Higher Education Leadership Fellowship Full Technical Report



Content Experts

<u>Coordinator</u>: Susan Chiaramonte EduCred Services <u>susan@educredservices.com</u>

<u>Consultants</u>: Thaina Gomez HumRRO tgomez@humrro.org

Erin McLenagan HumRRO EMcLenagan@humrro.org

<u>Team Members:</u> Joyce Maring, PT, EdD George Washington University <u>maringj@gwu.edu</u>

Karen Abraham, PT, PhD Shenandoah University Kabraham@su.edu

Chris Sebelski, PT, DPT, PhD Saint Louis University chris.sebelski@health.slu.edu

Kimberly Varnado, PT, DPT, DHSc College of Saint Mary <u>KVarnado@csm.edu</u>

Survey Procedures

The practice analysis team established a list of 37 physical therapists who were considered subject matter experts in higher education leadership to complete the pilot survey. Of those surveyed, 27 answered the survey, one declined to participate, which resulted in 26 complete responses to the pilot survey.

The full practice analysis survey was sent out to all APTA Academy of Physical Therapy Education members. Among the 521 individuals who opened the survey, 10 opted not to participate, and 291 were found to be ineligible. Among the 220 eligible respondents who initiated the survey, 56 exited after the first question. Of the remaining 164 respondents, 153 (93%) completed more than half of the survey, while 151 (92%) completed more than 90%.

Additionally, 90% of the eligible survey respondents answered the demographic questions. Appendix 1 outlines the demographic data for those survey respondents.



Pilot Survey

A copy of the pilot survey is provided in Appendix 2. The description of responses from the pilot survey is provided in Appendix 3. Please review Appendix 4 for a description of changes made to the pilot survey with the team's rationale for the changes.

Practice Analysis Survey

Description of the Final Survey

The final survey consisted of 63 questions related to higher education leadership physical therapist practice content areas (Appendix 5) and 21 demographic questions regarding respondents' education, training, and practice experience. The content areas covered in the survey were (1) Capacity Competency, (2) Systems Competency, (3) Communication Competency, (4) Personal Leadership Competency, and (5) Recommendations for Curriculum Instruction. The Capacity Competency section of the survey included the knowledges, skills, abilities, and tasks of a physical therapist in higher education leadership. The Systems Competency, Communication Competency, and Personal Leadership Competency sections of the survey included the knowledges, skills, and abilities of a physical therapist in higher education leadership. The Recommendations for Curriculum Instruction section included respondents identifying the minimum number of fellowship curriculum hours that should be devoted to each competency. Respondents rated each knowledge, skill, or ability on its importance, frequency of use, and level of judgment required. The survey was divided into two smaller subsets to improve response rates, with respondents having the option to complete the full practice analysis survey. The raw data is provided in Appendix 6, 7, and 8.

Data Cleaning and Screening

The survey data analysis involved several steps to maintain data integrity and appropriateness. This included screening responses to identify ineligible participants and detect abnormal response behaviors such as flat responses. Survey attrition was assessed by tallying the number of unanswered questions for each participant. Of the 220 eligible individuals who initially began the survey, 56 exited after the first question. Among the remaining 164 respondents, 153 (93%) completed more than half of the survey, with 151 (92%) completing over 90%.

Table 1 presents participant counts by the percentage of the survey completed. It captures instances of skipped questions, indicating a dropout trend and participants omitting specific survey items. This trend is evident from the progressively decreasing responses to each consecutive survey question, as shown in Appendix 7. Survey dropout, a common phenomenon observed in research studies, tends to increase with the survey's length (e.g., Lozar Manfreda & Vehovar, 2002).

> 90%	76% - 90%	51% - 75%	26% - 50%	10% - 25%	< 10%
151	152	153	155	161	164

Note. The numbers here include only respondents who answered more than the first survey question.

Description of the Final Survey Data for Analyses

Table 2 presents descriptive demographic information on the final sample of survey respondents. The response rate for demographic questions was high, with only 10% (N = 16) of respondents failing to provide answers. The table details frequencies and percentages for the subset of respondents who provided



demographic information. Notably, among those who responded, 41% held an APTA Credentialed Clinical Instructor (Level 1) certification, 36% had 21-30 years of experience in academic education, and a vast majority (99%) were members of the APTA Academy of Education.

As depicted in Table 2, the demographic data revealed that the majority of participants who responded to the demographic questions identified as non-Hispanic white (89%), with females comprising 80% of the respondents. The most common age group reported was 50-to-59 years (42%). Similarly, all respondents who completed the background and experience survey provided answers. Furthermore, an overwhelming majority of these respondents (99%) were members of the APTA. Notably, over half of the surveyed individuals (56%) reported having practiced physical therapy for 31 years or more.

Race/ethnicity	N	%
White (Not Hispanic)	131	89%
Hispanic/Latino	2	1%
African-American or Black (Not Hispanic)	6	4%
Asian	4	3%
American Indian or Alaskan Native	1	1%
Other	3	2%
Gender	N	%
Male	30	20%
Female	117	80%
Age group	N	%
30-39	4	3%
40-49	27	18%
50-59	61	42%
60-69	50	34%
70+	4	3%
APTA Membership	N	%
Yes	144	99%
No	2	1%

APTA Academy of Education Membership	N	%
Yes	144	99%
No	2	1%
American Council of Academic Physical Therapy Membership	N	%
Yes	104	71%
No	43	29%
Certification/ Credentials	N	%
ABPTS Specialist Certification	58	31%
APTA Credentialed Clinical Instructor (Level 1)	75	41%
APTA Advanced Credentialed Clinical Instructor (Level 2)	24	13%
Certified Athletic Trainer	5	3%
Other	23	12%
Leadership Development Program	N	%
Yes	87	59%
No	60	41%
Current faculty status	N	%
Adjunct Faculty	6	4%
Assistant Professor	13	9%
Associate Professor	40	27%
Instructor	3	2%
Not Applicable	8	5%
Professor	71	48%
Other	7	5%
Total Number of Years in Academic Education	N	%
3 - 5 years	1	1%
6 - 10 years	21	14%
11 - 15 years	25	17%

16 - 20 years	24	16%
21 - 30 years	53	36%
31 or more years	24	16%
Total Number of Years Practicing Physical Therapy	N	%
6 - 10 years	1	1%
12 – 15 years	6	4%
16 - 20 years	10	7%
21 - 30 years	48	32%
31 or more years	83	56%
Entry-level Physical Therapy Education	N	%
Baccalaureate	72	49%
Entry-level master's	49	33%
DPT	23	16%
Postbaccalaureate certificate	3	2%
Other	1	1%
Primary geographic area of practice	N	%
East North Central (IL, IN, MI, OH, WI)	23	16%
East South Central (AL, KY, MS, TN)	9	6%
Middle Atlantic (NJ, NY, PA)	22	15%
Mountain (AZ, CO, ID, MT, NV, NM, UT, WY)	11	8%
New England (CT, ME, MA, NH, RI, VT)	11	8%
Pacific (AK, CA, HI, OR, WA)	12	8%
South Atlantic (DE, DC, FL, GA, MD, NC, PR, SC, VA, WV)	29	20%
West North Central (IA, KS, MN, MO, NE, ND, SD)	16	11%
West South Central (AR, LA, OK, TX)	13	9%

Table 3 presents descriptive statistics for the respondents' role and setting in higher education leadership. The data reveals that Academic faculty is the most common role, with 28% of respondents spending much of their time in this capacity. Additionally, 62% of respondents work in Physical Therapist Professional Programs. Further analysis shows that most respondents (51%) work in a private, not-for-profit educational institute.

Role(s) in education	Ν	%
Program Director	63	23%
Academic Faculty	77	28%
Department Chair	34	12%
ACCE/DCE	12	4%
Residency Program Director	7	3%
Fellowship Program Director	2	1%
Residency Faculty	14	5%
Fellowship Faculty	3	1%
Clinical Educator	4	1%
Not Applicable	3	1%
Other	55	20%
Teaching program(s)	N	%
Physical Therapist Professional Program	116	62%
Physical Therapist Assistant Professional Program	28	15%
Post-professional Graduate Program	15	8%
Post-professional Transition DPT Program	4	2%
Post-doctoral Program	2	1%
Clinical Residency Program	16	9%
Clinical Fellowship Program	3	2%
ABPTRFE-accredited Faculty Residency Program	3	2%

Table 3. Teaching Role and Teaching Setting



Type of educational institution	N	%
Private, not-for-profit	74	51%
Private, proprietary	18	12%
Public	53	37%

Analyses and Results

The survey sought input from participants on how important each knowledge, skill, ability, or task is to the higher education fellowship practice, how frequently it is utilized, and the level of proficiency needed to apply it effectively. For each survey item, we calculated the means and standard deviations for frequency, importance, and level of judgment. Table 4 outlines the rating scales utilized in the survey and their respective numerical values. During analysis, respondents' ratings (e.g., "Moderately important," or "Weekly") were converted to their corresponding numerical values (as shown in Table 4).

Table 4. Ratings Used to Assess Inclusion of Items as Part of Specialty Practice

Frequency: How frequently do faculty in Higher Education Leadership utilize this characteristic?			
0 – Never			
1 – Less than once a month			
2 – Monthly			
3 – Weekly			
4 - Daily			
Importance: Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday practice of faculty in Higher Education Leadership?			
0 – Not important			
1 – Of little importance			
2 – Moderately important			
3 – Very important			

Level of Judgment: Which of the following statements best describes the level of judgment faculty use when using information from this knowledge area in the Higher Education Leadership exercise?

0 - Do not use in their work

1 - Recall: requires the ability to recall or recognize specific information only

2 – Application: requires the ability to comprehend, interpret, or apply knowledge to new or changing situations

3 – Analysis: requires the ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution

To facilitate and aid in the review's organization, mean ratings for each item were categorized using the cut-off points shown in Table 5. Before the review, content experts were provided descriptive statistics for each item (number of respondents, mean response, standard deviation of the mean response), which were marked as belonging to one of the four rating categories described in Table 5.

Table 5. Initial Criteria for Categorizing Survey Results

Rating Criteria	Rating Category
High frequency (>= 3.0), high importance (>= 2.5)	Very likely to be critical
Low frequency (< 3.0), high importance (>= 2.5)	May be critical
High frequency (>= 3.0), low importance (< 2.5)	Less likely to be critical
Low frequency (< 3.0), low importance (< 2.5)	Very unlikely to be critical

Before evaluating the survey items and their ratings, a new group of content experts established decision rules to guide their assessment. Their objective was to achieve consensus on which items to retain, revise, or eliminate. Items labeled as "Delete" were to be removed, while those categorized as "Keep if Revised" would be subject to expert deliberation (e.g., the Joint Board Practice Analysis Task Force.) The aim was to differentiate between higher education leadership characteristics and management characteristics that are often conflated within leadership contexts by making minor revisions to the items. Content experts believed that many crucial items in the higher education fellowship practice would be lost if minor language changes could not be made to the items. Items classified as "Keep/No challenge" were to be retained. Additionally, the experts agreed that importance ratings would carry more weight during the review process than frequency ratings. The experts would rely on their judgment if importance and frequency ratings were unclear. Table 6 describes the decision-making process used by the content experts during their review.



