



## **ADEA Council of Deans Fellowship**

# **Guide for Sponsoring Deans**

**Class of 2025-2026**

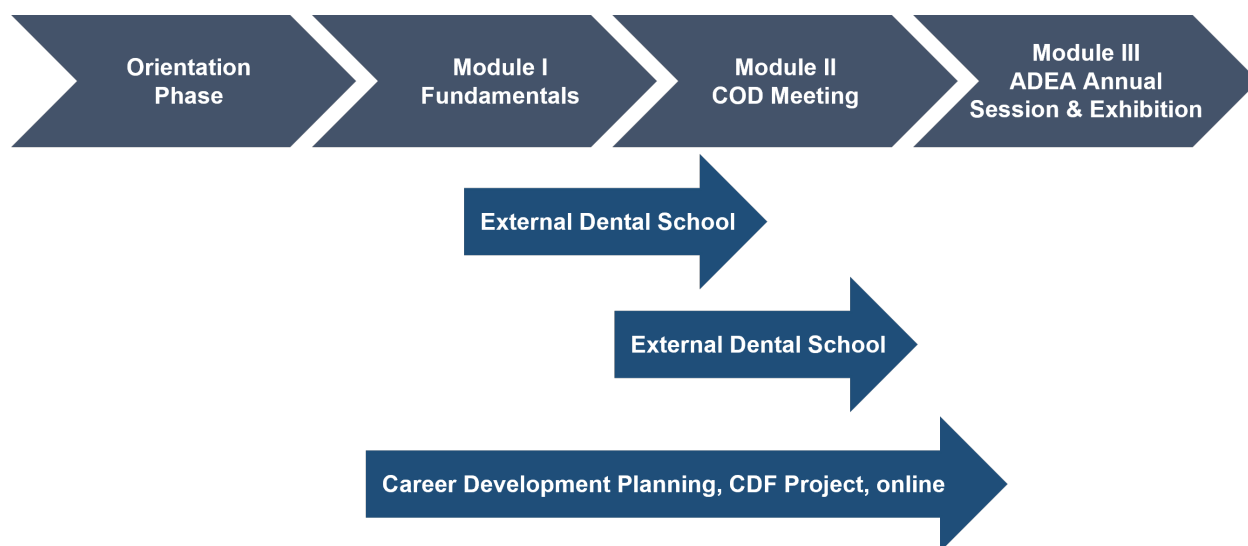
## Table of Contents

Background.....	page 3
Serving as a Sponsoring Dean .....	page 3
Orientation Phase, CDF Coaches and CDF Director.....	page 6
Career Development Plan and Capstone Project.....	page 6
Weeklong Campus Site Visits .....	page 6
Modules .....	page 7
Program Dates in Brief.....	page 8
Appendix. Career Development Plan Template, with Project Guidelines.....	page 9

## Background

The ADEA Council of Deans Fellowship (ADEA CDF) is a year-long, professional development experience designed to cultivate promising faculty and administrators to become future dental deans and higher education leaders. Fellows will engage in formal, in-person programming, coaching, site visits to other schools and a Capstone Project. They will benefit significantly from mentoring and support from the deans at their home institutions (Sponsoring Deans) to maximize the outcomes of this new program. There is a significant time commitment to this program of about a half day per week.

Major components of the CDF are shown below. These components, along with other CDF experiences are described in further detail throughout this *Guide for Sponsoring Deans*.



## Serving as a Sponsoring Dean

ADEA strongly encourages the Fellow's Dean to actively mentor the Fellow throughout the year. Depending on the goals of the Fellow and institution, they may have an additional mentor. This Guide is to help the Dean implement a structured process to work with the Fellow. Over the course of the year, this Guide suggests eight formal meetings of approximately one hour that correspond to the milestones of the ADEA CDF Fellowship. The mentoring guidelines below are not exhaustive, but they constitute a minimal set of activities to ensure the Fellow's experience at their home institution complements the formal ADEA CDF Fellowship curriculum.

The ADEA CDF Program Director and Fellowship Coach will contact you to arrange video / telephone conferences to discuss any insights for how to best work with your Fellow. These conversations should help the Coach get to know the Fellow, including their strengths, areas for improvement and any aspects of the Fellow's roles and/or responsibilities that will be different because of or during the Fellowship year. The Program Director and Coach welcome any insights you have for how best to work with your Fellow.

