

2026 ADEA Fall Meetings
October 21-23, 2026
Renaissance Harborplace Baltimore
Baltimore, MD

ADEA Section on Academic Affairs (AA)
Preliminary Meeting Agenda

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

Wednesday, October 21

7:15 a.m. – 5:00 p.m.

Registration

7:45 – 8:45 a.m.

Joint Networking Breakfast

Participants are encouraged to connect across ADEA councils and communities and discuss one question:

What is the most consequential or significant uncertainty facing your institution, school or program as it prepares students for the 2035 workforce?

8:45 – 8:55 a.m.

Presenters

Cherae M. Farmer-Dixon, D.D.S., M.S.P.H.
ADEA Chair of the Board

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

8:55 – 10:15 a.m.

Joint Opening Plenary: Vision Elevated, Impact Amplified – Plenary I

Seeing the Landscape – Vocabulary, Framework and Plausible Futures for Oral Health Education

Presenter

John Austin, Ph.D.

Dean of the Honors College and P.D. Merrill Endowed Chair of Business in the College of Business Leadership

University of New England

Moderator and Facilitator
Sonya Smith, Ed.D., J.D., M.Ed., M.A.
ADEA Chief Operating Officer; Chief of Staff

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

John Austin, Ph.D.
Dean of the Honors College and P.D. Merrill Endowed Chair
of Business in the College of Business Leadership
University of New England

Others TBA

This opening plenary will establish a shared vocabulary for understanding and navigating uncertainty in oral health education. The Uncertainty Intelligence framework core skills will also be discussed, and examples of how it can be used as a tool to build confidence when navigating uncertainty and rapid change will be provided. Participants will examine trends, drivers, signals, predetermined elements, critical uncertainties and plausible scenarios affecting the future of oral health education and care. Brief facilitated interviews and moderated panel discussions will feature speakers and presenters who will explore key trends in oral health education that are driving innovation and transformative change. Key ADEA Strategic Vision 2035 Task Force (ADEA SV2035) and the ADEA Task Force on Envisioning and Transforming the Future of Oral Health and Education (ADEA TF-ETFOHE) activities will be featured, along with the aims and implications for oral health education. Connections to other related oral health education partnerships will be highlighted.

Learning Objectives

- Identify the components of the uncertainty intelligence framework that are used to help leaders more effectively respond to rapid change and ambiguity.
- Highlight key current and future trends impacting oral health education currently and future trends that are expected to drive change and transform oral health education in the next decade.

- Distinguish between the purposes of the ADEA SV2035 Task Force and the ADEA TF-ETFOHE.
- Describe key strategic uncertainties and plausible future scenarios that may shape U.S. oral health education, the oral health profession and the broader oral health ecosystem over the next decade.

CE Credits: 1.25

10:15 – 10:45 a.m.

Joint Networking Break

10:45 a.m. – 12:30 p.m.

Members Forum

Dolores Cannella, M.A., Ph.D.
Chair of ADEA Section on Academic Affairs
Associate Professor, Department of General Dentistry
Association Dean for Education
Stony Brook School of Dental Medicine

Doug Gould, Ph.D., FAAA
Chair-elect of ADEA Section on Academic Affairs
Associate Dean
Texas A&M University College of Dentistry

Joanne Prasad, D.D.S., M.P.H.
Secretary of ADEA Section on Academic Affairs
Associate Professor, Assistant Dean for Academic Affairs
University of Pittsburgh School of Dental Medicine

Faizan Alawi, D.D.S.
Councilor of ADEA Section on Academic Affairs
Vice Dean for Academics, Professor of Pathology
University of Pennsylvania School of Dental Medicine

This interactive session will bring academic deans together to welcome new members, review findings from a recent survey examining the diverse roles and responsibilities of academic deans, and explore key challenges identified across institutions. Discussion will focus on how these insights can be translated into practical tools to support deans in their work. The session will also highlight current “hot topics” in dental education leadership and introduce a new mentoring initiative designed to connect early-career deans with experienced leaders.

Learning Objectives

- Summarize key findings from the survey on academic dean roles and responsibilities and their implications for leadership practices.
- Identify common challenges facing academic deans and discuss potential strategies for addressing them.
- Describe the structure and intended benefits of the mentoring program supporting new academic deans.

CE Credits:1.75

12:30 – 1:30 p.m.

Joint Networking Lunch

1:30 – 3:00 p.m.

Collaborate. Innovate. Educate: Building the Future of ADEA Programming

(Joint program of COS, COF, COAEP & AA)

Tanya Wright, D.D.S.