Table 6. Content Expert Review Decision Rules

Average Rating	Decision
Delete	Eliminate item
Keep if Revised	Discuss for consensus decision
Keep/No challenge	Retain item

Content experts endorsed the majority of items (74%) as "Keep/No Challenge," which aligned with the survey analysis that rated their importance above 2.5. For the remaining items classified as "Keep if Revised," the experts agreed with the survey analysis, which rated their importance above 2.5. However, they suggested revisions focused on the scope of whether to limit it to entry-level leaders or include the entire continuum. Only one item raised concerns about managerial versus leadership skills. Additionally, experts recommended using terms like "contentions" and "cultivates" instead of "controversial" and "facilitates," respectively, for greater inclusivity and leadership connotations. Only a small percentage of survey items (2%) were deleted due to their low average importance rating and redundancy with another retained item.

Appendix 9 lists each survey item and provides a synopsis of the practice analysis team's decisions based on the decision rules applied.

Confidence in Survey Results

Upon analysis of survey data, it is evident that there is room for improvement in recruiting to ensure a more diverse sample of physical therapists in higher education leadership. While the results offer valuable insights, it is important to acknowledge that they may not reflect a comprehensive perspective on current practices due to potential biases caused by the sample composition. Notably, the majority of participants identified as White (89%) and female (80%), indicating a lack of representation from minority groups and male participants. It is important to keep this limitation in mind when interpreting the findings. Although there was minimal variability in importance and frequency ratings of content areas, a panel of practicing physical therapists in higher education leadership was consulted to provide additional insights and enhance clarity on current practices.

Recommendations for Future Practice Analysis Surveys

To ensure the success of future practice analyses, it's crucial to implement methods that enhance survey response rates and guarantee a varied pool of participants. One approach to achieve this is by using prompts that encourage respondents to answer all questions, including demographic ones, before completing the survey. These prompts can be especially effective towards the end of the survey when respondents may be more inclined to abandon it. Furthermore, it's highly recommended that resources be allotted for quality control to circumvent issues like ambiguous or poorly worded questions, which can negatively impact the accuracy and dependability of survey outcomes. Lastly, recruitment strategies that emphasize inclusivity and diversity are crucial to ensure that all voices are heard, resulting in a more comprehensive and insightful analysis.

References

Lozar Manfreda, K., & Vehovar, V. (2002). *Survey design features influencing response rates in web surveys* [Paper presentation]. International Conference on Improving Surveys, Copenhagen, Denmark.

Responses to Demographic Questions			
5.1 Please indicate the minimum number of curriculum hours should be devoted to each competency.			
	Frequency	Min	Max
Capacity	111	1	500
Systems	111	1	400
Communication	111	1	500
Personal Leadership	111	1	250
6.1 Please indicate the state/jurisdiction that you reside in.			
	Frequency	Percent	
Alabama	1		
Arizona	5		
Arkansas	3		
California	8		
Connecticut	3		
Florida	11		
Georgia	3		
Idaho	2		
Illinois	7	5%	
Indiana	3	2%	
Iowa	2	1%	
Kentucky	3	2%	
Massachusetts	6	4%	
Maine	3	2%	
Maryland	5	3%	
Michigan	5	3%	
Minnesota	3	2%	
Mississippi	1	1%	
Missouri	7	5%	
North Carolina	5	3%	
Nebraska	2	1%	
New Jersey	4	3%	
New Mexico	1	1%	

New York	8	6%	
Ohio	6	4%	
Oklahoma	1	1%	
Oregon	2	1%	
Pennsylvania	10		
Rhode Island	1	1%	
Southeast	1	1%	
Texas	8	6%	
United States	1	1%	
Utah	3	2%	
Virginia	4	3%	
Washington	2	1%	
Washington DC	2	1%	
Wisconsin	2	1%	
West Virginia	1	1%	
Total	145	100%	
6.2 Please indicate the state/jurisdiction that you teach in.			
	-		
	Frequency	Percent	
Alabama	1	1%	
Arizona	1 4	1% 3%	
Arizona Arkansas	1 4 3	1% 3% 2%	
Arizona Arkansas California	1 4 3 8	1% 3% 2% 6%	
Arizona Arkansas California CT	1 4 3 8 3	1% 3% 2% 6% 2%	
Arizona Arkansas California CT Florida	1 4 3 8 3 10	1% 3% 2% 6% 2% 7%	
Arizona Arkansas California CT Florida Georgia	1 4 3 8 3 3 10 3	1% 3% 2% 6% 2% 7% 2%	
Arizona Arkansas California CT Florida Georgia Idaho	1 4 3 8 3 10 3 2	1% 3% 2% 6% 2% 7% 2% 1%	
Arizona Arkansas California CT Florida Georgia Idaho Illinios	1 4 3 8 3 3 10 3 2 8	1% 3% 2% 6% 2% 7% 2% 1% 6%	
Arizona Arkansas California CT Florida Georgia Idaho Illinios Indiana	1 4 3 8 3 10 3 2 2 8 8 2	1% 3% 2% 6% 2% 7% 2% 1% 6%	
Arizona Arkansas California CT Florida Georgia Idaho Illinios Indiana Iowa	1 4 3 8 3 3 10 3 2 8	1% 3% 2% 6% 2% 7% 2% 1% 6% 1%	
Arizona Arkansas California CT Florida Georgia Idaho Illinios Indiana Iowa Kentucky	1 4 3 8 3 10 3 10 3 2 8 8 2 2 2 2 1	1% 3% 2% 6% 2% 7% 2% 1% 6% 1% 1%	
Arizona Arkansas California CT Florida Georgia Idaho Illinios Indiana Iowa	1 4 3 8 3 10 3 2 8 8 2 2 2	1% 3% 2% 6% 2% 7% 2% 1% 6% 1%	

Massachusetts	5	3%	
Michigan	5	3%	
Minnesota	4	3%	
Missouri	7	5%	
MS	1	1%	
Multiple States	4	3%	
NC	5	3%	
ND	2	1%	
Nebraska	3	2%	
New Jersey	2	1%	
New Mexico	1	1%	
New York	8	6%	
Ohio	6	4%	
Oklahoma	1	1%	
OR	2	1%	
Pennsylvania	12	8%	
RI	2	1%	
Texas	8	6%	
Utah	4	3%	
Virginia	6	4%	
Washington	2	1%	
DC	1	1%	
Wisconsin	2	1%	
Total	145	100%	
7.1 What is your entry-level physical therapy education?			
		Percent	
Baccalaureate	72	49%	
DPT	23	16%	
Entry-level master's	49	33%	
Postbaccalaureate certificate	3	2%	
Other (please specify)	1	1%	
Total	148	100%	

7.2 What is your highest earned academic degree in any area of study?		
	Frequency	Percent
DPT	15	10%
Master's	7	5%
PhD (or equivalent, eg EdD or ScD)	85	57%
PhD (or equivalent) and DPT	9	6%
PhD (or equivalent) and tDPT	15	10%
tDPT	13	9%
Other (please specify)	4	3%
Total	148	100%
7.3 What is the total number of years you have been a practicing physical therapist?		
	Frequency	Percent
6 - 10 years	1	
12 - 15 years	6	
16 - 20 years	10	
21 - 30 years	48	
31 or more years		
Total	148	100%
7.4 What is the total number of years you have been in your current position?		
	Frequency	Percent
Less than a year	7	5%
1 - 2 years	18	12%
3 - 5 years	35	24%
6 - 10 years	38	26%
11 - 15 year	19	13%
16 - 20 year	20	14%
21 - 30 years	6	4%
31 or more years	3	2%
Total	146	100%
7.5 What is the total number of years you have been involved in academic education?		
	Frequency	Percent

		10/	
3 - 5 years	1		
6 - 10 years	21		
11 - 15 years	25		
16 - 20 years	24		
21 - 30 years	53	36%	
31 or more years	24	16%	
Total	148	100%	
7.6 Do you hold any of the following certifications or credentials?			
	Frequency	Percent	
ABPTS Specialist Certification	58	31%	
APTA Advanced Credentialed Clinical Instructor (Level 2)	24	13%	
APTA Credentialed Clinical Instructor (Level 1)	75	41%	
Certified Athletic Trainer	5	3%	
Other (please specify)	23	12%	
Total	185	100%	
			-
7.7 Have you completed a leadership development program?			
	Frequency	Percent	
No	60	41%	
Yes	87	59%	
Total	147	100%	
			-
7.9 Have you experienced any barriers to accessing leadership programs or training?			
	Frequency	Percent	
No	96	65%	
Yes	51		
Total	147		
			ł
7.11 What is your current role(s) in education? (Check all that apply)	L		
	Frequency	Percent	
Program Director	63		
Academic Faculty	77		
Department Chair	34		
		12/0	<u>i </u>

ACCE/DCE	12	4%	
Residency Program Director	7	3%	
Fellowship Program Director	2	1%	
Residency Faculty	14	5%	
Fellowship Faculty	3	1%	
Clinical Educator	4	1%	
Not Applicable	3	1%	
Other (please specify):	55	20%	
Total	274	100%	
7.12 What were your previous role(s) in education (not currently service)? (Check all that apply)			
	Frequency	Percent	
Program Director	53	16%	
Academic Faculty	91	27%	
Department Chair	36	11%	
ACCE/DCE	47	14%	
Residency Program Director	8	2%	
Fellowship Program Director	0	0%	
Residency Faculty	10	3%	
Fellowship Faculty	2	1%	
Clinical Educator	67	20%	
Not Applicable	5	1%	
Other (please specify): Dean, Associate Dean, Associated Program Director, Director of Academic Affairs at APTA, adjunct faculty.	21	6%	
Total	340	100%	
			L
7.13 What is your current faculty status in your program? (Check one category only)			
	Frequency	Percent	
Adjunct Faculty	6	4%	
Assistant Professor	13	9%	
Associate Professor	40	27%	
Instructor	3	2%	
Not Applicable	8	5%	

Professor	71	48%
Other (please specify):Education Consultant, Clinical Associate Professor.	7	5%
Total	148	100%
7.14 In which programs do you currently teach? (Check all that apply)		
	Frequency Percent	
Physical Therapist Professional Program	116	62%
Physical Therapist Assistant Professional Program	28	15%
Post-professional Graduate Program	15	8%
Post-professional Transition DPT Program	4	2%
Post-doctoral Program	2	1%
Clinical Residency Program	16	9%
Clinical Fellowship Program	3	2%
ABPTRFE-accredited Faculty Residency Program	3	2%
Total	187	100%
	Frequency Percent	
7.14 In type of educational institution do you currently teach?		
	Frequency Percent	
Private, not-for-profit	74	51%
Private, not-for-profit Private, proprietary		51% 12%
	74	
Private, proprietary	74 18 53	12%
Private, proprietary Public Total	74 18 53	12% 37%
Private, proprietary Public	74 18 53 145	12% 37%
Private, proprietary Public Total 7.15 Are you a member of the APTA?	74 18 53	12% 37% 100%
Private, proprietary Public Total 7.15 Are you a member of the APTA? No	74 74 18 53 145 Frequency Percent 2	12% 37% 100% 1%
Private, proprietary Public Total 7.15 Are you a member of the APTA? No Yes	74 74 18 53 145 Frequency Percent 2 144	12% 37% 100% 100% 10% 99%
Private, proprietary Public Total 7.15 Are you a member of the APTA? No	74 74 18 53 145 Frequency Percent 2 144	12% 37% 100% 1%
Private, proprietary Public Total 7.15 Are you a member of the APTA? No Yes Total	74 74 18 53 145 Frequency Percent 2 144	12% 37% 100% 100% 10% 99%
Private, proprietary Public Total 7.15 Are you a member of the APTA? No Yes	74 74 18 53 145 Frequency Percent 2 144 145	12% 37% 100% 100% 10% 99%
Private, proprietary Public Total 7.15 Are you a member of the APTA? No Yes Total	74 74 18 53 145 Frequency Percent 2 144	12% 37% 100% 100% 10% 99%
Private, proprietary Public Total 7.15 Are you a member of the APTA? No Yes Total 7.16 Are you a member of the APTA Academy of Education?	74 74 18 53 145 Frequency 144 144 144 144 144 144 144 145 146 Frequency Percent	12% 37% 100% 1% 99% 100%

