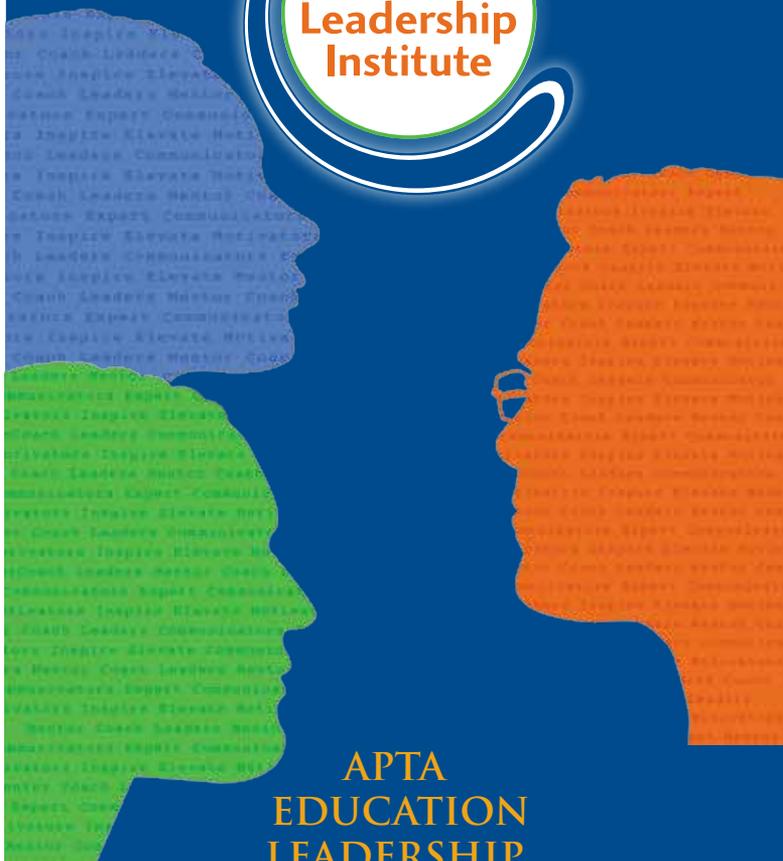




**Education
Leadership
Institute**



**APTA
EDUCATION
LEADERSHIP
INSTITUTE FELLOWSHIP
FELLOWS' EXPERIENCES**

Inaugural Class of 2011-2012



American Physical Therapy AssociationSM

APTA EDUCATION LEADERSHIP INSTITUTE

Education Leadership Institute Perspectives

- Education Leadership Institute Personal Goals
- Lessons Learned
- Institutional Leadership Project Summary

Presenting: ELI Fellows

- Karen Abraham, PT, PhD, OCS
- Denise Bender, PT, MEd, JD
- Kevin Brueilly, PT, PhD
- Kevin Chui, PT, PhD, GCS, OCS
- Julia Chevan, PT, PhD, MPH, OCS
- Erin Conrad, PT, DPT, MS, OCS
- Terri Dinsmore, PT
- Mary Dockter, PT, PhD
- Amy Heath, PT, DPT, OCS
- Katherine S Harris, PT, PhD
- Diane Heislein, PT, DPT, MS, OCS
- Jill Horbacewicz, PT, PhD, OCS
- Stephanie Kelly, PT, PhD

KAREN ABRAHAM, PT, PHD, OCS

Education Leadership Institute Personal Goals

1. With the assistance of a facilitator, lead the faculty through a revision of our strategic plan.
2. Utilize my new negotiation and political skills by advocating for additional resources for the Division of Physical Therapy including an additional faculty member.
3. Utilize my new knowledge in program assessment to review and revise our program outcomes. Included in this process is to review the alignment of each course to the program outcomes/objectives.
4. Continue to set aside time for reading and reflection regarding leadership growth and development.

