

**APTA EDUCATION LEADERSHIP INSTITUTE
FELLOWSHIP**



CLASS OF 2017-2018

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INSTITUTE FELLOWSHIP
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FELLOWS

Deborah Anderson
Jamie Bayliss
John Borstad
Deanna Dye
Chalee Englehard
Sheri Hale
Linda Horn
Sara Knox
Dwayne Maxam
Lora Packel
Elizabeth Norris
Yasser Salem
Jeffrey Taylor
Kimberly Varnado
Sara Voorhees
Steven Wilkinson

Deborah Anderson, PT, EdD

Education Leadership Institute Fellowship Goals

1. More fully understand the hierarchical structure of the university outside of the physical therapy program and the people most likely to have a voice in change.
2. Improve my ability to delegate tasks and provide support to faculty without micromanaging.
3. Improve my ability to look at an issue from all perspectives before making a decision.

3 Lessons Learned Through EIJ Fellowship

1. I have gained more understanding of the political style of leadership and used this strategy to improve student orientation this year.
2. I have gained an incredible amount of knowledge regarding all aspects of directing a physical therapy program from HR to budgeting to program evaluation.
3. Universities have a very unique and individualized culture.

Institutional Leadership Project Summary

The pursuit of excellence in health professions education is a mission of Midwestern University. Residency programs that culminate in a clinical specialist certification are one means of pursuing excellence in physical therapy education. For this reason, my project focused on the development of a Pediatric Physical Therapy Residency Program.

My project has 5 components, 3 of which I completed over the past year: proposal, clinical partner recruitment, curriculum development, administrative approval, and ABPTFRE Residency Application. First, I developed a proposal based on information gathered at professional conferences from discussions with alumni and current students, current residency coordinators at other universities, and with physical therapy program faculty. This proposal laid out a framework for a 1-year pediatric residency program that would support 2 pediatric residents annually. Next, I met with area clinical partners to gain support for the clinical aspects of the program and to determine a tentative time line for clinical practice and mentoring to span multiple areas of pediatric practice. Finally, I developed a curriculum for this residency program with specific coursework that would provide advanced knowledge, skills, and abilities based on the most recent *Description of Residency Practice for Pediatric Physical Therapy*, and the pediatric core competencies.

Next steps include approval of the residency program and the curriculum by university administration, following receipt of administrative approval, and completion of the ABPTFRE Residency Application.

Jamie Bayliss, PT, MPT, DHSc

Education Leadership Institute Fellowship Goals

1. To strengthen my abilities with respect to listening, reflection, information gathering, conflict resolution, and consensus building in current and future leadership endeavors.
2. To enhance my leadership skills and confidence in interactions with administration, as I explore future leadership opportunities within higher education and physical therapist education.
3. To implement strategies gleaned from ELI to enable and empower faculty, students, and staff to transform perceptions about interprofessional education (IPE) by being a change leader.

3 Lessons Learned Through ELI Fellowship

1. Despite having a comfort level “living” in 1 or 2 of the leadership frames, it is important to be intentional about exploring and implementing alternative or multiple frames in my leadership style.
2. The importance of networking and relationship development not only within my own program and institution, but with past, present, and future ELI fellows and mentors.
3. To be an effective leader one must understand their own values, ethics, beliefs, and biases and be able to discern how those views can influence authenticity and transparency.

Institutional Leadership Project Summary

Collaboration among health care professionals is essential in order to optimize safety and quality patient care. Students in health care (HC) programs are expected to be contributing members of the HC team upon entry into clinical practice; however, they are often underprepared for interprofessional (IP) collaboration upon graduation.

Incorporating interprofessional education (IPE) into already established curricula is challenging due to faculty availability, course schedules, resources, institutional support and priorities, and personal attitudes and beliefs. For my project I sought out an opportunity to be the champion/chair of a new School of Health Sciences IPE Advisory Committee for implementing new processes within the school related to a sustainable IPE program.