### Formal Meeting 1: Prior to the Start of the ADEA CDF Program

Meet with your Fellow to discuss:

- Their goals for the ADEA CDF Fellowship;
- Their leadership philosophy;
- How they plan to apply Fellowship learning during the Fellowship year;

- Career aspirations—three to five years into the future;
- Your expectations for the Fellow during the fellowship year, including any new roles or responsibilities;
- Discussion and assistance with the Captstone Project; and
- A schedule of meetings and other opportunities for the Fellow to meet with you and for the Fellow to attend during the Fellowship year are shown below.

### **Formal Meeting 2: After Module I of the ADEA CDF Program**

Identify and schedule reinforcing experiences at your institution. The impact of the ADEA CDF Fellowship curriculum is greatly enhanced if your Fellow has opportunities to practice what they are learning in the formal program. As a dean sponsor, consider how you can help your Fellow grow by:

- Having the Fellow “shadow” you in meetings that they would not ordinarily attend;
- Appointing the Fellow to a committee or as chair of a committee that is working on an important task for the institution;
- Engaging the Fellow in university-wide affairs through an appointment, attendance at university-wide meetings, and networking with key individuals;
- Sending the Fellow to ADEA regional meetings and other national or regional meetings in higher education or health professions education that are applicable to their leadership development;
- Assisting the Fellow in finalizing and pursuing the Fellowship project;
- Developing a calendar for the upcoming year; and
- To the extent possible, schedule in advance all meetings and opportunities in which you expect your Fellow to engage. If an annual calendar is not possible, consider a quarterly calendar to assist in keeping your Fellow on track to meet expectations.

### **Formal Meeting 3: Before Site Visit 1**

Meet with your Fellow to discuss their fall site-visit plan. Review the proposed site-visit schedule and offer suggestions to enhance the Fellow’s experience. The schedule will primarily be developed by the Fellow and their Coach but you as their Dean can and should provide specific recommendations to enhance the experience. This is an appropriate time to remind the Fellow of the confidentiality expectations that are in place for both institutions.

### **Formal Meeting 4: Following Site Visit 1**

Within two weeks of the completion of their site-visit experience, meet with your Fellow to discuss what they learned from the experience and how your Fellow intends to apply the learning as part of their Career Development Plan.

### **Formal Meeting 5: Before Site Visit 2**

Review the proposed site-visit schedule and offer suggestions to enhance the Fellow’s experience. The schedule will primarily be developed by the Fellow and their Coach, but you as their Dean can and should provide specific recommendations to enhance the experience.

### **Formal Meeting 6: Following Site Visit 2**

Within two weeks of the completion of their site-visit experience, meet with your Fellow to discuss what they learned from the experience and how your Fellow intends to apply the learning as part of their Career Development Plan.

**Formal Meeting 7: Prior to Module III**

Sponsoring deans should meet with their Fellow to discuss what they learned from the overall Fellowship experience, including the Capstone project. Discuss ways in which the ADEA CDF Fellowship program might be enhanced, and how the Fellow intends to apply the learning in a Career Development Plan.

**Formal Meeting 8: Following Module III**

A couple of weeks after the ADEA Annual Session & Exhibition, meet with your Fellow to debrief the entire ADEA CDF experience and implement the Fellow's Career Development Plan. This is an excellent time to revisit the first meeting you had with your Fellow. Specific areas for discussion may include: (1) What has changed in your Fellow's leadership style since beginning the ADEA CDF? (2) What does your Fellow consider the most impactful aspects of the ADEA CDF on their career? (3) After the ADEA CDF experience, how has your Fellow's career goals and aspirations changed? (4) What is next in your Fellow's plan for professional growth and development, which can form the basis of a Career Development Plan?

Engage your Fellow to inform others at your institution: To maximize the value gained, your Fellow should be required to pass on learning from the ADEA CDF. Specifically, they could present an overview of the Fellowship experience to other faculty or even lead a workshop based on some aspect of the Fellowship curriculum.

As the Dean of an ADEA CDF Fellow, you play a vital role in the Fellow's learning experience. The future of dental education depends on having exceptional leaders as deans. Thank you for your contribution to your Fellow's career and to dental education!

