

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

ADEA Council of Sections (ADEA COS)

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.

**Welcome**

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.

**ADEA Collaboration Exchange: Speed Networking for Better Educational Programs**  
(Joint program of COS & COF)

Speaker

Tarianne Wachtel, D.M.D.

Assistant Professor

Midwestern University College of Dental Medicine-Arizona

Innovation in dental education is accelerated when diverse perspectives come together around shared challenges. This highly interactive session transforms traditional networking into structured collaboration by bringing together leaders from the Councils of Sections (COS) and Council of Faculties (COF) to generate ideas for future educational programming.

Participants rotate through a series of themed discussion tables, each focused on a timely issue facing academic dentistry. During each round, participants work with a new interdisciplinary group to explore emerging needs, identify opportunities for collaboration and design innovative educational programs that could become future ADEA Annual Session & Exhibition sessions, webinars, workshops and virtual learning opportunities or year-round initiatives.

Rather than simply exchanging contact information, participants leave the session with new professional connections, concrete program concepts and potential collaborators from across the ADEA leadership community.

By intentionally mixing perspectives from faculty, specialty education and section leadership, the Collaboration Exchange encourages ideas that no single community could develop alone while strengthening relationships across ADEA.

**Learning Objectives**

- Identify shared priorities and emerging opportunities for collaboration across the Council of Sections, Council of Faculties, and Advanced Education Programs.
- Develop innovative educational program concepts that address current challenges and future needs in academic dentistry.

- Build interdisciplinary partnerships that support future ADEA Annual Session proposals, webinars, workshops and other collaborative educational initiatives.

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)

This highly interactive joint session brings together members of the Council of Sections, Council of Faculties and Council of Advanced Education Programs 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.  
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 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 Credit: 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.

**ADEA COS Business Meeting**

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 and AFASA)

#### 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.

#### Learning Objectives

- Identify common mental health challenges and stressors experienced by dental students.
- Discuss barriers that may prevent students from seeking mental health support.
- Explore strategies for recognizing and responding to students who may be struggling.
- Share institutional practices that promote student wellbeing and increase utilization of support services.

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 Credit: 1.5

5:00 – 6:00 p.m.

**Council of Sections Reception**

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

### **Working With AI: Boundaries, Best Practices and Professional Judgment**

(Joint program of COS, COF and COAEP)

Speaker:

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: 1.75

Noon

Adjourn

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