3 Lessons Learned through the Education Leadership Institute

1. There are incredible resources available to help me achieve my leadership goals and overcome challenges. I became much more aware of the resources available on my campus, through various professional organizations, and within our own profession/group. I feel like I have more “tools” to draw from when I have a leadership challenge.
2. Leadership can be fun!! I have really enjoyed reading and learning about leadership strategies and have enjoyed implementing changes and seeing the benefits of those changes.
3. Trust my instincts. I have much more confidence in my ability to make decisions.

Institutional Leadership Project Summary

The focus of my project was to lead my faculty through a strategic planning process. Though we had affirmed our mission and revised our vision and goals, we had not gone through a formal strategic planning process in about 10 years. The Division had been presented with a number of opportunities from the University administration as well as from potential external partners. Therefore, I wanted to develop a plan for the next 5-10 years after a formal assessment and prioritization of the various opportunities.

Prior to scheduling the strategic planning meeting, I met with our administration, faculty, and the potential partners to gain insight into their goals, objectives, and priorities. I identified a facilitator to lead us through the process. We held the first meeting with the facilitator August 21st and have a draft of a revised strategic plan for the Division of Physical Therapy. We have also developed a preliminary implementation strategy and have set up meetings with the appropriate university administrators to gain support prior to going before the Board of Trustees in October 2012.

Outcomes:

1. Revised Division of Physical Therapy strategic plan (completed August 2012)
2. Board of Trustees approval of the Division of Physical Therapy strategic plan (Oct 2012)
3. Implementation of strategic plan – ongoing

Education Leadership Institute Personal Goals

1. Interact more frequently with other faculty on my campus who hold leadership positions to influence how they view my department and college.
2. Develop a political framework through which I could view situations to gain a more complete perspective before taking action.
3. Shift from a managerial focus (taking care of things for the department) to a leadership focus (determining direction and goals for the department).

3 Lessons Learned through the Education Leadership Institute

1. Building a network of other program directors/chairs to turn to for advice is an essential part of success.
2. The breadth and depth of the knowledge needed to handle a program director or chair position well is enormous and constantly changing. A good library is important.
3. You don't have to work alone to 'invent the wheel' for every situation that arises. Peers, books, list serves—reach out and someone will have something to offer that will help.
4. Challenge yourself—even if you try something and it fails, you usually learn something that will help the next time you need to make a decision or take action.

Institutional Leadership Project Summary

I have developed an instructional module for use across 4 professional programs. It will prepare new adjunct faculty to teach via web support platform at an acceptable baseline level of competence in these three outcome areas: The adjunct will be able to:

1. **Instructional Technology:** Perform operation of the distance education camera and computer technology at a level that allows independent lecture and lab content preparation, submission and delivery.
2. **Student Interaction:** Respond to emergency situations, and student or classroom management issues according to the standards established in University, College, and departmental policies and procedures.
3. **Teaching:** Engage the distance campus during lecture through content delivery strategies developed for use with web support platform support.

Education Leadership Institute Personal Goals

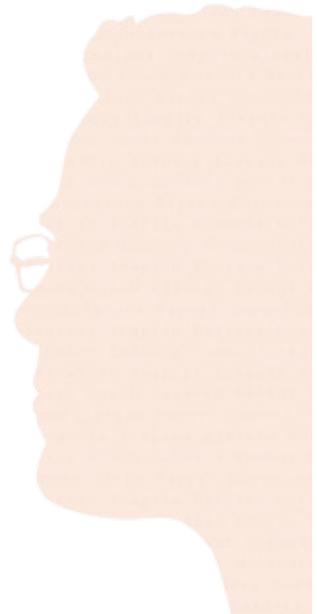
1. To understand and apply legal concepts of academic freedom claims from faculty
2. To understand and apply differing roles of leadership styles in education
3. To gain confidence when discussing educational issues with other upper level administrators
4. To develop a network of directors and administrators in PT education

3 Lessons Learned through the Education Leadership Institute

1. What I learned most over the year-long process was that leadership is a process, one that takes study and effort. People are not born leaders, and they are not “given” leadership, but they work to establish the skills and abilities that make one a good leader.
2. That with the right effort and self-reflection (which also includes accepting humility), a leader can develop their leadership to a point that makes their role, and the others in the institution, better accomplishing what is necessary.
3. That surrounding oneself with others who are valued leaders tends to make me strive to be a better leader. The camaraderie is essential to develop to one’s best.

