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Fellowship in Higher
Education Leadership

PROJECT SUMMARIES



APTA
Academy of Education.

Fellowship in
Higher Education
Leadership

ABOUT FHEL

ABOUT

The APTA Academy of Education Fellowship in Higher Education Leadership (FHEL) is a blended learning program intended for current and aspiring directors and leaders in physical therapy education programs. The Academy took over the FHEL (formally ELI) in 2023, making the 2024 graduating class the first cohort under the APTA Academy of Education.

The 52-week program is delivered across a 13-month time frame. This allows fellows to connect theory with practice and enables the direct application of knowledge learned through the Fellowship to their everyday work in physical therapy education.

The FHEL program provides mentoring by high-quality, experienced physical therapy education academic administrators, taught by qualified content expert faculty, and peer networking and support to create a community of educational leaders.

The award-winning fellowship was first accredited by the American Board of Physical Therapy Residency and Fellowship Education (ABPTRFE) in 2012 and reaccredited in 2017 through 2027. With over 160 alums, the FHEL welcomed its 13th cohort for 2024-2025.

MISSION

The mission of FHEL is to develop a community of visionary, innovative, and influential directors in physical therapist and physical therapist assistant educational programs to advance the health of society.

PROGRAM GOALS

- Provide consistent curriculum delivery over time by recruiting and retaining quality faculty/mentors.
- Prepare graduates who provide advanced management and leadership skills in real-world leadership contexts.
- Offer a high-quality, contemporary curriculum and operations.
- Produce successful graduates.
- Establish a professional community whose members support each other's development after graduation.

2023-2024 FHEL Cohort

GRADUATES

Kunal Bhanot, PT, PhD
Jennifer Biggs PT, MPH, PhD
Michael Brown PT, DPT, PhD
Amanda Bryson PTA, BS, MBA
Michelle Courtney PT, MBA, PhD
Angela Gisselman PT, DPT, PhD
Christopher Hausbeck PT, DPT
Tarang Jain PT, DPT, PhD
Kristen Johnson PT, EdD, MS
Melissa Lazinski PT, DPT, DHSc
Jet (Jeannette) Lee PT, MS, PhD
Mark Lester PT, DPT, PhD
Jessica Maxwell PT, DPT, PhD
Terrence McGee PT, DSc
Stephanie Miller PT, MS, PhD
Bradley Myers PT, DPT, DSc, OCS,
FAAOMPT
Matthew Nuciforo PT, DPT, PhD
Jennifer Parent-Nichols PT, DPT, EdD
Eric Schussler PT, DPT, PhD
Kunal Singhal PT, PhD
Rene Thomas PT, DPT, DHSc
Casey Unverzagt DPT, DSc

FACULTY

Sharon McDade, EdD
Evan Robinson, R.Ph., PhD, FNAP
Gail Jensen, PT, PhD, FAPTA
Emelyn dela Pena, EdD
Steve Milam, JD
James (Jim) Kemper, PhD, SPHR
Damon Braggs, MBA
Barb Sanders, PT, PhD, FAPTA
Ray Francis, EdD, PhD

MENTORS

Amy Garrigues, PT, DPT
Kimberly Varnado, PT, DPT, DHSc
Michael Majsak, PT, EdD
Stanley H. Wilson, PT, EdD, CEAS,
FASAHP
R. Scott Ward, PT, PhD, FAPTA
Leslie Portney, PT, PhD, DPT, FAPTA
Barbara Gresham, PT, PhD

PROGRAM DIRECTOR

Teresa Brown, PT, DPT, PhD

PERSONAL GOALS

1. To learn strategies to be an effective, innovative, and influential leader.
2. To get tactical training in leadership, finance, student affairs, HR, and legal matters related to higher education to cultivate and lead transformational change in healthcare education.
3. To learn effective and tangible assessment strategies to measure the impact of leadership effectiveness on the program and student success.

LESSONS LEARNED

1. Leadership is a balance of the four frames of Bolman and Deal.
 - a. Symbolic: Being transformative and visionary
 - b. Human Resource: Being empathetic and compassionate
 - c. Structural: Provide a defined pathway to achieve goals
 - d. Political: Develop a strong, reliable, and trustworthy network
2. Leadership is not about being perfect but being vulnerable, motivational, brave, resourceful, and resilient all at the same time.
3. Leadership is about having a growth mindset to listen and learn from everyone around.

A BRIEF SUMMARY OF THE LEADERSHIP PROJECT

The leadership project was to develop experiential clinical learning opportunities outside of the classroom for the Carlow University Doctor of Physical Therapy Students before going to their Terminal Clinical Experience. We wanted to provide them with hands on clinical opportunities in various clinical areas and across life span under the supervision of the core faculty. Carlow University is small private Catholic school started by the Sisters of Mercy. On Carlow University's campus, we have an early learning center (ELC) that has infants, toddlers, and pre-school age children. We have a convent where the retired sisters live. We also have student athletes. We wanted to engage these individuals by providing them with faculty supervised and student led physical therapy services. To achieve this task, we engaged the ELC Director, Athletics Director, and the sisters. To align ourselves with the university's mission of service, we also wanted to engage with the Pittsburgh community who are uninsured or under insured and cannot afford physical therapy services. We collaborated with a local community named "Neighborhood Resilience Project" that provides free medical and dental services to uninsured and underinsured individuals. Our second-year students supervised by the core faculty will provide pro-bono physical therapy services to all the above mentioned individuals starting Fall 2024.

PERSONAL GOALS

1. Learn my authentic leadership style
2. Create ways to be a sincere and inspirational leader for my department
3. Develop a network of peers and mentors outside of my institution to help consider situations or leadership challenges

LESSONS LEARNED

1. I often approach departmental problems or issues with a political frame (Bolman and Deal). I can use this as a strength, especially as I provide suggestions and solutions to leadership at my institution
2. I can (and should!) develop other frames and strategies in order to more fully consider problems/issues in my department. This will still be an authentic approach.
3. I need to create and maintain positive working relationships with many other departments at my institution, especially Human Resources, Student Affairs, Legal, Financial Management/Budget Office, and institutional leadership.

