

APTA EDUCATION LEADERSHIP
INSTITUTE FELLOWSHIP



CLASS OF 2016-2017

APTA EDUCATION LEADERSHIP INSTITUTE FELLOWSHIP

Education Leadership Institute Fellows Perspectives

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Education Leadership Institute Fellows

- Scott Bennie, PT, DSc, MBA
- Donna Bowers, PT, DPT, MPH, PCS
- John Buford, PT, PhD
- Sarah Case, PT, DScPT
- Tricia Catalino, PT, DSc, PCS
- Greg Dedrick, PT, MPT, ScD
- Ashraf Elazzazi, PT, PhD
- Karen Gordes, PhD, PT, DScPT
- Emmanuel John, PT, DPT, PhD, MBA
- James Lynskey, PT, PhD
- JJ Mowder-Tinney, PT, PhD, NCS, C/NDT, CSRS, CEEAA
- Kelly Musti, PT, DPT, GCS
- Kirk Peck, PT, PhD, CSCS, CCRT
- Patricia Pohl, PT, PhD
- Peter Rundquist, PT, PhD
- Debbie Silkwood-Sherer, DHS, PT, HPCS
- Priscilla Weaver, PT, PhD, DPT, PCS
- Sharan Zirges, PT, MSHA



SCOTT BENNIE, PT, DSC, MBA

Education Leadership Institute Fellowship Goals

1. Enhance my ability to establish, develop, and strengthen relationships.
2. Integrate the knowledge and experience of others from the higher education community into my preparation to serve as a leader in current and future roles.
3. Examine and further develop my leadership and management skills.

3 Lessons Learned through the Education Leadership Institute Fellowship

1. Embrace your own frame and appraise others.
2. Listen actively and utilize your emotional intelligence.
3. My small group and entire cohort, as well as my mentors, from this Fellowship have shaped me through this process and will be a part of me for the remainder of my career and life. Thank you being on this meaningful journey with me.

Institutional Leadership Project Summary

My institutional leadership project involved the development of the first graduate-level dual-degree offering at our institution with the DPT/Masters in Healthcare Administration as the model. I proposed leveraging the already existing online Masters in Healthcare Administration in Strategy and Innovation (MHA-SI) program as an add-on to any graduate clinical degree offering. Market analyses and needs assessments were completed, admissions and application policies were developed, curricula for each of the potential graduate clinical programs (PT, OT, PA, CRNA) were developed for review by graduate clinical program chairs. The dual-degree program will be pitched to the institution's highest decision-making committee for review and approval. If approved the implementation will be staged according to clinical program-specific needs.

DONNA BOWERS, PT, DPT, MPH, PCS

Education Leadership Institute Fellowship Goals

1. Delegate more effectively.
2. Manage conflict and critical communications better.
3. Navigate political environment and negotiate more effectively with upper administration.

3 Lessons Learned through the Education Leadership Institute Fellowship

1. I am a perceptive and insightful leader who inspires others to work collaboratively.
2. I gained skills and competence for dealing with difficult situations. From those experiences throughout this year, I increased my confidence tremendously.
3. I've learned to always trust my instincts, and not be afraid to ask questions. With support from my ELI colleagues and mentors, I've learned to slow down and ask for time to make critical decisions.

Institutional Leadership Project Summary

I undertook the development of a Center of Excellence for Neurological Health to be an interprofessional enterprise of the College of Health Professions at Sacred Heart University. I created a conceptual framework for the Center and garnered interest from graduate and undergraduate faculty. The Center's mission is to provide opportunities in the following categories: Faculty research, Student integrated clinical experiences, Interprofessional faculty and student collaboration, Knowledge translation and continuing education for healthcare professionals in neurological rehabilitation, and community based services for patients post neurological injury. I performed a SWOT analysis to assess opportunities and challenges within the college. I presented my Leadership Project at the College of Health Professions' strategic planning meeting in May. A steering committee has been appointed and will convene in late July. Anticipated outcomes are that within one year of initiation, the Center will have hosted three continuing education events for healthcare professionals in neurology, three interprofessional service programs for patients; will have spawned two research projects, produced two scholarly products; and had successful participation of 10% of students across each academic program in the college.