Faculty were strategically solicited from nursing, physician assistant, athletic training, and physical therapy professional programs to represent their respective programs on the committee. By implementing several leadership strategies gleaned from ELI, I led the committee in the development of a charge, an initial strategic plan, and a framework that will provide faculty with objectives related to the IPEC core competencies and based on student competence level when designing an IPE activity. Additionally, the committee developed the inaugural Quality of Life Forum, an IPE experience that brings together students and faculty from multiple programs within the school and across the institution. During the 2-hour event, students worked collaboratively in IP small groups to discuss a patient case and debrief as a large group. The intent of the event was for students and faculty to discuss societal issues and address how to become change leaders. The committee's next step is to develop a Blackboard resource course with an online training program for faculty as well as map current and potential IPE activities and opportunities across curricula.

John Borstad, PT, PhD

Education Leadership Institute Fellowship Goals

1. Examine different leadership styles and determine when and how to apply the various approaches based on situation and context.
2. Deepen my understanding of the interactions among the administrative functions of the organization and examine how these functions influence the physical therapy department.
3. Develop the knowledge and resources needed to allow me to better assess my effectiveness as a leader.

3 Lessons Learned Through ELI Fellowship

1. Being an effective leader involves looking vertically, horizontally, and forward.
2. Developing as a leader and accomplishing important tasks for your organization will often mean forcing yourself to go outside your comfort zone.
3. Building solid relationships based on trust and authenticity is a critical leadership tool.

Institutional Leadership Project Summary

My leadership project was to revise our department's program assessment plan, as our department's plan was not comprehensive enough to be broadly informative. Working independently for several months, I used APTA resources and the ELI modules to create a new assessment framework. This framework was based in part on a recent department SWOT analysis and strategic plan process that included new mission and vision statements. Following the development of the new framework, the department formed an assessment committee to include multiple faculty members in the revision process.

Our first task was to compile and study resources related to program assessment. With a goal of simplifying the assessment process, while still capturing meaningful data, the committee then performed a critical analysis of the most recent department plan and the newly developed initial framework. The committee determined that elements of both plans should be included in the new strategy and agreed upon a revised set of overarching goals and expected program outcomes to use going forward. The committee is now developing a formal assessment matrix for each expected outcome that will include the performance indicator to be assessed, the assessment criteria to be used, the data collection schedule and strategy, and the process for evaluating data. The committee will present their completed plan to the full faculty this summer, incorporate faculty feedback, and implement the plan in fall 2018. Future work will involve more formally integrating assessment and the curriculum.

Deanna Dye, PT, PhD, MA

Education Leadership Institute Fellowship Goals

1. Develop a support network of colleagues.
2. Improve my awareness of the multiple leadership roles of the program director within the university environment.
3. Develop a habit of reflection on issues pertaining to leadership, not simply management.

3 Lessons Learned Through ELI Fellowship

1. Do not skimp on the time investment for the development of relationships, and be purposeful in the development of relationships.
2. Using your resources and delegating tasks to your team is not neglecting to do your share of the work. (*“Don’t try to give what you don’t have to give. Believing you must give what you don’t have to give is actually loveless and faithless that God does not have a way.” ~P. Palmer*)
3. When embarking on a change, plan that your plan will change, but start it anyway. Be prepared and expect curves and perhaps some substantial detours.

Institutional Leadership Project Summary

My leadership project consisted of opening an expansion program at our off-campus site with the target of accepting a cohort of students in fall 2018. The project required first bringing our Doctor of Physical Therapy Program into full CAPTE compliance, then completing a CAPTE request for substantial change, while navigating the construction, remodeling, and installation of distance-learning video technology equipment at both campus locations; then, preparing faculty and students for a change in the mode of the curriculum delivery. Through my leadership project, I was able to implement and use many of the strategies and theories learned within the ELI program.