A BRIEF SUMMARY OF THE LEADERSHIP PROJECT

At my institution, DPT students are involved in providing pro bono PT services at community clinics. This is both a required (twice per semester) and a volunteer level (additional time and leadership roles). Our current model has been unsustainable for both students and faculty preceptors with two clinics operating once per week and one clinic operating once per month. Some of the sites regularly don't have any patients for students to see, leading to frustration on the part of students and faculty.

In order to determine a recommendation to the faculty regarding student provision of pro bono services at community clinics, the following steps were taken:

- Reflection on the mission and vision of the University and DPT Program
- Meeting with as many stakeholders as possible (DPT and PTA faculty, Dean's office, faculty preceptors, student leaders, clinic leadership, and alumni)
- Creation of a SWOT analysis
- Consideration how to best maintain and create succession for faculty preceptorship
- Consideration how to best integrate pro bono services into curriculum

A presentation to the DPT faculty will be made in July 2024 with the following recommendations:

- Sunset PT service provision at two community clinic sites. Maintain a relationship with those sites via our community-engaged learning course (semester-based project work)
- Continue PT service provision at the community clinic site that operates on campus
- Create a formal relationship with one additional community clinic site that consistently has patients and uses shared preceptorship between local PT programs
- Continue to require participation once to twice per semester for 1st and 2nd year DPT students
- Suggest volunteer faculty role to Dean's office/HR in order for alumni to serve as preceptors
- Lead faculty preceptors will receive course buyout for time spent with community clinics

MICHAEL R. BROWN

PERSONAL GOALS

1. Identify and develop who I am as a leader
2. Acquire knowledge and skills that will help me excel in my administrative role
3. Engage with people who are in various leadership roles with the end-goal of expanding my professional network

LESSONS LEARNED

1. Leadership is about being true to yourself and to the people you work with. It's harder to lead if you are trying to be someone you are not.
2. Leading does not mean you have to accomplish everything yourself. It's about nurturing relationships with a lot of different people and knowing when, as well as how to motivate others in your network of colleagues to help achieve your program's goals.
3. Leaders don't always have the answer right away and that is okay. It's better to be patient and ask more questions before providing an answer to a question.

A BRIEF SUMMARY OF THE LEADERSHIP PROJECT

For my leadership project, I embarked on revising the program's student handbook. The student handbook hasn't been substantially revised by the faculty in a few years. Additionally, we have hired a few new faculty over the past couple of years and I thought it would be a good exercise for them to review, as well as comment on the policies and procedures in the student handbook. As the leader of this endeavor, I felt it was necessary to begin the process of revising the student handbook with a collaborative discussion on the program's mission, vision, and core values. These discussions took place during faculty meetings over the course of many months and eventually led to the development of a revised program mission, a new vision, and a set of core values. The next step of the process involved faculty individually reviewing the student handbook to identify policies needing revision. The results of the faculty's review were discussed during our spring curriculum review and work has begun to revise the policies that don't align with our new mission, vision, and core values. Examples of policies needing revision included student policies regarding retention and making sure policies are free from implicit bias. While this project is not complete, the next step is to offer other stakeholders within the University (e.g., Student Affairs) a chance to comment on the revised policies. I am also creating a plan that includes more frequent review of policies and procedures (e.g., one policy a meeting) during future faculty meetings to keep the document current and the process of reviewing the handbook less burdensome.

AMANDA BRYSON

PERSONAL GOALS

1. I hope to develop the skills and knowledge necessary to become an effective leader who is capable of driving positive change in my PTA program and within the University as a whole.
2. To deepen my understanding of leadership principles, cultivate strong communication and collaboration skills, and build a diverse network of peers and mentors.
3. I hope to be able to take my experiences from the Fellowship to lead impactful initiatives that address complex challenges and that contribute to the advancement of my PTA program and University.

LESSONS LEARNED

1. I developed a robust toolkit of leadership strategies and best practices, informed by real-world case studies and insights shared by seasoned leaders in the field.
2. Through extremely thought-provoking learning opportunities and mentorship, I gained practical insights into addressing challenges such as legal issues, student affairs, and program development, equipping me to lead with resilience and foresight.
3. I emerged from the fellowship with a renewed sense of purpose and a clear vision for my role as a leader in higher education, committed to driving positive impact and promoting excellence in teaching and service.

A BRIEF SUMMARY OF THE LEADERSHIP PROJECT

While participating in the Fellowship, I was approached by University Administration to spearhead a task force aimed at assessing faculty workload requirements. The task force's objective was to recommend potential modifications to the existing requirements or propose an entirely new workload policy. After examining various workload policies within the college of health professions and finding multiple discrepancies, the decision was made to completely revamp faculty workload requirements within our college, and so my leadership project began.

First, we needed to establish a better way to assign credits or hours for coursework taught by faculty. We called these lecture equivalency hours, or 'LEHs'. LEHs were defined for lab-based courses, lecture-based courses, and 'other' classroom assignments. In attempting to simplify LEH requirements for all faculty, a baseline requirement was recommended. Faculty may 'choose' to teach over this baseline; however, they may not exceed more than 20% of their designated requirement without approval from program chairs and/or deans. For faculty positions that entail additional administrative duties, LEH requirements would be reduced based on job title. To calculate lecture equivalency hours, we utilized contact hours. For lecture courses, 1 contact hour equates to 1 LEH. For lab instructors, 1 contact hour equates to 1 LEH. For lab assistants, a reduced LEH is awarded per contact hour. For faculty that are responsible for open lab/remediation/advising, there would be a set maximum number of LEHs awarded per quarter. For clinical courses, a reduced LEH will be awarded per contact hour.

The task force also elected to recognize the additional work and service that faculty members perform for the University and their associated programs. It was recommended that faculty be allowed to substitute a predetermined number of LEH per year by participating in special projects.