Institutional Leadership Project Summary

Due to issues of confidentiality and privacy, I am unable to share my leadership project at this time.



Education Leadership Institute Personal Goals

1. Determine who I am as an academic leader, understand leadership styles and roles in academia.
2. Understand the nature of an academic leader and the roles of other leaders on an academic campus
3. Meet new people, develop an advisory group of peers of whom I can ask difficult and even confidential questions and expect to receive honest answers.

3 Lessons Learned through the Education Leadership Institute

1. Get out of your own department and learn the functions and goals of the departments across your campus (including the business folks!).
2. Metacognate on leadership daily.
3. Consider the four leadership frames in daily interactions. It's okay to use the political frame when you need it.

Institutional Leadership Project Summary

The project I undertook was focused on advancing work on the development of clinical services in our academic department. Currently we offer physical therapy services through some pro-bono exercise groups (chronic stroke, pediatric, post hip fracture), through the student health services and at community health screening events. The department has promulgated a white paper across the campus called "A plan for the development of clinical services in the Department of Physical Therapy: enhancing our curriculum and providing care that promotes leadership and service". In my project I worked on strategies to develop further clinical services and business models to provide these services. The final outcome of the year-long project was the writing of an RFP for a business collaborator and an application for a grant with a private foundation to support our efforts.



Education Leadership Institute Personal Goals

1. Further develop leadership skills
2. Increase qualifications for a leadership position
3. Network with colleagues

3 Lessons Learned through the Education Leadership Institute

1. Consult with mentors and colleagues about challenging situations because there's a good chance that someone else already had a similar experience.
2. One lesson, not learned but reinforced, is the importance of reflecting on previous experience to help deal with current issues.
3. Leadership, like any skill, requires practice and can always be further developed.

Institutional Leadership Project Summary

Several studies have tried to identify academic and non-academic predictors of student success (or difficulty) in professional physical therapy (PT) education. These studies have typically examined similar predictors such as: demographic characteristics, cumulative undergraduate (pre-professional) grade point average (GPA), prerequisite GPA, and scores from standardized exams (i.e., Graduate Record Examination [GRE] scores). These studies have reported the following correlations and predictors of success (or difficulty) with entry-level PT education: 1) Pre-professional GPA at the end of their first year correlated with admission into a baccalaureate PT program (McGinnis, 1984); 2) pre-professional cumulative GPA and success in completing a baccalaureate PT program (Balogun et al., 1986); 3) pre-professional science GPA and success in completing a baccalaureate PT program (Hayes et al. 1997); 4) pre-professional cumulative GPA and GRE analytical scores were predictors of success in master level PT programs and correlated with professional master level PT GPA (Day et al, 1986); 5) pre-professional cumulative GPA and success in a master level PT program (Kirchner et al, 1994); 6) prerequisite science GPA and success in a master level PT program (Templeton et al, 1994); 7) prerequisite GPA and GRE scores correlated with professional master level PT GPA (Thieman et al, 2003); 8) the pre-professional cumulative GPA, interview, writing sample, and age predicted success in a doctoral level PT program (Dockter, 2001); 9) Pre-professional cumulative GPA, GRE scores, age, and race or ethnicity predicted difficulty in master level, doctoral level, and transitioning (master to doctoral level) programs (Utzman et al, 2007); and 10) pre-professional cumulative GPA correlated with the basic sciences GPA after the first year of professional education in a doctoral level PT program (Pinto et al, 2010).

Across different levels (ie, baccalaureate, master, and doctoral) of professional PT education, it appears that academic variables are more consistently identified as predictors of success than non-academic variables. Specifically, cumulative GPA, subsets of pre-professional course work (ie, prerequisite and science GPAs), and GRE scores are consistently identified using correlation and regression analyses. However, the studies cited were most

often based on one or a few programs that either used a traditional pedagogical philosophy or did not specify the pedagogical philosophy used. In contrast, the study by Utzman et al (2007) used data from 20 programs but only classified these programs by geography and the degree(s) awarded (and not by pedagogical philosophy). Furthermore, the analyses by Utzman et al identified “program” as an important predictor suggesting that individual programs should use their own data to generate the most accurate prediction models. In fact, this was a common recommendation from the previously cited literature.

