

Candidate Bio and Statement – 2024

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: Patrick Pabian, PT, DPT, PhD

Title: Professor & Department Chair

Position: BOARD - Vice President

Brief Bio

Patrick Pabian is a professor and chair for the Department of Physical Therapy at the University of Kentucky. He also he serves as Program Director for the Doctor of Physical Therapy Program, where he administrates all functions of the professional doctoral program and its related clinical, outreach, and research initiatives across two campuses. He previously served as division chair of physical therapy at the University of Central Florida for over 10 years. He earned his PhD in higher education, with an additional focus on advanced quantitative methodologies in educational and human sciences. He completed the Fellowship in Higher Education Leadership from the APTA in 2014, and is recognized as a Distinguished Scholar & Fellow of the National Academies of Practice. His professional service includes being a board member for ACAPT, where he is the liaison to the Education Research Committee and Institute of Scholarly Inquiry. He is a former member & chair of the Florida Board of Physical Therapy. Clinically, he is board-certified as both a Sports and Orthopedic Clinical Specialist. He possesses an accomplished scholarly educational research agenda, which traverses areas of contemporary issues in professional healthcare education.

Candidate Statement

Candidate statement for Board position: I am a firm believer in ACAPT’s vision to “create a shared culture of excellence.” By being the champion of innovation, inclusion, and inquiry, ACAPT is positioned to lead physical therapy education through the continuous evolution of higher education, but we must ensure that our culture is truly “shared.” Creating synergies and using data-informed decisions is instrumental to our future to ensure value. I have experience with ACAPT as a current board member, liaison to the Institute of Scholarly Inquiry, former member and current liaison to the Education Research Committee, and former member of the Center for Excellence Data Advisory Committee. Outside of ACAPT, I have served on the Florida Board of Physical Therapy for seven years, with nearly three years as vice chair and two years as chair. I have served as the program administrator of physical therapy for two universities in my career, spanning over 13 years. I have also served numerous years as DCE, which was formative to my understanding of the nuances of true academic / clinical partnerships. These experiences have prepared me to serve the member institutions of ACAPT, fulfill our important mission, and contribute to ACAPT being the voice of academic physical therapy.

Experience

Candidates were asked to rate their experience with the following criteria. 0: no experience, 5: some courses/experience, 10: fully competent with experience and educational courses. Candidates were also requested to identify examples to support their rating.

Analytical Skills: 10; My PhD focused on higher education and policy studies, which I tailored to "contemporary issues in higher education." This included foci in academic affairs, student affairs, legal/finance, and models of education that are unique to "professional" education degree programs. From a research perspective, added a focus on advanced quantitative methods in educational and human sciences as part of certificate program along my PhD. Last, from a practical / service perspective, I have administrative experience in institutional reorganization (college creation x 2; creation of academic health sciences center; creation of university-wide IPE program). I have also assisted with the ACAPT data Advisory Committee in the early stages of the Center for Excellence.

Board Services: 9; (1) Board Member (2022-current), Liaison to Institute of Scholarly Inquiry & Education Research Committee
(2) ACAPT Data Advisory Committee (2022-2023)
(3) Education Research Committee (2021-2023)

Skills to address the ACAPT strategic Initiatives: 10; My training, professional experiences, and research/scholarly work has been aligned with all of the ACAPT strategic goals as they focus on academic innovation, DEI, and influence. My scholarship agenda focuses on contemporary issues in professional education, and past work has examined topics such as models of simulation, IPE, clinical education productivity, and interprofessional partnerships influencing patient care. I have also served on committees relative to the Data Advisory Committee with the Center of Excellence. Relative to DEI, I have multiple research products examining efficacy of holistic admissions and its impact on enhancing diversity, as well as prior presentations both via webinars and ELC on legal implications / foundations of admissions decisions. In my past, I have also led in the creation of fellowships for URM student populations at my prior institution. In the domain of influence, my work on ACAPT Board and committees has always been aligned with the objectives of enhancing quality and building a culture of continuous improvement for our academic institutions.

Technical Skills: 8; Technical experience gained through experience in higher education, instruction via mixed/distance learning platforms. I did have formal training in use of distance learning platforms and educational pedagogy as a university faculty member, which was required in order to teach mixed mode or online courses.

Business Experience: 6; My business experience is limited outside of the business of higher education. Program administration for two universities has provided experiences in the management of fiscal resources, human resources, policies and procedures, on multiple levels. I also have experience with the initiation of a faculty practice as well as a pro-bono clinic.

Financial Experience: 9; Financial experience has been gained from my experience as a program administrator for two different universities, each with vastly different funding models. At both institutions I was the responsible person for the fiscal management of the teaching and research operations of the departments.

Advocacy (includes personal, professional, social, community, and patient advocacy): 7; Professional advocacy was limited due to restriction as a licensure board member. Examples of other areas of advocacy established (1) via support for patients in need via creation and /or support with pro-bono services, (2) social / community advocacy exemplified in assistance with structuring of student disability services at my last institution to include physical wellness support coverage for students with disabilities, (3) URM student financial support via scholarship/fellowship mechanisms

Public Speaking: 9; I have extensive experience in presentations as a researcher at numerous conferences. I also led board meetings with the Florida Board of Physical Therapy for all licensing activities in public forums. As program administrator, my requirements for public speaking at engagements, events, meetings, is almost weekly.

Leadership: 9; Experience as program director, division chair, interim school director, associate school director, and now department chair. Training experiences in leadership via (1) the Fellowship in Higher Education Leadership, (2) Chronicle of Higher Education Strategic Leadership Program for Department Chairs, (3) Institute for Academic Leadership (FL Board of Governors), and (4) chairs academy (x2) from office of provost at current university. I also have experience in professional service leadership via editorial board/associate editor service (x 2 journals), and council member with the ABPTS - sports council for 5 years.

History: (1) Board Member (2022-current), Liaison to Institute of Scholarly Inquiry & Education Research Committee

(2) ACAPT Data Advisory Committee (2022-2023)

(3) Education Research Committee (2021-2023)

Skill Set Evaluation

Candidates were requested to pick the top 3 from each of these categories that relate to them as an individual.

STRATEGIC THINKING	RELATIONSHIP BUILDING	INFLUENCING	EXECUTING
<ul style="list-style-type: none">• Analytical• Context• Futuristic• Ideation• Input• Intellection• Learner• Strategic	<ul style="list-style-type: none">• Adaptability• Connectedness• Developer• Empathy• Harmony• Includer• Individualization• Positivity• Relator	<ul style="list-style-type: none">• Activator• Command• Communication• Competition• Maximizer• Self-Assurance• Significance• Woo	<ul style="list-style-type: none">• Achiever• Arranger• Belief• Consistency• Deliberative• Discipline• Focus• Responsibility• Restorative

Skill Set Evaluation

Analytical, Learner, Strategic

Adaptability, Connectedness, Positivity

Belief, Deliberative, Responsibility

Communication, Self-Assurance, Significance

Candidate Bio and Statement – 2024

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: Robert (Bob) Nithman, PT, DPT, PhD, GCS

Title: Program Dean/Director

Position: BOARD - Vice President

Brief Bio

Bob is a Professor and Program Director at West Coast University in Los Angeles, CA. A transformational leader and former owner of a certified home health agency and a rehab staffing company, he embraces professional service. Bob is the recent past Chair of ABPTS' Geriatrics Specialty Council where he also served as Council MOSC Liaison and Assistant Item Writing Coordinator, he currently represents the Pacific Region on ACAPT's Advocacy Committee, is a former two-term elected Board member of ACAPT's National Inter-Professional Education Consortium (NIPEC), has served on FSBPT's NPTE Exam Development Committee(EDC), and has been appointed to several taskforces including ABPTRFE's Entrustable Professional Activities(EPA) workgroup, APTA's ELP Reactor Panel for Competency-based Physical Therapy Education(CBPTE), approaches to Domains of Competence(DoC), and Entrustable Professional Activities(EPA's), as well as an APTA Geriatrics (AGPT) workgroup who ultimately published a Clinical Practice Guideline for the management of patients with osteoporosis.