### Orientation, Coaches and Director

The ADEA CDF begins at the ADEA Annual Session & Exhibition with Orientation. Each Fellow will be assigned to a small group of peers and each group will have a Coach. ADEA CDF Coaches are former senior leaders at the level of dean or above in dental and higher education who will work with their assigned Fellows throughout the year. ADEA CDF Coaches meet with Fellows virtually throughout the Fellowship, three times individually and three times in a small group. Coaches will attend the ADEA Council of Deans' Conference and the ADEA Annual Session & Exhibition. ADEA CDF Coaches will contact each Fellow's Dean early in the Fellowship to learn more about the Fellow's development needs and near the end to report on the Fellow's development to provide feedback on the Fellow's CDF experience.

ADEA has appointed a Director, Dr. Steven W. Friedrichsen, to oversee the ADEA CDF curriculum and learning experiences. The Director will assist in the selection process, facilitate communication about site visits to other academic dental institutions with ADEA staff, assess program outcomes, and serve as a liaison to the Fellows' deans as needed (see information below). ADEA will provide contact information about CDF Coaches and the Director to mentor deans after the selection process is complete.

### Career Development Plan and Capstone Project

An integral part of the ADEA CDF Fellows program is completion of a Career Development Plan and a Capstone project. Fellows use the Career Development Plan to assess their leadership skills and set goals for Fellowship experience. The Plan will also be a reference document for the sponsoring dean, the Fellow, and the Fellow's Coach to maximize the value of this experience and provide continued guidance for the Fellow following the completion of the formal program. The sponsoring dean is asked to monitor progress on the Fellow's Career Development Plan. A sample template of the Career Development Plan is in the Appendix to this Guide.

The CDF Capstone Project Plan. The purpose of the project is for the Fellow to gain *new* knowledge, skills and experience needed to serve as a dental school dean. The project should take place at the Fellow's home institution, although exceptions may be submitted to the ADEA CDF Director for approval. While the project does not require a precise time commitment, each Fellow must demonstrate a deliberate effort to increase knowledge, skills and experience as a potential dental school dean in a project that results in useful outcomes to the Fellow's home institution. *An estimate of the amount of time the Fellow should devote to the project is 30 to 50 hours.*

***Projects should be a mutual decision among the Fellow's sponsoring dean, the Fellow, and the Fellow's CDF Coach to maximize the value of this experience.*** Career Development Plans are due before Module I begins, with a draft proposal for the Capstone project due April 4, 2025. The final proposal for the Capstone project is due to the CDF Director on May 13, 2025. For more information, see the description of the project in the Career Development Plan template located in the Appendix.

### Weeklong Campus Site Visits to Other Dental Schools (May – December 2025)

Following Module I in Washington, DC, Fellows will participate in two one-week site visits (one between May and August; the second between September and December) to a dental school that has agreed to host a Fellow for a week. Working with their Coach and the host dental school, the Fellow will create a customized site-visit plan and schedule at an institution comparable to one of three types of dental institutions (Research Intensive, Multi-focus Mission or Clinical Intensive) based on the Fellow's career goals. The visit will include shadowing the host dean,

engaging with leaders in the host dental school and conducting a series of interviews with key university leaders, such as the president, provost and selected vice presidents.

Onsite interviews will be conducted by each Fellow and in many cases will be debriefed by the senior dental school leader responsible for that area. The primary purpose of the site visit interviews is to gain an understanding of what key leaders do in the university and in organized dentistry, and to identify challenges and opportunities facing dental education as well as explore potential solutions. Based upon experiences gained from the first one-week dental school site visit, the Fellow and Coach will debrief that experience and plan for the next one-week site visit. Fellows will upload “reflections” to the ADEA eLearn site two weeks after each site visit.

## **Modules**

The in-person learning program consists of three formal, in-person sessions, described below.

**Module I (ADEA Offices)** focuses on the Fundamentals of Administrative Leadership and will be held at the ADEA Office in Washington, DC. Prior to Module I, Fellows will complete their Career Development Plan, including a draft of their proposed Capstone Project. Programming will include strategic planning, finances for deans, crisis leadership, faculty recruitment/retention, understanding organizational dynamics, innovation and creative thinking, fundraising, negotiation and coaching among other topics. Fellows will spend one-on-one time with their Coaches. Opportunities are provided for peers to give feedback to each other about pertinent issues.

