADEA Chief Operating Officer and Chief of Staff

Presenters:

Jon Fansmith, M.S.

Senior Vice President, Government Relations and National
Engagement

American Council on Education

Phillip Mauller, M.P.S.

ADEA Senior Director, State Relations and Advocacy

This session will review the changes to higher education contained in H.R. 1, the *One Big Beautiful Bill Act* (OBBBA, Public Law 119-21), and the evolving implementation plans being developed by the U.S. Department of Education. Join an expert from the American Council on Education who will address priority issues for federal policymakers and the unprecedented actions of the new administration. There will be a review of developing trends in federal legislation and regulation as well as a detailed dive into key issues impacting students, campuses and accreditors.

The session will also review the potential impact of the *OBBBA* on state budgets, and the possible impact budget shortfalls may have on future state support for higher education and Medicaid providers and enrollees.

Learning Objectives

- Describe and identify the key changes to higher education contained in the *One Big Beautiful Bill Act* recently enacted by Congress.
- Explain the potential impact of the current political climate and recent administrative actions on health professions education.
- Identify potential state budgetary changes that may put future pressure on state support for oral health education.

CE Credit: 1.25

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 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 Outcomes:

- Articulate and compare institutional developments.
- Evaluate and apply best practices.
- 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, Council of Faculties 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, Council of Faculties, and Section on Academic Affairs, Academic Deans)

Presenter:

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.

Inspiring the Next Generation Through the Stories of Undaunted Trailblazers

Moderator:

Lisa Cain, Ph.D.

UTHealth Houston School of Dentistry

Panelists:

Keith Mays, D.D.S., M.S., Ph.D.

Professor and Dean

University of Minnesota School of Dentistry

Todd Ester, D.D.S., M.A.

Clinical Associate Professor and Associate Dean for Well-being and People

University of Michigan School of Dentistry

ADEA Chair of the Board

Leo Rouse, D.D.S.

Professor and Dean Emeritus

Howard University College of Dentistry

"There are so many untold stories, and it matters not that we believe the stories to be about a remarkable, average, common, unremarkable, incredible or once-in-a-lifetime individual. What matters is that the story is told and shared with others, as each of the unique aspects of our lives can be a blessing to someone and provide them with the steps necessary to help them reach their goals."

– Keith Mays, D.D.S., M.S., Ph.D., Dean of University of Minnesota School of Dentistry

Through this riveting panel discussion, co-authors of the new book, *Undaunted Trailblazers II: Contemporary Men of Color Shaping Oral Health*, will share real stories of inspiration, endurance and resilience from trailblazers in oral health education. Despite some challenges and rejections, the men of color featured in this book achieved monumental dreams and reached historic milestones, forging a path for the generations behind them. Whether you are early in your career path or have several years behind you, you will discover how shared lived experiences and stories of motivation will recharge your passion for oral health education and spark the drive to help encourage the trailblazers in your own community.

Learning Objectives

- Analyze the historical and systemic challenges facing oral health education and evaluate how your efforts can help improve current initiatives for the next generation's successes in oral health education.
- Compare and contrast the professional journeys of these pioneers with the experiences of underrepresented groups in today's oral health workforce.
- Apply lessons learned from the trailblazers' stories to develop at least one actionable strategy to promote an equitable environment in your educational or clinical setting.
- Reflect on the role of cultural humility in oral health education and assess how this awareness can improve engagement with student and peer populations.

CE Credit: 1.0

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 1: Mentoring and Coaching the Whole Person (Joint Session with the Council of Sections, Council of Faculties, and Section on Academic Affairs, Academic Deans)

Presenter:

Zsuzsa Horvath, Ph.D., ICF-ACC

University of Pittsburgh School of Dental Medicine

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, Academic Deans)

CE Credits: 2.75

Adjourn—Safe Travels Home!

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The American Dental Education Association designates this activity for up to 10.25 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.