We started the journey with a shared vision for our program. We completed construction of our classrooms and laboratory spaces, and the majority of the equipment is now installed. We trained our faculty on the distance learning technology, hired, and used the expertise of an instructional designer to change our mind-set for a more active learning and student-centered approach with the distance learning technology. We successfully achieved full compliance, and we received approval for the expansion in May. Further, we are accepting a full cohort of students at both campus locations beginning in fall 2018.

We still have to implement our instructional strategies and implement our curriculum plan. We will continue to conduct a comprehensive program assessment and determine ultimately the success when this first shared cohort graduates in 2021.

Chalee Englehard, PT, EdD, MBA

Education Leadership Institute Fellowship Goals

1. Learn the knowledge, skills, and behaviors needed to be an effective change leader.
2. Assess, reflect, and grow in my individual leadership strengths and weaknesses.
3. Cultivate skills in empowering faculty to explore resources available to enhance their teaching and scholarly work at the program level.

3 Lessons Learned Through ELI Fellowship

1. Program assessment, particularly with an examination of curricular design, promotes best practice in program revisions, aids in providing a foundation for strategic planning, and creates a pathway for meeting program goals.
2. Using the leadership frames and the 3 Ps (patience, persistence, and process) serve as guides in finding a path through resolving difficult situations.
3. An open forum serving as a “safe zone” where collaboration with ELI colleagues regularly occurs, underscores the importance of having such a network to consult and learn.

Institutional Leadership Project Summary

Interprofessional Education (IPE) is an emergent topic across the professions in our college. We have a large IPE touch point for undergraduate students, but nothing similar for graduate students. The purpose of this ELI project was to create 2 IPE touch points for our graduate students. Because half of our student population is distance learners, one touch point was for online experiences and the other was for an interprofessional collaborative practice experience (IPCP).

The online IPE experience was designed with our graduate level professional programs in mind. The workshop has a minimum of 3 different disciplines participating through our learning management system, with the goal of increasing the understanding of interdisciplinary communication in enhancing patient outcomes. This workshop was piloted last fall, underwent revision in the spring, and is now being deployed to a larger set of students. The long-term goal is for it to be a required experience across all professional graduate programs in our college.

The IPCP work group began meeting last year and attained funding to support its efforts. We brought in external consultants to do a train-the-trainer event with our faculty. Two months later, our annual symposium, which has over 120 clinicians across the disciplines attend, had IPCP as its focus. Our next step is to invite identified clinician IPCP champions to come to campus for a “how-to” session, with the intention of having IPCP pilots happening this fall.

Sheri Hale, PT, PhD

Education Leadership Institute Fellowship Goals

1. Develop a network of peer leaders with whom to collaborate and seek guidance and perspective.
2. Improve my ability to see the big picture and use forward strategic thinking.
3. Improve my ability to empower and develop faculty and staff in order to better leverage their strengths and optimize their contributions to our common goals.

3 Lessons Learned Through ELI Fellowship

1. I learned the importance of approaching situations from multiple frames and perspectives and employing situational leadership strategies.
2. I gained a deeper appreciation for the differences between management and leadership and the value of each.
3. I gained a better understanding of current issues facing higher education and health care.

Institutional Leadership Project Summary

We did not have a school-wide instructional load calculation system or clear guidelines for “on-campus time” outside of the university’s load expectations. Similarly, we lacked published guidelines for allocation of “release time.” Without a sufficient policy to define instructional load expectations and calculations, it was difficult for the dean or the program directors to (1) assess faculty load for equity; (2) justify need for additional faculty lines; (3) prioritize the need for resources; and (4) hold faculty accountable to expectations. In addition, it has been challenging to confidently and accurately articulate our method for calculating load to external stakeholders (ie, faculty candidates, accrediting bodies). The purpose of my leadership project was to align the workload policies of the programs within my school.

