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PHYSICAL THERAPIST FACULTY TRANSITION TO ACADEMIC LEADERSHIP

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ABSTRACT

The Commission on Accreditation in Physical Therapy Education (CAPTE) has elevated the accreditation standards for physical therapy (PT) faculty and program directors. These increased standards along with the proliferation of new physical therapy education programs and retirements of current program directors has created a nationwide program director shortage. The purpose of this quantitative descriptive study identified factors that influence PT faculty in pursuing the position of program director as well as their perceptions of the responsibilities of program director. Qualified PT faculty (n=51) from accredited physical therapy education programs in the Middle Atlantic and New England regions of the United States completed an on-line survey. The survey consisted of Likert scale questions asking the likelihood respondents would apply for a program director position based on job responsibilities identified by CAPTE. The respondents were also asked to rank the program director responsibilities from most to least essential. Frequencies, t-test and Fisher's exact test were completed to analyze the data. Respondents rated 'facilitate change', 'represent the department at college/university-level meetings' and 'oversee the curriculum content, design and evaluation' as factors that would influence their likelihood to apply for a program director position. Respondents' ranking of program director responsibilities identified 'maintain accreditation' as the most essential responsibility followed by 'faculty advocate to higher administration' and 'develop strategic plans'. In contrast, respondents rated 'maintain accreditation' as a factor to unlikely apply for a

program director position. Results indicated females ($p=0.01$) were more likely to consider applying for a program director position than males and there was an association between gender and ‘maintain program accreditation’ ($p=0.04$) and ‘develop strategic plans’ ($p=0.02$). Findings from this study may be beneficial for current program directors and higher education administrators when recruiting for physical therapy program directors as well as determining succession of current program directors. The implementation of professional development plans could include informal and formal support of program director responsibilities that influenced PT faculty to pursue a program director position as well as addressing barriers to applying for the position.

Keywords: Program director, physical therapy, physical therapy education program, physical therapist faculty.

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CHAPTER 1

INTRODUCTION

When examining the essence of leadership, literature has leaned towards identifying traits and characteristics (Haden & Jenkins, 2016), strategies and competencies (Bennis & Nanus, 1985), and types of leadership (Burns, 1978; Greenleaf, 1977). In academia, studies have focused on investigating strategies to recruit and retain faculty members in response to faculty shortages (Grossman, 2014; Hinman, Peel, & Price, 2014; Hoppe, 2003; Kelsch & Hawthorne, 2014; Wyte-Lake, Tran, Bowman, Needleman, & Dobalian, 2013). In allied health professional academic programs such as physical therapy, occupational therapy, and nursing there are substantial faculty shortages as well as vacancies in administrative leadership positions, especially as program directors in physical therapy education programs (Harris, Hinman, Marcoux, & Swisher, 2018).

Physical therapy education programs in the United States must be accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) in order to graduate students that are eligible for physical therapist (PT) licensure. To maintain accreditation, each program must demonstrate compliance with several standards and required elements set forth by CAPTE on a regularly scheduled time frame. The required elements focus on a comprehensive curriculum plan, policy and procedures, program outcomes, and qualifications of core faculty and program director. In 2016, CAPTE increased the criteria for a program director to include an earned academic doctorate degree, a rank higher than assistant professor, a minimum of six years of full-time higher education experience with at least three years in a physical therapy education program and being a licensed physical therapist (Commission on Accreditation in Physical Therapy Education [CAPTE], 2017b). Currently, 43% of core faculty from CAPTE

accredited physical therapy education programs hold an associate or professor rank making them eligible to transition to program director (CAPTE, 2019b). Aggregate data from 2016-2018 has identified a continuance of open positions for program directors. In 2016 and 2017 there were 11 and 7 vacancies, respectively, for program director (CAPTE, 2017a; CAPTE, 2018). In 2018, the program director vacancies increased greatly to 26 open positions (CAPTE, 2019b). Based on the high percentage of core faculty possessing an associate or professor rank, it is unclear what factors are influencing the 43% in not transitioning into the open program director positions (CAPTE, 2019b). Potential factors may include not meeting the other eligibility requirements dictated by CAPTE, however, in most institutions earning the rank of associate or professor requires at least six years of full-time higher education experience thus meeting another CAPTE requirement as program director. Gordon (2014) suggests qualifications as a factor of program director openings stating “there is a shortage of highly qualified and effective academic leaders to fill vacancies in established programs and to take the leadership roles in the rapidly increasing number of developing programs” (p. 45). CAPTE’s criteria for program director requiring six years in higher education with a minimum of three years in a physical therapy education program and the rank of associate or professor are met by 43% of core faculty including the criteria of being a licensed physical therapist thus what other factors are influencing the decision to not transition to the vacant program director positions (CAPTE, 2017b; CAPTE, 2019b).

The literature has clearly explored the transition of clinicians to faculty, however, what has not been researched is the transition from faculty to program director. Hinman et al. (2014) report that “faculty recruitment and retention has been a continuous challenge in physical therapy education for a number of years” (p. 39). The authors continue to explain “...the demand for qualified faculty members continues to outpace the supply of qualified applicants” and that

physical therapy education programs “...must have a qualified, full-time academic administrator to maintain their accreditation status” (Hinman et al., 2014, p. 39). The issue of vacancies in leadership remains as Harris et al. (2018) reports that currently “the proliferation of physical therapy education programs and enhanced requirements in the 2016 standard for number and qualifications of faculty have also contributed to a nationwide faculty shortage” (p. 5). It is essential to understand what factors are preventing the filling of program director vacancies; is it qualifications or something else? The reasons remain unclear and need exploration for better understanding.

There are cyclical factors that have contributed to the shortages of PT faculty and program directors. The factors influencing the shortages may be a result of the aging of the baby boomer generation, the influx of physical therapy education programs, retirement of current PT program directors, and CAPTE’s requirement of having at least 50% of core faculty, including program directors, possessing an academic doctoral degree (CAPTE, 2017b). By the year 2030, the baby boomer generation will reach the age of 65 and will outnumber children under the age of 18 (U.S. Census Bureau, 2018). As a result of baby boomers aging and needing increased health care, a demand for physical therapists (PTs) is projected to increase by 28% from 2016 to 2026 (U.S. Department of Labor, 2019). To meet this demand, physical therapy education programs have increased in number and in cohort size with the purpose of graduating more PTs (Landry et al., 2016).

In 2019, 34 developing physical therapy programs across the country have been added to the current 250 accredited programs (CAPTE, 2019c). With the increase in the number of programs and recent retirement of program directors (CAPTE, 2017a), there is a need for PTs with academic doctorate degrees to fill the PT faculty and program director vacancies (Santasier

& Wainwright, 2018). Faculty members and program directors must be willing to contribute to developing future PTs through creating a culture of excellence in physical therapy education. In 2017, a conceptual model for excellence in physical therapy education was created and its elements included high expectations of faculty and students for continuously learning, a focus on being learner-centered and patient-centered in all didactic and clinical environments, and shared leadership with a vision for the program and profession (Jensen, Nordstrom, Mostrom, Hack, & Gwyer, 2017a). Thus, it is proposed that the role of program director is to lead the program, faculty, and students toward a culture of excellence in physical therapy education (CAPTE, 2017b).

Few studies have examined the specific role of the PT program director (Bennie & Rodriguez, 2019; Page, 2001; Perry, 2002). Bennie and Rodriguez (2019) identified the most important role and responsibilities of a PT program director are to manage change; cultivate positive working relationships with the dean; recruit, retain, and develop faculty; and manage time effectively. In an earlier study, Page (2001) reported program directors spend most of their time on accreditation of the program and long-range planning as well as recruiting and mentoring faculty. Similarly, Perry (2002) identified monitoring accreditation standards as well as acting as an advocate for the faculty, evaluating faculty, and preparing the department budget as roles of a program director. Luedtke-Hoffmann, Petterborg, Cross, Rappleye, Stafford, and Weiser (2010) report that human resource management and budgeting activities were the most difficult tasks for program directors and that formal preparation as a physical therapist education administrator is warranted. Gmelch (2015) reports that only 3% of department chairs receive formalized leadership development to cultivate the necessary skills to serve as an effective administrator. While some studies have examined retention and succession of academic administrative leaders

(Grossman, 2014; Hinman 2014; Hoppe, 2003), one study identified reasons PT program directors left their position as a perceived lack of support from higher administration, high/demanding workloads, and inadequate compensation (Hinman et al., 2014). Further exploration is needed to understand how the perception of the roles and responsibilities of a program director influences the transition of PT faculty to program director.

Statement of Problem

The Commission on Accreditation in Physical Therapy Education “will adapt as needed to fulfill its mission of assuring quality and continuous improvement in physical therapy education” (Harris et al., 2018, p. 2). In 2016, to fulfill its mission, CAPTE elevated the accreditation standards for PT faculty and program directors (CAPTE, 2017b). The professional qualifications for program directors include having an earned academic doctoral degree, a minimum of six years of full-time higher education experience with a minimum of three years in a physical therapy education program, possessing a rank higher than assistant, demonstration of effective leadership, and holding a PT license in any United States jurisdiction (CAPTE, 2017b). These increased standards along with the proliferation of new physical therapy education programs has created a nationwide faculty and program director shortage as well as placing a demand on current PT faculty with academic doctorates to undertake the role and responsibilities of a program director (Harris et al., 2018). In 2018, there were 173 PT faculty vacancies, 116 projected vacancies, and 33 new positions to be filled as a result of program growth and retirement (CAPTE, 2019b). Aggregate data from 2018 indicated there were 236 program directors for 250 accredited programs and 12 developing programs creating a shortage of 26 program directors (CAPTE, 2019b). Similarly, aggregate data from 2017 indicated there were 253 program directors for 243 accredited programs and 17 developing programs creating a

shortage of seven program directors (CAPTE, 2018). Additionally, in 2016 there were 244 program directors (CAPTE, 2017a) for 241 accredited programs and 14 developing programs reflecting a shortage of 11 program directors (CAPTE, 2018). As of 2018, 43% of PT faculty meet the criteria of an academic rank of associate or professor, have six years in higher education, and are physical therapists yet this has not resulted in faculty transitioning to a leadership position to fulfill the continued shortage of program directors (CAPTE, 2019b). It is essential for the viability of physical therapy education programs to understand why current PT faculty that meet CAPTE's requirements are not transitioning into the role of a program director to lead the program, faculty, and students. Of the 43% of PT faculty with associate or professor rank who are fully qualified to transition to program director, this study determined what factors influence faculty to pursue program director vacancies.