7.17 Are you a member of the American Council of Academic Physical Therapy?			
	Frequency	Percent	
No	43	29%	
Yes	104	71%	
Total	147	100%	
7.18 What is your sex?			
	· · ·	Percent	
Female	117	80%	
Male	30	20%	
Total	147	100%	
7.19 What is your age?			
	Frequency	Percent	
30-39	4	3%	
40-49	27	18%	
50-59	61	42%	
60-69	50	34%	
70+	4	3%	
Total	146	100%	
7.20 Which of the following best describes your race/ethnic origin?			
	Frequency	Percent	
American Indian or Alaskan Native	1	1%	
Asian	4	3%	
African-American or Black (Not Hispanic)	6	4%	
White (Not Hispanic)	131	89%	
Hispanic/Latino	2	1%	
Other	3	2%	
Total	147	100%	

Appendix 2: Pilot Survey

Higher Education Leadership Revalidation Pilot Survey 2021

Introduction

The purpose of this survey is to distinguish competencies required of leaders in physical therapy in the higher education fellowship practice. The results of this survey will establish an updated Description of Fellowship Practice (DFP) for Higher Education Leadership. The questions are based on:

(1) the 2008 Needs Assessment for Education Leadership Development,

(2) the existing 2010 Higher Education Leadership practice analysis,

(3) the opinion of a content expert workgroup pertaining to changes to the knowledges, skills, abilities/attributes, and tasks needed by faculty in higher education over the past 10 years,

(4) the opinion of a content expert workgroup pertaining to trends and changes that are likely to affect the knowledges, skills, abilities/attributes, and tasks needed by faculty in higher education in the next 10 years,

(5) professional literature on higher education leadership to include theses, studies, books, etc.

Survey Guidelines:

The Guide to Higher Education Leadership Fellowship Practice survey addresses specific knowledges, skills, and abilities/attributes that faculty in higher education leadership possess, and the tasks they perform. Your responses will help us validate and clarify those characteristics. The survey is apportioned into 4 parts by content domains. The content domains comprise a core set of competencies identified and defined by the Project Team Group Members. The competencies identified cover 4 broad areas: Capacity, Systems, Communication, and Personal Leadership. You will be asked to assess each individual knowledge, skill, ability/attribute, and task identified within each content domain based upon 3 categories: the frequency in which the characteristic is performed or utilized, the importance of having such a characteristic, and the level of judgment faculty in higher education leadership roles exercise when they use information from the knowledge areas.

You may provide additional characteristics that you feel are relevant to the fellowship in the identified area following each survey part.

Survey Response Eligibility

- 1. Please select one of the following survey options:
 - I am a graduate of APTA's Higher Education Leadership Fellowship and have served as a leader in higher education.
 - I am not a graduate of APTA's Higher Education Leadership Fellowship, **but** I have a minimum of 5 years of experience serving as a leader in higher education within the last 10 years (e.g., program director, chair, vice-chair, dean).
 - I am a graduate of APTA's Higher Education Leadership Fellowship, but have not served as a leader in higher education, therefore I am not eligible to participate in this survey.
 - I have not served as a leader in higher education for a minimum of 5 years within the last 10 years therefore I am not eligible to participate in this survey.
 - I have served as a leader in higher education for a minimum of 5 years within the last 10 years, but am unable to participate in this survey at this time.

PART 1 CAPACITY CONTENT DOMAIN

Part 1 - Capacity Content Domain

This section focuses on qualities of the Capacity Content Domain that faculty in higher education leadership roles possess. The Capacity Content domain encompasses those institutional processes and individual skills required for higher education administration. Representative elements may include partnerships, stakeholders, strategic planning, innovation, vision, and resource management. For each area, please select your rating on all three scales as shown.

Each item will be judged on 3 scales:

Frequency - How frequently do faculty in Higher Education Leadership utilize this characteristic?

0 - Never;

- 1 Less than once a month;
- 2 Monthly;
- 3 Weekly;
- 4 Daily

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday practice of faculty in Higher Education Leadership?

- 0 Not important;
- 1 Minimally important;
- 2 Moderately important;
- 3 Very important

Level of Judgment - Which of the following statements best describes the level of judgment faculty in Higher Education Leadership exercise when they use information from this knowledge area?

- 0 Do not use in their work;
- 1 Recall;
- 2 Application;
- 3 Analysis

<u>Level of Judgment Definitions</u> - Please keep the following definitions for the skill levels indicated in the Level of Judgment scale in mind when completing the survey:

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations.

Analysis: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

1.1 KNOWLEDGES

2. 1.1.1 Knowledge of institutional processes and individual skills required for academic administration.

	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.			
1.2 SKILLS			

3. 1.2.1 Builds collabor	ative partnerships, alliances,	and networks.	
	Frequency	Importance	Level of Judgment
Choose answers from			
drop down menus.	/		
4. 1.2.2 Delegates to in	nprove efficiency and effective		
	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.			
5. 1.2.3 Fosters acader	mic excellence		
	Frequency	Importance	Level of Judgment
Choose answers from			
drop down menus.			
6. 1.2.4 Assesses and	implements necessary chang	e.	
	Frequency	Importance	Level of Judgment
Choose answers from			_
drop down menus.			
7. 1.2.5 Recruits and re	etains a qualified workforce.		
	Frequency	Importance	Level of Judgment
Choose answers from			
drop down menus.			
8. 1.2.6 Leads the strat	egic planning process.		
	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.			
9. 1.2.7 Cultivates lead	arshin skills in others		
3. 1.2.7 Cultivates lead	-	Importance	Lovel of Judgmont
Choose answers from	Frequency	Importance	Level of Judgment
drop down menus.			
10. 1.2.8 Fosters mente	oring relationships.		
	Frequency	Importance	Level of Judgment
Choose answers from		•	
drop down menus.			

11. 1.2.9 Builds relationships with internal and external stakeholders.				
	Frequency	Importance	Level of Judgment	
Choose answers from drop down menus.				
12. 1.2.10 Encourages	s innovation. Frequency	Importance	Level of Judament	

Choose answers from drop down menus.

PART 1 CAPACITY CONTENT DOMAIN; CONT.

Frequency - How frequently do faculty in Higher Education Leadership utilize this characteristic?

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday practice of faculty in Higher Education Leadership?

Level of Judgment - Which of the following statements best describes the level of judgment faculty in Higher Education Leadership exercise when they use information from this knowledge area?

Level of Judgment Definitions

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations.

Analysis: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

1.3 ABILITIES

13. 1.3.1 Entrepreneurial/opportunistic thinking.

	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.			
1.4 TASKS			
14. 1.4.1 Negotiates fa	culty workload.		
	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.			
15. 1.4.2 Designs and	implements program assessm	ient cycle.	
	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.			
16. 1.4.3 Advocates pr	ogram/institutional goals to all	stakeholders.	
	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.			

17. 1.4.4 Monitors and	l implements standards compl	iant with regulatory environ	ment.
	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.			
18. 1.4.5 Develops a v	vision for professional physical	therapist education.	
	Frequency	Importance	Level of Judgment
Choose answers from			
drop down menus.			
19. 1.4.6 Guides facul	ty in the process of advancem	ent (promotion and tenure a	as applicable).
	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.			

PART 1 CAPACITY CONTENT DOMAIN OTHER

* 20. 1.5.1 Please list any additional Knowledges, Skills, Abilities, and Tasks for the Capacity Content Domain you feel should be included in this survey.

PART 2 SYSTEMS CONTENT DOMAIN

Part 2 - Systems Content Domain

This section focuses on qualities of the Systems Content Domain that faculty in higher education leadership roles possess. The Systems Content domain encompasses the integration and interrelatedness of the contextual elements of higher education and healthcare. Representative elements may include organization, structure, and culture. For each area, please circle your rating on all three scales as shown.

Each item will be judged on 3 scales:

Frequency - How frequently do faculty in Higher Education Leadership utilize this characteristic?

0 - Never;

- 1 Less than once a month;
- 2 Monthly;
- 3 Weekly;
- 4 Daily

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday practice of faculty in Higher Education Leadership?

- 0 Not important;
- 1 Minimally important;
- 2 Moderately important;
- 3 Very important

Level of Judgment - Which of the following statements best describes the level of judgment faculty in Higher Education Leadership exercise when they use information from this knowledge area?

- 0 Do not use in their work;
- 1 Recall;
- 2 Application;
- 3 Analysis

Level of Judgment Definitions - Please keep the following definitions for the skill levels indicated in the Level of Judgment scale in mind when completing the survey:

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations.

Analysis: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

2.1 KNOWLEDGES

21. 2.1.1 Knowledge of contemporary education landscape to include organizational behavior and culture.

	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.			

22. 2.1.2 Knowledge of	contemporary global issues i	n healthcare and higher edu	ucation.
	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.			

23. 2.1.3 Knowledge of resource management (personnel, finances, budgetary processes, fund-raising, and facilities).

	Frequency	Importance	Level of Judgment
Choose answers from			
drop down menus.			

PART 2 SYSTEMS CONTENT DOMAIN; CONT.

Frequency - How frequently do faculty in Higher Education Leadership utilize this characteristic?

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday practice of faculty in Higher Education Leadership?

Level of Judgment - Which of the following statements best describes the level of judgment faculty in Higher Education Leadership exercise when they use information from this knowledge area?

Level of Judgment Definitions

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations.

Analysis: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

2.2 SKILLS

24. 2.2.1 Navigates the structure of higher education.

	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.			
25. 2.2.2 Applies legal.	ethical, and regulatory issues	s in higher education.	
,,, _,, _	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.			
26. 2.2.3 Advocates wi	thin and external to an organiz	zation.	
	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.			
27. 2.2.4 Allocates and facilities).	l leverages resources (person	nel, finances, budgetary proc	cesses, fund-raising, and
	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.			
28. 2.2.5 Champions d	iversity, equity, and inclusion.		
	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.			

		ng of technology in higher edu	callon.
	Frequency	Importance	Level of Judgment
Choose answers from			
drop down menus.)		
30. 2.2.7 Demonstrates	systems level problem solv	/ing.	
	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.			
urop down menus.			
31. 2.2.8 Promotes the (exploration and integration		
	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.			
2.3 ABILITIES			
32 2 3 1 Recognizes ar	nd celebrates individual and	aroup success	
	Frequency	Importance	Level of Judgment
Choose answers from			
drop down menus.			
drop down menus.			

PART 2 SYSTEMS CONTENT DOMAIN OTHER

* 33. 2.4.1 Please list any additional Knowledges, Skills, Abilities, and Tasks for the Systems Content Domain you feel should be included in this survey.