JOHN BUFORD, PT, PHD

Education Leadership Institute Fellowship Goals

1. Improve ability to consistently apply leadership and management principles for the benefit of our program.
2. Gain a better understanding of the various different kinds of physical therapy and physical therapy assistant programs and faculty around the US.
3. Develop improved policies and procedures for the operation of our program.

3 Lessons Learned through the Education Leadership Institute Fellowship

1. There are ample resources for faculty leaders to develop and a rich literature from which to draw examples and inspiration.
2. Most faculty face very similar challenges and share very similar aspirations regardless of the particulars of their institution; we are more alike than we realize.
3. Common sense, reliability, and kindness go a long way in most situations.

Institutional Leadership Project Summary

At Ohio State, we developed and implemented a holistic review process. We modeled our process on ones recently recommended by the AAMC for medical student admissions, adapting the expectations for attributes, experiences, and abilities to those we would expect from among the best students admitted over the past several years. For example, medical school applicants might routinely have wet lab research experiences, but this is relatively rare among physical therapy school applicants. However, physical therapy school applicants do often have research experience, as well as service experience with disabled populations. As a school, we developed a broad mission and vision for holistic admissions, and then each program (PT, OT, etc.) developed its own mission and vision that would fit within the school's broad umbrella. From this, we developed rubrics to score applications consistently to rank applicants based on the experiences, attributes, and academic abilities we valued. This required a set of questions specific to our program to elicit information from the applicants not likely to appear in the basic PT-CAS application. With this process, we were able to make offers as early, and actually earlier than we had with a strictly metric admission system. We achieved about the same acceptance rate as in years past, and saw no drop in the metrics of our admitted students: GPA, GRE, and recommendation scores remained extraordinarily high, as has historically been the case. The number of applicants admitted who qualified as diverse based on ethnic background or socioeconomic status approximately doubled from the previous experiences, but was still less than 10%. Our initial effort was highly successful. We are implementing minor changes for quality improvement this year and planning assessments to determine whether any changes in things like professional behavior, clinical performance, etc., seem to improve. Statistically, this will be hard to determine because the occasions are so few as it is. Nonetheless, this is something we will track. The results of the project are being presented at the Education Leadership Conference, and we hope to develop a publication from the results.

SARAH CASE, PT, DSCPT

Education Leadership Institute Fellowship Goals

1. To become more familiar with leadership in higher education
2. To develop leadership skills which will assist in my position as Program Director and beyond
3. To create and nourish a network of professionals with common values and goals

3 Lessons Learned through the Education Leadership Institute Fellowship

1. Working on a project involving many stakeholders takes perseverance and vision including building relationships and communicating in ways that connect values and goals.
2. Everyone has challenges in leadership and the key is to know oneself and others in order to negotiate and navigate through the difficulties in order to turn challenges into opportunities.
3. In leadership, it is important to have a vision, but you also need data to communicate that vision to stakeholders, and the resources to back it up.

Institutional Leadership Project Summary

My leadership project was to conduct a feasibility study on the creation of a 2+2 PTA to BSPTA degree at Baker College. The survey launched in May 2017 and closed June 23, 2017. It was created in Survey Monkey® and emailed via a weblink to graduates, advisory board members, faculty, clinical instructors and employers throughout a tri-county area in metro Detroit.

The survey consisted of 17 questions with some geared just toward PTAs and some toward employers.

We received 128 responses, of which 123 were complete. I did not expect such a large response-rate, nor did I expect such an overwhelmingly positive response to the idea of offering a BSPTA degree. Just under 80% of the respondents agreed that PTAs should be educated at a Bachelor level. I was then able to take the comments (for, against, or neutral) and categorize them by theme. The categories were analyzed and I already have plans for future surveys to determine future employment prospects and salaries for BS vs. AAS degreed PTAs.