As the co-chair of the Admissions Committee for the Department of Physical Therapy, I am responsible for reviewing all of the applications for the purposes of ranking and then inviting applicants for interviews. At this time, invitations for interviews are based on the prerequisite GPA, cumulative GPA, 2 essays, and letters of recommendation. Students that are interviewed are then scored based on their verbal and nonverbal responses to questions during an individual interview and their participation in a mock tutorial. Given that our program uses a problem-based learning (PBL) pedagogical philosophy, our interviews ask questions about the student’s reflectiveness, decision making, and fit for PBL and our mock tutorial attempts to simulate a process which is central to the PBL curriculum. The non-academic information from the essays, letters of recommendation, interview, and mock tutorial is essentially reduced to a pass or fail dichotomy and then combined with the academic information (ie, prerequisite and cumulative GPAs) to make admissions decisions.

One of the primary goals of the admissions committee is to identify students who are most likely to be academically successful in our entry-level PBL doctoral PT program. And like most (if not all professional doctoral PT programs) not all of our students are successful. In fact, most students who are unsuccessful in our program are unsuccessful during the first year of our curriculum. In other words, the overwhelming majority of students that are successful during the first year of our curriculum ultimately go on to graduate. The purpose of this study is, therefore, to determine whether admission data can be used predict first year success in our entry-level PBL doctoral PT program. Furthermore, this study will attempt to identify which are the most powerful predictors of first year success and how much weight we should award to these predictors when making future admission decisions (ie, through the development of a decision rule [Childs et al, 2006]). We can then apply this decision rule to future classes to test its validity.

ERIN CONRAD, PT, DPT, MS, OCS

Education Leadership Institute Personal Goals

Goals at the start of the ELI program

1. Learn how to effectively contribute as a member of the administrative team in an academic institution.
2. Learn how to lead others in the organization.
3. Implement programs successfully at the institution based on knowledge gained in ELI.
4. Learn what to say and how to say it in meetings with various employees (speaking at the right level at the right time).

Goals upon graduation from the ELI program

1. Continue education in educational leadership.
2. Increase leadership roles within the university.
3. Expand leadership project to other departments within the university.
4. Pursue leadership roles in the profession (APTA, Education Section, etc).

3 Lessons Learned through the Education Leadership Institute

1. Listen and ask the right questions.
2. Build a network and find a mentor.
3. Knowledge of all aspects of educational administration (and how each interacts) is essential for successful job execution. Keep learning.

Institutional Leadership Project Summary

The purpose of the project was to develop educational program for the mentors of the Residency and Fellowship program on effective mentoring in the clinic. The mentors in the program are located around the country and start mentoring at different times so it is challenging to provide ongoing, consistent development. An online platform has been developed that mentors can access while working with a resident or fellow. There are several sections on various relevant mentoring topics delivered through power points, videos, articles, and an orientation to the program. The platform housing the program is continuously growing with resources being developed and added.

TERRI DINSMORE, PT

Education Leadership Institute Personal Goals

1. Improve confidence in implementing leadership skills.
2. Improve knowledge base to become a more influential leader.
3. Gain a better understanding of how to navigate the political landscape.

3 Lessons Learned through the Education Leadership Institute

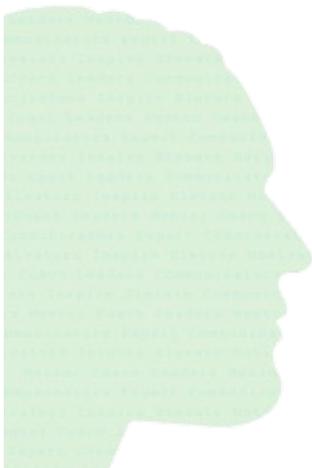
1. Identified my own barriers to becoming an effective leader.
2. Do more reflective planning and utilize support personnel and resources to improve efficiency.
3. Utilize relationships and manage conflict more effectively.

