

Candidate Bio and Statement – 2023

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

Name: Kimberly Varnado, PT, DPT, DHSc

Title: Program Director/Associate Professor

ACAPT Member Institution: College of Saint Mary

Position: Board of Director - President

Brief Bio

Kimberly Varnado, PT, DPT, DHSc, is the founding Program Director and Associate Professor of the College of Saint Mary Doctor of Physical Therapy Program in Omaha, Nebraska. She's been a physical therapist for 18 years and taught in physical therapy education programs for over a decade. Dr. Varnado graduated from Tennessee State University (BS), Indiana University (DPT), and AT Still University (DHSc with Education Certification). In addition, she completed orthopedic residency and manual orthopedic physical therapy fellowship training at Kaiser Permanente in West Los Angeles, California. She is a board-certified orthopedic clinical specialist (emeritus) and a fellow of the American Academy of Orthopedic Manual Physical Therapists. In 2018, Dr. Varnado graduated from the APTA Fellowship in Education Leadership Program, served on the workgroup from 2018-2022, and transitioned to mentor in June 2022. Her research interests include investigating hybrid learning models, JEDI initiatives, and faculty development in physical therapy education programs. Dr. Varnado's service to the profession includes serving as Secretary on the Board of Directors for ACAPT, the Candidacy Review Council for the American Board of Physical Therapy Residency and Fellowship Education (ABPTRFE), and delegate and district three representative for the Arizona Physical Therapy Association.

Candidate Statement & Interest

Healthcare and higher education are experiencing significant challenges. Societal healthcare needs are rapidly changing, and we need skilled healthcare providers with solutions. To prepare a qualified healthcare workforce, we need healthcare education programs to operate at a level of excellence. The members of ACAPT have the knowledge, experience, and resources to help our community achieve academic excellence. We all bring something valuable to the table. Through my work on the BOD, I've been exploring methods to leverage our strengths, improve engagement and communication, and provide members with needed resources. As ACAPT President, I plan to use my clinical practice background, educational preparation in teaching and learning, and relationship-building skills to create an inclusive community that provides educational resources to benefit our membership. When our faculty and clinical partners have what they need to succeed, we prepare future providers equipped to address societal healthcare needs.

Leadership History

Number of Years in Board Services

I was appointed to the ACAPT Board of Directors in 2021 to serve the remaining time of someone's term. In 2022, I was elected as Secretary for the Board of Directors.

Years Served: 9

Experience

0: no experience, 5: has had some courses/experience in this area, 10 fully competent with experience and education courses.)

Analytical Skills: Ability to analyze data, problems, solutions by seeing the full picture: 10

I use well-researched sources of data to inform my decisions. I look for patterns and connections to organize my ideas to understand situations and circumstances best. My analytical process also involves receiving input from diverse perspectives and those most impacted by my decisions. I analyze data to improve operations. Working through problems and finding solutions are two of my many strengths. I'm very intentional about my choices and often lean toward solutions that benefit the collective.

Skills to address the ACAPT strategic Initiatives: 10:

In July 2021, I was one of the participants who helped create the new ACAPT strategic plan approved in September 2021. Academic innovation, DEI, and pursuing academic excellence in physical therapy are areas where I consistently read, study, apply, and re-evaluate to improve myself and push beyond perceived boundaries. For example, in 2018, I began developing a hybrid doctor of physical therapy program before distance education models in PT education were popular. The science of learning influenced my reasoning for exploring this delivery model. Traditional approaches to education may not support all learners—especially those with different learning needs. I have over a decade of experience teaching in residential and hybrid programs and mentoring students, faculty, and program administrators. My research interests include exploring factors related to faculty job satisfaction and DEI initiatives. I also have extensive experience developing and mentoring students and faculty from historically marginalized communities. Lastly, my experience in post-professional preparation in teaching and learning and residency and fellowship education informs my scope of practice and understanding of entry-level physical therapy education.

Technical Experience (especially related to computers, web pages and other IT issues 10:

I've worked remotely for over five years, so technical skills are imperative. In addition, I have extensive experience building inclusive virtual learning spaces. One of the many strengths I bring to the position is understanding the importance of the user experience. ACAPT essentially operates as a hybrid space. The ACAPT community meets virtually and in person several times per year to complete the work of building educational content and systems to support academic excellence. I'm working closely with the ACAPT VP and Chief Executive Officer to develop prototypes for the organization's new restructuring to improve access for the ACAPT community and ensure the new model yields more resources and member benefits. I'm certified in online instruction and pursuing a certification in instructional design.

Business Experience: 9

I have eight years of experience as a business owner. In 2015, I started a private practice inside a wellness center of a local church that serves historically marginalized communities. I also consult with physical therapy education programs requiring curriculum development and accreditation assistance. As a Program

Director, I have experience building a DPT program, including securing resources to support the program and learning community. I also explore innovative business models in physical therapy to help the profession find ways to capture a larger market that would benefit from our services.

Financial Experience: 9

I have extensive experience setting and managing the operational and capital budgets for the College of Saint Mary DPT Program. I received mentoring and training in finance in the Fellowship in Higher Education Leadership Program. In addition, I've managed the finances for my private business for eight years. I'm also enrolled in stock trading courses to develop my investment strategies further.

Advocacy (includes personal, professional, social, community, and patient advocacy): 10

My path toward advocacy started at a young age. I was always aware of the inequities within the healthcare system, including the lack of providers who looked like me. Throughout my educational training and practice experience, I became more aware of the social determinants of health that were not being addressed by the healthcare industry. Through mentorship in my residency and fellowship program, I learned strategies to advocate for patients. My training included listening without judgment, providing quality and efficient patient care, and using my power and privilege as a medical provider to connect patients with the correct medical professionals to address their concerns. As a delegate for Arizona, I've worked with my colleagues at the local and national levels to craft motions to improve the lived experiences of patients accessing physical therapy services and practitioners navigating the complex medical system. I've also been able to advocate for the profession and our patients at the Federal Advocacy Form. In 2019, I traveled to Washington to speak with elected public officials and share my concerns and viewpoints on their initiatives. During my visit, I met Congressman John Lewis. That encounter inspired me to look more closely at social justice issues in various sectors of society, including education, economics, and healthcare. In 2020, with the help of my colleagues, we launched a hybrid DPT program with the mission of preparing competent physical therapists who can treat patients from diverse and medically underserved communities. We also teach students how to advocate for health equity for their patients. I hope to continue this work on a national level.

Public Speaking (do not include university courses): 10

I have over a decade of experience in public speaking. My experience includes speaking at APTA Combined Sections Meetings (2020, 2021, 2022, 2023) and ELC (2018, 2020, and 2022). In 2022, I was invited to speak at the Physical Therapy Learning Institute Innovators Summit. The attendee's reviews of the speech were overwhelmingly positive. In September 2022, I was invited to speak at the University of Colorado's 16th Annual Health Promotion Symposium. In October 2022, I was selected to give the GRJ Forum Ignite Speech from the program administrator's perspective. In addition to national conferences, I've been invited to give keynotes at White Coat ceremonies and local APTA conferences. I enjoy finding creative ways to connect with my audience.

Leadership: 10

In 2015, when I began studying factors influencing job satisfaction in physical therapy faculty, I looked for advanced training in academic leadership to develop systems to improve the transition process for providers moving from clinical practice to academia. In 2018, I was accepted into the Fellowship in Higher Education Leadership Program (formerly the Education Leadership Institute Fellowship Program). The fellowship experience provided extensive leadership training in higher education and the various components that impact physical therapy education (i.e., student services, human resources, legal issues, program assessment, finance, etc.). In the fellowship, I refined my skills in assessing the needs of the collective, researching solutions to problems, and collaborating with teams to reach common goals. As a result, I use a collaborative leadership approach. I value the diverse perspectives of those most impacted by decisions. In addition, I strongly believe in succession planning, and a collaborative leadership approach allows space to prepare my replacement. I'm serving my fifth year as Program Director of the College of Saint Mary DPT Program. In addition, I'm also a mentor for the Fellowship in Higher Education Leadership Program.

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

Relationship Building: Adaptability, Connectedness, Relator

Executing: Achiever, Responsibility, Restorative

Influencing: Activator, Communication, Self-Assurance

Skill Set Ranking 1-8: 1 being the strongest.

Skills to address the ACAPT Strategic Initiatives 1

Leadership 2

Analytics 3

Advocacy 4

Technical Experience 5

Business Experience 6

Public Speaking 7

Final Experience 8

Candidate Bio and Statement – 2023

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

Name: Julia Chevan, PT, DPT, PhD, MPH

Title: Chair and Professor, Department of Physical Therapy

ACAPT Member Institution: Springfield College

Position: Board of Director - Treasurer

Brief Bio

Julia Chevan is a Professor of Physical Therapy and Chair of the Department of Physical Therapy at Springfield College in Springfield, MA. Her academic credentials include a BS from Boston University in Physical Therapy, an MPH in health policy and management from UMass, an MS in orthopedic physical therapy from Quinnipiac University, and a PhD in health-related sciences from Virginia Commonwealth University. She is ABPTS certified in orthopaedic physical therapy and was a member of the first Educational Leadership Institute Fellows cohort (now Fellowship in Higher Education). Julia is the current ACAPT treasurer (2020-present) and is the board representative to the ACAPT National Equity, Diversity and Inclusion Commission. Her service at Springfield College has included leadership roles in faculty governance as President of the Faculty Senate. She is a three-time Fulbright recipient (Rwanda, Nepal, Latvia) and is an investigator publishing in health services research. Beyond her academic work, she volunteers her time through appointed positions in local city government and working with Health Volunteers Overseas and Extinction Rebellion.

Candidate Statement & Interest

The treasurer's tasks are to provide financial stewardship supporting the ACAPT strategic goals. I demonstrated my ability in this area over the past two years as ACAPT treasurer. I am adept in the skills needed to ensure financial oversight and provide prompt and accurate reporting on our organization's financial health and budget in support of the ACAPT mission and vision. I am excited about the prospect of continuing to manage our ACAPT resources to support excellence in physical therapy education and be best positioned for the evolution of future strategic plans. Excellence is not an unattainable goal; how we define excellence changes with each generation of academics. Only as a cohesive and dedicated group with the right resources can we define and construct a road toward excellence in physical therapy education, scholarship, and research. The ACAPT board is and should be a strong, collaborative group of leaders who continue to respond to the ACAPT membership and to expand ACAPT's influence. ACAPT must continue to work externally to be the voice of academic physical therapy both within our profession and in conversations with partner professions or in an advocacy role. We need to work internally to access member expertise and carefully consider what we will and will not do as an organization and how we will spend our resources in those actions. I would be honored to serve our organization as treasurer for a second term and appreciate your support.

Leadership History

Number of Years in Board Services

I currently serve as the Chair of ACAPT NEDIC.

Years Served: 8

Experience

0: no experience, 5: has had some courses/experience in this area, 10 fully competent with experience and education courses.)

Analytical Skills: Ability to analyze data, problems, solutions by seeing the full picture: 9

As a Department chair I analyze and work with program data on a daily basis most often in the role of identifying and solving problems or identifying potential problems and possible solutions.

Skills to address the ACAPT strategic Initiatives: 10:

I am the current chair of the ACAPT NEDIC and am deeply engaged in the strategic planning initiatives through that work and through my role as an ACAPT board member.

Technical Experience (especially related to computers, web pages and other IT issues 10:

Very comfortable with technology. I have programming and coding experience through the design of websites and through my work in statistical and financial analysis. This experience was gained through my own research or on the job training at the college.

Business Experience: 9

I have never owned a business but I've served in managerial roles that require business acumen and I served as treasurer of a community day school and am the current ACAPT treasurer.

Financial Experience: 9

I served as treasurer of a community day school and am the current ACAPT treasurer. I manage the budget of the Department of Physical

Advocacy (includes personal, professional, social, community, and patient advocacy): 9

Member of the APTA Public Policy and Advocacy Committee 2016 - 2019.

Active in a number of advocacy organizations including WMass XR and a local group working on immigrant rights.

Public Speaking (do not include university courses): 8

I've often been a speaker at national conferences (CSM, ELC) and at international conferences (WCPT).

Leadership: 9

I am an inclusive leader who seeks out, uses, and values diversity of thought and opinion. I am a strong communicator and collaborator. Leadership experiences: APTA Fellowship in Higher Education completed in 2012. Held a range of leadership positions in many volunteer organizations, currently chair of the Department of Physical Therapy at Springfield College and served as interim Dean for 2 years.

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

Relationship Building: Adaptability, Connectedness, Positivity

Executing: Achiever, Focus, Responsibility

Influencing: Activator, Communication, Significance

Skill Set Ranking 1-8: 1 being the strongest.

Leadership 1

Analytics 2

Technical Experience 3

Financial Experience 4

Skills to address the ACAPT Strategic Initiatives 5

Advocacy 6

Public Speaking 7

Business Experience 8

Candidate Bio and Statement – 2023

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

Name: Myles Quiben, PT, PhD, DPT, MS

Title: Professor and Associate Dean

ACAPT Member Institution: University of North Texas Health Science Center

Position: Board of Director - Treasurer

Brief Bio

Myles Quiben, PT, PhD, DPT, MS is Professor and Associate Dean in the School of Health Professions at the University of North Texas Health Science Center. She is a dual-certified clinical specialist in Neurologic and Geriatric Physical Therapy through the American Board of Physical Therapy Specialties (ABPTS).

She obtained her DPT and PhD in Physical Therapy from the University of Central Arkansas and a Fellowship in Geriatric Research at UT Health in San Antonio, with an MS in Clinical Investigation. She is trained in project management, Lean Sigma Six, and is an advanced simulation instructor.

She is a Fellow of the Education Leadership Institute, the National Academies of Practice, and the Texas Physical Therapy Association. She received the APTA Baethke-Carlin Award for Excellence in Academic Teaching, APTA Lucy Blair Award, and the APTA Geriatrics' Distinguished Educator Award and President's Award.

Myles' service to the profession includes ACAPT NIPEC Chair, Strategic Initiative Panel on Simulation in Physical Therapy Education, FSBPT Committees, and Board of Directors of APTA Geriatrics and ABPTS. She is currently on the BOD of the Texas Geriatrics Society and FCCPT. She is an active delegate for the Texas Physical Therapy Association and APTA Clinical Instructor Trainer.

Candidate Statement & Interest

I have been involved in teaching, scholarship, service, and clinical practice throughout my career. These have provided distinct insights as a PT educator, administrator, clinician, and scholar. It supplements the understanding of the breadth of issues in physical therapist education I have acquired through my engagement in higher education, ACAPT, FSBPT, and APTA.

I am committed to excellence in entry-level and post-professional education, faculty development, entrepreneurship in physical therapy, and innovative educational initiatives such as robust development of interprofessional education training, simulation, and new models of clinical education.

I bring collaborative work experiences serving on professional boards, including strategic planning and execution, and project management. The shortage of post-

professionally prepared faculty, unstructured faculty development, the lack of diversity in the academic physical therapy workforce, and a need for a sustainable clinical education framework are pressing issues facing PT education. ACAPT's strategic plan goals are consistent with these issues with the overarching goal of excellence in education. I ask to contribute to the actions and dialogue towards excellence in education and shaping PT education. I humbly ask for your support. It is an honor to serve and offer my substantive experiences in professional activities and educational leadership positions.

Leadership History

Number of Years in Board Services

I've had training on high-functioning boards and have engaged in several strategic planning exercises. I have been on many Board of Directors (BOD) positions throughout the years and have continued to learn from each experience:

ABPTS: 2011-2015

APTA Geriatrics: BOD: Secretary: 2020-2023 and Director of Education: 2013-2016, 2016-2019

Texas Geriatrics Society: 2017-present

FCCPT: 2022-present

Years Served: 9

Experience

0: no experience, 5: has had some courses/experience in this area, 10 fully competent with experience and education courses.)

Analytical Skills: Ability to analyze data, problems, solutions by seeing the full picture: 10

One of my strengths in my role as department chair and now associate dean has been my ability to see the big picture, identify critical factors and potential problems in a situation, and strategize the next steps. I am logical in decision-making, using data, expert advice, and evidence to make informed, objective decisions. I can simplify complex topics and situations, ask the right and often, thought-provoking questions, and engage people in problem-solving. Strategic planning activities at the department and association levels require an analytical mind; I have enjoyed involvement in many of these throughout my career.

I have taught many complex physical therapy courses such as motor control, differential diagnosis, pharmacology, and neurologic and cardiovascular-pulmonary physical therapy. In these content areas, analytical thinking is critical in bringing the content to a level that novice learners understand, and in designing active lab activities to connect the didactic to the practice. Similarly, as a simulator instructor designing, running, and debriefing sim scenarios, analytical skills are important to deliver effective learning activities for both students and participants.

Skills to address the ACAPT strategic Initiatives: 8:

I believe I have the qualifications and experiences to serve the Board of Directors of ACAPT with my diverse involvement and leadership in professional organizations and higher education. I am a team player and an efficient, collaborative idea generator and enforcer of action plans.

As a clinical specialist with training in higher education, leadership, research, and entrepreneurship, I have a strong understanding of physical therapist education and the challenges that we face. I am versed in strategic planning and in executing plans from my experiences as an administration and researcher. I fully support ACAPT's initiatives to facilitate excellence in all aspects of physical therapist education and guide educators and key decision-makers in the profession.

Technical Experience (especially related to computers, web pages and other IT issues 7:

I consider myself tech-savvy and versed in typical software in academic life, including Microsoft Office, SPSS, Canvas, Zoom, presentation software, and electronic medical record platforms. My training has been through university training, committee work, and on-the-job utility. With my interest in computer gadgets and innovative teaching methods for online and face-to-face classes, I am confident in my tech skills and leading online training and presentations. I learn fast and typically problem-solve my way through typical computer and IT challenges.

Business Experience: 6

I completed the Price-Babson Symposium for Entrepreneurship Educators Certificate and hold certificates in change management and Lean Six Sigma. Along with administrative experiences in higher education, board involvement in professional project and project management training, I believe I have the basics of business management. In higher education, these knowledge and skills are important in the administrator role and have helped me in making sound decision and planning for growth on a daily basis.

Financial Experience: 7

With my administrative role as department chair, a member of the university budget council, and my Board of Directors positions, I have significant experience in financial oversight, aligning the budget with the organizational mission, and managing resources. I have training in business and entrepreneurship side as earlier mentioned; these skills along with financial knowledge have been instrumental in daily management in higher education. I consider myself adept in financial stewardship and strategic planning for future growth based on the market.

Advocacy (includes personal, professional, social, community, and patient advocacy): 6

I am a strong advocate for all patients we serve, particularly older adults. Navigating the unique needs of aging adults and providing the highest quality of care for older adults is a challenge; we need strong voices to ensure that we do our part in speaking for those whose voices are not the loudest.

I am also a strong advocate for faculty development and equipping clinicians with the skills and knowledge as they transition to higher education. I developed a program in the department to ensure that higher education issues are discussed in a safe environment; I plan to bring this program to other departments and across the university soon.