MICHELE COURTNEY

PERSONAL GOALS

1. I aspire to lead a department and team of faculty as a program director in Physical Therapy education. Serving as an Interim Program Director, I quickly learned that specific skills are essential for leading faculty in higher education. Successful completion of the APTA Fellowship in Higher Education Leadership will not only benefit me generally in my service as a clinical faculty member and Dean's Fellow in Clinical Pediatrics within the College of Health Sciences and Professions, but it will certainly enhance and develop those specific leadership skills necessary to successfully lead the educational efforts of a physical therapy program. The skills learned through the fellowship will also allow me to effectively encourage and empower faculty members in their service and research endeavors.
2. I am committed to service within the APTA Academy of Pediatrics. I envision this service will grow. Successful completion of the APTA Fellowship in Higher Education Leadership will develop skills that will benefit my service to the APTA Academy of Pediatrics for the betterment of the field of physical therapy. In the ever-changing political and social environment, innovative and visionary skills are critical for leaders. I recognize I need to boost these particular skills and the fellowship will certainly be the best avenue for this development.
3. Consistent with the APTA Academy of Education's Goals and Mission, I advocate and promote our role as educators to inspire, motivate, and train students and physical therapy clinicians. I contribute daily to educational research in the pursuit of elevating the profession of physical therapy practice and education. I am most inspired and perform at my best through collaboration with educators and healthcare practitioners in the field. Lastly, I strive to lead in a manner that will not only bolster the department and the individuals I support, but also help to advance the Academy and the profession.

LESSONS LEARNED

1. Leadership takes many forms and shapes. (Leaders lead from within, not only from a title. Program directors are important leaders in physical therapy education, but they are not the only leaders.)
2. Leaders face greater challenges without collaborative faculty members in their department. Utilizing all four frames (structural, human resource, political, symbolic) of a leader's repertoire is critical to successfully garner collaborative support and success in a team.
3. Despite leadership challenges faced as interim program director, I want ongoing leadership roles/opportunities in physical therapy education.

A BRIEF SUMMARY OF THE LEADERSHIP PROJECT

Following several years of observed challenges with DPT cohort leadership (attitudes, behaviors, cohort culture), I was asked by the Program Director to develop a Cohort leadership program. This leadership program will begin following cohort elections and progress through the three-year curriculum. The goals of the leadership program are to foster greater leadership (attitudes, behaviors, cohort culture) among DPT students beginning with the core leadership group utilizing strategic readings, presentations, activities, and mentoring opportunities with physical therapy leaders. The program will strategically engage with Ohio University PT alumni leaders over the three-year curriculum with a goal of fostering multidirectional engagement among alumni, students, and faculty.

ANGELA SPONTELLI GISSELMAN

PERSONAL GOALS

1. As Director of Admissions, I do not have a current process for formal evaluation of my leadership qualities and outcomes. I'd like to implement a yearly process to seek feedback from faculty, staff, and students on my leadership effectiveness in admissions.
2. Seek out leadership opportunities within and outside of PT academia to deepen my experience in program management, budgeting, human resource development and expand the diversity of my leadership skill set.
3. I will engage in ongoing mentorship sessions with leaders both within and outside my institution. In these sessions I hope to deepen lessons learned from FHEL and enhance my understanding of how to use newly acquired knowledge in real-world scenarios.

LESSONS LEARNED

1. Much like the field of physical therapy, I learned that the field of law is not as binary or absolute as I once perceived. Instead, law is dynamic and evolving, influenced by the intricacies of individual cases and societal contexts. I also walk away from the fellowship with the renewed understanding of the role of law – it serves as a guiding framework, providing a range of options that can be navigated. This understanding of law as guidance rather than mandate underscores the importance of personal judgment and ethical decision-making in my professional journey.
2. The fellowship has reinforced my belief that leadership is not an innate trait but instead a skill set that can be learned, adapted, and developed over time. Further, I've learned that there is no one "best" leadership skill or leader for all situations. Effective leaders cultivate a diverse skill set and, crucially, possess the ability to identify and adapt these skills to apply appropriate leadership strategies in varying situations.
3. I have learned that we are not alone in a number of challenges higher education faces with a decreasing admissions pool, increasingly diverse student body with a range of unique needs, and faculty burnout. I walk away grateful for this community of committed, authentic educators and leaders who I can look to for future community and a safe space to collaborate and seek solutions to issues.

A BRIEF SUMMARY OF THE LEADERSHIP PROJECT

Our accelerated, hybrid program has attracted an incredibly diverse cohort of students which has presented unanticipated challenges related to student and faculty support. My leadership project was focused on increasing student support and readiness for our accelerated model. I served in a leadership position for the development and piloting of two programs to achieve these goals: Adept (Accelerated Development of Excellence in Physical Therapy) and EMPOWER (Elevating Mentorship in DPT: paid mentorship model for educationally disadvantaged DPT students).

CHRISTOPHER HAUSBECK

PERSONAL GOALS

1. I would like to learn how to cast vision for my program.
2. I would like to learn some best practices of leadership in physical therapy education.
3. I hope to learn ways to lead and inspire others, especially those who are different than me.

LESSONS LEARNED

1. There is a difference between management and leadership. I learned that management “keeps the trains running” while leadership “decides where the trains should go.” There is an overlap of responsibilities between the two, but I learned I had previously been heavy on the management side and light on the leadership side.
2. Our program’s mission statement is more important than words on a page and fulfillment of a CAPTE requirement. The mission statement should guide our strategic plan, curriculum, budget, program and course assessment, and should shape our leadership as program directors.
3. It is important to take time out of business to be people (interact with one another, share personal stories, etc.). I am a relational person by nature, but I have a tendency to be “all business” in meetings. There is value in blending the two together.

A BRIEF SUMMARY OF THE LEADERSHIP PROJECT

At my institution, the allied health programs have seen an uncomfortable rise in attrition in the last 5-8 years. My project aims to identify the reason(s) that so many students are either withdrawing from our health programs or are not able to succeed academically. We have institutional demographic data that tells us which students don’t complete, but the reason why remains a mystery. In conjunction with the directors from the other healthcare programs at my institution and our Special Populations Engagement and Success Coordinator, I developed a survey that every health program has begun to administer with students who withdraw or are unsuccessful in their program. The data can be separated out by program but can also be combined to look for trends. The survey data will not only help to identify trends of unsuccessful students but will tell us how often and which support services are being utilized by these individuals. As the data accumulates, we will be able to identify at-risk students much earlier in the program and then intervene/offer supports from day one. We’ll be able to ask specific questions to the incoming students to help reveal red flags. I also intend to use the data to build a profile of the successful student and share this with other programs on campus. The data collection is ongoing and the cycle of assessing the data will occur at least annually. If the identification of the at-risk students and implementation of support early and often has a positive effect, there is potential to not only increase our graduation rate but impact the community by expanding the workforce and increasing diversity in the profession.

