Good afternoon colleagues, friends, and guests. It has been an honor to serve as your President-elect, and I humbly thank you for the privilege you have given me to represent the American Dental Education Association. I want to thank Jerry Glickman and Leo Rouse, my predecessors, for serving as such great mentors this past year. This afternoon I would like to focus on three areas: 1) a little more about me; 2) the initiatives ADEA will pursue this next year; and 3) the theme for next year’s annual session in San Antonio.

First, a little more about me. I started my academic career at the University of Oklahoma thirty-seven years ago after completing dental school at the University of Missouri-Kansas City and my oral pathology training at the University of Michigan. The last thirteen years I have had the privilege of serving as the Dean at the University of Oklahoma College of Dentistry.

My first encounter with ADEA, then the American Association of Dental Schools (AADS), occurred in the early 1980s. I was an Associate Professor looking for something to expand my academic horizons. An ad came out announcing an AADS Legislative Workshop. I signed up and attended the workshop that spring. It did what I had hoped for. It provided me with a much broader view of the issues facing dental education and dentistry and a better understanding of how government works.

Because of that experience, I applied the following year for the AADS Harry W. Bruce Jr. Legislative Fellowship and was selected. I did not realize how important that experience would be until four months after I returned to Oklahoma when the Governor announced that he wanted to close the College of Dentistry. The end result is obvious: we survived the attack. But the experiences gained from the legislative fellowship were invaluable in addressing the challenge. The take-home lesson for me was that dental educators can never assume we have or will continue to have the support of the practicing community, our own university, or the state legislature. To maintain the support of these groups requires constant education, networking, advocacy, and an awareness and understanding of the issues facing education and the profession locally and nationally. ADEA provides critical support in each of these areas.

This brings me to the second portion of my talk: the issues, initiatives, and priorities that ADEA will focus on in the coming year. One of the most important of these issues is the impact of the Affordable Care Act. I am sure that you, like me, have heard numerous presentations on the impact of this legislation and walked away with no definitive answers. Despite all the speculation, we still have no idea how making millions of additional children eligible for dental care will impact dental practitioners and dental schools. As the federal rules and regulations are written to implement the Affordable Care Act, ADEA will advocate for dental education when appropriate and inform us on how best to navigate the changing health care environment.

Another important initiative for ADEA is interprofessional education (IPE). For the past several years, ADEA has served as a leader among national health care education organizations in promoting IPE. ADEA has played a key role in exploring best practices for implementing IPE and the associated interprofessional core competencies into dental school curricula. With the continuing national emphasis on patient-centered, team-based care and the incorporation of the new CODA predoctoral standard on IPE in the revised accreditation standards, this initiative will continue to be a priority in the coming year.

Student indebtedness is another area where ADEA is and must remain active. As you know, Dr. Glickman appointed a task force chaired by Dr. Cecile Feldman, Dean of the University of Medicine and...
Dentistry of New Jersey/New Jersey Dental School, to look at the problem of student indebtedness. The task force will submit its report at this annual session. I have asked Dr. Feldman to chair a new task force on these and other issues and report back at next year’s annual session. I am pleased that she has agreed. The task force will continue to work with the ADEA Policy Center and with the American Dental Association working group on this issue. Two areas the task force was not able to explore this past year that will be investigated this coming year are 1) the viability of the current dental education model and 2) the future return on investment of a dental education.

Another issue of interest not only to ADEA but also to the entire profession is the role of mid-level providers in the provision of dental care. It is a very controversial issue encompassing a variety of proposed models and various levels of acceptance from state to state. ADEA’s new monthly newsletter, the ADEA State Update, is very helpful in keeping all of us current on this issue as well as other state dental issues. As states expand their definition of scope of practice and institute new workforce models, ADEA and the academic community need to ensure the competence of these mid-level providers. On Monday at the Presidential Symposium, the role of mid-level providers will be debated. It should be fun!