I am a Delegate for the Texas House of Delegates and advocate for the profession, education, patient care, research, and health care. I participate in initiatives in my community and church, serving the underserved and minority populations, and older adults. Currently, I am working on building a pro-bono clinic that will serve those who need physical therapy services the most.

Public Speaking (do not include university courses): 9

I have presented at national, state, and international conferences as an invited/keynote speaker and for educational and research presentations. Additionally, I have led post-professional continuing education courses as an instructor for APTA Credentialed Clinical Instructor Program (Levels 1 and 2), APTA Geriatrics Certified Exercise Expert for Aging Adults, and for MedBridge, a company that provides online post-professional educational courses. At the university, I have been a resource speaker for leadership, faculty training, geriatric/neurologic content, diabetes education program, and school promotion and tenure. I can provide a CV that details professional presentations over 20 years.

Leadership: 8

I have held several leadership positions including separate Board service, described in the next section. Leadership takes many forms I will briefly describe my involvement and will be happy to provide more information as needed. My experiences are strengthened by my continued training in higher education and leadership with fellowships, formal coursework, and training programs.

I was the Department Chair from 2017 and recently transitioned the Associate Dean position to serve a broader faculty and student body. A faculty member and administrator, I have gained skills in collaborative communication, strategic planning, project management, conflict management, human resources, and budgeting, among other skills. I have led several search committees in addition to the leading the school promotion and tenure committee.

In professional organizations, I have been engaged in many professional organizations where I held committee or task force positions. I am recent past chair of ACAPT NIPEC, the only PT professional group that speaks to and actively promotes interprofessional education and collaborative practice. In ABPTS, I served in the board and as Chair of the Geriatric Specialty Council and Item Writing Coordinator. I also served as the regional chair for the Neurodevelopmental Treatment Association.

Servant leadership and collaborative leadership are styles/philosophies most resonate with my leadership. I value shared governance and the unique strengths that each individual brings to the table. I do believe that a leader brings the vision and engages the team to work towards a shared vision to transform and grow the organization/team.

Skill Set Evaluation

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

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

Skill Set Ranking 1-8: 1 being the strongest.
Analytics 1
Leadership 2
Public Speaking 3
Skills to address the ACAPT Strategic Initiatives 4
Financial Experience 5
Advocacy 6
Technical Experience 7
Business Experience 8

Candidate Bio and Statement – 2023

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

Name: Douglas Haladay, PT, DPT, PhD, MHS

Title: School Director, Associate Dean

ACAPT Member Institution: University of South Florida

Position: Board of Director - Director

Brief Bio

Douglas Haladay, PT, DPT, PhD, MHS is presently professor, Director of the School of Physical Therapy & Rehabilitation Sciences, and Associate Dean in the Morsani College of Medicine at the University of South Florida. He graduated from the University of Scranton with a Bachelor of Science in 1994 and subsequently completed a Master's in Health Science at the University of Indianapolis (2000), Doctorate in Physical Therapy at Temple University and PhD in Kinesiology at the Pennsylvania State University (2011). Over the past 25+ years and prior to his role at USF, Dr Haladay held faculty positions at Penn State Hazleton, University of Scranton, and MGH Institute of Health Professions. While at USF, he has held several administrative positions prior to his roles as Director and Associate Dean. He has published and presented nationally/internationally. Dr. Haladay has obtained federal funding to support his research. Dr. Haladay is specifically interested in the measurement of patient outcomes. His work, on the feasibility of Goal Attainment Scaling for patients with chronic low back pain, serves as a foundation for his current line of research. Dr. Haladay currently serves as Chair of ACAPT's Program Committee.

Candidate Statement & Interest

ACAPT is at a pivotal moment in our evolution, and we must be ready to provide the resources needed to tackle the hard problems facing academic PT. As an educator and researcher, with over 25 years of experience, along with my roles as Director and Associate Dean at a research-intensive public institution, I have the qualifications, expertise, and desire to serve on the ACAPT BOD. I am acutely aware of issues impacting DPT Education (e.g., student debt, mental health, dwindling applicant pool, competition, representation/belonging (?), etc.) and have the time, energy, and support to devote to serving in this capacity. I am committed to academic innovation. Programs must provide an education that is evidence-based, centered on sound learning principles, and supports all types of learners. We must continue to enhance DEI initiatives to meet society's healthcare needs. ACAPT needs to evolve so that we are consistently recognized as the pinnacle for academic excellence. Having had 1 opportunities to hold positions at public and private institutions across the country, I recognize that we have different challenges to address the problems we face. To do so, the board must be representative of PT programs geographically and by institutional type (e.g., public, private).

Leadership History

Number of Years in Board Services

I have served on advisory boards for both PT and PTA education as well as Board of Directors for PPTA. I also sit of the Board that oversees interprofessional education at USF.

Years Served: 8

Experience

0: no experience, 5: has had some courses/experience in this area, 10 fully competent with experience and education courses.)

Analytical Skills: Ability to analyze data, problems, solutions by seeing the full picture: 9

As a researcher I am able to analyze and evaluate problems from a variety of perspectives. As an administrator I utilize my analytical skills to identify, assess, and address problems using quality improvements processes. I also hold a Six Sigma Yellow Belt Certification.

Skills to address the ACAPT strategic Initiatives: 9:

I am committed to academic innovation. Programs must provide an education that is evidence-based, centered on sound learning principles, and supports all types of learners. We must continue to enhance DEI initiatives to meet society's healthcare needs. ACAPT needs to evolve so that we are consistently recognized as the pinnacle for academic excellence. Having had 1 opportunities to hold positions at public and private institutions across the country, I recognize that we have different challenges to address the problems we face.

Technical Experience (especially related to computers, web pages and other IT issues 10:

I am adept at all aspects of information technology and stay up to date on current trends. I received an awards from Penn State for Excellence in Teaching with Technology and MGH Institute of Health Professions for Changing Course Teaching Fellowship which focused on an innovative use of technology in teaching. I am fluent in use of all Microsoft office (and Apple) products.

Business Experience: 10

I have held management positions throughout my career. My Master of Health Sciences included coursework related to Human Resources an management. As a program manager, Clinic director, private practice owner, and school administrator (at many levels) I have had significant training and experience with all aspects of business management. At Allied Services Rehabilitation Hospital I went through significant management training as related to my roles as program manager and clinic director. As a private practice owner I attended several APTA sponsored continuing education and section meetings to network and grow my business acumen. As an educational administrator, I complete the APTA Education Leadership Fellowship which included content related to Human Resources, financial, and legal and ethical issues.

Financial Experience: 10

As, School Director and Associate Dean, I presently manage a 6.4 million dollar budget that includes 2 academic programs, a residency, clinic, and research enterprises. I have the autonomy to make decisions related to all aspects of the School's finances. As a private practitioner, I oversaw a single site private practice that was sold at a profit. As a researcher, I have managed all aspects of federal grants.

Advocacy (includes personal, professional, social, community, and patient advocacy): 9

I am acutely aware of legislative issues affecting the education of our students. I have served as a delegate to the APTA House of Delegates, advocated with my government representatives at both state and national levels, and served as a key contact for both my congressman and senator while in PA. I also worked collaboratively with our USF DPT black students to establish a new student association that advocates for persons of color.

Public Speaking (do not include university courses): 10

I have presented locally, regionally, nationally, and internationally on my research, scholarship of teaching, and learning, as well as leadership. I have been invited to present 10 times. I have presented over 50 platform, poster, and educational sessions.

Leadership: 10

I have gained leadership experience throughout my career starting as a program manager up to my current roles as Director and Associate Dean. I read extensively and lead discussion with my leadership team regarding leadership styles, conflict management, culture, and trust/transparency. I have extended a culture of leadership to faculty and staff. I have led several retreats related to leadership. My Fellowship training focused on leadership and helped me reflect and evolve to the leader I am today. My leadership style most closely resembles situational leadership in which I adapt my leadership style to meet the unique needs of my leadership team, faculty, and staff. I also represent the school with deans from across USF Health including nursing, medicine, public health, and pharmacy.

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

Relationship Building: Adaptability, Developer, Includer

Executing: Deliberative, Focus, Responsibility

Influencing: Communication, Maximizer, Significance

Skill Set Ranking 1-8: 1 being the strongest.

Analytics 1

Leadership 2

Skills to address the ACAPT Strategic Initiatives 3

Business Experience 4

Financial Experience 5

Public Speaking 6

Technical Experience 7

Advocacy 8

Candidate Bio and Statement – 2023

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

Name: Amy Heath, PT, DPT, PhD

Title: Program Director

ACAPT Member Institution: Western Michigan University

Position: Board of Director - Director

Brief Bio

Amy Heath PT, DPT, PhD is the Doctor of Physical Therapy Program Director at Western Michigan University (WMU). Dr. Heath joined the faculty at WMU in 2019. She received her Bachelor of Science in Health Studies and Doctor of Physical Therapy degrees from Simmons University. She has been a physical therapist for 20 years. She completed her PhD in Education Psychology at Temple University in 2013. She is a graduate of the American Physical Therapy Association's Fellowship in Higher Education Leadership (2012). Currently, Dr. Heath serves on ACAPT's Advocacy committee and Leadership academy. She also chairs a task force developing the Physical Therapy – Measure of Education Program Quality (PT-MEPQ), an outcome survey grounded in the engagement theory of program quality. Her scholarly interests include program quality, adult learning, and holistic admissions practices.

Candidate Statement & Interest

I am thrilled to be considered for the position of ACAPT Director. I deeply believe in ACAPT's efforts to design and develop an organization that can lead and also is responsive to its institutional members' pursuit of educational excellence. With the creation of the Center for Excellence in Academic Physical Therapy, I believe we will all be better able to graduate innovative and progressive healthcare professionals.

To further the mission of the Center, I believe it is important for ACAPT and its members to continue to promote and pursue an emphasis on quality data collection. This data should be readily available to the members for both programmatic quality improvement and scholarship. The data should inform ACAPT's decision-making as well as member institutional decision-making. This level of data and accessibility will allow for inclusive best practices to be defined and shared so that we move our profession forward.

These ideas are firmly rooted in ACAPT's strategic plan and Excellence Framework. I exhibit my commitment to these principles in my current ACAPT roles and will continue to advocate for a commitment to these principles in the role of Director.

Leadership History

Number of Years in Board Services

I served on the Board of Directors for Girls, Inc of Lynn (September 2016 - July 2019).

Years Served: 7

Experience

0: no experience, 5: has had some courses/experience in this area, 10 fully competent with experience and education courses.)

Analytical Skills: Ability to analyze data, problems, solutions by seeing the full picture: 8

As a Program Director, I often face complicated problems with multiple solutions. Using data to analyze the problem from multiple perspectives in order to propose solutions is key to this role.

Skills to address the ACAPT strategic Initiatives: 9:

One of the key skills to advance strategic initiatives is persuasion. A critical piece of persuasion is data-informed decision making.

Technical Experience (especially related to computers, web pages and other IT issues 0:

I have no technical experience.

Business Experience: 3

I have minimal business experience. The experience I have is based in my clinical practice in private practice orthopedic clinics.

Financial Experience: 7

My role as Program Director requires a deep understanding of finance, both for the program and also for the institution as a whole. Additionally, I have served on the ACAPT Finance Committee (Feb 2018 - July 2019).

Advocacy (includes personal, professional, social, community, and patient advocacy): 8

I currently serve on ACAPT's advocacy committee. This committee's focus is on legislative advocacy related to educational issues.

Public Speaking (do not include university courses): 6

I have delivered multiple presentations at conferences as well as at my institution.

Leadership: 8

I currently serve on ACAPT's Leadership Academy. I am the Program Director at WMU and was previously Program Director and Chair at Simmons University. I am a graduate of the APTA Fellowship in Higher Education Leadership.

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

Relationship Building: Adaptability,Positivity,Relator

Executing: Consistency,Deliberative,Responsibility

Influencing: Activator,Communication,Significance

Skill Set Ranking 1-8: 1 being the strongest.

Skills to address the ACAPT Strategic Initiatives¹

Leadership²

Analytics³

Advocacy⁴

Financial Experience⁵

Public Speaking⁶

Business Experience⁷

Technical Experience⁸

Name: Chad Jackson, PT, DPT, EdD

Title: DPT Program Director

ACAPT Member Institution: University of the Incarnate Word School of Physical Therapy

Position: Board of Director - Director

Brief Bio

Chad obtained a DPT degree from Creighton University in 2001 and an educational doctorate in organizational leadership with emerging technologies from Abilene Christian University in 2020. Chad has been a member of the University of the Incarnate Word (UIW) community since June of 2012 and transitioned from a full-time clinical career as a physical therapist in Northwest Missouri treating the lifespan. At UIW he served as the DCE for nine years and became the DPT Program Director in 2021. He completed the APTA Fellowship in Education Leadership in July 2022.

Chad's passion is to be missional in all aspects of life. His top StrengthsFinder talents are learner, responsibility, relator, focus and achiever. He strives to live out his values of no regrets; investing in authentic relationships; exemplifying care and ownership with family, friends, vocation, and ministry with transparency. Life-giving moments are created by mentoring others through service; analyzing situations and designing options for improvement while keeping a focus on the 'why'; leading others to ah-ha moments; and living as Jesus did. Collectively, his giftings and passion are to equip others for success. He and his family are passionate about serving those impacted by foster care and adoption.

Candidate Statement & Interest

Service through leadership has been part of my life's work. All experiences have had components of strategy, policy, budgetary, and leadership which have provided a lifetime of experiential leadership training. Related to ACAPT leadership, specific experiences have been my role as a 1) city councilman/mayor and led a capital improvement tax education initiative; 2) councilman liaison to the rural water board repairing years of broken relationships leading to a decade-long mutual agreement; 3) active member of the Texas Consortium for PT Clinical Education and lead co-creator for a clinical instructor CCU course; 4) co-founder of the UIW Service Learning committee creating bylaws and institutionalizing the committee; 5) creator and co-leader for CenTered - an annual retreat for foster/adoptive/kinship dads.

ACAPT is in a period of transition and needs transparent, participatory leadership while supporting our pillars. Innovation in clinical education and curricula, intentionally engaging in DEI efforts in our profession, and influencing continual quality improvement (CQI) in all areas of PT education are important aspects of the strategic plan I have experience in and would like to assist in collaboratively moving forward as a leader in ACAPT.

Leadership History

Number of Years in Board Services

- City of Maryville MO Park and Recreation Board Member: October 2003 – April 2004
- City of Maryville MO City Council Member - elected 3 times – 2004, 2007, 2010 - and served as mayor 2007-2011.
- Finesilver Ranch HOA Board Member 2013-2016 (did not run for a second term due to starting EdD program in January 2017).
- Appointed as an elder to the Elder Board at Grace Point Church, San Antonio, TX 2016-2020

Years Served: 9

Experience

0: no experience, 5: has had some courses/experience in this area, 10 fully competent with experience and education courses.)

Analytical Skills: Ability to analyze data, problems, solutions by seeing the full picture: 8

I'm analytical in nature and enjoy finding problems and seeking actionable solutions that benefit the majority. This requires me to 'step back' and view situations from a broad perspective and intentionally examine from different perspectives. I often try to place myself in the position of others and speculate how they may view situations.

Positions that I currently find or have found myself utilizing analytical skills are in my DPT program director role; five years serving as an elder at my church; nearly nine years as a city councilman with four of those years serving as the mayor.

Skills to address the ACAPT strategic Initiatives: 6:

I have experience in leading Boards and organizations through participatory leadership. I believe this is of value in working with ACAPT leadership and volunteers to meet the initiatives surrounding the three goals of the strategic plan. My experience of analyzing what is working and what can be tweaked to improve could be of value in surrounding the initiatives under academic innovation. The intentionality we have had at my institution of hiring faculty that represent our student body (currently 24% of core faculty identify as minority), but have a long way to go since our student body is ~55% minority. However, these experiences can be shared related to the DEI initiatives. The largest area of skill I believe I can bring is related to leadership in the influence initiatives. My leadership experiences were often in the midst of competing priorities which required influence and a cooperative spirit to listen well and take action that was mutually beneficial. This is needed to meet the influence objectives.

Technical Experience (especially related to computers, web pages and other IT issues 8:

I enjoy learning new products and tools to allow for increased efficiency and effectiveness. Certainly, I have much to learn regarding the different products to automate or streamline processes but I have a good sense of knowing when something should be improved and seeking out solutions. An example of this is leading the creation of a new or complete overhaul of the clinical instructor certification course that the Texas Consortium has. It was clear the old course was antiquated and not automated. I collaborated with the team and oversaw the development of the course with help of a colleague. Also, the Texas Consortium for PT clinical education had an old website that wasn't meeting our needs as we couldn't update. We outsourced a new one with one of our member institutions, but it had similar issues. I let the Consortium know I would just develop a new website, so I did by using a website builder through Network Solutions, our web host. We still use and are able to update pages in-house whenever needed.

Business Experience: 5

My business experience comes from my nearly nine years as a city councilman setting goals and working monthly with staff on the budget ensuring projects were progressing to meet the goals. I also served three years on my HOA board in a similar role with a large role in budget allocation and accountability.

Financial Experience: 6

Very similar to the above business experience. As my councilman and HOA board experience were heavy on the budget and finance oversight role. Another role that has involved financial involvement is my current role as the DPT program director. The Dean has had a larger role in the budget but in the past year has delegated more of it to the program directors. Additionally, I was the co-creator of the CenTered Retreat for Foster/Adoptive/Kinship Dads. I was the leader who oversaw the creation and execution of the budget.

Advocacy (includes personal, professional, social, community, and patient advocacy): 5

I was a strong advocate for patients during my clinical career working with them to obtain what was needed. I continued to professionally advocate in a professional role as I advocated for both students and clinical instructors to equip them with tools, strategies, and opportunities to assist in both student learning/professional formation and professional growth for clinical instructors. Personally, I advocate for support, perspective, and resources for foster families and children in the foster care system.

Public Speaking (do not include university courses): 7

I have had progressive growth since my time in PT school. Public speaking improved during my clinical career when I was the mayor of the community and had to deliver many speeches and proclamations. I'm one of the speakers at the annual CenTered Retreat for Foster/Adoptive/Kinship Dads; performed one of the Ignite responses at ELC opening forum in 2021; serving as the lead keynote speaker at the Cultural Inclusion Institute Conference in April in San Antonio, TX.

Leadership: 9

My leadership development started in high school as a leader in my church youth group and continued in college as a youth worker serving as a counselor and discipleship with middle school students. I would see a need and harness the resources and others to meet the needs. I continued with leadership development as a leader of my undergrad pre-professional group and grad school PT student leadership group. Early in my clinical career post-grad, I was on my community's Park and Recreation board for six months and then as a city councilman. I served on local community boards as a liaison to the city council. I then served as mayor for four years and led a capital improvement tax educational initiative. This required strategic planning and servant leadership. I also have leadership in various committees at my university and now as the DPT program director.