With input from the dean and other program directors, I developed an instructional load policy that outlined operational definitions, instructional load expectations, expectations for “on-campus” time, release time guidelines, and a method to calculate individual instructional workload. I was able to propose a model for the didactic courses that was supported by the dean and the other program directors. We piloted the model in the spring and will assess the utility this summer. I will also propose a model for the clinical education courses to pilot this summer and fall.

Linda Horn, PT, DScPT, MHS

Education Leadership Institute Fellowship Goals

1. Improve my ability to adapt my leadership style appropriately for different situations.
2. Develop the skills to effectively facilitate change.
3. Develop a deeper understanding of the regulatory and legal aspects of higher education.

3 Lessons Learned Through ELI Fellowship

1. Using all of the leadership frames as appropriate is more effective than relying on the one I am most comfortable with to deal in different situations.
2. Having a network of colleagues to share ideas and discuss challenges is essential to leadership development.
3. Completion of ELI is just the beginning of my journey in leadership development.

Institutional Leadership Project Summary

My leadership project was to develop an orientation program and revise the faculty development plan for associated faculty.

The orientation program is on Blackboard to decrease the burden of attending an onsite orientation program. The components were identified and the following have been created or revised: welcome letter, orientation checklist, department policies and procedures, expectations of associated faculty, and links to student and faculty handbooks. The next phase will include the addition of curricular information so that all associated faculty are consistent with incorporating the curricular threads in their lectures and labs. The core faculty are currently working on the movement system curriculum, which will be posted on Blackboard when it is complete. Once the site is released it will be monitored for usage. Feedback will be obtained from the associated faculty, and changes will be made to meet their needs. The anticipated release date for the orientation program is August 2018.

A new method of collecting information from associated faculty about participation and areas of development was implemented in January 2018. The faculty development plan was revised on a Wufoo document so it could be emailed to associated faculty and easily returned. Revisions were completed to ensure data was collected to meet CAPTE requirements. The information is being analyzed to determine what areas of development are needed for the associated faculty. The next phase will strive to increase the response rate from the associated faculty as well as implement further development for them.

Sara Knox, PT, DPT

Education Leadership Institute Fellowship Goals

1. Enhance and refine my leadership style to be an effective and innovative leader who empowers and unites others.
2. Expand my understanding of the nuances of academic leadership structures and the financial, regulatory, and legal obligations that influence higher education.
3. Grow my skills in conflict resolution, negotiation, and consensus building to promote collaboration and healthy working environments.

3 Lessons Learned Through ELI Fellowship

1. Having a better understanding of my own leadership style allows me to acknowledge it, account for shortcomings, capitalize on strengths, and collaborate more effectively with others.
2. Many of the obstacles, challenges, and aspirations that I experience in academic leadership are similar to those of leaders across physical therapy education; it's good to know that I am not alone.
3. Having a cohort of leaders in physical therapy education outside of my own institution to collaborate with and go to for advice and support is an invaluable resource.

Institutional Leadership Project Summary

The MGH IHP Doctor of Physical Therapy Program educates its graduates to be part of patient–client-centered interprofessional practice in a dynamic and diverse health care environment, where they are prepared to be leaders in education, clinical practice, scholarship, professional service, and community engagement.

Traditional outcome measures such as graduation, licensure, and employment rates are not sufficient measures to fully assess the mission of the IHP physical therapy program. The purpose of my leadership project was to develop and implement a strategic assessment plan to address program outcomes using an evidence-based framework that could guide an innovative approach to determine if we are meeting the mission that we have set out to accomplish.

A proposal to establish an assessment model based on the American Association of Medical Colleges' (AAMC) competence-based education framework was brought forward and approved by the chair of the physical therapy department. A committee was formed and a 1-year time line has been established for development of the model, followed by a second year for implementation. The committee has begun work on researching and developing domains of competence and is starting a Delphi process to validate this work. Future steps include development of competencies, milestones, targets, and thresholds as well as the development of strategies and assessment tools for each of the competencies. Careful attention is being given to aligning each step with the mission, vision, and core competencies of the department and institute, accreditation standards, and national efforts regarding assessment of physical therapy education outcomes.