Bob's exemplary service and leadership was recognized by AGPT as recipient of the 2024 Joan Mills Award. Bob has over 40 peer-reviewed scholarly products and has consulted for the Centers for Disease Control & Prevention, the Centers for Medicare & Medicaid Services, and Harvard Medical School in addition to numerous private healthcare organizations.

Candidate Statement

Candidate statement for Board position: "Excellence is an aspiration rather than a destination and is characterized by continual improvement." My name is Bob Nithman, and it is with great humility and a deep sense of responsibility that I seek your vote for Vice President.

My well-rounded record of service, collaboration, and leadership across multiple stakeholder organizations (APTA,FSBPT,ACAPT,ABPTS,ABPTRFE) will lend well to serving on ACAPT's Board. As an elected and founding Board member of the National Interprofessional Education Consortium(NIPEC) and appointed member of the inaugural Advocacy Committee, I have the awareness of National issues affecting higher education and have the experience working collaboratively within ACAPT.

As your VP, I will proactively serve as liaison to committees, stakeholder groups including the House of Delegates, work with the Reference Committee regarding Bylaws, and will listen to your viewpoints – every voice matters! ACAPT needs emerging leaders who can support and advance the work needed within the new

Institute structure while also steering ACAPT towards actualizing its strategic plan.

Throughout my career, I have been committed to the principles of excellence, innovation, and inclusivity. I am passionate about advancing resources for our member institutions, students, and faculty including clinical partners.

I am committed to building our profession's tomorrow! Thank you.

Experience

Candidates were asked to rate their experience with the following criteria. 0: no experience, 5: some courses/experience, 10: fully competent with experience and educational courses. Candidates were also requested to identify examples to support their rating.

Analytical Skills: 10; I possess a natural talent for objectively analyzing and evaluating information, identifying patterns, connecting ideas and obstacles, and suggesting solutions that reflect the needs of a broader, long-term perspective.

Board Services: 8; My tenure on the ABPTS Geriatrics Specialty Council for 4 years, the ACAPT Advocacy Committee for 2 years, and the NIPEC Board for 4 years provided me meaningful opportunities to collaborate with and learn from professionals nationwide on a diverse range of initiatives with quantifiable outcomes.

Skills to address the ACAPT strategic Initiatives: 8; Although I need to familiarize myself with the current year's initiatives and outcomes as ACAPT strives to realize its vision and mission, I believe my grasp of and enthusiasm for the three goals - - academic innovation, diversity, DEI, and influence - - will allow me to actively contribute to the strategies designed to achieve the performance objectives set by the Board.

Technical Skills: 7; I possess proficiency and confidence in utilizing all Microsoft Word products, managing most databases, and employing Zoom/Teams for project management and execution, including the use of technology in leading remote workgroups. However, I lack skills with website design.

Business Experience: 10; Prior to transitioning to the Academy, I started 3 business from the ground up and gained significant experience and knowledge about strategic planning and growth, customer service, and financial management. My role as Program Dean/Director at West Coast University also requires me to annually propose and oversee a 5M+ budget. In private practice, I had over 50+ employees and contractors; in my current role, I have 11 core faculty, 2 administrative associates, and 10+ adjunct faculty who directly report to me.

Financial Experience: 9; Per the above question on business experience.

Advocacy (includes personal, professional, social, community, and patient advocacy): 9; I find myself advocating daily! Formally, I serve as the Pacific Region's representative on ACAPT's Advocacy Committee, engaging with a diverse group of stakeholders. I contributed to a 2022 ELC presentation discussing the different aspects of advocacy and its integration into curricula.

Public Speaking: 9; I have delivered presentations to both national and international audiences on a range of topics, including clinical interests, research outcomes, and academic subjects. In my role as a program director, I frequently engage in public speaking to diverse audiences on most workdays, whether the occasions are impromptu or formal.

Leadership: 8; I have held appointed leadership roles for most of my 26-year career, and I believe my leadership abilities have naturally grown and strengthened over time with each team-based opportunity. Early in my career, I proactively sought leadership training through mentorship and private course training; however, my only formal leadership training via APTA was through LAMP. My leadership approach blends transformational and servant styles. I tend to serve rather than delegate within a group or project, I tend to eagerly take on inspiring and attainable projects, and I value collaboration among individuals with diverse viewpoints. I am comfortable leading and following.

History: My tenure on the ABPTS Geriatrics Specialty Council for 4 years, the ACAPT Advocacy Committee for 2 years, and the NIPEC Board for 4 years provided me meaningful opportunities to collaborate with and learn from professionals nationwide on a diverse range of initiatives with quantifiable outcomes.

Skill Set Evaluation

Candidates were requested to pick the top 3 from each of these categories that relate to them as an individual.

STRATEGIC THINKING

- Analytical
- Context
- Futuristic
- Ideation
- Input
- Intellection
- Learner
- Strategic

RELATIONSHIP BUILDING

- Adaptability
- Connectedness
- Developer
- Empathy
- Harmony
- Includer
- Individualization
- Positivity
- Relator

INFLUENCING

- Activator
- Command
- Communication
- Competition
- Maximizer
- Self-Assurance
- Significance
- Woo

EXECUTING

- Achiever
- Arranger
- Belief
- Consistency
- Deliberative
- Discipline
- Focus
- Responsibility
- Restorative

Skill Set Evaluation

Analytical, Futuristic, Strategic

Adaptability, Developer, Positivity

Achiever, Consistency, Responsibility

Communication, Maximizer, Significance

Candidate Bio and Statement – 2024

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: Alvaro 'Al' Gurovich, PT, PhD, FACSM

Title: Professor and Chair of the Department of Physical Therapy and Movement Sciences

Position: BOARD - Director

Brief Bio

Alvaro "Al" Gurovich, P.T., Ph.D., FACSM is a Full Professor and Chair of the Department of Physical Therapy and Movement Sciences at The University of Texas at El Paso. Al received his Physical Therapy degree from Pontificia Universidad Católica de Chile in 1990 and worked as a clinician for more than 15 years. Even though he was tenured and the Academic Director of a PT school in Chile, he moved to University of Florida where he received his doctoral degree in 2010. Once graduated, he moved to a post-doctoral position at UF College of Medicine for one and a half years. Al is an active member of the APTA's Academy of Cardiovascular and Pulmonary Physical Therapy serving in multiple roles in the past 10 years, most recently selected as the Editor in Chief of the Cardiopulmonary PT Journal. In addition, Al has served in CAPTE's DEI committee reviewing CAPTE's standards to increase professional diversity and, as a DPT program director, he has been involved with ACAPT in the past 7 years primarily through the RIPPT consortium. In 2021, Al was invited to participate in ACAPT's strategic planning retreat, where his contributions were well received by the ACAPT Board of Directors.

Candidate Statement

Candidate statement for Board position: I strongly believe that our PT profession is built on 3 main pillars: Applied Anatomy, Applied Neurosciences, and Applied Physiology. In addition, and as it is normally expressed to our students, 'Half of what we know today will be proven to be incorrect in the next ten years. Unfortunately, we don't know which half that is going to be'. And this is especially true nowadays with new genomics discoveries. We need to educate (not train) our future colleagues how to think critically as patients are unique and do not follow stereotypes. As department chair and recent graduate from the APTA Fellowship in Higher Education Leadership, I encourage the use of a systematic approach and re-framing to problem solving to improve critical/clinical thinking. We need to be excellent, rigorous, and innovative educators to enhance the human experience. Excellence, creativity, rigor, and critical thinking are all common characteristics of PT education and ACAPT' strategic plan addresses all these characteristics within 3 areas: Innovation (creativity), knowledge (rigor), and leadership (excellence). If elected as an ACAPT director, I will work to enhance PT education through creativity, rigor, justice, equity, diversity, and inclusion, and to build bridges with CAPTE to enhance excellence.