Purpose of Study

This study sought to identify factors that influence PT faculty in pursuing the position of program director as well as their perceptions of roles and responsibilities of program director. In 2018-2019, there were 26 vacant program director positions (CAPTE, 2019b). The proliferation of physical therapy education programs, retirements, and the increased qualifications for program directors have contributed to these vacant positions (Harris et al., 2018). With the current shortage of program directors, it is essential that qualified individuals undertake the role as program director to not only provide leadership within a physical therapy education program but to also ensure excellence in the development of future PTs.

Understanding the factors that influence PT faculty in pursuing the program director position may assist current administrators in designing professional development plans and/or eliminating any other barriers that may influence the acceptance of a program director position.

Similarly, to the importance of mentoring pre-tenure and pre-promoted faculty members (Pinto et al., 2015), formal and informal mentoring of program directors can be beneficial professional development plans to support qualified faculty in becoming a program director (Hinman et al., 2014). In addition, this study explored the understanding of the roles and responsibilities of a program director as this may provide insight into professional development plans or better clarify program directors' roles to PT faculty.

Research Questions

Creswell (2015) explains that research questions “narrow the purpose into specific questions that the researcher would like answered or addressed in the study” (p. 60). The research questions for this study were as follows:

1. What factors do PT faculty members identify that influence consideration in pursuing the position of program director?
2. What are PT faculty members perceptions of the roles and responsibilities of program director?

The methodology that addressed these questions was through quantitative techniques. This study used a cross-sectional survey design to examine the views of PT faculty that meet CAPTE's qualifications for program director toward undertaking the role and responsibilities of a program director in a physical therapy education program.

Conceptual Framework

According to Ravitch and Riggan (2017), a conceptual framework is “an argument about why the topic one wishes to study matters, and why the means proposed to study it are appropriate and rigorous” (p. 5). The conceptual framework provides “theoretical and methodological bases for development of the study and analysis of findings” (Bloomberg &

Volpe, 2016, p. 10). Thus, a conceptual framework provides a logical approach to interpret the outcomes of a study. In considering the conceptual frameworks for this study, the focus was on understanding empowerment of individuals to undertake job responsibilities as well as the transition of PT faculty to a new role.

Kanter's Theory of Structural Empowerment

Kanter (1993) proposes that a leader's effectiveness and an employee's job satisfaction is influenced by empowerment that comes from formal and informal systems within an organization. Formal systems involve power allocated to positions that are central to the organization whereby the power is necessary to achieve the goals of the organization (Kanter, 1993). Informal sources of power would derive from close relationships with superiors, peers, and subordinates to assist in achieving the organizational goals (Kanter, 1993). Kanter (1993) explains that empowered individuals are then more productive in their job responsibilities and with advancement within the organization. Having access to resources, information, and support provides opportunities for individual growth and development of skills and in turn job satisfaction whereas in contrast when individuals do not have access to these sources, they feel powerless (Kanter, 1993). To successfully carry out job responsibilities, individuals need information that is directly related to their job role as well as having necessary information about the organization. They need support through their informal sources and will need financial and material resources in order to meet the role and responsibilities of the job (Miller, Goddard, & Laschinger, 2001). It is, therefore, through structural conditions in the work environment that creates opportunities for individuals to feel empowered rather than any specific personal characteristic of the individual (Kanter, 1993). Once individuals have support through formal and informal systems which provide information and resources, opportunities for growth within

an organization and the opportunity to increase skills leads to a commitment to the organization, job satisfaction, and leadership effectiveness (Kanter, 1993; Sarmiento, Laschinger, & Iwasiw, 2004; Upenieks, 2002).

As the theory proposes, it is not individual characteristics that an individual possesses to feel empowered but instead the access to resources, information, and support from the organization in order to carry out the necessary duties and responsibilities for the job (Kanter, 1993). Similarly, a study by Hinman et al. (2014) investigated leadership retention in physical therapy education programs and discussed that one of the most cited reason for leaving a program director position was “a perceived lack of resources or support from university administration or some type of internal conflict” (p. 41). Kanter’s (1993) theory can assist in explaining if inadequate support, information, and resources are factors that influence PT faculty decisions on whether or not to transition to a leadership role as a program director or is job satisfaction attained through remaining as a PT faculty member.

Role Transition

Biddle (1986) explains that role theory focuses on “the fact that human beings behave in ways that are different and predictable depending on their respective social identities and the situation” (p. 68). Within role theory are concepts that describe role situations including role conflict, role taking, (Biddle, 1986) and role discontinuity (Mendenhall, 2007). Role conflict is defined as “the concurrent appearance of two or more incompatible expectations for the behavior of a person” resulting in difficulties in the performance of roles (Biddle, 1986, p. 82; Mendenhall, 2007). Biddle (1986) explains there are varying thoughts regarding role taking. One thought is that “persons are more effective role takers when the expectations they attribute to others match those that others actually hold” (Biddle, 1986, p. 84). This concept can be taken

into consideration when attempting to understand the perceptions of PT faculty in transitioning to a program director position. The PT faculty member may examine their current program director and judge themselves against that individual. When individuals decide to transition to a new role, they may experience role discontinuity. These individuals will experience dissimilarities from their previous role in areas such as “characteristics, setting, and expectations” thus potentially creating “stress, confusion, conflict, inability to meet expectations, or failure in the new role” (Mendenhall, 2007, p. 276).

Nicholson (1984) developed a theory to explain how individuals transition from prior roles to engaging in new roles. The work-role transition theory links “personal and organizational adjustment outcomes with the characteristics of the person, the role, and the organization” (Nicholson, 1984, p. 172). Individual adjustments will include reflection on personal identity that encompasses values, skills, and other related attributes as well as role development within the new organization (Nicholson, 1984). The work-role transitions will entail “reorientation of goals, attitudes, identity, behavioral routines, [and] informal networks...” (Ashforth & Saks, 1995, p. 157). It is uncertain if these personal adjustments are factors that PT faculty perceive as either barriers or facilitators to transitioning to a program director position.

Assumptions and Limitations

Assumptions are statements that the researcher believes to be true in order to support the relevancy of the study (Bloomberg & Volpe, 2016). The main assumption guiding this study was the premise that PT faculty are dissuaded to pursue the leadership role of program director as a result of specific identifiable factors and barriers. The researcher assumed PT faculty have concrete reasons why transitioning to a program director is undesirable and not wanted. A second assumption was that PT faculty fully understand the role and responsibilities of program

director in order to make an informed decision on whether to accept a leadership position. It was also assumed that participants will respond honestly to the survey questions.

Limitations are external conditions that are considered potential weaknesses effecting the interpretation of the study's results (Bloomberg & Volpe, 2016). A limitation of this study was that the cross-sectional survey design collects data at a single point in time reflecting the views of the participants only at that one data point (Creswell, 2015). If the survey was to be repeated at a different time frame the results of participants' views may vary.

The purposeful sample of this study was PT faculty with academic doctorate degrees in physical therapy education programs located in the Middle Atlantic and New England regions of the United States. Thus, the conclusions of the study cannot be generalized to other PT faculty and programs across the country. Finally, a limitation of the study was the sample size. Although there were 408 potential respondents to the survey, only 51 surveys were viable for data analysis following exclusion of those respondents that did not meet all of CAPTE's standards for program director.

Researcher Bias

As a PT faculty member serving in an administrative role, this researcher recognizes previous factors and experiences have influenced her decision to transition to the current role. In the development of the survey instrument, it was important that questions were developed using previous research inclusive of the roles and responsibilities of a PT program director, CAPTE's standards for PT program directors, and not reflective of this researcher's own experiences. The survey questions were written as to not lead the respondents to answering in a specific way (Ruel, Wagner, & Gillespie, 2016). The researcher weighed the respondents' responses to the survey questions without preexisting assumptions of her own experiences in answering the

research questions. Being cognizant and self-reflective of this minimized bias when evaluating the survey data.

Significance of Study

The Bureau of Labor Statistics (2019) projects the growth of physical therapists to increase "...faster than the average for all occupations" (para. 5). This projection has created an interest in academic institutions in meeting this employment demand through an opportunity to develop new physical therapy education programs (CAPTE, 2019b; Landry, 2016). The proliferation of these developing programs, the increased requirement standards for program directors imposed by CAPTE, and the recent retirements of experienced program directors has contributed to the increased PT program director vacancies (CAPTE, 2018; Harris et al., 2018). Physical therapy education programs led by qualified program directors must strive for excellence in educating the next generation of PTs in order to provide quality health care to patients and clients (Deusinger, Hinman, & Peterson, 2018). To create a culture of excellence there must be leaders that promote high expectations of faculty and students for life-long learning and have a vision to reinforce PT practice, education, and research as the profession evolves (Jensen et al., 2017a; Jensen, Hack, Nordstrom, Gwyer, & Mostrom, 2017b). This study sought to identify factors that influence PT faculty in pursuing the position of program director as well as their perceptions of roles and responsibilities of program director. Understanding these factors may help promote strategies for physical therapy departments to create professional development plans to support qualified faculty as well as eliminating any potential barriers to becoming a program director.

Definition of Terms

For the purpose of this study, the following terms are defined.

Academic Administrator

Depending on the institution, this would include the administrative titles of program director or chair for a physical therapy program (CAPTE, 2017b).

Commission on Accreditation in Physical Therapy Education

The Commission on Accreditation in Physical Therapy Education (CAPTE) is the accrediting body for all physical therapy education programs in the United States. There are several standards that a program must meet in order to be accredited. Included in the standards are specific qualifications of faculty and program directors (CAPTE, 2017b).