Institutional Leadership Project Summary

My project was to develop a system that can be used by all of the programs in the Health and Human Services division to evaluate and remediate professional behaviors in preparation for and/or during clinical placements. I have served as the chair of a committee consisting of the program coordinators from each of the Health and Human Services programs that was established to work on this project.

The committee shared resources and methods each program was already using and identified the behaviors that each program was interested in evaluating. A document with criteria that identifies proficiency in each identified behavior was created, followed-up by the development of a rubric that will be used to assess the behaviors and provide feedback to students. Subsequently, a remediation/dismissal plan was developed, as well as, a policy and procedure to be included in each program handbook.

The anticipated outcome is a consistent method to assess and remediate professional behaviors. By the end of fall semester 2012, we anticipate having some preliminary data.



MARY DOCKTER, PT, PHD

Education Leadership Institute Personal Goals

1. Create a leadership development plan based upon my identified strengths and weaknesses.
 - a. Broaden my understanding of various leadership theories and recognize which are most effective based upon the setting and situation.
 - b. Develop mentoring and peer relationships which will support and guide my development.
 - c. Demonstrate increased confidence as a leader and administrator within my program, University setting, and professional organization as my knowledge and skills are enhanced.
2. Develop a greater understanding of the higher education system with consideration for traditional and historical ties and future challenges and opportunities.
 - d. Recognize legal and ethical challenges in higher education and available resources to assist with decision making.
 - e. Develop relationships with key constituents within my higher education setting to allow growth and effective administration of my program.
 - f. Take an active leadership role in the day-to-day management/administration of my program (financial, legal, HR).
3. Embrace my role as a change agent within my program/University/professional organization.
 - a. Support and guide faculty in both reflective and visionary thinking.
 - b. Demonstrate leadership skills necessary to serve as an effective negotiator and advocate for my program and profession.

3 Lessons Learned through the Education Leadership Institute

1. Situational leadership is necessary with the many hats we wear as PT administrators. It is important to recognize when the current approach is not working and be able to transition to a more effective method. Leadership skills can be learned and enhanced.
2. It is imperative to communicate and collaborate with key constituents of the organization. Because of the ELI, I have worked with components such as the CFO to enhance my understanding of the budgeting process and to take a more active role in negotiation/advocacy; University legal counsel to strengthen policies and procedures; and directors of student development, support services, and admissions.
3. Developing a strong network of mentors and peers is vital in my role as a leader. I have benefited from the shared knowledge over the past year and plan to continue to give and receive from these relationships throughout my professional career.

Institutional Leadership Project Summary

The goal of my project was to effectively lead the PT Faculty in a strategic planning process that would consider increasing class size and the resultant space and resources needs.

Prior to scheduling the strategic planning session, I visited with administration, members of the Board of Trustees, and my faculty in order to determine goals and objectives from a variety of sources. It was also important to gain insight on the demographics of our region and internal and external factors which would affect potential growth. After reviewing several resources on successful strategic planning, I led my faculty in a thorough strategic planning process in Nov 2011. The result was a renewed vision and a plan for growth in students, space, faculty, and resources. I created a summary with budgetary considerations and presented a proposal to the Board of Trustees later that month which was unanimously approved. Since that time, I have continued to work with administration and faculty to plan and coordinate building/remodeling efforts and resource planning.

Future steps include:

1. Curricular review fall 2012 – 2013 with considerations of faculty and space requirements.
2. Continue negotiation and collaboration with administration to ensure program needs are met.
3. Plan for recruitment of new faculty.
4. Work with admissions and marketing on plan for increased growth.



KATHERINE HARRIS, PT, PHD

Education Leadership Institute Personal Goals

1. Improve ability to manage conflict effectively.
2. Improve ability to delegate effectively.
3. Improve ability negotiate with various constituents.

