

ALL RESPONSES

No indication of the year of this survey

Survey: Education Leadership Institute Faculty Needs Assessment

Responses Received: **282**

If an Education Leadership Institute were offered by APTA, what do you think would be the optimal length of this program?

Response	Count	Percent
0 – 3 months	73	26.1%
3 – 6 months	85	30.4%
6 – 9 Months	24	8.6%
9 – 12 months	90	32.1%
>12 months	8	2.9%

How should this program be delivered? (Select only one response.)

Response	Count	Percent
On-site face-to-face program only	9	3.2%
Distance learning only	35	12.4%
Blended (i.e., combination of on-site and distance learning) program	238	84.4%

If offered in on-site face-to-face or blended (i.e., online/on-site), how many separate sessions should this program include?

Response	Count	Percent
1	17	6.3%
2	40	14.8%
3	59	21.9%
4	62	23.0%
5+	67	24.8%
Other (please specify)	25	9.3%

~~3-5+~~ 69.7%

Other Responses:

Nearly impossible to answer these format/length/etc questions without having learning objectives.

Due to time restrictions, online would be optimal

Would suggest monthly or bimonthly sessions on different topics (N=2)

more if distance learning, very few if onsite

It depends on length of material, content, type (on site)

1-2 face- to-face and then monthly on-line/video conferencing etc

6

3 face-to-face with multiple intervening distance-mediated, structured sessions

Have not defined objectives or content yet. How can this be answered?

6-8

This is dependent on the individual goals established for the program and the length of each session

Once a month face to face (3-6 sessions) and weekly distance education on-line.

3-4 sessions with maybe only on sitting face to face and blended for the remaining over a years period (N=2)

Monthly, perhaps 4 modules with 3 classes for each module (once a month)

Minimally, one per month of the 3-6 month program

I have no idea, because I can't even tell what this program would be. The information in the introduction is inadequate for me to answer these questions.

Depends on what the outcomes, goals, and objectives are (N=2)

2 face-to-face at beginning and end, monthly on line

6-10

Whatever how many are needed to meet all the content requirements

2, 12-week sessions distance learning sessions, one year apart, with a contact session/retreat of 3 days per session

What is necessary in short duration. You want to capture existing faculty and therefore need to keep things short and sweet. I would think, like other academic leadership programs for medicine, a one week one time or have multilevel each 1 week

Depends on how long the sessions would be. I view this as only valuable if rather intensive

1-2 on-site sessions, could be interactive via online options that wouldn't be a "session"

6 (every other week modules over 3 months)

3-4 sessions with enough time between for individuals to complete readings and reflect

If offered in an on-site face-to-face or blended (i.e., online/on-site) format, what would be the optimal length of each session?

Response	Count	Percent
3 - 5 days	208	75.6%
5 - 7 days	17	6.2%
7 - 9 days	1	0.4%
10+ days	3	1.1%
Other (please specify)	46	16.7%

Other Responses:

1 Day (N=2)

2 days (N=6)

1-2 days (N=10)

1-3 days (N=7)

2-3 days (N=4)

2-3 days on site, on-line would be content driven.

no more than 3 days (N=2)

3 days for face-to-face and then intermittent short throughout the year

1 1/2 day weekend or a Friday + Saturday

Weekend--Friday night, Sat and Sunday AM (N=3)

Online would be optimal

Maybe a longer initial one (5 days) followed by shorter subsequent ones (3 days)

it should be short--faculty are busy

2-3 days would make this possible for more people and allow other assignments to require more time. Blended in Live interactive Real time Conference might be better

Face-to-face sessions of one or two weekends with online sessions in between that may be a month or more in length

One to two weeks every month for six months

Could be variable but 2 days for most sessions.

It may vary - maybe more time up front, then fewer days later

I suggest maximum of 3 months with 3 on-site visits of maximum of 3 days per visit.

On site would be very difficult for a prolonged period and who would pay the costs?

Where folks do not have to travel. Use existing technology in the universities.

Would need to know objectives and content to be more definitive. (N=2)

This might depend on the content for each session and it might be good to allow flexibility in that; rather than setting a specific number of days per session

**If offered in a face-to-face format, what would be the best scheduling options?
(Select all that apply.)**

Response	Count	Percent
Scheduled with national conferences (eg, CSM, Annual conference)	62	22.0%
Independent of national conferences in a retreat format	114	40.4%
Combination of national conferences and retreat format	114	40.4%
Other (please specify)	8	2.8%

80.8%

Other Responses:

In addition to the above, on-line work following the retreats/workshops

Separate conference

In a place that is not expensive.

APTA headquarters

Off of the "normal academic calendar. Month of December and summer (July and August) would be optimal months.

Include distance-based formats

Not with CSM - too much going on with CSM

Best logistics for participants

Retreat before, a follow-up day prior to start of CSM

Local sessions in various regions

Summer months; not with national conferences as too much is going on

If offered in a distance learning format, which would be your preferred options for learning? (Select all that apply.)

Response	Count	Percent
Video conference	115	40.8%
Webinars	118	41.8%
Audio-conference	23	8.2%
Podcast	66	23.4%
WIKI page for share products/resources	36	12.8%
Case Studies	133	47.2%
Blog	28	9.9%
Projects – individual and shared	157	55.7%
Self-paced online learning	219	77.7%
Discussion bulletin board/e-communities	150	53.2%
Self-Assessments	113	40.1%
CD-ROM/DVD	107	37.9%
Personal coaching	97	34.4%
Other (please specify)	7	2.5%

Other Responses:

A combination of most of these options would probably be the best, but if you really expect existing PTA program directors to participate, self-paced online learning would probably be the best options.
I would suggest a combination of these media resources
Actually, all these are excellent
Should not be offered only in distance format--not the way to create leaders....
None, prefer face-to-face
Asynchronous course with set beginning and end
wouldn't do it
Group faculty in regional areas and have mentoring and have small groups of experienced and new faculty together.

I don't think online only is a good format for the institute. Leaders need to have the opportunity to interact with others face-to-face at some level since that is an expectation in higher education and the political arena.

Which of the following should be offered at the completion of the Institute? (Select all that apply.)