PART 3 COMMUNICATION CONTENT DOMAIN

Part 3 - Communication Content Domain

This section focuses on qualities of the Communication Content Domain that faculty in higher education leadership roles possess. The Communication Content domain encompasses aspects of engaging multiple perspectives, disciplines, and constituencies. Representative elements may include collaboration, teamwork, and relationship building.

Each item will be judged on 3 scales:

Frequency - How frequently do faculty in Higher Education Leadership utilize this characteristic?

- 0 Never;
- 1 Less than once a month;
- 2 Monthly;
- 3 Weekly;
- 4 Daily

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday practice of faculty in Higher Education Leadership?

- 0 Not important;
- 1 Minimally important;
- 2 Moderately important;
- 3 Very important

Level of Judgment - Which of the following statements best describes the level of judgment faculty in Higher Education Leadership exercise when they use information from this knowledge area?

- 0 Do not use in their work;
- 1 Recall;
- 2 Application;
- 3 Analysis

Level of Judgment Definitions - Please keep the following definitions for the skill levels indicated in the Level of Judgment scale in mind when completing the survey:

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations.

Analysis: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

3.1 KNOWLEDGES

34. 3.1.1 Knowledge of strategies to engage multiple perspectives, disciplines, and constituencies (collaboration, teamwork, and relationship building).

	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.			
3.2 SKILLS			

35. 3.2.1 Mediates confli	ct engagement.		
	Frequency	Importance	Level of Judgment
Choose answers from			
drop down menus.			
36. 3.2.2 Collaborates ac	ross stakeholders.		
	Frequency	Importance	Level of Judgment
Choose answers from			
drop down menus.			
37. 3.2.3 Promotes funct			
	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.			
38. 3.2.4 Navigates medi	a relations/nublicity		
50. 5.2.4 Naviyales meu			
Choose answers from	Frequency	Importance	Level of Judgment
drop down menus.			
39. 3.2.5 Leads meetings	5.		
	Frequency	Importance	Level of Judgment
Choose answers from	Frequency		
drop down menus.			
40. 3.2.6 Engages in civi	dialogue on controversial i	ssues.	
	Frequency	Importance	Level of Judgment
Choose answers from		·	
drop down menus.			
41. 3.2.7 Facilitates effec	tive communication among	people with different perspec	tives.
	Frequency	Importance	Level of Judgment
Choose answers from			
drop down menus.			
42. 3.2.8 Communicates	in a variety of situations and	d mediums.	
	Frequency	Importance	Level of Judgment
Choose answers from			
drop down menus.)		
3.3 ABILITIES			

43. 3.3.1 Co	mmunicates	in a manner which influence	es others.	
		Frequency	Importance	Level of Judgment
Choose ans drop down				

PART 3 COMMUNICATION CONTENT DOMAIN OTHER

* 44. 3.4.1 Please list any additional Knowledges, Skills, Abilities, and Tasks for the Communication Content Domain you feel should be included in this survey.

PART 4 PERSONAL LEADERSHIP CONTENT DOMAIN

Part 4 - Personal Leadership Content Domain

This section focuses on qualities of the Personal Leadership Content Domain that faculty in higher education leadership roles possess. The Personal Leadership Content domain encompasses aspects of the development, manifestation, and application of individual behaviors and characteristics in support of the institutional mission. Representative elements may include self-awareness, selfmonitoring, motivation, and life-long learning.

Each item will be judged on 3 scales:

Frequency - How frequently do faculty in Higher Education Leadership utilize this characteristic?

0 - Never;

- 1 Less than once a month;
- 2 Monthly;
- 3 Weekly;
- 4 Daily

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday practice of faculty in Higher Education Leadership?

- 0 Not important;
- 1 Minimally important;
- 2 Moderately important;
- 3 Very important

Level of Judgment - Which of the following statements best describes the level of judgment faculty in Higher Education Leadership exercise when they use information from this knowledge area?

- 0 Do not use in their work;
- 1 Recall;
- 2 Application;
- 3 Analysis

Level of Judgment Definitions - Please keep the following definitions for the skill levels indicated in the Level of Judgment scale in mind when completing the survey:

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations.

Analysis: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

4.1 KNOWLEDGES

45. 4.1.1 Knowledge of leadership and management theories.

	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.			

regulation, self-monitoring, motivation, and life-long learning). Frequency Importance Level of Judgmen Choose answers from	
Choose answers from drop down menus.	
47. 4.2.1 Practices work-life integration. Frequency Importance Level of Judgment Choose answers from drop down menus. 48. 4.2.2 Employs negotiation tactics. Frequency Importance Level of Judgment Level of Judgment Level of Judgment Level of Judgment Level of Judgment	ent
Frequency Importance Level of Judgment Choose answers from drop down menus.	ent
Choose answers from drop down menus. 48. 4.2.2 Employs negotiation tactics. Frequency Importance Level of Judgment	ent
drop down menus. 48. 4.2.2 Employs negotiation tactics. Frequency Importance Level of Judgment	
Frequency Importance Level of Judgme	
drop down menus.	ent
49. 4.2.3 Empowers others.	
Frequency Importance Level of Judgme	ent
Choose answers from drop down menus.	
50. 4.2.4 Learns from others.	
Frequency Importance Level of Judgme	ent
Choose answers from drop down menus.	

Higher Education Leadership Revalidation Pilot Survey 2021

PART 4 PERSONAL LEADERSHIP CONTENT DOMAIN; CONT.

Frequency - How frequently do faculty in Higher Education Leadership utilize this characteristic?

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday practice of faculty in Higher Education Leadership?

Level of Judgment - Which of the following statements best describes the level of judgment faculty in Higher Education Leadership exercise when they use information from this knowledge area?

Level of Judgment Definitions

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations.

Analysis: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

4.3 ABILITIES

51. 4.3.1 Self-aware.

	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.			
52. 4.3.2 Change ager	ıt.		
	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.			
53. 4.3.3 Acts with inte	grity.		
	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.			
54. 4.3.4 Commits to li	felong development and learni	ng.	
	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.			
55. 4.3.5 Self-reflective	2.		
	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.			

56. 4.3.6 Excellence-orie	nted.		
	Frequency	Importance	Level of Judgment
Choose answers from			
urop down menus.			
57 / 37 Strategic thinke	r		
		Importance	Level of Judament
Choose answers from			
drop down menus.			
58. 4.3.8 Inspirational.			
	Frequency	Importance	Level of Judgment
59. 4.3.9 Courageous.			
	Frequency	Importance	Level of Judgment
Choose answers from			
drop down menus.			
60. 4.3.10 Self-confident.			
	Frequency	Importance	Level of Judgment
Frequency Importance Level of Judgment Choose answers from drop down menus. Importance Level of Judgment 57. 4.3.7 Strategic thinker. Importance Level of Judgment Choose answers from drop down menus. Importance Level of Judgment 58. 4.3.8 Inspirational. Frequency Importance Level of Judgment 59. 4.3.9 Courageous. Frequency Importance Level of Judgment 60. 4.3.10 Self-confident. Importance Level of Judgment			

PART 4 PERSONAL LEADERSHIP CONTENT DOMAIN OTHER

* 61. 4.4.1 Please list any additional Knowledges, Skills, Abilities, and Tasks for the Personal Leadership Content Domain you feel should be included in this survey.

PART 5 RECOMMENDATIONS FOR CURRICULUM INSTRUCTION

Part 5 - Recommendations for Curriculum Instruction

The following is a core set of higher education leadership competencies that may be included in the curriculum instruction.

62. 5.1 Please indicate the the minimum number of curriculum hours should be devoted to each competency.

Capacity	
Systems	
Communication	
Personal Leadership	

PART 6 PRACTICE

Part 6 - Practice

63. 6.1 Please indicate the state/jurisdiction that you reside in.

64. 6.2 Please indicate the state/jurisdiction that you teach in.

65. 6.3 In which geographic region is the major portion of your practice?

PART 7 DEMOGRAPHIC INFORMATION

Part 7 - Demographic Information

Please answer each item by selecting the option that most clearly describes you or your professional activities. Demographic information is collected for purposes of group analysis. Individual responses are confidential.

66. 7.1 What is your entry-level physical therapy education?

67. 7.2 What is your highest earned academic degree in any area of study?

68. 7.3 What is the total number of years you have been a practicing physical therapist?

69. 7.4 What is the total number of years you have been in your current position?

70. 7.5 What is the total number of years you have been involved in academic education?

Higher	Education	Leadership	Revalidation	Pilot	Survey	2021

PART 7 DEMOGRAPHIC INFORMATION, CONT.

Part 7 - Demographic Information, cont.

71. 7.6 Do you hold any of the following certifications or credentials?

ABPTS Specialist Certification
Certified Athletic Trainer
APTA Credentialed Clinical Instructor (Level 1)
APTA Advanced Credentialed Clinical Instructor (Level 2)

Other (please specify)

72. 7.7 Have you completed a leadership development program?

🔵 Yes

🔵 No

Higher Education Leadership Revalidation Pilot Survey 2021

PART 7 DEMOGRAPHIC INFORMATION, CONT.

Part 7 - Demographic Information, cont.

73. 7.8 Identify the name of the leadership program you completed.

74. 7.9 Have you experienced any barriers to accessing leadership programs or training?

- O Yes
- 🔵 No

PART 7 DEMOGRAPHIC INFORMATION, CONT.

Part 7 - Demographic Information, cont.

75. 7.10 Please explain.

Higher Education Leadership Revalidation Pilot Survey 2021

PART 7 DEMOGRAPHIC INFORMATION, CONT.

Part 7 - Demographic Information, cont.

76. 7.11 What is your current role(s) in education? (Check all that apply)

Program Director
Academic Faculty
Department Chair
ACCE/DCE
Residency Program Director
Fellowship Program Director
Residency Faculty
Fellowship Faculty
Clinical Educator
Not Applicable
Other (please specify)

77. 7.12 What were your previous role(s) in education (not currently service)? (Check all that apply)

Program Director	
Academic Faculty	
Department Chair	
ACCE/DCE	
Residency Program Director	
Fellowship Program Director	
Residency Faculty	
Fellowship Faculty	
Clinical Educator	
Not Applicable	
Other (please specify)	
	4

78. 7.13 What is your current faculty status in your program?	' (Check one category only)
---	-----------------------------

- Adjunct Faculty
- Lecturer
- Instructor
- Assistant Professor
- Associate Professor
- Professor
- Not Applicable
- Other (please specify)

Higher Education Leadership Revalidation Pilot Survey 2021

PART 7 DEMOGRAPHIC INFORMATION, CONT.

Part 7 - Demographic Information, cont.

79. 7.14 In which programs do you currently teach? (Check all that apply)

Physical Therapist Professional Program
Physical Therapist Assistant Professional Program
Post-professional Graduate Program
Post-professional Transition DPT Program
Post-doctoral Program
Clinical Residency Program
Clinical Fellowship Program
ABPTRFE-accredited Faculty Residency Program
80. 7.14 In type of educational institution do you currently teach?
Public
Private, not-for-profit
Private, proprietary

81. 7.15 Are you a member of the APTA?

- O Yes
- 🔵 No

82. 7.16 Are you a member of the APTA Academy of Education?

- O Yes
- 🔘 No

83. 7.17 Are you a member of the American Council of Academic Physical Therapy?

- 🔵 Yes
- 🔵 No

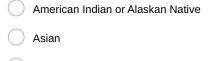
PART 7 DEMOGRAPHIC INFORMATION, CONT.

Part 7 - Demographic Information, cont.

