



2025 ADEA Fall Meetings
October 15-17, 2025
Hotel Polaris
Colorado Springs, CO

ADEA Council of Faculties (ADEA COF)

Agenda

Thursday, October 16

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| 7:00 – 8:00 a.m. | Joint Networking Breakfast |
| 8:00 – 9:15 a.m. | Joint Plenary Session—TBD |
| 9:15 – 9:30 a.m. | Joint Networking Break |
| 9:30 – 10:30 a.m. | ADEA COF Administrative Board Meeting
(For Administrative Board Members only) |
| 10:30 – 11:00 a.m. | ADEA COF New Member Orientation

Facilitator
Ethelyn Thomason, D.M.D.
University of Colorado School of Dental Medicine, ADEA COF
Secretary |
| 11:00 a.m. – Noon | ADEA COF Business Meeting

Facilitator
Theodora Danciu, D.M.D., D.M.Sc., ADEA COF Chair |
| Noon – 1:00 p.m. | Joint Networking Lunch |
| 1:00 – 2:00 p.m. | Enhancing the Student Experience: Tools to Bring Share with Your Institution

Facilitator
Eric Bernstein, J.D., Ed.D., ADEA COF Chair-elect

Establishing an ADEA Student Chapter and participating in the ADEA Academic Dental Careers Fellowship Program (ADCFP) can significantly enrich students' academic experiences at your institution and provide a strong foundation for those interested in pursuing |

careers in academia. This session will delve into both the successes and challenges faced when launching or maintaining robust programs, as well as strategies for keeping them engaging and sustainable at your institution.

Learning Objectives

- Identify strategies to establish and sustain an ADEA Student Chapter at dental institutions.
- Identify strategies to establish and sustain an ADEA Academic Dental Careers Professional Development Program at dental institutions.
- Apply resources available through ADEA to support the growth and sustainability of student chapters and academic career programs at dental institutions.

CE Credit: 1.0

2:00 – 3:00 p.m.

COF Domains of Competence Session (Joint Session With the Council of Sections and Section on Academic Affairs, Academic Deans)

Facilitator

Theodora Danciu, D.M.D., D.M.Sc., ADEA COF Chair

Competency-based education forms the foundation of academic instruction and assessment in dentistry and other health professions, ensuring the health workforce is aligned with population needs and priorities. In 2008, the ADEA House of Delegates approved a framework that defined the essential competencies required for entry into the dental profession as a general dentist. This framework has guided curriculum development, performance assessment, interprofessional collaboration, and improvements in health care outcomes. In 2023, the ADEA Council of Faculties established a workgroup to update this competency framework as a current and comprehensive resource for dental education programs. In this session, members of the workgroup will present the final draft of the revised domains of competence, prior to submission to the ADEA Board of Directors (December 2025) and as a resolution to the ADEA House of Delegates at the 2026 ADEA Annual Session & Exhibition.

Learning Objectives

- Describe the revised domains of competence and competencies for dental education.
- Summarize the process for final approval and adoption of the revised competencies within the ADEA governance structure.
- Identify strategies for effectively disseminating the updated competency framework to faculty and leadership.

CE Credit: 1.0

3:00 – 4:15 p.m.

ADEA Research Data Portal: A New ADEA Members-only Tool for Insights into Dental Education (Joint Session With the Council of Sections and Section on Academic Affairs, Academic Deans)

Emilia Istrate, Ph.D., CAE
American Dental Education Association

The future of the oral health workforce depends on a continuous inflow of practice-ready graduating students from oral health education programs. The training and education of future dentists is an essential part of this process. Together with members, ADEA developed the ADEA Research Data Portal, a series of interactive dashboards that allow ADEA members to access insights into trends in U.S. dental education programs. This presentation will demonstrate the use of three dashboards developed together with workgroups appointed by the ADEA Council of Faculties and ADEA Council of Sections:

- Overview of predoctoral dental education programs, based on an analysis of more than a decade of data collected by the American Dental Association (ADA) on behalf of the Commission on Dental Accreditation (CODA). On a single dashboard, the user can access maps, charts and tables with predoctoral dental education data by state, by school type (public/private), by year. There is a variety of data from total enrollment, first-year enrollment, graduates and tuition and fees.
- Analysis of graduating predoctoral dental education students' self-reported preparedness to practice, based on five years of responses to the ADEA U.S. Predoctoral Senior Student Survey. This analysis covers questions related to clinical experience during dental school, confidence in clinical skills, confidence in other skills and preparedness to practice statements based on CODA standards. The user can view trends across all schools, by U.S. Census region, by type of school (public/private), by size of school and whether a school has an advanced dental education program.
- Comparison of the user's own predoctoral dental education program against comparison groups in terms of graduating predoctoral dental education students' self-reported preparedness to practice, based on five years of responses to the ADEA U.S. Predoctoral Senior Student Survey. This is an enhanced version of the dashboard described above that allows a dean-approved user to access data specific to their predoctoral program.

All the results will be presented in an easy-to-use format so the audience may learn how to use this new ADEA members-only tool for the education and training of predoctoral and advanced dental education students.

Learning Objectives

- Analyze differences across dental predoctoral education programs based on their state, type of institution, enrollment or graduates and year.
- Examine variations in numerous dimensions of graduating predoctoral dental education students' self-reported preparedness to practice based on size, type and U.S. Census region location of school and by year.
- Compare your institution's graduating predoctoral dental education students' self-reported preparedness to practice to aggregates by dental school size, type and U.S. Census region location of school and by year.

CE Credits: 1.25

4:15 – 4:30 p.m.

Joint Networking Break

4:30 – 5:30 p.m.

Joint Plenary Session—TBD

5:30 – 6:30 p.m.

Joint Networking Reception

Friday, October 17

7:45 – 8:45 a.m.

Joint Networking Breakfast

9:00 – 10:15 a.m.

A Coaching Mindset Part 2: Mentoring and Coaching the Whole Person (Joint Session with the Council of Sections and Section on Academic Affairs, Academic Deans)

Coaching has been shown to reduce burnout and promote wellbeing. However, you don't need to be a coach to spread the benefits of coaching. Learn how to embrace a coaching mindset and infuse coaching skills into everyday communication. A coaching mindset can enhance communication and strengthen the effectiveness of mentoring, advising, collaborations, one-on-one interactions and teamwork. By taking a holistic approach, educators can facilitate growth for trainees and colleagues, leading to career satisfaction and advancement. Participants will develop strategies to use curiosity and direct their listening to the person, not the problem. Hands-on activities will include deepening listening skills by being present, being curious, developing a laser focus on the other as a whole person, and using reflective statements to create a space for awareness and insight. Using these skills can create a more meaningful experience for colleagues and trainees and help them achieve their desired outcomes. This workshop will build on skills developed in "A Coaching Mindset: Strategies to Strengthen Communication for Dental Educators (Part 1)" in fall 2024; however, attendance of Part 1 is not a prerequisite.

Learning Objectives

- Describe your own behaviors that help or hinder applying a coaching mindset.
- Apply the role of curiosity in the application of coaching skills.
- Practice receiving as a deeper way of listening.
- Define empathic skills and practice reflective statements.
- Practice mentoring and coaching the whole person.

10:15 – 10:30 a.m.

Joint Networking Break

10:30 a.m. – noon

A Coaching Mindset Part 2: Mentoring and Coaching the Whole Person (Joint session with the Council of Sections and Section on Academic Affairs and Academic Deans)

CE Credits: 2.75

Adjourn—Safe Travels Home!

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