Many respondents also indicated a need for specialty or advanced clinical practice training for PTAs. And while there is not a perceived shortage of PTAs in the area, the majority of respondents felt that advanced training would close the gap between PT's and PTAs and elevate the PTAs status compared to other healthcare professions.

TRICIA CATALINO, PT, DSc, PCS

Education Leadership Institute Fellowship Goals

1. To gain a broader perspective on educational leadership beyond the unit level.
2. To enhance my conflict resolution skills.
3. To be more patient – especially when it comes to decision-making at the institutional level.

3 Lessons Learned through the Education Leadership Institute Fellowship

1. Relationships matter at every level – they are a key ingredient for successful leadership.
2. To collect data with purpose and then use it to guide decisions.
3. That sometimes it is better to “let it go” – we cannot be all things to all people and to every project.

Institutional Leadership Project Summary

The focus of my leadership project is to create an interprofessional education (IPE) curriculum at my institution. The aim of the project is to meet institutional strategic plan objectives, meet accreditation standards for IPE, and to become a model for IPE among health professional education programs. Specifically, we aim to first introduce students to the Core Competencies of IPE and then to engage students and faculty in university and community-based interprofessional learning activities. We will also develop and implement a comprehensive faculty development program for IPE and evaluate our progress through program review and evaluation.

To this point we have achieved the following: created an IPE Task Force; created course descriptions, and included the IPE requirement in the new course catalog; initiated a survey for program review and assessment; registered a team of 5 to attend the T3 Train the Trainer IPE Faculty Development course; reviewed IPE literature, examples from other universities, and online IPE modules; hired an IPE consultant.

The expected outcomes for the project include: launch the IPE Curriculum; build faculty capacity for IPE teaching and learning; conduct ongoing program evaluation.

GREG DEDRICK, PT, MPT, SCD

Education Leadership Institute Fellowship Goals

1. Improve emotional intelligence and working within the HR frame
2. Improve leadership qualities to produce more effective teams
3. Become a more effective change agent

3 Lessons Learned through the Education Leadership Institute Fellowship

1. Issues are deeper than they appear, do your homework
2. Self-reflection and networking is key to leadership development
3. Emotional intelligence and ability to relate to others is a key to success

Institutional Leadership Project Summary

I led a task force with the goal to compile information from a variety of professional programs to determine models for handling student professional/behavioral violations and evaluate our current process. This information will be compiled into a report to the Dean. The task force findings may result in changes to current process with primary goals to:

- Streamline the process for handling complaints
- Create a singular process for programs creating continuity
- Create a clear, concise process for faculty in handling student professional/behavioral violations
- Determine best methods for handling violations (program vs college)
- Have solid legal standing/support for process chosen

Peer processes have been gathered and are being vetted for discussion. Developmental standards of professional behavior is being developed. Professional/behavioral violations are considered an academic issue and reference to professional association behavioral expectations will be included in recommendations and final document.

Outcomes:

- Revise current or create a new professional/behavior procedure for the college by November 2017
- Better utilization of process by faculty/staff or peers (monitor in 2018)
- Change the culture in professional programs (long-term)

ASHRAF ELAZZAZI, PT, PHD

Education Leadership Institute Fellowship Goals

1. To enhance the academic environment for faculty and students through advocacy with the college administration via improved communication and collaboration.
2. To facilitate improvement in the Physical Therapy Department operations and foster collaboration between our academic institution and local healthcare organizations.
3. To integrate effective leadership skills needed to enhance the organization and management of the Department as a visionary, confident leader.

