Education Leadership Institute Fellows Perspectives

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Education Leadership Institute Fellows

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Education Leadership Institute Fellowship Goals

1. Build symbolism associating the department with a thriving professional community that values alumni and contributes to profession.

2. As a new department chairperson, I wanted to complete tasks to build trust among the faculty in my ability to accomplish duties associated with being a chairperson.

3. Prepare myself to understand the requirements necessary to bring our program through accreditation.

3 Lessons Learned through the Education Leadership Institute Fellowship

1. Performing leadership tasks in the area of personal strengths is the easy part of the job. It is important to spend time addressing areas of leadership that are not personal strengths (in my case, political and symbolic aspects of leadership). If all areas are not addressed, the entire department/constituency is not well served.

2. Program assessment performed as a quality assurance program is a powerful tool for keeping the program curriculum strong.

3. Academic freedom of faculty members is not absolute, and, in fact, there are many guidelines that faculty members must adhere to. It is the department chair’s responsibility to make sure the appropriate curriculum is being taught within the construct of faculty’s academic freedom.

Institutional Leadership Project Summary

In transitioning our physical therapy curriculum, we have developed a culminating experience that requires students to write a case report incorporating all aspects of evidence-informed practice. This Leadership Project entails working with the department’s Curriculum Committee to develop an instructional outline on how to write the case report, writing sample case reports, developing a case report grading rubric for the faculty, making sure the faculty understand how to mentor students and grade the case report, and developing an assessment tool to determine if the case report is achieving its desired goal which is to produce graduates that practice in an evidence-informed manner. The initial direct outcome will be the grading of faculties’ evaluations of a mock case report. The subsequent primary direct outcome will be students’ case reports graded prior to their second internship. Clinical instructors’ evaluations of students’ ability to practice in an evidence-informed manner will be an additional direct outcome.

Project 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
Mary Tischio Blackinton, PT, EdD, GCS, CEEAA

Education Leadership Institute Fellowship Personal Goals
1. Embrace and improve my skills in the leadership roles that I am least comfortable with, including financial management, legal issues in higher education, conflict management, and the politics of academia to better serve program faculty and students.

2. Use a broad range of leadership skills to create a professional forum for best practices and collaborative research in hybrid/blended instruction.

3. Enhance my self-confidence and skills to participate in leadership roles within APTA and in particular, the academic community.

3 Lessons Learned through the Education Leadership Institute Fellowship
1. Asking questions (instead of trying to have all the answers) is one of the MOST POWERFUL leadership lessons I’ve learned. Asking questions empowers and engages others, helps unveil multiple perspectives of an issue or problem, and generates dialog to facilitate informed decision making.

2. I am a stronger leader when I incorporate all 4 frameworks described by Bolman and Deal: Structural, Human Resources, Political, and Symbolic. Although I initially perceived myself as weak in the political framework, I realized that I can effectively use power, leverage, and negotiation in my role to get things done. By using all frameworks, I was able to develop and implement an essential functions policy in our PT department-this has since spurred other programs in the College of Health Care Sciences to create and adopt similar policies.

3. Being a change agent involves much more than having and communicating a vision. It also requires being in touch with the environment, building partnerships, challenging conventional wisdom, and being tenacious. To this end, I have learned many important lessons: involve others, including the external community, make everyone a hero, and let go!

Institutional Leadership Project Summary
The purpose of my leadership project was to develop a Hybrid Transformation and Research Institute (HTRI) for faculty interested in re-designing courses or curricula from traditional to hybrid. This institute would a) serve to train/support faculty who want to transform courses to hybrid, and b) foster a community of inquiry focused on collaborative educational research and exemplary teaching practices.

Completed Outcomes to Date:
1. Completed an educational needs assessment with program directors internal to my institution and PT faculty/directors external to the institution.

2. Discussed and negotiated with the Dean, Associate Dean, and Assistant Dean to house the HTRI in the Center for Academic and Professional Excellence under the Teaching and Learning Academy, including a basic budget.

3. Identified and gained commitment from 3 experienced faculties from Hybrid DPT Program to participate.

4. Created a tentative fee structure and course outline. The HTRI will be a 16-week hybrid course consisting of 4 units: educational theory/principles supporting blended learning, hybrid course redesign, selection/implementation of technology, and student/course assessment.

5. Collaborated with office of institutional technology to find a mechanism to bring external faculty into Blackboard, our course management system.