84. 7.18 What is your sex?

85. 7.19 What is your age?

86. 7.20 Which of the following best describes your race/ethnic origin?



- African-American or Black (Not Hispanic)
- White (Not Hispanic)
- Hispanic/Latino
- Pacific Islander or Native Hawaiian
- Other

PART 8 OTHER INFORMATION

Part 8 - Other Information

87. 8.1 Please use the space below to share any concerns you have or additional items that you feel should be included in this survey.

Thank you for your professional time and thought to complete this survey.

Descriptives in Survey Order			Response Scales					
Кеу			Frequency	Importance	Level of Judgment/Mastery			
High frequency (>= 3.0), high importance (>= 2.5) tasks. Very likely to be critical	26		0. Never	0. Not important	0. Do not use/ Advanced beginner			
Low frequency (< 3.0), high importance (>= 2.5) tasks. May be critical	23		1. Less than monthly	1. Of little importance	1. Recall/ Competent skill level			
High frequency (>= 3.0), low importance (< 2.5)tasks. Less likely to be critical	0		2. Monthly	2. Moderately important	2. Application/ Proficient skill level			
Low frequency (< 3.0), low importance (< 2.5) tasks. Very <u>unlikely</u> to be critical	7		3. Weekly	3. Very important	3. Analysis/Expert skill level			
			4. Daily					

		г		Frequency			nportance		امروا	of Judgmor	nt/Mastery
		H H H H H H H H H H H H H H H H H H H	N	Mean	SD	N	Mean	SD	N	Mean	SD
Part 1 - Capacity Content Domain	1.1 KNOWLEDGES	1.1.1 Knowledge of institutional processes and individual skills required for academic administration.	26.00	3.81	0.49	26.00	2.92	0.27	26.00	2.38	0.57
		.2.1 Builds collaborative partnerships, alliances, and networks.	26.00	2.96	0.77	26.00	2.92	0.27	26.00	2.69	0.47
		1.2.2 Delegates to improve efficiency and effectiveness.	26.00	3.58	0.58	26.00	2.65	0.56	26.00	2.31	0.62
		1.2.3 Fosters academic excellence.	26.00	3.58	0.70	26.00	2.96	0.20	26.00	2.81	0.40
		1.2.4 Assesses and implements necessary change.	25.00	2.68	0.90	25.00	2.92	0.28	25.00	2.92	0.28
		1.2.5 Recruits and retains a qualified workforce.	26.00	1.65	0.94	26.00	2.85	0.37	26.00	2.58	0.58
		1.2.6 Leads the strategic planning process.	26.00	1.46	0.81	26.00	2.77	0.43	26.00	2.92	0.27
		1.2.7 Cultivates leadership skills in others.	26.00	2.69	1.05	26.00	2.58	0.50	26.00	2.58	0.50
		1.2.8 Fosters mentoring relationships.	26.00	2.77	0.86	26.00	2.65	0.49	26.00	2.46	0.58
		1.2.9 Builds relationships with internal and external stakeholders.	26.00	3.08	0.84	26.00	2.96	0.20	26.00	2.65	0.49
		1.2.10 Encourages innovation.	26.00	2.73	0.92	26.00	2.58	0.50	26.00	2.69	0.47
_	1.3 ABILITIES/ATTRIBUTES	1.3.1 Entrepreneurial/opportunistic thinking.	26.00	2.46	1.14	26.00	2.46	0.51	26.00	2.85	0.37
-		1.4.1 Negotiates faculty workload.	26.00	1.19	0.49	26.00	2.62	0.50	26.00	2.62	0.50
		1.4.2 Designs and implements program assessment cycle.	26.00	1.42	0.64	26.00	2.77		26.00	2.65	0.49
		1.3.3 Advocates program/institutional goals to all stakeholders.	26.00	2.12	0.95	26.00	2.65		26.00	2.38	0.64
		1.4.4 Monitors and implements standards compliant with regulatory environment.	26.00	2.15	1.19	26.00	2.81		26.00	2.12	0.52
		1.4.5 Develops a vision for professional physical therapist education.	26.00	1.65	0.98	26.00	2.84		26.00	2.76	0.44
		1.4.6 Guides faculty in the process of advancement (promotion and tenure as applicable).	26.00	1.46	0.71	26.00	2.73		26.00	2.42	0.58
Part 2 - Systems Content Domain		1.1.1 Knowledge of contemporary education landscape to include organizational behavior and culture.	26.00	2.88	0.91	26.00	2.77	0.43	26.00	2.58	0.58
rare 2 Systems contene bomain		1.12 knowledge of contemporary global issues in healthcare and higher education.	26.00	2.00	1 19	26.00	2.44	0.15	26.00	2.46	0.71
		1.1.3 Knowledge of resource management (personnel, finances, budgetary processes, fund-raising, and facilities).	26.00	3.04	0.72	26.00	2.73	0.45	26.00	2.46	0.65
-	2.2 SKILLS	2.2.1 Navigates the structure of higher education.	26.00	2.96	1.15	26.00	2.73	0.65	26.00	2.46	0.65
		2.2.2 Applies legal, ethical, and regulatory issues in higher education.	26.00	2.73	1.08	26.00	2.88		26.00	2.31	0.55
		2.2.3 Advocates within and external control on organization.	26.00	2.77	0.95	26.00	2.65		26.00	2.50	0.55
		2.2.4 Allocates and leverages resources (personnel, finances, budgetary processes, fund-raising, and facilities).	26.00	2.92	0.80	26.00	2.84		26.00	2.73	0.45
		2.2.5 Champions diversity, equity, and inclusion.	26.00	3.04	1.00	26.00	2.84	0.37	26.00	2.73	0.43
			26.00	2.02	1.00	26.00	2.05	0.57	26.00	2.30	0.51
		2.2.6 Demonstrates contemporary understanding of technology in higher education. 2.2.7 Demonstrates systems level problem solving.	26.00	3.42	0.90	26.00	2.73	0.53	26.00	2.15	0.49
		2.2.7 Demonstrates systems lever proview solving in demonstration of meaningful technology. 2.2.7 Demonstrates the exploration and integration of meaningful technology. 2.2.7 Demonstrates the exploration and integration of meaningful technology. 2.2.7 Demonstrates the exploration and integration of meaningful technology. 2.2.7 Demonstrates the exploration and integration of meaningful technology. 2.2.7 Demonstrates the exploration and integration of meaningful technology. 2.2.7 Demonstrates the exploration and integration of meaningful technology. 2.2.7 Demonstrates the exploration and integration of meaningful technology. 2.2.7 Demonstrates the exploration and integration of meaningful technology. 2.2.7 Demonstrates the exploration and integration of meaningful technology. 2.2.7 Demonstrates the exploration and integration of meaningful technology. 2.2.7 Demonstrates the exploration and integration of meaningful technology. 2.2.7 Demonstrates the exploration and integration of meaningful technology. 2.3.7 Demonstrates the exploration and integration of meaningful technology. 2.3.7 Demonstrates the exploration and integration of meaningful technology. 2.3.7 Demonstrates the exploration and integration of meaningful technology. 2.3.7 Demonstrates the exploration and integration of meaningful technology. 2.3.7 Demonstrates the exploration and integration of meaningful technology. 2.3.7 Demonstrates the exploration and integration of meaningful technology. 2.3.7 Demonstrates the exploration and integration of meaningful technology. 2.3.7 Demonstrates the exploration and integration and integration of meaningful technology. 2.3.7 Demonstrates the exploration and integration and integra	26.00	1.96	0.90	26.00	2.75	0.33	26.00	2.01	0.49
-		2.2.8 Promotes the exploration and integration of meaningful technology.	26.00	2.96	0.87	26.00	2.85	0.48	26.00	2.42	0.58
PART 3	3.1 KNOWLEDGES	3.1.1 Knowledge of strategies to engage multiple perspectives, disciplines, and constituencies (collaboration, teamwork, and relationship building).	26.00	3.50	0.82	26.00	2.85	0.37	26.00	2.62	0.71
		2.1.1 Mediates conflict engagement.	26.00	2.38	0.94	26.00	2.77		26.00	2.65	0.49
	J.E JAILES	2.2.2. Collaborates across stakeholders.	26.00	3.15	0.78	26.00	2.85	0.45	26.00	2.54	0.51
		3.2.3 Promotes functional team relationships.	25.00	3.40	0.71	25.00	2.92		25.00	2.54	0.58
		2.2.4 Nonices tanedio na readonary endorary. 2.4 Nonices tanedio na readonary endorary.	26.00	1.62	0.57	26.00	2.00	0.28	25.00	2.30	0.58
		2.5 Leads meetings.	26.00	3.12	0.59	26.00	2.65	0.49	26.00	2.31	0.33
		s.2.5 Leads meetings. 3.2.6 Engages in civil dialogue on controversial issues.	26.00	2.27	1.12	26.00	2.65		26.00	2.65	0.47
			26.00	3.04	0.92	26.00	2.58	0.58	26.00	2.65	0.56
		3.2.7 Facilitates effective communication among people with different perspectives. 3.2.8 Communicates in a variety of situations and mediums.	26.00	3.81	0.92	26.00	2.75	0.55	26.00	2.30	0.63
-	3.3 ABILITIES/ATTRIBUTES		26.00	3.42	0.49	26.00	2.85	0.49	26.00	2.55	0.50
PART 4	4.1 KNOWLEDGES	3.3.1 Communicates in a manner which influences others. 1.1.1 Knowledge of leadership and management theories.	26.00	3.42	1.27	26.00	2.65	0.40	26.00	2.50	0.30
PARI 4	4.1 KNOWLEDGES		26.00	3.27	1.27	26.00	2.31	0.68	26.00	2.12	0.77
-		1.1.2 Knowledge of individual behaviors and characteristics that support the institutional mission (self-regulation, self-monitoring, motivation, and life-long	26.00	3.58	0.90	26.00	2.77	0.45	26.00	2.40	0.65
	4.2 SKILLS	1.2.1 Practices work-life integration.	26.00						26.00		
		1.2.2 Employs negotiation tactics.	26.00	2.88	0.91	26.00	2.69		26.00	2.58	0.50
	· · · · · · · · · · · · · · · · · · ·	1.2.3 Empowers others.	26.00	3.42	0.81	26.00	2.88	0.43	26.00	2.54	0.58
		3.2.4 Learns from others.	26.00	3.46	0.81	26.00	2.88	0.43	26.00	2.50	0.65
		4.3.1 Self-aware.	26.00	3.77	0.65	26.00	2.85	0.37	26.00	2.69	0.62
		4.3.2 Change agent.	26.00	2.65	1.02	26.00	2.50		26.00	2.58	0.50
		4.3.3 Acts with integrity.	26.00	3.92	0.39	26.00	2.96	0.20	26.00	2.42	0.64
		1.3.4 Commits to lifelong development and learning.	26.00	3.54	0.76	26.00	2.88		26.00	2.35	0.56
		4.3.5 Self-reflective.	26.00	3.85	0.37	26.00	3.00		26.00	2.69	0.62
		4.3.6 Excellence-oriented.	26.00	3.69	0.74	26.00	2.85	0.46	26.00	2.54	0.58
	4	4.3.7 Strategic thinker.	26.00	3.35	0.75	26.00	2.88		26.00	2.85	0.37
		4.3.8 Inspirational.	26.00	3.08	0.84	26.00	2.65	0.49	26.00	2.38	0.50
	4	4.3.9 Courageous.	26.00	2.77	1.07	26.00	2.46	0.65	26.00	2.23	0.82