Associate Professor

University of Colorado Anschutz School of Dental Medicine

This highly interactive joint session brings together members of the Council of Sections, Council of Faculties, Council of Advanced Education Programs, and AA to share innovative educational practices, exchange ideas, and build new partnerships across ADEA.

The session will begin with a series of concise, five-minute presentations modeled on TED-style or IGNITE-style talks. Presenters will highlight an innovative program, educational strategy, research initiative, or emerging project that is underway—or soon to be launched—at their institution. The presentations are intended to inspire discussion, surface promising practices, and introduce ideas that may have relevance across disciplines, institutions, and ADEA communities.

Following the presentations, participants will take part in three rounds of structured “speed collaboration.” During each round, attendees will select a presenter whose work they would like to explore further and join a small-group conversation focused on sharing related experiences, asking questions, identifying potential applications, and considering opportunities for future collaboration. Participants may move to a different presenter for each round.

Guided prompts will help groups consider questions such as: How might this idea be adapted in another educational setting? What related expertise or perspectives could strengthen the work? Which ADEA councils, sections, or advanced education programs might share an interest in the topic? Could the concept lead to a collaborative webinar, workshop, research project, resource, or Annual Session proposal?

The session emphasizes rapid idea-sharing, active networking, and cross-community learning. Participants will leave with practical insights, expanded professional connections, and potential partners for future educational initiatives that advance academic dentistry.

Learning Outcomes

- Describe innovative educational practices, programs, research initiatives, and emerging projects from across ADEA communities.
- Identify ways innovative ideas may be adapted, expanded, or strengthened through interdisciplinary perspectives and collaboration.
- Develop professional connections and potential next steps for future educational programs, research initiatives, webinars, workshops, or Annual Session proposals.

CE Credits: 1.5

3:00 – 3:30 p.m.

Joint Networking Break

3:30 – 5:00 p.m.

Joint Afternoon Plenary: Vision Elevated, Impact Amplified – Plenary II

From Insight to Action – Tools for Strategy, Capacity and Leadership Across Multiple Futures

Presenters and Facilitators

John Austin, Ph.D.

Dean of the Honors College and P.D. Merrill Endowed Chair of Business in the College of Business Leadership
University of New England

Tolga Vural, M.B.A.

Senior Corporate Strategist
Aegean Associates

The second interactive plenary will move participants from future insight to strategic action. Using insights from the morning plenary related to trends impacting oral health education and tools, participants will engage in table-top-based scenario analysis to reflect on leadership choices and strategies that promote resilience and are important to ensure that ADEA member schools, institutions and programs thrive and prepare future-ready graduates that can effectively serve all communities.

Building on the morning's scenario analysis, participants will engage in group scenario-based exercises and explore plausible futures for oral health education over the next decade. Participants should bring a laptop or tablet to record scenario responses via an online platform. There will be the opportunity for groups to share key insights and assess implications for the oral health education community, oral health profession and ADEA Member Institutions, schools and programs. Working in groups and through online platforms and live engagement, participants will identify and discuss strategic priorities, durable capabilities and leadership decisions that can help ensure that the oral health institutions, schools and programs have the capacity to lead and drive future change that will prepare the next generation of the oral health workforce to improve oral health outcomes and overall health for all populations.

Learning Objectives

- Describe key strategic uncertainties and plausible future scenarios that may shape oral health education, the oral health profession and the broader oral health ecosystem throughout the next decade.
- Evaluate how different future scenarios could affect the current and future strategic roles of oral health education institutions, schools and programs and their ability to graduate a future-ready, oral health workforce and serve their communities.
- Identify strategic priorities, organizational capabilities, and leadership choices that can help oral health institutions, schools and programs remain relevant, resilient and impactful across multiple possible futures.

CE Credits: 1.5

5:00 – 6:00 p.m.

Joint Research Poster Showcase and Networking Reception

Thursday, October 22

7:15 a.m. – 5:00 p.m.

Registration

7:45 – 8:45 a.m.

Joint Networking Breakfast

8:45 – 10:00 a.m.

Joint Morning Plenary: Vision Elevated, Impact Amplified –
Plenary III

**Reshaping Academic Dentistry: Trends, Artificial Intelligence
and the Future Learning Environment**

Presenter

Ahmed S. Sultan, B.D.S., Ph.D.