Outcomes to be Completed:
1. Implement the first class of 14 beginning August 26, 2014; by December 2014, 12 participants will have successfully completed HTRI.

2. Within 6 months of completing the HTRI, 75% participants will have converted and taught 1 course using a blended format in their institution.

3. By Jan 2015, 20% of participants will participate in the Health Professions Educational Research Symposium (HPERS) to disseminate outcomes related to hybrid instruction.

4. By July 2015, 35% of participants will voluntarily participate in data collection from their hybrid courses regarding student outcomes, student perceptions, and faculty perceptions.
Tamara Burlis, PT, DPT, MHS, CCS

Education Leadership Institute Fellowship Goals
1. Develop an in-depth understanding of what is required to lead in an academic health care setting.
2. Develop a visionary perspective that can enable me to contribute more substantially to strategic planning for physical therapy, health care and the university at large.
3. Develop increased confidence as a leader and administrator within the university and our professional organization.

3 Lessons Learned through the Education Leadership Institute Fellowship
1. Looking at work challenges/issues through the four different leadership frames can be powerful and helpful in identifying the future actions needed.
2. A good leader inspires action in others.
3. Leadership is a process that evolves continuously; be open to feedback that is provided in all of your interactions.

Institutional Leadership Project Summary
The project I undertook was to establish individual faculty metrics and collective productivity standards for our Program’s Education Division. I chaired a task force that was assembled to identify and discuss our Program’s specific issues and needs. The task force established metrics and provided feedback on a data gathering instrument that is being used by each faculty member to systematically report their duties and responsibilities within the Education Division to the Program Director during their annual review. In addition, a survey was developed and sent to several Programs within the United States to identify comparison data. The task force will reconvene following the period of annual reviews to discuss the comparison data and to review the Program faculty data with the goal of establishing individual faculty expectations and collective division benchmarks.

Aliya N Chaudry, PT, MBA, JD

Education Leadership Institute Fellowship Goals
1. Adapt personal leadership skills to meet organizational needs.
2. Identify resources to assist faculty to engage in scholarship activities such as grant writing, research, publications, and peer reviewed presentations.
3. Educate faculty to engage in service to the community, profession, university, and school of physical therapy.
4. Justify school of physical therapy financial needs to successfully procure administrative approval for its budget.
5. Design additional programs under the umbrella of school of physical therapy.
6. Develop a strong network of peers who will serve as mentors in the future.

3 Lessons Learned through the Education Leadership Institute Fellowship
It is important for an emerging administrator to:
1. Participate in an education leadership program that prepares them to be confident leaders with knowledge and practical insight prior to assuming their leadership position.
2. Seek to network with other administrators to identify a mentor who will serve as their guide especially for the first year in their leadership position.
3. Determine positioning of their institution to meet current and future industry challenges so as to effectively lead their institution through change.

Institutional Leadership Project Summary
US healthcare labor force currently has a dire shortage of physical therapists (PTs) and the Bureau of Labor Statistics (BLS) predicts this shortage will only increase as the US population ages. According to BLS, the need for PTs is expected to increase by 39% from 2010 to 2020, which places a burden on educational programs to increase the number of PT graduates to address the physical therapy needs of the aging baby boomers. My project was to determine the feasibility of expanding an existing DPT program being offered at one campus location of a university by adding an additional cohort of DPT students at a second campus location of the same university. The university presently has 3 campuses located in rural and urban communities. The current DPT program is offered at one campus located in a rural area that is accredited by CAPTE with the expansion proposed for a second campus located in an urban area. This expansion is consistent with the university’s
urban and rural mission “to provide excellent post-secondary education to students who have a strong work ethic, who are eager to learn, and who have the courage to be exemplary.” The expansion would occur in 3 phases and compliance with CAPTE standards will be maintained. Meetings were held with the University President, Vice President for Academic Affairs, Vice President for Fiscal Affairs, and Physical Plant Director to determine potential scope and support. A brief preliminary project report was created and submitted to the President, via the Vice President for Academic Affairs. A response from the President is pending.

**Expected Outcomes: By the end of this project, I will be able to:**

- a. Appraise the urban market to determine potential for a student applicant pool.
- b. Summarize accreditation compliance requirements to add a cohort of DPT students.
- c. Compile a list of all required resources to add a cohort of DPT students.
- d. Appraise the need for additional faculty.
- e. Create a proposed budget for the additional cohort of DPT students.
- f. Devise a timeline for the proposed project.