My leadership style is more participatory (how we can accomplish together) and less directive (not as much telling you how you should do it). More specifically I exemplify an authentic leadership style based on Kernis, (2003) is 1) full awareness and acceptance of self; 2) unbiased processing of relevant information; 3) actions consistent with true self; and 4) relational orientation that values truth and openness.

Skill Set Evaluation

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

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

Relationship Building: Connectedness,Developer,Relator

Executing: Achiever,Belief,Responsibility

Influencing: Activator,Maximizer,Self-Assurance

Skill Set Ranking 1-8: 1 being the strongest.

Leadership1

Analytics 2

Technical Experience 3

Skills to address the ACAPT Strategic Initiatives 4

Public Speaking 5

Financial Experience 6

Advocacy 7

Business Experience 8

Candidate Bio and Statement – 2023

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

Name: Neva Kirk-Sanchez, PT, PhD

Title: Associate Professor and Department Chair

ACAPT Member Institution: University of Miami

Position: Board of Director - Director

Brief Bio

Neva Kirk-Sanchez completed an entry-level Master's (1990) and PhD (2001) in physical therapy from the University of Miami. In 2005, she returned to UM as a faculty member, and was appointed DPT Program Director in 2013. In 2015, she gained oversight of the clinical and academic programs when she was appointed Department Chair. Her professional career has been dedicated to educating patients and clients about physical activity and movement, training PT clinicians and educators, contributing to the body of evidence delineating the role of physical activity in health and recovery, and translating that evidence to the academic community.

Her teaching in DPT, PhD and residency programs focuses on clinical reasoning, health care communication, and models of education and practice that guide our profession. She has developed and taught curricular content on social determinants of health, health equity, and structural racism in education and healthcare.

She has published and presented work in the areas of minority student recruitment and retention, curriculum development, humanities in health care, and physical therapy practice models. She has served on the research committee of the APTE and currently serves on the ACAPT Research-Intensive Programs for Physical Therapy task force for the development of research webinars.

Candidate Statement & Interest

Physical therapy educators need evidence supporting best practices in pedagogy across the learning continuum, particularly with the increased pressure to balance the cost and benefit of becoming a physical therapist. In order to train clinicians for practice in the future, ACAPT should continue to play a key role in analyzing models which maximize resources, are responsive to changes in healthcare delivery, and are respectful of systems-based practice. This requires examination of both qualitative and quantitative data to define excellence in physical therapy education, support changes in CAPTE expectations, expand and strengthen academic-clinical partnerships, develop a diverse and inclusive workforce, and promote physical therapists as key players in health care delivery. In my current role as Department Chair in a large academic medical center, I have supported and participated in the enhancement of academic-clinical partnerships, and led curriculum change to address changes in society and the healthcare environment. We have created a strong and diverse local network of physical therapy

educators through support and expansion of DPT and residency faculty development and mentoring programs. Through experience and insight gained in my current roles at the departmental and national level, I am confident that I can make a significant contribution to ACAPT.

Leadership History

Number of Years in Board Services

Although I do not have formal Board service, I lead a large department and have actively served on several committees at the institutional level and professional level. I am on the advisory board for the UM/Nicklaus Children's Hospital Pediatric residency program (9 years), and I have served on the editorial board for PTNow (three years). I have also served on grant review study sections for National Institute for Disability and Rehabilitation Research (NIDRR) and the Patient Centered Outcomes Research Institute (PCORI).

Years Served: 5

Experience

0: no experience, 5: has had some courses/experience in this area, 10 fully competent with experience and education courses.)

Analytical Skills: Ability to analyze data, problems, solutions by seeing the full picture: 10

I have gained competence through my departmental leadership roles in analyzing large and diverse data sets to address problems and formulate strategic plans for the clinical, academic, and research divisions at the University of Miami. Through my PhD training, I have completed formal coursework in research methods, statistical analysis, and teaching and learning.

Skills to address the ACAPT strategic Initiatives: 10:

I am actively involved in ACAPT activities, participate in the strategic initiatives in several areas, and have a record of actualizing those initiatives at the departmental level. I participated in the NEDIC Summit and I am working on the Task Force on Physical Therapy Education and Career Advancement Pathways. This mirrors similar work I am involved in at the University level. Similarly, I have utilized the ACAPT excellence framework to drive strategic planning and program development.

Technical Experience (especially related to computers, web pages and other IT issues 6:

I am fully functional in using many facets of technology for communication, education and data analysis. I have no formal training in this area.

Business Experience: 8

In my role as Department Chair, I am responsible for the successful functioning and business operations of the academic, clinical, and research divisions including personnel management, financial management, policies and procedure development, and all other business.

Financial Experience: 8

In my role as Department Chair, I oversee a budget of more than \$25 million dollars. I am involved in the budget process, tracking revenue and expenses, and making strategic financial decisions.

Advocacy (includes personal, professional, social, community, and patient advocacy): 8

In my role as Department Chair, advocating for students, faculty, and staff is a daily part of my job duties. As we are part of an academic medical center, I also advocate daily for the clinicians and the scope of physical therapy care within the health system.

Public Speaking (do not include university courses): 8

I have extensive experience in public speaking at all levels of the University and in national and international venues. I am comfortable and competent at leading discussions and presenting information in large and small groups across diverse topic areas.

Leadership: 10

For the past decade, I have led the University of Miami Department of Physical Therapy (UMPT) in sustained and significant mission-directed growth in the education, research, and clinical divisions. I lead a group of 30 faculty members and 150 staff clinicians. My leadership style is inclusive and participative; my team has an active voice in goal setting and implementation of plans and programming.

Skill Set Evaluation

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

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

Relationship Building: Adaptability,Connectedness,Positivity

Executing: Deliberative,Focus,Responsibility

Influencing: Activator,Communication,Significance

Skill Set Ranking 1-8: 1 being the strongest.

Leadership 1

Skills to address the ACAPT Strategic Initiatives 2

Analytics 3

Public Speaking 4

Business Experience 5

Financial Experience 6

Technical Experience 7

Advocacy 8

Candidate Bio and Statement – 2023

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

Name: Sara North, PT, DPT, PhD, M.Ed., PNAP

Title: Director of Educational Innovation & Evaluation

ACAPT Member Institution: University of Minnesota

Position: Board of Director - Director

Brief Bio

Sara North PT, DPT, PhD, M.Ed., PNAP serves as Director of Educational Innovation and Evaluation and Associate Professor in the Division of Physical Therapy, as well as Co-Director of the University of Minnesota's Center for Interprofessional Health. She completed her PhD in Evaluation Studies and Masters of Education in Community Health Education. Dr. North currently serves on the ACAPT Center for Excellence Advisory Committee, is a key contributor on multiple national ACAPT excellence task forces, is completing her 3-year term on the MN APTA Board of Directors, and serves in various leadership roles in the National Academies of Practice. Dr. North aims to contribute to the advancement of contemporary DPT and interprofessional education through innovative initiatives including development of an early assurance pathways program into PT for underrepresented individuals, an interprofessional learner-driven curriculum for hundreds of health professions students during full-time clinical rotations, and two preceptor development continuing education series in the areas of collaborative practice and diversity, equity, and inclusion. Dr. North's scholarly and professional passions include physical therapist curriculum development and assessment, systems-level approaches to organizational change, clinical education, diversity in health professions, and collaborative initiatives to move education forward through data-informed curricular design and assessment.

Candidate Statement & Interest

Strategic Goal 1, Academic Innovation, is the heart of what drives my professional pursuits. My top core value is 'creativity', with 'innovation' literally in my position title. I possess experience in conceptualizing, developing, implementing, and evaluating programs and large-scale educational initiatives. My contributions to ACAPT task forces and the Center for Excellence demonstrate my commitment to the enhanced data collection and sharing needed to meet ACAPT strategic plan objectives. My experience as DPT Curriculum Chair and key accreditation representative offer additional expertise in curricular design.

I am committed to advancing Strategic Goal 2, Diversity, Equity, and Inclusion, with experience developing a pathways program for URM into the DPT program; creating a workplace DEI continuing education series; attending the inaugural ACAPT National DEI Summit; disseminating research in impacts of educational cost and holistic admissions practices; and helping shape our program's inclusive faculty hiring practices.

I am prepared to support Strategic Goal 3, Influence, through my experience in DPT program leadership, role as founding Co-Director of the University's Center for Interprofessional Health, experience developing policies/procedures, and expertise in assessment, with PhD training in Evaluation Studies. I previously served as DCE and recently disseminated research on academic-clinical partnership quality and student clinical performance assessment tools. I am actively working to support the motion to transition PT educational units to department or higher by 2030.

Leadership History

Number of Years in Board Services

I am ending my 3-year term on the MN APTA Board of Directors as a Director this coming June 2023. Within that role, I served as the Board liaison to the State Government Affairs Committee. I begin a role on the Nominating Committee for the PT Academy in the National Academies of Practice this March 2023, though technically not a Board role I believe. I previously served on the Board for my neighborhood HOA for 1.5 years until I moved.

Years Served: 7

Experience

0: no experience, 5: has had some courses/experience in this area, 10 fully competent with experience and education courses.)

Analytical Skills: Ability to analyze data, problems, solutions by seeing the full picture: 9

I am often brought into situations with a reputation for problem-solving and offering new solutions to system level challenges. My academic training in Evaluation Studies (PhD) and community/population health problems (Master's) contributed significantly to my analytical skills and ability to see the full picture. I use data-informed approaches in all that I do, developing tools and strategies to collect the data needed to better answer the unknown, such as the full revision of all program surveys for all stakeholders. Organizational change coursework, leadership in co-directing our Center for Interprofessional Health involving 28 health professions programs (with student, program, and community stakeholder demands), and experience developing and successfully developing new initiatives provides a solid background for large-scale or system level strategizing, which I thoroughly enjoy.

Skills to address the ACAPT strategic Initiatives: 9:

I directed the development of and now oversee the strategic plan and outcomes for both my DPT program and the Center for Interprofessional Health of which I am co-director. I also recently participated as part of the strategic planning committee and then during the strategic planning retreat for the MN APTA in my role on the Board of Directors. Academic coursework and the APTA strategic plan training offered additional background in techniques. I am adept at collating and triangulating data to support goal achievement from multiple stakeholder perspectives. I am thoroughly organized and maintain annual up-to-date tracking and planning for strategic initiatives. The current specific ACAPT strategic plan goals and objectives are directly in line with my unique combination of experience and expertise, described briefly in my candidate statement above.

Technical Experience (especially related to computers, web pages and other IT issues 9:

I have strong technical skills and experience in a number of platforms, some of which was learned through coursework (e.g., library resource database training in my PhD program), some through work-related training (e.g., clinical education software training in my previous role as DCE), some through professional development (e.g., advanced clinical EMR (EPIC) super-user trainings), and some through personal growth in practice (e.g., advancing LMS capabilities through personal use and self-exploration of online training resources). I serve as the DPT program's technology representative to the University's health science technologies group. I selected, implemented, and oversee our program's Curriculum Mapping platform. I am competent in basic software and some advanced Excel skills. I have solid problem-solving skills for Zoom and other web-based challenges that may occur. I designed (but did not code) the new Center for Interprofessional Health web identity and content. I also have experience in home grown databases used by my interprofessional team, including a curriculum database and a rotations mapping database.

Business Experience: 6

The components of business with which I am most familiar are needs assessment, team building, mentorship, daily operations, logistical planning, marketing, policies/procedures, customer service principles, human resource management, foundational development (mission, vision, values), and strategic planning and leadership, the latter two covered in two separate categories in this nomination form. The majority of my experience in these areas stem from my leadership roles in the DPT program and as co-director of the Center for Interprofessional Health. I have shared responsibility in the creation and evolution of culture in both spaces for all stakeholders. I have conducted a number of needs assessments after formal training for AASC and other purposes, and teach this content with student projects in the DPT curriculum. I have experience as co-chair of the DPT Student Affairs Committee, co-lead of a Scheduling Task Force, and co-lead of a program administrative structure task force, all of which support the operations and customer service of running the DPT program. I mentor in faculty-student research projects, DPT student advising, interprofessional student scholar advising, faculty advising, curricular mentorship, and am chair of our new DPT Teaching Faculty Development Committee. I collaboratively developed an Affiliate Faculty program for interprofessional faculty development and an interprofessional student internship (overseeing project liaisonship, time and payment, assessment, etc.). I have a direct report staff member and manage human resource-related components of that role. I co-led development of the DPT program and Center for Interprofessional Health mission, vision, and values. I have actively written and revised many policies and procedures.

Financial Experience: 4

I oversee the budget for the Center for Interprofessional Health experiential student and community partner initiatives. This includes a weekend educational retreat, an interprofessional internship program, and community partner relationship building (travel, programming, etc.). I am increasingly being trained in the DPT program budget as well, as we revise our internal administrative structure model for more distributed leadership among our leadership team. I have developed a few budgets for small internal grants.

Advocacy (includes personal, professional, social, community, and patient advocacy): 6

I serve as the key legislative contact for my district in the state of MN for MN APTA State Government Affairs initiatives, like Day on the Hill where I schedule and lead sessions with legislators on important PT issues. I also served as the MN APTA BoD liaison to the State Government Affairs committee. I have been a staunch advocate for the PT profession's need for data to advance the pursuit of excellence, serving in the promotional video, contributing to national presentation efforts on behalf of ACAPT TF work, and serving on the ACAPT Center for Excellence Advisory Committee and its efforts. As a clinician, I previously advocated for individual needs via written communications defending need for services and equipment. Personally, I promote social advocacy via events, donations, volunteering, etc. advocating for groups such as Habitat for Humanity, Breast Cancer Foundation, Juvenile Diabetes, Alzheimer's Association, food pantries, American Red Cross, etc.

Public Speaking (do not include university courses): 8

My public speaking experience outside of university courses includes invited keynote speaker, invited presenter for medical school rounds and for educational clerkships, many international/national/regional peer reviewed oral presentations, facilitating educational experiences outside of coursework (e.g., leading orientations, internship sessions, etc.), leading debriefing sessions, running meetings, giving presentations in advanced academic degree training (including oral defense), and an extensive personal background in music, theater, and forensics in high school and college.

Leadership: 8

I serve as the Director of Educational Innovation & Evaluation for the Division of Physical Therapy in the Medical School, part of the leadership team that oversees accreditation, student affairs, curriculum, faculty affairs, etc. I also serve as co-director for the University's Center of Interprofessional Health, overseeing all interprofessional education and collaborative practice initiatives across 28 health professions programs. I directly and indirectly supervise the work of a number of staff members and have a Graduate Assistant as well. I am chair of the DPT Curriculum Committee and the Teaching Faculty Development Committee and was previous co-chair of a number of other committees. I lead annual faculty-student research projects and lead a variety of scholarly research collaborations with colleagues across the country. I was nominated and participated in the Medical School's Foundations of Leadership Excellence one-year program and am currently a Medical Education Outcome Center Faculty Scholar. I participated in 2 years of Leadership Coaching. I am course director and coordinator for a variety of courses in the curriculum and have led the design and implementation of multiple new courses and revisions in the past 5 years. I previously served as Director of Clinical Education at a University with 80 DPT students. My Board of Director roles are noted in a separate category in this nomination form. I have been selected to address situations requiring diplomacy and conflict management skills in the workplace on behalf of the DPT leadership team. My leadership style is a combination of participative (high collaboration tendencies per leadership coaching assessment), strategic, transformational, and visionary approaches, with an element of pace-setting in practice.

Skill Set Evaluation

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

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

Relationship Building: Adaptability,Empathy,Individualization

Executing: Achiever,Arranger,Responsibility

Influencing: Activator,Communication,Maximizer

Skill Set Ranking 1-8: 1 being the strongest.

Skills to address the ACAPT Strategic Initiatives 1

Analytics 2

Leadership3

Technical Experience 4

Public Speaking 5

Business Experience 6

Advocacy 7

Financial Experience 8

Candidate Bio and Statement – 2023

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

Name: Amber Fitzsimmons, PT, MS, DPTSc

Title: Nominating Committee

ACAPT Member Institution: University of California, San Francisco

Position: Nominating Committee - Member

Brief Bio

Amber Fitzsimmons, PT, MS, DPTSc is an associate professor, program director, and Chair of the Department of Physical Therapy and Rehabilitation Science, at the University of California, San Francisco. She practiced for a decade in acute care, acute rehabilitation, outpatient neurology, and skilled nursing settings. Subsequently, she served as a consultant for automotive companies such as Toyota and BraunAbility, both leaders in their commitment to change lives for people with physical disabilities through innovative automotive mobility solutions that provide independence and ease-of-use. Combining clinical expertise with business development skills, she returned to academia to pursue research in interprofessional collaboration in the workplace. She joined the UCSF faculty in 2013. Her research agenda focuses on belonging in health professions education. She is a member of the UCSF Academy of Medical Educator, and is a course developer for numerous faculty development sessions across UCSF as part of the Center for Faculty Educators. She has served ACAPT as a founding board and nominating committee member for National Interprofessional Education Committee and a founding board member for the Consortia for Humanities, Ethics, and Professionalism. Currently, she serves as the ACAPT representative on the IPEC core competencies revision working group.

Candidate Statement & Interest

The UCSF Department of Physical Therapy and Rehabilitation Science includes three robust faculty practices (50K patient visits/year), 10 interprofessional clinical sites, a DPT and PhD program, three residencies, and a robust research community. Using a relationship centered, collaborative leadership style, I enjoy solving complex problems, negotiating strategic priorities across academic and healthcare environments, managing budgets, and developing innovative academic and DEI programming departmentally and across our institution. This experience combined with my passion for DEI initiatives, align with ACAPT's strategic priorities: Academic excellence, DEI, and Influence. These priorities are the basis for advancing health equity and dismantling racism and oppressive academic and healthcare systems and policies. Therefore, I believe ACAPT's commitment to collecting and using data is necessary for data-informed decisions that drive our work to meet these societal needs. As an inclusive organization, we must commit to equitable and transparent practices in data collection, analysis, and interpretation so that academic excellence, DEI, and influence are supported through the full inclusion and understanding of the needs of our entire physical therapy community (patients, communities, learners, clinical partners, etc.). It would be my pleasure to serve ACAPT and to foster a diverse and inclusive mission driven organization.

Leadership History

Number of Years in Board Services

NIPEC--board of director, founding, and nominating committee--ackk, I can't remember how long--maybe 3-5 years?

CHEP founding board member--2 years

Years Served: 7

Experience

0: no experience, 5: has had some courses/experience in this area, 10 fully competent with experience and education courses.)

Analytical Skills: Ability to analyze data, problems, solutions by seeing the full picture: 9

I am a Chair of a Department of PT and Rehab Science. I oversee 3 robust faculty practices, research enterprise, and academic programming (DPT, residencies, and PhD in Rehab Science). I oversee a budget of approximately 11 million; work in a very complex and matrix organization and realize the importance of wholistic problem solving and understanding parties of interest assumptions. I like to ask a lot of questions.

