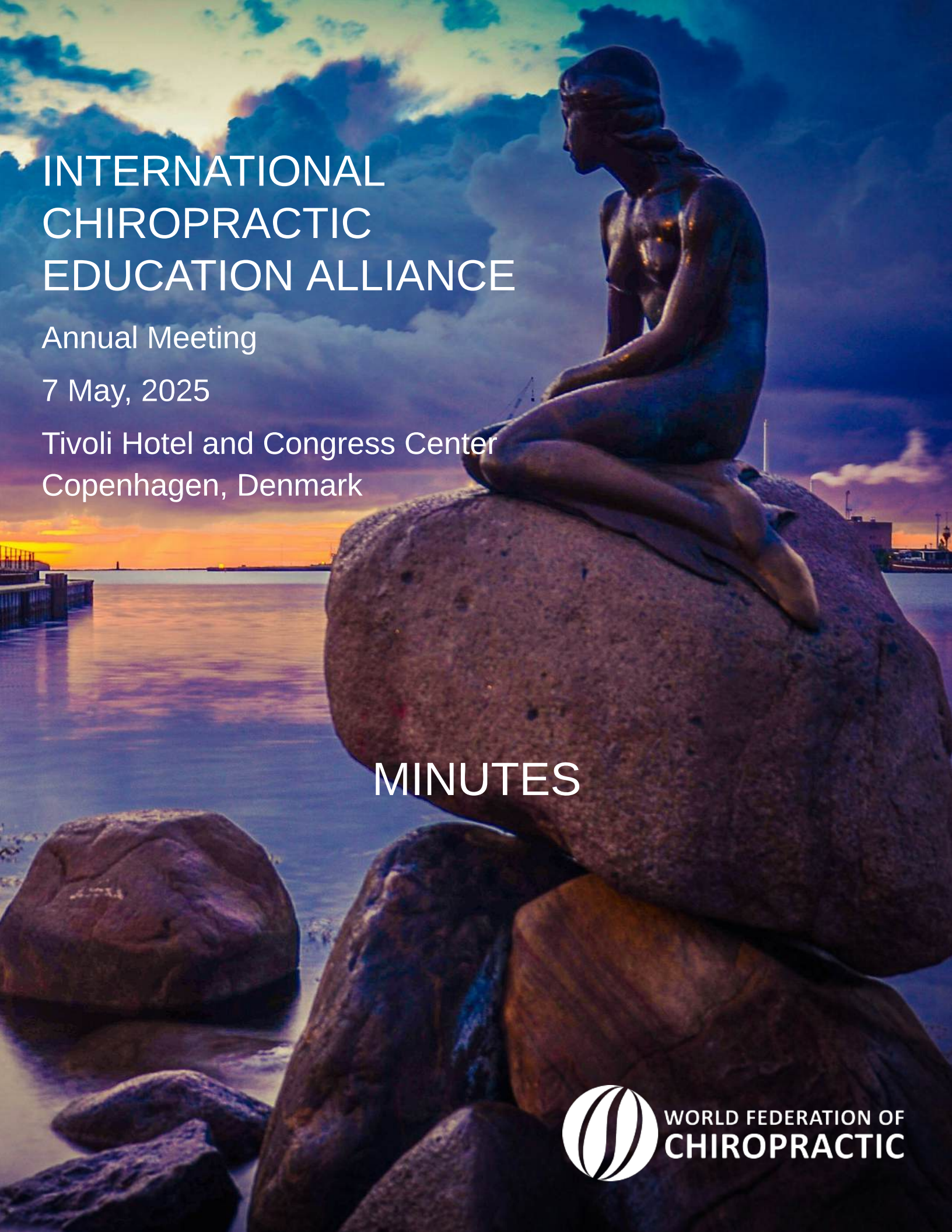

INTERNATIONAL CHIROPRACTIC EDUCATION ALLIANCE

Annual Meeting

7 May, 2025

Tivoli Hotel and Congress Center
Copenhagen, Denmark

MINUTES

WORLD FEDERATION OF CHIROPRACTIC

WORLD FEDERATION OF CHIROPRACTIC | FÉDÉRATION MONDIALE DE CHIROPRATIQUE | FEDERACIÓN MUNDIAL DE QUIROPRÁCTICA

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ANNUAL MEETING OF THE WORLD FEDERATION OF CHIROPRACTIC (WFC) INTERNATIONAL CHIROPRACTIC EDUCATION ALLIANCE (ICEA), HELD ON MAY 7, 2025, AT THE TIVOLI HOTEL AND CONFERENCE CENTRE, COPENHAGEN, DENMARK