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**Susan P Cotterman, PT, MBA**

**Education Leadership Institute Fellowship Goals**

1. Focus my energy so that I can be successful in the next steps of my career (greater leadership roles/opportunities in my College and greater involvement and leadership within the APTA).

2. Position my program (PTA) strategically within my institution and within the profession (AAS- BS degree for PTAs and other unknown upcoming changes) through partnerships internally and externally.

**3 Lessons Learned through the Education Leadership Institute Fellowship**

1. The importance of relationships. This was a thread throughout the program and includes relationships with my faculty/staff and students as well as relationships with others within my college (all areas of the college) and of course, relationships outside of my institution.

2. It is okay to make mistakes and be human, but it is important to learn from those mistakes! Also, how to really listen to what others are telling you (what they complain about, their mistakes, their advice, their stories, etc); by truly listening to others and what they say, you will make fewer mistakes!

3. The importance of reflection and taking time to “work on yourself” as well as getting to really “know” yourself. This allows one to be an authentic leader.

**Institutional Leadership Project Summary**

My project’s goal is to improve student recruitment and to increase enrollment within my institution. Therefore, I had a two-tiered project:

1. To analyze, assess, and facilitate possible “feeders” into my program (PTA) from High School. In our State, there is a current initiative to articulate with existing High School programs to provide career pathways from the High School level through the Associates degree to high demand careers in our State. I was nominated to serve on the committee that will develop the articulation pathway from High School through the Associates degree in the Exercise Science pathway. My intended outcome of this component is to provide a clear pathway for High School students to gain basic training in High School that will apply to the PTA degree, thus decreasing the cost to students to earn their PTA Associates degree and to increase recruitment into my program.
2. To develop a career pathway to a Bachelor’s Degree (preferably 2+2 option) that can provide opportunities for career advancement for our program’s alumni. This portion of the project was identified to provide opportunities for career advancement for PTAs, and as a marketing (recruitment/enrollment) tool that my institution can advertise to prospective students. I have had successful contact and collaborations with three 4-year institutions in my State. One of the institutions will be able to offer a 2+3 option to a Master’s degree in Allied Health. With the other two successful institutional contacts, I have identified degrees offered at their institutions that would provide a viable BS degree career ladder for program alumni. My intended outcome is to have articulation agreements with at least three 4-year institutions for 2+2 (AS-BS) degrees that would serve as career advancement for our PTA alumni and at least one BS degree that will meet the prerequisite requirements for the DPT degree to allow for a clear, seamless pathway from the PTA degree to the DPT degree within my State.

3. The culmination of both tiers of my project would provide a clear pathway from High School ➔ Associates PTA degree ➔ BS degree ➔ DPT degree.

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**Nannette Hyland, PT, PhD**

**Education Leadership Institute Fellowship Goals**

1. Enhance my knowledge in the ELI Fellowship module content areas to assist me in developing an even stronger program by being able to tackle the academic, resource, assessment and legal challenges that the program faces.

2. Improve my leadership skills to develop a high-trust environment within the program and school.

**3 Lessons Learned through the Education Leadership Institute Fellowship**

1. Developing relationships inside and outside of your organization: a network of support is the best thing you can do.

2. Leadership is a dynamic activity. A good leader understands where others are coming from and can change their style (even just a little) to help meet other’s needs.

3. Communication, communication, communication followed by persistence, persistence, persistence!

**Institutional Leadership Project Summary**

Overall goal: Develop an Assessment Plan for our “newly” formed school (4 years in existence).

The School of Health and Natural Science has 5 graduate programs (all accredited) and 7 undergraduate programs (2 are accredited). Initially, I worked with the Assistant Dean, the Director of Assessment (College level) and chaired the School Assessment committee to initially help to develop and obtain faculty approval for new School goals. Then I collaborated with each program to develop their program level goals and outcomes. To date all programs have program goals/objectives that align to the School and College level goals. “Evidence” linked to the outcomes will be collected during the next year to start assessment at the School level.
Deanna M Lamb, PT, MA

Education Leadership Institute Fellowship Goals

1. Gain more knowledge and depth of skill in outcomes assessment, student assessment of technical skills, faculty mentoring and training, and statistical tracking of relevant outcome information in the program.
3. Develop personal leadership strengths to achieve promotion within my institution, beyond the physical therapy field.