Response	Count	Percent
Continuing Education Units (CEUs)	223	79.1%
Academic credit through partnerships with academic institutions	112	39.7%
Certificate of Completion	200	70.9%
Credentials after one's name	73	25.9%
Public recognition in a larger venue	56	19.9%
Other (please specify)	4	1.4%

Other Responses:

- if earned academic credit, a certificate should be awarded
- Please, no more initials, we already have way to many. It's starting to look ridiculous re: how many initials some people put after their names.
- ✓ Nice lapel pin
- No Credential's after one's name - enough is enough
- nothing necessary really
- the intent of developing educational leaders is very broad, and thus the incentive for pursuing something like this is different depending on the nature of the leadership type
- recognition within profession as a "go to" person

Below is a listing of skills/attributes associated with leadership and higher education. Please use the Likert scale (1-4) provided to rate the importance of each skill/attribute for physical therapy educators (academic and clinical) in leadership roles. (1=Not at all important; 4=Very important)

	1	2	3	4
Advocacy (within and external to an organization)	1.4% (4)	8.2% (23)	44.3% (125)	46.1% (130)

Behaviorally Important

Benefits and rewards of leadership	5.0% (14)	29.2% (82)	49.1% (138)	16.7% (47)
Building collaborative partnerships, alliances, and networks	0.7% (2)	3.2% (9)	25.6% (72)	70.5% (198)
Business and financial management in education including alignment of faculty and financial resources	1.1% (3)	7.2% (20)	41.6% (116)	50.2% (140)
Changing the culture of physical therapy within the academy	2.1% (6)	16.1% (45)	36.8% (103)	45.0% (126)
Characteristics of effective leaders	1.8% (5)	6.4% (18)	32.7% (92)	59.1% (166)
Communication and media relations	1.4% (4)	17.8% (50)	53.0% (149)	27.8% (78)
Communication styles and understanding how to influence	0.7% (2)	4.3% (12)	31.8% (89)	63.2% (177)
Creating mentoring programs and relationships	0.0% (0)	7.1% (20)	40.4% (113)	52.5% (147)
Cultural competence in physical therapy education	2.5% (7)	18.1% (50)	46.9% (130)	32.5% (90)
Curriculum design for a contemporary society	1.4% (4)	9.3% (26)	35.0% (98)	54.3% (152)
Delegation	2.5% (7)	20.1% (56)	47.8% (133)	29.5% (82)
Developing policy and procedures	1.4% (4)	16.8% (47)	40.0% (112)	41.8% (117)
Embracing evaluation	0.4% (1)	10.4% (29)	41.0% (114)	48.2% (134)
Entrepreneurial thinking	3.6% (10)	22.6% (63)	43.0% (120)	30.8% (86)
Facilitating academic excellence in faculty (teaching, service, and scholarship)	0.4% (1)	1.1% (3)	23.2% (65)	75.4% (211)
Faculty identification and development (i.e., new, adjunct, and current)	0.7% (2)	6.8% (19)	35.7% (100)	56.8% (159)
Finding balance in professional and personal life (stress, burnout, and renewal)	3.6% (10)	21.1% (59)	35.1% (98)	40.1% (112)
Fundamental principles of human behavior associated with leadership development	2.8% (8)	17.8% (50)	44.1% (124)	35.2% (99)
Fundraising	10.4% (29)	39.4% (109)	36.9% (103)	13.3% (37)

	(29)	(110)	(103)	(37)
Gender-based leadership issues	11.4% (32)	42.5% (119)	37.1% (104)	8.9% (25)
Global environment	9.3% (26)	42.3% (118)	35.5% (99)	12.9% (36)
Higher education structure	3.6% (10)	23.7% (66)	45.2% (126)	27.6% (77)
How to lead and facilitate change	0.4% (1)	3.9% (11)	29.4% (82)	66.3% (185)
Identifying emerging opportunities and challenges	0.4% (1)	8.2% (23)	31.4% (88)	60.0% (168)
Interacting with the next generation of learners	0.4% (1)	12.6% (35)	36.7% (102)	50.4% (140)
Leadership (theory, application, assessment) versus management (theory, application, and assessment)	2.2% (6)	10.0% (28)	38.7% (108)	49.1% (137)
Leading meetings	3.6% (10)	20.1% (56)	51.6% (144)	24.7% (69)
Legal, ethical, and regulatory issues in higher education	1.1% (3)	10.8% (30)	45.2% (126)	43.0% (120)
Linking leadership development to physical therapy and higher education	1.8% (5)	14.4% (40)	46.9% (130)	36.8% (102)
Maintaining credibility	3.9% (11)	13.9% (39)	43.6% (122)	38.6% (108)
Making your personal development active and functional	4.3% (12)	21.1% (59)	46.2% (129)	28.3% (79)
Managing faculty workload	1.4% (4)	15.0% (42)	45.7% (128)	37.9% (106)
Managing and taking risks	1.4% (4)	16.5% (46)	54.8% (153)	27.2% (76)
Moving an organization from “good to great”	1.8% (5)	8.2% (23)	37.9% (106)	52.1% (146)
Motivational strategies	1.1% (3)	13.3% (37)	47.7% (133)	38.0% (106)
Negotiation and conflict resolution	0.4% (1)	6.8% (19)	30.7% (86)	62.1% (174)
Organizational behavior and development/group dynamics	0.7% (2)	12.6% (35)	44.2% (123)	42.4% (118)

Partnership and collaboration	1.4% (4)	14.3% (40)	42.1% (118)	42.1% (118)
Perils and pitfalls in leadership	2.2% (6)	17.6% (49)	47.7% (133)	32.6% (91)
Personal and interpersonal growth and development	2.9% (8)	22.2% (62)	44.4% (124)	30.5% (85)
Program evaluation and outcome measures	1.1% (3)	3.6% (10)	28.9% (81)	66.4% (186)
Public relations and marketing	1.8% (5)	20.8% (58)	55.9% (156)	21.5% (60)
Recruitment and retention	0.7% (2)	11.5% (32)	47.7% (133)	40.1% (112)
Reflection and self-assessment	1.4% (4)	17.6% (49)	47.1% (131)	33.8% (94)
Quality improvement and accreditation	2.2% (6)	6.8% (19)	33.0% (92)	58.1% (162)
Strategic planning and team building	1.8% (5)	5.8% (16)	43.5% (120)	48.9% (135)
Strategic thinking and decision-making	1.1% (3)	7.1% (20)	38.6% (108)	53.2% (149)
Succession planning	2.5% (7)	23.0% (64)	54.0% (150)	20.5% (57)
Tapping into the right brain; thinking creatively	3.9% (11)	29.4% (82)	47.3% (132)	19.4% (54)
Technology in education	2.2% (6)	19.7% (55)	38.7% (108)	39.4% (110)
Visionary and global thinking	3.6% (10)	22.2% (62)	42.7% (119)	31.5% (88)
Walk the talk – modeling	3.2% (9)	20.8% (58)	43.7% (122)	32.3% (90)
What is failure in academia?	6.5% (18)	26.5% (74)	45.5% (127)	21.5% (60)
When to celebrate small successes	6.5% (18)	32.6% (91)	41.9% (117)	19.0% (53)
Other	36.8% (14)	10.5% (4)	18.4% (7)	34.2% (13)

If "other" please specify:

advancing physical therapy WITHIN the culture of the academy

The social context for higher education, including issues of access, cost, diversity, academic freedom, and role within society for promoting change and social justice.