MEETING NOTES, OUTCOME STATEMENTS AND ACTION STEPS

In attendance

Sumaya	AHMED	London South Bank University	UK
Florian	ALLIX	World Congress of Chiropractic Students	France
Brad	BEIRA	WFC	South Africa
Christine	BRADARIC-BAUS	Canadian Memorial Chiropractic College	Canada
Danica	BROUSSEAU	Université du Québec à Trois-Rivières (UQTR)	Canada
Richard	BROWN	WFC	UK
Deborah	BUSHWAY	Northwestern Health Sciences University	USA
Martin	CAMARA	Camara Institute for Chiropractic Sciences (CICS)	Philippines
Kristy	CARBONELLI	Parker University	USA
Joel	CARMICHAEL	Universidad Central del Caribe	Puerto Rico
David	CHAPMAN-SMITH	Past Secretary-General, WFC	Canada
Christina	CUNLIFFE	McTimoney College of Chiropractic	UK
Christina	DAVIS	WFC	Canada
Chantal	DOUCET	Université du Québec à Trois-Rivières (UQTR)	Canada
Daniel	FACCHINI	Brazilian Chiropractors' Association (ABQ)	Brazil
Matt	FERNANDEZ	Central Queensland University	Australia
Dominic	GIULIANO	Canadian Memorial Chiropractic College	Canada
Efe	GOKPINAR	Fresenius University of Applied Sciences	Germany
David	HAYES	Université du Québec à Trois-Rivières (UQTR)	Canada
Claire	JOHNSON	Chiropractic Educators Research Forum (CERF)	USA
Amanda	JONES-HARRIS	Health Sciences University	UK
Kenneth	NORMAN	Pacific Rim Chiropractic	Netherlands
Peter	KEVORKIAN	Life Chiropractic College West	USA
Craig	LITTLE	Council on Chiropractic Education (CCE)	USA
Ron	OBERSTEIN	Life Chiropractic College West	USA
Norman	OUZTS	National Board of Chiropractic Examiners	USA
Kristina	PETROCCO-NAPULI	Council on Chiropractic Education (CCE)	USA
Michael	SCHNEIDER	University of Pittsburgh	USA
Joel M	STEVANS	University of Pittsburgh	USA
Stephen	WANG	Chiropractic Association of China	China

Rebekah	WILKS	WFC	USA
Yi Kai	WONG	IMU University	Malaysia
Chris	YELVERTON	University of Johannesburg	South Africa

1	Call to order	The annual meeting of the International Chiropractic Education Alliance (ICEA) was called to order at 09:00 by the Secretary-General of the WFC, Professor Richard Brown. He welcomed all participants and thanked them for their enthusiasm and support of the ICEA by being present at the meeting.
2	Welcome and opening remarks (Deb Bushway)	Deb Bushway opened the ICEA Annual Meeting by reflecting on the importance of balancing innovation with quality and honoring the profession's roots while embracing its evolution. She emphasized that education must play a central leadership role as chiropractic continues to mature in response to environmental and societal demands. Dr Bushway cautioned that without strong educational standards, regulation, and accreditation, the profession risks becoming unstructured and unregulated - ultimately compromising its ability to serve the public effectively. She highlighted the pivotal role ICEA can play in shaping a shared global vision for chiropractic education. This includes building a responsive, engaged learning community, fostering collaboration, and ensuring relevance in a rapidly changing world. Dr Bushway also acknowledged the contributions of fellow speakers, especially Dr. Richard Brown, whose insights and vision were recognized as a major driving force for the ICEA and the meeting being held in Copenhagen. She concluded with a message of gratitude to all attendees for their commitment to advancing chiropractic education through partnership, innovation, and shared leadership.
3	Keynote address (Richard Brown)	Richard Brown delivered a keynote address outlining a bold and comprehensive vision for the future of chiropractic education through the International Chiropractic Education Alliance (ICEA). He emphasized the importance of building a globally connected community of chiropractic educators, institutions, and professionals to foster collaboration, promote excellence, and drive innovation. Key themes included: • **Global Collaboration:** Establishing networks that facilitate joint research, student exchanges, and shared dialogue on common challenges.