Dwayne Maxam, PT, DPT

Education Leadership Institute Fellowship Goals

1. Gain insights into my strengths and weaknesses as a leader and develop a process whereby I can consistently improve leadership skills.
2. Expand interactive skills focusing on being an effective leader and building consensus among program faculty.
3. Develop skills and strategies for long-term strategic planning for the program.

3 Lessons Learned Through ELI Fellowship

1. Leadership is a dynamic process that requires adequate reflection in order to continually move forward in the process. Reflection provides focus to decisions made by leaders.
2. Developing relationships among colleagues is a foundation in achieving successful outcomes.
3. Various leadership styles and frameworks should be integrated, which leads to a good decision-making process.

Institutional Leadership Project Summary

In collaboration with the OTA program director, my leadership project involved developing a bachelor of science degree program for PTA and OTA graduates. Those who have achieved the AAS degree can move forward in their education and pursue an advanced degree as an additional education goal or to provide a bridge for entry into a doctor of physical therapy (DPT) or doctor of occupational therapy (OTD) program that requires a bachelor's degree for admission. The project consisted of identifying components of the program that would satisfy potential students' needs in both the physical therapy and occupational therapy fields. The first step included identification of mission and outcome statements that encompass both fields of study, at the same time working within the framework of the mission of the institution.

Program admissions criteria that take into account experience from both fields of study proved to be challenging, but not insurmountable. Additionally, development of the online curriculum that would meet many of the requirements for both OTD and DPT programs proved to be challenging as well. A curricular framework has been completed and individual course objectives are in development for each course with final completion expected by late summer 2018. It is expected that the application process will be completed by the fall with approval by the institution accreditation body. Anticipation of the first cohort admission is early 2019.

Lora Packel, PT, MSPT, PhD

Education Leadership Institute Fellowship Goals

1. Build a foundation to become a successful leader in my department and at my university.
2. Create networks for support and mentorship in the areas of leadership and personal growth.
3. Begin to shape my leadership style and vision.

3 Lessons Learned Through ELI Fellowship

1. Self-reflection of my leadership strengths and weaknesses and the importance of practicing in my weaker areas to build competence.
2. Importance of living the future reality and not getting mired down in the present reality.
3. Value and importance of networks for support and mentorship at every stage of one's career.

Institutional Leadership Project Summary

The leadership project I chose to pursue involves workload at a granular level, but fits within the broader umbrella of redefining our programmatic vision. As a new department chair, our faculty worked together to focus our vision and strategic plan. In order to achieve that vision, it was necessary to refine our workload to align it with personal and professional goals, departmental goals, and the educational milieu.

The project began with the creation of a workload philosophy, which didn't exist prior to this year. Approaches to workload from other institutions were examined with insightful input from my ELI cohort. A draft philosophy was created and shared with my department for discussion. Together, we created a shared statement that reflects our focus on workload flexibility to enable us to reach our individual professional goals as well as contribute to the mission of the department, university, and profession. The second phase involved creating a draft structure to capture workload and then engaging and empowering a work group to refine the document. I attempted to utilize various leadership philosophies throughout this project, including situational leadership and consensus building as well as my personal framework, which emphasizes human relations.

This project resulted in the creation of a pilot workload document that will be used in academic year 2018-2019. We will assess and refine this document in summer 2019. It also will be used to adjust workload to assist faculty in meeting their goals so that they can develop, grow, and advance.

Elizabeth Norris, PT, PhD

Education Leadership Institute Fellowship Goals

1. Establish skills to lead and mentor faculty of all experience levels.
2. Acquire an understanding of leadership structure in higher education.
3. Develop a network of colleagues involved in physical therapy education leadership for continued support and mentorship.