3 Lessons Learned through the Education Leadership Institute Fellowship.

1. I developed the ability to think broadly and more strategically with a focus on the big picture.
2. I realized, I am not alone. While most Physical Therapy Programs face similar concerns, communicating, organizing and collaborating with other programs will help us address most health care and higher education issues we face.
3. I learned that effective leaders must take the time to reflect to appreciate all perspectives that are influenced by the decisions we make. Truly effective leaders develop the confidence and the ability to react appropriately to difficult situations with passion and humility.

Institutional Leadership Project Summary

My leadership project was to develop a collaborative Post-Professional Residency Program using the college resources in partnership with local healthcare organizations. The project aimed to provide post-professional clinical education to licensed physical therapists to fast-track clinicians in attaining 1) advanced knowledge, 2) innovative physical therapy specialty training and 3) excellence in clinical decision making skills. The Program was designed to 1) support the mission and vision of the college and the clinical entity, 2) further develop the existing Physical Therapy Department growth and 3) enhance the college and community integration and collaboration intended to go beyond the residency program(s). The program will offer access to professional development, residency training, and preparation for specialty board examination, as platform to prepare future academic instructors and leaders in the profession.

KAREN GORDES, PHD, PT, DSCPT

Education Leadership Institute Fellowship Goals

1. Develop strategies for negotiation at multiple levels of administration within a large academic institution
2. Devise methods to focus attention on long term goals while maintaining the day to day needs of the department
3. Understand my personal strengths and weaknesses as a leader and how to utilize this information to be a more productive director

3 Lessons Learned through the Education Leadership Institute Fellowship

1. Networking with other leaders in the physical therapy profession is invaluable to one's own leadership growth process
2. Leadership is a way of being; it comes from within oneself and will grow as you grow
3. Evaluating issues through the various frames will provides insight into solutions

Institutional Leadership Project Summary

My leadership project was to develop a Doctor of Physical Therapy (DPT)/Masters of Public Health (MPH) dual degree program. The project was developed to generate an avenue for education and training for future physical therapists to fulfill roles in public health management as a means of recognizing the expanding role of PT's in the public health arena. The project incorporated the following: implementation of a memorandum of understanding between the physical therapy and epidemiology departments within the University system, redesigning admissions infrastructure specifically, for dual degree candidates, developing curriculum for the dual degree program, generating materials for website promotion of the dual degree and reframing policies/procedures in the DPT student handbook to reflect the unique experience of the dual degree students. Initial open enrollment for the dual degree program is expected for the Spring of 2018. Program assessment will be initiated upon enrollment of the first cohort.

EMMANUEL JOHN, PT, DPT, PHD, MBA

Education Leadership Institute Fellowship Goals

1. Post MBA, to increase knowledge of academic administration specific to physical therapy education.
2. To hone skills for progressive university/national leadership in PT education and Health Professions.
3. To connect with peers and potential mentors.

3 Lessons Learned through the Education Leadership Institute Fellowship

1. Reposition self for visionary leadership, minimize 'managing' by delegating to assistants.
2. There is great diversity of exciting innovations in physical therapy education, and academic administration. Continuous learning from fellow program leaders is invaluable.
3. No need to reinvent several wheels, one can stand on the shoulder of giants, and learn from colleagues and mentors! They are just an email or phone call away for peer support.

Institutional Leadership Project Summary

Continuing program assessment is a challenge for many DPT programs, partly due to the myriad of internal and external sources of data to be collected, collated, and analyzed for program outcomes, assessment, and accreditation reports (eg, PTCAS, CPI, EXAAT, LMSs such as Blackboard, and other platforms used programs for data collection). These platforms are mostly proprietary and do not 'talk' to each other, creating an enormous 'big data' burden for many programs. This project purposed to identify a one-stop-shop platform that can become a central repository for all program outcomes and assessment data for accreditation reports and program reviews. eMedley® by AllofE Solutions was adopted as a platform robust enough to accomplish the goals of this project. eMedley is modular, scalable, and can be further developed or extended to perform future functions when needed. Current eMedley modules include ExamN for assessment and testing; eKeeper for documentation, clinical sites agreements/contracts and record keeping for clinical education; eDuSched for clinical education scheduling; eCurriculum for CAPTE Standards and curriculum mapping; eEvaluate for evaluations/surveys; eDucate for LMS/course management; and eClas for patient encounter tracking. Migration of Chapman University DPT program's data to eMedley from other platforms was phased. Faculty, students and staff were trained on the various modules. The first set of assessment and outcomes data for program review and accreditation reports from eMedley platform is about a year away. The program will soon work with eMedley developers to develop APIs to interface with PTCAS and CPI to harvest admission and clinical education data.