3 Lessons Learned through the Education Leadership Institute Fellowship

1. Leadership is a dynamic form of inspiring, equipping, and executing change in the world.
2. Program assessment and curriculum development should occur with the end in mind.
3. Programs must be true to their mission, and reflect the Program and Institution's core values through their policies, curriculum, and practices. With clearly defined policies, academic decisions, such as student terminations, will be upheld by legal parties.

Institutional Leadership Project Summary

Faculty Development was my general project goal and included the PTA faculty, for both development of classroom/instructional skill as well as personal and individual professional development. My ambition is that one of the outcomes of my PTA program is to produce graduates who take an active role in advocacy and APTA. This poses a challenge that is different for physical therapist assistants than physical therapists.

My participation in ELI was the catalyst to being invited to assist with the administration of the Medical Assistant (MA) program. Both my supervisor and the school president were aware of my goals to advance the institution in faculty development. Therefore, I spent a considerable amount of time working towards the goal of identifying problem areas in the MA program, which was challenged by poor student outcomes, such as student retention and academic success. As a result, faculty development was first implemented in the MA program before the PTA program.

Completed outcomes include mentoring a novice MA instructor, identifying leadership styles with the PTA faculty, and introducing mini projects for each faculty member to enhance program effectiveness and personal development. Expected future outcomes include establishing consistent institution-wide development activities for faculty, such as peer faculty teaching observations, annual goal setting and review, formal and informal recognition platform for all faculty, and rallying greater administrative support for increased funding of CEU/conference participation.

Faculty development does not magically happen on its own. It takes significant vision (symbolic leadership) to see the possibilities and greater flexibility to achieve desired outcomes. I have found that program faculty respond well to capable leadership and are willing to support a clear vision and work as a team to get there. I definitely have to establish the vision of faculty development if I ever hope to clearly communicate expectations to those I seek to lead.
**Merrill R Landers, PT, DPT, PhD, OCS**

**Education Leadership Institute Fellowship Goals**
Among my future goals are the following:

1. To develop relationships with higher administration so that I have network of trusted resources when issues arise.
2. To develop a strategic budget and spending plan to best leverage the department’s financial resources.
3. To always consider the vision of the program when making important program decisions.
4. To help implement a research vision through consensus that would better position the program to be productive in a high research activity university with a relatively immature research culture and underdeveloped research infrastructure.

**3 Lessons Learned through the Education Leadership Institute Fellowship**

1. Planning, developing, and strategizing should begin with the end outcome in mind.
2. Becoming less concerned about managerial minutia and more focused on the big picture is an important hallmark of a good leader.
3. Among other things, good leaders ask good questions, gather the appropriate information, are comfortable taking risks, and understand the political terrain.

**Institutional Leadership Project Summary**
My leadership project was to conduct a feasibility analysis of starting a PhD in Rehabilitation Sciences. The purpose of this feasibility analysis was to determine if the fitness of the department is sufficient to start and sustain a successful PhD program. To address this purpose, 5 important steps were identified.

- Step 1: Determine the need and interest level of the stakeholders. In order to ascertain the interest of the community, three surveys were conducted: current student body, alumni, and state physical therapy community. The response rates were 60.7%, 30.6%, and 22.3%, respectively.
- Step 2: Determine faculty’s fitness to advise and mentor PhD students. Seven core faculty, 2 adjunct faculty, and 12 support faculty, all with PhDs (one DSc), and a strong history of peer-reviewed publications, PhD committee membership, and/or external funding were identified.
- Step 3: Determine the financial fitness of the program. Funding was found to be sufficient to finance another faculty line (program director), an administrative assistant (program administrator), two 4-year graduate assistantships per year, and several small/medium student research grants per year.
- Step 4: Conduct a trial run of a partnership with another department on campus to fund two PT graduate assistantships. The purpose of this partnership was to see if suitable PhD candidates could be recruited and to trial the graduate assistantships in our department.
- Step 5: Design an innovative PhD program and format that will produce desired outcomes. This portion of the feasibility analysis, which is currently being developed by a committee, will depend heavily on the vision of the program. Once the vision of the program is determined, then the desired objectives and outcomes will be laid out. With the vision and outcomes in mind, the curriculum will be constructed. Answers from the stakeholder surveys as well as a survey of respected PhD programs will also inform the curriculum.
Ellen L Lowe, PT, PhD

Education Leadership Institute Fellowship Goals
1. Become more proactive than reactive.
2. Improve orientation toward results.
3. Improve communication.