		• **Educational Excellence:** Supporting educator development through professional training, faculty leadership programs, and peer mentoring. • **Research and Knowledge Sharing:** Creating systems to disseminate educational research and promote interdisciplinary inquiry. • **Educational Portability and Standards:** Advocating for alignment of educational standards to improve global recognition of qualifications. • **Supportive Community Building:** Implementing mentorship programs and sharing institutional best practices to aid in curriculum and operational development. • **Technology Integration:** Leveraging digital tools and innovative learning models (e.g., VR, AI, online platforms) to enhance educational access and effectiveness. • **Global Advocacy:** Promoting chiropractic education and research at institutional and policy levels to support broader healthcare integration. Prof. Brown concluded by inviting attendees to actively participate in ICEA's vision - one aimed at redefining chiropractic education through global cooperation and forward-thinking innovation.
4	Why Research Matters in Chiropractic Education (Claire Johnson)	Dr Claire Johnson, chair of the Chiropractic Educators' Research Forum (CERF) delivered a compelling presentation on the importance of building research capacity and advancing educational scholarship within the chiropractic profession. She emphasized that meaningful innovation in education must be evidence-based and that sustainable change requires structured inquiry, not just opinion or anecdote. She opened her talk by acknowledging the enthusiasm and energy in the room and setting the stage for a critical reflection on the current state of chiropractic education research. She noted that while progress has been made, the field still lacks the critical mass of high-quality, rigorous educational research needed to drive meaningful change across the profession. Dr Johnson challenged attendees to consider why educational research matters, emphasizing that advancing educational practices is essential for the growth, credibility, and sustainability of the profession. She illustrated the gap between the growing complexity of education and the limited pool of robust studies currently available, many of which remain small-scale or descriptive in nature. She framed the talk as a call to action: to build a stronger research culture in chiropractic education, to apply collaborative and evidence-

		informed approaches, and to recognize that investing time and energy in educational research is not optional—but foundational to delivering on the profession's promise. Introducing the concept of the PDSA cycle (Plan-Do-Study-Act), Dr. Johnson outlined a practical framework for institutions to identify educational challenges, implement solutions, and evaluate outcomes. This method supports continuous improvement and empowers educators to test new ideas in a rigorous and scalable manner. Dr. Johnson highlighted the formation of CERF (Chiropractic Educators Research Forum), a platform developed to connect chiropractic educators and support faculty in research and scholarship. CERF aims to create a collaborative community focused on discovery, application, and engagement, helping educators address critical and often underexplored issues in chiropractic education. Since its launch less than five years ago, CERF has achieved notable milestones: • Hosting two annual conferences on high-impact, often difficult educational topics • Supporting the presentation of over 180 peer-reviewed abstracts • Functioning entirely through volunteer contributions, with support from the WFC Dr. Johnson stressed that research enhances the value and credibility of chiropractic education and called for greater participation in developing a coordinated international research agenda. She announced that a new chiropractic education research agenda is currently in development, informed by recent studies and global input. To continue this momentum, Dr. Johnson invited attendees to the next WFC Education Conference, to be held in Utrecht, Netherlands, in October 2026. The event will provide further opportunities to collaborate on advancing educational quality and innovation worldwide.
5	FSTT: How An Idea Went Global (Dominic Giuliano)	Dr. Dom Giuliano, from Canadian Memorial Chiropractic College, shared a compelling and personal account of his 15+ year journey in advancing chiropractic education through simulation and force-feedback technologies. Drawing from his experience at CMCC, Dr. Giuliano emphasized the critical role that institutional leadership and openness to innovation play in enabling educational advancements. He recounted his early collaboration with leading researchers and engineers in developing a force-sensing chiropractic table—an advanced