		order				Frequency			Percentage				
				Daily / Very Important / Analysis	Weekly / Moderately Important / Application	Monthly / Little Importance / Recall	Less than once a month / Not Important/ Do not use	Never	Daily / Very Important / Analysis	Weekly / Moderately Important / Application	Monthly / Little Importance / Recall	Less than once month / Not Important	e a N
1 - Capacity Content Domain	1.1 KNOWLEDGES	1.1.1 Knowledge of institutional processes and individual skills required for academic administration.	Frequency	2		3 1	. 0	0	 84.6%	11.59			
			Importance	2		2 () 0	0	 92.3%	7.79			
			Level of Judgement	1			0	0	 42.3%				
	1.2 SKILLS	1.2.1 Builds collaborative partnerships, alliances, and networks.	Frequency		6 1		1	0	 23.1%				
			Importance			2 (-	 92.3%				
		1.2.2 Delegates to improve efficiency and effectiveness.	Level of Judgement Frequency			8 (9 1		-	 69.2% 61.5%	30.89			
		1.2.2 Delegates to improve enciency and electiveness.	Importance	1		7 1		-	 69.2%				
			Level of Judgement	1		4			 38.5%	53.89			
		1.2.3 Fosters academic excellence.	Frequency			5 3	3 0	0	 69.2%	19.29			%(
			Importance	2	5	1 () 0	0	 96.2%	3.8%	6 0.09	6 0.0)%
			Level of Judgement	2	1	5 () 0	0	 80.8%	19.2%	6 0.09	6 0.0)%
		1.2.4 Assesses and implements necessary change.	Frequency		5	9 9	/	0	 20.0%	36.09			
			Importance	-	.5	2 (, ,	0	 92.0%	8.0%			
	-		Level of Judgement	-	.5	2 (0	 92.0%	8.09			
		1.2.5 Recruits and retains a qualified workforce.	Frequency		-	2 7	15	-	7.7%	7.79			
			Importance Level of Judgement			4 (9 1			61.5%				
	-	1.2.6 Leads the strategic planning process.	Frequency			2 5		-	 3.8%				
		1.2.0 Leads the strategic planning process.	Importance	2	-	6 (76.9%				
			Level of Judgement	2		2 (92.3%				
		1.2.7 Cultivates leadership skills in others.	Frequency			5 10			 30.7%				
			Importance	1	5 1	1 () 0	0	 57.7%	42.39	0.09	6 0.0)%
			Level of Judgement	1	5 1	1 () 0	0	 57.7%	42.39	6 0.09	6 0.0)%
		1.2.8 Fosters mentoring relationships.	Frequency		5 1	2 7	2	0	 19.2%	46.19	26.99	6 7.7	19
			Importance			9 (-	 65.4%				
	-		Level of Judgement		.3 1		0	0	 50.0%	46.2%			
		1.2.9 Builds relationships with internal and external stakeholders.	Frequency		8 1		2 2	0	 30.8%	53.89			
			Importance		.5	1 (9 (, °	0	 96.2%				
	-	1.2.10 Encourages innovation.	Level of Judgement			9 0		-	 65.4% 23.1%				
		1.2.10 Encourages innovation.	Frequency Importance		5 1			0	 23.1%	42.39			
			Level of Judgement	1		8 (69.2%				
		1.3.1 Entrepreneurial/opportunistic thinking.	Frequency	-		4 0			 26.9%				
	1.3 ABILITIES/		Importance	1	2 1			-	 46.2%				
	ATTRIBUTES		Level of Judgement	2	2	4 0) 0	0	 84.6%	15.49	6 0.09	6 0.0	1%
	1.4 TASKS	1.4.1 Negotiates faculty workload.	Frequency		0	0 6	5 19	1	 0.0%	0.0%	5 23.19	6 73.1	.%
			Importance	-	6 1			-	 61.5%	38.5%		6 0.0	1%
			Level of Judgement	1		0 0		0	 61.5%	38.5%			
		1.4.2 Designs and implements program assessment cycle.	Frequency		-	2 7	11	-	 0.0%	7.7%			
			Importance		0	6 (0	0	 76.9%				
	-		Level of Judgement			9 (-	65.4%				
		1.4.3 Advocates program/institutional goals to all stakeholders.	Frequency Importance	1	-	7 <u>9</u>			7.7%				
			Level of Judgement			2 2			46.2%				
		1.4.4 Monitors and implements standards compliant with regulatory environment.	Frequency			5 5			40.2%				
			Importance	2		5 (80.8%				
			Level of Judgement		5 1	9 2	2 0	0	 19.2%	73.19			
		1.4.5 Develops a vision for professional physical therapist education.	Frequency		2	3 5	5 16	0	 7.7%	11.59	5 19.29	61.5	;%
			Importance		-	4 () 0	0	 84.0%	16.09			1%
			Level of Judgement	1		6 (-	 76.0%				
		1.4.6 Guides faculty in the process of advancement (promotion and tenure as applicable).	Frequency		1	0 9	10	-	 3.8%	0.0%		01.5	
			Importance Level of Judgement			7 (0	-	 73.1% 46.2%				
Systems Content Domain	2.1 KNOWLEDGES		× ·			<u> </u>		0	 46.2%				
systems content bomain		2.1.1 Knowledge of contemporary education landscape to include organizational behavior and culture.	Frequency Importance			6 (0	 76.9%				
			Level of Judgement	1		9 1			 61.5%				
		2.1.2 Knowledge of contemporary global issues in healthcare and higher education.	Frequency		-	5 6			 23.1%	19.29			
			Importance			4 1			 42.3%				
			Level of Judgement	1	5	8 3	s 0	0	 57.7%	30.89	5 11.59	6 0.0)%
		2.1.3 Knowledge of resource management (personnel, finances, budgetary processes, fund-raising, and	Frequency			3 6	6 0	0	 26.9%				
		facilities).	Importance	1	9	7 () 0	0	 73.1%	26.9%	S 0.09	6 0.0	19
			Level of Judgement	1	.4 1	0 2	2 0	0	 53.8%	38.59	5 7.79		
	2.2 SKILLS	2.2.1 Navigates the structure of higher education.	Frequency			8 2		-	 42.3%	30.89			
			Importance			3 2	2 0		 80.8%	11.59			
			Level of Judgement		4 1		2 0		 53.8%	38.5%			
		2.2.2 Applies legal, ethical, and regulatory issues in higher education.	Frequency		7 1	0 4	1 5	0	26.9%	38.5%	5 15.49	6 19.2	/9

			Level of Judgement	9	16	1	0	0	34.6%	61.5%	3.8%	0.0% 0.0
		2.2.3 Advocates within and external to an organization.	Frequency Importance	17	11	6		0	23.1% 65.4%	42.3% 34.6%	23.1%	11.5% 0.0 0.0% 0.0
			l evel of ludgement	17	13	0	0	0	50.0%	50.0%	0.0%	0.0% 0.0
		2.2.4 Allocates and leverages resources (personnel, finances, budgetary processes, fund-raising, and	Frequency	6	13	6	0	0	23.1%	50.0%	23.1%	3.8% 0.0
		facilities).	Importance	21	4	0		0	84.0%	16.0%	0.0%	0.0% 0.0
			Level of Judgement	19	7	0	0	0	73.1%	26.9%	0.0%	0.0% 0.0
		2.2.5 Champions diversity, equity, and inclusion.	Frequency	11	7	6		0	42.3%	26.9%	23.1%	7.7% 0.0
			Importance	22	4	0	0	0	84.6%	15.4%	0.0%	0.0% 0.0
			Level of Judgement	13	13	0	0	0	50.0%	50.0%	0.0%	0.0% 0.0
		2.2.6 Demonstrates contemporary understanding of technology in higher education.	Frequency	11	6	5	4	0	42.3%	23.1%	19.2%	15.4% 0.0
			Importance	11	14	1	0	0	42.3%	53.8%	3.8%	0.0% 0.0
			Level of Judgement	7	17	2	0	0	26.9%	65.4%	7.7%	0.0% 0.0
		2.2.7 Demonstrates systems level problem solving.	Frequency	16	7	1	2	0	61.5%	26.9%	3.8%	7.7% 0.0
			Importance	20	5	1	0	0	76.9%	19.2%	3.8%	0.0% 0.0
			Level of Judgement	22	3	1	0	0	84.6%	11.5%	3.8%	0.0% 0.0
		2.2.8 Promotes the exploration and integration of meaningful technology.	Frequency	1	6	10	9	0	3.8%	23.1%	38.5%	34.6% 0.0
			Importance	8	16	2	0	0	30.8%	61.5%	7.7%	0.0% 0.0
			Level of Judgement	12	13	1	0	0	46.2%	5.0%	3.8%	0.0% 0.0
	2.3 ABILITIES	2.3.1 Recognizes and celebrates individual and group success.	Frequency	8	9	9	0	0	30.8%	34.6%	34.6%	0.0% 0.0
			Importance	22	4	0	ÿ	0	84.6%	15.4%	0.0%	0.0% 0.0
			Level of Judgement	8	13	5	0	0	30.8%	50.0%	19.2%	0.0% 0.0
	3.1 KNOWLEDGES	3.1.1 Knowledge of strategies to engage multiple perspectives, disciplines, and constituencies	Frequency	16	8	1		0	61.5%	30.8%	3.8%	3.8% 0.0
		(collaboration, teamwork, and relationship building).	Importance	23	3	0		0	88.5%	11.5%	0.0%	0.0% 0.0
		2.2.4 Madiatas conflict approximant	Level of Judgement	17	8	1	-	0	65.4%	30.8% 34.6%	3.8%	0.0% 0.0
	3.2 SKILLS	3.2.1 Mediates conflict engagement.	Frequency	3	9	9	-	0				
			Importance Level of Judgement	20	6	0		0	76.9% 65.4%	23.1% 34.6%	0.0%	0.0% 0.0
		3.2.2 Collaborates across stakeholders.		9	9 13	3	ÿ	0	65.4%	34.6% 50.0%	0.0%	<u> </u>
		3.2.2 Collaborates across stakenoliders.	Frequency	22	4	0	-	0	54.0% 84.6%	15.4%	0.0%	0.0% 0.0
			Importance Level of Judgement	14	12	0	ÿ	0	53.8%	46.2%	0.0%	0.0% 0.0
		3.2.3 Promotes functional team relationships.	Frequency	14	9	3	ÿ	0	52.0%	36.0%	12.0%	0.0% 0.0
		5.2.5 Promotes functional team relationships.	Importance	23	2	0		0	92.0%	8.0%	0.0%	0.0% 0.0
			Level of Judgement	15	9	1	-	0	57.7%	34.6%	3.8%	0.0% 0.0
		3.2.4 Navigates media relations/publicity.	Frequency	15	1	14		0	0.0%	34.6%	53.8%	42.3% 0.0
		5.2.4 Navigates media relations/ publicity.	Importance	5	16	5	0	0	19.2%	61.5%	19.2%	0.0% 0.0
			Level of Judgement	5	10	1	0	0	30.8%	65.4%	3.8%	0.0% 0.0
		3.2.5 Leads meetings.	Frequency	6	17	3	0	0	23.1%	65.4%	11 5%	0.0% 0.0
		5.2.5 Leaus meetings.	Importance	17	9	0	9	0	65.4%	34.6%	0.0%	0.0% 0.0
			Level of Judgement	8	18	0	0	0	30.8%	69.2%	0.0%	0.0% 0.0
		3.2.6 Engages in civil dialogue on controversial issues.	Frequency	5	5	8	8	0	19.2%	19.2%	30.8%	30.8% 0.0
			Importance	16	9	1		0	61.5%	34.6%	3.8%	0.0% 0.0
			Level of Judgement	18	7	1	0	0	69.2%	26.9%	3.8%	0.0% 0.0
		3.2.7 Facilitates effective communication among people with different perspectives.	Frequency	9	11	4	2	0	34.6%	42.3%	15.4%	7.7% 0.0
		Greek and the second	Importance	20	5	1	0	0	76.9%	19.2%	3.8%	0.0% 0.0
			Level of Judgement	16	7	3	0	0	61.5%	26.9%	11.5%	0.0% 0.0
		3.2.8 Communicates in a variety of situations and mediums.	Frequency	22	3	1	0	0	84.6%	11.5%	3.8%	0.0% 0.0
			Importance	22	3	1	0	0	84.6%	11.5%	3.8%	0.0% 0.0
			Level of Judgement	11	13	2	0	0	42.3%	50.0%	7.7%	0.0% 0.0
3.3	ABILITIES/ATTRIBUTES	3.3.1 Communicates in a manner which influences others.	Frequency	14	9	3	0	0	53.8%	34.6%	11.5%	0.0% 0.0
			Importance	23	2	1	0	0	88.5%	7.7%	3.8%	0.0% 0.0
			Level of Judgement	15	11	0	0	0	57.7%	42.3%	0.0%	0.0% 0.0
T 4	4.1 KNOWLEDGES	4.1.1 Knowledge of leadership and management theories.	Frequency	8	5	6	-	1	30.8%	19.2%	23.1%	23.1% 3.8
			Importance	11	12	3		0	42.3%	46.2%	11.5%	0.0% 0.0
			Level of Judgement	8	14	3		0	30.8%	53.8%	11.5%	3.8% 0.0
		4.1.2 Knowledge of individual behaviors and characteristics that support the institutional mission (self-	Frequency	14	8	1	-	0	53.8%	30.8%	3.8%	11.5% 0.0
		regulation, self-monitoring, motivation, and life-long learning).	Importance	20	6	0	-	0	76.9%	23.1%	0.0%	0.0% 0.0
			Level of Judgement	14	10	2	-	0	53.8%	38.5%	7.7%	0.0% 0.0
	4.2 SKILLS	4.2.1 Practices work-life integration.	Frequency	20	3	1		0	76.9%	11.5%	3.8%	7.7% 0.0
			Importance	20	4	2	-	0	76.9%	15.4%	7.7%	0.0% 0.0
			Level of Judgement	10	15	0	1	0	38.5%	57.7%	0.0%	3.8% 0.0
		4.2.2 Employs negotiation tactics.	Frequency	7	11	6	2	U	26.9%	42.3%	23.1%	7.7% 0.0
			Importance	18	8	0	0	0	69.2%	30.8%	0.0%	0.0% 0.0
			Level of Judgement	15	11	0		0	57.7%	42.3%	0.0%	0.0% 0.0
		4.2.3 Empowers others.	Frequency	15	8	2	-	0	57.7%	30.8%	7.7%	3.8% 0.0
			Importance	24	1	1	0	U	92.3%	3.8%	3.8%	0.0% 0.0
			Level of Judgement	15	10	1	0	0	57.7%	38.5%	3.8%	0.0% 0.0
		4.2.4 Learns from others.	Frequency	16	7	2	÷	0	61.5%	26.9%	7.0%	7.0% 3.8
			Importance	24	1	1	-	0	92.3%	3.8%	3.8%	0.0% 0.0
	4.0.400		Level of Judgement	15	9	2	0	0	57.7%	34.6%	7.7%	0.0% 0.0
	4.3 ABILITIES	4.3.1 Self-aware.	Frequency	22	3	0	1	0	84.6%	11.5%	0.0%	3.8% 0.0
			Importance	22		0	0	0	84.6% 76.9%	15.4%	0.0%	0.0% 0.0
			Level of Judgement	20	6	2 10	-	0	26.9%	23.1%	7.7%	0.0% 0.0
		4.3.2 Change agent.	Frequency	1	b							
			Importance		10							
			Importance	15	10	0		0	57.7%	38.5%	0.0%	3.8% 0.0
		4.3.3 Acts with integrity.	Importance Level of Judgement Frequency	15 15 25	10 11 0	0	0	0	57.7% 57.7% 96.2%	42.3% 0.0%	0.0%	0.0% 0.0 0.0% 0.0