3 Lessons Learned through the Education Leadership Institute Fellowship
1. Students are different than patients.
2. Leadership is different than management. Risk-taking, valuing change, and long term planning are all essential qualities of a leader.
3. Our department does not operate in a vacuum. I have learned to appreciate the interactions and contributions of all areas/departments of the university. It takes more than faculty to make education happen.

Institutional Leadership Project Summary
There is significant literature to support the need and purpose for regular employee performance evaluations. Opening lines of communication, supporting compensation changes, clarifying performance expectations and establishing professional development plans are a few of the reasons these evaluations are performed. While a well-designed evaluation tool can accomplish these objectives, a system that is not customized to the institution may provide little useful information for the faculty member or the evaluator and may cause considerable stress for both. This project involved revising and implementing a faculty performance evaluation which addressed the following concerns: 1) identifying key performance areas, 2) defining descriptors and rating scale to be used, 3) developing scoring weightings of various performance areas, 4) determining assessment requirements of various programmatic accrediting agencies, 5) clarifying high performance, 6) using verbiage to promote a more positive feel, 7) determining how (whether) to link the appraisal to the University mission and/or core values, and 8) determining how to link the evaluation to the faculty development plan.

Jon Timothy Noteboom, PT, PhD, SCS

Education Leadership Institute Fellowship Goals
1. Expand my knowledge of leadership models and general principles of leadership.
2. Develop a network of peers committed to learning together and share experiences.
3. Prepare for increased leadership opportunities within my institution, APTA components, and beyond.

3 Lessons Learned through the Education Leadership Institute Fellowship
1. The importance and value of reframing issues.
2. Gaining knowledge builds confidence, which translates into more opportunities to put the knowledge into practice.
3. Take risks!

Institutional Leadership Project Summary
My project was developing an alumni engagement plan specific to the School of Physical Therapy at Regis University that would work closely with the University Alumni Relations office in meeting the strategic mission of the school, college and university. The School of Physical Therapy began in 1996 and currently has a first professional DPT program, a postprofessional DPT program, and two fellowship programs. According to the most recent alumni relations data, the School has 1,182 alumni. An initial needs assessment identified strong alumni support for ongoing alumni activities that were primarily focused at the school level. The expected outcomes and timeline for this project are as follows:

1. Receive approval for a school level alumni engagement plan from the various components of the school, college and university. Final approval should occur by August 2013.
2. Implement a series of alumni events celebrating 20 years of the School of Physical Therapy.
3. Establish a formal SPT Alumni Association by end of fall semester 2013.
The primary features of the alumni engagement plan include the following:

1. Expand our current use of social media accounts to engage with alumni.
2. Develop a sustainable lecture series that will be archived and available for alumni.
3. Create an alumni scholarship fund to support students, especially related to international service trips.
4. Integrate alumni association support into key student events such as student orientation, research night, and graduation.

The primary features of the alumni engagement plan include the following:

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TINA RECALDE, PT, DPT, MS, ATC, CSCS

Education Leadership Institute Fellowship Goals

1. Learn how to navigate the academic leadership structure more effectively.
2. Evaluate the structure of my program and leadership practices to ensure that faculty and students are getting the best possible education experience within the program.
3. Learn how to be a more effective leader within the academic environment.

3 Lessons Learned through the Education Leadership Institute Fellowship

1. It is important to prioritize the items that need to be accomplished for the day, rather than allowing oneself to be distracted by the little things that consume our time such as e-mail and phone calls. Set a time limit towards the latter part of the day to review and respond to e-mail once the most important prioritized items are accomplished.
2. Always lead from within. Remember the four frames and consider the most appropriate approach to handling the situation to achieve the desired result.
3. ELI has empowered me to be a change agent within my program and institution.

Institutional Leadership Project Summary

My institution currently has a PTA program that is full-time and can be completed over the course of four semesters. In an effort to improve access to students within our community, increase clinical availability for rotations, and decrease the time gap in coursework, I have decided to redesign our PTA program to be part-time with the addition of two summer sessions.