Core Faculty

Core faculty in a physical therapy education program “have the responsibility and authority to establish academic regulations and to design, implement, and evaluate the curriculum” (CAPTE, 2017b, p. 10). The core faculty include physical therapists on tenure or non-tenure track positions.

Physical Therapist

Physical therapists are “health care professionals who diagnose and treat individuals of all ages, from newborns to the very oldest, who have medical problems or other health-related conditions that limit their abilities to move and perform functional activities in their daily lives (American Physical Therapy Association, 2016, para 1).

Physical Therapist Faculty

Physical therapist faculty are licensed PTs teaching in an accredited physical therapy program. Each faculty member possesses a degree in physical therapy at the master or doctorate

level. Physical therapist faculty may also possess an academic doctorate degree such as an EdD or PhD (CAPTE, 2017b).

Program Director

A member of the core faculty in a physical therapy education program who serves as the program's academic administrator (CAPTE, 2107b).

Conclusion

The faculty shortage in physical therapy education programs is prevalent especially concerning program director positions. It is necessary that PT faculty transition to leadership positions as program directors to ensure academic excellence in physical therapy education programs. Chapter 1 discussed the research problem and significance of the study. Chapter 2 includes a review of selected literature related to faculty shortage, transition from clinical practice to academia, and role of program director. Chapter 3 discusses the methodology of a cross-section survey design. Chapters 4 and 5 include results and conclusion respectively.

CHAPTER 2

LITERATURE REVIEW

Academic programs in health professions such as physical therapy (CAPTE, 2019b), occupational therapy (American Occupational Therapy Association [AOTA], 2018) and nursing (Keyt, Li, & Fang, 2019) are facing faculty shortages. The demand for PT faculty is increasing as a result of the proliferation of academic programs in order to graduate students to fill clinical vacancies (Bureau of Labor Statistics, 2019; CAPTE, 2019b). The Bureau of Labor Statistics (2019) projects a 28% increase in PT jobs from 2016-2026. To meet this increase, 34 developing physical therapy programs across the country have been added to the current 250 accredited programs (CAPTE, 2019c). To maintain excellence in physical therapy education in all of the programs, qualified individuals are needed to advance the profession. Moreover, there is a significant need for physical therapy faculty to transition to administrative leadership positions as program directors of a department to lead and ensure strong academic programs. Studies have examined retention and succession of academic administrative leaders (Grossman, 2014; Hinman et al., 2014; Hoppe, 2003) and why PT academic administrators have left their position (Hinman et al., 2014) but there is a gap in the research in understanding why PT faculty decline or express disinterest in transitioning to leadership positions in a physical therapy education program. Identifying the barriers and deterrents for the shortage of PT faculty transitioning to academic leadership positions may assist in recruiting and developing future strong leaders.

The purpose of the study is to identify factors that influence PT faculty in pursuing the position of program director as well as their perceptions of roles and responsibilities of program director. A literature review was conducted to better understand faculty shortages, transition

from clinical practice to academia, and the role of program director or chair as an academic administrator. To date, much of the literature has been completed in the field of nursing academia, however, parallels can be appreciated within physical therapy education programs.

Physical Therapist Faculty Shortage

In 2018, there were 173 PT faculty vacancies, 116 projected vacancies, and 33 new positions to be filled as a result of program growth and retirement (CAPTE, 2019b). Aggregate data from 2018 indicated there were 236 program directors for 250 accredited programs and 12 developing programs creating a shortage of 26 program directors (CAPTE, 2019b). The Commission on Accreditation in Physical Therapy Education (CAPTE) requires at least 50% of core faculty to currently hold or in the process of earning an advanced academic doctorate degree with the remaining 50% of core faculty holding a clinical doctorate with a clinical specialist certification. This puts an additional stipulation to an already existing limited pool of candidates on recruiting qualified individuals to meet the needs of a program.

Strategies to Recruit and Retain

Strategies to reduce faculty shortage include providing financial assistance for clinicians to earn an academic doctorate degree, reducing the income gap between faculty and clinical practice, developing research opportunities between the academic and clinical institutions, and mentoring clinicians to step into the faculty role through structured faculty development programs (Wyte-Lake, Tran, Bowman, Needleman, & Dobalian, 2013; Yordy, 2006). In regard to faculty shortages in physical therapy programs, Arena et al (2017) suggests an innovative model for highly motivated PT graduates that combines the clinical doctorate degree, residency and fellowship along with a PhD degree. Currently, each of these degrees and programs are independent educational programs but with the integration of this innovative model the

individual can obtain clinical excellence along with developing a clinical research agenda and becoming a qualified faculty candidate (Arena et al., 2017). In an earlier study, Mac Kinnon and Leighton (2002) investigated PT students' interest in becoming a faculty member. The authors reported statistical significance with regard to interest if; a PT instructor encouraged the student to pursue a faculty position, the student had a learning experience in which a faculty position was discussed as a career, or the student had a parent involved in education (Mac Kinnon & Leighton, 2002). It may be prudent, therefore, to identify graduating PT students and encourage them to pursue academia as a career choice while providing mentorship to succeed.

Faculty recruitment and retention in physical therapy education programs continues to be a challenge especially as it relates to retaining program administrators. Hinman et al., (2014) provided recommendations for retaining and recruiting PT program directors to include a mentoring program that is both formal and informal consisting of management training on such topics as budget, personnel management, and program accreditation standards as well as opportunities to network with other program directors. This recommendation of a mentoring program resulted from the identification of reasons PT administrators left their positions. The most frequently cited reasons included high workloads, inadequate compensation, internal conflict with university administration, and an inability to hire or retain adequate faculty (Hinman et al., 2014). It is uncertain, however, that the implementation of the suggested mentoring program would deter PT program directors from leaving the position.

Developing Leadership

The description and definition of leadership has evolved over the years and yet there is not a common definition that is agreed upon by scholars (Northouse, 2016). Burns (1978) wrote "leadership is one of the most observed and least understood phenomena on earth" (p. 2).

Instead of identifying one single definition of leadership, Burns (1978) elaborated more so on the role of leadership as "...the reciprocal process of mobilizing, by persons with certain motives and values, various economic, political, and other resources, in a context of competition and conflict, in order to realize goals independently or mutually held by both leaders and followers" (p. 425). Thus, the role of leaders moving individuals towards a common goal helped define leadership as transformational, "...when one or more persons *engage* with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (Burns, 1978, p. 20). Effective transformative leadership in one institution may, however, appear differently in another institution. It is important to thoroughly understand the culture of the institution prior to initiating any changes. It is also important to note that in different situations the use of various leadership styles is needed for successful outcomes. Often as faculty members get tenure and promotion they are appointed to administrative positions as a result of their longevity at the institution not necessarily based on their leadership skills. This appointment does not always reflect that the individual is qualified to assume a leadership position. Often the individual will acquire the skills necessary through on-the-job training instead of formal leadership development programs (Ladyshevsky & Flavell, 2011; Luedtke-Hoffmann et al., 2010).

Physical therapist academic administrators recommend a post-professional education program to prepare individuals interested in undertaking the role as a PT education administrator (Luedtke-Hoffmann et al., 2010). The top four suggested topics for the post-professional leadership program were department governance and office management, faculty matters and human resource management, financial and facilities management, and curriculum and program development (Luedtke-Hoffmann et al., 2010). Focusing on leadership skills including the

ability to develop a vision, inspiring others toward a common goal, and implementing change are much more difficult to learn than managerial-type skills (Wolverton & Ackermann, 2006).

Bennis and Nanus (1985) further emphasized the difference between managing and leading in writing that “managers are people who do things right and leaders are people who do the right thing” (p. 221). It is therefore imperative that the implementation of leadership programs emphasizing authentic leadership skills versus managerial skills is needed to prepare PT faculty to transition to leadership roles as program director in a physical therapy education program.

Transition from Clinical Practice to Academia

Faculty shortage in allied health professional education programs will require clinicians to make a career change to academia to ensure viability of developing future clinicians.

Transitioning to academia will require new skills and adaptations to a new environment by the clinician (Hurst, 2010). New faculty members will experience the transition from an expert clinician to a novice educator encompassing challenges as well as successes (McDonald, 2010).

Barriers and Facilitators

Barriers to becoming academic educators identified by nursing clinicians have been described in the literature to include lack of clinical experience to enter a faculty position (Moreland, 2011), implications for terminal degrees, and perceived challenges of the educator role (Bagley, Hoppe, Brenner, Crawford, & Weir, 2018). Obstacles that faced occupational therapist clinicians were the lack of formal training on teaching and curricular content, time commitment, and lack of understanding of university culture (Foy, 2017). Decreased salary compared to clinical practice was identified in both professions as a barrier to transitioning to academia (Bagley et al., 2018; Foy, 2017; Moreland, 2011).

Physical therapists that have transitioned from clinical practice to teaching have benefited from more informal learning experiences and peer support than formal mentorship programs (Hurst, 2010). Support and consultation from other faculty was also perceived by occupational therapists as a successful strategy to transition to academia, however, they also reported securing a mentor as equally important (Foy, 2017). Communicating to clinicians that support can be provided to overcome the perceived barriers should be the starting point in fostering a career change. For those clinicians that decide to make the transition to academia, mentorship and orientation to teaching, scholarship, and service expectations is warranted (Kahanov, Eberman, Yoder, & Kahanov, 2012).

Adjusting to Academia

Clinicians that have transitioned to academia reflect on whether they will fit in to the academic setting. This is influenced by the level of confidence they have on their existing skills (Murray, Stanley, & Wright, 2014b) and their new identity as academicians (Murray, Stanley, & Wright, 2014a). The new faculty member has to not only demonstrate effective teaching skills but also meet scholarship and service requirements of the university (Clark, Alcala-Van Houten, & Perea-Ryan, 2010). The depth of these institutional requirements is unfamiliar to the new faculty member and will require an understanding of the various factors. Faculty learning communities may help in this transition to academia (Kelsch & Hawthorne, 2014). The learning communities provide the new faculty member the opportunity to discuss concerns and ideas with various faculty at the institution in a safe environment (Kelsch & Hawthorne, 2014).