JAMES LYNSKEY, PT, PHD

Education Leadership Institute Fellowship Goals

1. Gain a better understanding of leadership theory and my personal leadership style, strengths, and weaknesses.
2. Gain understanding of the complexities that go into creating and managing departmental/college/university budgets.
3. Develop strategies to enhance my effectiveness as a leader in an interdisciplinary academic setting.

3 Lessons Learned through the Education Leadership Institute Fellowship

1. There are many theories of leadership, not all of which are supported by evidence. It is up to you, the leader, to understand these theories, know yourself, know your situation, and apply theory/model that best fits your situation.
2. Networking is valuable to gain perspective and to develop allies and support. Initiatives, and leaders, will fail if they do not consider the whole situation and are not supported.
3. Flexibility and growth are essential traits of highly effective leaders

Institutional Leadership Project Summary

A.T. Still University has grown from a single Osteopathic Medical College to a University that houses 6 colleges/schools over the last 22 years. Unfortunately, centralization of faculty governance was not established during the expansion. The lack of a centralized faculty structure led to 6 different faculty governance bodies with 6 different faculty handbooks/governing policies under a single university umbrella. The university faculty senate was formed to address the issue of centralized faculty governance. As chair of the university faculty senate I was asked to lead the development and implementation of the university faculty handbook and develop several new faculty policies. Over the last 18 months the senate developed a draft of the faculty handbook and gained approval (from both faculty and administration) of multiple key policies. We developed and implemented a multiyear faculty contracts policy, developed a course evaluation core tool, equalized faculty development funds, and implemented a university-wide promotion policy. The initial draft of the handbook has been reviewed by the administration, and the senate is currently revising the document with an expected completion of December 2017. Additionally, the senate performed a gap analysis and identified missing policies, including universal workload and grievance policies. Work is currently underway on developing the missing policies, with initial drafts expected by October 2017. The senate will review the implementation of the promotion and contracts policies to determine if revisions are needed. The review will begin in August 2017.

JJ MOWDER-TINNEY, PT, PHD, NCS, C/NDT, CSRS, CEEAA

Education Leadership Institute Fellowship Goals

1. Improve my negotiation skills through learning and practicing specific strategies.
2. Improve my ability to deal with conflicts – specifically with 1:1 faculty who challenge me as demonstrated through maintaining objectivity, being transparent and equitable with decisions, and focusing on the primary goal.
3. Improve my skills in running a meeting by making sure that everyone is heard, my goals are clearly communicated, that I listen more than I talk, and that I provide appropriate encouragement throughout.

3 Lessons Learned through the Education Leadership Institute Fellowship

1. Awareness of your communication style and the ability to appropriately adjust your approach is critical for successful conversations and outcomes.
2. Learning to take a step back and consistently view things from a different perspective will allow you to meet people where they are and maintain objectivity.
3. Developing and maintaining relationships in other PT programs and within the College is essential to moving forward as a leader and a department.

Institutional Leadership Project Summary

My leadership project was to develop an equitable workload formula to be utilized that included all aspects of the various clinics and reinforced fair distribution across all faculty. Providing a transparent and equitable workload process was a critical need to improve the stability and work environment of the faculty.