How to determine the mission of the department

Faculty development

Monitoring of junior faculty; understanding tenure and promotion systems; alumni relations; and working with central administration.

I would caution us from trying to be all inclusive. Educators and leaders can still attend other cont-edu courses and seminars for many of these topics. I am afraid if they were contained in the institute, there would be fewer opportunities for others to learn about teaching and management topics. I'd like to suggest we keep this focused on leadership.

"outcomes measures" and what data to keep track of.

Professionalism, bridging clinical and academic values and practices.

Developing future PT managers in terms of understanding reimbursement, managing risk, personnel, etc. Most PT programs need a special track to create PT managers as they develop DPTs.

Recognizing and responding to the politics within academia

What the heck is "Embracing Evaluation"? Are you talking about evaluating student learning? What about a topic on recruiting clinical sites for clinical education, this is one of our biggest problems, second is faculty recruitment.

Leaders as builders of people (Inspiring staff to achieve greatness) Lead from the front (Setting the example)

Clinical Competence

Seeing physical therapy and higher education as "Living Systems" not a mechanistic Newtonian Model; Appreciative Inquiry; the interconnectedness of everything; societal constructionist theories; looking at organizational culture and intent

All of these seem important but are duplicative and for some I have no idea what the content would be.

Empowerment of the learner.

Emotional Intelligence Situational Leadership Covey Priorities

Process vs. Product - the importance and methodology of each

If an Education Leadership Institute were offered by APTA, would you be interested in participating?

Response	Count	Percent
Yes	160	56.9%
No	35	12.5%
Maybe	86	30.6%

87.5%

If "maybe" please explain:

Much more detail and expanded learning/outcomes objectives would need to be presented for me to make an informed decision. These need to be described BEFORE a good decision can be made about length, format, number of sessions, etc. It is also impossible to estimate the appropriate costs without this information

Depends on time and monetary commitment (N=9)

I already have an excellent Higher Education Leadership doctorate so wonder about the value of one that could potentially be narrowly focused on PT.

I would have to see what is offered, and what the time investment would be.

I could be a facilitator - have done many such Leadership engagements

Depends on when offered, cost, gains

Depends on level of material, cost, time and location

It depends on if it is training people to be future department chairperson. If so, no.

Just joined Academia. Think I would benefit from additional time "in the ranks" before I pursue outside credentialing.

I would be very interested in the faculty/director participating

Depends on location, cost, timing, logistics, and format. (N=11)

If not mostly focused on PT educators, but has a good blend that relates to the needs/issues/concerns of PTA educators as well.

Depends on timing i.e. when offered and location. East coast is harder to travel to due to distance and time required.

It would depend on the time commitment and cost and how well that fit in with my job and personal life.

It depends on the content. If I felt it would truly assist with developing leaders in education (as opposed to managers), I would participate in order to help myself and others.

Depends on what it offers. I have already completed all the course work for an EdD in higher education because I thought this kind of thing was important, so if it just repeated a lot of this, I would not be interested.

Close to retirement or will probably be retired by then. (N=3)

Depends on schedule and timing of other programming.

Depends on both the format as well as what the benefit would be

It depends on timing - during the semester or not, location, length of the seminar, and if the seminar has any real (applicable) information that can be implemented across many types of educational systems.

As a more senior faculty member in the future

I have a colleague I would like to mentor through this process to take over my job in the future. Perhaps part of the program could be a combination with both of us attending.

Depends on programming (have attended a number of leadership development programs)

Depends on funding opportunities and total time commitment

depending on other commitments

As an upper level university administrator, I would be interested in participating in the presentation of the Institute

Future not certain

Would have to consider the benefits to my current role as faculty/ACCE.

Depends on what it is.

not sure how it would work in my schedule

It depends on the format and content of what is ultimately proposed.

I am not the program director; however, if I were to take on more administrative duties, I would consider it.

depends on the time, who is paying for it, how much work will I have.

depends what kind of support is available to me

I have an EdD in higher education leadership. Might be more appropriate for other faculty, or highly appropriate for me - depending on final model

If it were primarily distance learning, yes. If it were a months long commitment where I had to leave the practice, no.

If short (3-6 days) and on site/retreat, and small numbers of people.

It would need to offer me something beyond that already possessed based on experience and Masters Degree in administration

I am designing a similar program at my institution and will be able to participate in that institute.

Depends on the overall structure. I have a full-time job with responsibilities. I have a family with responsibilities. If this were either all on-line or blended with limited on-site requirements my ability to participate would increase

I would need to see the final format, etc before making a definite decision.

Depends upon the content and requirements of the program

It would help to see the objectives of the program and what the time involvement would be.
Maybe, If it were available in modules that I think would be beneficial rather all topics in last section.
Depends on what was included and whether it would benefit me as an experienced person I teach full time
depends on what the package includes and the emphasis. am up for promotion this year, may depend on where my path is directed following that review.
At this point in my professional career, it would be a great venture to attend, but probably should be designed for the future of the profession.
Not sure how well this would fit with my current faculty roles and obligations.
Depends on format and expectations as well as curriculum. Have participated in several other "leadership" development programs over the years
Depends on structure and time frames of program. depends on emphasis of program. I don't need more clinical instructor training
Depends on other personal/family commitments at the time.
I am looking at leadership opportunities in higher education such as ACE, Bryn Mawr, etc. My experience is that APTA, rightly so, generally focuses only on PT and doesn't engage in the wider scope of higher education and physical therapy education's role in it. I don't want to limit myself to only PT leadership and fear this Institute would do just that, thus failing to prepare me to address the wider issues of higher education.
Yes, as a faculty/facilitator
Would depend on learning outcomes, content, design, dates, and professional goals. (N=2)

From your perspective, what should be the total cost for the Educational Leadership Institute?

Response	Count	Percent
\$500 - 1500	133	48.2%
\$1501 - 2500	95	34.4%
\$2501 - 3500	32	11.6%
\$3501 - 4500	6	2.2%
More than \$4500	10	3.6%

→ 82.6%

100% = 2

What percent of the total cost should each of the stakeholders pay? (Total must add up to 100%.)