Experience

Candidates were asked to rate their experience with the following criteria. 0: no experience, 5: some courses/experience, 10: fully competent with experience and educational courses. Candidates were also requested to identify examples to support their rating.

Analytical Skills: 10; First, I am an NIH-funded researcher that performs study/research design and quantitative data analyses (I love Excel Spreadsheets!) Secondly, I have been able to double the size of our DPT program (now a department) with data-driven decision-making and showing the upper administration, community, and own faculty the big picture.

Finally, as part-time administrator and part-time researcher, there are always problems to solve. The fact that my lab continues being productive and the Department has double, shows my skills to manage problems, normally by re-framing or looking it from a different perspective.

Board Services: 8; As the Editor in Chief of the Cardiopulmonary Physical Therapy Journal, I am a non voting member of the Board of the APTA Academy of Cardiovascular and Pulmonary Physical Therapy. I have participated in regular board meetings, strategic planning meetings, and I have prepared reports and present them. In addition, and also as EiC, I coordinate the Editorial Board of the Journal, coordinating strategic planning meetings and bi-annual regular meetings. Finally, my previous Dean ran the College in a collective way where all Chairs and Program Directors were considered Board members. It was a good experience.

Skills to address the ACAPT strategic Initiatives: 10; I have been involved with ACAPT for 7 years. First, as an invited member to RIPPT consortium and active ACAPT member in the open discussions during general meetings. In 2022, I was invited to ACAPT strategic planning retreat in Chicago, Il. My voice was heard and several of my points or contributions were translated to ACAPT's strategic plan. Currently, I serve ACAPT as a member of the EPIC (Educational Programing and Innovation Committee) committee and I am in an Institute of Scientific Inquiry task force.

I am convinced that ACAPT will drive Excellence in PT Education and that is why I m happy to serve ACAPT.

Technical Skills: 8; Overall, I am an advanced user of many computer packages. For example Microsoft 365 suit, including Office, Forms, Teams, OneDrive, Booking, etc. In addition, I am a daily user of many computer applications for my research from statistical packages to special applications for data collection. Finally, even though I do not have expertise in html, I have designed several websites for personal use.

Business Experience: 7; Several years ago, I was an owner of 2 PT clinics overseeing all the business and clinical aspects of them. In addition, I consider myself having an entrepreneurial perspective, always looking for opportunities to build new revenues. However, I have not had any specific education in business matters.

Financial Experience: 8; Because I am not afraid of numbers or spreadsheets, my entrepreneurial perspective, and academic expertise following funds, I have been successful handling some financial challenges in academia. However, I have not had any specific education in financing.

Advocacy (includes personal, professional, social, community, and patient advocacy): 8; Most of my advocacy experience is in academia. I have advocated for fair workload policy for the DPT faculty, advocated to increase the class size to serve our community better (huge underserved area), and always look for better conditions for students, faculty, and staff.

I am strong believer in the missions of APTA and ACAPT and I advocate for their work.

Public Speaking: 10; As mentioned earlier, I have been very active during ACAPT general meetings. I am not afraid to speak out and to express my opinion. As Board member, I understand that I won't be representing my institution or my own but ACAPT. Either way, I feel comfortable speaking in public. I have presented several CSM educational sessions, including the 2024 Linda Crane Memorial lecture this past February.

Leadership: 10; Even though I am very creative and visionary (always looking a few years ahead), I consider myself as an authentic and servant leader. Authentic as I lead by several simple rules. For example, DWYSYWD (Do What You Said You Would Do) is the main one. I am transparent not only because transparency is key to success, but because it is part of my core, my WHY. Another simple rule is "We are all in this together". Everyone is an important piece of a larger common good. At that end, my servant leadership comes to life. I always put others before my own and/or institutional interests. Faculty and staff can always count on me, and I will always work for them.

I have been in an academic leadership position for 7 years and, so far, I have been able to successfully negotiate every challenge that has crossed my desk. Most of the time, I think I have been in the right place at the right moment. However, my mentors at the APTA Fellowship in Higher Education Leadership think that I have some special talent to position myself in the right place and time. Either way, I normally obtain what I need (in academia).

History: As the Editor in Chief of the *Cardiopulmonary Physical Therapy Journal*, I am a non voting member of the Board of the APTA Academy of Cardiovascular and Pulmonary Physical Therapy. I have participated in regular board meetings, strategic planning meetings, and I have prepared reports and present them. In addition, and also as EiC, I coordinate the Editorial Board of the Journal, coordinating strategic planning meetings and bi-annual regular meetings. Finally, my previous Dean ran the College in a collective way where all Chairs and Program Directors were considered Board members. It was a good experience.

Skill Set Evaluation

Candidates were requested to pick the top 3 from each of these categories that relate to them as an individual.

STRATEGIC THINKING

- Analytical
- Context
- Futuristic
- Ideation
- Input
- Intellection
- Learner
- Strategic

RELATIONSHIP BUILDING

- Adaptability
- Connectedness
- Developer
- Empathy
- Harmony
- Includer
- Individualization
- Positivity
- Relator

INFLUENCING

- Activator
- Command
- Communication
- Competition
- Maximizer
- Self-Assurance
- Significance
- Woo

EXECUTING

- Achiever
- Arranger
- Belief
- Consistency
- Deliberative
- Discipline
- Focus
- Responsibility
- Restorative

Skill Set Evaluation

Analytical,Learner,Strategic

Connectedness,Developer,Relator

Consistency,Discipline,Responsibility

Activator,Competition,Maximizer

Candidate Bio and Statement – 2024

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: Kellee Harper-Hanigan, DPT, PhD, GCS, WCC, CHSE

Title: Associate Professor and Program Director

Position: BOARD - Director

Brief Bio

Dr. Hanigan currently serves as the Program Director and Associate Professor in the DPT program at Lincoln Memorial University. She earned bachelor's degree in Biochemistry from Dartmouth College, her DPT degree from the University of Southern California and her PhD in Epidemiology from Indiana University-Bloomington. She is a board-certified geriatrics clinical specialist, and is certified in wound care and healthcare simulation education. Dr. Hanigan has been in PT education since 2011 and is a 2023 graduate of the APTA Fellowship in Higher Education Leadership. As a founding member of two developing programs (one as core faculty, the other as the program director), she has expertise in curriculum design, student success, and overall program assessment.

Candidate Statement

Candidate statement for Board position: I seek to serve on the ACAPT board of directors because I feel passionately about the future of DPT education, particularly as it relates to ensuring academic innovation, fostering inclusivity, and program excellence (all goals of the current strategic plan). Having been part of five CAPTE self-study reports and applications for candidacy and the site visits, I am comfortable with both current and new accreditation standards and, through the performance of external program reviews, have witnessed how programs meet these standards. Although CAPTE is not prescriptive, the standards and elements outline minimum benchmarks. I believe that as educators, we have a duty to ensure the quality of physical therapy education and promote excellence through the building of a culture/mindset dedicated to continuous improvement not the meeting of minimal standards. ACAPT is the prime organization to offer opportunities for member institutions to undergo periodic reviews not tied to CAPTE standards, but directly related to their Framework of Excellence and current strategic plan. I believe that not only new programs should be "developing." All programs should continue to develop and innovate as we adapt to the changes in our profession as well as the changing landscape of higher education.

Experience

Candidates were asked to rate their experience with the following criteria. 0: no experience, 5: some courses/experience, 10: fully competent with experience and educational courses. Candidates were also requested to identify examples to support their rating.

Analytical Skills: 9; My PhD training in epidemiology focused heavily on analysis of data using predictive modeling to assess relatedness and/or causation. I am comfortable using R and am proficient in SAS. As a current program director, I have come to understand the importance of not only the methods chosen to analyze the data that you have, but also what data needs to be collected and how (qualitatively or quantitatively) to answer the questions asked and/or guide assessment and decision making.

