

Candidate Bio and Statement – 2026

The information below was provided by each candidate in response to a request to provide a brief bio and statement of interest and qualifications for the position.

Name: Elke Schaumberg, PT,DPT, PhD

Title: Associate Professor and Interim Program Director

Candidate for: ACAPT - Institute for Scholarly Inquiry Vice Chair

Brief Bio

Elke Schaumberg, PT, DPT, PhD, is an Associate Professor and Interim Program Director of the Doctor of Physical Therapy program at Johnson & Wales University, a teaching-focused institution where she has played an integral role in program development and curriculum design and contributed to the submission of the program's Application for Candidacy. Dr. Schaumberg earned her master's degree in physical therapy from the University of Colorado Health Sciences Center, her transitional Doctor of Physical Therapy from Simmons College, and her PhD in Physical Therapy from Texas Woman's University in Houston.

Her research interests focus on the psychosocial dimensions of chronic pain management, including physical therapists' assessment practices and clinical decision-making when evaluating individuals with chronic pain, and educational interventions to advance pain and trauma literacy in physical therapy. Her scholarly work has been presented internationally, nationally, and regionally.

Dr. Schaumberg's commitment to service is reflected in her role as a commissioner and program reviewer for the Commission on Accreditation in Physical Therapy Education and in her contributions to the ACAPT Institute for Scholarly Inquiry Research Culture Task Force, including contributing to the development of the ISI Vision White Paper and the Assessing and Fostering Scholarship Culture Discussion Guide.

Candidate statement for Board position: My leadership experience spans clinical practice, academia, and professional service, each role reinforcing my commitment to advancing physical therapy through excellence in education and fostering the importance of scholarship within DPT programs. As a clinician, I have over 20 years of experience in patient care and clinical leadership. As Interim Program Director at Johnson & Wales University, I oversee curriculum development, faculty governance, and accreditation compliance. Currently, I serve as a Commissioner on the CAPTE PT RAI-AASC Panel and as a program reviewer—experiences that have sharpened my understanding of the structural and cultural conditions that affect scholarly productivity across diverse institutional types.

Since January 2024, I have served on the Institute for Scholarly Inquiry (ISI) Research Culture Task Force, contributing to both the ISI Vision White Paper and the Assessing and Fostering Scholarship Culture Discussion Guide — tools designed to assess research culture, regardless of Carnegie Classification. As a PhD-prepared faculty member at a teaching-focused institution — representing more than one-third of all DPT programs — I understand firsthand the challenges these programs face. Advancing scholarly inquiry requires innovative, inclusive leadership that meets programs where they are. I am ready to serve as Vice Chair of the ISI.

Experience

Candidates were asked to rate their experience with the following criteria. (Developing): no experience, (Proficient): some courses/experience, (Advanced): fully competent with experience and educational courses. Candidates were also requested to identify examples to support their rating.

Advocacy (includes personal, professional, social, community, and patient advocacy): Advanced; Advocacy is a thread that runs through nearly every role I have held. Within my current educational institution, I serve on the Faculty Senate, where I advocate for my program, for 12-month faculty, and for the distinct needs of a doctoral physical therapy program in a university environment with an undergraduate focus. At the program level, I advocate almost daily for the resources, workload structures, and administrative support necessary to sustain a high-quality DPT program and a growing culture of scholarship. I approach advocacy deliberately — taking time to understand the perspectives, priorities, and constraints of those I am advocating to, and tailoring my message accordingly. This same approach guided my work on the Institute for Scholarly Inquiry Research Culture Task Force, where I consistently advocated for teaching-focused institutions, ensuring that their voices and experiences were reflected in the tools we developed.

Beyond academia, my advocacy experience spans community organizing and nonprofit leadership. As a board member of an organization dedicated to building emotional resilience in school-age children, I led fundraising initiatives that drove significant revenue growth. At the community level, I led efforts to protect 600 acres of forest threatened by an industrial energy development project, engaging local representatives, coordinating media outreach, and presenting testimony at a state house hearing. These experiences reinforced that effective advocacy requires clarity of purpose, careful attention to the needs and viewpoints of all stakeholders involved, and the ability to build alliances around a shared goal.