3 Lessons Learned Through ELI Fellowship

1. The unique needs of faculty and individuals in other leadership roles require the use of a multiframe leadership approach, which I now have an understanding of, and the skills to discern the appropriate frame for a given situation.
2. The utilization of appreciative leadership will foster change in an organization and cohesiveness of individuals within a department.
3. I have acquired awareness of and resources to navigate through human resource and legal issues unique to higher education.

Institutional Leadership Project Summary

Individuals with established areas of clinical expertise are frequently changing careers from clinical practice to academia. For these individuals, the requirements of scholarship is most often cited as one of the most challenging aspects of this career change. Mentoring programs for new faculty typically focus on developing skills as a teacher and neglect or provide little mentorship in the area of scholarship. My leadership project was to develop a scholarship-based mentoring program for physical therapy faculty.

The goals of the project are to (1) establish a tool for ongoing assessment of scholarship needs and abilities of faculty in relation to the tenure and promotion requirements of the program and university; (2) establish training materials to develop or enhance competencies in planning and implementing individual and student-based research; (3) identify research interests of doctor of physical therapy (DPT) faculty to facilitate research collaboration; and (4) construct a research education series to facilitate current or future research projects of DPT faculty.

In spring 2018, I instituted a pilot implementation of part of the project by offering 3 educational sessions focused on select statistical analyses to enhance faculty confidence in this area of research. These sessions were well received and will be included in the implementation of the finished project. The completed project will consist of 2 components: a learning management system (LMS) and group- or individual-based scholarship oriented mentoring sessions. Blackboard is being used to create a DPT faculty scholarship organization site that will contain educational modules to navigate through the research process from project inception to data analysis to dissemination. A series of scholarship education mentoring sessions oriented for DPT faculty is being developed and will allow faculty to attend select or all sessions, as determined on their individual needs assessment. The completed project will be instituted for the 2018 academic year.

Yasser Salem, PT, PhD

Education Leadership Institute Fellowship Goals

1. Develop the knowledge, skills, and character needed as a leader in physical therapy education.
2. Develop the skills necessary for effective leadership in the academic setting.
3. Polish my strategic thinking skills to promote changes.

3 Lessons Learned Through ELI Fellowship

1. Developing knowledge and appreciation of different leadership styles.
2. Developing different leadership strategies to address current issues facing higher education.
3. Developing a deeper appreciation and reform my listening skills.

Institutional Leadership Project Summary

Faculty workload is an important issue to internal and external stakeholders including faculty, administrators, students, and accreditation. The need to balance duties including teaching, research, service, professional (career) development, and clinical practice expectations and needs of the faculty is important for the success of the individual faculty, the program, and the institution. Currently, we do not have a clear workload policy. The department, school, and institutional workload policies are very general and do not provide any details or specifics on how the workload is distributed and calculated. Lack of clarity and details make it difficult to articulate how workload is distributed to the administration, candidates for vacant faculty positions, and for CAPTE.

My leadership project focuses on developing a sustainable workload model in the physical therapy department. The policy is based on the missions of the program and institution and based on national data. It provides a model that includes teaching, scholarship and research, services, administration, professional (career) development, and clinical practice. The workload model provides a framework that would be equitable and consistent across faculty and the department. This model will allow faculty to best fulfill the mission of the department, the school, and the institution.

The workload policy includes specific division and description of each of the following areas: teaching, scholarship and research, services, administration, professional (career) development, student advisements, and clinical practice. An expanded metric has been further used to encompass specifics of each of the areas listed above. For example, the teaching metric encompasses teaching credit hours, clock (actual contact) hours that account for difference in lecture hours versus laboratory hours, course management (course director/course coordination), and advising students in scholarship (individual and group scholarly projects). I believe that the workload policy provides a suitable workload model for the physical therapy faculty and program that can be easily modified to include other professional programs.

Jeffrey Taylor, PT, DPT, PhD

Education Leadership Institute Fellowship Goals

1. Polish my personal leadership skills while building a toolbox of other skills and ideas for future situations.
2. Explore in greater depth the intricacies of leading an academic physical therapy program.
3. Develop a network of colleagues with similar ambitions and ideologies for present and future support and mentorship.