Board Services: 0; Currently no experience.

Skills to address the ACAPT strategic Initiatives: 8; As mentioned before, I am passionate about building a culture in which continuous improvement and innovation is valued and sought. So often programs become hesitant to experiment and innovate due to fear that outcomes will suffer. In some ways I can understand this approach of not wanting to "fix" something that does not appear to be broken. I do not feel this to be the objective of the ACAPT strategic plan goals of academic innovation, diversity, equity, and inclusion, and influence. ACAPT seeks excellence which requires consistent assessment and identification of opportunities that could mitigate the increasing number of threats to our profession and PT education. When I started my PhD in epidemiology, I did it with the intent of applying skills learned such as research methods and causal inference to the profession of physical therapy and physical therapy education. It taught me the importance of sound methods and reasoning in the study of anything. It has trained me to examine problems from all angles and to identify confounding factors/variables that may impact a desired outcome which is important in the vast majority of situations that I face.

Technical Skills: 5; I have been trained in our institution's use of Cascade to manage our program webpage. I am proficient in all MS Office products (Word, Excel, PPT, Teams, Bookings, etc.) as well as Adobe Acrobat.

Business Experience: 3; I do not have much business experience as it relates to starting/running a business/practice.

Financial Experience: 8; In my current position, I am responsible for creating 5 year pro formas as well as annual budgets inclusive of personnel, capital equipment, technology, operating budget, and furniture needs. I meet directly with our VP of Finance to negotiate our annual operating budget and track our expenditures throughout each fiscal year.

Advocacy (includes personal, professional, social, community, and patient advocacy): 3; I seek to expand my advocacy experience through participation in roles that allow me to serve. Currently I am an advocate for my program in university wide meetings/discussions with regards to allocation of resources for my faculty, staff, and students. Additionally, I have worked with local non-profits and homeless shelters to allow our students to gain experience serving a population in

dire need through the provision of physical therapy services. To do this, I was required to compose a proposal to upper administration and legal and assist in draft MOUs including the terms of agreement for both parties.

Public Speaking: 7; As the program director, I speak regularly at our Orientation and White Coat ceremonies and I will be giving a speech at the graduation of our inaugural cohort in May 2024. Additionally, I provide reports about the DPT program twice per year to the LMU Board of Trustees alongside the dean's of veterinary medicine, osteopathic medicine, nursing, and physician assistant colleges/schools.

Leadership: 8; At my previous institution, I was the Curriculum Committee chair and was responsible for leading faculty in a comprehensive curricular review prior to submission of the Self-Study Report for Initial Accreditation. At my current position, I am the program director and a 2023 graduate of the Fellowship in Higher Education Leadership. This experience truly helped develop my leadership style. While it is difficult to 100% subscribe to only one type of leadership style, the one that most closely aligns with me as a person is that of an authentic and servant leader. I am genuine and honest in my thoughts and actions, but I ultimately want to do what is right for as many people as possible. I am flexible, empathetic, self-aware, reflective, and am committed to the growth of others at both an individual and organizational level.

History: N/A

Skill Set Evaluation

Candidates were requested to pick the top 3 from each of these categories that relate to them as an individual.

STRATEGIC THINKING	RELATIONSHIP BUILDING	INFLUENCING	EXECUTING
<ul style="list-style-type: none">• Analytical• Context• Futuristic• Ideation• Input• Intellection• Learner• Strategic	<ul style="list-style-type: none">• Adaptability• Connectedness• Developer• Empathy• Harmony• Includer• Individualization• Positivity• Relator	<ul style="list-style-type: none">• Activator• Command• Communication• Competition• Maximizer• Self-Assurance• Significance• Woo	<ul style="list-style-type: none">• Achiever• Arranger• Belief• Consistency• Deliberative• Discipline• Focus• Responsibility• Restorative

Skill Set Evaluation

Analytical, Context, Intellection

Adaptability, Connectedness, Empathy

Achiever, Belief, Responsibility

Communication, Maximizer, Significance

Candidate Bio and Statement – 2024

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: Heather H. Ross, PT, MPT, PhD

Title: Assistant Dean, Ivester College of Health Sciences, Professor, Program Director and Chair, Department of Physical Therapy

Position: BOARD - Director

Brief Bio

Dr. Heather Ross earned a Bachelor of Arts in Exercise and Sport Science (Minor in Biology) from the University of North Carolina at Chapel Hill, a Master of Physical Therapy from East Carolina University, and a Ph.D. in Anatomy and Neurobiology from Virginia Commonwealth University. She then received post-doctoral training in the Department of Anatomy and Cell Biology at the University of Florida and McKnight Brain Institute. Dr. Ross served as a K12 Rehabilitation Research Career Development Program Scholar (2009-2012) and full-time faculty member (2009-2015) in the University of Florida's Physical Therapy Department. She joined the faculty at Brenau University in 2015 and has served as the Program Director and Chair since 2018. She was appointed as the Assistant Dean of the Ivester College of Health Sciences in 2022. Dr. Ross is passionate about translating a strong basic science foundation into clinical relevance to first year DPT students, and supporting their development and performance from the first year curriculum into their personal and professional fulfillment. Dr. Ross has practiced in the acute, subacute and outpatient settings, primarily serving patients with neurological diagnoses.

Candidate Statement

Candidate statement for Board position: Our field demands leaders with the energy, training and passion that will push us forward. I have been active full time in the academy for 20+ years, and have intentionally cultivated a cadre of mentors and peers who guide and share in our journey. Through this network and training, I am prepared to serve the membership. During my training in the fellowship for Leadership in Higher Education I have realized the value of servant leadership, and firmly believe that every student, faculty member, and program deserves an equal voice in our community. During my service on ACAPT's Reference Committee I have garnered a deep impression of this organization and its development. I currently sit on the Admissions and Retention Task Force for the IAA, and therefore feel engaged with the current strategic plan. I am strongly loyal to ACAPT, and our role as a change agent for PT education and the institutions that design and deliver the academic mission. Of my various service duties, the most rewarding was initiating a faculty shared governance body at my institution. I believe that the diplomatic skills learned in that endeavor prepared me to meaningfully serve this membership.

Experience

Candidates were asked to rate their experience with the following criteria. 0: no experience, 5: some courses/experience, 10: fully competent with experience and educational courses. Candidates were also requested to identify examples to support their rating.

Analytical Skills: 9; My tenacious work ethic has allowed me to make goals into reality, while maintaining diplomacy. I am able to view problems from many angles, quickly and efficiently, that then guide my team to work the problem to the best success for the stakeholders it will impact.

Board Services: 8; I am a Board member of the Georgia Physical Therapy Political Action Committee now for 4 years. We currently have our highest war chest in recent history, due in part to my work, and we seek to parlay those funds in our bid for many legislative initiatives.

Skills to address the ACAPT strategic Initiatives: 8; My experience developing relationships with my Executive suite, including my role as the faculty leadership team founding chair, have given me the experience to mesh the needs of many. I am deeply devoted to ACAPT, and the new alignment announced last year will be an enduring success of the sitting Board. I am dedicated to applying my logical skills to any initiative that the membership needs to support the board and the plan.

Technical Skills: 9; I am readily capable in all technological areas that are required to conduct the business of the organization, and have played a strong hand in managing the annual business meeting, in my capacity of member and chair of the Reference Committee. While these meetings did not always run perfectly or smoothly, we handled a massive influx and complexity of business, and we worked with the executive director and board to engage with formal parliamentarians to better manage our more mature and complex business needs.

Business Experience: 7; I am an assistant dean, and have 20+ years in the academy. Some of that time has been very heavy in research when I ran a basic research lab, students and budget. As an administrator, I have run a \$75K+ operational budget, and maintained a \$1.5 million dollar personnel budget, protecting that during COVID reductions. While I do not have practical experience as a clinical owner/clinic manager, I have negotiated very heavy waters trying to run an academic physical therapy practice with an external partner with a revenue-driven mission. I say that to say this. Mission is everything. And I'm here to push the right mission for the right stakeholders.