Skills to address the ACAPT strategic Initiatives: 9:

As noted above, my leadership role is first and foremost designed to meet our patients needs within our health care system and our urban city (UCSF as an anchor institution). I have a proven track record of integrating DEI across our mission areas and each year get an exemplary report from the deans office on our department's annual DEI stewardship report. Our team aims to prioritize DEI as a foundational lens for all of our departments mission areas. Additionally, as Program Director of our DPT program we have successfully were re-affirmed for 10 years by CAPTE. Our team took the self study to heart and dug deep into the process (across all faculty) and used this experience to drive improvement and innovation. While a tedious process, I believe it made our program even stronger!

Technical Experience (especially related to computers, web pages and other IT issues 5:

I would say this is not necessarily a strong suit, although I aim to keep abreast of technology via my teaching and use of instructional technology.

Business Experience: 10

I have owned my own consulting business, owned my own marketing business, and current hold fiduciary responsibility for a Department with a 11 million dollar budget. I actually learned the most about business initially while owner of a marketing business with corporate clients like Toyota, Volvo, Hyundai, Suzuki, and others. Access to the C-suite in automotive marketing was quite eye opening.

Financial Experience: 9

I currently hold fiduciary responsibility for a Department with a 11 million dollar budget. My experience was gain through my own business, as well as in my Dept Chair role x 5 years.

Advocacy (includes personal, professional, social, community, and patient advocacy): 6

I would say most of my experience is local at the institution level where I am constantly advocating for more space, more resources, recognition of PT (in a dominated, School of Medicine.

Public Speaking (do not include university courses): 8

I do a fair amount of faculty development across the institution at UCSF--and workshops at CSM and ELC. I recently was asked to moderate a panel with our Chancellor, Health CEO, Dean, and Provost due to my skill in facilitation.

Leadership: 7

As noted, I am Chair of our Department at UCSF. I am the only non-MD Chair in our School of Medicine (out of 35 Departments, Institutes, Centers, etc.). I believe I am on a leadership journey where I am always learning and adapting to a complex health care, education, and research environment.

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

Strategic Thinking: Analytical,Ideation,Strategic

Relationship Building: Connectedness,Includer,Relator

Executing: Achiever,Consistency,Responsibility

Influencing: Activator,Communication,Significance

Skill Set Ranking 1-8: 1 being the strongest.

Business Experience 1

Public Speaking 2

Skills to address the ACAPT Strategic Initiatives 3

Leadership 4

Analytics 5

Financial Experience 6

Advocacy 7

Technical Experience 8

Candidate Bio and Statement – 2023

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

Name: Shari Rone-Adams, PT, MHSA, DBA

Title: Chair

ACAPT Member Institution: Nova Southeastern University

Position: Nominating Committee - Member

Brief Bio

Shari Rone-Adams, PT, MHSA, DBA is a Professor and the Chair of the Physical Therapy Department at Nova Southeastern University (NSU), in Fort Lauderdale, FL. She has been full time faculty since 2011 and Chair since 2016. Dr. Rone-Adams oversees two campuses with approximately 30 full time faculty members. Dr. Rone-Adams earned her BS in Physical Therapy from University of Miami, followed by her Master's in Health Service Administration from NSU. She then went on to earn her doctoral degree in Business Administration with a concentration in human resources. Dr. Rone-Adams is an APTA member since 1983 and is an active member of ACAPT serving on various taskforces and panels. Her academic career has incorporated working in the US, UK and Republic of Ireland. During her time in the UK and Ireland she held both teaching and administrative positions including Physiotherapy Lecturer, Research Coordinator, Director of Student Clinic and MSc Online Physiotherapy Program Leader.

Candidate Statement & Interest

I have served the APTA at the local, state, and national levels as a committee member, assembly representative, district delegate and District Chair. I value the importance of member involvement at the grassroots level and on up. I feel like the associations represent the greater good and we need representation from all stakeholders. The nominating committee is a starting place for involvement and a foundation for recruiting a strong base of leaders. The profession continues to increase our ability to have influence that will be of benefit to consumers and students by creating an atmosphere focused on a culture of continuous improvement. ACAPT must bring qualified people in that can transform didactic and clinical education in a way that supports diversity and inclusion and that continues to increase academic excellence. The ACAPT strategic plan focuses on aspects that must be addressed to be excellent within the field. My experience with recruiting and retention in the academic and clinical setting of staff, faculty and students makes me a good candidate to apply those skills to the ACAPT nominating committee. It would be an honor to serve on this role.

Leadership History

Number of Years in Board Services

Current member of the ACAPT Reactor Panel

2016-2017- ACAPT Task Force on Graduate Outcomes

Large gap in serve as I moved overseas and raised my children

1998-2004- Section on Geriatrics Bylaws Chair

Florida PT Association:

1994-97-Chair Standards of Practice Committee

1995-96-Ch Chair SE district membership committee

1993-95- SE District Chair

1992-93- SE District member services committee

1989-93- Member SE district membership services committee

1991-93- Member SE district council

1991-93- FPTA PAC Treasurer

1990-92- Chair FPTA By-Laws Committee

Years Served: 5

Experience

0: no experience, 5: has had some courses/experience in this area, 10 fully competent with experience and education courses.)

Analytical Skills: Ability to analyze data, problems, solutions by seeing the full picture: 9

As a clinician, manager and department chair my role is to see the big picture and find solutions that serve the greater good. I believe in making decisions and changes based on the verified needs which includes collecting the data to support the need and developing solutions that are data based. As a chair I am the one who often brings the discussion back to the data and away from people's feelings (although there is a place for feelings, depending on the situation).

Skills to address the ACAPT strategic Initiatives: 9:

Addressing strategic initiatives is the role of a Chair in Academia. The thoughtful consideration of the initiatives needed to obtain the goals is critical to success. As a Chair I have been involved in the development of strategic plans at the department, college and university level and have had ownership of initiatives. I hold the ability to be focused on the goal, moving it forward and adjusting as needed.

Technical Experience (especially related to computers, web pages and other IT issues 6:

Through self-teaching, short courses and one on one training and assistance I can complete what I need to accomplish relative to technology. I use several different databases, social media and other programs and can learn new technology quickly. I have not created but have revised web pages through the university system.

Business Experience: 9

I have a Master's and Doctoral degree in management and have held many management positions. My clinical management experience started as a Director of Rehabilitation at a rehabilitation hospital and developed into management of several sites over a large geographic area. As a faculty member I quickly moved into the position of DCE, continuing to grow and become DPT Director and then Chair of the PT Department, overseeing several programs within the department.

Financial Experience: 9

I current manage a budget that is several million dollars over several programs in my department. The budgeting process is detailed and specific and I oversee program directors that look at specific programs, where I oversee the larger needs of the department. I understand the need to balance the needs against the available resources.

Advocacy (includes personal, professional, social, community, and patient advocacy): 9

I am committed to change and doing what is best for the greater good. I am a great patient advocator always working to get my patients the best outcomes. An example is a patient with an amputation and a stroke where the insurance did not want to pay. I advocated for services and she left the facility with a prosthesis. As a professional advocate I have participate in days on capital hill in Florida and also in other arenas in the US Capital related to other health policies. As a social and community advocate I have pursued being able to provide pro bono PT services through the university. An example of personal advocacy would be advocating for continued leadership training for myself and others in the department, specifically related to financial support.

Public Speaking (do not include university courses): 8

Throughout my career I have done various public speaking engagements to include community training events, invited speaking engagements, professional association events, continuing education courses, etc. I have gained feedback throughout the years from mentors and others on ways to continue to improve my skills in this area. I feel comfortable with public speaking.

Leadership: 9

I have held many leadership positions both in the clinical setting and in the academic setting. In the clinic setting I have held positions as Directors of single sites as well as positions overseeing several facilities. In the academic setting I have transitioned from DCE to program director to the chair of the department. I have also attend various trainings over the years on leadership most recently attending the Chronicles Strategic Leadership Program: Department Chairs, offered by the Chronicle's in Higher Education.

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

Strategic Thinking: Analytical,Input,Strategic

Relationship Building: Connectedness,Individualization,Positivity

Executing: Achiever,Deliberative,Responsibility

Influencing: Communication,Maximizer,Significance

Skill Set Ranking 1-8: 1 being the strongest.

Business Experience 1

Leadership 2

Analytics 3

Financial Experience 4

Public Speaking 5

Advocacy 6

Technical Experience 7

Skills to address the ACAPT Strategic Initiatives 8

Candidate Bio and Statement – 2023

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

Name: Sue Wenker, PT, PhD, MS

Title: Director, Doctor of Physical Therapy Program; Associate Professor

ACAPT Member Institution: University of Wisconsin Madison

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 \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 SMPH 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 in the Department of Family Medicine and Community Health.

Candidate Statement & Interest

N/A

Leadership History

Number of Years in Board Services

Director of Practice and Director of Education for APTA Geriatrics, one 3-year term in each position.

Years Served: 9

Experience

0: no experience, 5: has had some courses/experience in this area, 10 fully competent with experience and education courses.)

Analytical Skills: Ability to analyze data, problems, solutions by seeing the full picture: 9

I have held many positions within APTA Geriatrics that required problem solving and analytical skills including editor of GeriNotes, SACE Item Writer, CSM Programming co-chair and co-developer of the Advanced Credentialed Exercise Expert for Aging Adults. My role as the program director requires ongoing problem solving with an eye toward the future.

Skills to address the ACAPT strategic Initiatives: 8:

I am well versed with ACAPT's initiatives and have aligned my past work within similar work. For example, I am continuing to analyze data longitudinally and cross-sectional to facilitate program decisions, I support and engage with meaningful and intentional innovation and value the ability to share a space where people can share not only their successes but more importantly when the does not go as scheduled. DEI initiatives are important and should be integrated within educating, hiring, supporting, and developing learners along with faculty and staff. Last, ongoing work should be continued to teach instructors how to teach, recognizing people are on their own journey to value teaching and learning skills.

Technical Experience (especially related to computers, web pages and other IT issues 8:

I am able to manage most standard technological platforms (e.g., Microsoft suite, apple products, google drive, qualtrics, Box, etc.). I utilize these skills daily. I do not create webpages or program.

Business Experience: 4

I have very little experience in a business sense. I am experienced in managing the Program budget.

Financial Experience: 5

As Program Director

Advocacy (includes personal, professional, social, community, and patient advocacy): 4

I advocate more at the individual and program level.

Public Speaking (do not include university courses): 10

I am comfortable presenting to a variety of audiences across multiple settings at the local, national, and international stage.

Leadership: 9

I find I use a variety of leadership styles depending on the situation. I work to inform my team as much as possible while also collecting their thoughts and opinions on major decisions and yet I also work to give my team the tools they need to be successful and guide them into creating a positive direction for the Program. Other times, I work to coach people on how they may develop their skills in ways that promote growth of the Program. I believe my leadership style is a combination of democratic, servant, and coach.

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

Strategic Thinking: Input,Learner,Strategic

Relationship Building: Connectedness,Positivity,Relator

Executing: Arranger,Deliberative,Responsibility

Influencing: Communication,Self-Assurance,Significance

Skill Set Ranking 1-8: 1 being the strongest.

Leadership1

Public Speaking 2

Analytics 3

Technical Experience 4

Advocacy 5

Skills to address the ACAPT Strategic Initiatives 6

Financial Experience 7

Business Experience 8

Candidate Bio and Statement – 2023

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

Name: Harsha Deoghare, PT, PhD

Title: Associate Dean

ACAPT Member Institution: Western University of Health Sciences, California

Position: Institute for Academic Advancement - Vice Chair

Brief Bio

Harsha Deoghare PT, PhD serves in the role of Department Chair for the Physical Therapy Program at Western University of Health Sciences in Pomona California since 2018 and he is promoted the Associate Dean role for the College of Health Sciences since 2021. Harsha received his physical therapy degree from University of Pune, India and his PhD in Rehabilitation Sciences from University of Florida. He served as a post-doctoral fellow at University of Florida and as an Assistant Professor at Fresno State. He is a 2020 graduate of the APTA Fellowship in Education Leadership (Education Leadership Institute). Currently, Harsha serves on the ACAPT Leadership Academy (ALA) Oversight Committee. Previously, Harsha served on the ACAPT Data and Technology task force. Harsha served on various state and national organizations, including service in the APTA House of Delegates and California Physical Therapy Education Research Committee and Research Committee of APTA Academy of Acute Care. His scholarly interests focus on educational research, and acute inpatient physical therapy care. He recently disseminated work includes elements of excellence in physical therapy education, leadership role in the creation of a climate and culture conducive to diversity, equity, and inclusion, effective of an virtual reality-based simulation, Innovative Approaches to Inter-professional Education, AI and machine learning applications to data analytics, early mobility in ICU etc.

Candidate Statement & Interest

I am honored to be considered for the Vice Chair position on the Institute of Academic Advancement. My academic, clinical, and professional leadership roles have helped me develop demonstrable skills required to effectively serve in leadership role in this time of transition. Participating on the 'ACAPT Data & Technology Task Force' offered me opportunity to work with all components of ACAPT and external stakeholders (CAPTE, APTA, FSBPT, AACP etc.) to learn their perspectives on the criteria of excellence and ACAPT's role in helping PT academia in their pursuits of excellence in diverse areas including DEI, clinical education, curricular innovations, leadership excellence to name a few. Serving as the Vice Chair role, I will support the goals of the Chair and the strategic initiatives established by the Board while carefully re-integrating strategic initiatives, and grassroot interests of the consortia and the people involved. I have the vision, sensitivity, communication skills, as well as problem solving and consensus building skills to bring members together and get excited in the new vision and mission of the Institute. I am a strong proponent of ACAPT in its role as the leading voice in academic physical therapy and I pledge to devote my best efforts in this role.

Leadership History

Number of Years in Board Services

BOD (President) of a non-profit organization InSPIRE SWADES for two years

Years Served: 5

Experience

0: no experience, 5: has had some courses/experience in this area, 10 fully competent with experience and education courses.)

Analytical Skills: Ability to analyze data, problems, solutions by seeing the full picture: 10

My education and training in research methods, statistics and data analytics as part of my PhD and involvement in extramurally funded research projects makes me well versed with data collection, visualization, analysis, and reporting to diverse stakeholders. I can think critically and objectively about a problem as well as think about quantitative and qualitative outcomes to understand the whole picture.

Skills to address the ACAPT strategic Initiatives: 10:

Participated in the development of two new programs Physical Therapy and Occupational Therapy in WesternU Oregon campus.

Lead the CAPTE accreditation process for both Physical Therapy programs.

Participated in strategic initiative task force appointed by the President at WesternU

Participated in the Task Force to Explore Data & Technology to Evaluate Program Outcomes and Transition Advisory Committee so well versed with the new strategic plan and structure of ACAPT.

Technical Experience (especially related to computers, web pages and other IT issues 10:

Worked with contemporary as well as futuristic technology ranging from Microsoft office to virtual reality, artificial intelligence and machine learning.

Have the technical know how and savvy to use it effectively for communicating, increase efficiencies in departmental management, education and clinical and research efforts

Business Experience: 7

Co-own a healthcare practice management company and well versed with the rule, regulations, human and other resource management as part of leading a successful business.

Created business plan for department and college with input from consultants to align with University strategic initiatives

Financial Experience: 10

Managed the departmental, college and through WesternU research committee Chair role budget at the University level.

Well versed with financial models, budget types and cycles as well as forecasting.

identified innovative solution to budget cuts and explored new sources of income outside student tuition and indirect cost during covid crisis

Advocacy (includes personal, professional, social, community, and patient advocacy): 10

APTA ELI fellowship provided training.

Member of APTA house of delegates also exposed to a more formal speaking at public forums to use persuasive speech advocating for the profession and multiple causes.

Leadership role exposed to multiple opportunities to advocate for the profession, program, students, patients and faculty members in front of diverse groups including payers, administrators, faculty members, community leaders, academic administrators, board of directors etc.

Public Speaking (do not include university courses): 8

Leadership role exposed to multiple opportunities to speak in front of diverse groups from faculty, students, applicants, parents, donors, vendors, community leaders, academic administrators, board of directors etc.

Presented at International, national and local conferences as well as facilitated sessions and meetings.

Leadership: 10

APTA ELI Fellowship

Skill Set Evaluation

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

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

Relationship Building: Adaptability,Empathy,Positivity

Executing: Achiever,Deliberative,Responsibility

Influencing: Activator,Communication,Maximizer

Skill Set Ranking 1-8: 1 being the strongest.

Leadership 1

Skills to address the ACAPT Strategic Initiatives 2

Analytics 3

Advocacy 4

Public Speaking 5

Financial Experience 6

Technical Experience 7

Business Experience 8 1

Candidate Bio and Statement – 2023

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

Name: Timothy Rethorn, PT, DPT

Title: PhD Candidate

ACAPT Member Institution: Ohio State University

Position: Institute for Academic Advancement - Vice Chair

Brief Bio
<p>Dr. Timothy Rethorn is a physical therapist and a PhD candidate in the School of Health and Rehabilitation Sciences at The Ohio State University. He received his Bachelor of Science in Health Studies and in Psychology from the University of Findlay, and he received his Doctor of Physical Therapy from The Ohio State University. He then completed an orthopedic physical therapy residency through the Ohio University Division of Physical Therapy and OhioHealth and is a Board-Certified Clinical Specialist in Orthopaedic Physical Therapy. His PhD training focuses on quality improvement and implementation science, especially as they relate to outpatient physical therapist practice. His PhD advisor is Dr. Catherine Quatman-Yates. In his spare time, he enjoys cooking and baking with his wife, exploring local restaurants, and bicycling Columbus bike paths.</p>
Candidate Statement & Interest
<p>I am excited to put my name forward to serve ACAPT in the Institute for Academic Advancement. I have a breadth of experience in working toward ACAPT's mission to advance excellence in a variety of ways. I have served ACAPT as a Student Assembly liaison and on the National Student Honor Society Task Force, and at the Criteria for Excellence Meeting and the subsequent Task Force to Explore the Creation of an Excellence Recognition Model. Most recently, I served as a facilitator to the National Equity, Diversity, and Inclusion Commission (NEDIC) Summit. Throughout my ACAPT-specific service, I have continually been impressed and energized by the commitment of volunteers to advance the mission and accomplish real and lasting change. Due to my previous service, I have a deep understanding of ACAPT's vision of excellence. As a PhD student, I have gained further training in improvement and implementation methods, which lends itself well to serving the Institute as it begins its important work. Whomever is selected to serve in the Institutes, I look forward to seeing the work that will be accomplished and how our profession will be bettered from their efforts.</p>

Leadership History

Number of Years in Board Services

Since my professional training, I have served across a variety of nominated and elected board positions. As a DPT Student, I served from 2017-2018 as the Student Assembly Liaison to ACAPT. I also served at the district level as a student liaison for the same period of time. Since 2019, I have been the Nominating Committee Coordinator for my district, both helping to find and fill positions on the district level and serving on the nominating committee for my state chapter. In 2022, I was elected to the nominating committee for the Evidence-Based Practice SIG of the Academy of Physical Therapy Research. My positions have both used my relationship-building and coaching skills to identify and put forth quality candidates for elected roles, even when they did not view themselves in those positions at first.