3 Lessons Learned through the Education Leadership Institute

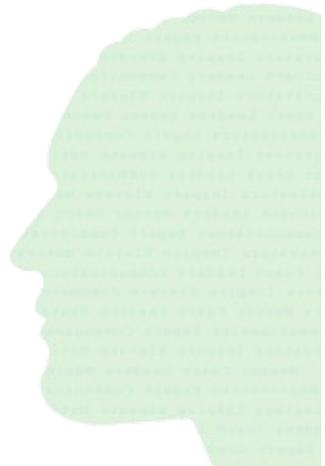
1. Leaders need to model the way in making change.
2. Leaders need the ability to alter their delivery of information that it can be heard from a variety of audiences.
3. Leaders need the ability to negotiate and compromise where needed to achieve a greater good.

Institutional Leadership Project Summary

The leadership project centered on the achievement of a successful Faculty Senate Retreat (the Faculty Senate came to agreement that a retreat would facilitate positive change within the Senate and the University) for achievement of goals and objectives and continued integration of the faculty, administration and student body through a new learning synthesis.

1. Facilitation of new performance appraisals at the various schools.
2. Faculty guided development of learning outcomes and objectives that all students should accomplish.
3. Faculty support in learning how to manage, teach, and assess.

The project necessitated the buy-in from the Senators and Administration to hold a daylong retreat to assess the structure and function of the Senate and to address the goals listed above.



AMY HEATH, PT, DPT, OCS

Education Leadership Institute Personal Goals

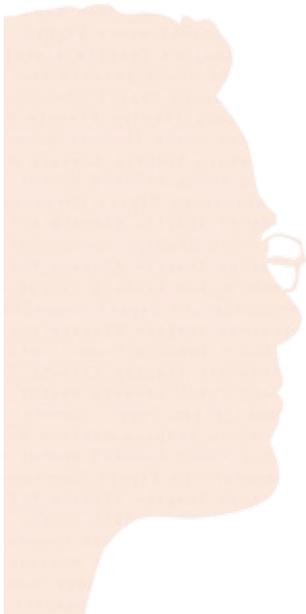
1. Develop a leadership plan for myself.
2. Develop a network of resources.

3 Lessons Learned through the Education Leadership Institute

1. You have to capitalize on opportunities that present themselves as well as generate your own opportunities, both of which are most easily facilitated by building and maintaining collegial relationships.
2. Exceptional leadership will encompass multiple frameworks, including political (Bolman & Deal) and that all 4 frameworks are valuable.
3. ELI exposed me to terms and concepts of higher education administration that are useful in building and maintaining relationships with other people involved with the business of the college/university. It's much easier to develop relationships when you can speak the same language, be it financial, legal, human resource management, etc.

Institutional Leadership Project Summary

My leadership project involved developing a Clinical Education Partnership (CEP) with local clinical education sites. CEP is an effort to collaborate with clinical education sites in order to offer more coherent clinical education experiences for DPT students. The DPT program reaches out to facilities identified as exceptional education facilities to offer “rewards” such as access to library, free attendance to continuing education courses, outcomes tracking database based on secured clinical education placements.



Education Leadership Institute Personal Goals

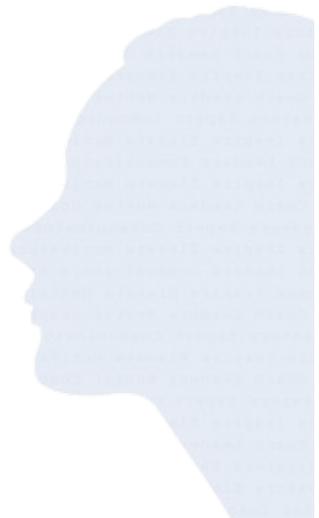
1. To improve my negotiation skills.
2. Evolve from a management role to a leadership role in physical therapy education.
3. Develop skills to foster collaborative decision making.

3 Lessons Learned through the Education Leadership Institute

1. Situational leadership-skills to assess leadership style and how to implement effective strategies based on the individuals involved.
2. Scope of legal policies, student affairs, and financial matters that are critical to the role of a program director.
3. Value of mentorship.