		Importance	25	1	0	0	0	96.2%	3.8%	0.0%	0.0%	0.0%
		Level of Judgement	13	11	2	0	0	50.0%	42.3%	7.7%	0.0%	0.0%
	4.3.4 Commits to lifelong development and learning.	Frequency	17	7	1	1	0	65.4%	26.9%	3.8%	3.8%	0.0%
		Importance	23	3	0	0	0	88.5%	11.5%	0.0%	0.0%	0.0%
		Level of Judgement	10	15	1	0	0	38.5%	57.7%	3.8%	0.0%	0.0%
	4.3.5 Self-reflective.	Frequency	22	4	0	0	0	84.6%	15.4%	0.0%	0.0%	0.0%
		Importance	26	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%
		Level of Judgement	20	4	2	0	0	76.9%	15.4%	7.7%	0.0%	0.0%
	4.3.6 Excellence-oriented.	Frequency	21	3	1	1	0	80.8%	11.5%	3.8%	3.8%	0.0%
		Importance	23	2	1	0	0	88.5%	7.7%	3.8%	0.0%	0.0%
		Level of Judgement	15	10	1	0	0	57.7%	38.5%	3.8%	0.0%	0.0%
	4.3.7 Strategic thinker.	Frequency	13	9	4	0	0	50.0%	34.6%	15.4%	0.0%	0.0%
		Importance	22	3	0	0	0	84.6%	11.5%	0.0%	0.0%	0.0%
		Level of Judgement	22	4	0	0	0	84.6%	15.4%	0.0%	0.0%	0.0%
	4.3.8 Inspirational.	Frequency	8	14	2	2	0	30.8%	53.8%	7.7%	7.7%	0.0%
		Importance	17	9	0	0	0	65.4%	34.6%	0.0%	0.0%	0.0%
		Level of Judgement	10	16	0	0	0	38.5%	61.5%	0.0%	0.0%	0.0%
	4.3.9 Courageous.	Frequency	8	7	9	1	1	30.8%	26.9%	34.6%	3.8%	3.8%
		Importance	14	10	2	0	0	53.8%	38.5%	7.7%	0.0%	0.0%
		Level of Judgement	10	14	0	2	0	38.5%	53.8%	0.0%	7.7%	0.0%
	4.3.10 Self-confident.	Frequency	21	5	0	0	0	80.8%	19.2%	0.0%	0.0%	0.0%
		Importance	17	9	0	0	0	65.4%	34.6%	0.0%	0.0%	0.0%
		Level of Judgement	11	14	1	0	0	42.3%	53.8%	3.8%	0.0%	0.0%

Responses to Demographic Questions

5.1 Please indicate the minimum number of curriculum hours should be devoted to each competency.

	Frequency Min	М	ax
Capacity	20	2	125
Systems	20	3	100
Communication	20	3	125
Personal Leadership	20	3	200

6.1 Please indicate the state/jurisdiction that you reside in.

	Frequency	Percent
California		1 4%
Colorado	2	2 9%
DC		1 4%
FL		1 4%
MA	2	2 9%
Maryland		1 4%
Massachusetts		1 4%
Michigan	1	1 4%
Minnesota	2	2 9%
MO	2	2 9%
NC		1 4%
ND		1 4%
Nebraska	1	1 4%
Nevada		1 4%
New York		1 4%
Ohio	1	1 4%
PA		1 4%
Texas	1	1 4%
Virginia	1	1 4%
Total	23	3 100.03%

6.2 Please indicate the state/jurisdiction that you teach in.

	Frequency	Percent
California	1	4%
DC	1	4%
FL	1	4%
MA	2	9%
Massachusetts	1	4%
Michigan	1	4%
Minnesota	2	9%
MO	2	9%
Montana	1	4%
Montana, Virginia, New York	1	4%
NC	1	4%
ND	1	4%
Nebraska	1	4%
Nevada	1	4%
New York	1	4%
Ohio	1	4%
PA	1	4%
Texas	1	4%
Varies	1	4%
Virginia	1	4%
Total	23	100.00%

6.3 In which geographic region is the major portion of your practice?

	Frequency	Percent
East North Central (IL, IN, MI, OH, WI)	2	8%
Middle Atlantic (NJ, NY, PA)	2	8%
Mountain (AZ, CO, ID, MT, NV, NM, UT, WY)	3	13%
New England (CT, ME, MA, NH, RI, VT)	3	13%
Pacific (AK, CA, HI, OR, WA)	1	4%
South Atlantic (DE, DC, FL, GA, MD, NC, P	5	21%
West North Central (IA, KS, MN, MO, NE, N	7	29%
West South Central (AR, LA, OK, TX)	1	4%
Total	24	100%

7.1 What is your entry-level physical therapy education?

	Frequency Per	cent
Baccalaureate	18	72%
DPT	3	12%
Entry-level m	3	12%
Other (please specify)	1	4%
Total	25	100%

7.2 What is your highest earned academic degree in any area of study?

	Frequency	Percent
DPT	1	4%
Master's	1	4%
PhD (or equivalent, eg EdD or ScD)	21	84%
tDPT	2	8%
Total	25	100%

7.3 What is the total number of years you have been a practicing physical therapist?

	Frequency	Percent
11 - 15 years	1	4%
16 - 20 years	3	12%
21 - 30 years	5	20%
31 or more years	15	60%
Less than a year	1	4%
Total	25	100%

7.4 What is the total number of years you have been in your current position?

	Frequency	Percent
Less than a	1	4%
1 - 2 years	3	12%
3 - 5 years	6	24%
6 - 10 years	5	20%
11 - 15 year	9	36%
16 - 20 year	1	4%

25

7.5 What is the total number of years you have been involved in academic education?

	Frequency Percer	nt
11 - 15 years	2	8%
16 - 20 years	5	20%
21 - 30 years	9	36%
31 or more years	7	28%
6 - 10 years	2	8%
Total	25	100%

7.6 Do you hold any of the following certifications or credentials?

	Frequency	Percent
ABPTS Specialist Certification	1	4%
APTA Advanced Credentialed Clinical Instructor (Level 2)	6	23%
APTA Credentialed Clinical Instructor (Level 1)	4	15%
APTA Credentialed Trainer (Level1)	9	35%
Associate Professor and Associate Certified Coach	1	4%
Former ABPTS specialist certification	1	4%
none	1	4%
Post professional DPT degree, Led development of Level 1 and 2 Credentialed CI	1	4%
PT, DPT, PhD FAPTA	1	4%
Total	1	4%
	26	100%