Years Served: 8

Experience

0: no experience, 5: has had some courses/experience in this area, 10 fully competent with experience and education courses.)

Analytical Skills: Ability to analyze data, problems, solutions by seeing the full picture: 8

As a PhD candidate with a focus on improvement and implementation methods, I have gained both classroom knowledge in fundamental and novel analytical skills, especially related to healthcare systems. I have also gained practical experience in consulting with a variety of quality improvement projects, providing methodological and analytical expertise to assist clinicians in improving their processes and clinics. My strongest skills lie in helping teams focus on the most important aspects of their work and identifying strategies and solutions to accomplish their goals.

Skills to address the ACAPT strategic Initiatives: 7:

I have been involved since the ground floor as an invited participant in ACAPT's meetings and task forces to craft the ideas, language, and recommendations to drive forward a culture of excellence in academic physical therapy. I have a strong understanding of the work done to now, where ACAPT is now at an inflection point to implement and iterate on the existing work to drive forward meaningful and actual change. My specific skills to help achieve the initiatives in the strategic plan include a strong ability to work with diverse teams to prioritize and work toward achievable action items.

Technical Experience (especially related to computers, web pages and other IT issues 7:

While I do not have specific formal training in computer science or IT-related skills, I have a long track-record of informal experience. Throughout PT school, I was the designated technical support person whenever computer issues happened for faculty or guest lecturers within the classroom. I have always been a self-motivated problem solver, seeking solutions for technical issues myself, but also understanding my limits and asking for expert help when issues go beyond my skillset.

Business Experience: 5

I have been exposed to a wide range of businesses, as a student, clinician, and resident across varying healthcare organizations, to the academic business side in my PhD training. I have lead my own grant applications for external funding, and assisted with successful million-dollar grant applications. My advisor has specifically focused on improving her academic business skills, which has translated to increased focus within our lab. Finally, in my service across multiple boards at local, state, and national levels I have been exposed to business operations and management.

Financial Experience: 3

My professional experience stems from my clinical and residency training, and exposure to organizational finances via board service. My experience is more along the lines of exposure through adjacency.

Advocacy (includes personal, professional, social, community, and patient advocacy): 6

I have a strong internal motivation to advocate for change when I witness ineffective or harmful processes. This has demonstrated itself in my life in a multitude of ways. As a student, I was unfortunately placed into situations where I had to advocate strongly for patients both within the facilities I was learning and to external stakeholders for my patients to receive the care they needed and deserved. This continued into my professional career through advocating for patients to receive treatment they needed despite their financial difficulties and organizational policies that impaired my practice.

Public Speaking (do not include university courses): 10

I have a history of national-level presentations ranging from poster and platform presentations to educational sessions both as a student and as a professional. I have further gained experience throughout my residency and PhD training in lecturing to DPT students across a variety of modalities (synchronous, asynchronous, virtual, in-person, etc). As part of my PhD training I have also undertaken specific coursework in teaching and learning for adult learners.

Leadership: 6

I have served in both formal and informal leadership roles for as long as I can remember. While in the Boy Scouts earning my Eagle Scout award, I worked my way towards senior youth leadership over our whole troop. Since my PT training, I have served and been nominated for student leadership roles across the Student Assembly and in ACAPT. I currently serve in formal leadership roles in my district and state on the nominating committee, and nationally for the Evidence-Based Practice SIG also on the Nominating Committee. I have served in a variety of informal leadership roles, with a significant recent role helping mentor the undergraduate students in our lab through skill development, research projects, and scientific communication in abstract and poster development. I have gained specific leadership skills through these experiences, but also through formal training including the LAMP course. My leadership style is relational and democratic. I seek to bring people together to focus on the highest priority goals to accomplish meaningful results. I prefer to lead through mutual trust and teamwork, fostering each team member to use their strengths and develop their weaknesses.

Skill Set Evaluation

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

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

Relationship Building: Developer,Empathy,Includer

Executing: Arranger,Belief,Restorative

Influencing: Activator,Communication,Maximizer

Skill Set Ranking 1-8: 1 being the strongest.

Public Speaking 1

Analytics 2

Skills to address the ACAPT Strategic Initiatives 3

Technical Experience 4

Leadership5

Advocacy 6

Business Experience 7

Financial Experience 8

Candidate Bio and Statement – 2023

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

Name: Janet Konecne, PT, DPT, PhD, OCS, CSCS

Title: Director of Clinical Education

ACAPT Member Institution: Western University of Health Sciences

Position: Institute for Teaching and Learning - Vice Chair

Brief Bio

Janet L. Konecne, PT, DPT, OCS, CSCS is a clinician and educator from Southern California. She is the Director of Clinical Education and an Associate Professor in the Department of Physical Therapy at Western University of Health Sciences in Pomona, California. Dr. Konecne practices at a private clinic in Anaheim, California where she educates the community on movement related issues and prevention. She has been an active member of the APTA since 1982 and a member of the Education, Orthopedic, and Geriatric Sections for many years. She has a subspecialty in Performing Arts Medicine, assisting creative performers with injury prevention and management. She is currently serving as a medical advisor to Pacific Crest, a Drum and Bugle Corp, and has served as a technical advisor for the film and television industry. Janet has worked for over 10 years creating simulation learning activities for healthcare professionals, while also training working actors to create roles that are educationally rich for their intended audience. Janet has served on the APTA Task Force for Payment for Clinical Education, is actively involved in the Southern California Clinical Education consortium, and is currently on the NCCE Board.

Candidate Statement & Interest

Thank you for considering me for this incredible opportunity to serve the members of ACAPT. I have been an APTA member since 1982, and been involved in education for over 30 years. Clinical education has been part of my role as a university educator for most of those years, serving as a SCCE, CI and student mentor within the clinical environment, an adjunct site/student evaluator, and finally a DCE for the past 10 years. As I review the work that has previously been done in ACAPT, I am excited for future possibilities, and I am inspired by those who have made this journey a reality. I look forward to joining the initial team while working towards expanding the vision and moving closer to the goals that have been developed. I believe we still have work to do to create opportunities for students, facilities and universities to better collaborate as we work towards the ultimate goal of training the emerging professional. My recent advanced studies in Leadership make me uniquely qualified to carry out the strategic plan and guide the innovative work that needs to be done to improve our process. I have a creative and open mind and am known for thinking outside of the box. I believe that we need this type of leadership as ACAPT is re-imagined to assist in our collective goals. Working to further create and refine our Clinical Placement Process should be an ongoing process and at the forefront of our mission. Thank you for the opportunity to run and I look forward to serving you responsibly in this role.

Leadership History

Number of Years in Board Services

Director, Academy of Orthopedic PT (3 years), Chair, Promotion and Tenure, Western University of Health Sciences (4 years), DCE (12 years), Western University of Health Sciences, Secretary, Altrusa of Anaheim International Foundation (5 years), Girl Scout Leader/Advisor, Girl Scouts of Orange County, CA (14 years),

Years Served: 6

Experience

0: no experience, 5: has had some courses/experience in this area, 10 fully competent with experience and education courses.)

Analytical Skills: Ability to analyze data, problems, solutions by seeing the full picture: 9

Working as a DCE and through my PhD has refined my analytical abilities, however this has been a skill that I have been told is one of my strengths throughout my life.

Skills to address the ACAPT strategic Initiatives: 5:

Since ACAPT is working to redesign itself, I'm not sure what skills are needed within the current leadership. I have worked extensively with strategic plans as a Board member of local and national non-profits and the AOPT.

Technical Experience (especially related to computers, web pages and other IT issues 5:

I manage multiple programs as I balance my life as an educator and practitioner. I am not great at fixing IT issues, but am a good problem solver and tend to be able to navigate computer programs and issues fairly well. I know where I can go with questions to solve these types of issues.

Business Experience: 8

I own a private practice, so have had quite a bit of experience in business. In addition, I served on the Executive Board of the Anaheim Chamber of Commerce for several years.

Financial Experience: 6

Working as a Board member of several organizations has allowed me the opportunity to work with budgets of every shape and size. I do not have any formal training as a CPA or economist

Advocacy (includes personal, professional, social, community, and patient advocacy): 4

I served as the California Government Affairs Liaison for multiple years and have worked with Legislators on educational and practice issues almost my entire career.

Public Speaking (do not include university courses): 10

I have worked in the theater and done a lot of public speaking as I have served in multiple leadership roles both in the community and my profession. I give presentations in the community often and am currently working a developing a podcast in collaboration with D.O. to address coping strategies in the medical field. Public speaking is a joy for me to do and I am asked to serve in this role often

Leadership: 8

This is an area that I am super interested in and chose to study it for my PhD. I read incessantly on this subject and enjoy looking at different leadership styles, approaches and outcomes. I have served in multiple leadership roles, including in Girl Scouts (leader and mentor for 14+ years), Stage managing theater shows in the community, Academic Senator (now 3 years), Chair of Promotion and Tenure, Chair and developer of Hope Reads (a non-profit organization that provides books to cancer and infusion therapy patients), Chair of the Anaheim Ducks luncheon (Anaheim Chamber of Commerce), multiple board leadership positions with local charity groups

Skill Set Evaluation

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

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

Relationship Building: Connectedness, Includer, Relator

Executing: Achiever, Consistency, Responsibility

Influencing: Activator, Communication, Significance

Skill Set Ranking 1-8: 1 being the strongest.

Public Speaking 1

Analytics 2

Leadership 3

Advocacy 4

Skills to address the ACAPT Strategic Initiatives 5

Business Experience 6

Technical Experience 7

Financial Experience 8

Candidate Bio and Statement – 2023

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

Name: Michael Masaracchio, PT, DPT, PhD, OCS, FAAOMPT

Title: Chair and Associate Professor

ACAPT Member Institution: Long Island University

Position: Institute for Teaching and Learning - Vice Chair

Brief Bio

Dr. Masaracchio is an alumnus of the Physical Therapy Program at LIU. He joined the faculty full-time in 2006 and has been a practicing physical therapist for 22 years. He currently is an Associate Professor and Chair of the Department of Physical Therapy, as well as the Director of the Anatomy Lab. Dr. Masaracchio recently became the Co-Chair for the Interprofessional Education Task Force at the Brooklyn Campus. Clinically, Dr. Masaracchio is the Clinical Director at Masefield and Cavallaro Physical Therapy, where he specializes in the examination and treatment of orthopedic and sports related pathologies. He is a board certified orthopedic and prior sports clinical specialist from the American Physical Therapy Specialization Council and has served on the Specialization Academy of Content Experts for the sports physical therapy examination from 2013-2016. He completed his Fellowship in Manual Therapy from Regis University in 2013 and is a Fellow in the American Academy of Orthopedic Manual Physical Therapists. Dr. Masaracchio is currently the VP for APTA New York. Dr. Masaracchio has published 34 articles, two textbooks, and a book chapter, in addition to 36 presentations locally, nationally, and internationally. He recently is a graduate of the Education Leadership Fellowship from the APTA.

Candidate Statement & Interest

Since 2006 I have been a FT faculty member in the Department of PT at LIU. During the past 17 years I have developed a strong musculoskeletal curriculum that changed the way students were taught and assessed. Assessment drives learning and the implementation of standardized patient exams has improved students' clinical reasoning and decision making. As Director of the Anatomy Lab and instructor for both Anatomy courses within the DPT curriculum, I have implemented a clinical focus on anatomy where students are applying anatomy in clinically useful ways, as opposed to memorizing for an examination. During my time at LIU, I have been awarded the David Newton Teaching Award, and been invited to speak at multiple DPT graduation ceremonies. In terms of clinical education, I worked with our DCE and ADCE to develop international rotations and transition our clinical education courses to provide more flexibility to students, while maintaining CAPTE accreditation standards. Over the past two years, I have served on the Education Leadership Partnership as a reviewer for competency based education. I believe all these past experiences will serve me well if given the opportunity to continue to foster academic excellence in DPT education.

Leadership History

Number of Years in Board Services

2022 – present: Vice President, APTA New York

2021- 2023: Education Leadership Partnership – reviewer for the domains competency for PT education

2020 – 2021: Academic Administrators Special Interest Group (AASIG) of the NYPTA Task Force on Clinical Education Teaching

2020 – 2021: ASSIG of the NYPTA Co-Chair Task Force Return to Campus

2019 – present: Advisory Board Kingsborough Community College PTA Program

2018 – 2021: New York Physical Therapy Association Program Committee Chair

2017 – 2019: New York Physical Therapy Association Practice Act Task Force

2016 – 2017: Brooklyn/SI, New York Physical Therapy Association Member at Large

2014 – 2018: Brooklyn/SI, New York Physical Therapy Association Chapter Director

2014 – 2019: Board of Directors Our Lady Of Guadalupe Academy (Chairperson)

Years Served: 10

Experience

0: no experience, 5: has had some courses/experience in this area, 10 fully competent with experience and education courses.)

Analytical Skills: Ability to analyze data, problems, solutions by seeing the full picture: 10

When I first became chair, we were on probationary accreditation. I quickly strategized to move the DPT program back to being fully accredited until 2027 when our next SSR is due. In addition, I have recently completed my Education Leadership Fellowship from the APTA, in which my capstone project was on "Cost of DPT Tuition and Student Debt." This program has enabled me to see issues from all points of views and consider all stakeholders when making decision.

Skills to address the ACAPT strategic Initiatives: 8:

The Education Leadership fellowship provided much detail on different styles of leadership, as well as my own personal leadership style. This has encouraged me to branch out into the multiple domains of the "Bolman and Deal's" leadership framework, specifically the political frame to gain a better appreciation for strategic leadership and the importance of partnerships and systems thinking.

Technical Experience (especially related to computers, web pages and other IT issues 5:

I have been a faculty member FT for 18 years. My technical experience with computers and IT in general has continued to grow on a yearly basis. I have informally met with IT staff on occasions to help further my understand of the technical aspects of computers, etc. It is an area where I can certainly develop more.

Business Experience: 7

I have worked as an outpatient clinician for the past 22 years. This has enabled me to become familiar with the business aspects of physical therapy clinical practice. In addition, I am actively engaged in health services research to identify the timing and cost of physical therapy interventions on musculoskeletal pathologies. Furthermore, my colleague and I have run a small continuing education business for the past 7 years.

Financial Experience: 7

My financial experience started when I became Chair on January 1, 2019. I quickly transitioned into developing skills for budget development, allocation of resources, and collaborative working with the financial staff at LIU. In addition, my Educational Leadership Fellowship has broadened my understanding of financial matters and how critical it is to physical therapy education, practice, and research.

Advocacy (includes personal, professional, social, community, and patient advocacy): 7

Advocacy for me began when I graduated from PT school in 2001 and became a strong advocate for my patients. I was instrumental in developing a wellness program in our clinic for patients who have been DC to help transition them back to higher functional performance. I have been involved in more formal advocacy events over the last few years by attending Lobby Day for APTA New York. In addition, I continue to support and lobby for lower tuition in an attempt to lower the student debt numbers when graduating from their DPT programs.

Public Speaking (do not include university courses): 9

Public speaking began for me by becoming a baseball and basketball coach for a local Church youth program. This transitioned into becoming a lecturer at Mass during my 20s and 30s. In addition, I have had the privilege of speaking at numerous graduation ceremony's. On a more formal role, I present and market our DPT program to high school and undergraduate colleges multiple times a year. I often lead faculty meetings, committee meetings, or have been part of other BODs that require strong communication skills and public speaking.

Leadership: 8

I have had a unique leadership journey. This includes starting at a young age as an athlete and being captain of my baseball team. This transitioned to more professional leadership as a PT student, when I got elected class President. Moving forward my journey of leadership transitioned into clinical director of our outpatient clinic and then eventually Chair of the DPT program at LIU. More recently I have been elected VP of APTA New York, which has now taken on a different leadership role for me in advancing the strategic priorities of the Chapter. In terms of my own leadership style, I thrive on the human resources and structural frames of the Bolan and Deals framework. I continue to work to develop more of a political frame when necessary.

Skill Set Evaluation

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

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

Relationship Building: Adaptability,Empathy,Positivity

Executing: Achiever,Consistency,Responsibility

Influencing: Communication,Maximizer,Self-Assurance

Skill Set Ranking 1-8: 1 being the strongest.

Analytics 1

Leadership 2

Skills to address the ACAPT Strategic Initiatives 3

Public Speaking 4

Advocacy 5

Technical Experience 6

Financial Experience 7

Business Experience 8

Candidate Bio and Statement – 2023

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

Name: Carla H Sabus, PT, PhD

Title: Associate Professor, Director Curriculum and Assessment

ACAPT Member Institution: Tufts University

Position: Institute for Teaching and Learning - Vice Chair

Brief Bio
I have been in academic physical therapy for nearly 20 years. I have witnessed and have been engaged in transformative change in our field and am encouraged by the vision for more inclusive, innovative, and responsive academic programs to serve our students and society. Not only do I have experience in physical therapy education. In past roles, I have intimately been involved in undergraduate and graduate medical education. I believe that interprofessional perspective can inform the pursuit of excellence in physical therapist education. This may include Entrustable Professional Activities or competency-based education. Over my years in student support and admissions, I have worked to diversify the physical therapist student population. I am currently involved in scholarship efforts in this area. I recently spoke on this topic at CSM, have a manuscript in review, and am engaged in a study with underrepresented minority faculty. I aim to achieve teaching that can address social justice and equity, that is accurate in representations, and can equip learners with the citizenship skills to impact in social change.
Candidate Statement & Interest
I am seeking to serve in the new Teaching and Learning Institute. I prepared for my transition from clinical practice to academics by completing my PhD from the University of Kansas in Education with an emphasis on Curriculum and Instruction. I have published on innovative instruction including simulation, and on practice and expertise formation. I have focused on expertise as a social phenomenon built within communities of practice. I have served in the range of academic physical therapist faculty roles – Director of Clinical Education, DPT Program Director, and currently Director of Curriculum and Assessment. I believe these experiences have equipped me with a deep appreciation of the various elements that constitute quality physical therapist education. Having completed training through the Center for Medical Simulation, the Israel Center for Medical Simulation, and the Debriefing Academy, I have extensive professional development in the area of healthcare simulation, debriefing and feedback, a growing area of instruction in academic and clinical settings that aims to address patient safety and effective teamwork. Since 2021, I have served as the ACAPT Simulation Consortium Professional Development Committee Chair that has hosted a number of professional development programs and has developed materials supporting quality simulation-based learning materials.

Leadership History

Number of Years in Board Services

The following is a summary of my roles in leadership.

Director of Curriculum and Assessment

Tufts University

Jan 2023-present

Director of Curriculum and Professional Development

University of Kansas Medical Center

Jan 2017-Aug 2021

Director of DPT Program

Admissions Committee Chair

Curriculum Committee Chair

University of Kansas Medical Center

2010-2017

Director of Post-Professional DPT Program

University of Kansas Medical Center

2012-2015

Director of Clinical Education

University of Kansas Medical Center

2008-2010

Physical Therapist IV, inpatient supervisor

University of Kansas Health System

1995–2001

Years Served: 9

Experience

0: no experience, 5: has had some courses/experience in this area, 10 fully competent with experience and education courses.)