Institutional Leadership Project Summary

The goal of my leadership project was to develop a systematic process to foster professional development of the faculty to assure that all institutional and program expectations are being met in the areas of teaching, service, scholarship, and clinical practice. This project was embedded into the faculty annual review process to include self-reflection, peer evaluation, and program director evaluation. Considerations of budgetary implications, alignment with the department strategic plan, and contribution to promotion dossier were required for all faculty goals. This process was developed and implemented during my year in the ELI program with the exception of the peer evaluation component. I plan to add this component in the upcoming academic year.



JILL HORBACEWICZ, PT, MA, PHD

Education Leadership Institute Personal Goals

Throughout most of the leadership positions that I have held in my career, most of the skills I utilized were self taught. In ELI my goals were to:

1. Obtain formal leadership training. As Chair, I have a responsibility to the College, the faculty, the staff, and the students and I wanted to make certain I was as the best program administrator that I could possibly be.
2. Gain exposure to more of the “nuts and bolts” of the position such as risk management, budgets, strategic planning, etc.
3. Develop a network of colleagues from other institutions.

3 Lessons Learned through the Education Leadership Institute

1. The lessons on leadership and theories of leadership were invaluable.
 - a. Within the 4 frames approach to leadership I learned which frames were my strengths and which needed improvement to make me well rounded as a leader.
 - b. Learning about the qualities of excellent leaders and how similar they are in various professions.
 - c. Learning how to develop leadership skills through the assignments, readings and through reflection.
2. I learned more about the inner workings of the University beyond my department and the school of Health Sciences. The sections on HR, student affairs, and legal and policy issues were so interesting, especially to compare what was done at my school versus some of the other participant's schools.
3. I learned a great deal about strategic planning, curriculum design, and learner-centered outcomes.

Institutional Leadership Project Summary

My leadership project involved successfully negotiating and overseeing a renovation of the faculty and staff office spaces for the School of Health Sciences. Even more importantly, some full-time PT core faculty sat out in low walled, low storage cubicles. The goals for the project were to: 1) provide faculty privacy for confidential matters, 2) demonstrate support for faculty by the Institution, 3) provide much needed storage, 4) promote a positive work atmosphere, and 5) improve the aesthetics for potential student applicants and faculty applicants.

Throughout the project there was a great deal of negotiating with upper administration, needs assessment and communication with the “inhabitants” of the space, coordination with IT and facilities to move everyone out and back in, and discussions with the vendors to get a functional lay out and quality furniture. The project is now completed and faculty have large high walled cubicles with big desks, bookcases, and doors. The office space is aesthetically pleasing, with ample privacy for faculty and the students they are counseling, and ample storage for books and files. The administrative assistant area is also warm and welcoming.

STEPHANIE KELLY, PT, PHD

Education Leadership Institute Personal Goals

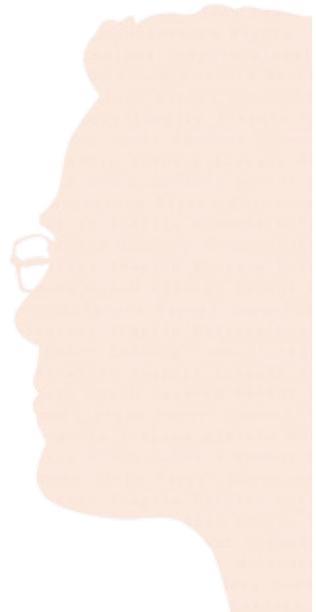
1. To understand my personal leadership skills and to use those in leading a large group of faculty and staff.
2. To better understand the culture of higher education.

3 Lessons Learned through the Education Leadership Institute

1. Considering multiple frameworks for approaching situations; thinking strategically.
2. Understanding higher education finance and how my program budget fits within this framework.
3. Increasing comfort level with approaching past and potential donors (related to project).

Institutional Leadership Project Summary

My project related to improving communication and collaboration between my college and our office of advancement and alumni relations. Prior to the project there was very little ongoing communication between the two unless initiated by the academic side. At this point I receive monthly reports of donors and monthly updates on alumni contacts. I have been working with an advancement officer visiting past donors and potential donors and have increased my comfort level with this type of conversation.





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