The individual participant	The academic institution (per participant)	APTA (per participant)
25	25	50
0	50	50
25	50	25
10	55	35
50	25	25
50	50	0
20	50	30
50	25	25
50	50	0
0	50	50
20	60	20
50	50	50
0	50	50
0	50	50
100	100	
100		
33.3	33.3	33.4
	50	50
25	25	50
20	50	30
70	10	20
25	50	25
10	75	15

38 = 1
35 = 4

50% = 4
30% = 13
25% = 8
20 = 9
10 = 2
38 = 1
33 = 6
15 = 4
0 = 12
5 = 2
10 = 3
75 = 1
45 = 1
50 = 1
70 = 1
90 = 1
37 = 1

50		50			
40		30		30	
33	100 = 3	67	100 = 17	0	1000 = 2
0	80 = 1	100	90 = 4	0	9070 = 1
30	70 = 1	50	80 = 18	20	80 = 1
50	75 = 3	30	75 = 20	20	75 = 1
25	60 = 1	75	67 = 6		50 = 42
	50 = 55	50	65 = 1	50	45 = 1
50	40 = 15	50	60 = 12	0	40 = 5
0	38 = 1	50	55 = 1	50	37 = 1
20	35 = 4	70	40 = 88	10	35 = 1
	33/34 = 17	80	45 = 2	20	33/34 = 10
50	30 = 11	40	40 = 18	10	30 = 13
	25 = 65	100	35 = 24		25 = 84
34	10 = 22	33	33-34 = 15	33	20 = 19
0	5 = 3	50	30 = 9	50	15 = 5
10	0 = 31	70	25 = 4	20	10 = 29
50		40	20 = 2	10	5 = 2
40		50	10 = 3	10	0 = 14
25		50	5 = 1	25	
25		50	0 = 3	25	
50		5		45	
33		33		34	
50		50			
25		50		25	
34		33		33	
5		90		5	
30		30		40	
10		80		10	
25		50		25	
50		50			
25		50		25	

40	40	20
50	25	25
50	50	0
0	50	50
25	60	15
10	45	45
10	60	30
0	10	90
50	50	
25	50	25
0	100	0
100		
40	30	30
25	50	25
25	25	50
	75	25
50	25	25
	75	25
33	33	34
	100	
	100	
	75	25
35	50	15
0	70	30
50	25	25
25	25	50
30	50	20
50	25	25
38	25	37
50	50	
	50	50
50	25	25

20	30	50
80		20
10	80	10
20	80	
25	50	25
50	25	25
50	30	20
25	50	25
40	40	20
50	25	25
50	25	25
50	25	25
20	80	
25	25	50
10	40	50
50	25	25
25	65	10
0	50	50
30	40	30
75	0	25
0	100	0
50	40	10
25	75	
10	90	0
33	34	33
35	35	30
25	50	25
25	50	25
34	33	38
25	25	50
	100	
30	60	10

0	75	25
	100	
25	50	25
	100	
25	25	50
40	40	20
	100	
30	60	10
50	25	25
10	80	10
25	50	25
50	50	
20	40	40
40	40	20
25	50	15
25	75	0
50	25	25
34	33	33
33	33	34
50	25	25
10	40	50
	25	75
25	50	25
	90	10
75	20	5
50	25	25
40	50	10
	100	
30	45	25
25	25	50
10	80	10
25	50	25

50	50	
50	50	
25	25	50
25	50	25
25	50	25
10	80	10
8	10	85
25	50	25
25	50	25
10	80	10
10	70	20
50	25	25
	50	50
	100	
10	80	10
20	40	40
0	20	80
25	50	25
10	20	70
25	50	25
	75	25
0	50	50
	100	
25	50	25
40	60	
33	34	33
0	50	50
40	50	10
33	33	34
40	40	20
0	75	25
33	33	34

50	50	0
50	45	50
50	25	25
30	60	10
25	50	25
25	50	25
40	40	20
	75	25
40	30	30
25	50	25
25	25	50
50	50	
	75	25
10	80	10
0	50	50
10	80	10
25	50	25
25	50	25
0	50	50
0	50	50
25	50	25
	50	50
0	50	50
30	50	20
0	70	30
25	50	25
50	30	20
30	60	10
25	50	25
25	50	25
25	50	25
50	50	

0	0	100
0	50	50
25	25	50
35	35	30
60	30	10
75		25
	100	
25	25	50
25	25	50
50	50	
	75	25
0	100	0
20	80	
	75	25
	100	
25	75	
25	75	
30	60	10
10	80	10
33	33	34
50	25	25
45	45	10
34	33	33
20	40	40
25	50	25
50	50	0
0	50	50
25	50	25
50	25	25
20	60	20
33	34	33
25	50	25

25	50	25
50	40	10
50	35	15
50	25	25
	75	25
25	50	25
50	50	0
50	25	25
25	75	
20	40	40
50	25	25
0	0	100
0	70	30
40	60	
50	25	25
50	25	25
33	34	33
25	60	15
25	50	25
20	50	30
	50	50
10	80	10
40	35	25
0	50	50
25	50	25
25	25	50
0	50	50
	75	25
50	50	
25	50	25
25	50	25
10	90	

50	75	25
	40	10

Would you be willing to share in the cost of participating in this program?

Response	Count	Percent
Yes	167	60.1%
No	43	15.5%
Maybe	68	24.5%

84.6%

If "maybe" please explain:

I would already be "sharing in the cost" by being away from the job and family for these periods of time. The monetary costs should be borne elsewhere.

N/A for me personally; for a faculty member, yes.

The cost of the program and how it is managed is directly linked to the format, length, and content of the program.

Depends on level of material, cost, time and location

Would hope I could use my professional development funds for this

Yes, if I knew it would benefit me in my current position.

It would have to fit into my budget and the expected benefit would have to be worth the cost

Depends upon the total expense and depends upon if there will be recognizable credentialing.

if the end result is a credential, I would be interested in paying part of it myself and if there could be a pay as you go.

Institutions share travel and accommodation costs and APTA cover the meals and conference fees

Depends on the cost, content, and program outcomes (N=10)

This depends on the cost. Certainly I would share if there is value. I need more info to know if the format will work for me.

If I decided to go to the program, I would be willing to pay.

depends on the cost and the payoff of the quality of the program

If it did not require too much time, since this job is very time consuming and I have

family at home.
Again, it would depend in whether or not there is actual value in the product created
I believe that my institution should invest in me. Also, I realize a program such as being described -- is a lot like the Center for Creative Leadership offers and cost for 5 days is over \$5,000--so APTA must invest heavily.
again---depends on the programming
financial concerns at that time
If there was true value towards my professional development I would be willing to share in the cost.
Again, need to see the specific development of this project to be able to consider the investment.
Dependent on existing budgetary constraints within my academic program.
Isn't it up to the academic institution to decide what they would be willing to pay? How would you force some kind of individual-institution split of costs? Again, I don't have enough information about this to decide if it would be of value to me as a faculty member with experience.
As an individual participant
if around \$100
depends on personal finances, the economy, major life expenses.
It would depend on cost. The program benefits the most, and I believe should bear the majority (or all of the cost).
if the program was deemed of value, I might consider the investment
depends on the amount versus benefits of the institute
Depends on the cost. I believe this should be considered professional development and paid for out of the continuing education fund by the employer.
Again, it depends on the cost (and my share) as well as the nature of the program.
A portion but I can't imagine paying \$1500 for this information or even \$500. Is this registration or does it include, airfare hotel etc?
if linked to my annual professional \$\$ from the college
I might donate to a fund for a colleague to attend.
Dependent on personal financial status at the time offered.
I really think the academic institutions should make a commitment. They do for AAMC programs.
I have been a program director for 19 years - so I'm not sure if you are asking if I would support it even if I would not attend or if you are asking whether an attendee should pay - I do think attendees should pay part of this.