		tool capable of measuring and analyzing parameters of spinal manipulation, such as preload, thrust force, and speed. This innovation allowed educators and students to access real-time feedback, significantly improving both technique and learning retention. Dr. Giuliano described the integration of this technology into the curriculum at CMCC, which began with a pilot study showing strong student interest and satisfaction. This led to a successful application for a highly competitive grant from the Higher Education Quality Council of Ontario, marking a major milestone for CMCC as a small, private institution among much larger universities. Over time, CMCC fully embedded the force-sensing table technology into its curriculum, with thousands of student hours logged on the system. The technology is now used extensively for both formal instruction and open lab practice, supporting self-directed learning and skill refinement through immediate feedback. The initiative has grown into a collaborative effort beyond CMCC, involving research partnerships, faculty training opportunities, and educational outreach. The technology is now being shared with other institutions, and CMCC continues to welcome faculty and researchers to observe and participate in simulation-based education. Dr. Giuliano concluded with an appeal to educational leaders in the audience to support innovation when presented with new ideas from faculty or students. He emphasized that progress depends on taking chances and investing in forward-thinking projects. He invited attendees to explore the technology further, engage in research, and join the broader mission of enhancing chiropractic education through collaboration and innovation.
6	Consistency in Accreditation: Challenges and Opportunities (Chris Yelverton, Sumaya Ahmed, Craig Little, Brad Beira)	This panel brought together experts from across regions to explore the challenges and opportunities related to consistency in chiropractic education accreditation. Panelists included educators, accreditation body representatives, and institutional leaders with firsthand experience navigating the complexities of regional and international accreditation systems. **Key Discussion Points and Outcomes:** 1. **Perception vs. Reality in Accreditation Consistency** Panelists noted that while formal policies among accrediting agencies often show strong alignment, inconsistencies emerge in interpretation and implementation. Differences in language, regulatory contexts, and local standards can lead to divergent practices, even when core frameworks are similar.

		2. **Impact of Regional Variation** Regional factors—such as differing scopes of practice, governance structures, and legal recognition of chiropractic—present major challenges to harmonization. For example, Europe's multi-country model requires coordination among multiple authorities, while the U.S. model involves both governmental and non-governmental oversight, adding layers of complexity. 3. **Institutional Perspectives** Representatives from newer institutions, such as London South Bank University, shared their experiences with dual accreditation processes through national and international agencies. Challenges included mapping competencies across frameworks, managing limited resources, and navigating evolving expectations while ensuring access and equity for a diverse student population. 4. **Equity and Social Relevance** The panel highlighted the importance of ensuring chiropractic education is accessible and socially relevant, especially in diverse or underserved communities within highly developed countries. Programs must consider social determinants of health and reflect them in curriculum design and student support structures. 5. **Accountability and Measurability of Standards** A major theme was the need for greater clarity and consistency in how educational standards are written and assessed. Some accreditation frameworks lack clear measurability, making it difficult for programs to demonstrate compliance. Panelists called for more research and dialogue on how to ensure that accreditation standards are both rigorous and practical. 6. **Collaboration and the Role of ICEA** The panel underscored the value of initiatives like ICEA in facilitating dialogue and mutual understanding among accrediting bodies. Efforts such as the Memorandum of Understanding between CCE-US and its Canadian counterpart were cited as models for collaboration that could be expanded globally. 7. **Call for a Unified Framework** While recognizing that a single global accreditation system is currently unrealistic, panelists supported movement toward a

		shared set of core standards, language, and processes. Aligning on foundational competencies and outcomes could support greater student mobility, program recognition, and international collaboration. **Conclusion** The panel concluded that while full harmonization remains a long-term goal, progress can be made through improved communication, shared resources, and coordinated research efforts. ICEA was recognized as a key platform to lead this work, facilitating collaboration between institutions and accrediting bodies to enhance transparency, quality, and global coherence in chiropractic education.
7	Case Studies: Impact Through International Collaboration (Martin Camara, Kimberleve Rolon, Christina Cunliffe, Matt Fernandez, Kristina Petrocco-Napuli)	This panel brought together a diverse group of education leaders and institutional representatives from the Philippines, UK, Australia, the US, and beyond to explore the growing landscape of international chiropractic education and transnational collaboration. The discussion focused on workforce development, program expansion, faculty and student exchange, accreditation, and the practical challenges of delivering education across borders. Key Messages • Local Needs, Global Support: In the Philippines, a low-cost, hybrid chiropractic program is addressing a severe workforce shortage, combining online learning with face-to-face clinical training and community outreach. • Student and Faculty Exchange: Clinical immersion programs are creating opportunities for cultural exchange and hands-on experience, with students participating from across Asia, Europe, and North America. • Program Expansion: Institutions expanding into new countries emphasized the importance of local accreditation, cultural relevance, and maintaining consistent learning outcomes across campuses. • Operational Considerations: Expansion requires addressing legal, academic, logistical, and financial challenges, including staffing, facilities, and accreditation standards. • Equity and Inclusion: Programs must reflect social determinants of health and ensure access for diverse student populations, especially in underserved areas. • Collaboration is Essential: Global partnerships enhance educational quality, faculty development, and student learning. Structured collaboration, supported by organizations like ICEA, is key to building capacity and advancing the profession.