Director of the Division of Artificial Intelligence Research

Division Chief of Diagnostic Sciences

Assistant Professor and Director of the Advanced Program in
Oral and Maxillofacial Pathology Residency

University of Maryland School of Dentistry

As artificial intelligence (AI) becomes embedded in dental education, a critical question sits alongside its promise: What happens to clinical reasoning when trainees offload cognitive work to AI before they've built the underlying skill themselves? This plenary examines "never-skilling"—the failure to ever develop a foundational competency because AI performed the task first, and distinguishes it from deskilling, whereby an already-acquired skill erodes through disuse. Participants will also be introduced to AI health literacy, an emerging competency describing the judgment and critical-appraisal skills clinicians and students need to use AI safely in health contexts.

Through real-world examples spanning simulation, radiographic interpretation, treatment planning and gamified learning tools, this session offers a practical framework for evaluating AI's place in the dental curriculum. Participants will examine narrow use cases where AI meaningfully supports instructors and students; contrast these with situations where AI use is slower, less accurate or introduces clinical risk; and consider what "opening the Pandora's box" of AI-assisted

reasoning means for critical thinking and professional accountability. The session closes on a constructive note—how, when used deliberately, AI can strengthen the cognitive foundations of dental practice and build the AI health literacy today's graduates will need.

Learning Objectives

- Define AI health literacy and differentiate between deskilling and never-skilling, examining how cognitive outsourcing to AI may shape—or short-circuit—dental students' development of diagnostic reasoning and clinical judgment.
- Evaluate AI-driven gamification and adaptive learning tools in dental education, weighing their potential to boost engagement and skill acquisition against the risk of superficial or passive learning.
- Identify narrow, evidence-based use cases where AI meaningfully benefits instructors and students and distinguish these from situations where AI use is slower and less accurate or introduces clinical risk.
- Analyze the "Pandora's box" of AI-assisted reasoning and decision-making and its implications for critical thinking, professional accountability and patient safety.
- Apply strategies for integrating AI into dental teaching and clinical training that protect foundational skill development while capturing AI's genuine benefits for learners and educators.

CE Credits: 1.25

10:00 – 10:30 a.m.

Joint Networking Break

10:30 a.m. – 12:30 p.m.

Grading Systems and Credit Allocation in Dental Education

Joanne Prasad, D.D.S., M.P.H.
Secretary, University of Pittsburgh School of Dental Medicine

Faizan Alawi, D.D.S.
Councilor, University of Pennsylvania School of Dental Medicine

Melanie Reyes, Ed.D., M.Ed.
Director of Predoctoral Education, University of Pittsburgh School of Dental Medicine

This session will explore current approaches to grading systems in dental education, including the use of pass/fail models, as well as methods for assigning credit and credit hours across didactic, preclinical, and clinical components of the curriculum. Participants will examine trends, variations among institutions, and considerations for aligning grading and credit practices with educational goals, student outcomes, and accreditation expectations.

Learning Objectives

By the conclusion of this session, participants will be able to:

- Compare different grading approaches, including pass/fail systems, and evaluate their impact on student learning and performance.
- Describe current practices for allocating credit hours across didactic, preclinical, and clinical courses.
- Assess how grading and credit structures can be aligned with institutional goals and accreditation standards.

CE Credits: 2.0

12:30 – 1:30 p.m.

Joint Networking Lunch

1:30– 3:00 p.m.

Managing Student Mental Health Challenges: Identifying Barriers and Building Effective Support Systems in Dental Education

(Joint program of COS, COF, COAEP, AFASA & AA)

Dental students face significant academic, clinical, financial and personal pressures that can affect their mental health and overall well-being. While many institutions offer counseling and wellness resources, students do not always seek help when they need it. Fear of stigma, concerns about confidentiality, lack of time and uncertainty about available resources can create barriers to support.

This interactive session will explore common mental health challenges facing dental students, discuss why students may hesitate to seek help and highlight strategies institutions can use to identify, support and refer students in need. Participants will have the opportunity to share practices, discuss challenges and learn how dental schools can create a culture that promotes well-being and student success.

CE Credits: 1.5

3:00 – 3:30 p.m.

Joint Networking Break

3:30 – 5:00 p.m.

Joint Afternoon Plenary: Vision Elevated, Impact Amplified –
Plenary IV

**Beyond AI Training: Building Organizational Readiness for AI
in Academic Dentistry**

Presenter

Jessica A. Stansbury, Ed.D., M.A.

