



**2026 ADEA Sections on Business and Financial Administration
and Clinic Administration Meeting (ADEA BFACA)
October 18–20, 2026**

**Renaissance Harborplace Baltimore
Baltimore, MD**

“Meeting the Moment”

Preliminary Meeting Agenda

Educational Methods: All sessions will incorporate lecture and discussion teaching methods.

Sunday, October 18

10:00 a.m. – 5:00 p.m.
Maryland Ballroom Foyer

Registration and Information

10:00 – 11:30 a.m.
Federal Hill

ADEA BFACA Planning Committee Meeting

This meeting is for members of the 2026 ADEA BFACA Planning Committee only.

11:00 a.m. – 3:00 p.m.
Maryland ABC Ballroom

Corporate Sponsor Setup for Corporate “Meet and Greet”

Noon – 1:00 p.m.
Maryland D Ballroom

Welcome Lunch

Open to all registered 2026 ADEA BFACA attendees.

1:00 – 1:15 p.m.
Maryland EF Ballroom

Opening and Welcome Remarks

Speakers:

Spencer Busia, M.A., M.B.A.
Assistant Dean for Finance Administration
Stony Brook School of Dental Medicine
BFACA Planning Committee Co-chair

Sophia Saeed, D.M.D., M.B.A.
Professor and Associate Dean of Clinic Operations and Quality of
Care, Clinical
University of New England College of Dental Medicine
BFACA Planning Committee Co-chair

1:15 – 2:45 p.m.
Maryland EF Ballroom

Keynote Session:
**From Deficit to Growth: Leading Whole-college
Transformation in Dental Education**

Speaker:

Walter Siqueira, D.D.S., M.B.A., Ph.D., FCAHS
Dean and Professor
IADR Distinguished Scientist
University of Saskatchewan College of Dentistry

This keynote will present a focused case study of transforming a dental college from structural deficit to sustainable growth. The session will highlight the key decisions that shaped financial recovery, clinical modernization, program expansion and research development. It will also address how to manage resistance, align stakeholders and maintain performance during large-scale change. Attendees will leave with practical approaches to prioritizing investments in people, infrastructure and innovation while sustaining financial discipline and institutional impact.

Learning Objectives

- Identify the key financial, academic and clinical decisions required to move a dental college from structural deficit to sustainable growth.
- Assess strategies to lead large-scale institutional change, including managing resistance, aligning stakeholders and sustaining performance across programs, clinics and research.
- Apply a practical framework to prioritize investments in infrastructure, people and innovation while ensuring financial discipline and measurable institutional outcomes.

CE Credits: 1.5

2:45 – 3:00 p.m.

Break

3:00 – 4:00 p.m.
Maryland EF Ballroom

The Data-driven Dental School: A Framework for Clinical Fiscal Sustainability

Speakers:

Michael Harner, Ed.D. M.B.A., M.A., CPA
Associate Dean for Finance and Administration
University of Illinois Chicago College of Dentistry

Elizabeth Aletha Kierys
Director of Revenue Cycle Operations & Reporting
University of Illinois Chicago

While clinical operations are the lifeblood of dental education, many institutions struggle to balance educational missions with the rising costs of clinical care. This session moves beyond theory to provide a data-driven framework for long-term financial resilience. Participants will explore a dynamic model that integrates revenue cycle variables, expense management and personnel engagement. By the end of this session, attendees will

move from “monitoring” their budget to “actively engineering” institutional health through precise break-even analysis and strategic visioning.

Learning Objectives

- Analyze the specific revenue and expense drivers that dictate fiscal sustainability in a clinical education environment.
- Prioritize institutional variables (e.g., chair utilization, collection rates) that offer the highest leverage for improving fiscal health.
- Construct a preliminary break-even model using institutional data to guide future strategic and operational decisions.

CE Credits: 1.0

4:00 – 4:30 p.m.
Maryland EF Ballroom

ADEA Section on Business and Financial Administration Members’ Forum

This session is open to all attendees; however, only members of the ADEA Section on Business and Financial Administration may vote, which will occur at the beginning of the session.

4:00 – 4:30 p.m.
Watertable Ballroom

ADEA Section on Clinic Administration Members’ Forum

This session is open to all attendees; however, only members of the ADEA Section on Clinic Administration may vote, which will occur at the end of the session.