All outcomes for this project were completed. The following are a couple of the primary outcomes: 1. Compare and contrast various workload formulas utilized by various HHS professions as well as other PT programs, 2. Design transparent and fair workload formulas encompassing lecture, lab and various pro-bono clinics utilized in the program and 3. Implement an efficient process for determining, communicating and tracking workload.

KELLY MUSTI, PT, DPT, GCS

Education Leadership Institute Fellowship Goals

1. Develop improved delegation and negotiation skills within higher education
2. Recognize personal strengths and weaknesses through self reflection to improve oneself as a clinician, educator, leader and person
3. Demonstrate effective leadership and managerial skills after gaining knowledge of each through ELI

3 Lessons Learned through the Education Leadership Institute Fellowship

1. It is important to have an effective team to accomplish tasks. Never close any doors leading to potential teammates. More support can equate to more success.
2. Assessment has many layers, but if one takes time to look at the bigger picture, each of those layers is somehow connected.
3. Leadership is a process, not a beginning or an end. It is important to self reflect and constantly reassess oneself in order to keep growing.

Institutional Leadership Project Summary

The Professional Development Tracking System is a project in which a tracking form/process has been developed for the hybrid positions of the Allied Health Division Programs within my institution. Each program is budgeted annual professional development funds and it is important to have a tracking system in place to better track/assess how we are providing development to our staff. The purpose of this is to make sure that staff members have professional development opportunities that they find valuable; but, also would benefit the program, institution, and most importantly, our students. This goal of this project has been to develop a system for tracking professional development for the Allied Health Programs to be utilized effectively beginning in Fall 2017. The project began with a survey to determine needs and viewpoints of professional development within the Allied Health Division and has since been developed and reviewed by the Allied Health Program Staff and Dean during the 2016-2017 academic year. Follow up assessment will be completed annually, following official implementation.

KIRK PECK, PT, PHD, CSCS, CCRT

Education Leadership Institute Fellowship Goals

1. Improve leadership & communication skills to enhance PT Department operational efficiencies.
2. Gain a greater understanding of human resource management to support a successful DPT program.
3. Increase knowledge of financial management at both university and departmental levels.

3 Lessons Learned through the Education Leadership Institute Fellowship

1. There is a fine-line between serving others as a true leader vs. just managing operations. I pose that program chairs' unfortunately spend a greater amount of time managing operational duties and personnel issues as opposed to ideally focusing on activities that define academic leadership.
2. Institutional budgeting beyond the programmatic level is complex and requires a sound practical knowledge of business competencies.
3. The goal of identifying & measuring useful data for PT program outcomes assessment remains a significant challenge in professional education

Institutional Leadership Project Summary

Summary: The purpose of my ELI project was to develop a business model for a DPT program to financially support multiple post-graduate residency programs utilizing a variety of revenue generating mechanisms. Context for this project is the DPT program at Creighton University, Omaha, Nebraska.

Completed Outcomes:

1. New financial contracts were negotiated with community partners over the previous 12-months to support professional residencies in Orthopaedics, Neurologic, and Geriatrics.
2. A new Women's Health Residency application was approved by the American Board of Physical Therapy Residency and Fellowship Education.

Expected Outcomes:

1. The goal for the DPT program is to support six post-graduate residency programs (orthopaedics, neurologic, pediatrics, geriatrics, women's health, and sports), and consider adding an acute care/cardiopulmonary residency in the future.
2. Ensure all residency programs are financially viable for long-term sustainability.

Time Reference – Goal for completion of this project is fall of 2018. The timeframe may need to be extended due to potentially unforeseen issues related to initiating a sports residency.