I believe the institution should rise to this occasion first before I take it out of my own pocket

I am not currently employed by an academic institution so again, it would depend on how the cost was borne.

I think time away from family and responsibilities make this very difficult- there is a cost to that and a cost to the extra work that would need to be done to make up for time away and work for the course. Participants are paying- a high price if they are willing to be leaders there should be support. A reasonable "charge" could be committee participation for the next 3-6 years, being a mentor, etc. but \$ is a mistake- you are targeting people who already give so much....you need to make it competitive to get in and have it be scholarship to go..show them you are investing in them and they will invest in you.

If it was the policy of my department, but if my chairperson is willing to cover the cost, minus APTA percentage, then I would not want to participate in cost.

Again, the amount would have to be reasonable for what is gained. I might be willing to pay more, but only ABLE to pay about-\$200 for something like this myself. If I was responsible for more, I would have to investigate installments or other ways to defer the personal cost.

Time away from home and family is a cost. Perhaps sharing some of the expense of traveling to an on-site location.

Generally, I would share or even assume the cost of the Institute, yet it would be nice if the institution would sponsor me assuming I make a time commitment to the institution.

Marked academic institution, but could be shared between the individual and academic institution.

Would your academic program be willing to share in the cost of your participation in this program?

Response	Count	Percent
Yes	129	46.7%
No	16	5.8%
Maybe	131	47.5%

If "maybe" please explain:

If I presented a strong case for such an institute, and was willing to give up my time, the academic institution would be likely to support this effort.

This would have to come up for a faculty decision.

I am only a guest lecturer for the department so that would be a stretch for them to prioritize this expense.
I doubt it but it might surprise me!
I am in a public university which does not have a great deal of funding.
depends on availability of funds
I don't know if they would (N=14)
If mandated by CAPTE
If they knew there was a benefit to them; hence, marketing this is important.
It would depend on the focus/agenda of the program.
I am associated with a PTA program therefore we do not have the credentials to participate in such a program
Depends on level of material, cost, time and location
Professional development funds have recently been cut and now barely cover the cost of one continuing education course per year in addition to partial APTA dues.
Would have to make a case that this was valuable to the institution
If it would viewed positively by the community on the institution.
The school would have to be convinced that the benefit to the school would be worth the investment- something that they could not do for less money in another venue or provide themselves. They are less concerned about the field of physical therapy and leadership in that arena, than they are about direct and obvious benefits to the program and the school.
We have no money (state institution)
They have no money. We pay part of going to one national conference. I don't think this would fly.
I would petition the institution to help pay, but there would be no guarantee that they would agree. Please remember that programs are paying more for annual accreditation fees and that the FSBPT now charges for reports that were previously free. I would think that the APTA could use this as a positive marketing tool toward academic institutions by offering it tuition free.
Unknown at this time, as the organization is going through financial realignment
I don't know the institution's policies about external courses.
In our state, these type of programs are the first cut under budget difficulties so it would depend on the economy
would have to ask the chair
Novel experience, unknown if they would support.
Unknown variable although I suspect an argument could be made for it.
I struggle to find money to meet the demands, so this can't be answered until I know

<p>more about the format and the cost.</p> <p>As long as it relates to improving me as an instructor in the classroom, the program in delivery of education, or scholarly.</p> <p>Again, it would depend on the cost and how it affected other resources. A few thousand may be reasonable, but more than that and it would take away from other faculty. One person's development should not cost other faculty their resources.</p>
<p>We haven't discussed it. (N=2)</p>
<p>This would require discussion with the dept chair and dean</p>
<p>It depends on the cost and whether or not I can work it in to my existing budget or come up with alternative funding</p>
<p>there is a certain amount of money available for this kind of thing on a case-by-case basis. Couldn't guarantee it though.</p>
<p>We have no control over budgets.</p>
<p>The institution is very supportive of faculty and leadership development. They would have to review the curriculum and objectives before approval.</p>
<p>Depends on budget. Right now we have no budget as governor has cut higher \$\$ to the bone.</p>
<p>It depends on funds available - faculty development monies are distributed on a case-by-case basis.</p>
<p>dependant on the program design</p>
<p>I don't know if they would be willing to do so or not because of faculty shortage right now for our PTA Program.</p>
<p>Really with the significant and perpetual increase of CAPTE cost for the Community College, the PTA programs soon will be priced out of the range for the community college. So, I don't see that the community colleges can afford any more in most rural settings.</p>
<p>We have a limited amount of continuing education available. It would somewhat depend on what else is offered simultaneously.</p>
<p>Depends where it falls- for example board certification does not fall under CEUs or graduate credits so I must pay- since I work for a hospital, my benefits only cover continuing education or tuition reimbursement. Is it's too expensive (this institute) I could just get a certificate in organizational dynamics or leadership- which is what this sounds like to me.</p>
<p>I don't know but assume they would if it was reasonable.</p>
<p>I work for a public community college. Funding for professional development is not guaranteed.</p>
<p>Our facility tries to do some of this "in house", so their perspective would be to demonstrate why this program would be different and/or better.</p>

The institution would need more information, benefits to the college, etc before they would commit. I cannot at this time speak for them.
Limited funds available in the state budget at this time.
Would have to check budget/restrictions at the time (N=12), state institutions
Probably, but it would depend on the budget and what other professional development opportunities are available.
I am not privy to this information
Depends on budget and if it has been pre-planned.
Not sure if they will agree with my beliefs
depends on cost, could come from professional development funds
we get some continuing education funds annually
Definitely, a possibility but more info would be necessary to make proposal.
financially strapped public institution
Not sure and not my decision to make.
I believe it could be negotiable
I believe I'd have the support of my program director, but not as confident in the willingness of University administration to share the cost.
again, there would need to be value gained from this experience for them to make that investment
they can put on budget, if it is required for the accreditation
I would think so, but I can't say for sure.
CA budget crisis
We have a leadership course available at no cost
If the benefits to this academic institute could be justified
I cannot speak to my program's ability to do so. There is already been an inordinate amount of cost shifting to academia.
There is some small amount of funding available for continuing ed.
If goals and objectives were paralleled with that of CAPTE criteria.
Would have to budget for the program and academic program may not be able to assist right away.
My academic affiliation at this time (adjunct professor) is not conducive to supporting CEUs or programs such as this.
Don't know until I ask.
Don't know. Budget cuts are prevalent.