Once the CAPTE accreditation guidelines were reviewed to verify that it would be possible to transition to a part-time program, the dean was consulted to determine whether it would be possible to offer summer classes given the district’s budgetary concerns. The dean was extremely supportive of the idea as it will benefit the students within our community and offer more flexibility in offering clinical experiences. The proposal was discussed at our program’s advisory committee meeting and our clinical affiliates were supportive of the idea as long as they had input into the sequencing of the courses to verify that students would still have the appropriate knowledge and skills before beginning their clinical experiences.

A subcommittee was formed to address the sequencing of courses and clinical
experiences. The part-time PTA program sequencing has been determined and approved by the faculty, PTA advisory committee, and the dean. Our next step is to submit an application for substantive change to CAPTE. Once CAPTE approves the application, we will implement the new program design.

**Education Leadership Institute Fellowship Goals**

1. Network with others within the ELI Fellowship, within my Department, and within my institution using the topics from ELI as conversation starters.

2. Refine, revise, and gain new skills and/or qualities for a leadership position.

3. Improve communication skills including negotiation, ability to vary approach, and reading the audience.

**3 Lessons Learned through the Education Leadership Institute Fellowship**

1. I have a greater appreciation for the foundation skills which are necessary for proposal, discussion, and negotiation. It requires patience, clear questions, and excellent listening skills. There are many resources available to assist in the development of these skills.

2. A person with questions, the right attitude, and a genuine interest in learning generates many interesting discussions which then lead to many opportunities.

3. The blend of mission of the higher education institution and the necessity of money make for an interesting and challenging partnership.

**Institutional Leadership Project Summary**

My leadership project for ELI was a feasibility study and proposal for Orthopedic Residency Program with a community partner. This proposal integrated components of the Program in Physical Therapy’s strategic plan. Focus groups of current students interested in the residency and faculty members throughout the Program were lively and informative. The proposal has been submitted to the Dean of the college and will be subsequently resubmitted incorporating the feedback received. It is anticipated that two residents for the inaugural cohort will be accepted for the Summer 2014 launch and we will seek ABPTRFE accreditation for the Orthopedic Residency by Summer 2015.
Doreen M Stiskal, PT, PhD

Education Leadership Institute Fellowship Goals
1. To be more fluent in the language of leadership and how this applies to the role of department chair.
2. To assess my personal leadership styles and to apply new leadership theories.
3. To develop a network of leadership colleagues.

3 Lessons Learned through the Education Leadership Institute Fellowship
1. Be authentic! Understanding yourself and your leadership styles will help you to navigate through the successful and challenging times. When in doubt, seek the advice of others in leadership positions. I was surprised at how willing leaders are to share and support. This is the foundation of networking.
2. The content on outcomes-based thinking inspired me to re-examine our curriculum in a different manner. I was able to develop the concepts presented into program specific activities for the department faculty.
3. The value of having a leadership library as reference cannot be underscored enough. Just as we have resources relating to physical therapy, I am developing an ever-growing collection of readings, audio, and video files that relate to leadership. These references are so valuable and used frequently.

Institutional Leadership Project Summary
The project I undertook was to create a proposal for a new departmental administrative structure. Specifically, the proposal concentrated on the creation of a new associate chair to meet the administrative needs of our growing DPT program that is less than 15 years old. This stems from a charge made by the School’s dean to each of the Health Science programs at my institution. In addition to generating the proposal, other outcomes included discovery of similar positions within my institution as well as at other DPT programs, developing a deeper understanding of workload and budget implications, aligning this structure to meet the program’s mission and vision, and planning for implementation.

Michelle L Unterberg, PT, DHS

Education Leadership Institute Fellowship Goals
1. In my position as Director, shift from being a manager to being a strong leader of the program.
2. Be a change agent. Allow myself to take chances, make mistakes, and promote change.
3. Gain confidence as a leader and guide the program toward our vision.

3 Lessons Learned through the Education Leadership Institute Fellowship
1. I have recognized the importance of networking and making connections not only with other directors but with other departments at the university.
2. I have realized my strengths as a leader as well as opportunities for me to grow as a leader and embrace leadership from a different frame.
3. There are many challenges in being a program director. Take advantage of the advice from peers and the numerous resources we have obtained.

Institutional Leadership Project Summary
My leadership project was investigating innovative curricular models for doctoral physical therapy programs at different points of entry. This included analysis of data from our benchmark schools and other schools in our geographic location. Data analyzed included type of model, admission requirement, undergraduate degree, clinical education models and number of faculty.