As an experienced academician, the department chair also undergoes an adjustment when transitioning from a faculty member to an administrator. The chair's identity as a scholar and teacher is difficult to retain while serving as an administrator (Gmelch, 2015; Gmelch, Roberts,

Ward, & Hirsch, 2017). Although higher education institutions place an emphasis on faculty to become experts in their discipline and support them in this endeavor, only 3% of department chairs receive formalized leadership development to develop the necessary skills to serve as an effective administrator (Gmelch, 2015). Faculty work functions and responsibilities are quite different than an academic administrator making it difficult to transition to a leadership role.

Faculty Mentorship

In years past, new faculty participated in faculty-led mentorship programs that included an overall introduction to academia however with changes in the economic stability in higher education and the need for faculty to demonstrate work productivity, different entities have taken on the role of educating faculty on the academic environment (Eaton, Osgood, Cigrand, & Dunbar, 2015). Human resources offices provide orientation to benefits and the university structure, university committees provide workshops for professional development and resources for tenure and promotion, and a technology department provides training on various forms of technology but not on how to use technology as a teaching tool (Eaton, Osgood, Cigrand, & Dunbar, 2015). Within the health professional education programs, clinical professionals transitioning to academia usually possess a clinical doctorate degree that focuses on developing their skills as a practitioner not as an academician. It is the role of the institution to provide mentorship to these individuals regarding teaching, scholarship, and service specifically on classroom management, curriculum, academic policies and procedures, and specific requirements for tenure and promotion (Kahanov et al., 2012). In the clinical setting, clinicians work together as an interdisciplinary team for the betterment of a patient however in academia, educators are often teaching in their silos which makes mentorship that much more important for a transition to academia (Jeffers & Mariani, 2017).

In a study by Pinto, Maher, and Falzarano (2015), the authors investigated mentorship for new full-time PT faculty that identified only 22% surveyed (n=66) reported having a faculty mentor. Topics that were discussed with their mentors included teaching strategies, research, university policies and procedures, service and promotion (Pinto, Maher, & Falzarano, 2015). Although the topics discussed were of great importance for the new faculty member, the results indicate that academic mentorship for PT faculty is limited. One innovative mentorship program that may provide support for clinicians transitioning into an academia role is a faculty-based mentorship circle whereby an experienced faculty member serves as a mentor facilitating a group of new faculty colleagues (Waddell, Martin, Schwind, & Lapum, 2016). This type of mentorship program provides not only for traditional type mentoring by the seasoned faculty member but also peer mentoring (Waddell, Martin, Schwind, & Lapum, 2016). The intent, however, is that these mentorship programs are instituted to all new PT faculty members.

Role of Program Director or Chair

The role and responsibilities of an academic administrator in a program are vast and complex. To succeed in this role, an individual should possess leadership skills including being an effective communicator, having the ability to manage conflict, decision-making and problem-solving ability, and trustworthiness (Cipriano & Riccardi, 2018). The academic administrator must also have a strategic vision for the program to evolve as the educational and professional environment changes (Gonaim, 2016; Jensen, et al., 2017b).

As Academic Administrator

Department chairs have the role and responsibilities to influence institutional policies and procedures, recruit and hire faculty, recommend faculty for promotion and tenure, control the department budget, develop class schedules, assign workload in collaboration with each faculty

member, and maintain a positive culture within the department and amongst the students (Wolverton, Ackerman, & Holt, 2005). The role of an academic administrator may be perceived differently from the view of the program director or chair as compared to faculty members within the department. Physical therapy program directors perceive their most important roles are to manage change, cultivate a positive working relationship with higher administration, recruit and retain faculty (Bennie et al., 2019), monitor accreditation standards, evaluate faculty performance, prepare the department budget (Perry, 2002), and balance roles as an administrator and faculty member (Wolverton, Ackerman, & Holt, 2005). Faculty members within the department also include the development of long-range program goals as an important role of the program director (Perry, 2002). There is an agreement that the least important role for the program director is helping students register, monitoring building maintenance, and scheduling classes (Perry, 2002).

As Leader in Education Excellence

Effective leadership and productive teams are necessary for successful transformative change and excellence in physical therapy education (Jensen, et al., 2017a). Recommendations include developing strong leaders through leadership programs that reinforces innovation and culture of excellence beginning in professional education and continuing throughout a professional's career (Jensen, et al., 2017b). The nursing literature also supports the notion that leadership skills should be developed and practiced throughout an education program (Curtis, de Vries, & Sheerin, 2011). For the continuation of developing PTs that meet the needs of a changing patient population, leaders are needed to have the skills and vision to advance physical therapy education.

Conceptual Frameworks

Bloomberg and Volpe (2016) suggest that “a well-conceived conceptual framework *is influenced by and at the same time influences* the research process at all levels and at all stages” (p. 128). The application of a conceptual framework encompasses theories to “explain, predict, and understand phenomenon” of a research study (Bloomberg and Volpe, 2016, p. 126). The conceptual framework will further provide “theoretical clarification” when analyzing the findings of the study (Bloomberg and Volpe, 2016, p. 128). This study used the theoretical frameworks of empowerment to undertake responsibilities as well as work-role transition.

Kanter’s Theory of Structural Empowerment

Kanter (1993) identifies three variables of structural behavior in an organization: the structure of opportunity, formal and informal power, and the number of people and social composition. The theory of structural empowerment focuses on the structure of the work environment for personal growth within an organization rather than an individual’s characteristics (Kanter, 1993). In order to have opportunities for personal development within an organization the work environment needs to provide access to information, support, and resources (Kanter, 1993). Although much of the research using Kanter’s theory is with the nursing profession (Hebenstreit, 2012; Laschinger, 1996; Mota, 2015), one study in physical therapy used the theory to explain the perception of empowerment of PTs working in a hospital setting (Miller, Goddard, & Spence Laschinger, 2001).

To be empowered to successfully fulfill job requirements, specific information about tasks related to the job and how the position fits into the organization is necessary (Miller, Goddard, & Spence Laschinger, 2001). For example, a faculty member would need to have information regarding a university’s standards and requirements in relation to teaching,

scholarship, and service. Faculty members will also need support from administrators and colleagues to be productive. Kanter further proposes that employees need access to resources for achieving job requirements (as cited in Miller, Goddard, & Laschinger, 2001). When employees do not have information, support, and resources from their organization they may feel powerless.

Role Transition

Work-role transition can be a change in employment status or any major change in job duties and responsibilities (Nicholson, 1984). These role transitions can be either voluntary or involuntary as responses to career opportunities (Nicholson & West, 1988). With work-role transition personal adjustments to the new environment must occur. Nicholson (1984) describes two outcomes of individual adjustments as: “personal development to absorb new demands, and role development to redesign situational demands” (p. 173). Based on the new demands imposed by the transition, personal development involves altering a person’s identity “... encompassing changes in self-concept, values, skills, and life-styles” (Nicholson, 1984, p. 175). Role development, however, can be a proactive strategy by matching one’s “...needs, abilities, and identity” to the “...constraints and opportunities of the role and the needs and expectation of the person” (Nicholson, 1984, p. 175).

As PT faculty members decide to transition to the leadership role as a program director, they will experience “...changes and wonder about new tasks and how to deal with them successfully” (Isopahkala-Bouret, 2008, p. 71). They will recognize the dissimilarities between being a faculty member and being an administrator and experience a period of adjustment (Isopahkala-Bouret, 2008; Kelly, 2014). The adjustments will include either the individuals changing themselves to match the role or changing the role requirements to match their needs (Isopahkala-Bouret, 2008). The work-role transition theory can potentially explain the factors

involved for PT faculty members to evolve in transitioning to a program director role and how an organization contributes to the transition.

Strengths and Weaknesses of Frameworks

The strength of Kanter's theory is that it provides a framework for understanding how empowering employees leads to job satisfaction and increased autonomy (Kanter, 1993). The theory can help analyze if faculty members feel empowered to make independent decisions to meet not only departmental goals but also independent professional goals. While empowering faculty is positive, the theory does not explain how to assure that every faculty member is making decisions that are within the program or university's goals. Simply stated, faculty members should not focus only on their own agenda but should also have the program and university in mind.

Role theory specifically work-role transition provides an understanding of the variables involved when transitioning from one job position to the next. Physical therapy faculty may identify these variables as either barriers or facilitators in influencing their decision to transition to the role as program director. One concern regarding role theory is whether it "...focus[es] attention on the person as an individual or the person as [a] representative of a social position" (Biddle, 1986, p. 86). As expected, when dealing with human behaviors explanations of those actions are complex.

Conclusion

With the shortage of faculty and program directors in physical therapy education programs, an investigation is warranted to understand factors that influence PT faculty in pursuing the position of program director as well as their perceptions of roles and responsibilities of program director. The literature review identified several themes including: faculty shortages,

transition from clinical practice to academia, and the role of program director. Considering all PT faculty at one time transitioned from a clinical position as a PT to an academic position, understanding the factors that influence PT faculty in making the next transition to a leadership role may assist in creating faculty development programs that would prepare individuals for accepting the role as program director. The theoretical frameworks of Kanter (1993) and work-role transition can be used to make sense of the data and provide explanations in relation to opportunities for empowering faculty and developing the skills necessary to accept the role as a leader. A cross-sectional survey research design was implemented to understand factors that influence PT faculty in pursuing the position of program director as well as their perceptions of roles and responsibilities of program director.

CHAPTER 3

METHODOLOGY

This study sought to identify factors that influence PT faculty in pursuing the position of program director as well as their perceptions of roles and responsibilities of the program director. This quantitative descriptive study used a cross-sectional survey design utilizing Likert scale and rank order scale questions to answer the research questions.