PERSONAL GOALS

1. Develop a substantial leadership skillset to effectively navigate the complexities of higher education and lead with confidence.
2. Improve my ability to convert strategic goals and visions into actionable plans that drive academic excellence and impactful scholarship.
3. Enhance my academic and community impact through utilization of innovative strategies and effective leadership.

LESSONS LEARNED

1. Self-awareness and Humility: One of the most valuable lessons I learned during the fellowship was the importance of self-awareness and humility in leadership. I realized that knowing myself better during this fellowship journey is important for my growth and decision-making. This self-awareness allowed me to understand my strengths and areas for improvement, which in turn helped me to identify growth areas. In addition, embracing humility is crucial. Leading with humility meant acknowledging that I don't have all the answers and being open to learning from others.
2. Relationship Building and Open Communication: Another key lesson was the immense value of relationship building and maintaining open lines of communication. Through the fellowship, I heard several examples of how to lead and help people grow by fostering strong, trusting relationships. Engaging in meaningful conversations, being open to different viewpoints, and understanding the emotional dynamics in my group were all aspects that I began to appreciate.
3. Reflective Practice and Empowerment: The fellowship also emphasized the importance of reflective practice and empowerment. Taking time to pause, reflect, and gain perspective on various situations became a regular practice for me. This reflection allowed me to approach challenges with a clearer mind and make more informed decisions. Further, the topics discussed in the fellowship empowered me to have difficult conversations, which are often necessary for growth and progress. Learning to handle these conversations equipped me to address issues head-on, fostering a culture of transparency and continuous improvement within my team and organization.

A BRIEF SUMMARY OF THE LEADERSHIP PROJECT

During my participation in the Provost Leadership Program at Northern Arizona University (NAU), I engaged in a project titled "Teaching Matters: Discipline-specific Faculty Conversations about What Works." Our goal was to gather insights into how faculty members from various disciplines describe effective teaching practices, understand their perceptions of student needs, and identify what kinds of professional development would be most beneficial. We organized six focus groups, each comprising faculty from different disciplines, including Art, Theater, Music, Biological Sciences, Health Sciences, Business, Accounting, HRM, Computer Science, Civil Engineering, Ethnic Studies, and Sociology. These focus groups discussed unique aspects of teaching in their fields, effective teaching strategies, inclusivity measures, and recommendations for professional development.

The discussions revealed several shared themes, such as the importance of preparing students for careers, nurturing students holistically, and the value of being student-centered. Faculty expressed interest in professional development focused on meeting students' varied preparation levels and career goals, community engagement in the classroom, equitable assessment methods, and teaching note-taking skills.

Despite the initial proposal for the FHEL Fellowship not materializing, I contributed to this group project, which provided valuable insights and recommendations for enhancing teaching practices at NAU. The project highlights the need for discipline-specific professional development and importance of the collaborative spirit among faculty to improve educational outcomes.

PERSONAL GOALS

1. To lean on the support of the fellowship mentors and mentees to write and have approved, my new job description as assistant dean of curriculum and innovation.
2. To uncover program and university outcome assessments that are evidence-informed, aligned with our mission, and are meaningful not only for accreditation, but for the next generation of physical therapists.
3. Diversify my communication across departments at the university to build support and alliances which positively impact the DPT program and graduate college.

LESSONS LEARNED

1. In the words of Scott Ward, “the grass isn’t browner” on the other side. This statement has resonated with me, and I have shared it with many other colleagues and mentors in academia. This lesson continually makes me appreciate what is going well and to seek continual improvement as a leader, which then leads into lesson number 2.
2. The rethinking of a leadership role to “what will I conquer and learn today” in place of what tasks and fires need my attention today.
3. Outcome assessment is a process that should be continually revised and refined and like a successful curriculum, will continually be evolving and changing.

A BRIEF SUMMARY OF THE LEADERSHIP PROJECT

The leadership project focused on redefining our program's outcome assessment plan. During the fellowship, our program wrote and submitted our first self-study following our initial candidacy status. The below CAPTE standards were mapped as part of our assessment matrices, and the collection tools, process, and timing in which we plan to gather data were further evaluated. Using a variety of leadership frames, I learned through mentorship and collaboration that with outcomes assessment, less data is more, data must have a purpose to answer essential questions, and outcomes assessment must be used to close the loop. Also, during the project, I learned that the outcome assessment process should continually evolve to strive for ongoing program improvement. On a deeper level, I learned the importance of connecting our program's mission and several ACAPT's pillars of excellence to our outcome assessment plan. Certainly, this project still needs to be completed, as reevaluating the collection tools was only one step. Next in the process is to gain consensus on timing, followed by a process to implement, report out, and close the loop.

CAPTE Standard	Outcome Target
1C5	Graduate Goals and Outcomes
1C6	Faculty Goals and Outcomes, Program Goals and Outcomes
2B1, 2C/6B, 2C/6C, 2C/6K7, 2C/6N, 2B2, 2B4, 2C/6K8	Admissions, Enrollment, Support Services
2B3, 2C/6K1	Faculty
2C/6A, 2C/6E, 2C/6F, 2C/6H, 2C/6I, 2C/6D, 2C/6J, 2C/6G, 2C/6K2, 2C/6K3	Curriculum

PERSONAL GOALS

1. Develop skills to better engage faculty and staff , fostering teamwork and encouraging collaboration.
2. Become a more effective mentor, so that by supporting others in their professional development, I can create growth and success within the program.
3. Develop my ability to view situations through the symbolic lens to better promote a positive culture among faculty and students.

LESSONS LEARNED

1. I still need to intentionally review situations through multiple lenses (it isn't automatic yet, but it is better).
2. Document everything; it may save you.
3. Find the people that can do the things that I don't do well and recognize them for it.

A BRIEF SUMMARY OF THE LEADERSHIP PROJECT

My leadership project began as a goal to develop a program for supporting student success. As I dug into that project, I found many related issues in our program that kept leading to the same conclusion: we needed clarity about our purpose as a program. My project is to lead the faculty in developing a program-specific mission statement, educational philosophy, and assessment plan including student learning outcomes and program outcomes. Ultimately, this will lead to a strategic plan. To complete this project, I plan to engage the faculty in an iterative process to develop each of these items. My hope is that by allowing the faculty to fully participate in the project we will achieve my larger goal of promoting clarity and cohesion in the program.