4:30 – 6:00 p.m.
Maryland ABC

Corporate “Meet and Greet”

6:30 – 9:30 p.m.
Watertable Ballroom

Welcome Dinner and Social Event
(Sign up at registration.)

Sponsored by DCI Edge and NSK America Corp.

Monday, October 19

7:00 a.m. – 3:00 p.m.
Maryland Ballroom Foyer

Registration and Information

8:00 – 9:00 a.m.
Maryland D Ballroom

Breakfast

9:00 – 10:00 a.m.
Maryland EF Ballroom

Closing the Gaps in Student Clinic Attendance and Accountability

Speakers:
Sarah Grafton, D.M.D.
Chair, Department of Restorative and Comprehensive Care/Assistant Dean for Clinical Efficiency and Analytics

University of Pittsburgh School of Dental Medicine

Pamela L. Tisot, D.M.D.

Director of Predoctoral Clinical Operations and Vice Chair

University of Pittsburgh School of Dental Medicine

Most dental schools treat student clinic absences as a compliance problem. The University of Pittsburgh School of Dental Medicine reframed them as a business one. Through the Successful Practice Management course, Dental Year 3 and Dental Year 4 students manage their clinical experience the way a practice owner manages a business, balancing three live metrics: Relative Value Units for productivity, a Patient Management Score for continuity of care and Provider-Based Overhead, which treats every clinic session away from patient care as a managed expense against a fixed allotment. Drawing on eight years of refining the model, this session covers how it was built, how the metrics connect to grading and the loopholes the team had to close along the way. Participants will work through real scenarios and leave with a candid account of what worked, what failed and how to avoid the same pitfalls in their own attendance and productivity policies.

Learning Objectives

- Describe how a provider-based overhead model reframes student clinic attendance as a managed practice expense rather than a compliance issue.
- Analyze the three performance metrics used to measure student clinical productivity and continuity of care and explain how they combine into a course grade.
- Identify common ways students work around clinic attendance rules and apply safeguards that close those gaps.

CE Credits: 1.0

10:00 – 10:30 a.m.
Maryland EF Ballroom

Value-based Health Care Within Dental Education

Speaker:

Stuart Taylor, M.S.D.

Associate Professor of Clinical Practice

University of Washington School of Dentistry

Based on information presented during the 2026 American Academy of Oral Medicine annual session, this presentation extends the discussion of designing a predoctoral curriculum with value-based health care at its core. The session will describe the use of value-based health care models to help reinforce ideal patient treatment for dental learners of all levels, with the added

benefits of improvements in patient outcomes and improved revenue.

Learning Objectives

- Illustrate how value-based health care can help reinforce person-centered care in dental educational settings.
- Differentiate between the sub-types of diagnostic errors that impact patients with orofacial needs.
- Create evidence-based improvements to existing dental education care paths for patients requiring multidisciplinary orofacial intervention.

CE Credits: 0.5

10:30 – 11:00 a.m.
Maryland EF Ballroom

Next-level Formative Feedback: Scalable Clinical Assessment Aligned to Practice Readiness

Speaker:

Nathan Wonder, D.D.S., M.S., M.B.A.

Associate Dean for Patient Care and Clinical Education

Western University of Health Sciences College of Dental Medicine

Predoctoral clinical feedback is often inconsistent, subjective and resource-intensive to standardize across faculty. This session presents next-level formative feedback, a structured performance-based framework designed at Western University of Health Sciences College of Dental Medicine and implemented within an existing platform (One45), that eliminates the need for custom-built systems. The model shifts evaluation from procedure volume and snapshot exams to longitudinal assessment of clinical performance aligned to expectations of a newly graduated dentist. Faculty assess the level of support required across step-based procedures, generating objective data tied to independence and readiness for practice. The approach integrates directly into clinical workflows and course requirements where formative feedback and self-assessment are required for each patient encounter. Participants will review implementation strategies, calibration methods and examples demonstrating improved

consistency, reduced administrative burden and stronger defensible outcomes.

Learning Objectives

- Describe limitations of traditional quantitative and exam-based clinical assessment models.
- Apply a step-based, formative feedback framework that links faculty support to practice readiness.
- Identify strategies to implement standardized longitudinal assessment using existing platforms.

CE Credits: 0.5

11:00 – 11:15 a.m.