Quantitative research methodology was purposely used in this study to “collect[ing] numeric data from a large number of people using instruments with preset questions and responses” and for “analyzing trends, comparing groups, or relating variables using statistical analysis and interpreting results...” (Creswell, 2015, p. 13). To collect data, the survey instrument included Likert scale questions to provide participants the opportunity to indicate the likelihood in pursuing the position of program director based on the role and responsibilities of the program director. Likert scales are “helpful when measuring respondents’ attitudes and opinions about particular topics, people, ideas, or experiences (Ruel, Wagner, & Gillespie, 2016, p. 59). The survey also included rank ordering the importance of the roles and responsibilities of program directors as perceived by the PT faculty. The list of roles and responsibilities was derived from studies that identified these components of physical therapy program directors as well as CAPTE’s requirements for program directors (Bennie et al., 2019; CAPTE 2017b; Perry et al., 2002; Luedtke et al., 2010).

The cross-sectional survey design is best used “...to identify trends in attitudes, opinions, behaviors, or characteristics of a large group of people...” at one point in time (Creswell, 2015, p. 21). The cross-sectional survey approach was beneficial for this study in that it provided the opportunity to gather perceptions of PT faculty regarding the role of program director from a

larger sample (Glasow, 2005). This chapter discusses the setting and participant sample, data collection, data analysis procedures, and limitations.

Setting

A survey using Qualtrics^{XM} survey software was sent through electronic mail (e-mail) to current PT faculty members with an academic doctorate degree from accredited physical therapy education programs in the Middle Atlantic and New England regions of the United States. Physical therapy faculty from programs in the following states were included: Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont (CAPTE, 2019b). The number of programs within each state ranged from one (Delaware, New Hampshire, Rhode Island, Vermont) to 20 (New York), totaling 60 programs (CAPTE, 2019b).

Participants/Sample

A purposeful sample of 408 PT faculty with academic doctorates from accredited physical therapy programs in the Middle Atlantic and New England regions of the United States were potential participants. Electronic mail (e-mail) addresses of the PT faculty were secured through PT program websites. There were 94 respondents to the survey equating to a 23% return rate. Demographic survey questions included CAPTE's standard requirements for program director including the academic doctorate degree earned, current academic rank, number of years of full-time higher education experience, and number of years in physical therapy education programs (Appendix A). Respondents that did not meet all of CAPTE's standard requirements for program director were excluded. The exclusion resulted in six without PT licenses in the United States, four with less than six years full-time higher education experience, and two with less than three years in physical therapy education. In addition, 31 current program directors

were excluded from the study due to the study's focus on qualified PT faculty whom have not transitioned to a program director position. The resultant 51 surveys were included in the study and analyzed.

Data Collection

The process for collecting the data included electronic distribution of a survey through a Qualtrics^{XM} software tool to PT faculty members with academic doctorate degrees in the identified geographic locations. Their email addresses were secured through the faculty link on each PT programs' website. An e-mail inviting the PT faculty member to participate in the survey voluntarily identified the purpose of the study, time it takes to complete the survey through PT program websites, disclosure of any risk, explanation of measures on protecting identity, and a statement that the study was approved by the University of New England Institutional Review Board (Creswell, 2015). In addition, the consent for participation document was included in the e-mail as well as a statement indicating that completing the survey was consenting to participate (Appendix B). The survey included Likert scale questions to obtain data regarding factors that may influence PT faculty in transitioning to a program director position and rank order questions to understand the perceptions of the roles and responsibilities of a program director (Appendix A). The Qualtrics^{XM} software tool was programmed to require the respondents to answer each question prior to advancing to the next, thus not allowing missed or multiple responses to the Likert scale questions (Ruel et al., 2016). Incomplete surveys, however, were eliminated from data analysis. Data collection of the survey responses extended for two weeks after the initial email. A follow up email was conducted following two weeks of the initial survey distribution thus extending data collection by an additional week. The aim to extend data collection was to obtain a response rate of 50% or better (Creswell, 2015) however

50% response rate was not achieved. Utilizing the Qualtrics^{XM} survey tool allowed for data to be automatically saved which provided accurate transfer of data to SPSS IBM version 25.

Data Analysis

Demographic data regarding gender, age, years teaching in physical therapy education, academic rank, academic degree earned, and if the institution is public or private was summarized using frequency for each type of variable (Creswell, 2015). Frequency and frequency percentages of responses for each Likert scale question were calculated (Sullivan & Artino, 2013). The frequencies identified the respondents' level of agreement or disagreement to each question ranging from extremely likely, somewhat likely, neither likely nor unlikely, somewhat unlikely and extremely unlikely. Analysis of the frequencies explained which factors PT faculty identified as influencing their decision in pursuing a position of program director. Comparing the frequencies of responses for each Likert scale question with the demographic variables of gender, age and years teaching in a physical therapy education program was conducted by independent t-tests using SPSS IBM version 25 (Ruel et al., 2016). The three demographic variables were chosen to determine if gender, age and/or years teaching in a physical therapy education program had significantly influenced respondents to likely consider a program director position (Ruel et al., 2016). When statistical significance was determined amongst the three demographic variables and the Likert scale responses, Fisher's exact test was used to determine if specific program director responsibilities influenced the likelihood of a respondent to pursue a position of program director. Frequencies of the responses to the rank order survey questions were completed on Microsoft Excel using the rank function to determine which of the roles and responsibilities of a program director were perceived by the respondents as the three most and least essential responsibilities. This analysis provided an understanding as

to the perceptions of the respondents on the roles and responsibilities of program director and was compared to the factors the respondents identified as influencing their decision to pursue the program director position.

Participant Rights

In accordance with the University of New England Human Subjects Review Board for the protection of Human Subjects, participants' rights were followed. Participants completed the surveys voluntarily. A consent for participation document was included in the e-mail distribution of the survey. Protection of the respondents' identities was set within the Qualtrics^{XM} software such that no identifying information nor any reference to their email address was connected to the survey responses thus the respondents' responses remained anonymous. A password protected group account was set up to allow only the researcher and committee members access to the results of the survey. When the research study is published or presented at conferences, no information will be included that would reveal participants' identity.

Potential Limitation

A potential limitation to a survey research design is that the instrument is not valid and reliable. To address this limitation, a survey draft was reviewed by researchers knowledgeable in survey design at the researcher's institution whereby necessary revisions were made to ensure face validity of the survey. The reliability of the instrument was pretested on a small number of respondents that are representative of the study participants prior to distribution to the larger sample (Creswell, 2015). In order for the researcher to answer the study's research questions, a large number of the purposeful sample needed to complete the survey. There was potential for respondents to not provide truthful responses to the survey questions. The sample is

representative of only the northeast region of the United States. Potentially, PT faculty from different regions of the country may have differing views than the study's participants.

Although Likert scale survey questions provide measurement of respondents' attitudes, opinions, and beliefs in response to a presented question, this type of survey question has its disadvantages. The Likert scale is "uni-dimensional" in that it "only give 5-7 options of choice" (LaMarca, 2011, para 3). Thus, having to choose from the limited options on the survey it actually "fails to measure the true attitudes of respondents" (LaMarca, 2011, para 4). This is also a limitation of quantitative research in that it does not expand upon a deeper meaning and explanation for the attitudes and opinions (Queirós, Faria, & Almeida, 2017).

CHAPTER 4

RESULTS

The purpose of this quantitative descriptive study was to identify factors that influence PT faculty in pursuing the position of program director as well as their perceptions of roles and responsibilities of program director. Data were collected using a cross-sectional survey design consisting of two types of survey questions, the Likert scale and rank order scale. Survey data were analyzed to address the research questions.

The following research questions guided the study:

1. What factors do PT faculty members identify that influence consideration in pursuing the position of program director?
2. What are PT faculty members perceptions of the roles and responsibilities of program director?

Chapter 4 describes the initial screening of the survey data and analysis of data collected from 51 surveys. Descriptive statistics, independent t-test and Fisher's exact test were completed to explain the survey data. The chapter concludes with a summary of the results linking them to the purpose of the study and the problem statement.

Method

Four hundred eight surveys were sent to e-mail addresses of PT faculty with academic doctorate degrees from accredited physical therapy education programs located in the Middle Atlantic and New England regions of the United States. Each PT faculty member was invited to participate in the on-line Qualtrics^{XM} survey. Ninety-four completed surveys were returned resulting in a 23% response rate. Per CAPTE's qualifications for program director (CAPTE,

2017b), respondents that did not meet at least six years of full-time higher education experience, with a minimum of three years of full-time experience in a physical therapy education program, and having a current license to practice as a PT in the United States were excluded from the study sample.

The exclusion criteria resulted in eliminating six respondents that did not hold a current PT license to practice in the United States, four respondents with less than six years of higher education experience and two respondents with less than three years of experience in a PT education program. Thirty-one additional surveys were excluded as respondents were either a current or previous program director. The current study aimed to only examine qualified PT faculty who have not held a program director position.

Although CAPTE stipulates that program directors hold the rank of associate or full professor, this study included survey data from 14 respondents that only held assistant professor rank yet met all of CAPTE's other qualifications for program director. Literature suggests other issues such as lack of clarity with promotion guidelines (Gardner & Blackstone, 2013; Klein, Kelling, Pais, Lee, & Bostwick, 2019), gender disparities (Gardner & Blackstone, 2013) and accreditation standards placing greater emphasis on clinical practice experiences (Klein et al., 2019) may contribute to the decrease in promotion of qualified faculty members. Thus, the decision was to include the 14 assistant professor respondents in the data analysis.

Following the initial screening of all returned surveys the remaining 51 surveys (n=51) were analyzed. Demographics of the respondents were summarized and frequency of responses for each Likert scale question expressed as percentages were calculated. The frequency of responses to each Likert scale question was further analyzed using independent t-tests using SPSS IBM version 25 to determine if there is a significant difference between gender, age and

years teaching in physical therapy education. The Fisher's exact test was used to examine the relationship between the demographic variables of age, gender, and years teaching full-time in physical therapy education program with the degrees of agreement responses from the Likert scale questions to determine if a relationship existed. Frequencies of the responses to the rank order type question were calculated and ranking of the program director's responsibilities from the most essential to least essential responsibilities was completed.