PATRICIA POHL, PT, PHD

Education Leadership Institute Fellowship Goals

1. Enhance my leadership skills to facilitate our programs cohesiveness across our two-campus model
2. Develop a familiarity with written resources on leadership and specifically, leadership in higher education
3. Gain the tools that will assist me in mentoring future leaders in our department

3 Lessons Learned through the Education Leadership Institute Fellowship

1. Awareness of leadership styles and frameworks and flexibility in their application can help an administrator be more effective and ultimately strengthen an organization.
2. Although we may have many goals, the successful leader narrows the focus to those that are “wildly important”
3. Delivering results and creating transparency as much as possible are integral to gaining and sustaining trust in the workplace, and trust is a keystone to successful leadership.

Institutional Leadership Project Summary

The goal of my project was to complete a curriculum map of our course objectives to CAPTE criteria, including an analysis of the levels of the objectives, assessments, and to institute a process to ensure ongoing review. We had the opportunity to beta test a software program that provided the template for the mapping procedure. With the assistance of faculty, I have completed the initial mapping of the syllabi objectives and the levels of objectives. Some of the challenges in completing this project were related to the fact that I was new to the institution and the need to coordinate our two-campus model that provides the same curriculum to two cohorts of students with two sets of faculty, but at sites over one hundred miles apart. Work on this project will be ongoing. The faculty, program directors, and I as department chair will need to complete a comprehensive review of the mapping that has been done to date and add assessments for each campus. We are currently developing the policies and procedures within the program to ensure that the mapping remains current over time, and reviews contribute to strengthening our curriculum.

PETER RUNDQUIST, PT, PHD

Education Leadership Institute Fellowship Goals

1. Accentuate my leadership strengths and bolster my leadership weaknesses.
2. Take advantage of the opportunity to network with other physical therapy developing leaders.
3. Learn how to provide positive rather than negative reinforcement.

3 Lessons Learned through the Education Leadership Institute Fellowship

1. I have become more aware of my own emotional intelligence and how to read and react appropriately to the emotional intelligence of others.
2. I have become more comfortable seeking the advice and guidance of others.
3. Change happens. Sometimes I am the agent of the change. Sometimes I have to adapt to the changes instigated by others.

Institutional Leadership Project Summary

I influenced the revision of the university's advancement in rank policy. Early on in my tenure as Program Director, I was unable to successfully recruit a potentially outstanding faculty member. She was concerned that the promotion and tenure process was unclear and not transparent.

While this was discouraging, I found out that our department was not alone in our concerns. The Faculty Policy Committee, consisting of the VPAA, the Chair of the Faculty Senate, and members of the business, education, kinesiology, physical therapy, science, and theater departments, was charged with amending the policy. All had similar concerns.

I was able to witness inappropriate application of the political frame when one member decided to withdraw rather than continue to work on the project. He thought he had enough clout to stop the project. He was wrong. I learned the limits of my emotional intelligence when I became frustrated with the process. I was informed indirectly that the CFS thought I was pushing too hard. Fortunately, the Provost supported the direction I was encouraging the committee to go.

The final hurdle of getting passage turned out to be semantic. The committee struggled with faculty members meeting performance expectations and not meeting promotion expectations. We reworked the terminology to required, developing, and exemplary. We also developed thresholds for each category to be eligible and relatively assured of promotion. We were fortunate to have the policy approved by the faculty senate at their May 2017 meeting.

At this point, we continue to work to have the performance review form and advancement in rank policy match. That remains the next mountain to climb.

DEBBIE SILKWOOD-SHERER PT, DHSC, HPCS

Education Leadership Institute Fellowship Goals

1. Develop a better understanding of the leadership role within the academic setting.
2. Reassess my leadership style and abilities to improve on identified weaknesses and become a more effective leader.
3. Develop/Improve skills of being a visionary leader in order to better prepare the DPT program for the future.

3 Lessons Learned through the Education Leadership Institute Fellowship

1. Learned that networking can be a very valuable resource within and outside of an institution and that these relationships need to be nurtured.
2. I identified which frames of leadership were natural for me and which I need to monitor to insure they aren't forgotten.
3. Was reminded that active listening is a valuable skill, which can lead to deeper questions and thus better solutions to the many issues encountered in physical therapy education. I need to improve this skill and remember to utilize it more often.

