

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

ADEA Section on Academic Affairs (AA)
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

Understanding Uncertainty: Seeing the Landscape 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

Oral health education is being shaped by rapid and interconnected change—from emerging technologies and workforce pressures to affordability, changing learner needs, evolving models of care, regulatory expectations and shifting community needs. In this environment, leaders do not need to predict the future perfectly, but they do need ways to recognize change, make sense of uncertainty and ask better questions about what may lie ahead.

This interactive opening plenary introduces uncertainty intelligence as a practical way to remain thoughtful, steady and constructive when the future is unclear. Participants will explore how signals of change can help leaders identify uncertainties that may affect oral health education, institutions, learners, faculty, staff, communities and the future oral health workforce.

Through brief framing, live polling and facilitated table discussions, participants will identify uncertainties they are observing, name signals that suggest why those uncertainties matter and consider how they connect to two major ADEA future-facing efforts—the ADEA Strategic Vision 2035, which is focused on ADEA’s future role, value and impact, and the ADEA Task Force on Envisioning and Transforming the Future of Oral Health and Education (ADEA TF-ETFOHE), which is focused on the future of oral health education.

This morning session is designed to create a shared vocabulary and starting point for the day. Participants will not be asked to solve the uncertainties they identify. Instead, they will practice noticing change, naming what is unclear and beginning to determine which issues deserve continued attention and conversation. Table submissions will be captured through Slido and upvoted; the highest-ranked uncertainties will be carried forward as the starting point for the afternoon plenary.

Learning Objectives

- Explain briefly uncertainty intelligence and how it can help leaders, educators, students and organizations respond constructively when the future is unclear.
- Identify an uncertainty and a related signal of change that may affect oral health education or the future oral health workforce.
- Connect evolving uncertainties to the ADEA Strategic Vision 2035 Task Force's future-facing work regarding ADEA's viability, capabilities and long-term value.
- Align emerging uncertainties with ADEA TF-ETFOHE initiatives to build an adaptive oral health education ecosystem that graduates a future-ready workforce that can meet the changing health care needs of all communities.

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 Future of ADEA Programming (Joint program of COS, COF, COAEP & AA)

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

The session will begin with a series of concise, 10-minute presentations. 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. Participants will be able ask questions, identify potential applications and consider opportunities for future collaboration(s).

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.

Short Talks:

- *Preparing Person-centered Dental Professionals for an Increasingly Integrated Health Care System: The Importance of Collaborative Education*

Presenter

Cameron L. Randall, Ph.D.

Assistant Professor

University of Washington School of Dentistry

- *From Collaboration to Innovation: Educating Clinical Faculty Through AI-assisted Instructional Design*

Presenter

Hanan Omar, B.D.S., M.Sc., Ph.D.

Professor and Associate Dean of Academic Affairs and Research

A.T. Still University

Missouri School of Dentistry & Oral Health

- *Beyond Teeth: The Airway Can't Wait! Standardizing Sleep Apnea Risk Assessment in Dental Education*

Presenter

Harmeet Chiang, D.M.D., M.S.

Virginia Commonwealth University School of Dentistry

- *The Road Beyond Residency*

Presenters

Shreekrishna Akilesh, D.M.D., M.P.H.
Senior Associate Director, Pediatric Dentistry
NYU Langone Dental Medicine

Jacy Stauffer, D.M.D.
Oregon Health & Science University School of Dentistry

- *The AI Detective: Safeguarding Academic Integrity in Dental Education*

Presenter
Mohamed Ibrahim, B.D.S., M.Sc., Ph.D.
Professor and Director of Predoctoral Endodontics
Marquette University School of Dentistry

Learning Objectives

- 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 Uncertainty to Strategic Conversation: Asking Better Questions About the Future

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 afternoon plenary builds directly on the morning's exploration of uncertainty by moving from noticing and naming change to asking better strategic questions about what comes next.

At the close of the morning plenary, participants will have surfaced and upvoted the uncertainties they believe deserve continued attention. The highest-ranked uncertainties from that work will be brought back to the room in the afternoon as a shared starting point. Rather than beginning with a new generic poll, tables will select from these participant-generated priorities—or identify a closely related issue that they believe requires attention—and use that uncertainty to frame their discussion.

Rather than attempting to develop solutions or action plans, participants will consider which uncertainties deserve further conversation, who needs to be part of those conversations and what questions could help move the dialogue forward. Each table will identify one useful “next conversation” that could help ADEA, institutions, schools, programs or other stakeholders learn more and prepare for the future.