Presentation of Results

Data from Likert scale questions identified the likelihood that respondents would apply for a program director position based on specific responsibilities outlined by CAPTE and the literature (Bennie et al., 2019; Page, 2001; Perry, 2002; CAPTE, 2017b). Likert scale questions were asked using a similar stem: "If the position of program director included a significant level of responsibility to..."; referencing to a responsibility of program directors followed by "what is your likelihood to apply for this position?". The responsibilities interjected into the Likert scale question included: 'act as a faculty advocate to higher administration', 'maintain program accreditation', 'facilitate change', 'recruit faculty', 'resolve conflicts', 'develop strategic plans', 'oversee the curriculum content, design and evaluation', 'assign faculty workloads', 'manage fiscal resources', 'evaluate faculty performance', and 'represent the department at college/university-level meetings'. Data were also collected from the rank order question. Based on the respondents' perception of a program director's role, they were asked to rank order the previously mentioned program director responsibilities from the most essential to least essential. Ranking of the three most and least essential program director responsibilities were tabulated using Microsoft Excel rank function.

Demographic Results

The purposeful sample included 51 (n=51) respondents to the survey. Demographic factors of gender, age, type of doctorate degree, academic rank, years teaching in physical therapy education, and institution type were collected. Frequencies and percentages of the demographic data were summarized (Table 1).

Table 1

Demographics of Sample Population

Demographic	Frequency	%
Gender		
Male	11	22
Female	40	78
Age		
30-39	4	8
40-49	12	23
50-59	26	51
60-69	9	18
Doctorate Degree		
PhD	20	57
EdD	12	23
DHSc	3	6
DSc	7	14
Rank		
Professor	10	20
Associate Professor	21	39
Assistant Professor	14	27

Clinical Professor	2	4
Clinical Associate Professor	5	10
Years Teaching in PT Education		
6 years	8	16
7-9 years	11	21
>10 years	32	63
Institution Type		
Public	10	20
Private not for profit	30	59
Private for profit	11	21

The highest percentage for each demographic characteristic included female (78%), 50 to 59-years-old (51%), PhD (57%), Associate Professor (39%), greater than ten years teaching in physical therapy education (63%), and private not for profit institution (59%). These data reflect similar demographics of PT faculty across all accredited PT programs in the United States such that the majority are female (62.8%), have taught in physical therapy education greater than ten years and have a mean age of 49.3 (Hinman & Brown, 2017).

Descriptive Statistics and Inferential Statistics

Respondents were asked to rate, on the Likert scale questions, the likelihood to apply for a program director position based on eleven program director responsibilities. The frequencies of the total responses for each of the program director responsibilities were calculated as percentages (Table 2).

Table 2

Frequency Percentages of Likert Scale Questions

If the position of program director included a significant level of responsibility to:	Extremely likely	Somewhat likely	Neither		Extremely unlikely
			likely nor unlikely	Somewhat unlikely	
act as faculty advocate to higher administration,	14%	29%	31%	10%	16%
maintain program accreditation	16%	25%	18%	22%	20%
facilitate change	27%	43%	14%	6%	10%
recruit faculty	16%	25%	18%	22%	20%
resolve conflicts	8%	29%	25%	20%	18%
develop strategic plans	22%	31%	24%	10%	14%
oversee the curriculum content, design, and evaluation	22%	33%	25%	10%	10%
assign faculty workloads	12%	25%	35%	14%	14%
manage fiscal resources	14%	24%	22%	20%	22%
evaluate faculty performance	12%	25%	35%	10%	18%
represent department at college/university-level meetings	24%	33%	22%	8%	14%

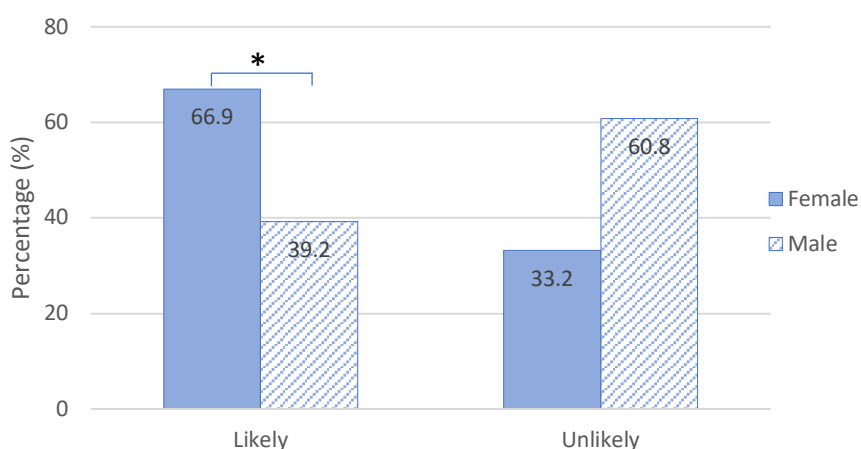
The respondents' highest percentage rating for each of the questions asking the likelihood to apply for the position was rated somewhat likely in eight of the eleven identified program director responsibilities. The three program director responsibilities that respondents rated the highest as likely to apply for the position were: 'facilitate change' (43%), 'represent the department at college/university-level meetings' (33%) and 'oversee the curriculum content, design and evaluation' (33%). The respondents rated the remaining three responsibilities: 'act as faculty advocate to higher administration', 'assign faculty workloads', and 'evaluate faculty performance'; as neither likely nor unlikely to apply for the program director position indicating a neutral rating for these three responsibilities. To determine the overall percentage of likely and unlikely to apply, *Extremely Likely* and *Somewhat Likely* were combined to represent 'likely'

responses and *Somewhat Unlikely and Extremely Unlikely* were combined to represent ‘unlikely’ responses. The program director responsibilities with the highest likely to apply responses remained the same: ‘facilitate change’ (71%), ‘represent the department at college/university-level meetings’ (57%), and ‘oversee the curriculum content, design and evaluation’ (55%). The program director responsibilities that were identified as factors to unlikely apply were: ‘maintain program accreditation’ (41%), ‘recruit faculty’ (41%) and ‘manage fiscal resources’ (41%). These findings were important to consider when comparing these outcomes to how the respondents rated their perception of a program director’s most essential responsibilities.

The rank order question was analyzed to determine the respondents’ perceptions of the three most and least essential responsibilities of a program director. The respondents ranked ‘maintain program accreditation’ as the most essential responsibility of a program director followed by ‘act as faculty advocate to higher administration’ and ‘develop strategic plans’. The least essential responsibility of a program director was ‘resolve conflicts’ followed by ‘evaluate faculty performance’ and ‘assign faculty workload’. When comparing the respondents’ ranking of the most essential responsibilities of a program director to the three highest responsibilities as influencing their decision to pursue the program director position, the results were not congruent. In fact, ‘maintain accreditation’ was rated by the respondents as a lowest likely to apply score yet ranked ‘maintain accreditation’ as the most essential program director responsibility. In addition, ‘facilitate change’ was identified by the respondents as the greatest factor that would influence their decision to apply for the position yet ‘facilitate change’ was only ranked sixth as the most essential responsibility of a program director.

To determine a difference between specific demographic data and how likely respondents would consider a program director position, the frequencies of the survey responses in the ratings

of *Extremely Likely* and *Somewhat Likely* were combined and were categorized as the relevant outcome of 'likely' to apply for a program director position. An independent t-test with significance at $p < 0.05$ level was used to determine if males or females were more likely to apply for a program director position. The assumption of homogeneity of variances was tested and satisfied through Levene's test. Comparison between males and females showed 69.6% of total responses from females ($n=344$) and 39.2% from males ($n=74$) reported likely to consider a program director position. The gender difference was statistically significant ($p=0.01$) with the assumption of equal variance between the two groups (Figure 1). Thus, females were more likely to consider applying for a program director position.



* significant difference ($p=0.01$) between females and males on the likelihood to apply for a program director position

Figure 1. Gender difference for program director

To statistically test if age influences the likelihood of respondents to apply for a program director position, an independent t-test between ages was performed. The assumption of homogeneity of variances was tested and satisfied through Levene's test. Comparison between 30 to 49-year-old likely responses to consider a program director position ($n=103$) to 50 to 69-year-old likely responses ($n=157$) were not statistically significant ($p=0.91$). Thus, there is no

statistical significance between 30-49 age group and the 50-59 age group in their likelihood to apply for a program director position.

Responses on how likely respondents considered a program director position when compared to years teaching in physical therapy education were not statistically significant ($p=0.07$). Independent t-tests with equal variances assumed between the two groups compared respondents' responses with less than 10 years teaching in physical therapy education ($n=121$) to respondents with 10 years and greater years teaching in physical therapy education ($n=140$). Thus, teaching experience greater or less than ten years is not statistically significant in how likely respondents would apply for a program director position.

Considering that gender differences were statistically significant to likely consider applying for program director, Fisher's exact test of independence with $p < 0.05$ as criterion for significance was calculated to determine if there was a relationship between gender and the most essential program director responsibilities of 'maintain program accreditation', 'act as faculty advocate to higher administration' and 'develop strategic plans'. Findings revealed there is an association with gender and 'maintain program accreditation' ($p=0.04$) and 'develop strategic plans' ($p=0.02$) but not significant for 'act as faculty advocate to higher administration'. This finding indicates it is not random that 'maintain program accreditation' and 'develop strategic plans' are contributing factors for PT faculty in considering to apply for a program director position.

Summary

Fifty-one PT faculty with academic doctorate degrees from accredited physical therapy education programs located in the Middle Atlantic and New England regions of the United States participated in this study. The most frequent demographic characteristics of the respondents are

the following: female (78%), 50 to 59-year-old (51%), having a PhD degree (57%), holding an Associate Professor rank (39%), and having greater than ten years teaching experience in physical therapy education (63%). The study sample reflects similar demographics of PT faculty across all accredited PT programs in the United States such that the majority are female, have taught in physical therapy education greater than ten years and have a mean age of 49.3 (Hinman & Brown, 2017).