Analytical Skills: Ability to analyze data, problems, solutions by seeing the full picture: 9

In my leadership and faculty roles, data analysis has always been a foundational requirement. I have skills in both quantitative and qualitative research that equip me for problem solving that I apply to teaching and learning. I seek varied data sources and am skilled at conducting appropriate analysis. I believe my greater skill is creating the accurate story about the data and extrapolating the meaning and the response that the data demands. In a previous role, we routinely applied a Design Thinking approach to our innovation. I found this framework useful in development, launch, assessment, and reiteration of new processes or programs.

Skills to address the ACAPT strategic Initiatives: 8:

I believe that a sound strategic plan is necessary for any organization or institution's success. No level of resources can support an organization with members or leaders working toward disparate goals. I enjoy the process of vetting a strategic plan and am understand the necessity of members committing to the plan and vision. I have also found in my years of academic and clinical work that my values must align with my institution. My personal identity and goals must parallel those of the organization that I spend hours serving for me to feel whole and fulfilled. I am deeply committed to my profession, my current institution and find service to these personally fulfilling.

Technical Experience (especially related to computers, web pages and other IT issues 9:

I consider myself somewhat of an "early adaptor" when it comes to technology. I was an early adaptor to social media and even collaborated on perspective on social media and professionalism published in PTJ. I have been the contact for troubleshooting software applications in various roles and institutions that I have worked. When confronting a problem, I find myself conceptualizing the technology solution to my issue. Platforms that I have used range from being a beta tester for PT-CPI and an early adaptor of PTCAS. I have competency in a wide range of platforms for data analysis and teaching. I currently use the curriculum management platform, Exxat.

Business Experience: 7

Many healthcare providers and educators recoil when their practice or institution is considered a business. However, I understand that business principles apply for any organization. Again, many physical therapist are not natural "salespeople" but marketing and advocacy is inherent to our work. I find that I can easily step into these roles for a product or organization that I believe in. I appreciate the necessity of understanding the business landscape of physical therapy and physical therapist education in the broader context of healthcare practice and health professions education. Business partnerships are often necessary to optimize our programs and realize our goals.

Financial Experience: 6

While I have spent my career in health systems that were public and nonprofit and in higher education systems that were also public or nonprofit, I do appreciate that any organization must be financially disciplined for survival and to meet its goals. In a previous role, I served in a leadership position. While I was not ultimately responsible to financial decisions or transactions, I was part of the leadership team deliberating priorities for funding and investment. I understand that organizational values are often operationalized through investment decisions.

Advocacy (includes personal, professional, social, community, and patient advocacy): 9

I have advocated for my profession and my patients in multiple capacities through the years. I do believe that I cannot step out of representation of my profession in any of my interactions. For example, as a baseball mom, I was also a physical therapist when debating pitch count restrictions within the league. Also, as a mom, I attended career day for each of my boys and enthusiastically introduced physical therapy to a cafeteria filled with junior high students. I advocated for physical therapy in my role as DPT program director to incoming undergraduates exploring health professions and supported the undergraduates of the institution pursuing physical therapy. As a provider in an interprofessional ALS clinic, I served as our team captain for ALS Foundation fundraising efforts. As a former burn therapist, I was a member of the community Burn Survivor group supporting burn survivors in the community and providing prevention programming.

Public Speaking (do not include university courses): 10

I am a seasoned public speaker. I have spoken at numerous CSM and ELC meetings since 2006, both sessions and pre-conference sessions. I have conducted invited sessions on simulation-based learning. In my former position, I led a campus professional development program and conducted workshops throughout the year to an interprofessional healthcare audience. I have consistently received positive feedback and session evaluations on my sessions. I strive to incorporate active learning activities within in sessions and workshops to support participant engagement and content application and retention.

Leadership: 9

Throughout my career, both academic and clinical, I have quickly assumed leadership roles and have been part of transformational change within organizations. I believe I have the temperament and skills to effectively contribute to a diverse team by fostering a highly collegial, respectful, and supportive environment. I have served as DPT program director and Director of Curriculum and Assessment. I also served as Director of Curriculum and Professional Development at the University of Kansas Medical Center's simulation institute. This institute served both the health system and academic programs. I joined this leadership team as the institute was in its early development. In contrast to my leadership position in a well-established academic department, this "start up" faced high stakes decision on multiple fronts. In my role, I learned the importance of trust, productive conflict, commitment to decisions, and accountability among the leadership team. I learned the importance of open communication, explicit expectations, and collaboration in leading my curriculum team.

Skill Set Evaluation

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

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

Relationship Building: Adaptability,Developer,Harmony

Executing: Arranger,Deliberative,Discipline

Influencing: Activator,Command,Communication

Skill Set Ranking 1-8: 1 being the strongest.

Public Speaking 1

Skills to address the ACAPT Strategic Initiatives 2

Leadership3

Analytics 4

Technical Experience 5

Advocacy 6

Financial Experience 7

Business Experience 8

Candidate Bio and Statement – 2023

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

Name: Frank Tudini, PT, DSc, OCS, FAAOMPT

Title: Associate Professor

ACAPT Member Institution: The University of Tennessee at Chattanooga (UTC)

Position: Institute for Teaching and Learning - Chair

Brief Bio
Dr. Tudini is an Associate Professor in the Physical Therapy Department at the University of Tennessee at Chattanooga. He is board-certified as a specialist in orthopedics emeritus by the American Board of Physical Therapy Specialties and is a Fellow in the American Academy of Orthopaedic Manual Physical Therapists. Dr. Tudini continues to work per diem treating patients with musculoskeletal injuries and provides post-professional continuing education on the topics of dry needling and manual therapy across the nation with Double EE Education. He has presented at over 25 conferences regionally, nationally, and internationally and has over 25 publications. His latest research focuses on tests and measures in orthopedic physical therapy, manual therapy, and clinical reasoning
Candidate Statement & Interest
I am in a unique position to be a leader in the Institute for Teaching and Learning. Having experienced 3 different models of PT education over the last 8 years, I have knowledge of the pros and cons of each. I have also participated in 2 CAPTE reviews at different institutions. The mission statement at UTC specifically states that our goal is to develop professional leaders through education, advocacy, research, and service. This mission I have successfully fulfilled over the last 3 years and wish to expand beyond the university level and volunteer at a national level.

Leadership History

Number of Years in Board Services

I have served on the APTA State Boards in Connecticut and Tennessee.

Years Served: 7

Experience

0: no experience, 5: has had some courses/experience in this area, 10 fully competent with experience and education courses.)

Analytical Skills: Ability to analyze data, problems, solutions by seeing the full picture: 9

The ability to analyze data and see the full picture are important for all faculty members. I have experience in this area from revising and rebuilding courses within DPT programs as well as from working on committees such as Admissions and Curriculum, that are tasked with analyzing the DPT program. I also have improved my analytical skills through research activities and scholarly publications.

Skills to address the ACAPT strategic Initiatives: 9:

I believe that I can positively contribute to the ACAPT strategic initiatives. I have experience working on different committees within universities as well as APTA committees such as being the current chair of the Research Committee.

Technical Experience (especially related to computers, web pages and other IT issues 10:

I have current knowledge and proficiency with most computer programs through the UTC.

Business Experience: 7

Before moving into full time academia, I was a multi-site manager for a busy orthopedic PT clinic. I also currently direct the motion analysis lab at the UTC.

Financial Experience: 7

I have successfully worked within budgetary constraints as manager of the motion analysis lab.

Advocacy (includes personal, professional, social, community, and patient advocacy): 7

I have always valued advocacy. The primary example of this was working with the advocacy group in North Carolina where PT's were attempting to have placed manipulation in the practice act. This took several years but was ultimately successful. It was a great learning experience to meet with state representatives and lobbyists and to introduce students to this process. I also am currently on the BOD for the state of TN and have met with state representatives regarding matters related to billing.

Public Speaking (do not include university courses): 10

I regularly teach professional continuing education to practicing PT's.

Leadership: 7

I have extensive leadership experience with heading committees such as Admissions or the TN APTA Research Committee. I have also been the manager in PT

clinics.

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

Strategic Thinking: Intellection, Learner, Strategic

Relationship Building: Adaptability, Harmony, Includer

Executing: Achiever, Belief, Responsibility

Influencing: Communication, Self-Assurance, Significance

Skill Set Ranking 1-8: 1 being the strongest.

Skills to address the ACAPT Strategic Initiatives 1

Analytics 2

Advocacy 3

Public Speaking 4

Leadership 5

Technical Experience 6

Business Experience 7

Financial Experience 8

Candidate Bio and Statement – 2023

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

Name: Carol Beckel, PT, PhD

Title: Associate Professor & Director of Clinical Education

ACAPT Member Institution: Saint Louis University

Position: Institute for Community Engagement - Chair

Brief Bio

Carol Beckel is the Director of Clinical Education and an Associate Professor in the Program in Physical Therapy. Dr. Beckel oversees the clinical education portion of the curriculum during the Professional Phases, is the course coordinator Documentation, and is the Department representative for the College Diversity, Equity, and Inclusion Committee. She earned her B.S. in Physical Therapy (1992), her Masters in Higher Education (2004), and her PhD in Educational Studies (2012) from Saint Louis University. Her practice background is in acute, rehab, skilled nursing, home health, school based, and pro bono practice both in Belize. During her 10 years of clinical practice, she served as a clinical instructor (CI) for PT students at all preparation levels and from diverse academic programs. Dr. Beckel is involved in national clinical education organization through the APTA Academy of Education and the American Council of Physical Therapy Education. She also represents Saint Louis University in the Central ACCE Consortium, a regional clinical education community. Dr. Beckel currently serves on the St. Patrick Center Board of Directors, serving individuals who are homeless, and was a previous Board member for Hillside Health Care International, a primary health clinic in Southern Belize.

Candidate Statement & Interest

The Institute of Community Engagement must actively seek opportunities to engage a community beyond the academic walls in the advancement of physical therapy education. ACAPT established a strategic plan with goals to increase innovation, inclusion, and influence. My communication style would support these efforts to identify those community members who are not typically considered in national discussion. It is essential to listen to all educators across the continuum of education in America to identify the best candidates for our profession. This is an important path to address the ongoing uneven inclusion of diverse candidates in our field to this point. I am an effective leader when tasked with existing and unforeseen challenges. As the Academic Co-Chair for the Clinical Education Special Interest Group from 2018-2022, I led discussions revising a dated clinical assessment tool, caprices decisions regarding the inclusion of students in the treatment of patients with Medicare A insurance, and then the resumption of clinical education during an unprecedented pandemic. The challenges ACAPT will address through the strategic plan requires an engaged community. My leadership style will attract participants and demonstrate value toward everyone as the entire community moves toward the achievement of the ACAPT strategic goals.

Leadership History

Number of Years in Board Services

I served on the Board of Directors for Hillside Health Care International (HHCI) from 2012-2019 and as the Secretary from 2013-2019. HHCI provides primary medical care including physical therapy services through a clinic in Southern Belize. I served St. Patrick Center on the Board of Trustees 2011-2019 and as the Chair from 2016-2018. I then joined the Board of Directors in 2019 and was elected Secretary in 2021, a position I still hold in 2023. I served on the APTA Academy of Education Board as a co-representative for the Clinical Education Special Interest Group.

Years Served: 10

Experience

0: no experience, 5: has had some courses/experience in this area, 10 fully competent with experience and education courses.)

Analytical Skills: Ability to analyze data, problems, solutions by seeing the full picture: 10

I approach problems with the ability to see all sides and views. I have learned the importance of hearing from as many voices as possible before closing the door on any options.

Skills to address the ACAPT strategic Initiatives: 8:

In the past 3 years I've accelerated my efforts to better understand the challenges within our profession to improve inclusivity through equity in opportunities. I completed a series of courses through eCornell to increase my understanding of diversity, equity, and inclusion. This coursework allowed me to ask myself and my peers more challenging questions and push to find the best answers.

Technical Experience (especially related to computers, web pages and other IT issues 7:

I am competent in electronic communication as well as conference platform options. I am proficient in the use of spreadsheets and data bases to organize material and develop reports.

Business Experience: 9

As a Director of Clinical Education for nearly 20 years, I understand the importance of communication and collaboration. I am part of discussions regarding contractual agreements, planning 18 - 24 months into the future, and best utilization of technology to support work. I contribute to Department reporting for both internal and external parties to ensure sufficient resources are available.

Financial Experience: 4

I oversee a clinical education budget to manage expenses specifically related to this portion of the Program Curriculum. The requires limited budgeting skills due to the amount of monies available.

Advocacy (includes personal, professional, social, community, and patient advocacy): 9

In my faculty appointment, I advocate for the needs of our Program and Department. I also advocate for students and clinical educators to ensure a high quality clinical experience for all individuals involved. In my role on the Board of Directors for St. Patrick Center, I provide presentations to other community groups to

challenge the assumptions of individuals who are homeless. This often requires assisting listeners to reconsider bias and assumptions regarding how individuals end up in a situation of not having secure housing.

Public Speaking (do not include university courses): 10

I effectively led national clinical education meetings during my role as Academic Co- Chair for the Clinical Education Special Interest Group. I am comfortable speaking from a pre-determined script and am able to adjust an agenda based on the needs of the attendees. I have experience leading these meetings both in-person and virtually. I have a strong sense of humor that allows for a more palatable delivery of drier and controversial material.

Leadership: 10

I am frequently consulted by faculty both internal and external of Saint Louis University. In particular, I consult with those faculty who serve as clinical coordinators for their particular department. I am not afraid to speak up in challenging circumstances. I have the ability to provide a truthful statement that provides an accessible perspective to others. I have also learned how to adjust my sense of humor to move a group forward and not create a negative environment

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

Strategic Thinking: Analytical,Ideation,Strategic

Relationship Building: Adaptability,Empathy,Positivity

Executing: Arranger,Discipline,Responsibility

Influencing: Activator,Communication,Self-Assurance

Skill Set Ranking 1-8: 1 being the strongest.

Public Speaking 1

Leadership 2

Skills to address the ACAPT Strategic Initiatives 3

Analytics 4

Advocacy 5

Business Experience 6

Financial Experience 7

Technical Experience 8

Candidate Bio and Statement – 2023

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

Name: Heather Brossman, PT, DPT, DHSc

Title: Assistant Professor and Associate Director of Clinical Education

ACAPT Member Institution: Drexel University

Position: Institute for Community Engagement - Vice Chair

Brief Bio
Heather Brossman is a physical therapist and assistant professor at Drexel University. Dr. Brossman teaches cardiopulmonary and pediatrics content. She also teaches in the pediatric residency program. Dr. Brossman completed her Master's degree and Transitional Doctor of Physical Therapy at Temple University. She received her Doctor of Health Science in Rehabilitation Sciences (DHSc) degree from Drexel University. Her DHSc research "A Collaborative Participation-Based Approach to Support Physical Recreation for Preschool Students with Multiple Disabilities: A Case Series" has been submitted for publication. Dr. Brossman's research agenda includes supporting individuals with disabilities to participate in physical recreation and sports. She has worked in various physical therapy settings including acute care, rehabilitation, outpatient, early-intervention, and school-based practice. Dr. Brossman enjoys volunteering for adapted sports athletes, Special Olympics, and ran a community based running club for many years.
Candidate Statement & Interest
I am interested in the institute for community engagement to promote educational partnerships which can work to improve societal health and wellness and enhance engagement across healthcare disciplines through collaborative processes. As a school-based physical therapists I collaborate with families, educators, related service providers and administrators to provide educationally relevant goals and interventions. I deeply believe in collaborations to have stakeholder buy in, provide meaningful programming, and to develop lasting sustainable systems. I ran a community-based running club for many years and am developing community partners for the learners in our Doctor of Physical Therapy program to gain valuable experiential learning opportunities in our local urban community. My expertise is in relationship building, participation-based interventions, collaborative goal setting, and person-centered plans of care. I wish to be a part of this ACAPT institute for community engagement to bring this passion to a larger stage and impact education more nationally by providing frameworks to this level community engagement for all PT programs.

Leadership History

Number of Years in Board Services

I just began service as the Region IV representative for the school-based SIG in the Academy of Pediatric Physical Therapy. I previously was the membership chair of the academy of cardiovascular and pulmonary physical therapy.

Years Served: 1

Experience

0: no experience, 5: has had some courses/experience in this area, 10 fully competent with experience and education courses.)

Analytical Skills: Ability to analyze data, problems, solutions by seeing the full picture: 10

I am often the person who can see the "big picture" or the "forest" while others see the "leaves". I am a big thinker, with big dreams. I can often analyze the problem and data to find solutions that others can't see as they are stuck on small details that sometimes matter, but often do not matter.

Skills to address the ACAPT strategic Initiatives: 10:

The strategic plan for ACAPT includes a vision to create a shared culture of excellence to improve societal health and a mission to be a champion of innovation, inclusion and inquiry in academic physical therapy. I am an ally in equity, diversity and inclusion (EDI). I want to be an ally and be able to make sure in my space that everyone is seen, heard and has a sense of belonging. Developing community partnerships offers pipelines of connection to individuals who may never have been introduced to physical therapy, or a physical therapists. The area where I work is very diverse, and reaching out to our community to develop health and wellness programming that the community partners want for themselves and their children is very important to me. I hope this will lead to more students from underrepresented minority groups, and begin to shape our profession into one that reflects back the diversity of our society.

Technical Experience (especially related to computers, web pages and other IT issues 6:

As everyone COVID shaped a deeper understanding of technology. I am proficient on zoom, and other platforms for meetings. I am able to navigate power point through various technological platforms such as canvas, zoom, teams ect.

Business Experience: 8

I ran a cash-based business for a number of years. This experience required me to be a leader who is highly organized, time efficient, and personable. Now that I work full-time teaching cardiopulmonary and pediatric content I consult with my company when needed.

Financial Experience: 5

I can not say I have financial experience that would be helpful. I run a busy household with four children who are going to college, and ran my business for a number of years.

Advocacy (includes personal, professional, social, community, and patient advocacy): 10

I have advocated in my local community to maintain recess for elementary students to our school board. I advocate for individuals with disabilities in adapted sports participation. I advocate for the learners at our university to participate in volunteer opportunities with organizations that provide services to individuals with disabilities.

Public Speaking (do not include university courses): 10

I have spoken nationally at combined sections and at continuing education courses. This year I presented at CSM, I plan on presenting at the Innovations conference in July. I have also presented a poster at APPTAC in 2018 and 2019.

Leadership: 10

My experience with leadership has spanned a lifetime. I have organized a RunClub for our local elementary school organizing over 100 children and 50 adult coaches to participate with teachers and administrators from the elementary school. As a school-based physical therapist I led a journal club for all of our related services providers. As an academic faculty member I am now working to start community engagement for adapted sports, physical activity and fitness for individuals with disabilities across the lifespan.