3 Lessons Learned Through ELI Fellowship

1. Effective communication is essential in all aspects of leadership.
2. There is not one perfect leadership style. Instead, a successful leader needs to be adaptable and build a collection of skills, strategies, and networks to deploy in various situations.
3. A successful leader needs to find a balance between big picture and detail-oriented thinking.

Institutional Leadership Project Summary

As a developing program, High Point University, Department of Physical Therapy, had a relatively narrow assessment plan, although the original plan satisfied accreditation standards. Moving forward, it would not have provided a comprehensive overview of the effectiveness of the curriculum. Thus, the purpose of my leadership project was to create a comprehensive curriculum assessment plan that combined quantitative analysis of course and program objectives, and qualitative analysis of student, faculty, and clinician perceptions.

The first step involved developing a schematic to represent the assessment process and define the roles and responsibilities within the department. Doing this helped elucidate the need for an assessment plan that more globally focused on admissions, enrollment, faculty, resources, policies and procedures, and clinical education in addition to the curriculum. While my energy over this past year was devoted to curricular assessment, this work has empowered colleagues to take ownership of other aspects of the assessment plan. Once the process was put in place, discussions with department faculty, university leadership, and ELI colleagues led to a collection of items and methods to collect curricular data.

To monitor student progress toward our department's learning outcomes, a series of objectives with target goals and threshold criteria were developed. Student and faculty curriculum committees were formed, and an advisory board focus group that consists of local clinicians and administrators was chosen to provide qualitative feedback on how the curriculum fits with accreditation standards and current and future clinical practice. Additionally, a series of surveys were developed to gather feedback from students at multiple steps throughout their academic journey.

Despite the considerable improvement, more work is necessary. Future projects will integrate curriculum assessment with other aspects of program assessment, and an annual report will be developed and distributed to program stakeholders for their review.

Kimberly Varnado, PT, DPT, DHSc

Education Leadership Institute Fellowship Goals

1. Deepen my understanding of my communication style and develop strategies to address difficult situations in a diplomatic manner.
2. Create a comprehensive faculty development program to provide guidance and support to novice educators to facilitate their success in academia.
3. Develop strategies to best lead a team of highly accomplished professionals toward a common goal.

3 Lessons Learned Through ELI Fellowship

1. The leadership journey can be challenging and lonesome, therefore, establish a strong network of leaders for support.
2. Effective leadership is intentional and requires practice, knowledge, skills, and strategies that must be developed and refined over time.
3. Leaders set and define the vision and establish clear outcomes and results; they also show their team members how they effectively contribute to the process.

Institutional Leadership Project Summary

To address the faculty shortage issue, many physical therapist education programs are hiring clinicians with limited experience in teaching, scholarship, and service without providing formal mentorship or coaching in these areas. Although some mentorship opportunities exist within and outside of institutions, many novice physical therapist educators struggle to modify and balance competing demands of academia.

To address this issue, I have developed the Faculty Mentorship Coaching Model (FMCM), which is a 12-month program that I plan to pilot at my institution in 2019. In the FMCM, new faculty mentees (0-5 years of experience) are paired with middle- and senior-level faculty mentors (with 7+ years of experience). Faculty mentors will use coaching and mentoring strategies to help mentees achieve established goals. The content of the FMCM covers 4 domains: teaching, scholarship, service, and administration. Each domain is divided into separate modules with 10-12 subtopics in each section. Expected program outcomes include measured improvements in teaching effectiveness, scholarship productivity, committee involvement, promotion progress, time management, student engagement, and student learning outcomes.

Sara Voorhees, PT, MPT, PhD

Education Leadership Institute Fellowship Goals

1. Improve my confidence as a leader and administrator within the university as well as our profession. Develop leadership skills required to lead the physical therapy program.
2. Network with peers, knowing we will create a group to serve as mentors to each other now and in the future.
3. Improve my knowledge in, and ability to handle academic, financial, personnel, assessment, and legal challenges that will arise.