Financial Experience: 7; Please see above response.

Advocacy (includes personal, professional, social, community, and patient advocacy): 10; I advocate. That's it. I advocate. it's lesson number one for my natural kids, and those I claim as my student "kids" in the DPT academic program. I intentionally mentor student leaders in our program to grow the advocacy network. I supported my students in starting a diversity club. I work at the state and national level in service to legislators and bodies who can change our professional world. At one point, it was my direct engagement with my state representative at the 11th hour that directly led to the tabling of a very dangerous bill to

our state practice act. I initiated and successfully launched a faculty shared governance body at my current institution. I push past points I never thought we could pass for my faculty, my staff and my students. If you were to print for me a tee shirt of identify, ADVOCATE would be the word on that shirt. I just cannot state enough how strongly I identify with this word, and how humble I feel when I encounter the world around me as I do this work. I work from a place of privilege, but the work will continue.

Public Speaking: 8; I am an accomplished public speaker, having delivered many national and international scientific platform presentations. I have participated in the APTA CSM Eugene Michaels Symposium and helped launch the Regenerative Rehabilitation workgroup and movement with wonderful colleagues during my time at the University of Florida. While I do experience an amount of stage fright, I adapt quickly and relish the opportunity to share knowledge and passion with others. I will never forget when I gained this skill...as a PT student presenting research at a national meeting platform. You never forget your indoctrination to public speaking. I'm glad for this skill and am hungry to continue a development in this area.

Leadership: 10; I have sought training in this area, and have been described as a strong servant leader. I am a graduate of The Fellowship of Leadership in Higher Education and thrived in that environment. I receive very high marks from my supervisors and have quickly ascended leadership ladders at my institution to serve on multiple levels and in multiple capacities. I feel that this is perhaps my strongest area I can offer to you in terms of service.

History: I am a Board member of the Georgia Physical Therapy Political Action Committee now for 4 years. We currently have our highest war chest in recent history, due in part to my work, and we seek to parlay those funds in our bid for many legislative initiatives.

Skill Set Evaluation

Candidates were requested to pick the top 3 from each of these categories that relate to them as an individual.

STRATEGIC THINKING

- Analytical
- Context
- Futuristic
- Ideation
- Input
- Intellection
- Learner
- Strategic

RELATIONSHIP BUILDING

- Adaptability
- Connectedness
- Developer
- Empathy
- Harmony
- Includer
- Individualization
- Positivity
- Relator

INFLUENCING

- Activator
- Command
- Communication
- Competition
- Maximizer
- Self-Assurance
- Significance
- Woo

EXECUTING

- Achiever
- Arranger
- Belief
- Consistency
- Deliberative
- Discipline
- Focus
- Responsibility
- Restorative

Skill Set Evaluation

Analytical, Context, Input

Adaptability, Connectedness, Positivity

Achiever, Deliberative, Discipline

Activator, Communication, Significance

Candidate Bio and Statement – 2024

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: Jamie Dehan, PT, PhD, DPT, MS

Title: Professor, DPT Program Director

Position: Nominating Committee - Member

Brief Bio

Jamie Dehan, PT, PhD is a Professor and Program Director in the Stefani Doctor of Physical Therapy at the University of Saint Mary. Dr. Dehan earned her Master of Physical Therapy from Rockhurst University, transitional DPT from the University of Kansas, and PhD in Higher Education Administration from Saint Louis University. She is a 2021 graduate of the APTA Fellowship in Higher Education (FEL). Throughout her 18 years as a physical therapist, she has worked in a variety of settings to include outpatient, inpatient, SNF, and home health. Dr. Dehan enjoys helping the next generation of our profession develop their God-given talents and follow their true calling in becoming a physical therapist. She also enjoys working with clinicians making the transition to academics serving as a mentor to many younger faculty and students interested in academics at some point in their career. Beginning her career in higher education as a Director of Clinical Education afforded Dr. Dehan the opportunity to develop a network of contacts across multiple states and multiple demographic groups. Her service on the APTA Faculty SIG, NCCE Nominating Committee and ACAPT Awards & Recognition has added to her growing network of connections.

Candidate Statement

Candidate Statement for Nominating Committee position: I am excited to be considered for a position on the ACAPT Nominating Committee. To serve this body by working each year to put forth a slate of amazingly talented individuals from across the country who will continue to lead physical therapy in the pursuit of academic excellence (ACAPT's Core Purpose) guided by innovation, inclusion and influence (ACAPT's Goals) is a task I readily welcome. Having prior experience serving three years on the Nominating Committee in the NCCE (now transitioned to the Clinical Education Commission) within ACAPT, I appreciate the strategy involved in analyzing candidates to ensure equal representation across multiple facets. Just as the body works to improve diversity within the workforce and our students, it is important for that same diversity to be seen within the ACAPT elected positions and that all starts with recruitment of candidates. My various roles throughout my tenure and positions of service ranging from local to national have helped me develop a vast network of colleagues to draw from if elected to serve on this Nominating Committee. I have been committed to excellence in my current and past roles and will continue that commitment in a role on this committee.

Experience

Candidates were asked to rate their experience with the following criteria. 0: no experience, 5: some courses/experience, 10: fully competent with experience and educational courses. Candidates were also requested to identify examples to support their rating.

Analytical Skills: 8; I am a Program Director for a DPT Program which, naturally involves analyzing data, problems and solutions and keeping the big picture in mind. I oversee our NPTE prep series that largely involves the development of analytical skills. I chair our universities Promotion & Tenure Committee and serve on our universities grievance committee. I actively participate in ongoing research.

Board Services: 8; ACAPT Awards & Recognition Committee Chair, 2020-2026
ACAPT NCCE Nominating Committee 2020-2023, Chair 2022-2023
APTA Academic Faculty SIG Nominating Committee 2020-2022, Chair 2021-2022
APTA Academic Faculty SIG Vice-Chair 2022-2024
KPTA Programming Committee Chair, 2017-2018
KPTA Standards & Practice Committee Chair, 2015-2017
Central Consortium of Clinical Educators Nominating Committee, 2017-2020, Chair 2018-2020

Skills to address the ACAPT strategic Initiatives: 8; Communication is the key to strategic initiatives. The APTA Fellowship in Leadership not only helped me enhance my communication skills, but also helped me develop and refine skills in leadership, budgeting, human resources, and policy. Working with multiple people across our institution allows me to communicate openly and effectively with other to encourage innovation, inclusion and influence for excellence.

Technical Skills: 3; I don't have any formal technical experience. I've become proficient with many software applications through use at jobs. I can occasionally lend a helping hand to get small computer or AV challenges resolved, largely relying on YouTube to guide us through a fix. I know very little about web page design or management, mainly staying more in the realm of reading and using web pages than creating them.

Business Experience: 4; The most business experience I have is while serving as program director for our DPT program. I am responsible for budgeting, human resources management, accreditation, and day-to-day operating tasks to name a few. The primary business training I've had was through the APTA Fellowship in Leadership. On a more personal note of experience, my family does raise and who cattle, and while I don't do all the business aspects of herd, I do share in some of the responsibilities like herd inventory, budgeting and coordinating events.

Financial Experience: 8; Being responsible for the financial wellbeing of our DPT Program for the past eight years has given me more financial experience than I could have dreamed. Having to submit a zero-balanced budget request each year and then manage the budget approval given independently has offered many financial lessons. Balance the monthly ledger and processing expense requests within the program has become routine. Factoring in sales tax on program clothing items, processing payments for students, negotiating purchase contracts, and withholding budget reserves is all part of managing a multi-million dollar program. All budget training I've had to this point was either on-the-job learning or through the APTA Fellowship in Leadership.