		Conclusion International collaboration and educational expansion offer powerful opportunities to meet global health needs, strengthen chiropractic education, and support workforce development. Continued partnership and innovation are essential.
8	Intercontinental Roundtable: What's Next in Your Region? (David Hayes, Yi Kai Wong, Kristy Carbonelli, Amanda Jones-Harris, Michael Schneider)	An interactive session was held featuring four educational leaders representing different WFC regions. Each panelist shared emerging priorities, current challenges, and innovative approaches shaping chiropractic education in their respective parts of the world. The session provided a platform for comparing regional trends, exchanging insights, and identifying opportunities for deeper global collaboration. Participants engaged in open dialogue, contributing diverse perspectives on how to strengthen and modernize chiropractic education globally. This interactive panel featured educational leaders from WFC regions sharing perspectives on the evolving landscape of chiropractic education. Panelists included Dr. Wong (Malaysia), Dr. Carpenelli (USA), Dr. Jones Harris (UK), and Dr. Schneider (USA). **Key Discussion Points:** • **Emerging Priorities:** Common priorities included enhancing academic quality, increasing accessibility, embedding interprofessional collaboration, and strengthening global research networks. Dr. Wong emphasized expanding access and public health integration in Malaysia, while others discussed aligning curricula with evolving healthcare needs. • **Challenges Identified:** A central concern across regions was the rising cost of chiropractic education. Dr. Schneider highlighted the U.S. "tuition debt crisis," warning that students are increasingly weighing education against return on investment. Other challenges included maintaining academic standards across multiple regions and ensuring graduate success in diverse healthcare systems. • **Innovations and Responses:** Institutions are adopting varied strategies to respond, such as curriculum redesign, greater use of hybrid and technology-enhanced learning, and early clinical immersion. Dr. Carpenelli referenced Parker University's initiatives to support faculty

		development and innovation through dedicated scholarship programs. • **Call for Collaboration:** Panelists strongly supported deeper international collaboration among chiropractic educators and researchers. Opportunities include sharing educational models, harmonizing core competencies, and co-developing culturally adaptable curricula. The session concluded with a shared vision for greater coherence in global chiropractic education, emphasizing student-centered learning, fiscal sustainability, and international cooperation as pillars for future progress.
9	World Spine Day	Dr. Rebekah Wilks presented on World Spine Day, the world's largest interprofessional and international awareness day dedicated to spinal health, coordinated by the World Federation of Chiropractic (WFC). The initiative aims to raise awareness of the global burden of spinal pain and disability and is supported by over 650 global organizations, including major healthcare bodies and chiropractic institutions. Dr. Wilks emphasized that World Spine Day is a powerful educational and advocacy tool, providing chiropractic institutions with opportunities to integrate public health initiatives into curricula. She highlighted its value for: • Enhancing public health and clinical education. • Offering hands-on student involvement in awareness campaigns and community engagement. • Promoting interprofessional collaboration and medical competency development. This year's theme, "Invest in Your Spine," supports health promotion, disease prevention, and reinforces the chiropractor's role as a proactive advocate for spinal health. Special recognition was given to IMU (Malaysia) and University of Johannesburg (South Africa) for winning the 2024 World Spine Day competition, made possible through generous sponsorship of Foot Levelers. Call to Action for educational institutions: 1. Register as an official supporter on the World Spine Day website. 2. Engage your communications team to promote World Spine Day on social media.

		3. Integrate World Spine Day activities into public health or clerkship programs. 4. Participate in the annual World Spine Day competition. Dr. Wilks concluded by encouraging all institutions to appoint a World Spine Day representative and to look out for an upcoming guidance package to support engagement. She reinforced that World Spine Day is not just an event, but a strategic platform to empower students and promote spinal health globally.
10	Shaping the Future: ICEA Workstreams to Create Tangible Value (Daniel Moore)	Danial Moore delivered a video presentation outlining strategic considerations for the future direction of the International Chiropractic Education Alliance (ICEA). He reflected on past discussions and proposed practical next steps to build on ICEA's momentum and expand its global reach and relevance. **Key messages and outcomes from the presentation:** • **Responding to Sector Change:** Moore emphasized that rapid shifts in education—such as increased digitization, interdisciplinary learning, and global mobility—necessitate an agile, future-focused approach. ICEA must evolve accordingly to remain impactful and valuable to chiropractic education. • **Importance of Global Reach and Engagement:** A broader and more inclusive global presence was identified as essential. ICEA must connect with educators across regions and disciplines, acting as a platform for knowledge exchange and collaboration • **Four Strategic Proposals:** 1. **Global Roundtable Series:** Launch a series of topical discussions on issues like student recruitment and curriculum innovation, involving international panels and diverse perspectives. 2. **Faculty Engagement and Development:** Explore the potential for ICEA to offer centralized support for faculty development, helping institutions build capacity and engage educators in global education spaces. 3. **Seed Funding for Small-Scale Projects:** Consider allocating modest funding to support cross-institutional projects, particularly those led by early-career faculty and aligned with ICEA's educational themes.