Skill Set Evaluation

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

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

Skill Set Ranking 1-8: 1 being the strongest.
Analytics 1
Leadership 2
Skills to address the ACAPT Strategic Initiatives 3
Advocacy 4
Public Speaking 5
Technical Experience 6
Financial Experience 7
Business Experience 8

Candidate Bio and Statement – 2023

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

Name: Matt Calendrillo, PT, DPT, BOCOP

Title: Multi-site Private Practice Owner, SCCE, Executive Residency Director

ACAPT Member Institution: Clinical Partner to Springfield College - LIVE EVERY DAY

Position: Institute for Community Engagement - Chair

Brief Bio

I love CLINICAL EDUCATION. I think clinical education is sexy. There I said it.

I am founder and owner of LIVE EVERY DAY, a Physical Therapy, Orthotic, Prosthetic practice throughout northern Connecticut and an on-campus teaching clinic at Springfield College Massachusetts, our academic partner. The on-campus clinic is a natural extension from the classroom to dynamic clinical education opportunities utilizing expert clinicians, faculty members, residents and students. The on-campus clinic, as well as all practice locations, create prime opportunities for layers of learning among all levels of learners and clinicians. These layers are fostered in part with a robust Orthopedic Residency Program, and a candidacy status Neurology Residency Program of which only a handful exist in New England and none in private outpatient practice. I am the past Vice Chair for ACAPT's National Consortium of Clinical Educators (NCCE). I am, motivated to bring value to Clinical Education, to the patients we ultimately serve and am fearless to build connections and partnerships through the lens of CE, IPE, and practice settings.

While an atypical candidate for ACAPT's inaugural Institute Chair, I feel confident in my ability to synthesize, lead, and execute.

Candidate Statement & Interest

I feel poised and confident to lead the inaugural Institute Chair for Community Engagement. The cornerstone of my practice has been the creation of a culture of excellence not despite clinical education but rather as a result of it. Patients receive the ultimate evidence rich care they deserve with an environment brimming with student learners. From ICE, to PTA, to OT, to fulltime PT experiences, to residency - patients anticipate our providers to be Clinical Instructors and expertly guide care while simultaneously fostering clinical learning. It truly is both a thing of beauty and directly in opposition to how 'bigbox PT' works. For this to be effective for more than 15 years, I've honed skills in innovation, inclusion of all learner types & needs, while repeated executing successfully in the eyes of patients, staff, and the multitude of community relationships we maintain. Our practice has 6 physical facilities, and another 6 external agreements for consultation and mentorship across disciplines and practice settings. I'm confident that for future physical therapists to be successful they need to embrace partnership, avoid 'guru'

based silos, and begin to play an active role in Healthcare across multiple disciplines, multiple settings with an emphasis on excellence and collaboration.

Leadership History

Number of Years in Board Services

Specific to Physical Therapy, I have served on ACAPT's National Consortium of Clinical Educators. I was voted in as a clinical-director at large and when a vacancy existed for Vice Chair I was approached by leadership at ACAPT and NCCE asking to assume the role. I did, and feel confident with the work and leadership under my tenure 2018-22.

Locally I serve on the Farmington Valley YMCA BOTs for 6 years, and a local non-profit for wetlands in my jurisdiction and have served as Vice Chair and secretary for over 15 years.

Years Served: 8

Experience

0: no experience, 5: has had some courses/experience in this area, 10 fully competent with experience and education courses.)

Analytical Skills: Ability to analyze data, problems, solutions by seeing the full picture: 8

While my statistical interpretations may be lacking in comparison to my Ph.D. colleagues, I feel confident in my ability to first and foremost; create goals, compare them to the executed outcome and establish solutions through reflective and data driven choices. Without exaggeration this is a daily activity I participate in between staffing needs, to fiduciary responsibilities. In addition to my early clinically driven academics I have completed Wharton's Executive Leadership and Management program.

Skills to address the ACAPT strategic Initiatives: 10:

Inclusion. I embody and participate within the environment arguably most Physical Therapists reside for their entire careers, clinical practice. My representation felt small in the NCCE, and that was clinical educators! We need more clinically based PTs stepping into National leadership roles, and this Institute of Community Engagement is exactly that bridge. I'll add, the work we are currently doing under ACAPT for the Clinical Education Roadshow is already creating an excellent framework for these initiatives. Work, data, and experience from the Roadshow has incredible applicability to the future work of this specific Institute. For that, I am excited and again poised to lead.

Technical Experience (especially related to computers, web pages and other IT issues 8:

I oversee our internal IT department across ~ 50 active users and all related systems. I feel able to problem solve, talk the language with those that are formally trained in such and when all else fails Ctrl + Alt + Delete

Business Experience: 10

I wish there was an 11 out of 10. I feel a confident innovator while simultaneously understanding the vast responsibility of managing people and multi-million dollar

transactions. I've learned the value and importance of clear goals, communication of those plans and expectations for execution.

Financial Experience: 10

See above! I have a deep understanding of income generation, accounts receivable and long-term financial planning. My practices' success is based in part by fiduciary flexibility in the short and long term to sustain day-day operations while leveraging large long term multi-disciplinary dealings. We all have COVID related challenges, we were open with our staff in the earliest of days of COVID, vowed to maintain everyone's pay in full for the length of COVID, unequivocally. This was possible in part by the strong stewardship we're founded on.

Advocacy (includes personal, professional, social, community, and patient advocacy): 9

Everywhere there are subtly barriers to patient successes; individually, institutionally and beyond. We need to be that voice and unafraid to challenge those barriers while being sensitive to the people being impacted. With the leadership role I hold professionally, I leverage it to make a difference. As an example, I approve and allocate near countless pro bono care from our providers to best manage the health needs of the patients in our community regardless of insurance coverage. We do this while simultaneously educating patient and families about their health care coverages, and advocating locally (as Connecticut is the insurance capital of the world) with big insurers for alternative plans, options and innovation (with successes!) to those that need it most.

Public Speaking (do not include university courses): 10

Below are several peer reviewed presentations applicable to Clinical Education and ACAPT

Educational Leadership Conference ACAPT 2020 – 'Managing a COVID Crisis in OP Physical Therapy' LIVE EVERY DAY A Physical Therapy Co. Calendrillo MM

ACAPT Townhall Virtual Meeting. April, June 2020 Midwest Regional Consortium – Facilitated Discussion of Program Directors and Directors of Clinical Education on current clinical education environment, CAPTE updates, and COVID related management.

Educational Leadership Conference APTA 2020 – 'Regional Networking Meeting – establishing a resource hub' National Consortium of Clinical Education. Calendrillo M, Howman J, Gusman L, Tominson, S.

Educational Leadership Conference APTA 2018 – 'Succeeding With A Multifaceted Approach to Clinical Education Within a Thriving Private Practice' Department of Physical Therapy Springfield College Pelletier DD, Nowakowski KA, Calendrillo MM

2019 Connecticut Physician Trauma Conference. Adapting to Severe Disability and Limb Loss. Calendrillo MM

Combined Sections Meeting APTA – 'Taking Integrated Clinical Education to the Next Level: 2016 Fostering Critical Thinking' Department of Physical Therapy Springfield College Pelletier DD, Nowakowski KA, Calendrillo MM

Leadership: 10

I enjoy the work of Martin Seligman, lecture on his concepts and try to embody the research around character strengths. These time and time again are Leadership, Creativity, and Appreciation of beauty and excellence. Unequivocally being an ENTJ via the Myers Briggs, (the 'Commander') I try to identify my

character strengths in each decision and lean into the opportunity. With this, Seligman speaks of Positive Thinking not being 'Happyology' but rather purpose seeking and purpose driven lives. I feel I embody this in my personal and professional life. I do this by identifying excellence in others, calling attention to it. Drawing clear and high expectations of myself and others in a particular endeavor. Then, executing my portions both singularly and collectively in creative ways.

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

Relationship Building: Adaptability, Developer, Positivity

Executing: Achiever, Focus, Responsibility

Influencing: Command, Competition, Self-Assurance

Skill Set Ranking 1-8: 1 being the strongest.

Leadership 1

Public Speaking 2

Business Experience 3

Financial Experience 4

Advocacy 5

Skills to address the ACAPT Strategic Initiatives 6

Analytics 7

Technical Experience 8

Candidate Bio and Statement – 2023

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

Name: Prisca Collins, PT, PhD

Title: Associate Professor & Director of Community Engagement

Current ACAPT Member Institution: Florida Southern College (concludes May 15th)

Transition Member Institution: Samford University (starts after May 15th)

Position: Institute for Community Engagement - Vice Chair; **Transition Position:** Chair

Brief Bio

Prisca Collins is an associate professor and Director of Community engagement in the School of Physical Therapy at Florida Southern College (FSC). She holds a PhD in Rehabilitation Sciences with a focus on Policy, Organization and Management Studies. Her research focus is on the use of community-based participatory research (CBPR) approaches to improve access to healthcare services for underserved populations, DPT curriculum development & assessment, and professional formation. She served as co-Director of Clinical Education at Governors State University from 2005 – 2010 where she integrated continuous assessment processes into the clinical education and broadened participation of clinicians of diverse backgrounds in the program. At FSC, she was instrumental in the development of an integrated professional and community education course series, and continues to serve as Director of Community Engagement.

Currently, her scholarship is focused on dissemination of the outcomes of our program's community-focused curriculum development process. She has volunteered in various sections of the APTA, including the APTA workgroup for developing essential elements of documentation for prevention, and on the board of the Academy for Leadership and Innovation – Global Health Special Interest Group. Currently she serves on the ACAPT NEDIC taskforce on systemic discrimination and racism mitigation.

Candidate Statement & Interest

I bring extensive experience engaging diverse clinical and non-clinical stakeholders. My work in community engagement began upon graduation from a US PT school and returning to my home country to face very limited understanding of the scope of PT. In response, we mobilized the few PTs in the country, engaged in intense advocacy efforts and established the Botswana Physiotherapy Association. As a predoctoral fellow in policy and evaluation, I trained community leaders to

develop and embed continuous assessment processes into their non-profit work. My dissertation was based on work I did engaging community stakeholders to inform the implementation of a university – based pro bono medical clinic in a housing project. As a DPT faculty member, I developed & launched a minority student recruitment and retention program, an injury prevention program for first responders, and most recently played a key role in developing and implementing an innovative, contextually-relevant new DPT curriculum. These experiences highlight how my training in policy, organization & management studies combined with clinical experiences serving affluent and underserved communities, plus academic experience serving as Director of Clinical Education and Director of Community Engagement, have equipped me with analytical and people skills that foster innovation, inquiry, and inclusion.

Leadership History

Number of Years in Board Services

2020 - 2023: serving as member of the nominating committee of the Academy of Leadership & Innovation - Global Health Special Interest Group, and chair of the committee in the last year.

Years Served: 3

Experience

0: no experience, 5: has had some courses/experience in this area, 10 fully competent with experience and education courses.)

Analytical Skills: Ability to analyze data, problems, solutions by seeing the full picture: 9

This is a great strength of mine drawing from my many years of work as a program evaluator for small scale to multi-million dollar projects across diverse sectors. As an evaluator I have to determine the multiple elements of an organization or program that are likely to impact outcomes. I use multiple tools that include logic models to map out programs or situations in order to make visible the elements at play and examine outcomes and external influences etc, and help constituents of the program/organization understand this. I have applied these program evaluation skills to guide assessment efforts of academic programs I have been part of. This accompanied by my over 20 years of clinical experience that has ranged from acute care - ICU work to subacute rehab facilities, outpatient, and home health settings and interdisciplinary work as an evaluator has broadened my understanding of not only the PT profession but other health & related professions, and fuels my innovativeness, and ability to see the whole picture, and inform planning in a manner that fosters project/program sustainability.

Skills to address the ACAPT strategic Initiatives: 8:

I believe this is a very exciting time for our profession due to the explicit pursuit of excellence and innovation that ACAPT has articulated. During my academic journey I have been very intentional in immersing myself in a variety of DPT academic programs from research intensive institutions, to those in the middle, and a predominantly teaching program in order to better understand how each of these types of programs shape the professional formation of entry level and post-graduate PTs, and how they define excellence. As a health disparities researcher, I have had opportunity to observe and learn how these academically-diverse institutions approach Diversity, Equity, & Inclusion efforts, and how they have evolved over time. These experiences have equipped with an understanding of how similar data/information can be used differently to responds to situations, guide research, and/or advocacy efforts. During my evaluation and/or assessment work within and outside the PT profession, I have consistently to guided efforts for determining most important data to collect and which stakeholder are key to engage to move projects/programming ahead. I believe these skills align well with the ACAPT goals of academic innovation, DEI, and influence.

Technical Experience (especially related to computers, web pages and other IT issues): 6:

Over the years, starting during my doctoral studies, I have used the following software:

- SPSS data analysis software: to analyze data for my research projects and also for assessment work
- Qualtrics for administering surveys and basic analysis
- Excel spreadsheets for organizing and data management for small projects
- OneNote for organizing projects
- Basecamp for project management
- Google drive and OneDrive for project management

Business Experience: 6

My business experiences have mainly been through my consultancy work in program evaluation and work as a contract physical therapist. As a program evaluation consultant I have had to negotiate contracts, and generate budgets for the services I deliver. This work has ranged from small contracts with non-profit organizations, academic units, to large grant-funded projects. I have served as a consultant evaluator for the University of Illinois Urbana Champaign School of Education Center for Culturally Responsive Evaluation & Assessment since 2016, and currently serve as a consultant external evaluator for Project ELEVATE- an NSF grant funded project between schools of engineering at Carnegie Mellon University, Johns Hopkins University & New York University to develop, implement, self-study, and institutionalize a new faculty career advancement model for faculty from underrepresented groups in STEM.

Financial Experience: 5

I have managed small grants that are listed below:

2019 - 2021: Principal Investigator. Promoting physical activity to address obesity and hypertension: An interdisciplinary approach. Florida Physical Therapy Association Catherine E Patla Community Awareness grant - \$13,639.28. 2019 – 2021

2013 -2015: Northern Illinois University College of Health & Human Sciences -Amount: \$2,000.00

2008 -2010: Governors State University College of Health & Human Services - \$3,000.00

2005 -2010: Saunders Corporation/ EMPI: \$17, 545.00

Advocacy (includes personal, professional, social, community, and patient advocacy): 5

1990 - 91- advocating for PT in Botswana and establishing a national association

2013 - 2017 As a faculty at Northern Illinois University working with students to generate letters to legislators

2021-2022: serving as Assembly representative for the West Central District of the Florida Physical Therapy Association

Public Speaking (do not include university courses): 7

2004- 2007: While serving as coordinator for the American Evaluation Association Graduate Diversity Internship Program presented at conferences and other professional meetings

2008 -2010: Spoken at conferences, and at high schools and community events to promote diversity in the PT profession while running a minority recruitment and retention program

2013 - 2017: While a faculty at Northern Illinois University presented at community fairs, conferences including APTA CSM and other professional meetings

2017 - present: as a faculty member and Director of community engagement at Florida Southern College presented at various professional meetings including APTA CSM and community events

Leadership: 7

2007 - 2008: Member of the Illinois Physical Therapy Association Continuing Education Committee

2014 -2017: Member of the Illinois Physical Therapy Association Research Awareness and Support Committee

2017 - present: Serving as Director of Community Engagement for the School of Physical Therapy at Florida Southern College. Also serving in various committees on campus that includes the Graduate Council, Internal Review Board, Tenure & Promotion Committee.

2020 - 2023: serving as member of the nominating committee of the Academy of Leadership & Innovation - Global Health Special Interest Group, and chair of the committee in the last year.

Skill Set Evaluation

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

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

Skill Set Ranking 1-8: 1 being the strongest.
Analytics 1
Public Speaking 2
Skills to address the ACAPT Strategic Initiatives 3
Leadership4
Advocacy 5
Technical Experience 6
Business Experience 7
Financial Experience 8

Candidate Bio and Statement – 2023

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

Name: Alison Kreger, PT, DPT, Ed.D.

Title: Program Director, Clinical Associate Professor

ACAPT Member Institution: Wheeling University

Position: Institute for Community Engagement - Vice Chair

Brief Bio
Alison is program director for the Wheeling University Department of Physical Therapy. She holds both her Master of Science and transitional Doctorate in Physical therapy and her Educational Doctorate in Health Sciences with a certificate in teaching and learning. She is the research committee chair for the APTA-WV. She is a member of the WV Interagency Coordinating Council on Early Childhood Education. She is a medical volunteer for USATF and USOPC. She is involved with the community with clinical practice in early intervention and the university's pro bono clinic.
Candidate Statement & Interest
I do see and advocate for the value of community engagement. As a healthcare profession, our students/graduates have the ability to make a difference in people's lives in a variety of ways. Making and impact and being visible within the community provides our profession a unique ability to help with preventative care and to educate our communities on the benefit of services available. Community engagement can allow physical therapists to be more aware of the community's needs and how to meet them. This can also advocate for the community members to support PT businesses and professionals to stay in practice.

Leadership History

Number of Years in Board Services

APTA-WV Research Committee Chair (>8 years), WU IRB Committee Chair (>8 years), board of advisor for K&J Timing (>5 years), WV ICC Committee (>7 years)

Years Served: 8

Experience

0: no experience, 5: has had some courses/experience in this area, 10 fully competent with experience and education courses.)

Analytical Skills: Ability to analyze data, problems, solutions by seeing the full picture: 8

Problem solving with PBL teaching and curriculum, inquisitive in general.

Skills to address the ACAPT strategic Initiatives: 5:

New to ACAPT but wanting to get more involved.

Technical Experience (especially related to computers, web pages and other IT issues 8:

Used to work in IT in undergraduate work, work with social media pages for WU DPT program and Kreger Physical Therapy.

Business Experience: 6

Wheeling University as program director working with budget. Owner of Kreger Physical Therapy.

Financial Experience: 7

Wheeling University as program director working with budget.

Advocacy (includes personal, professional, social, community, and patient advocacy): 8

Work with WU DPT, WV BTT, WV ICC, USATF.

Public Speaking (do not include university courses): 7

have spoken locally at seminars and professional development meetings for other professions, such as early childhood education.

Leadership: 7

Program Director at WU DPT. Owner Kreger Physical Therapy. Medical Volunteer. Interagency coordinating council.

Skill Set Evaluation

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

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

Skill Set Ranking 1-8: 1 being the strongest.
Analytics 1
Financial Experience 2
Business Experience 3
Skills to address the ACAPT Strategic Initiatives 4
Public Speaking 5
Technical Experience 6
Leadership7
Advocacy 8

Candidate Bio and Statement – 2023

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

Name: Jody Eckert, PT, DPT, EdD

Title: Program Director

ACAPT Member Institution: University of Mary

Position: Institute for Scholarly Inquiry - Chair

Brief Bio

Jody Eckert, PT, DPT, EdD is a Board Certified Clinical Specialist in Orthopaedic Physical Therapy, Associate Professor, and Department Chair for the University of Mary DPT program. She received a bachelor's in exercise science from Concordia College, a master's in physical therapy from Mayo School of Health Sciences, a doctorate in physical therapy from Boston University and a doctorate in educational leadership from the University of Mary in 2020. Dr. Eckert has been a clinician in outpatient orthopedics since 2004 and a faculty member since 2007. In 2010, she became the DCE, and she served as DCE until moving into the Chair position. She is a credentialed APTA level 1 and an advanced clinical instructor, as well as a certified APTA trainer for the clinical credentialed instructor program. She is currently serving as the Chair of the ACAPT Committee for Education Research and has served on the nominating committee for the NDPTA in the past. Dr. Eckert has published in journals and has presented research at the APTA Combined Sections Meeting and the APTA Educational Leadership Conference numerous times. Her scholarly agenda is focused on education research and research of orthopedic concepts including chronic pain.