Advocacy (includes personal, professional, social, community, and patient advocacy): 4; Patient advocacy would be the largest area I have experience helping to defend their need for service and/or equipment. Participating in state level events like Day on the Hill and advocacy letter campaigns to legislators are other examples of my experiences. I have not had any formal training in advocacy nor any opportunities to serve directly in roles with key legislative contact or government affairs.

Public Speaking: 10; I have presented at multiple state level CEUs and research events. I have presented a few times at the national level. I regularly engage in public speaking with the multitude of committees I serve in ranging from the community to the national level. As previously discussed, communication is a vital key to excellence and success and public speaking is certainly a large component of communication.

Leadership: 10; My leadership training has largely been from the APTA Fellowship on Leadership, through my PhD in Higher Education Administration, by serving as DPT Director of Clinical Education for six years and serving as DPT Program Director for seven years. I've had leadership positions within organizations from community to national level since I was in high school to include professional organizations like Awards & Recognition Committee, NCCE, Academic Faculty SIG and KPTA to community organizations like PTO, HOA, 4-H and Girl Scouts. Within my institution, my largest leadership roles have included Faculty Senate Chair, Promotion & Tenure Committee Chair, Grievance Committee Chair and DPT Program Director.

History: ACAPT Awards & Recognition Committee Chair, 2020-2026

ACAPT NCCE Nominating Committee 2020-2023, Chair 2022-2023

APTA Academic Faculty SIG Nominating Committee 2020-2022, Chair 2021-2022

APTA Academic Faculty SIG Vice-Chair 2022-2024

KPTA Programming Committee Chair, 2017-2018

KPTA Standards & Practice Committee Chair, 2015-2017

Central Consortium of Clinical Educators Nominating Committee, 2017-2020, Chair 2018-2020

Skill Set Evaluation

Candidates were requested to pick the top 3 from each of these categories that relate to them as an individual.

STRATEGIC THINKING	RELATIONSHIP BUILDING	INFLUENCING	EXECUTING
<ul style="list-style-type: none">• Analytical• Context• Futuristic• Ideation• Input• Intellection• Learner• Strategic	<ul style="list-style-type: none">• Adaptability• Connectedness• Developer• Empathy• Harmony• Includer• Individualization• Positivity• Relator	<ul style="list-style-type: none">• Activator• Command• Communication• Competition• Maximizer• Self-Assurance• Significance• Woo	<ul style="list-style-type: none">• Achiever• Arranger• Belief• Consistency• Deliberative• Discipline• Focus• Responsibility• Restorative

Skill Set Evaluation

Analytical, Futuristic, Intellection

Connectedness, Includer, Relator

Consistency, Deliberative, Responsibility

Activator, Communication, Significance

Candidate Bio and Statement – 2024

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: Marisa Birkmeier, PT, DPT, DHSc, Board Certified in Pediatric Physical Therapy

Title: Associate Professor/Program Director

Position: Nominating Committee - Member

Brief Bio

Marisa Birkmeier, PT, DPT, DHSc, Board Certified in Pediatric Physical Therapy, earned her MPT in physical therapy (2000) and tDPT in physical therapy (2005) at Saint Louis University. She earned her DHSc in Leadership in Clinical Practice and Education in 2022 at The George Washington University (GW). She was the Director of Clinical Education for GW Physical Therapy Program from 2009 to 2023 and now serves as the Program Director. She co-teaches multiple courses throughout the DPT curriculum that focus on professional formation, clinical reasoning, practice readiness, and pediatric physical therapy practice. Dr. Birkmeier has practiced pediatric physical therapy since 2001 in the acute and outpatient settings. She earned her Specialist Certification in Pediatrics from the Board of Physical Therapy Specialists in 2009 and re-certified in 2019. Her research centers on the scholarship of teaching and learning with a focus on assessment, pediatric physical therapy education, and clinical education. Dr. Birkmeier has presented nationally and internationally on physical therapy education research and clinical education and is a Level 1 and 2 APTA Credentialed Clinical Instructor Program trainer. She is an active member and leader in multiple APTA academies (Education, Pediatrics, Acute Care) and the American Council of Academic Physical Therapy.

Candidate Statement

Candidate Statement for Nominating Committee position: Achieving ACAPT's vision statement requires a diverse group of talented individuals in academic physical therapy to work collaboratively to create a shared culture of excellence. I believe I am well-qualified to serve on the ACAPT Nominating committee to recruit and encourage ACAPT members to utilize their skills and attributes as potential ACAPT candidates for open leadership positions. A few of my past and current leadership roles include APTA DC Treasurer and Membership Chair, ACAPT Clinical Education Common Terminology Panel member, APTA Academy of Education Clinical Education SIG Academic Co-Chair, APTA Pediatrics Clinical Reasoning Theater Chair, and APTA Pediatrics Academic and Clinical Education SIG Chair. My leadership experiences afforded me opportunities to enhance my organizational skills, expand my professional network, develop collegial relationships, and elevate my communication skills. Additionally, my previous work as a Director of Clinical Education focused on creating strong partnerships with clinical instructors, site coordinators of clinical education, and clinical education sites. As a nominating committee member, I will actively contribute by soliciting diverse candidates for open positions that reflect the needs of ACAPT aligned with the vision, mission, and strategic plan.

Experience

Candidates were asked to rate their experience with the following criteria. 0: no experience, 5: some courses/experience, 10: fully competent with experience and educational courses. Candidates were also requested to identify examples to support their rating.

Analytical Skills: 7; As a past Director of Clinical Education (DCE) and current Program Director, I utilize high level analytical skills on a daily basis to ensure program compliance, achievement of program goals, and address identified program and professional needs. The following example describes my ability to analyze information and develop actionable solutions to identified problems. In 2017, I noted a lack of professional development opportunities for directors of clinical education and academic clinical education staff. I created a two-day clinical education team development workshop that was delivered in 2018 for more than 50 physical therapy DCEs, assistant/associate DCEs, and clinical education staff.

Board Services: 6; APTA District of Columbia, Treasurer, 2013-2015
Mid-Atlantic Consortium of Clinical Education, Co-President, 2013-2015
APTA Academy of Education, Clinical Education Special Interest Group, Academic Co-Chair, 2022-2023
APTA Pediatrics, Academic and Clinical Education Special Interest Group, Vice-Chair, 2022-2024
APTA Pediatrics, Academic and Clinical Education Special Interest Group, Chair, 2024-present

Skills to address the ACAPT strategic Initiatives: 7; I possess skills and abilities to recruit talented individuals committed to elevating physical therapy education to meet the needs of society. I am an excellent communicator and demonstrate the ability to connect with individuals who have different lived experiences than me. I value collaboration which is evidenced by my committee and panel work with APTA Pediatrics and ACAPT.

Technical Skills: 7; I possess good technical skills and can manage basic computing skills and cloud storage and sharing systems. Additionally, I worked with IT professionals and other collaborators to create the online APTA and ACAPT Physical Therapy Clinical Education Glossary website and the online APTA Pediatrics Clinical Instructor Toolkit. I actively utilize technology, when appropriate, as an educator.

Business Experience: 2; I have limited business experience beyond a working understanding of the business of higher education.

Financial Experience: 2; I served as treasurer for APTA District of Columbia and develop and manage budgets for my program.

Advocacy (includes personal, professional, social, community, and patient advocacy): 3; I participate in advocacy in tangible ways through the annual APTA Flash Action Challenge and promotion of advocacy activities within the GW PT Program. I also advocate for my patients to receive the care they need through letter writing and active engagement within the healthcare team. I can grow as an advocate and look for opportunities to develop my ability to be more effective as an advocate.

Public Speaking: 5; I presented regionally, nationally, and internationally on pediatric physical therapy education and clinical education. Peer-reviewed presentation and workshop opportunities provided me with opportunities to develop my ability to translate information to broad audiences as well as allow me to learn from others through discussions during the sessions. Public speaking is bidirectional. I look forward to more opportunities to improve and to learn from others.