		4. **Student Collaboration Projects:** Foster student exchanges and collaborative projects to enhance cross-cultural learning and build global professional networks among chiropractic students. • **Next Steps:** Daniel Moore proposed launching a webinar series in September focused on priority areas and invited feedback from ICEA members to help prioritize and refine these initiatives. He emphasized the need for practical implementation over the next 6–18 months to maintain momentum. **Conclusion** The presentation concluded with a call to action, inviting ICEA members to contribute ideas, identify institutional leads, and actively support the alliance's strategic growth. Moore underscored ICEA's role as a vital infrastructure for innovation, collaboration, and advancement in chiropractic education worldwide.
11	Shaping the Future: Which Workstreams Will Move Us Forward Farthest? (Small group chairs: David Byfield Christine Bradaric-Baus, Ron Oberstein, Norman Ouzts)	**Purpose:** To identify and prioritize the most impactful workstreams that will advance global chiropractic education in both the short and long term. **Key Discussion Points & Outcomes** **1. Faculty Development & Exchange** Faculty development emerged as a top priority, especially in leadership, innovation, and content delivery. Short-term and long-term faculty exchange programs were explored as high-impact opportunities. Recommendations included creating virtual professional development (e.g. webinars) and supporting faculty travel to broaden perspectives and energize learning environments. **2. Global Student Engagement** Aimed at fostering deeper global student connectivity through experiential, cross-cultural, and research-based collaborations. Emphasis on sustainability and meaningful outcomes—beyond superficial exchange. Suggested modeling after successful programs like the World Congress and WCCS. **3. Research Infrastructure & Collaboration**

		Recognized the wide variation in research capacity across institutions. Proposed partnerships between more and less research-established institutions to share IRB access, journals, and publication support. Addressed open-access costs and resource gaps to democratize research opportunities. **4. Strategic Alignment & Ecosystem Awareness** Stressed the importance of aligning institutional priorities to avoid conflicts and enhance collaboration. Need to articulate a stronger value proposition to attract broader participation and new voices in the profession. Repeated concern that the same individuals and students tend to participate across all initiatives—called for strategies to engage the "unengaged." **5. Practical Actions & Accountability** Emphasis on translating discussion into action: "What will you do differently as a result of this session?" Participants were encouraged to commit to specific follow-up actions, with the potential for these to inform a larger strategic plan. **Conclusion** This session reaffirmed that faculty development, global student engagement, and improved research collaboration are the most promising workstreams for advancing chiropractic education. Collective focus, strategic alignment, and action-oriented follow-through will be critical to shaping a more connected, innovative, and impactful future.
12	Co-creation Lab: Small Group Brainstorming For Future Collaboration	The closing session of the meeting focused on fostering continued collaboration and momentum within the ICEA network. Participants engaged in small group discussions to generate ideas around a range of collaborative opportunities. Key topics explored included: • Potential webinar themes relevant to chiropractic education • Cross-institutional research and scholarship initiatives • Volunteer roles and participation in special projects The session emphasized the importance of sustained engagement beyond the event. To this end, participants completed commitment

		cards (see below, Appendix A) and signed up for next steps to advance collaborative ideas into actionable initiatives. The session closed with a collective commitment to ongoing involvement and shared progress within the ICEA community.
14	Closing remarks	The meeting concluded with closing remarks delivered by Dr. Deb Bushway and Professor Richard Brown. Richard Brown emphasized the importance of: • Global consistency and sharing of best practices in chiropractic education, particularly in countries where regulation or education infrastructure is still developing. • The strategic hosting of the upcoming WFC Global Education Meeting in the Netherlands, highlighting how the Dutch association, despite its longevity, lacks regulation and education, and needs international support to break this longstanding cycle. • Acknowledging that the current strategy is still forming and in a "messy" developmental phase, with strong encouragement for participants to continue providing feedback on proposed concepts. • The ICEA's role is not to dictate, but to convene and mobilize global expertise to strengthen education systems across countries. • Gratitude to participants for their contributions, belief, and momentum generated during the meeting. He called for continued involvement and encouraged membership growth, noting that the more members ICEA has, the greater its collective impact. Deb Bushway reflected on: • The ICEA initiative being the culmination of a long-standing gap in global chiropractic education leadership, especially within the existing committee structures of the World Federation of Chiropractic (WFC). • The vision behind the alliance was to create a dedicated platform for education, recognizing that the global profession lacked a formalized mechanism to coordinate and advance educational goals. • Her appreciation for the collective energy, vision, and dedication in the room, and the belief that the ICEA will be successful because of the deep experience and passion of its contributors.