Through facilitated discussions, live engagement and table-based reflection, participants will practice developing strategic questions that are broad enough to encourage new thinking but focused enough to guide meaningful conversation. They will also consider whether the issues they identify relate primarily to ADEA Strategic Vision 2035, ADEA Task Force on Envisioning and Transforming the Future of Oral Health and Education (ADEA TF-ETFOHE) or both.

Together, the two plenaries create a simple progression from **Notice** → **Name** → **Ask** → **Learn**. By the close of the afternoon session, participants will have helped surface questions and conversations that can inform continued dialogue across ADEA councils, sections, committees, institutions, schools, programs and partner communities.

Learning Objectives

- Translate an important uncertainty from the morning plenary into a focused strategic question that drives

dialogue and long-term readiness to help oral health education prepare for future change.

- Identify key member and stakeholder groups required to guide future-oriented conversations on major issues impacting oral health education and expanding ADEA's stakeholder value through 2035 and beyond.
- Connect current and emerging uncertainties with the key focus areas of the ADEA Strategic Vision 2035 Task Force and ADEA TF-ETFOHE to guide strategy and future changes in oral health education.

CE Credits: 1.5

5:00 – 6:30 p.m.

**Joint Research Poster Showcase and Networking Reception
Featuring *Pathways, Purpose and Leadership: A Conversation
With Undaunted Trailblazers***

Panelists

Todd V. Ester, D.D.S., M.A., FACD
Associate Dean for Well Being and People and Clinical
Associate Professor
University of Michigan School of Dentistry

Donna Grant-Mills, D.D.S., M.Ed., RDH
Professor and Associate Dean for Student Affairs
Howard University College of Dentistry

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

Herminio L. Perez, D.M.D., M.B.A., Ed.D.
Assistant Dean for Campus Life
Rutgers School of Dental Medicine

Moderator

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

Starting at 5:30 p.m., *Pathways, Purpose and Leadership: A Conversation With Undaunted Trailblazers* brings together accomplished oral health educators and leaders with meeting attendees and college students to explore pathways to careers in dentistry and other oral health professions. Moderated by Dr. Karen P. West and drawing on personal

stories from the Undaunted Trailblazers book series, panelists will share insights into overcoming challenges, building meaningful connections, finding mentors and pursuing opportunities in clinical practice, education, research and service.

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 Pittsburg 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)

Speakers

Margaret Yang, Ph.D.

Assistant Dean of Student Affairs

University of Pennsylvania School of Dental Medicine

Dawn Roberts, Ed.D.

Dean of Well Being and Engagement

University of Maryland School of Dentistry

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 Plenary: Vision Elevated, Impact Amplified – Plenary IV

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: 1.5

5:00 – 6:00 p.m.

Joint Reception (Open to all conference attendees)

6:00 – 7:00 p.m.

Council of Sections Meet and Greet

Friday, October 23

7:15 – 10:30 a.m.

Registration

7:45 – 8:45 a.m.

Joint Networking Breakfast

8:45 – 10:15 a.m.

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

Working With AI: Boundaries, Best Practices and Professional Judgment

Presenter

Regina Curran, J.D.

Director, Privacy and Cyber Policy

American University

Generative artificial intelligence (AI) tools have quickly become part of everyday academic and professional life, often without clear guidance on when their use is appropriate, what risks they create or how to evaluate their output. This interactive session explores the practical, ethical and professional considerations of using AI in higher education

and administrative work. Participants will gain a foundational understanding of generative AI and related technologies while learning how to make informed decisions about when AI can support their work—and when human expertise, judgment or confidentiality concerns should limit its use.

The session will address common questions about privacy, intellectual property, confidential information, student and health-related data, transparency, and disclosure. Participants will examine real-world scenarios involving AI-generated content, consider appropriate responses when AI use may not meet expectations or professional standards and explore strategies for using AI to enhance efficiency without sacrificing accuracy, accountability or authentic expertise.

Rather than offering one-size-fits-all rules, the session will provide practical frameworks and questions that help professionals exercise sound judgment in rapidly evolving environments.

Learning Objectives

- Distinguish among forms of AI (including but not limited to generative AI / large language models) and evaluate when AI use is appropriate for teaching, administration, research and professional work versus when it introduces unacceptable risk.
- Apply practical guidelines for protecting confidential, regulated, proprietary or sensitive information—including student and health-related data—when using AI tools.
- Assess AI-generated content for accuracy and professional appropriateness and communicate expectations around AI use, disclosure and transparency with students, colleagues and other stakeholders—including how to raise concerns when AI output doesn't meet standards.

CE Credits: 1.5

10:15 – 10:30 a.m.

Networking Break

10:30 a.m. – noon

Overview of Updates to CODA Standards

Speakers

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: 1.5

Noon

Adjourn

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

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