Candidate Statement & Interest

Dr. Eckert completed a Doctorate in Educational Leadership. The curriculum in this degree was grounded in a practical, rigorous, cutting-edge curriculum designed to address the diverse needs of today's most effective academic leaders. Dr. Eckert has had opportunities to interact with seasoned administrators and leading education researchers, and she learned the techniques, strategies, and knowledge needed to be an effective, dynamic leader. Dr. Eckert has also served in many leadership roles at the state, regional, and national levels. She seeks to create a culture of scholarship/research and ongoing assessment of outcomes related to education research in her leadership role for the ACAPT Education Research Committee. The agenda of this committee is largely focused on education research advancement. The committee has conducted research to gather information on the needs and resources available to education researchers. Dr. Eckert helped present research outcomes for this project at ELC in 2022. The committee is committed to publication and presentation in 2023 to implement research discoveries into practice and education. In her role as Chair, she has also developed meeting agendas and put together a budget for the past few years. She has a good understanding of ACAPT's vision for physical therapist professional education.

Leadership History

Number of Years in Board Services

Chair of the ACAPT Committee for Education Research - 3 years, current

Nominating committee for the NDPTA - 2 terms

UOM Rank and Promotion Committee and the Graduate Council Committee for Scholarship - currently service

Dr. Eckert has been a cabinet member on the State Superintendent's Family Engagement Cabinet - 2 terms

Chair of the Northern Plains Consortia group which included DCEs across the Midwest region - 1 term

Years Served: 7

Experience

0: no experience, 5: has had some courses/experience in this area, 10 fully competent with experience and education courses.)

Analytical Skills: Ability to analyze data, problems, solutions by seeing the full picture: 9

In my leadership roles I have developed skills to be able to listen to all perspectives, synthesize the ideas being shared, and develop a clear focus and objective in order to keep a committee or task force moving forward with a shared vision.

Skills to address the ACAPT strategic Initiatives: 10:

My role as the Chair of the ACAPT Education Research committee has provided me with experience in understanding and supporting the ACAPT vision and strategic initiatives. I've been able to have productive discussions with ACAPT leaders and APTA leaders to better understand the past work that has been done and the over-arching goals.

Technical Experience (especially related to computers, web pages and other IT issues 7:

I have the skills required to perform duties in administration. This includes a basic skill set with computers and a problem solving ability with minor IT issues.

Business Experience: 7

I am a Program Director currently who independently manages a department and all administrative tasks related to that management. This includes HR decisions, advocating for new initiatives and providing data on the outcomes for those endeavors.

Financial Experience: 7

I am a Program Director currently who independently manages a department budget. I have succeeded in all areas of managing the budget and advocating for program needs. I have experience working with the processes ACAPT has put into place regarding the budget and management of the budget in my committee Chair role.

Advocacy (includes personal, professional, social, community, and patient advocacy): 8

I feel comfortable in the advocacy role and have a plethora of experiences related to advocacy. I have advocated to our University administration successfully for a tuition freeze in 2022 and for budget increases to line items our department needs. I have advocated to faculty to ensure a shared vision with the University administration. I have advocated for patients in my 19 years as a clinician and I've been advocating for students since 2007.

Public Speaking (do not include university courses): 10

In my role as program director, public speaking is inherently part of the work. I have experience speaking to students, parents, large community groups, faculty, board members, etc. I feel comfortable in this role and confident I can articulate a message as needed.

Leadership: 10

I have completed a Doctorate in Educational Leadership. The curriculum in this degree was grounded in a practical, rigorous, cutting-edge curriculum designed to address the diverse needs of today's most effective academic leaders. I've often interacted with seasoned administrators and leading education researchers, and I've learned the techniques, strategies, and knowledge needed to be an effective, dynamic leader. I have served in many leadership roles at the state, regional, and national levels. I strive to be an influential leader. I believe strongly that leaders must be authentic in their leadership strategies. I value integrity and to this means that a leader should be trusted to do what they say they will be accountable for in the workplace. My leadership would focus on role modeling integrity and transparency to build trust. Leaders must have humility and be willing to listen and learn from everyone on the team. I strive to actively listen, understand the perspectives of others, and develop relationships with those I lead to better understand the strengths they offer.

Skill Set Evaluation

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

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

Relationship Building: Connectedness,Includer,Positivity

Executing: Achiever,Consistency,Responsibility

Influencing: Communication,Maximizer,Self-Assurance

Skill Set Ranking 1-8: 1 being the strongest.

Leadership 1

Analytics 2

Skills to address the ACAPT Strategic Initiatives 3

Public Speaking 4

Financial Experience 5

Advocacy 6

Business Experience 7

Technical Experience 8

Candidate Bio and Statement – 2023

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

Name: Richard Souza, PT, PhD

Title: Professor, Vice Chair for Research

ACAPT Member Institution: University of California, San Francisco - San Francisco State University (UCSF)

Position: Institute for Scholarly Inquiry - Vice Chair

Brief Bio

Dr. Richard Souza is Professor and Vice Chair for Research in the Department of Physical Therapy and Rehabilitation Science at the University of California, San Francisco (UCSF). He is a physical therapist and biomechanics researcher with joint appointments in Radiology and Biomedical Imaging, and Orthopaedic Surgery at UCSF. He teaches courses on Radiology for the Physical Therapist, Gait Evaluation, and Observational Running Analysis in the UCSF/ SFSU Graduate Program in Physical Therapy. His research interests are focused on the relationships between mechanics of human movement and lower extremity injuries. Much of his research combines advanced quantitative MR imaging and the evaluation of physical activity and loading behaviors. The goal of these studies is to determine the influence of loading mechanics on hip, knee, and ankle health and to develop preventative and rehabilitative strategies for debilitating diseases such as osteoarthritis. These research projects are primarily funded by the National Institutes of Health. Dr. Souza is also the Program Director for the PhD program in Rehabilitation Science.

Candidate Statement & Interest

My career has been dedicated to advancing knowledge in rehabilitation science and providing mentorship to the next generation of rehabilitation scientists. At this point in my career, I am extremely concerned about the direction of our profession as it relates to research and discovery of new knowledge. Our future in healthcare will depend on our ability to provide evidence that physical therapy has beneficial impacts on our patient's lives. And it is not enough to simply rely of the current knowledge base for physical therapy practice. We desperately need new knowledge creation, innovative alternatives to limitations in our clinical outcomes, and collaborative approaches across disciplines to solve unmet needs of our patients. At this time, where these needs are more important than ever before, we are failing to give scholarly inquiry the attention in necessitates as a profession. CAPTE currently lists 27 new candidates for accreditation and another 6 applicants for candidacy. In the past 5 years, the number of new PT programs is shocking. Most importantly, few of these new programs have the infrastructure or bandwidth for meaningful scholarship. Scholarship standards need to be developed and required of all programs to meet the needs of the profession.

Leadership History

Number of Years in Board Services

I have not served on the Board at ACAPT or any other organization.

Years Served: 0

Experience

0: no experience, 5: has had some courses/experience in this area, 10 fully competent with experience and education courses.)

Analytical Skills: Ability to analyze data, problems, solutions by seeing the full picture: 10

As a research scientist, analysis of observations is probably the most critical skill is determining success in a career. As a clinician, long before I began my research career, analysis of data during the evaluation and re-evaluation of my patients was always where I thrived. Solving the puzzle, determining the optimal path forward, and setting a plan to learn what was unknown was, and still is, my favorite pastime. These skills will benefit me in the role as VC in the Institute of Scholarly Inquiry where we push forward to make tangible progress in establishing standards for scholarship in the profession, developing tools to help programs meet those standards, and enforcing expectations (likely through partnership with CAPTE) that all programs contribute to our shared goal of evidence-based practice.

Skills to address the ACAPT strategic Initiatives: 10:

My skills and career motivations are directly aligned with the ACAPT's strategic plan initiatives. In particular, I am most interested in developing guidelines for excellence in academic physical therapy – a direct overlap with ACAPT initiatives. Without clear guidelines, we cannot set a plan to support programs in their development of scholarly inquiry. These guidelines or standards are in my plans for short term goals. Once we have guidelines, we need to bring together programs that are exceeding the guidelines and those that are not, to develop a pathway to success for those needing it. This is aligned with ACAPT strategic plan - Bring together an engaged community of researchers to inform best practices and to offer professional support for education stakeholders through training, career resources, grantwriting support, mentorship, and more. I believe my personal goals for the Institute for Scholarly Inquiry are exceptionally well aligned with ACAPT's strategic plan as well as the research community in physical therapy. Through my past roles in the Research In Physical Therapy (RIPT, previous RIPPT) consortium, I have had countless conversations with leaders in our community that share these concerns and aspirations. I am ready to be part of the solution, to ensure our profession is in a better place when the next generation of physical therapist comes into the profession.

Technical Experience (especially related to computers, web pages and other IT issues 9:

Technical skills, particularly those related to computer programming and management of data are key strengths of mine. My background in biomechanics, coding, software development and implementation are all skills that I will bring to the table as the Vice Chair of the Institute for Scholarly Inquiry. While it is not overly obvious to me at this time how those skills will be necessary for the successful execution of this role, I remain ready and willing to support any needs related to technical expertise.

Business Experience: 7

I am a scientist, not a business man. However, leading a busy research program requires many of the skills imperative in business – skills that I had to learn on the job. I have been PI of 4 R01s, a K24, DOD, industry contracts, and countless foundation and internal awards. Many of the steps necessary to successfully execute the science of these studies require the knowledge and skills more commonly attributed to business and management. Human resources – hiring and firing,

allocating priorities, managing bandwidth and burnout are all new skills that were imperative to completing my science. Fiscal responsibility – managing a budget, planning for what was known and what may be unknown became key to making sure the study could be completed. Overall project management – ensuring all pieces of a complex, multidisciplinary research study was being progressed and quality checks were in place to catch any problems proactively were keys to ensuring we were successful. I still prefer the science, the data, the analysis. But I appreciate and respect the business aspects of my position and have grown tremendously in this regard over the past 20 years.

Financial Experience: 8

As stated above, I have been PI of many research studies, totaling more than \$10M in total funding. My teams and methods are complex and multidisciplinary. We use several different labs and research environments, all having differing and ever-changing financial implications on the success of my research. Checks and balances are keys to ensuring the successful execution of a project. Funding is a major focus of my role as a researcher and I believe I have the financial experience necessary for the role of Vice Chair of the Institute of Scholarly Inquiry.

Advocacy (includes personal, professional, social, community, and patient advocacy): 9

As a physical therapist, I was a fierce advocate for my patients, supporting their need for physical therapy services to 3rd party payers and other health care professionals. As a professor, I am an advocate for my students, making sure they have the resources they need to be successful in their studies. As a mentor, I am an advocate for my postdocs, graduate students, and research staff, fighting for their ability to complete their training, be compensated justly, and ensuring they are not over-burdened and at risk for burnout. Finally, as a parent I am advocate for my daughters, one who has severe epilepsy and learning disabilities, as she navigates her academic potential in an unstable world.

Public Speaking (do not include university courses): 10

I have considerable experience in public speaking. As a University Professor, oral communication to large groups is a common responsibility and one that I take pride in. Continuing education has been a pillar of my career for more than 20 years. I give courses to practicing physical therapist on various topics, most commonly related to biomechanics and human movement. I give research platform presentation at national and international scientific conferences, often to audiences of several hundreds to thousands. I have provided Grand Rounds and Speaker Seminar series talks at numerous universities as an invited guest. Each of these experiences have strengthened my ability to communicate effectively in each of these environment, and are skills that will be important in the role as Vice Chair of the Institute for Scholarly Inquiry.

Leadership: 8

My leadership style centers on collaborative understanding and collective goals. I am happy to take leadership roles as they are available and helpful, but I am equally happy to be part of the team, working for the solution. In my current role as Vice Chair for Research in the UCSF Department of Physical Therapy and Rehabilitation Science, I take responsibility for many projects and initiatives, but do so in a collaborative fashion. I meet with the stakeholders – research faculty, students and trainees, the other Vice Chairs in the department, or other faculty and leadership to ensure our priorities are aligned and we are working to a common goal. Once the team is aligned, I am more than willing to push the project forward and keep on timeline to ensure our success. Other leadership experiences include my current role on RIPT as Secretary, by previous role as Chair for 4 years of the Biomechanics Special Interest Group of APTAs Section on Research, and my current role as the Program Director of the PhD in Rehabilitation Science at UCSF.

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

Strategic Thinking: Analytical,Intellection,Learner

Relationship Building: Adaptability,Includer,Positivity

Executing: Consistency,Focus,Responsibility

Influencing: Communication,Maximizer,Significance

Skill Set Ranking 1-8: 1 being the strongest.

Analytics 1

Skills to address the ACAPT Strategic Initiatives 2

Public Speaking 3

Leadership 4

Technical Experience 5

Advocacy 6

Financial Experience 7

Business Experience 8

Name: Carole A Tucker, PT, PhD

Title: Professor, Chair, Associate Dean of Research

ACAPT Member Institution: The University of Texas Medical Branch at Galveston (UTMB)-Galveston

Position: Institute for Scholarly Inquiry - Chair

Brief Bio

Carole A Tucker is the Adoue Distinguished Professor of Cognitive Rehabilitation, Chair and Associate Dean of Research, School of Health Professions, University of Texas | Medical Branch, Galveston. Dr Tucker directs the UTMB Center for Health Promotion, Performance and Rehabilitation Research. Her research interests include rehabilitation, learning health systems & health informatics, mobile health and wearable sensors, patient reported health outcomes, application of advanced statistical and analytical approaches to biomechanics datasets, pediatrics and sensorimotor development. Her education and training as both a physical therapist and an electrical engineer provide extensive skills to contribute to research and innovation for individuals with movement impairments. She currently serves as the ACAPT – RIPPT Vice Chair ,as well as an ACAPT co-rep for the Global Forum on Innovation in Health Professional Education. She has received funding for her research from the NIH, NSF, DoD, PCORI and Shriners Children's. Dr Tucker has served as study section member on various NIH and foundation study panels since 2001 and is currently a standing member of the NIH Function, Integration and Rehabilitation Sciences (FIRS) study section. Dr Tucker is on the editorial boards of Pediatric Physical Therapy, Journal of Neuroengineering and Rehabilitation, and Physical and Occupational Therapy in Pediatrics.

Candidate Statement & Interest

My career demonstrates progressive leadership in physical therapy academic and research settings while remaining active in both clinical practice and teaching – providing me grounding across all aspects of our profession. Over the past 2 decades, I have held active leadership positions within my academic institutions, APTA, and other national organizations. I currently serve as the elected Vice Chair of RIPPT and would subsequently serve as Chair starting later in 2023. Working closely with other RIPPT leadership (Drs Shall & Souza), I co-led RIPPT's strategic planning initiative that resulted in a robust vision aligned with ACAPT and other stakeholder groups of scholarship and research in the physical therapy profession. I am a collaborative leader, valuing input from a breadth of stakeholders in my decision-making. I am a builder and appreciate that change leads to new opportunities and managing change is one of my leadership strengths. During this transition to the new ACAPT organizational structure, I have actively worked with RIPPT membership as we begin the transition. I believe my continued presence as a leader in the Institute for Scholarly Inquiry will provide continuity as well as continued momentum for ACAPT's scholarship agenda to advance our professions excellence in education and practice.

Leadership History

Number of Years in Board Services

I have served on several APTA governance workgroups (1 year), research advisory boards for grants. I currently serve on the advisory board for Interfaith Ministries - Meals on Wheels initiative in Galveston County.

Years Served: 7

Experience

0: no experience, 5: has had some courses/experience in this area, 10 fully competent with experience and education courses.)

Analytical Skills: Ability to analyze data, problems, solutions by seeing the full picture: 10

I have led complex academic departments, PhD programs, multi-center research grants, and served as Chair of the Program Chairs for APTA CSM for 8 years, and the Annual meeting for 3 years,

Skills to address the ACAPT strategic Initiatives: 9:

I have been my institutions' (Temple and now UTMB) representative to RIPPT for over 10 years, elected as the RIPPT Co-Chair in 2021 with advancement to RIPPT Chair in 2023. I organized and participated in the 2022 RIPPT strategic planning meeting, and also led discussions at CSM and ELC concerning the research agenda in physical therapy and more specifically RIPPTs including the move to the new organization.

Technical Experience (especially related to computers, web pages and other IT issues 7:

I am a data scientist and engineer by training, I developed and managed the learning health system for Shriners Childrens, I write analytical software, statistical programs, serve as the psychometrician on 2 NIH R01s, and my research includes applications of artificial intelligence on large datasets. I provide content and review of our department and research centers webpages, user-friendly website programs, but do not write HTML or manage webpages independently. I do manage large databases and datastreams related to research.

Business Experience: 5

I have served as research consultant as well as managed my own small private practice as a physical therapist providing services to individual clients as well as school districts.

Financial Experience: 9

I have managed the finances of 2 large academic PT department (currently one with 25 faculty member, 4 admins and 320 students across 3 programs), research grant and contract budgets - am familiar with purchasing, personnel hires, budget planning and reconciliations. I am responsible for all budgets and finances for the department, the Office of Research as Associate Dean as well as the University Center I direct. In the past I have also directed the Motion Analysis Center at Shriners Philadelphia which included both clinical and research service lines.

Advocacy (includes personal, professional, social, community, and patient advocacy): 3

While I have served as patient advocates, faculty and student advocates, I have not had (made) the opportunity to participate in structured advocacy at the systems or policy level, and this is an area I have committed to becoming more involved in.

Public Speaking (do not include university courses): 10

I have spoken at multiple internationals and national scientific conferences, including APTA CSM and ACAPT ELC, for over 30 years.

Leadership: 10

I have taken multiple leadership training courses over the years, and have served as a PhD program director, academic department chair (Temple & UTMB), Research Center director (UTMB), principal investigator on federal multi-center grants. My leadership experience spans academic, clinical and research settings. My leadership style is a blend of visionary and participatory elements - I value stakeholder input, am open and transparent, and while result oriented I keep in balance the needs and dynamics of the team's I lead.

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

Strategic Thinking: Analytical,Context,Strategic

Relationship Building: Adaptability,Connectedness,Empathy

Executing: Achiever,Arranger,Responsibility

Influencing: Activator,Communication,Maximizer

Skill Set Ranking 1-8: 1 being the strongest.

Leadership 1

Analytics 2

Skills to address the ACAPT Strategic Initiatives 3

Public Speaking 4

Financial Experience 5

Technical Experience 6

Business Experience 7

Advocacy 8