I do not know if our director would contribute

You may be able to get some academic buy in- but careful, you may get "problems" to fix rather than inspirational candidates with lots of potential. I appreciate the member will come back better trained, but you are investing in the future of the profession this should be APTA funded on competitive scholarship and it will be sought after!

If money was available in the budget, know that program would support. It depends on state approved budget.

Public education program with minimal financial resources available.

Not sure in these turbulent times

I have continuing professional education and development funds

Faculty must apply for funding for any continuing education or professional development. However, a faculty member can only acquire funding every 3 years for a \$500 limit.

In what state/jurisdiction do you reside?

Response	Count	Percent
Alabama	6	2.2%
Alaska	2	0.7%
Arizona	0	0.0%
Arkansas	3	1.1%
California	25	9.0%
Colorado	7	2.5%
Connecticut	1	0.4%
Delaware	8	2.9%
D.C.	1	0.4%
Florida	18	6.5%
Georgia	4	1.4%
Hawaii	1	0.4%
Idaho	1	0.4%
Illinois	6	2.2%
Indiana	11	4.0%
Iowa	7	2.5%
Kansas	1	0.4%

Kentucky	4	1.4%
Louisiana	1	0.4%
Maine	1	0.4%
Maryland	1	0.4%
Massachusetts	4	1.4%
Michigan	8	2.9%
Minnesota	2	0.7%
Mississippi	3	1.1%
Missouri	13	4.7%
Montana	0	0.0%
Nebraska	2	0.7%
Nevada	1	0.4%
New Hampshire	1	0.4%
New Jersey	4	1.4%
New Mexico	0	0.0%
New York	15	5.4%
North Carolina	7	2.5%
North Dakota	1	0.4%
Ohio	14	5.0%
Oklahoma	4	1.4%
Oregon	2	0.7%
Pennsylvania	22	7.9%
Rhode Island	5	1.8%
South Carolina	3	1.1%
South Dakota	2	0.7%
Tennessee	8	2.9%
Texas	33	11.9%
Utah	3	1.1%
Vermont	0	0.0%
Virginia	8	2.9%
Washington	2	0.7%
West Virginia	1	0.4%

Wisconsin	0	0.0%
Wyoming	0	0.0%
Other (please specify)	1	0.4%

Other Responses:

Puerto Rico

In what state/jurisdiction do you teach or practice?

Response	Count	Percent
Alabama	6	2.2%
Alaska	1	0.4%
Arizona	0	0.0%
Arkansas	3	1.1%
California	23	8.4%
Colorado	8	2.9%
Connecticut	0	0.0%
Delaware	9	3.3%
D.C.	1	0.4%
Florida	16	5.9%
Georgia	3	1.1%
Hawaii	2	0.7%
Idaho	0	0.0%
Illinois	6	2.2%
Indiana	12	4.4%
Iowa	6	2.2%
Kansas	2	0.7%
Kentucky	4	1.5%
Louisiana	1	0.4%
Maine	1	0.4%
Maryland	1	0.4%
Massachusetts	4	1.5%

Michigan	8	2.9%
Minnesota	3	1.1%
Mississippi	2	0.7%
Missouri	13	4.8%
Montana	0	0.0%
Nebraska	2	0.7%
Nevada	1	0.4%
New Hampshire	0	0.0%
New Jersey	2	0.7%
New Mexico	0	0.0%
New York	16	5.9%
North Carolina	8	2.9%
North Dakota	1	0.4%
Ohio	13	4.8%
Oklahoma	3	1.1%
Oregon	3	1.1%
Pennsylvania	22	8.1%
Rhode Island	5	1.8%
South Carolina	3	1.1%
South Dakota	2	0.7%
Tennessee	9	3.3%
Texas	31	11.4%
Utah	4	1.5%
Vermont	0	0.0%
Virginia	8	2.9%
Washington	2	0.7%
West Virginia	1	0.4%
Wisconsin	0	0.0%
Wyoming	0	0.0%
Other (please specify)	2	0.7%

Other Responses:

Nationwide

Puerto Rico
WA, CA

Sex:

Response	Count	Percent
Female	198	71.5%
Male	79	28.5%

Age in years at your last birthday:

Value	Count
0.00 thru 9.99	0
10.00 thru 19.99	0
20.00 thru 29.99	7
30.00 thru 39.99	45
40.00 thru 49.99	89
50.00 thru 59.99	114
60.00 thru 69.99	22
70.00 thru 79.99	0
80.00 thru 89.99	0
90.00 thru 99.99	0
100.00 thru 109.99	0

Which best describes your primary (>50%) role in education (Select only one)?

Response	Count	Percent
Program Director	105	37.5%
Academic Faculty	94	33.6%
Academic Faculty/ACCE/DCE	40	14.3%

Clinical Residency Director/Educator	15	5.4%
Clinical Fellowship Director/Educator	5	1.8%
Clinical Educator	7	2.5%
Not Applicable	14	5.0%

What is your current faculty status in your program? (Select only one.)

Response	Count	Percent
Adjunct Clinical Faculty	18	6.4%
Lecturer	5	1.8%
Instructor	43	15.3%
Assistant Professor	69	24.6%
Associate Professor	74	26.3%
Professor	52	18.5%
Not Applicable	20	7.1%

Indicate your role in physical therapy.

Response	Count	Percent
Physical Therapist	251	89.6%
Physical Therapist Assistant	16	5.7%
Other Profession	13	4.6%

If "other profession" please specify:

Clinical Psychologist
Nurse - dean of health programs division
Basic science
Health
licensed, not practicing
higher education administrator

college dean
PT, ATC
Nursing
Academic administrator
Gross Anatomist/Dean of Students
Basic science researcher

In which of the programs do you currently teach? (Select all that apply)

Response	Count	Percent
Physical Therapist Professional Program	179	63.5%
Physical Therapist Assistant Program	86	30.5%
Post-professional PT Graduate Program	37	13.1%
Post-professional Transition DPT Program	37	13.1%
Post-doctoral Program	6	2.1%
Credentialed Clinical Residency Program	23	8.2%
Credentialed Clinical Fellowship Program	9	3.2%
Clinical Education for Physical Therapist Program	24	8.5%
Clinical Education for Physical Therapist Assistant Program	10	3.5%

In what type of educational institution do you teach?

Response	Count	Percent
Public	161	57.5%
Private, not-for-profit	83	29.6%
Private, proprietary	36	12.9%

How many total years have you been in your current position?

Response	Count	Percent
Less than one	27	9.7%
1 - 5	87	31.3%

6 - 10	69	24.8%
11 - 15	53	19.1%
16 - 20	24	8.6%
More than 20	18	6.5%

How many total years have you been in clinical practice?