Break

11:15 a.m. – 12:15 p.m.
Maryland EF Ballroom

Building High-performance Academic Dental Treatment Centers With Technology

Speaker:

Alexander Bendayan, D.D.S., M.B.A., M.S.Ed., CAGS
Professor and Chair of Prosthodontics
Nova Southeastern University College of Dental Medicine

Dental schools are navigating increasing financial pressures, workforce shortages, accreditation expectations, technology investments and demands for improved patient access and educational outcomes. Meeting these challenges requires stronger collaboration between clinical administrators, financial leaders, academic leadership and operational teams.

This presentation explores practical strategies for building high-performing academic dental clinics through the integration of data-driven decision-making, process improvement, technology utilization and cross-functional leadership. Using real-world examples from dental education, participants will learn how institutions can improve operational efficiency, maximize technology investments, strengthen faculty engagement, enhance patient experiences and support long-term financial sustainability.

Attendees will gain a framework for aligning clinical excellence, educational quality and fiscal stewardship while developing

actionable approaches that can be adapted to institutions of varying sizes and resources.

Learning Objectives

- Identify operational and organizational barriers that impact clinical productivity, educational outcomes and financial performance in academic dental clinics.
- Evaluate strategies that align clinical administration, financial stewardship and technology investments to improve institutional effectiveness.
- Develop a practical framework for implementing data-driven operational improvements that enhance patient access, faculty engagement and educational outcomes.

CE Credits: 1.0

12:15 – 1:00 p.m.
Maryland D Ballroom

Lunch

1:00 – 2:00 p.m.
Maryland EF Ballroom

**Toward Establishing National Quality Improvement Metrics:
The QI Collaborative**

Speakers:

Qoot Alkhubaizi, B.Sc., B. Ch.D., MFD RCS (Ireland), M.S.
Assistant Dean of Clinical Affairs
University of Maryland School of Dentistry

Jonathan Stephens, D.D.S., M.D.
Assistant Professor, Oral and Maxillofacial Surgery/Chief Medical Officer, Dental School Administration
Tufts University School of Dental Medicine

Emily Sedlock, M.P.H.
Quality Improvement Coordinator II
UTHealth Houston School of Dentistry

Kelly Wagner, Ed.D., M.S., RDH
Assistant Professor and Assistant Dean for Clinical Administration and Quality Care
University of Pittsburgh School of Dental Medicine

Kecia Leary, D.D.S., M.S.
Associate Dean of Clinics and Clinical Professor of Pediatric Dentistry
University of Iowa College of Dentistry and Dental Clinics

This session will describe the work of the Quality Improvement (QI) Collaborative, a group of QI professionals that was born out of the 2024 ADEA BFACA Meeting. The QI Collaborative has been “meeting the moment” by helping to fill the gap in dental quality metrics for patient and provider safety by working on

establishing national benchmarks for dental schools. The QI Collaborative recently completed a study on the first two metrics and this session will touch on the results of the study, while also sharing how a culture of patient and provider safety is good for reducing medical errors, improving employee engagement and improving the bottom line.

Learning Objectives

- Describe the gap in the literature as it relates to dental quality benchmarks and what the QI Collaborative is doing to fill that gap.
- Discuss the results of the study of the first two metrics that the QI Collaborative has studied.
- Explain what a “culture of patient and provider safety” is and how it relates to reduced medical errors, improved employee engagement and improving the bottom line.

CE Credits: 1.0

2:00 – 3:00 p.m.
Maryland EF Ballroom

Beyond the Dental School Clinic: Expanding Access for Underserved Populations

Speakers:

Salwa Mekled, B.D.S., D.M.D., M.P.A., M.S.Ed.

Clinical Associate Professor

The Maurice H. Kornberg School of Dentistry, Temple University

Roopwant Kaur, B.D.S., M.S., FICD, FACD, FPFA

Clinical Associate Professor

East Carolina University School of Dental Medicine

Many underserved communities continue to face limited access to dental care, particularly populations whose care is shaped by geography, transportation, institutional barriers or involvement with correctional systems. Dental schools have approached these gaps in different ways, including community-based clinics, branch campuses, mobile units and student externship rotations. These models not only expand access to care but also expose students to the realities of delivering oral health care outside the traditional dental school setting.

This session will focus on externship models that involve dental students in care for underserved populations. The session will also examine other approaches, including care delivered inside correctional facilities, mobile dental care and community clinic rotations. Participants will discuss practical considerations such as partnerships, supervision, logistics, safety, ethical issues, documentation, student learning and long-term sustainability.