**Module II (Deans Conference)** includes attendance at the full set of meetings held by the ADEA Council of Deans. Module II emphasizes the practice of the Fundamentals of Administrative Leadership. Practicing the Fundamentals of Administrative Leadership will be an interactive case-based workshop based on the foundation laid during Module I. On the afternoon of the first day, Fellows will participate in the ADEA New Deans Workshop. One of the most important components of Module 2 is attending the regular programming at the Council of Deans Conference. Fellows are expected to attend all the conference meetings, including the business meeting. During the session Fellows will plan for how to most effectively use their time with the deans.

**Module III (ADEA Annual Session and Exhibition)** will be held on the day prior to the ADEA Annual Session & Exhibition. It will begin with Fellows discussing key takeaways from the Fellowship experience. Fellows will present their projects to the incoming ADEA CDF cohort, what they learned, how they have or plan to apply learning and what resources they recommend to other Fellows who may have an interest in the same area of development. There will be a graduation luncheon, and sponsoring deans will be invited to this event.

***Fellows are required to attend all CDF modules. Failure to do so may result in dismissal from the Fellowship.***

**Program Dates in Brief**

**Important Dates for 2025-2026 Council of Deans Fellowship Program**

Date	Venue	Activity
March 7, 2025 7:30 a.m. – 4:30 p.m. (arrive March 7)	Gaylord National Resort & Convention Center National Harbor, MD	Presentations from 2024-2025 Fellows, graduation luncheon, orientation and assignment of Career Development Plan and Project Plan
March 8, 2025 1:00 – 4:00 p.m.	Gaylord National Resort & Convention Center National Harbor, MD	Council of Deans Business Meeting
March 11, 2025 11:30 a.m. – 1:00 p.m.	Gaylord National Resort & Convention Center National Harbor, MD	Council of Deans Business Meeting
April 4, 2025	Online Submission to LMS	Submit Career Development Plan Submit Draft Project Plan
April 6, 2025, 6:30 p.m. to April 9, 2025, 4:45 p.m.	ADEA Offices 655 K Street, NW, Suite 800, Washington, DC	Module I: Fundamentals of Administrative Leadership
May 1, 2025 to Feb. 14, 2026	Online	Meetings with Coach
May 1, 2025 to March 1, 2026	Online	New Deans Conversations (Zoom). (4/19, 6/21, 8/16, 12/6, 2/14)
May 1, 2025 to Aug. 1, 2025	Site Visit 1	Site-visit institutions will be assigned to Fellows. Scheduled by Fellow
Sept. 4, 2025 to Dec. 31, 2025	Site Visit 2	Site-visit institutions will be assigned to Fellows. Scheduled by Fellow
Dates TBC November 2025	TBD	Module II: Practicing the Fundamentals of Administrative Leadership Dates will be confirmed.
Feb. 16, 2026	Online Submission to LMS	Capstone Project completion submission
Feb. 16, 2026	Online Submission to LMS	PowerPoint for project presentation at 2026 ADEA Annual Session & Exhibition
Dates TBD	ADEA Annual Session & Exhibition, TBC	Module III: Moving Forward as a Leader



**Appendix. Career Development Plan Template**



**Council of Deans Fellowship (CDF)**

**Career Development Plan**

**Upload your Career Development Plan to the learning management system (LMS) with copies to the CDF Director and your Coach no later than April 4, 2025.**

**You are strongly encouraged to meet with your Sponsoring Dean to discuss your Career Development Plan, especially your ideas for a Fellowship Project, prior to submitting it.**

**1. Leadership Purpose and Values**

- 1.1 What is your purpose as a leader?
- 1.2 What are your core values? Please list and define them.

**2. Vision for Dental Education**

- 2.1 What changes would you like to see in dental education?
- 2.2 Write a mission statement, no more than five sentences, describing your ideal dental school. "The mission of our dental school is...."

**3. Goals**

- 3.1 What are your reasons for aspiring to a dental school deanship?
- 3.2 If you have applied for a dental school deanship, for what reasons do you think you were not awarded the position? If you have not applied for a dental school deanship, omit this question.
- 3.3 What are your short-term career goals (1-3 years)?
- 3.4 What are your long-term career goals (10 years or more)?
- 3.3 What are your goals for participating in the CDF?