One of the most important roles ADEA plays in dental education is providing opportunities for faculty development. Cultural and generational challenges, changing accreditation standards, and the implementation of new technologies in an environment of fewer resources are just a few of the issues faculty face today. If faculty members are to be successful in this rapidly changing environment, it is essential that they be provided with the knowledge and tools to deal with these changes. ADEA offers a variety of faculty development opportunities not only during the annual session, but also throughout the year through the association’s scholarship, fellowship, and leadership programs. Unfortunately, not all faculty members have the opportunity to attend the annual session or participate in the various fellowship programs, so ADEA is experimenting with new approaches to increasing access to faculty development programs.

In this regard, the ADEA Commission on Change and Innovation in Dental Education (ADEA CCI) piloted this past year a new model for the dissemination of information to faculty in regional workshops. The model is based on the concept that if faculty development opportunities are presented at multiple regional venues and at various times, more faculty members will be able to attend, and travel costs will be minimized. The topic chosen to initiate this concept was the new predoctoral accreditation standards. Three of the four regional accreditation workshops have been held, and the last one is scheduled for April. This coming year we will evaluate the success of these regional workshops. If successful, we will explore other topics that would lend themselves to the regional workshop format.

I would also like to explore other platforms for faculty development such as online courses, videoconferencing, or even MOOCs. I had never heard of MOOCs until about six months ago. Now every time I pick up a newspaper or magazine, there seems to be a story on MOOCs. For those not familiar with that term, it stands for Massive Open Online Courses. One of the originators of the concept is Sebastian Thrun, a pioneer in artificial intelligence and robotics and inventor of the Google self-driving car. While at Stanford, he decided to offer one of his online courses on artificial intelligence globally and for free. Over 160,000 individuals signed up. Thrun makes some provocative statements about traditional higher education. For example, he has said that “conventional university teaching is way too costly, inefficient, and ineffective to survive for long” and “getting a master’s degree might just cost $100.” Because of the success he experienced utilizing the MOOC format, he founded a company called Udacity to further develop the idea.

Since then, there has been a boom in online higher education companies. Most of these companies are in partnership with major universities such as Stanford, Michigan, and Harvard. Udacity already has 20 companies that accept Udacity’s certificates for course completions, and Udacity has submitted four courses to the American Council on Education to be certified for college credit. A university in Colorado now accepts transfer credit for one of Udacity’s courses. This raises a question: do MOOCs have a role in dental education? That is a question I would like to explore this coming year.

The last item I would like to discuss is the theme of the 2014 ADEA Annual Session & Exhibition. In June of last year, the ADEA Board of Directors held its retreat at the Georgetown University Medical Center, where we were given an overview of the neuroscience of how people learn. To be honest, that is a question I had not really thought much about during my forty years of teaching. From that experience came the theme for the 2014 ADEA An-
Annual Session & Exhibition: The Science of Learning. This theme will focus on the questions of how people learn and what is the most effective way to teach.

At tomorrow’s plenary session, you will see a preview of next year’s theme. Dr. John Medina, author of *Brain Rules*, will discuss how students really learn and how best to engage them. During next year’s annual session, we will explore the neuroscience and neuropsychology of learning, including the influence of various learning styles, understanding learning disabilities, and the implications of new technologies on the future of learning and teaching. We will examine both traditional and innovative teaching and assessment methodologies and discuss how they apply to didactic and clinical teaching. In addition to hearing plenary speakers and participating in workshops and seminars, attendees will have the opportunity to engage in interactive learning situations that demonstrate the science of learning.

Before I close, I want to thank Dr. Denice Stewart, Associate Dean for Clinical Affairs at the Oregon Health & Science University School of Dentistry, for agreeing to serve as Chair of the 2014 Annual Session Program Committee. Denice is an amazingly talented individual who will do a great job!

I have had the opportunity to watch ADEA grow into one of the most respected and influential professional health education associations in Washington. This accomplishment is due to an extremely talented staff and leadership team. I have to thank the ADEA staff for everything they have done for me this past year. They are great!

I also need to thank all the faculty, staff, and students at the University of Oklahoma College of Dentistry for their support. Lastly, I need to thank my wife and my two children for their support. I also want to thank my two children for no longer being on my health insurance.

Thank you and have a great meeting!