The chapter described the methods to analyze the data using descriptive and inferential statistics as well as presentation of the results. Frequencies and frequency percentages of the responses from the Likert scale questions on the likelihood to apply for a program director position were calculated to address research question one. Investigating if certain demographic characteristics had any influence on respondents considering to pursue the position of program director was analyzed using independent t-tests. These results also addressed research question one. Research question two was addressed by analyzing the frequency percentages of the rank order question to determine the respondents' perceptions of the roles and responsibilities of program director. The research questions are further discussed in Chapter 5, as well as the interpretation of findings, recommendations for action, and recommendations for further study.

CHAPTER 5

CONCLUSION

This quantitative descriptive study used a cross-sectional survey design to identify factors that influence PT faculty in pursuing the position of program director as well as their perceptions of roles and responsibilities of program director. The study focused on the problem that there continues to be program director vacancies while 43% of PT faculty who meet CAPTE's criteria are not transitioning to the role of program director (CAPTE, 2019b). A survey was designed to investigate the likelihood of qualified PT faculty to apply for a program director position based on the roles and responsibilities of program directors. The survey was electronically distributed to 408 PT faculty members with academic doctorate degrees from accredited physical therapy programs in the Middle Atlantic and New England regions of the United States. Following exclusion of respondents not meeting all of CAPTE's criteria for program director, 51 surveys were analyzed.

The study was guided by the following research questions:

1. What factors do PT faculty members identify that influence consideration in pursuing the position of program director?
2. What are PT faculty members perceptions of the roles and responsibilities of program director?

Interpretation of Findings

Interpretation of findings and conclusions were developed by collecting demographic data and analyzing the responses to the survey through statistical methods and discussing the implications of these findings.

Research Question 1

What factors do PT faculty members identify that influence consideration in pursuing the position of program director?

The respondents rated eight of the eleven program director responsibilities influencing them to likely apply for the position. The highest rated program director responsibility was to 'facilitate change', followed by 'represent the department at college/university-level meetings', 'oversee the curriculum content, design, and evaluation', 'develop strategic plans', 'act as faculty advocate to higher administration', 'resolve conflicts', 'evaluate faculty performance', and 'assign faculty workloads'. In a study by Bennie et al. (2019), PT directors identified managing change as the most important competency in a program director's role. Similarly, a study investigating nursing faculty transitioning to administrative positions identified 'opportunity to influence organizational climate for change' and 'opportunity to facilitate growth and development' as encouraging factors to consider the position (Adams, 2007).

Given the respondents in the study identified 'facilitate change' as a strong consideration to apply for a program director position, they should possess the ability to display leadership behaviors that will promote change. Gaubatz and Ensminger (2015) identified several behaviors for department chairs to exhibit in order to facilitate change within their departments. In a position of leadership in a department, program directors should challenge the status quo, encourage faculty members' involvement in the decision-making process and provide professional development to increase faculty members' knowledge and skills related to potential changes (Gaubatz & Ensminger, 2015). Kotter (2012) reflects these strategic behaviors in his eight-stage process of creating major change. Questions remain, however, if the respondents in

this study completely comprehend the leadership behaviors needed to facilitate change and whether they will they have administrative support to carry out change.

Conversely, respondents rated ‘maintain program accreditation’, ‘recruit faculty’ and ‘manage fiscal resources’ as factors influencing them to unlikely apply for the program director position. Literature supports the challenges related to managing finances in that ‘budgetary constraints’ were discouraging factors to consider the administrative position (Adams, 2007, p. 312) as well as ‘perceived lack of resources’ from administration as reason for leaving a program director position (Hinman et al., 2014, p. 41). Luedtke et al. (2010) also concluded that budgeting activities were considered one of the most difficult administrative tasks. These barriers to applying to a program director position should be addressed equally as the factors that influence PT faculty to apply for the position. This could be accomplished through inclusion of that potential barrier into professional development plans.

The respondents rated the ‘maintain program accreditation’ responsibility as one of the lowest in consideration of a PT likely apply for the position. Maintaining accreditation is a major responsibility of a program director (Bennie et al., 2019; CAPTE, 2017b; Page, 2001; Perry, 2002). It is unclear why the respondents rated ‘maintain program accreditation’ low, considering when asked to rank the most essential program director responsibilities they ranked ‘maintain program accreditation’ as the highest. One can surmise that the respondents are aware of the importance of accreditation, however, do not want to take on that responsibility.

Kanter’s theory of structural empowerment proposes that support from informal and formal systems within the work environment creates opportunities for individuals to feel empowered (Kanter, 1993). In order for individuals to carry out responsibilities of a job, they need to have access to resources, information and support from the organization (Kanter, 1993).

While the respondents in this study identified job responsibilities that influence their consideration in pursuing a program director position, the next step needed is for academic institutions to create an environment that supports informal and formal systems to empower individuals to seek out job responsibilities and achieve leadership goals. As PT faculty transition to program director, personal adjustments to the new environment must occur (Nicholson, 1984). The work-role transition will link “personal and organizational adjustment outcomes with the characteristics of the person, the role, and the organization” (Nicholson, 1984, p. 172). The adjustments will either have the individuals changing themselves to match the role of program director or changing the role requirements to match their needs (Isopahkala-Bouret, 2008).

Research Question 2

What are PT faculty members perceptions of the roles and responsibilities of program director?

Respondents perceived the most essential roles and responsibilities of a program director were to ‘maintain program accreditation’, ‘act as an advocate to higher administration’ and ‘develop strategic plans’. These three responsibilities were supported in the literature by Perry (2002) such that PT faculty perceived the most important program director roles were acting as faculty advocate to higher administration, developing long-range program goals and monitoring accreditation. Program directors were in agreement with their most important roles of being a faculty advocate and monitoring accreditation but also included evaluating faculty performance to determine raises and preparing the department budget (Perry, 2002). Conversely, in this study ‘evaluate faculty performance’ was ranked tenth out of eleven as an important responsibility of a program director.

As stated previously, Bennie et al. (2019) reported a program director's perception of their most important role was to manage change as well as to cultivate a positive working relationship with higher administration, and recruit, retain and develop faculty. Conversely, 'facilitate change' was ranked sixth and 'recruit faculty' was ranked eighth out of eleven as an essential role of a program director by the respondents in this study. The three lowest ranked responsibilities by the respondents were to 'resolve conflicts', 'evaluate faculty performance' and 'assign faculty workload'.

Overall, the respondents in this study have identified conflicting outcomes in comparison to program director responsibilities that influence their decision to apply for the position and what they rank as most important responsibilities of a program director. As evident, the respondents ranked 'facilitate change' low as an important program director responsibility yet rated it as the most influential responsibility to apply for the position. In addition, the respondents ranked 'maintain accreditation' as the most important program director responsibility yet rated the responsibility as the lowest factor to consider when applying for the position. As with quantitative research, the understanding of 'why' the respondents behaved in this way cannot be answered.

Implications

Physical therapy education programs are experiencing program director vacancies as a result of the proliferation of physical therapy schools, retirement of current program directors and CAPTE's increased standards for program directors (CAPTE, 2019b; Hinman et al., 2014). For successful transition of PT faculty to program director, academic institutions need to create a supportive work environment (Kanter, 1993) while the faculty member focuses on adjusting one's identity to the new role (Isopahkala-Bouret, 2008; Nicholson, 1984). As the climate and

standards of physical therapy education evolves (CAPTE, 2017b) so must the leaders of physical therapy education programs. Physical therapy education programs will need transformative leaders to motivate faculty to commit to a vision that moves individuals and the program forward, encourage creativity in making the program better, and support faculty to reach personal and institution goals (Burns, 1978).

The findings in this study provide faculty in physical therapy education programs and the higher academic administrators with a foundation of program director responsibilities that influence, as well as deter, PT faculty in considering to apply for the position. To address these findings, administrators and faculty at institutions and physical therapy education programs should create professional development plans to support individuals interested in undertaking the role as program director.

Recommendations for Action

This study identified specific program director responsibilities that influence PT faculty in applying for a program director position as well as responsibilities that are important to the position. Based on these findings, encouragement and support should be provided to individuals to pursue the role as program director. This could be accomplished by creating professional development plans that focus on the factors described in this study as well as emphasizing leadership skills (Bennis & Nanus, 1985). The literature reports that formal leadership preparation for the role as an academic administrator relies more on on-the-job training, thus a need exists to create professional development plans (Gonaim, 2016; Luedtke et al., 2010). Providing professional development to PT faculty would be beneficial to the institutions and physical therapy education programs in that qualified individuals can advance physical therapy education toward excellence. Hinman et al. (2014) suggests academic institutions provide

support to recruit and retain PT program directors through mentoring programs, networking/ support groups, seminars led by successful administrators, and educational resources that address topics such as fiscal management, curriculum development, and program assessment. Formal training should also include department governance and office management, including topics related to strategic planning, accreditation and assigning faculty workload (Luedtke et al., 2010).

Academic institutions also need to develop strategies to address the PT program director shortage. Suggestions in the nursing literature include promoting a positive image of the position, developing partnerships with other educational programs that have doctoral degree programs, and seeking external funding that could be used for the professional development of PT faculty (Allan & Aldebron, 2008; Feldman, Greenberg, Jaffe-Ruiz, Kaufman, & Cignarale, 2015; Wyte-Lake et al., 2013). The physical therapy literature is limited on addressing specific strategies to address program director shortage instead focusing on one of CAPTE's requirements for a program director; having the academic doctoral degree (Bliss, Brueilly, Swiggum, Morris, & Williamson, 2018; Santasier & Wainwright, 2018).