Leadership: 6; My leadership journey began when I started my professional career as a physical therapist; however, I realized my capacity as a leader when I was the DCE for the GW PT Program. I learned in that role the importance of shared leadership across all invested parties: students, clinical instructors, patients, employers, academic programs, etc. I continued to embrace the shared leadership style as the program director and thrived on finding ways to support others to be the best to their abilities and achieve their goals within the academic institution. My leadership roles in different APTA academies and within my institution allowed me to continue to develop skills as a leader. I continue my leadership journey and seek continued opportunities to develop into a more effective leader.

History: APTA District of Columbia, Treasurer, 2013-2015

Mid-Atlantic Consortium of Clinical Education, Co-President, 2013-2015

APTA Academy of Education, Clinical Education Special Interest Group, Academic Co-Chair, 2022-2023

APTA Pediatrics, Academic and Clinical Education Special Interest Group, Vice-Chair, 2022-2024

APTA Pediatrics, Academic and Clinical Education Special Interest Group, Chair, 2024-present

Skill Set Evaluation

Candidates were requested to pick the top 3 from each of these categories that relate to them as an individual.

STRATEGIC THINKING

- Analytical
- Context
- Futuristic
- Ideation
- Input
- Intellection
- Learner
- Strategic

RELATIONSHIP BUILDING

- Adaptability
- Connectedness
- Developer
- Empathy
- Harmony
- Includer
- Individualization
- Positivity
- Relator

INFLUENCING

- Activator
- Command
- Communication
- Competition
- Maximizer
- Self-Assurance
- Significance
- Woo

EXECUTING

- Achiever
- Arranger
- Belief
- Consistency
- Deliberative
- Discipline
- Focus
- Responsibility
- Restorative

Skill Set Evaluation

Analytical, Context, Strategic

Adaptability, Connectedness, Empathy

Consistency, Focus, Responsibility

Activator, Communication, Maximizer

Candidate Bio and Statement – 2024

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: Jill Jumper, PT, DPT, PhD

Title: Program Director

Position: Nominating Committee - Member

Brief Bio

Dr. Jill Jumper currently serves as the Program Director in the Hardin-Simmons University Doctor of Physical Therapy program. Dr. Jumper originally taught in a physical therapist assistant program as Director of Clinical Education (DCE) and then transitioned to the HSU Doctor of Physical Therapy program where she has served as faculty, DCE, and now, Program Director. She has been a licensed physical therapist for 22 years and is a Board-Certified Clinical Specialist in Geriatric Physical Therapy. Dr. Jumper has earned a Bachelor of Science in Elementary Education from Abilene Christian University, a Doctorate in Physical Therapy from Hardin-Simmons University, and finally, a Doctor of Philosophy from Texas Woman's University. Dr. Jumper has worked in many settings as a physical therapist including outpatient orthopedics, skilled nursing, acute care, and home health. Her research focus is on physical therapist education and on improved treatments for people with Parkinson's Disease. Outside of work, Dr. Jumper has been married for 32 years to her wonderful husband, Alan, and loves spending time with her four amazing grandkids.

Candidate Statement

Candidate Statement for Nominating Committee position: My teaching and administrative experience has been in both physical therapist and physical therapist assistant educational models. This has led me to focus my research and program director initiatives on ways to empower and facilitate mentorship, growth, and leadership skills among faculty members. With the growing number of programs, we need our faculty to pursue innovative ways to engage students, advance the PT and PTA curriculum, and foster quality scholarly projects. These focused initiatives correspond to ACAPT's institutes for academic advancement, teaching and learning, and scholarly inquiry. I honestly believe that valued, creative, and well-supported faculty lead to valued, creative, and well-supported students which ultimately leads to amazing physical therapists in the workforce.

Experience

Candidates were asked to rate their experience with the following criteria. 0: no experience, 5: some courses/experience, 10: fully competent with experience and educational courses. Candidates were also requested to identify examples to support their rating.

Analytical Skills: 8; I believe that I have great skill at seeing the whole picture, analyzing situations, and creating an environment for collaboration; however, I think everyone has room to grow in this. Our personal perspectives and biases may limit our ability to see things in a new way and that is why we need different people with different gifts to serve.

Board Services: 5; I have served at different levels for university boards. I have served as the chair of the interprofessional education board at HSU, member of the IRB, member of multiple ad-hoc committees. I serve as the governmental liaison for the Midwest District of the Texas Physical Therapy Association. I also serve as one of the primary leaders of the community action committee through the Davis Phinney Foundation for people with Parkinson's Disease in the Abilene, Texas area.

Skills to address the ACAPT strategic Initiatives: 8; I have served as a faculty member and Director of Clinical Education in a PTA program for 2 years and have served in the same, private, not-for-profit DPT program as faculty, Director of Clinical Education, and now Program Director. Each of these transitions and steps has given me different perspectives administratively. I think having been in these different roles will help me serve the overall strategic plan initiatives well.

Technical Skills: 7; We are blessed in our department to have an outstanding IT team; however, we are off-campus and sometimes they have a full plate. I am generally the main person to assist with IT problems. I learn very fast when it comes to computer equipment and I am not scared to learn something new or try things a different way especially if it facilitates learning for our students.

Business Experience: 7; My business experience has been in working as the lead physical therapist in a rural clinic with two locations in East Texas and now through my administrative role as program director in a Doctor of Physical Therapy program. I have a strong ability to organize/plan opportunities and discern when opportunities may or may not be the best for the institution in the future. When working with a team, I feel that it is extremely important to focus on each member's gifts, finding the work that brings them joy, and then strategically placing them in a position that will continue to encourage that joy throughout their work environment.

Financial Experience: 6; I have financial experience when working as director of a physical therapy clinic, as a program director in a DPT program currently, and as a wife, mother, and grandmother. Financial prowess is important in all of these circumstances. Budgeting, understanding reimbursement issues, and planning for the future are all a part of my job (work and life-related).

Advocacy (includes personal, professional, social, community, and patient advocacy): 8; I am a strong patient and student advocate in my previous and current roles. Currently, I am the Governmental Liaison for the Midwest District of the Texas Physical Therapy Association where I participate in advocating for our

roles as PTs in the State of Texas. Also, I am a strong advocate for persons with Parkinson's Disease locally. I am a part of the first community action committee in Abilene where we try to bring awareness to the disease process. Most recently, I have added a workout program for local people with Parkinson's Disease where they have an undergraduate pre-physical therapy or pre-occupational therapy student to take them through the exercises twice a week. This has been such an amazing addition to our local resources for these patients and their families. It has also added great opportunities for the students looking at applying to PT or OT school.

Public Speaking: 8; I have had the honor of speaking at the local (university), state (TPTA), national (CSM), and international level (El Salvador and Thailand). I am headed to El Salvador this week to educate 20-30 therapists from 5 different countries on wheelchair adaptation through the company Joni and Friends.

Leadership: 9; To be honest, I have been placed in leadership positions many times when not expected. I believe that my style is more transformational leadership or democratic leadership. I like to empower others to use their gifts for the greater good of the institution and to bring joy to those working with me in a program. My role is to facilitate the growth and development of each faculty member and student, but also of the department and the university since the world is changing constantly.

History: I have served at different levels for university boards. I have served as the chair of the interprofessional education board at HSU, member of the IRB, member of multiple ad-hoc committees. I serve as the governmental liaison for the Midwest District of the Texas Physical Therapy Association. I also serve as one of the primary leaders of the community action committee through the Davis Phinney Foundation for people with Parkinson's Disease in the Abilene, Texas area.

Skill Set Evaluation

Candidates were requested to pick the top 3 from each of these categories that relate to them as an individual.