JEANNETTE (JET) LEE

PERSONAL GOALS

1. Becoming more comfortable navigating within organizational politics/ dynamics, and having constructive conversations about governance and decision-making
2. Fostering a work environment of mutual respect and belonging
3. Learning about higher education structures and processes

LESSONS LEARNED

1. One should celebrate your own accomplishments once in a while – monitor your health and take care of your team
2. Stand up for your truth
3. There is a difference between being a good leader and being a good manager

A BRIEF SUMMARY OF THE LEADERSHIP PROJECT

Title: A faculty development framework to foster retention and success

Background: Our DPT program is a joint program offered between two public universities. It is unique in that the program is run very collaboratively – we function like a single institution but with double the amount of moving parts. Our program has grown quite a lot in the last few years, and many of our junior faculty are new to higher education, having been full-time clinicians previously, or just completed their terminal degrees. There has been an increasing number of questions and challenges around program policies, professional development, and mentoring support for new faculty success. Currently, our onboarding and mentoring process consists of an informal network of more senior faculty and staff, where the prevailing attitude is a more reactive “let us know if you have questions” vs. a more proactive “let’s meet so we can talk about...” approach. This is further complicated by our two universities having slightly different advancement procedures and expectations.

This project aims to codify a process/ framework for junior faculty that would set a path for support and career growth, including advancement and tenure at each of our constituent universities. This proposed system would pair a senior faculty mentor with new/ junior faculty upon hire. A checklist or process would be generated that includes topics to be discussed at set time points. A revision of faculty development self-assessment and reflection will also be devised. Short videos might be created on selected topics (example, our administrative structure, how program workloads are calculated, etc.).

MARK E. LESTER

PERSONAL GOALS

Three goals at the top of my list of things I'd like to accomplish in the near, intermediate and long term as the department chair and director of the DPT program at UTRGV are:

1. Develop a culture of excellence in teaching, service to the community and research within the PT Department at UTRGV within the next 2 years.
2. Lead our department through the successful achievement CAPTE accreditation within the next 4 years.
3. Lead the expansion of physical therapy education opportunities at UTRGV to include post-professional degrees and residency development within the next 10 years.

LESSONS LEARNED

1. I was intrigued by module 7 on resource management. The information and insights from Damon were really helpful. I've felt much more prepared going through negotiations on personnel, equipment, facilities, and planning the department budget. Additionally, learning more about the process of fundraising and endowments was really enlightening.
2. While I've been part of faculties that have dealt with student legal and policy issues, I really appreciated the shared experiences that everyone brought to these discussions addressing student and faculty issues. It was incredibly helpful to go through these accounts and learn options for working these types of issues, who should be involved and what reasonable expectations for solutions may be.
3. The student affairs module was really insightful. As it happened, I was working with our VP of student affairs on some of our program development and I felt much better prepared to ask the "right" questions and communicate more effectively with that team.

A BRIEF SUMMARY OF THE LEADERSHIP PROJECT

Initially I thought my leadership project would be focused on exploring how DPT programs across the country were addressing healthcare disparities through their admissions strategies and curricular plans. While I still believe that this is an area that deserves attention, as I've progressed through the fellowship, I've realized how important the development of culture is to the success of the department and the impact culture has on all aspects of program success. As I've been simultaneously developing our DPT program at UTRGV, it's become increasingly apparent to me that one of the first critical steps in establishing a positive culture is providing clear expectations and guidelines to faculty and students and developing policies, procedures and processes that enhance success on every level. Therefore, my project has shifted and I am in the process of creating faculty, student and clinical handbooks that will serve to develop and guide our department through the many challenges and opportunities we will encounter as we progress toward accreditation. I've been reviewing existing guidelines from programs across the country to determine what I believe will be best practices that would align with the culture I want to establish in our department. As a strong advocate for shared governance within the department, once I've completed the initial drafts of these living documents and have all of my faculty on board, we'll conduct a review and revision of the documents as a unit to ensure everyone's voice contributes to the initiation of these guidelines for the program.

PERSONAL GOALS

1. Read more leadership literature
2. Increase proficiency in the Symbolic Frame. Practice makes improvement here, I think.
3. Schedule time (and stick with it) to step back and think about problems and their possible solutions, even in the midst of putting out fires.

LESSONS LEARNED

1. Be true to self.
2. Don't be inhibited by "fear of other people's opinions"
3. It's OK (and generally wise) to take time to make an important decision

A BRIEF SUMMARY OF THE LEADERSHIP PROJECT

My initiation into being a Program Director (PD) felt a lot like the experience of being thrown in as a new faculty member. There were people around who could help, but they were so busy, and I needed to know what questions to ask in order to receive the help. I would have benefitted from a formal program to introduce me to the roles and responsibilities of a Program Director at the specific institution. Particularly, I felt I needed hands-on training in using all of the software platforms and systems needed to do the job, and a guide to processes such as faculty credentialing. A list of who to go to when would have been wonderfully helpful. Therefore, now that my current role includes onboarding Program Directors, I wanted to create a comprehensive onboarding program to assist the new Program Directors to their role at the institution. I am creating an onboarding document that provides links or written instructions to guide the PD in what needs to be done, what the time frames are, and how to do them. For larger endeavors, such as how to conduct an Academic Analysis using Power BI, I refer them to the trainings or people that can assist them with learning the system. The resulting product will be a resource that I hope PDs can keep going back to as needed when they are unsure when something is due to how to complete it.

PERSONAL GOALS

1. Develop a comprehensive understanding of strategic planning, budget management, and organizational leadership within a higher education context.
2. Gain in-depth knowledge of current trends, policies, and challenges facing higher education institutions to inform strategic decision-making and policy development.
3. Build a robust professional network with peers, mentors, and leaders in higher education to foster collaborative opportunities and share best practices.