Recommendations for Further Study

Questions remain unanswered that could be investigated with future study. Researchers could replicate this study and add qualitative research methods which would seek an in-depth understanding of PT faculty's perceptions on transitioning to a program director position. Questions could be formulated to delve into the 'why' PT faculty are not transitioning into the position or 'why' program director vacancies remain. This study focused only on accredited physical therapy education programs in the Middle Atlantic and New England regions of the United States. Replicating this study in other geographical regions could determine if findings

are similar or dissimilar. If it was determined that findings were dissimilar further investigation could decipher the reasons.

This study focused on factors that influence PT faculty in pursuing a program director position. A future study could identify barriers or factors that discourage PT faculty to apply. Once barriers are identified, solutions could be proposed to address them. The perceived obstacles could coincide with individuals' perceptions of lack of empowerment to pursue program director positions. A future study could investigate the effects of informal and formal systems within academic institutions regarding empowering individuals. An important recommendation for action was to provide professional development for PT faculty to transition to a program director position. Future studies could investigate the results of implementing professional development programs on whether or not it influences PT faculty to transition to program director.

Conclusion

This study provided quantitative evidence of factors influencing the likelihood qualified PT faculty would take on the leadership role as program director. The program director responsibilities that respondents rated the highest to consider when applying for the position were to: facilitate change, represent the department at college/university level meetings, and oversee the curriculum content, design and evaluation. The respondents ranked maintain accreditation, act as faculty advocate to higher administration and develop strategic plans as the most important responsibilities of a program director. The comparison between factors that would influence PT faculty in applying for the program director position and how they ranked importance of responsibilities revealed conflicting outcomes. The respondents ranked 'maintain accreditation' as the most important program director responsibility yet rated the responsibility

as the lowest factor to consider when applying for the position. Further investigation is needed to fully understand the reason for this discrepancy.

Qualified PT faculty that meet CAPTE's standards for program director are best suited to transition to the position. To support the transition, academic institutions need to provide professional development programs that include formal leadership preparation. The shortage of program directors is likely to continue due to the proliferation of physical therapy programs, retirements of current program directors and the enhanced standards for program directors enforced by CAPTE unless the role of program director is recognized and supported by the academic institution as an essential component to the success of physical therapy education.

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Appendix A

Program Director Survey

Program Director survey

You have been selected to receive this survey based on meeting one of CAPTE's qualifications for eligibility as Program Director; having an academic doctoral degree. In an attempt to understand factors that influence physical therapy faculty in pursuing the position of program director, a survey was developed to examine the perceptions of the roles and responsibilities of a program director by faculty eligible to undertake the position.

If you are willing to participate, the survey will take 15 minutes. Protection of your identity is set within the Qualtrics software system such that no identifying information, including e-mail address, is shown with the survey responses. When the study is published or presented, no identifying information will be included.

Submission of the completed survey will imply your consent to participate in this study. This survey has been approved by the University of New England Institutional Review Board.

Your willingness to participate is appreciated.

Contact Mary Ellen Vore (mvore@une.edu) if you have any questions regarding this study.

Are you currently a program director or have been a program director in the past?

yes

no

Skip To: End of Survey If Are you currently a program director or have been a program director in the past? = yes

Which academic doctoral degree did you earn?

PhD

EdD

DHSc

DHS

Other _____

What is your academic rank?

Professor

Associate Professor

Assistant Professor

Clinical Professor

Clinical Associate Professor

Clinical Assistant Professor

Have you taught full-time in higher education for at least 6 years?

Yes

No

Have you taught full-time in a physical therapist education program for at least 3 years?

Yes

No

If yes to the above question, how many years have you taught full-time in a physical therapist education program?

3 years

4-6 years

7-9 years

> 10 years

Do you have a current license to practice as a physical therapist in the United States?

Yes

No

Did you graduate from APTA's Education Leadership Institute Fellowship program?

Yes

No

To which gender identity do you most identify?

Male

Female

Not listed

What is your age?

less than 30

30-39

40-49

50-59

60-69

> 70

Which of the following best describes your institution's classification?

Public college/university

Private, not-for-profit college/university

Private, for-profit college/university

If the position of program director included a significant level of responsibility to **act as faculty advocate to higher administration**, what is your likelihood to apply for this position?

- Extremely likely
- Somewhat likely
- Neither likely nor unlikely
- Somewhat unlikely
- Extremely unlikely

If the position of program director included a significant level of responsibility to **maintain program accreditation**, what is your likelihood to apply for this position?

- Extremely likely
- Somewhat likely
- Neither likely nor unlikely
- Somewhat unlikely
- Extremely unlikely

If the position of program director included a significant level of responsibility to **facilitate change**, what is your likelihood to apply for this position?

- Extremely likely
- Somewhat likely
- Neither likely nor unlikely
- Somewhat unlikely
- Extremely unlikely

If the position of program director included a significant level of responsibility to **recruit faculty**, what is your likelihood to apply for this position?

- Extremely likely
- Somewhat likely
- Neither likely nor unlikely
- Somewhat unlikely
- Extremely unlikely

If the position of program director included a significant level of responsibility to **resolve conflicts**, what is your likelihood to apply for this position?

- Extremely likely
- Somewhat likely
- Neither likely nor unlikely
- Somewhat unlikely
- Extremely unlikely

If the position of program director included a significant level of responsibility to **develop strategic plans**, what is your likelihood to apply for this position?

- Extremely likely
- Somewhat likely
- Neither likely nor unlikely
- Somewhat unlikely
- Extremely unlikely

If the position of program director included a significant level of responsibility to **oversee the curriculum content, design, and evaluation**, what is your likelihood to apply for this position?

- Extremely likely
- Somewhat likely
- Neither likely nor unlikely
- Somewhat unlikely
- Extremely unlikely

If the position of program director included a significant level of responsibility to **assign faculty workloads**, what is your likelihood to apply for this position?

- Extremely likely
- Somewhat likely
- Neither likely nor unlikely
- Somewhat unlikely
- Extremely unlikely

If the position of program director included a significant level of responsibility to **manage fiscal resources**, what is your likelihood to apply for this position?

- Extremely likely
- Somewhat likely
- Neither likely nor unlikely
- Somewhat unlikely
- Extremely unlikely

If the position of program director included a significant level of responsibility to **evaluate faculty performance**, what is your likelihood to apply for this position?

- Extremely likely
- Somewhat likely
- Neither likely nor unlikely
- Somewhat unlikely
- Extremely unlikely

If the position of program director included a significant level of responsibility to **represent the department at college/university-level meetings**, what is your likelihood to apply for this position?

- Extremely likely
- Somewhat likely
- Neither likely nor unlikely
- Somewhat unlikely
- Extremely unlikely

Based on your perception of a program director's role, drag the list of items from the most essential responsibility to least essential.

- _____ faculty advocate to higher administration
- _____ maintain program accreditation
- _____ facilitate change
- _____ recruit faculty
- _____ resolve conflicts
- _____ develop strategic plans
- _____ oversee curriculum content, design, and evaluation
- _____ assign faculty workloads
- _____ manage fiscal resources
- _____ evaluate faculty performance
- _____ represent the department at college/university-level meetings

Appendix B

Consent to Participate

UNIVERSITY OF NEW ENGLAND

CONSENT FOR PARTICIPATION IN RESEARCH

Project Title: Physical therapist faculty transition to academic leadership.

Principal Investigator(s): Mary Ellen Vore

Introduction:

- Please read this form. You may also request that the form is read to you. The purpose of this form is to give you information about this research study, and if you choose to participate, document that choice.
- You are encouraged to ask any questions that you may have about this study, now, during or after the project is complete. You can take as much time as you need to decide whether or not you want to participate. Your participation is voluntary.

Why is this research study being done?

To explore factors that influence physical therapy faculty in pursuing the position of program director as well as perceptions of roles and responsibilities of program director.

Who will be in this study?

Physical therapy faculty with earned academic doctoral degrees from accredited programs in the Mid-Atlantic and New England regions of the United States.

What will I be asked to do?

You will be asked to answer an electronic survey that consists of 11 demographic questions, 11 Likert scale and 11 rank order questions. The survey will take no longer than 15 minutes.

What are the possible risks of taking part in this study?

There are no anticipated risks to participating in this research.

What are the possible benefits of taking part in this study?

There are no direct benefits to participating in this research.

What will it cost me?

There is no monetary cost to participating in this research.

How will my privacy be protected?

The Qualtrics^{XM} software is set such that no identifying information is shown, including e-mail address, with the survey responses. When the study is published or presented, no identifying information will be included.

How will my data be kept confidential?

Data are password protected on the researchers' computer.

What are my rights as a research participant?

- Your participation is voluntary. Your decision to participate will have no impact on your current or future relations with the University.
- Your decision to participate will not affect your relationship with Mary Ellen Vore.
- You may skip or refuse to answer any question for any reason.
- If you choose not to participate there is no penalty to you and you will not lose any benefits that you are otherwise entitled to receive.
- You are free to withdraw from this research study at any time, for any reason.
 - If you choose to withdraw from the research there will be no penalty to you and you will not lose any benefits that you are otherwise entitled to receive.
- You will be informed of any significant findings developed during the course of the research that may affect your willingness to participate in the research.
- If you sustain an injury while participating in this study, your participation may be ended.

What other options do I have?

- You may choose not to participate.

Whom may I contact with questions?

- The researchers conducting this study are Mary Ellen Vore
 - For more information regarding this study, please contact Mary Ellen Vore
- If you choose to participate in this research study and believe you may have suffered a research related injury, please contact Mary Ellen Vore
- If you have any questions or concerns about your rights as a research subject, you may call Mary Bachman DeSilva, Sc.D., Chair of the UNE Institutional Review Board at (207) 221-4567 or irb@une.edu.

Will I receive a copy of this consent form?

- You will be given a copy of this consent form.
 -
-

Participant's Statement

I understand the above description of this research and the risks and benefits associated with my participation as a research subject. I agree to take part in the research and do so voluntarily.

Participant's signature or
Legally authorized representative

Date

Printed name

Researcher's Statement

The participant named above had sufficient time to consider the information, had an opportunity to ask questions, and voluntarily agreed to be in this study.



Researcher's signature

8/17/19

Date

Mary Ellen Vore

Printed name