		• A final call for action and engagement: encouraging attendees to reflect on what they will do differently as a result of the meeting, and to stay connected to support the alliance's momentum. **Additional Notes** • There was a request to share attendee contact information, with the reminder that consent is needed due to data protection laws. • Participants were thanked for respectful disagreement and constructive dialogue throughout the sessions.
15	Adjournment	The meeting was adjourned at 16:00

KEY OUTCOME STATEMENTS

1. Shared Vision and Strategic Alignment

- The ICEA is committed to advancing chiropractic education globally by convening rather than dictating, ensuring alignment across institutions, educators, and accreditation bodies.
- There is a strong call to develop shared educational standards, foster mutual recognition, and support underserved regions in establishing sustainable education systems.

2. Educational Innovation and Leadership

- Emphasis was placed on balancing educational innovation with quality and tradition. Institutions must embrace digital tools, simulation, and interdisciplinary learning while preserving professional integrity.
- Faculty development—especially in leadership, innovation, and teaching excellence—is a top strategic priority.
- There is strong support for faculty exchange, global mentorship, and shared professional development platforms such as webinars and joint training sessions.

3. Global Collaboration and Engagement

- Cross-border collaboration is essential. Institutions and educators must work together to tackle shared challenges, from accreditation to research and program delivery.

- ICEA will support transnational education models, student and faculty exchanges, and the co-creation of adaptable, culturally sensitive curricula.
- International expansion must include equity and inclusion as core principles, ensuring access for diverse and underserved populations.

4. Research Capacity and Educational Scholarship

- A coordinated international chiropractic education research agenda is in development.
- Building a stronger research culture is foundational to advancing educational practices.
- Institutions are encouraged to adopt evidence-based approaches like the PDSA cycle and engage with platforms such as the Chiropractic Educators Research Forum (CERF).

5. Accreditation Consistency and Mobility

- Regional differences in accreditation must be addressed through better communication, shared core competencies, and alignment of foundational standards.
- A single global accreditation system is not feasible now, but movement toward harmonization is underway.
- ICEA will play a facilitative role in ongoing dialogue among accrediting bodies and support efforts like Memoranda of Understanding (MoUs) for mutual recognition.

6. Concrete Initiatives for the Near Term

ICEA has identified several practical workstreams and initiatives:

- **Global Roundtable Series** – Webinars and discussions on priority topics like recruitment, curriculum, and digital learning.
- **Faculty Development Support** – Centralized resources and programs for educator advancement.
- **Seed Funding** – Small grants for cross-institutional collaboration and research, especially for early-career educators.
- **Student Projects** – Initiatives to enhance international student networking and shared learning experiences.

7. Community Building and Ongoing Commitment

- The ICEA community is being cultivated as a responsive, inclusive, and action-oriented network.
- Attendees are encouraged to remain engaged through ICEA membership, working groups, and upcoming events like the 2026 WFC Education Conference in Utrecht.

8. Recognition of World Spine Day

- Institutions were encouraged to integrate World Spine Day into public health curricula and student engagement strategies.
- Acknowledged as a high-impact tool for public awareness, advocacy, and interprofessional collaboration.

9. Reflections and Closing

- The meeting acknowledged the "messy" but essential phase of strategy development and encouraged open feedback and iteration.
- The meeting reaffirmed ICEA's role as a central hub for innovation, coordination, and advocacy in global chiropractic education.

SUMMARY OF ACTION STEPS

1. Faculty Development and Exchange

- **Establish structured faculty development programs**, including leadership training, peer mentoring, and content innovation support.
- **Create short- and long-term faculty exchange opportunities** to foster global collaboration and skill sharing.
- **Launch virtual professional development offerings**, such as webinars and online workshops accessible to all member institutions.

2. Research Capacity Building

- **Support the development of a global chiropractic education research agenda**, with input from institutions worldwide.
- **Encourage institutions to adopt evidence-based improvement models** (e.g., Plan-Do-Study-Act cycle) to guide educational innovation.