Response	Count	Percent
Less than one	2	0.7%
1 - 5	9	3.4%
6 - 10	30	11.2%
11 - 15	42	15.7%
16 - 20	46	17.2%
More than 20	139	51.9%

How many total years have you been involved in academic education?

Response	Count	Percent
Less than one	4	1.4%
1 - 5	45	16.1%
6 - 10	61	21.9%
11 - 15	61	21.9%
16 - 20	47	16.8%
More than 20	61	21.9%

**What is the highest earned degree (or degrees) you hold in any area of study?
(Select only one.)**

Response	Count	Percent
Associate degree	2	0.7%
Baccalaureate degree	13	4.6%
Master's degree	81	28.7%

DPT	14	5.0%
PhD (or equivalent, e.g. EdD or ScD)	120	42.6%
tDPT degree	32	11.3%
PhD (or equivalent) and DPT degrees	2	0.7%
PhD (or equivalent) and tDPT degrees	7	2.5%
Other (please specify)	11	3.9%

Other Responses:

Ph.D. in Education and tDPT
Doctor of Health Science
Doctorate in orthopedic manual physical therapy
EdD (N=2)
JD
post professional DPT - not a transitional degree
Currently have BSc, and in ScD program
2 PsyD's
Please stop using the term t-DPT
Am in the middle of obtaining a DScPT
completing a DSc
Health and Safety Doctorate
Applying for Fall or Spring 09 EdD degree

What type of professional (entry-level) education program did you complete to become a physical therapist or physical therapist assistant? (Select only one.)

Response	Count	Percent
Associate degree	14	5.0%
Baccalaureate degree	162	58.1%
Postbaccalaureate certificate	13	4.7%
Entry-level Master's degree	69	24.7%
DPT	5	1.8%
N/A	9	3.2%
Other (please specify)	7	2.5%

Other Responses:

Certificate in Physical Therapy (N=3)
not a PT (N=2)
3 year Diploma (Canada)
BS Equivalency -- foreign trained

Do you hold any of the following certifications or credentials?

Response	Count	Percent
ABPTS Specialist Certification	61	21.6%
Post-doctoral education	11	3.9%
Certified Manual Therapist	15	5.3%
APTA Credentialed Clinical Instructor	98	34.8%
Certified Wound Specialist	1	0.4%
APTA Advanced Credentialed Clinical Instructor	9	3.2%
Certified Athletic Trainer	11	3.9%
Other (please specify)	37	13.1%

Other Responses:

Credentialed clinical instructor
Florida Consortium Credentialed CI
APTA Credentialed Clinical Trainer (N=5)
APTA Advanced Credentialed Clinical Trainer
Certified Strength and Conditioning Specialist (N=3)
Certified Clinical Densitometrist
Residency trained
Wound Care Certified
Fellowship trained in manual therapy. There is no such thing as "certified manual therapist"
Vestibular Rehabilitation Specialist
FAAOMPT (N=7)
completing FAAOMPT

Fellow American Academy Orthopedic Manual Physical Therapy
Certified Pilates instructor
Certified Lymphedema Therapist (N=2)
CIE CEA
Direct Access Certification
Certified hand therapist
Masters in Public Administration
Certified in Health Care Quality Management
NDT; ATRIC
MTC
Fellow American Board Disability Analysts
Certified in Hippotherapy
Certificate in Mechanical Diagnosis & Therapy
Health and Wellness Credential from APTA several years back
Int. diploma in advanced manipulative therapy - Canada

If you hold ABPTS Specialist Certification, indicate the specialty.

Response	Count	Percent
Cardiopulmonary	0	0.0%
Clinical Electrophysiologic	2	0.7%
Geriatric	7	2.5%
Neurologic	8	2.8%
Orthopaedic	38	13.5%
Pediatric	4	1.4%
Sports	10	3.5%

Indicate yes or no for the following:

	Yes	No
Have you ever served in the role of Program	56.3%	43.7%

Administrator/Director/Chair?	(156)	(121)
Have you ever served in the role of Academic Faculty?	93.1% (258)	6.9% (19)
Have you, or would you, ever consider serving in the role of Program Administrator/Director/Chair?	77.5% (207)	22.5% (60)
Have you, or would you, ever consider serving in the role of Academic Faculty?	96.6% (253)	3.4% (9)
Have you ever participated in a leadership development program?	35.5% (98)	64.5% (178)

If you have participated in a leadership development program, identify the name of the program:

If you have participated in a leadership development program, identify the name of the program:

Educational Leadership Conference - APA

University of Maine Higher Education Leadership Doctoral Degree Program

Education Section's workshop for new academic program directors (N=3)

Education Section "Leadership Skills for Academic Chairs" - 2005, 2007 at Annual Conference - Invited Speaker

LEND Program (MCH funded), Emerging Leaders Program (at my institution)

Association of Schools of Allied Health Professions (N=2)

I presently am a professor teaching online for students pursuing EdD. in Educational Leadership

Internal Program at University

HERS-Summer Institute

Doctor of Education degree had a focus in organizational leadership

PhD in Educational Leadership

Women in Medicine Leadership Conference, Executive Leadership Program sponsored by the City of Philadelphia, PA

Courses through the health system which I am employed

Leadership Institute at my College

Women in Medicine Leadership Program

New England Healthcare Assembly Management Leadership Certificate Program

Through work and through administration section

Deming

Regents Academic Leadership Institute- speakers from Maricopia
High Performing-High Potential Employee Group
APTA Leadership - in early 90s
Harvard University Institute of Higher Education, Management Development Program
APTA/TPTA Leadership Retreats
Leadership Education and Development Course for government employees
Internally with Health South
University of San Francisco School of Ed Dept of Organization and Leadership (EdD)
One day orientation for chairs in CSU
In the role of a manager, not sure of the name
USC Faculty Fellowship
Strategies for Leadership and Critical Thinking in the Community College
Ohio Academic Leadership Academy
Course in PhD Program
Center for Creative Leadership in Greensboro, NC
ACE; multiple University sponsored programs
APTA Component Leadership Meeting (N=3)
Campus Leadership Development Programs
Leadership Challenge (Kouzes & Posner)
Carnegie
MEd in Educational Leadership/Adult & Community Education
New Faculty Development by Education Section (N=2)
Institutional offered programs in MN and TX
Leadership Fellowship - USC Dept. of Medical Education
Will be attending HERS in 2008
University of Tennessee Leadership Institute
MBA
United States Army/Military Leadership Courses (N=2)
BCC Leadership Academy
APTA Leadership Conference
Leadership Savannah, in addition to degree
Geriatric Educational Program for community professionals