3 Lessons Learned Through ELI Fellowship

1. Differentiating the management tasks from the overarching goals of the program was easy to see, but learning to separate the two as part of my day-to-day routine was challenging. Being less focused on management details and more focused on overarching goals of the program is a stamp of a good leader. Utilizing the right faculty and staff to assist with the details empowers them too.
2. We are not alone! Take advantage of advice from peers. We are more alike than we realize, as we face similar challenges.
3. Leadership requires self-reflection and truly being willing to face your deficits. This will be a lifelong process and takes time and effort, but is well worth it.
4. Address issues head on and do not delay. Change is good.

Institutional Leadership Project Summary

My project contains multiple elements that I believe are important to improving our program and outcomes. Our institution does not have graduate guidelines for faculty performance evaluation or promotion of rank. The purpose of this project is to develop annual performance review and appropriate promotion guidelines for the UJPT faculty that can be put in place at our institution. The goal is to create a document that is reasonable and appropriate, given the mission and size of the school as well as the physical therapy program's expectations of scholarship, service, and teaching. Review of other institutions' policies and procedures in this area is underway. The faculty committee is working on draft documents to be brought to the provost by the end of summer 2018.

The curriculum content needs to be fully evaluated and assessed. Started in fall 2017, this project will continue for several years. Faculty evaluate 1 course they teach each semester: (1) review the syllabus objectives for compliance with CAPTE Standard 7; (2) determine that objectives are appropriately stated based on Bloom's taxonomy; (3) provide evidence that each objective is being assessed in the course; and (4) determine if course description and course title are appropriate. Next, the assessment team reviews each course and meets with faculty to confirm all information. This process establishes a foundational understanding of our program and curriculum, and directly ties to how we are preparing our graduates.

Steven Wilkinson, PT, PhD

Education Leadership Institute Fellowship Goals

1. Develop a meaningful network of colleagues with common values with whom I can share ideas and not be afraid to ask for help.
2. Understand my personal leadership strengths and weaknesses and how I might improve.
3. Gain a deeper understanding of leadership both generally and specifically with regards to the department chair.

3 Lessons Learned Through ELI Fellowship

1. I reside in the symbolic frame that was more of a rarity within my cohort than I would have guessed.
2. Some of the issues that I thought were unique to my institution were not unique, whereas some of the issues that I believed were common among institutions were really quite unique to my institution.
3. In our current time and culture it is reassuring to know that there are like-minded individuals who care and are willing to help others and are not just out to get people or just in it for their own gains. ELI has reaffirmed this notion.

Institutional Leadership Project Summary

Being new to a program and having the responsibility of mentoring new faculty members made me keenly aware of how difficult it can be to understand the details of the curriculum, especially understanding where and when concepts are taught within each course. I wanted a better way of understanding where topics or threads were being taught and how those topics related to one another and other courses. This led me to the desire to build a curriculum map as my leadership project.

As part of my PhD thesis in biomedical informatics, I worked on several ontologies, which are cousins to curriculum mapping, so I felt like could build a curriculum map. I started the effort of gathering concepts taught in each course, along with course objectives and CAPTE criteria and began developing my own map.

As time progressed I heard more and more about different off-the-shelf software products that were available that would map the curriculum and that also would be of benefit to our clinical education team, so I decided to look into these products. In collaboration with the director of clinical education, we worked on finding a suitable software. The content has been sent to the software vendor and we are waiting to see what the map looks like and then start working with it. The work will continue in the future that will allow us to have a tool to determine where and when concepts are taught within the curriculum. This should be useful for established faculty and especially for new faculty, as we are in the middle of adding a second cohort and hiring many new faculty members. Future outcomes will be to analyze the curriculum and make changes as needed.