- **Promote engagement with CERF** (Chiropractic Educators Research Forum) to advance collaborative research and scholarship.

3. Global Student Engagement

- **Design and implement student exchange and collaboration projects**, focusing on cultural immersion, joint research, and virtual networking.
- **Develop strategies to improve access and equity** in chiropractic education, especially for students in underserved or developing regions.

4. Accreditation and Quality Assurance

- **Initiate dialogue among accrediting bodies** to explore alignment of core standards, language, and assessment frameworks.
- **Document and share best practices** in dual and international accreditation to guide emerging institutions.

5. Strategic Workstreams Implementation

ICEA will:

- **Launch a global roundtable webinar series** starting September, focused on curriculum innovation, faculty development, and student mobility.
- **Explore seed funding mechanisms** for small-scale, cross-institutional educational projects.
- **Identify and support institutional leads** to champion ICEA's four priority workstreams.

6. Commitment to Collaboration

- **Maintain momentum through ongoing working groups and special projects**, formed during the Co-Creation Lab.
- **Engage institutions in collaborative planning** for the next WFC Education Conference (Utrecht, 2026).

7. Communication and Community Building

- **Develop mechanisms for ongoing communication among ICEA members**, including a members directory (pending consent for contact sharing).
- **Encourage institutions to appoint ICEA liaisons or representatives** to support consistent engagement and follow-up.

8. Promotion of Public Engagement Initiatives

- **Encourage participation in World Spine Day**, integrating it into curricula and student-led outreach.
- **Distribute upcoming toolkits and guidance documents** to support campus-wide involvement.

9. Membership and Network Growth

- **Expand ICEA membership** to increase impact and inclusivity.
- **Invite more institutions and individuals to formally join and contribute**, especially from underrepresented regions.

10. Evaluation and Feedback

- **Collect and analyze feedback on the proposed strategic directions** to refine ICEA's approach.
- **Review progress on action items at future ICEA meetings** and interim webinars.

APPENDIX A – COMMITMENT CARDS

WFC ICEA Annual Meeting - MAY 7, 2025
TIVOLI HOTEL AND CONGRESS CENTER | COPENHAGEN | DENMARK

COMMITMENTS

GROUP 1

Mike Schneider
University of Pittsburgh, USA

I can have my faculty with advanced degrees in Adult Education assist with development of global faculty development.

Martin Camara
CICS, Philippines

Host international clinical mentorship programs from different programs (global).

Peter Kevorkian
Life Chiropractic College West, USA

Willing to help with online programs.

Matt Fernandez
Central Queensland University, Australia

Recruit Students

??

Share Research opportunities
Opportunities provided by the WFC

GROUP 2

University of Quebec, Trois Riviere, Canada

Participate in building a 'toolkit' for educators and/or participate in a 'trainer-trainee' program.

Kris Petrocco-Napuli
Logan University, USA

Faculty Development Webinar

- Assessment or
- Curriculum design/redesign or
- Program evaluation

Dom Giuliano
Canadian Memorial Chiropractic College, Canada

Coaching on how to implement simulation-based education using high fidelity mannequin.

Karlos Boghosian
IBCE, USA

I can lobby for fundraising opportunities.

Joel Carmichael
University Caribe C, Puerto Rico

I am willing to contribute to a group that conducts a global survey of faculty to determine their needs and interests for various faculty development activities, including travel-to-teach at other institutions.

GROUP 3

Danica Brousseau
University of Quebec, Trois Riviere, Canada

Willing to contribute to faculty development material/ webinars and French translation if needed.

Amanda Jones-Harris
Health Sciences University, UK

Interested in helping develop chiropractic educator development in technology and or AI. (In a co-ordinating or supportive way – I'm interested but not an expert but know people who are)

Christina Cunliffe
McTimony College of Chiropractic, UK

Faculty development.

Daniel Facchini
Brazil

Creating and maintaining a way for Brazilian chiropractors to develop teaching skills.

GROUP 4

Jesper Lemche
Germany

Bringing the discussed measures to advance education to the GCA and faculty of the health campus to promote better quality education and ensuring continuous development of the program.

Craig Little
CCE, USA
Development of a webinar on best practices in the assessment of competencies.

Stephen Wang
CAC, China

To launch a fund to cultivate more teachers on chiropractic profession.

How to use Blooms taxonomy to create more interactive assignments and engage your class.

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