Analytical Skills: Advanced; Analytical thinking plays a key role in my work across various roles. As Chair of the Assessment Committee at Johnson & Wales University, I developed and manage our program's assessment framework—developing data collection methods, evaluating results, and using the results to inform strategic actions that enhance the curriculum and program. As Chair of the Assessment Committee at Johnson & Wales University, I developed and oversee our program's assessment infrastructure — designing data collection processes, analyzing outcomes, and translating findings into strategic decisions that drive curriculum and program improvement. My research activities, which have focused on the psychosocial dimensions of chronic pain management and the factors that influence physical therapists' clinical decision-making, have further developed these skills. Designing and conducting this work requires careful evaluation of existing evidence, identification of meaningful gaps in the literature, and synthesis of complex quantitative and qualitative findings into contributions that advance both clinical practice and physical therapy education.

My service as a CAPTE Commissioner and program reviewer demands a high level of analytical thinking. As a program reviewer, I synthesize large volumes of quantitative and qualitative evidence, including program-submitted documentation, stakeholder interviews, and reviewer reports, to assess compliance with accreditation standards and required elements. This process requires careful interpretation of evidence. As the Interim Program Director, I apply similar analytical skills daily, evaluating complex institutional and programmatic information to determine the most appropriate course of action given available resources, balancing competing priorities, while keeping program quality and student outcomes at the center of every decision.

Effective Communication & Public Speaking: Advancing; I have extensive public speaking experience across diverse settings and audiences. I have presented at the national level at the APTA Combined Sections Meeting and the Educational Leadership Conference, as well as at regional conferences both in person and virtually. I have served on expert panels on pain science and clinical decision-making, requiring prepared remarks and real-time responses. As a faculty member, I present to large groups daily and facilitate small-group discussions, with a focus on audience engagement. I am comfortable with both prepared and impromptu

speaking, adapting my message to fit various audiences, including students, clinicians, academic leaders, and accreditation bodies.

Skills to address the ACAPT strategic Initiatives: Advanced; ACAPT's 2025-2028 Strategic Plan envisions an academic physical therapy community where excellence is a continuous journey, collaboration crosses institutional boundaries, and every program has the tools and support to engage meaningfully in scholarship. My contributions to the Institute for Scholarly Inquiry (ISI) Research Culture Task Force reflect exactly this vision — partnering with colleagues across institutional types to create tools, including a self-assessment guide and planned webinars, that invite all programs to join in building a culture of scholarship. Throughout this process, I advocated for language inclusive of teaching-focused institutions and for a broad definition of scholarship grounded in Boyer's model, recognizing that advancing evidence-based teaching and community engagement are as vital to the profession as traditional research outputs. This work directly supports ACAPT's commitment to exploring evolving definitions of excellence and ensuring the Excellence Framework is accessible regardless of institutional resources or size.

My leadership, networking, and consensus-building skills position me to advance ACAPT's goals of cross-institutional collaboration and a connected, engaged membership. These skills have been shaped by several experiences, from navigating the initial accreditation process for a new DPT program to serving on the ISI Task Force to volunteer leadership across professional organizations, community boards, and university governance. Having navigated the regulatory and developmental challenges of a new DPT program at a teaching-focused institution, I understand firsthand the resource constraints and competing priorities many ACAPT program members face. My service as a CAPTE Commissioner and program reviewer offers an additional vantage point for building bridges between accreditation expectations and the practical realities programs navigate supporting ACAPT's vision of strengthened external partnerships and influence across academic physical therapy.

Skill Set Evaluation

Candidates were asked to rate the following attributes on a scale of 1–5 and identify the top three in each category that best reflect their individual strengths.

STRATEGIC THINKING 4	RELATIONSHIP BUILDING 5	INFLUENCING 4	EXECUTING 5
<ul style="list-style-type: none"> - I balance short-term demands with long-term goals. - I use data and assessment outcomes to inform strategic decision-making. - I anticipate barriers and plan proactively. 	<ul style="list-style-type: none"> - I build and sustain collaborative partnerships. - I engage stakeholders to build consensus around shared goals. - I maintain productive professional relationships across accreditation, academia, and clinical practice. 	<ul style="list-style-type: none"> - I adapt communication style to resonate with diverse audiences. - I inspire voluntary engagement and sustained commitment in others. - I advocate effectively within institutional hierarchies while maintaining collaborative relationships. 	<ul style="list-style-type: none"> - I drive initiatives forward while maintaining attention to quality and detail. - I build accountability structures that keep teams on track. - I manage competing priorities effectively.