Through discussion, participants will consider which model may be most realistic for their own institution and community.

Learning Objectives

- Describe different models that improve access for underserved communities.
- Discuss obstacles and solutions involved in different models.
- Identify steps for developing a sustainable model within their own institution.

CE Credits: 1.0

3:00 – 3:15 p.m.

Break

3:15 – 3:45 p.m.

Maryland EF Ballroom

Social History: The Forgotten Diagnostic Tool

Speakers:

Kim L. Capehart, D.D.S., M.B.A., Ph.D.

Associate Professor

Dental College of Georgia at Augusta University

Alan Furness, D.M.D.

Associate Dean/Associate Professor

Dental College of Georgia at Augusta University

Greg Griffin, D.M.D.

Associate Dean/Associate Professor

Dental College of Georgia at Augusta University

This session emphasizes the importance of social history in diagnoses and treatment planning for patients. The session presents common ways that missed social history affects dental treatment, thus raising awareness of the need to obtain complete social histories.

Learning Objectives

- Explain the importance of completing a thorough social history in student/resident clinics.
- List common dental treatments affected by social history.
- Create teaching strategies to incorporate in student/resident clinics.

CE Credits: 0.5

3:45 – 4:15 p.m.

Maryland EF Ballroom

Reimagining Access: Securing Grants and Removing Barriers Through Teledentistry/Mobile Dentistry

Speaker:

Jennifer Boyce, D.M.D.

Associate Director of Clinical Affairs
University of Bridgeport Fones School of Dental Hygiene

This presentation will detail how creating clinical experiences that use innovative models like teledentistry and mobile dentistry remove barriers to care for populations that are underserved and present increased grant opportunities. Clinical rotations that can travel to long-term care facilities, community centers, schools and educational programs for the developmentally disabled of all ages present an increased opportunity for grant funding on the local and national level. Grant funding can be utilized for clinical services, supplies, equipment and faculty costs.

Learning Objectives

- Describe the process of developing a grant proposal for teledentistry/mobile dentistry for serving underserved populations in your area.
- Identify the supplies, equipment and resources needed for a major or minor educational site.
- List potential sites where care can be provided (e.g., long-term care facility, special needs school, homeless shelter, Head Start program, etc.), including the challenges with each location-type and population being served.

CE Credits: 0.5

4:15 – 5:15 p.m.
Maryland EF Ballroom

Meeting the Moment: Modern Day Challenges Affecting Dental Education

Speakers:

Spencer Busia, M.A., M.B.A.

Sophia Saeed, D.M.D., M.B.A.

This session will discuss contemporary challenges that are either currently or slated to affect dental education in the next six to 12 months. Presenters will provide a framework for some of the recent and expected changes, then engage the audience for rapid-fire rounds of potential solutions to address the changing academic landscape. Topics will range across the financial and clinical realms.

Learning Objectives

- Identify current and impending challenges that will affect dental education, including finances and clinical operations.
- Discuss short- and long-term strategies to enhance operational effectiveness to overcome contemporary challenges.

- Identify opportunities to collaborate across institutions and other stakeholders to help weather and evolve with the challenges.

CE Credits: 1.0

5:15 – 7:15 p.m.
Baltimore Ballroom

Networking Reception

Sponsored by A-dec and HuFriedyGroup

Tuesday, October 20

7:30 – 11:00 a.m.
Maryland Ballroom Foyer

Registration

8:00 – 9:00 a.m.
Maryland D Ballroom

Breakfast

9:00 – 10:00 a.m.
Maryland EF Ballroom

Assigning and Scheduling Patients in the Era of Entrustment-based Education

Speaker:

Michael Le, D.D.S., Ph.D.

Dental Educator and Clinic Administrator

Independent Educator-scholar

Formerly University of California, San Francisco School of Dentistry and California Northstate University College of Dental Medicine

The Commission on Dental Accreditation's evolving accreditation standards are accelerating the shift from one-time demonstrations of competency toward longitudinal, entrustment-based assessment—measuring a student's repeated, observed progression toward safe, beginning-independent practice. This transition transforms the educational data available about each student, but many dental school clinics have not yet evolved their patient assignment and scheduling practices to use it to its full potential.