#### **4. Self-Assessment**

- 4.1 What are your greatest strengths for serving as the dean of a dental school?
- 4.2 Please assess your satisfaction with your present level of knowledge, skill, and experience in the following areas as a potential dental school:

<b>Area</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Need Further Development</b>
Understanding how the parent institution's priorities impact dental education			
Collaborating with other units of the university or health science center			
Working effectively with dental school alumni			
Advocating at both the state and federal levels for dental education and oral health			
Building relationships with the local (non-dental) community			
Building relationships with organized dentistry in the local community and state			
Budgeting and financial management			
Fundraising			
Expanding the dental school's research mission			
Overseeing clinical affairs, including external sites and faculty practice			
Managing crises			
Achieving outcomes related to diversity, equity and inclusion			
Building effective teams			
Overseeing accreditation and curriculum management			
Managing personnel			
Recruiting, retaining and development faculty			

- 4.3 Reviewing your self-assessment, in priority order, what are your top three areas for further development?
- 4.4 If you have an area for further development that has higher priority in preparing you for a deanship than the three listed above, please identify it here. If not, skip this item.

## 5. Coaching

During your Fellowship experience, you will work with a former senior leader in dental education and/or higher education. This person is your Coach during the Fellowship.

- 5.1 Please list three to five questions you would like to discuss with your CDF Coach about your career goals and development as a leader.
- 5.2 Please list three to five questions you would like to discuss with your CDF peers about your career goals and development as a leader.

## 6. CDF Project

As a part of your fellowship, you will pursue a project to gain *new* knowledge, skills and experience needed to serve as a dental school dean. Your self-assessment above (Item 4) is an initial resource for identifying a project. The project should take place at your home institution, although exceptions may be submitted to the CDF Director for approval.

National surveys of dental schools are not permissible as a project or as a part of a project.

While the CDF does not require an exact time commitment to the CDF project, it must demonstrate a deliberate effort to increase your knowledge, skills and experience as a potential dental school dean and result in useful outcomes to your institution. *An estimate of the amount of time you should devote to the project is 30 to 50 hours.* You will present your project to the new CDF class at the 2026 ADEA Annual Session & Exhibition.

Your project should focus primarily on gaining actual experience in the area (learning through doing). Secondary to experience is learning through mentoring or networking (e.g., attending meetings) and through formal learning opportunities (participating in a class; reading the literature). You must have your Dean's approval for the project.

The following are *examples* of projects:

- Taking a leadership role on your school's Strategic Planning Committee or serving in another leadership role in developing a significant component of the plan.
- Conducting an analysis of the dental school's approach to budgeting and comparing the pros and cons with models used by other institutions.
- Participating with your dean and development office in fundraising.
- Developing a faculty recruitment, retention and development plan for your school.

Use the questions below to draft the first version of your project. You will have an opportunity to discuss this draft with your Coach. The first draft of your project is due with your Career Development Plan by **April 4, 2025**. The final version of your project is due to your Coach no later than **May 13, 2025**.

### **Key Activities and Timeline:**

- Meet with your dean prior to Module I to discuss your project idea. You will submit

- your first draft with your Career Development Plan by April 4, 2025.
- Meet with your dean after Module I, Fundamentals of Administrative Leadership to finalize your project. You are expected to use the same questions below to develop your draft and your final project description.
  - Submit your final capstone project to the ADEA LMS, copying your Coach, and the ADEA CDF Director and to your dean on or before May 13, 2025.
  - Present your project to the incoming CDF class. You will present your project at the 2026 ADEA Annual Session and Exhibition, date TBD.
- 6.1 What is the gap you wish to close between your current knowledge, skills, and experience and the knowledge, skills and experience you need to serve as a dental school dean? Be specific.
- 6.2 Describe a project that will help you close the gap.
- 6.3 Beyond your professional development, what goals does the project aim to achieve? How will it benefit your home institution?
- 6.4 What *experiences* (assignments, tasks and/or practices) do you need to learn from this project. Note: You are expected to learn primarily by doing, by committing your time and effort to accomplishing the project's goals.
- 6.4 With whom do you need to engage to accomplish the project (mentors, advisors and/or your networks)?
- 6.5 What courses, literature or other resources are important to learning about your project?
- 6.6 What are the major milestones and target dates on the way to accomplishing your project? List at least five in addition to the "Key Activities and Timeline" listed above.