LESSONS LEARNED

1. No matter how proficient you think your time management is, there's room for improvement. The fellowship workload is manageable. Balancing it with work and personal life can easily lead to falling behind. Continuously enhancing your time management abilities is crucial to staying on top of your responsibilities.
2. Use the fellowship as an opportunity to establish relationships within your institution. Throughout the fellowship, I found that having initiated these connections expedited responses to urgent questions facing my department. Networking within your institution can be invaluable for gaining support and facilitating effective communication.
3. Our group leaders/mentors offer tremendous insight into academic leadership; however, the true value of this fellowship is found in the shared experiences from group members.

A BRIEF SUMMARY OF THE LEADERSHIP PROJECT

In alignment with the University of Delaware Department of Physical Therapy's strategic initiative to offer innovative education, my final project proposes an Accelerated Clinical Education Pathway. This initiative is being developed with approval from the Commission on Accreditation in Physical Therapy Education (CAPTE) and pending approval from the American Board of Physical Therapy Residency and Fellowship Education (ABPTRFE). The program's projected matriculation is set to commence in February 2025.

The primary objective will be to allow selected Doctor of Physical Therapy (DPT) students to commence residency-level education while completing their required clinical education hours. This approach aims to streamline the transition from entry-level to post-professional education, addressing the increasing demand for physical therapists with adaptive expertise while reducing financial burdens on students.

Participants in the Pathway will engage in concurrent residency and clinical education supported by an advanced curriculum and mentorship. The program will utilize the University of Delaware's Rating of Clinical Reasoning, Performance, and Professionalism tool to assess participants' readiness for matriculation into the program. Comparisons will be made with peers using the Physical Therapist Residency Competency Evaluation Tool to ensure rigorous evaluation standards.

The expected outcomes of this pilot program include producing graduates that demonstrate commensurate clinical competency, complete their residency education in a shorter timeframe, and thus incur lower educational costs. By the end of this pilot, the University of Delaware aims to validate the effectiveness of pre-licensure matriculation into an ABPTRFE-accredited residency program, demonstrating our commitment to innovative education and addressing student debt.

STEPHANIE A. MILLER

PERSONAL GOALS

1. Expand my capacity for innovation by stretching myself to pioneer new ideas within academic physical therapy and to engage and excite others in the process.
2. Develop a dynamic long-term vision for the future of my academic unit with a viable strategic plan that supports the institution mission and distinguishes our program from peer institutions.
3. Develop the skills and behaviors to become an influential leader within my own institution and on a national level, inspiring others through collaboration, autonomy, and relatedness.

LESSONS LEARNED

1. Look up!!
2. Incorporating the four frames of leadership has broadened my capacity for dealing with challenges in leadership and building stronger relationships with my faculty. It has also enabled me to better appreciate and navigate the perspectives of others.
3. Getting out of my comfort zone, challenging the status quo, and making a change has led to greater empowerment, transformation, and peace.

A BRIEF SUMMARY OF THE LEADERSHIP PROJECT

My leadership project has primarily focused on the ability to adapt my leadership skills to better empower faculty and staff to actively engage in carrying out a strategic plan. Prior to the start of the FHEL, we had revised our school's strategic plan. The process encompassed regular, meaningful conversations about our values as clinicians, as a school and as a profession. We incorporated recent evidence related to excellence in PT education and pedagogy to facilitate our discussions on how we wanted to move forward. The strategic plan we created included shared values, overarching goals and general outcomes. It was an exciting process to be part of and lead.

The next part of the process was determining the necessary action steps for achieving our established outcomes. Knowing the success of the strategic plan depended on faculty and staff engagement, I made this the focus of my leadership project. My goals and accomplishments included:

1. As the Chair and Program Director, I reported ongoing accomplishments for one-year goals/outcomes specific to my parts of the strategic plan in each monthly meeting. I added this to each meeting agenda as a means to keep me accountable for progressing goals and to serve as a role model for faculty. I found that regardless of goal accomplishment, the reports of progress led to rich discussions with faculty on adapting processes, faculty volunteers to assist me, and greater transparency in my day-to-day activities.
2. We created committees specific to strategic plan goals and incorporated designated time for committee work in our monthly meetings. This allowed for consistent attention on committee tasks. Faculty engaged in reporting their accomplishments and progress in each meeting as a standing item. Delegation of strategic plan goals to faculty champions built on their strengths and interests, improving engagement in the strategic planning process and enhancing faculty's feelings of "ownership" of the program.
3. Celebrate accomplishments for the work done on the strategic plan. Faculty accomplishments toward strategic plan goals were recognized at each meeting and via email when appropriate. I had planned to host a year-end event to celebrate our hard work and accomplishments and to further build connections and unity among faculty.

All one-year goals were in process of achievement when I resigned my position in March 2024. My growth in leadership through experiences in the FHEL led me to seek a new leadership challenge in a different setting where I will start this process again with a fresh strategic plan. I look forward to expanding my influence as a leader, building new connections, and empowering others for excellence.

PERSONAL GOALS

1. Identify and define problems of practice in PT education with various stakeholders to propose innovative and sustainable solutions that prepare students for clinical practice.
2. Engage more deeply in professional service outside of my program, state, and specialty area.

LESSONS LEARNED

1. The importance of aligning personal, program, department, college, and university values for maximum impact for all involved.
2. The complicated and evolving nature of the legal aspects of higher education and how they influence policies and procedures.
3. Having a supportive group of peers external to the institution is helpful in navigating challenges in higher education leadership.

A BRIEF SUMMARY OF THE LEADERSHIP PROJECT

Title: Anatomy in DPT Education: Dissecting the why to guide curricular innovation

Purpose: To propose and develop a curricular thread for human anatomy content within an ongoing DPT Program revision.

Description: Campbell DPT has initiated a comprehensive curriculum revision to address the educational needs of DPT students while preparing them for contemporary and future practice. Curriculum review and assessment highlighted the need for thoughtful analysis of historical anatomy content while exploring alternative strategies to enhance student outcomes. The project resulted in a proposal for a three-course anatomy thread into the revised curriculum. The course series focuses on spreading the necessary content over four semesters allowing for layered learning and application to the needs of PT.

Summary of Use: The project involved various stakeholders throughout the institution and community to identify the strengths, weaknesses, and challenges to delivering a novel human anatomy curriculum. The proposed thread has received approval from the department, college, and university curriculum councils for inclusion in the comprehensive DPT Program revision.