This session draws on direct operational experience across two graduating classes trained under an entrustment model to examine what changes—and what breaks—when competency is no longer a checkbox but a trajectory. The presenter will map the gap between how entrustment data is currently generated and how it could inform smarter, more equitable patient assignment and scheduling decisions. Attendees will explore a practical framework for evolving their clinic's assignment and scheduling logic to leverage longitudinal student performance data,

regardless of institutional size or electronic health record (EHR) platform.

Learning Objectives

- Describe how the shift from quantitative competency requirements to longitudinal, entrustment-based assessment changes the type and complexity of educational data available for clinical operations and patient assignment/scheduling decisions.
- Identify the operational gaps that emerge when patient assignment/scheduling logic designed for procedure-count models encounters students whose readiness for practice is defined by entrustment trajectories and repeated measures of observed independence.
- Apply a tiered framework for integrating entrustment-informed student performance data into patient assignment and scheduling workflows, selecting strategies suited to their institution's current data infrastructure, EHR capabilities and staffing capacity.

CE Credits: 1.0

10:00 – 10:15 a.m.

Break

10:15 – 11:15 a.m.
Maryland EF Ballroom

Game On: Enhancing Dental Students' Business Skills Through Gamification

Speakers:

Maria Meller, M.B.A.

Program Manager

University of Iowa College of Dentistry and Dental Clinics

Kari Maas, D.D.S.

Director of Clinics

University of Iowa College of Dentistry and Dental Clinics

The University of Iowa College of Dentistry and Dental Clinics has introduced a gamified dental simulation in Dental Year 3. This approach helps students build a foundation in business principles while increasing awareness of how clinical performance is evaluated. Through interactive scenarios, students engage with areas such as financial decision-making, office management, patient flow and marketing concepts. Increased transparency into how the college operates as a clinical business also helps students become better stewards of resources and make more informed decisions related to patient financial responsibility, supply usage, chair utilization and overall clinic efficiency. The

result is a more engaged learning experience that strengthens students' readiness for the business side of dental practice.

Learning Objectives

- Describe the development and implementation of a gamified dental simulation in Dental Year 3 to enhance student understanding of practice management concepts and increase transparency in clinical performance evaluation.
- Explain how gamification can improve student awareness of clinic operations, including financial decision-making, supply usage, chair utilization and patient financial responsibility to promote better stewardship of institutional resources.
- Summarize research findings and outcomes from the simulation, including its impact on student engagement, knowledge of business principles and perceived readiness for the business aspects of dental practice.

CE Credits: 1.0

11:15 – 12:15 p.m.
Maryland EF Ballroom

Solution-driven Networking

This solution-driven networking event was developed in response to requests from past ADEA BFACA meeting attendees. Many members value the camaraderie and learning among peers that occurs during discussions at meetings, acknowledging that challenges we face within our work are often similar to challenges that others experience. This session will allow attendees to leverage expertise and kinship with those at similar institutions or like-minded individuals to discover best practices and possibilities for future formal and informal collaborations.

Joining one or more connection group at this event is expected to last the duration of the ADEA BFACA conference, with options to continue relationships as they occur organically.

12:15 – 12:30 p.m.
Maryland EF Ballroom

Meeting Close: Get Involved with ADEA BFACA

Every successful organization requires an active membership to achieve its goals. While not everyone can fill an officer role, service in such a position is a wonderful way to get more involved; work with a great group of ADEA BFACA officers and ADEA staff; have a direct voice in the organizational activities of the section, such as planning the annual meeting; and give back in return for those who led before us. If you would like to serve as an officer, or are just curious about what's involved, please join the current ADEA BFACA leadership team for a brief discussion about how to take the next step in influencing the direction of dental education. The rewards far outweigh the investment of time and effort.

Disclaimer

The purpose of this program is to educate and inform. Information provided in this program is not a substitute for professional care and is not intended for use in the diagnosis or treatment of individual conditions. Guests at this presentation express their own experience, opinions and conclusions, which do not necessarily reflect those of their employer or any organization or group with whom they may be affiliated. Expressed viewpoints and opinions by speaker(s), presenter(s), guest(s) and/or facilitator(s) are also not those of the American Dental Education Association (ADEA), ADEA staff or the ADEA Board of Directors. The mention of any product, service, organization, activity or therapy should not be construed as an endorsement by ADEA.

CE Information

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ADEA designates this activity for 11.5 continuing education credits.

CE credit is awarded for overall participation in the 2026 ADEA BFACA Meeting.



All speakers agree they do not have any financial relationships with commercial entities that may be relevant to their presentation.