Greensboro Center for Creative Leadership
NLG training with Business Success Coaches - current program in our clinical practice. We study communication as related to patient success, leadership, and team building via group and individual sessions on a monthly basis.
Harvard Graduate School of Education's MDP program (management development program)
High Achiever Program - 1 year program
OPTA Leadership Retreat
through Ohio State University to new managers
Carnegie
AAMC Institute for Senior Women in Medicine; AAMC Institute for Department Chairs and Associate Deans; Harvard Program on Conflict Resolution and Negotiation
Institutional based activities and program (N=5)
Consultant at Genesys Regional Medical Center in Grand Blanc, MI. Consultant: Cox & Associates Health care Consultation, Training and Development.
United States Army - multiple courses including Officers Advanced Course, Command and General Staff College, and Army War College - Army Medical Department and Army Medical Specialist Corps leadership courses
UT Health Science Center Leadership Education and Development Institute
Louisville Health Enterprise Network
Therapeutic Associates Leadership Training Program
Through HCA.
LEND Fellowship
Women's Institute in Leadership Development in Higher Education - Southwest Ohio and Northern Kentucky
National Training Laboratory (back in '80's); American Academy of Healthcare Executives
Notre Dame Executive Management Program; Greater Cincinnati Women's Institute on Leadership Development
Stanford University Management Development Program

Please offer any additional comments or thoughts that were not included in this survey.

Please offer any additional comments or thoughts that were not included in this survey.

Use the ELAM Program as a model for this; it is successful and highly sought after; there are publications in Academic Medicine about its success;

I think this would be a great resource for junior or mid-career faculty members. I omitted responses to several questions for which none of the answered appeared to be appropriate.

I am opposed to the development of an APTA-sponsored Education Leadership Institute. There are two reasons for this opposition. First, the division on education has revealed at many meetings its response to the APTA's strategic plan. The division's response is not grounded in the reality of professional education. While many of the goals of its plan are laudatory, they also ignore the reality of professional education in today's contemporary practice/educational environment. A leadership institute delivered from the same organization that has developed an unrealistic response to the strategic plan would surely produce leaders who will try to accomplish that response. Because the division on education's response to the strategic plan neither accounts for the contemporary practice environment and realities nor recognizes the constraints placed upon academic institutions, such training would be a disservice to the profession. Secondly, an assumption has been made that is revealed in the questions of the survey. That assumption is that the diminishing number of qualified people to serve as chairs is because candidates for these positions are inadequately trained. But this assumption could always have been made. In over 20 years as an academician and as the chair of a Ph.D. program, I have not observed any specific training other than experience that enabled people to assume a chair's position. Why is the assumption being made now that the shortage of chairs will be solved by providing additional education? Has the division on education surveyed extant faculty about why they may or may not be inclined to become a chair? Only if the answer to that question is yes, can the assumptions implied by the questions in the survey be made. If that question has been asked and definitively answered yes (as opposed to an anecdotal impression), I have not seen it. For these two reasons, I do not believe that the education leadership Institute should be developed at this time. Moreover, I am very much opposed to the Institute being sponsored by the division on education at any time.

One of the values of leadership "training" is being involved with academic administrators, staff (from librarians to bursars) and faculty members from all types of higher education, from all levels of administration (Chairs, Deans, Provosts, VPs, University Presidents, etc.) and from multiple disciplines. Issues in academics are better understood by these types of interactions and multiple perspectives. Whereas, I support the notion that leadership training is essential for physical therapists, an "in-house" leadership training program may lack the diversity of participants, resources, and networking opportunities to be truly effective.

I think a leadership institute is a good idea.

I think we should be careful here not to compliment, not duplicate something that already exists, ie, an EdD program in higher ed.

My MS in Ed Two Year College Administration, which I find to be most helpful in being a program director and working in the community college. Yet, you did not seem to

include this in any of your list. I really feel that CAPTE might want to include an advance track for faculty and educators within the tDPT or other DPT programs. We have offered PT students affiliations here at the Community College for those student who might be interested in becoming a PTA faculty and both students did a very nice job. One currently is an adjunct faculty at a PTA program. The other PT is looking for a position as an ACCE. The responsibility may be that of CAPTE's????? or Academia?? PT Management must also be included into PT education or we will continue to give these leadership roles to the ATCs and MBAs. This is a huge trend within the PT community locally. It scares me. We gave away the nursing positions to the PTAs, we cannot afford to continue to give away our critical positions in management.

This needs to be budget neutral; i.e., not a moneymaking venture for APTA.

I would support the concept and urge consideration of a blended face-to-face and distance-learning format offered over a long enough period of time that participants are able to have the experience of having taught the same course twice (i.e., to at least two student cohorts). As a relatively new faculty member, I found it remarkable how different the experience was to teach the same course for the second time; there were significant positives and negatives and to my great surprise, the student feedback was very different. I would also urge that the face-to-face sessions NOT be held concurrently with Annual Conference or CSM as I cannot imagine packing any other commitments into those conferences! Thanks for the opportunity to provide this input.

I believe leadership preparation for physical therapist educational programs has been lacking for many years. The APTA is the organization to take on this task -- in cooperation with an organization like the Center for Creative Leadership in Greensboro, NC (other locations throughout the world). Taking on this task is to prepare leadership for the academia -- so DPT education can find its rightful place at the academic table -- in Schools or Colleges of Physical Therapy with Deans over the School or College. We need to follow this model to obtain equal treatment with other doctoring professions. Being a program, or a department within a division or school or college -- will never get our status to where we are at the table with the power brokers. How many programs in medicine, dentistry, pharmacy, law do you know of?? They do not exist -- these professions are stand-alone schools or colleges with deans or higher titles for the leaders. Thanks.

Great initiative, hope it is seen through to fruition for the future!!!

I am a faculty member for a PTA Program and I would love to increase my quality and abilities in teaching.

This is such an exciting idea! I would be very interested in participating in it.

Given the current high rate of older program directors nearing retirement, this is a highly valued activity.

I put "not applicable" on title - there were not choices for leadership positions within higher education other than PT academic administrator (such as associate dean, dean or associate provost)

I am really not sure what the objectives of such a program would be and question whether

this is a good direction for the profession at this time.

I think this survey is asking questions related to the length of the course before determining what needs to be learned or taught in the training. Determine what needs to be taught then determine how long it will take to teach it.

I believe this training maybe quite useful but why not make it a part of the Program Directors Conferences rather than create a costly institute. This seems a good way for APTA to serve it's member institutions.

Would recommend Cox & Associates for consulting. www.esharoncox.com I would be very interesting in teaching in the leadership development program. I am obtaining my DScPT with a certificate in teaching and learning and an emphasis in leadership.

I'd probably want to ask: are you interested in being a founding faculty in this project? If so, what contents or expertise could you offer?

The leadership program /faculty development program that I participated in was helpful. It was run by the department chair at the institution that I am teaching in at present. Focus was on a variety of areas- communications, test writing, changing roles of PTs changes in culture of generations in PT education. This was at least 5 years ago.

Great idea for a young motivated faculty member to consider!