Importance: Human anatomy is an essential component of DPT education, but this content is often included in early courses and led by non-PT faculty which can limit knowledge retention and relevance to clinical practice. This project resulted in an approach to DPT anatomy education that leverages existing resources, personnel, and expertise to deliver a comprehensive curricular thread to facilitate the development of DPTs who have a strong understanding of human anatomy within the context of our professional needs.

MATTHEW NUCIFORO

PERSONAL GOALS

1. I aim to build a motivated, engaged, and high-performing team of educators and researchers within my program through cultivating a culture of professional growth.
2. I seek to use my leadership skills in developing and implementing strategies to effectively manage and mitigate resistance to change within my program.
3. I desire to leverage my leadership capabilities to create a clear and compelling vision for our program and further continuous program improvement.

LESSONS LEARNED

Bolman and Deal's 4 frames taught me that effective leadership requires the integration of multiple perspectives to navigate complex situations. By adopting a multifaceted approach that considers structural, human resource, political, and symbolic dimensions, I have enhanced my ability to address challenges comprehensively and make informed decisions. Second, conflicts are an inevitable part of any institution yet their management profoundly impacts team dynamics and overall performance. Through my experiences, I have come to appreciate the importance of active listening and finding common ground to foster understanding, alleviate tension, and promote collaborative problem-solving. Finally, cultivating strong, visionary leadership has enabled me to inspire and motivate others toward shared goals, ensuring alignment with both our program's objectives and institutional values.

A BRIEF SUMMARY OF THE LEADERSHIP PROJECT

An equity-minded approach to enrollment management requires addressing systemic and structural barriers to academic achievement, particularly crucial for minoritized communities facing unequal access and success in higher education. My leadership project aimed to integrate a Social Determinants of Learning (SDoL) framework into enrollment planning. This involved incorporating SDoL factors into a holistic admissions process, implementing mechanisms to assess equity indicators throughout the student enrollment lifecycle, and establishing practices to support student success by addressing social determinants. Working collaboratively with my Office of Strategic Enrollment Management and an external consultant, we developed a model to assess SDoL using data from the PTCAS application, demographic and economic data from U.S. Census blocks, and high school quality indicators from the National Center for Educational Statistics and College Board. The SDoL index will be used to assess equitable academic progress and outcomes for all students within the program. The integration of the SDoL framework has facilitated new policies, practices, and procedures aimed at promoting equity and inclusivity. It has also fostered a renewed commitment among faculty to inclusive and culturally responsive teaching and learning. Additionally, it has supported the implementation of tailored services and interventions to support academic success among students.

JENNIFER PARENT-NICHOLS

PERSONAL GOALS

1. To define my leadership style
2. To determine blind spots in decision- and change-making
3. To develop a broader understanding of University and Program financial wellness
4. To create a personal and professional network of individuals focused on leadership development

LESSONS LEARNED

1. There are commonalities of opportunities and challenges across all types of programs and positions
2. Having a trusted network is key to continued self-reflection and progress
3. The 4 lenses of leadership have helped me to slow down and ensure I have done my due diligence to foster sustainability.

A BRIEF SUMMARY OF THE LEADERSHIP PROJECT

Alumni Scholar Program Aims:

1. To introduce interested DPT graduates to teaching roles in higher education.
2. To provide opportunities for DPT graduates to develop the knowledge, skills, and contemporary expertise necessary to be effective instructors.
3. To cultivate interest in higher education roles to address gaps in filling faculty roles with quality candidates.
4. To create a supportive community of practice.
5. To improve access to teaching opportunities for new graduates.
6. To support diversity efforts in DPT education.

Responsibilities of the Alumni Scholar:

1. Actively participate in work-Paired with core faculty/learning specialist asynchronous/synchronous preparation activities to grow essential skills for successful facilitation of student growth in the higher education setting.
2. Participate in the preparation of lab experiences with Course Faculty Mentor.
3. Plan for and provide instruction during laboratory experiences under the guidance of the Course Faculty Mentor.
4. Participate in student assessment under the guidance of the Course Faculty Mentor.
5. Observe/support synchronous course activities at the request of the Course Faculty Mentor.
6. Seek, accept, and act on feedback.
7. Participate in self-assessment activities and create an actionable learning plan, identifying critical resources.
8. Actively participate in:
 - a. Ongoing observation, discussion, and reflection.
 - b. Planning for application of learning through assuming growing responsibility for group instruction.
 - c. Developing self-reflection and self-advocacy skills.

Responsibilities of the Course Faculty Mentor:

1. Provide career coaching.
2. Assist with objective goal development.
3. Provide authentic feedback regarding performance.
4. Support the growth of knowledge and skills in evidence-informed teaching strategies.
5. Assist with reflection in and on action.
6. Support growth in self-reflection and self-advocacy skills.

PERSONAL GOALS

1. Develop an athletic performance improvement center
2. R15 grant to support fNIRS research
3. Improve exposure of student research conducted with the College of Health Sciences

LESSONS LEARNED

1. The regulations surrounding the provision of Physical Therapy Education are complex and many educators are unaware of their own rights and responsibilities according to case law.
2. There is literature support for leadership theories, but it is up to each leader to decide which of those theories and viewpoints are appropriate for the individual institution.
3. Budget management and accounting is a whole new language. I feel comfortable maintaining my own budget with the information I received during this program.

A BRIEF SUMMARY OF THE LEADERSHIP PROJECT

Developing a needs assessment

A needs assessment is a critical and often required analysis created before beginning a program or altering the cohort size of an educational program. Old Dominion University's Program in Physical Therapy Education recently completed the CAPTE substantive change process to add additional students to their annual cohort. Contained in the substantive change application was a needs assessment for the Program and surrounding area. This needs assessment provided information on physical therapy needs and an employment outlook the surrounding region to justify the additional training opportunities. The process to attain the data required and develop an informative summary based on CAPTE requirements is discussed in the presentation.

PERSONAL GOALS

1. To identify strengths, weaknesses and opportunities in personality and leadership skills to achieve personal and professional growth.
2. To be a Program Director/ Department Chair in two years from now by seeking promotion from Associate PD either at current or another institution.
3. To create a work-life balance while working in a fast paced high workload environment.

LESSONS LEARNED

1. In order to solve your conflicts or problems, you need to solve other people's problems too.
2. Part of being a leader is to accept encountering dilemma regularly and be able to transition quickly from situation to situation.
3. The island where only you exist is in only your head.