Director, Center for AI Learning and Community-Engaged
Innovation (CAILI)

Director of Teaching and Learning Excellence

Center for Excellence in Learning, Teaching and Technology
(CELTT)

University of Baltimore

This interactive workshop invites academic dental leaders, faculty and staff to examine a critical question: What does it take for an institution—not just its early adopters—to become ready for artificial intelligence (AI)? Artificial intelligence is already influencing teaching, clinical education, research, student learning and institutional operations. Yet increased AI activity does not necessarily mean an institution is ready for meaningful and sustained AI integration. Academic dental institutions may offer workshops, develop guidance, explore new tools or support individual innovators while still facing uneven adoption, unresolved concerns, fragmented decision-making and uncertainty about how to move from experimentation toward coordinated institutional action.

Through live polling, institutional reflection, small-group discussion and practical readiness exercises, participants will examine where their institutions currently stand, who is participating in AI adoption, who may be missing from the conversation and how to preserve human-centered values that define exceptional education, leadership and patient care. Participants will explore how trust, understanding, access, relevance and participation shape AI readiness and influence the implementation of AI across academic environments.

The session will help participants distinguish between visible AI activity and deeper institutional readiness while examining the organizational and human conditions necessary to move from isolated experimentation and one-time training toward coordinated, responsible and mission-aligned integration. Participants will leave with a clearer understanding of their institution's current readiness, the barriers that may be limiting progress and practical next steps for advancing AI integration within their programs, schools and institutions.

Learning Objectives

- Identify practical future-ready, AI-enabled applications.
- Assess where their institution or program currently stands in the progression from AI familiarity and experimentation toward meaningful integration and organizational transformation.
- Identify human and organizational factors—including trust, understanding, access, values, relevance and participation—that influence AI readiness across teaching, clinical education, research and institutional operations.
- Distinguish between isolated AI activity and coordinated institutional strategy, and identify practical actions that can support responsible, inclusive and mission-aligned AI integration.

CE Credits: 1.5

Friday, October 23

7:15 – 10:30 a.m.

Registration

7:45 – 8:45 a.m.

Joint Networking Breakfast

8:45 – 10:00 a.m.

Joint Plenary: Vision Elevated, Impact Amplified –
Plenary V

Future-ready Oral Health Education: Preparing for an AI-enabled Future

Presenter

Meredith Bailey, D.M.D., M.B.A.

Clinical Assistant Professor of General Dentistry

Director of Education Support & Performance Evaluation

Boston University Henry M. Goldman School of Dental
Medicine

Artificial intelligence (AI) is transforming education, health care and the future of dental practice. As educators, we have the opportunity to shape the future by providing students with the tools they need to be successful both now and for years to come.

This session explores how academic leaders and educators can use AI to intentionally create future-ready, learning environments while preserving essential knowledge, including critical thinking, educator expertise and ethical principles. Through practical examples, institutional experiences, and implementation strategies, participants will examine how AI can enhance learner engagement and personalized feedback. Participants will leave with practical strategies for responsibly integrating AI into dental education, along with a framework for preparing graduates who are technically proficient, adaptable and ready to lead the future of oral health care.

Learning Objectives

- Discuss how AI is influencing dental education and shaping the future of the oral health workforce.
- Identify practical applications of AI to enhance learner engagement, personalized feedback and educator effectiveness in dental education.
- Apply practical strategies to develop a future-ready oral health workforce that is adaptable, grounded in critical thinking and ethical principles and prepared to lead the future of the oral health profession.

CE Credits: 1.25

10:00 – 10:15 a.m.

Networking Break

10:15 a.m. – noon

Overview of Updates to CODA Standards

Sillas Duarte, D.D.S., M.S., Ph.D.

Associate Professor and Associate Dean of Comprehensive Care, University of Southern California Herman Ostrow School of Dentistry

Member, CODA Review Committee on Predoctoral Dental Education

Member, Ad-Hoc Committee to Review Accreditation
Standards for Dental Education Programs

Cecile Feldman, D.M.D., M.B.A.
Dean, Rutgers School of Dental Medicine
Member, CODA Ad-Hoc Committee to Review Accreditation
Standards for Dental Education Programs

Kathleen J. Hinshaw, Ed.D., LDH, FADHA
Sr. Director, CODA and USDE Recognition Compliance

This session will provide a thorough review of recent updates to the Commission on Dental Accreditation (CODA) Standards, highlighting the most significant revisions and the areas most affected. It will also explore how these changes may impact dental education programs and outline expectations for implementation. Participants will leave with a clearer understanding of both the revised Standards and strategies for incorporating them into their programs.

Learning Objectives

- Describe the primary revisions included in the updated CODA Standards.
- Identify components of their programs that may need to be modified in response to these changes.
- Explain CODA's expectations regarding compliance and associated timelines for adopting the updated Standards.

CE Credits: 1.75

Noon

Adjourn

Disclaimer

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