Institutional Leadership Project Summary

My project was to move forward a proposed interdisciplinary PhD program for our College. This degree proposal had been abandoned due to budget constraints the year prior to ELI. During the year, I reviewed the proposed curriculum and proposal. I identified potential modifications in both the curriculum and overall proposal. I had conversations with the Dean regarding potential leadership for the program, as well as, changes in the proposed budget to decrease anticipated costs from the initial proposed budget. The proposed degree was submitted to the Program Assessment Department for a market analysis. The results of the market analysis are expected by mid-fall, at which time a new budget will be finalized. By December/January a decision should be made regarding the final status of the PhD program.

PRISCILLA WEAVER, PT, PHD, DPT, PCS

Education Leadership Institute Fellowship Goals

1. To understand my leadership strengths and weaknesses.
2. To develop as a leader within my university, physical therapy profession, and the community by applying knowledge and strategies learned from the fellowship.
3. To develop a network of colleagues to support our current and future leadership roles for the benefit of the physical therapy profession.

3 Lessons Learned through the Education Leadership Institute Fellowship

1. After reviewing contemporary leadership theories and practices, I learned to reflect on my own leadership definition, beliefs, and practices to further develop my own leadership skills.
2. I developed skills and confidence across multiple leadership frames to help prepare me for the range of situations that are encountered in leadership positions.
3. I learned the value of having a network of colleagues to listen to and share with to gain a greater perspective on the situation.

Institutional Leadership Project Summary

My project entails leading a systematic review of Bradley University's physical therapy curriculum through a collaborative effort by all faculty. All course syllabi and student learning objectives will be examined to ensure objectives are stated in behavioral terms that are reflective of the breadth and depth of the course content and the expected level of student performance. The student learning objectives will be mapped to CAPTE criteria, physical therapy program outcomes, and defined by academic level. The curriculum review will evaluate the organization, sequencing, and integration of courses to facilitate achievement of the physical therapy program outcomes and meeting the requirements for accreditation. The review will provide in-depth reporting on the curriculum and allow for communication between faculty that will inform and guide curricular changes.

SHARAN ZIRGES, PT, MSHA

Education Leadership Institute Fellowship Goals

1. To become more knowledgeable with higher education administration
2. To understand curriculum development, design, and assessment better.
3. To access knowledge and resources within the world of academia.

3 Lessons Learned through the Education Leadership Institute Fellowship

1. Most of the knowledge I have acquired from 20+ years in health care administration can be transferred to higher education administration with a few unique considerations to the population being served.
2. Curriculum development, design, and assessment is critical to the success of an academic program and is not always done as thoroughly as it should be done.
3. The human component (the student and faculty) that is critical to the success of any academic program needs good leadership with a common vision otherwise left to its own devices with a period of inattention it can become dysfunctional.

Institutional Leadership Project Summary

My ELI leadership project was to break down the components of the pass rate problems within my program, identify solutions for these problems, and assure that all students would and could improve their NPTE scores within the next 12 to 18 months. So my precise expected outcome was to improve the overall NPTE pass rate of the graduates from 59% to 85%. This outcome has been occurring throughout this past year and the summation of the outcome must be realized by December of 2017.

The challenges faced along this path have been related to trying to improve on essentially what is already a finished “product” when attempting to impact the scores of past graduates who were educated under a different curriculum than I have created. I quickly found a number of these graduates had taken the exam multiple times without direction or data as to what their weaknesses were in their knowledge base. Additionally I found that taking the exam multiple times can have a psychological effect on the graduate in that they demonstrated extreme test anxiety from the experiences.

The lessons I have learned and I am continuing to learn as a result of this project is related to the extreme complexity of curriculum development and assessment and testing readiness. There are multiple factors that must be assessed on a continual basis to stay on top of the final outcome.