A BRIEF SUMMARY OF THE LEADERSHIP PROJECT

The project stemmed from supporting the huge curricular change in an institution like University of St. Augustine for Health Sciences (USAHS). We are switching to modified competency-based curriculum and are getting to launch it, however, in fall last year, even after much discussion, there was no curriculum map. Within USAHS world, there are 5 campuses and eight PT programs who have a central Curriculum Planning and Assessment Committee (CPAC) made up of faculty from each of the programs. Additionally, there are plans to start a hybrid fast paced program for which there is a need to establish narrative for an AASC with CAPTE. In order to manage these disparate needs coming from three different areas made up of different group of people made the project interesting.

The project is still ongoing but has been divided into multiple maps.

1. EPA's to Profile of a graduate, profile to domains and competencies. Status: Complete
2. Competencies to courses & CLOs. Status: Started
3. Courses & CLOs with one another. Status: Not Started
4. CAPTE 7A-D with courses & CLOs and taxonomy. Status: Mostly complete

PERSONAL GOALS

1. By the end of the Fellowship, I will expand my professional leadership network to support my personal and professional leadership goals within my current and future physical therapist educational programs.
2. By the end of the Fellowship, I will start a project to enhance the clinical education experience in the hybrid, accelerated format that can be continued beyond the Fellowship to positively impact clinical education stakeholders at my institution and beyond.
3. By the end of the Fellowship, I will apply the curriculum to advance my professional growth and development to advance my administrative role to influence and bring innovation while maintaining my personal and professional values.

LESSONS LEARNED

1. Do not underestimate the importance of establishing a community of other professionals pursuing similar goals of growing in their leadership skills. The lessons and perspectives that I have learned from my mentors and peer group have been invaluable. As someone 'newer' to the administrative side of physical therapist education, I am grateful for the opportunity to listen and reflect on the wide variety of experiences that each person brings to the Fellowship.
2. Leadership is evolving! While I am led to a certain style of leadership, there are other areas where I can continue to develop and grow to strengthen my relationships with colleagues, students, clinical partners, and administration.
3. My journey is far from over after graduation. I plan to continue to reach out to my mentors and small group for support. I also want to continue to pursue my growth in academia beyond the Director of Clinical Education, with eventual growth into administrative leadership positions in physical therapist educational programs.

A BRIEF SUMMARY OF THE LEADERSHIP PROJECT

Clinical Preparedness Among Hybrid, Accelerated DPT Students: A Framework for Students Prepared with Concerns.

Student readiness for clinical education experiences includes foundational knowledge, skills, and professional behaviors required for clinical education experiences. Academic programs lack standards on the identification of students who may be prepared, prepared with concerns, or not prepared for clinical experiences. Additionally, once these students have been identified, there is a lack of literature surrounding any standardization of follow-up to ensure clinical success.

In a cohort of 93 students, 36 were identified as 'prepared with concerns' for DPT 690, PT Practice I. A framework was developed by the Director of Clinical Education (DCE) and Assistant Director of Clinical Education (ADCE) to communicate and track these students' progress throughout the 8 weeks through weekly email and Zoom communication with Clinical Instructors (CI) and students.

Weekly emails were sent separately to both students and CIs with a different 'theme' for each week based upon the required benchmarks as indicated in course syllabi and the Clinical Internship Evaluation Tool (CIET). Responses were recorded and tracked in an Excel spreadsheet and EXXAT. Responses from students and CIs allowed the DCE/ADCE to intervene early with any potential issues regarding safety, communication, professionalism, ethics, and/or patient management issues.

All students successfully passed DPT 690, PT Practice I including the 36 students identified as 'prepared with concerns.' The framework of early communication with 'themes' centered around course objectives and required benchmarks on the Clinical Internship Evaluation Tool (CIET) allowed for early intervention by the DCE and ADCE as needed and utilized a tool to track progress throughout the 8-week clinical experience.

There is a need for clinical education faculty to effectively and efficiently facilitate student success in achieving clinical performance benchmarks. We recommend a framework to initiate early communication and to identify student issues as well as to provide a mechanism for tracking correspondence and student progress.

PERSONAL GOALS

1. Network with department, college, and University leadership at Baylor University, seeking understanding of their leadership journeys and lessons learned.
2. Identify the gaps of my knowledge specific to overseeing a DPT program and department.
3. Discern what sort of leadership role I gravitate towards, along with a specific pathway to obtain this.

LESSONS LEARNED

1. In short, I have a much better understanding of all that goes into running a physical therapy department. Considering that I am not serving as a chair or program director at this time, I now have fewer blind spots if and when this opportunity arises.
2. I complete fellowship with a much better understanding of who I am as a leader... where I shine and where I am lacking. I now have strategies in place to address my weaknesses.
3. Arguably the most important lesson I learned is that nobody has a program without problems, dysfunction, or challenges. We are often slow to share the struggles we go through, but hearing from other leaders and all they are working through on a daily basis, I realize that the grass isn't always greener elsewhere.

A BRIEF SUMMARY OF THE LEADERSHIP PROJECT

The Baylor University Department of Physical Therapy has a strategic goal of increasing its presence in the residency and fellowship domain. Our orthopedic residency, in partnership with Baylor Scott & White, was birthed from this vision several years ago. My leadership project took this a step further by developing a pediatric residency program with an anticipated launch of June, 2025.

Our Baylor DPT program is hybrid, with faculty having no clinical practice on or near campus. This makes launching a clinical residency a challenge. With the orthopedic residency, Baylor Scott & White is the sponsoring organization and we are the didactic/academic host. However, with the pediatric residency, we will be the sponsoring organization, and we will partner with 4 different clinics in order to meet the necessary clinical environments (acute, outpatient, early childhood intervention, school-based). Additionally, we will facilitate the curriculum which includes the Pediatric Consortium, ACT-LEND, and the Advanced Clinical Practice conference. The residency cost will be offset by having the resident serve as adjunct faculty here at Baylor University. Additionally, I am pursuing two grants in order to help with funding. We will be submitting our application for candidacy in August of 2024, will undergo a self-study in the fall of 2024, and will enroll our first resident in June of 2025.



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