STRATEGIC THINKING	RELATIONSHIP BUILDING	INFLUENCING	EXECUTING
<ul style="list-style-type: none">• Analytical• Context• Futuristic• Ideation• Input• Intellection• Learner• Strategic	<ul style="list-style-type: none">• Adaptability• Connectedness• Developer• Empathy• Harmony• Includer• Individualization• Positivity• Relator	<ul style="list-style-type: none">• Activator• Command• Communication• Competition• Maximizer• Self-Assurance• Significance• Woo	<ul style="list-style-type: none">• Achiever• Arranger• Belief• Consistency• Deliberative• Discipline• Focus• Responsibility• Restorative

Skill Set Evaluation

Context,Learner,Strategic

Empathy,Includer,Relator

Achiever,Arranger,Consistency

Activator,Communication,Maximizer

Candidate Bio and Statement – 2024

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: Sue Wenker, PT, PhD, MS

Title: Director, DPT program

Position: Nominating Committee - Member

Brief Bio

Dr. Wenker earned a Bachelor of Science degree from the University of Wisconsin-La Crosse, her master's degree and Doctor of Philosophy degree in Continuing and Vocational Education and the Department of Education, Leadership, and Policy Analysis, respectively, from the University of Wisconsin-Madison and is a Fellow of the National Academy of Practice. She sits on multiple education and professional development committees for the UW Madison \ and is the interim director of the UW Center for Interprofessional Practice and Education (CIPE) and is co-coordinator of the UW CIPE Healthy Aging Initiative. Dr. Wenker's interests lie in program development and evaluation evident by her involvement in both state and national education programming along with being an instructor for the APTA Credentialing Clinical Instructor Program. In 2020 Dr. Wenker received two awards through the Academy of Geriatrics, the Joan M Mills Award, the highest award in the Academy, and the Distinguished Educator Award. She was a recipient of the School of Medicine and Public Health Dean's Teaching Award in 2021. Her scholarly work centers around aging adults with dementia and other related diseases and interprofessional education. Dr. Wenker has a joint appointment with the Department of Family Medicine and Community Health.

Candidate Statement

Candidate Statement for Nominating Committee position:

Currently, I have the pleasure of serving the Academic Institute as a member of the task force on establishing a successful interprofessional education/collaborative practice program and partnership.

Historically, my experiences have related most directly with the Institute of Teaching and Learning. I am very comfortable around curricular design, creating and sustaining high quality teaching and learning moments, along with direct linkages to assessment at the local, program, and organizational level.

In my role as program director, I provide oversight along with discussions regarding how our students engage with their communities, working to promote an understanding of service beyond PT school. Additionally, through funding with the WI DHS, I work with caregivers, dementia care specialists, and key contacts at the Aging and Disability resource centers throughout the state of WI.

My transition from assistant to associate professor enlightened me to the various intricacies of scholarship and scholarly products. The Institute for Scholarly Inquiry's purpose is broad to meet the diverse frameworks of DPT schools, departments, and programs.

Threaded through any of this work is the attending to JEDI. Working to create inclusive models, with consideration or multiple voices; creating policies to promote equity

Experience

Candidates were asked to rate their experience with the following criteria. 0: no experience, 5: some courses/experience, 10: fully competent with experience and educational courses. Candidates were also requested to identify examples to support their rating.

Analytical Skills: 9; In an analysis of data, I am capable balancing quantitative and qualitative data to guide decisions. I am mindful of limitations related data analysis and the ways in which results can have the risk of being manipulated. Consistently considering results in the context in which they are determined and the impact to those involved as primary and secondary stakeholders when applying results to an action.

Board Services: 9; I served as a Director on the AGPT BOD for 6 terms. During that time, I became integrated into teaching the CEEAA course along with co-developing the Advanced CEEAA course. Prior to this appointment, I was the editor for the Geriatric Home Study Course and have served as an item writer for Geriatrics.

Skills to address the ACAPT strategic Initiatives: 8; As a program director, I am familiar with ACAPT strategic initiatives around the goals of academic innovation, DEI, and influence. In this role, ACAPT initiatives are reviewed, shared with faculty, and integrated in curriculum as appropriate to continue striving towards excellence. The DPT program reviews recommendations and training from ACAPT around a variety of issues to assist in making decisions. ACAPT Resources have included a review of suggested entry-level skills before entering the clinical environment, admission requirements, along with educational offerings related to clinical education, simulations, interprofessional education, and consideration of the Excellence Framework.

Technical Skills: 8; I am often on the early side of adopting a technology when it meets the learning needs to achieve objectives. I am interested in learning about tools that can facilitate quality education while minimizing additional stressors to faculty and students. Working with people who guide, and direct technology is helpful in this endeavor due to considerations of sustainability and campus/organizational support. I am willing and interested in learning more about technology around teaching, learning, and assessment and have a solid grasp on most technologies.

Business Experience: 5; My business experience is related to my roles and responsibilities in academia. When I was the director of clinical education, I applied core skills of trust, relationship building, and honesty when securing placements for students and managing situations in the clinical setting as they arose. As a program director, I apply these same skills across multiple stakeholder groups including students, faculty, staff, peers in similar positions, and alumni. Additionally, organizational and financial skills are required to continue to meet the needs of faculty and staff.

Financial Experience: 7; I am able to manage funds from grants as principal investigator along with managing a budget for the DPT program. These skills are similar in the way projects need to be considered both in the present and future, considerations of resources around human power and supplies. I rely on a collaborative approach for considerations of utilizing monies in a financially astute manner.

Advocacy (includes personal, professional, social, community, and patient advocacy): 7; I actively advocate for aging adults at the local level regarding communication around care that centers on dementia. Relative to the provision of care for someone living with dementia, the outcome is around improved coordination of care in preparing students for an interprofessional approach when working with caregivers and caregivers of people living with dementia. Regarding students, the outcomes have included improved transparency through ongoing communication with a better understanding of the “why” behind decisions.

Public Speaking: 10; I am comfortable presenting to a wide array of audiences. Presentations have included peer-reviewed educational sessions at the local, regional, national, and international levels. Most often presentations center around research that I am involved in or topics around aging, exercise, and cognitive health. I have had the good fortune to teach in both the Academy of Geriatric Physical Therapy (AGPT) Certified Exercise Expert for Aging Adults (CEEAA) and Advanced CEEAA courses along with offering presentations regarding ethics and physical therapy. I am also well versed in multi-modal approaches to presentation including virtual, hybrid, and in-person with considerations of universal design, flipped classrooms, and engaged active learning strategies.

Leadership: 10; Nationally, my role as a BOD member for AGPT has provided me learning opportunities as well as co-developing the Advanced CEEAA course. At the University level, I have held a variety of leadership positions including my current role as the DPT program director, past co-chair of the UW Madison Teaching Academy, and interim director of UW Center for Interprofessional Practice and Education. In general, my leadership style is one of collaboration, providing context and data leading to informed decision making. I am able to provide space for people to voice their concerns, analyze the key points, and summarize the next steps; leading the team forward.

History: I served as a Director on the AGPT BOD for 6 terms. During that time, I became integrated into teaching the CEEAA course along with co-developing the Advanced CEEAA course. Prior to this appointment, I was the editor for the Geriatric Home Study Course and have served as an item writer for Geriatrics.

Skill Set Evaluation

Candidates were requested to pick the top 3 from each of these categories that relate to them as an individual.

STRATEGIC THINKING

- Analytical
- Context
- Futuristic
- Ideation
- Input
- Intellection
- Learner
- Strategic

RELATIONSHIP BUILDING

- Adaptability
- Connectedness
- Developer
- Empathy
- Harmony
- Includer
- Individualization
- Positivity
- Relator

INFLUENCING

- Activator
- Command
- Communication
- Competition
- Maximizer
- Self-Assurance
- Significance
- Woo

EXECUTING

- Achiever
- Arranger
- Belief
- Consistency
- Deliberative
- Discipline
- Focus
- Responsibility
- Restorative

Skill Set Evaluation

Context,Input,Learner

Adaptability,Connectedness,Includer

Achiever,Belief,Responsibility

Activator,Communication,Self-Assurance