7.7 Have you completed a leadership development program?

	Frequency	Percent
No	3	12%
Yes	22	88%
Total	25	100%

7.9 Have you experienced any barriers to accessing leadership programs or training?

	Frequency	Percent	
No	23	3	92%

Yes	2	8%
Total	25	100%

7.11 What is your current role(s) in education? (Check all that apply)

	Frequency	Percent	
Program Director	10	25	5%
Academic Faculty	12	30	0%
Department Chair	7	18	8%
ACCE/DCE	1	. 3	3%
Residency Program Director	0	v 0	0%
Fellowship Program Director	0	v 0	0%
Residency Faculty	0	v 0	0%
Fellowship Faculty	0) O	0%
Clinical Educator	0) O	0%
Not Applicable	0	0	0%
Other (please specify): Education Consultant, Associate Director of the Professional DPT Curriculum, Education Consultant, Vice			
Provost for learning and assessment, Dean, Education Consultant, Immediate Past President of National Academies of Practice,			
Residency/Fellowship accreditor, Associate Dean, retired, Academic Dean, Campus Director.	10) 25	5%
Total	40) 100	0%

7.12 What were your previous role(s) in education (not currently service)? (Check all that apply)

	Frequency	Percent
Program Director	ç) 16%
Academic Faculty	17	30%
Department Chair	10) 18%
ACCE/DCE	4	l 7%
Residency Program Director	C	0%
Fellowship Program Director	1	2%
Residency Faculty	C) 0%
Fellowship Faculty	C	0%
Clinical Educator	10) 18%
Not Applicable	1	2%

Other (please specify): Dean, Associate Dean, Associated Program Director, Director of Academic Affairs at APTA, adjunct faculty.	5	9%
Total	57	100%

L

7.13 What is your current faculty status in your program? (Check one category only)

	Frequency Pe	rcent
Adjunct Faculty	1	4%
Lecturer	0	0%
Assistant Professor	1	4%
Associate Professor	6	24%
Instructor	1	4%
Not Applicable	2	8%
Professor	11	44%
Other (please specify):Education Consultant, Clinical Associate Professor.	3	12%
Total	25	100%

7.14 In which programs do you currently teach? (Check all that apply)

	Frequency	Percent
Physical Therapist Professional Program	22	88%
Physical Therapist Assistant Professional Program	2	8%
Post-professional Graduate Program	2	8%
Post-professional Transition DPT Program	3	12%
Post-doctoral Program		
Clinical Residency Program		
Clinical Fellowship Program		
ABPTRFE-accredited Faculty Residency Program		
Total	25	116%

7.14 In type of educational institution do you currently teach?

	Frequency	Percent	
Private, not-for-profit	18	3	75%
Private, proprietary	3	3	13%
Public	3	3	13%

Total 24	100%
----------	------

7.15 Are you a member of the APTA?

	Frequency	Percent
No	1	4%
Yes	23	96%
Total	24	100%

7.16 Are you a member of the APTA Academy of Education?

	Frequency	Percent
No	0	0%
Yes	24	100%
Total	24	100%

7.17 Are you a member of the American Council of Academic Physical Therapy?

	Frequency F	Percent
No	4	17%
Yes	20	83%
Total	24	100%

7.18 What is your sex?

	Frequency Percen	t
Female	17	71%
Male	7	29%
Total	24	100%

7.19 What is your age?

	Frequency	Percent
40-49	2	8%
50-59	13	54%
60-69	7	29%
70+	2	8%
Total	24	100%

7.20 Which of the following best describes your race/ethnic origin?		
	Frequency	Percent
American Indian or Alaskan Native	0) 0%
Asian	0) 0%
African-American or Black (Not Hispanic)	2	8%
White (Not Hispanic)	21	. 88%
Hispanic/Latino	0	0%
Other	1	4%
Pacific Islander or Native Hawaiian	0) 0%
Total	24	100%

#		4.4.1 Please list any additional Knowledges, Skills, Abilities, and Tasks for the Personal Leadership Content Domain you feel should be included in this survey.
	1	Struggled with the knowledge of questions as leaders should be at a minimum applying these content domains on an ongoing basis. Seems to be missing a number of personal leadership competencies listed in the literature needed by all health care providers (PTs and in interprofessional literature in medicine, nursing, pharmacy) such as authentic, accountable, vulnerable, able to use have a voice to inspire, influence, encourage and support others.
	2	None
	3	na
	4	employs humor and relatability
	5	Nice to see meta-cognitive approach, surprised to see courage
	6	NA
	7	none
	8	Seeks help/guidance/support
	9	None
	10	na
	11	NA
	12	n/a
		nothing to add
		Coaching
	-	None
		Humility, Accountability/Dependability
	17	Role Model
	18	
		NA
	-	None at this time.
		Equity. Effective Listening, Integration of all voices
		Cannot think of any others.
		humble
		emotional intelligence/stress management
	25	Consider questions on mentorship and also on making application of contemporary clinical research, and contemporary leadership research.

7.8 Identify the name of the leadership program you completed.

	PhD in Higher Education Administration and Leadership. LAMP, ELI mentor, ACAPT ALA developer
2	ELI & one year leadership program for new leaders by employer
3	Colleges of the Fenway Leadership Development
4	7 Habits of Highly Effective People
5	FEL
6	ELI and University sponsored programs
7	PhD in leadership in Higher Education, ELI mentor
8	ELI
9	ELI
10	APTA ELI
12	ELI
13	HERS program; Several university/Jesuit leadership training at national level
14	US Army Command and General Staff College, Higher Education Administration Doctoral Program
15	ASAHP Leadership Development
16	Formerly Education Leadership institute, MBA
17	ABPTS Educational Leadership Institute
18	ELI
19	ACE and ELI
20	APTA Educ Leadership Fellowship; Bismarck-Mandan Chamber Leadership Program
21	APTA Fellowship in Education Leadership
J	

#	7.10 Please explain.
-	I find that several faculty new in leadership roles are struggling to find programs that are accessible and affordable.
	Current ELI is too limited in numbers and cost is prohibited by many unfortunately, yet this too is a sign of the
	struggles that many leaders have in negotiation skills for their own development
Ĩ	time commitment to engage in additional leadership training has been challenging due to work and family
	obligations

#	8.1 Please use the space below to share any concerns you have or additional items that you feel should be included in this survey.
	1 Open-Ended Response
	2 Focus needs to be on personal leadership as this sets the foundation for one's ability to lead others and influence organizations.

3	NA
4	I think all domains have been covered
5	NA
6	Current level of clinical practice
7	well crafted survey
8	Level of experience
	I am not currently a faculty with a specific program as I now consult. I previously served as a Fellowship Program Director of an accredited program. I have taken leadership courses throughout my career but not a specific leadership development program per se.
10	-
11	None.
	My main concerns in completing this survey are: 1) most of the knowledge, skills and behaviors listed are actually ongoing and not done at specified times that one can enumerate as once per week, etc. They are not tasks but processes whose importance and attention increase and decrease at various times throughout a year. 2) Most of the items are related to behaviors and are, therefore, not able to be classified in the knowledge domain, but those were the only choices. For example, negotiation requires analysis, but also appreciation of others' perspectives, ie. affective domain. Given these concerns, I am not sure how reliable my responses are.
13	Funding of higher education, trends in higher education, recruitment and enrollment/marketing
	Expand questioning re: use of technology and social media, i.e. use of MicroSoft Teams, Use of RingCentral, Use of social media to interact with multiple shareholders. Ask too how many engage in TV or PodCast engagements to promote their school, brand, or for information sharing. In addition, how many engage at the international level, either in leadership specific roles, presentations, or even service learning.

Appendix 4: Proposed Practice Analysis Revisions



Higher Education Leadership Revalidation Practice Analysis Survey 2023

Introduction

The purpose of this survey is to distinguish competencies required of leaders in physical therapy in the higher education fellowship practice. The results of this survey will establish an updated Description of Fellowship Practice (DFP) for Higher Education Leadership. The questions are based on:

(1) the 2008 Needs Assessment for Education Leadership Development,

(2) the existing 2010 Higher Education Leadership practice analysis,

(3) the opinion of a content expert workgroup pertaining to changes to the knowledges, skills, abilities/attributes, and tasks needed by faculty in higher education over the past 10 years,

(4) the opinion of a content expert workgroup pertaining to trends and changes that are likely to affect the knowledges, skills, abilities/attributes, and tasks needed by faculty in higher education in the next 10 years,

(5) professional literature on higher education leadership to include theses, studies, books, etc.

Survey Guidelines:

The Guide to Higher Education Leadership Fellowship Practice survey addresses specific knowledges, skills, and abilities/attributes that faculty in higher education leadership possess, and the tasks they perform. Your responses will help us validate and clarify those characteristics. The survey is apportioned into 4 parts by content domains. The content domains comprise a core set of competencies identified and defined by the Project Team Group Members. The competencies identified cover 4 broad areas: Capacity, Systems, Communication, and Personal Leadership. You will be asked to assess each individual knowledge, skill, ability/attribute, and task identified within each content domain based upon 3 categories: the frequency in which the characteristic is performed or utilized, the importance of having such a characteristic, and the level of judgment faculty in higher education leadership roles exercise when they use information from the knowledge areas.

You may provide additional characteristics that you feel are relevant to the fellowship in the identified area following each survey part.

Survey Response Eligibility

Please select one of the following survey options:

 \supset I am a graduate of APTA's Higher Education Leadership Fellowship and have served as a leader in higher education.

I am not a graduate of APTA's Higher Education Leadership Fellowship, **but** I have a minimum of 5 years of experience serving as a leader in higher education within the last 10 years (e.g., program director, chair, vice-chair, dean).

I am a graduate of APTA's Higher Education Leadership Fellowship, but have not served as a leader in higher education, therefore I am not eligible to participate in this survey.

) I have not served as a leader in higher education for a minimum of 5 years within the last 10 years therefore I am not eligible to participate in this survey.

I have served as a leader in higher education for a minimum of 5 years within the last 10 years, but am unable to participate in this survey at this time.

PART 1 CAPACITY CONTENT DOMAIN / 1.1 KNOWLEDGE / 1.2 SKILLS

Part 1 - Capacity Content Domain

This section focuses on qualities of the Capacity Content Domain that faculty in higher education leadership roles possess. The Capacity Content domain encompasses those institutional processes and individual skills required for higher education administration. Representative elements may include partnerships, stakeholders, strategic planning, innovation, vision, and resource management. For each area, please select your rating on all three scales as shown.

Each item will be judged on 3 scales:

Frequency - How frequently do faculty in Higher Education Leadership utilize this characteristic?

- o Never;
- 1 Less than once a month;
- 2 Monthly;
- 3 Weekly;
- 4 Daily

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday practice of faculty in Higher Education Leadership?

- o Not important;
- 1 Minimally important;
- 2 Moderately important;
- 3 Very important

Level of Judgment - Which of the following statements best describes the level of judgment faculty in Higher Education Leadership exercise when they use information from this knowledge area?

- o Do not use in their work;
- 1 Recall;
- 2 Application;
- 3 Analysis

Level of Judgment Definitions - Please keep the following definitions for the skill levels indicated in the Level of Judgment scale in mind when completing the survey:

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations. **Analysis**: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

1.1 KNOWLEDGE

1.1.1 Knowledge of institutional processes required for academic administration.

1.1.2 Knowledge of individual skills required for academic administration.

1.1.2 Kno	Swiedge of individual skills required	a for academic administration.	
	Frequency	Importance	Level of Judgment
Choose			
answers			
from drop	\$	\$	\$
down			
menus.			
1.2 SKILLS			
1.2.1 Builds	s collaborative partnerships, alliand	ces, and networks.	
	Frequency	Importance	Level of Judgment
Choose			
answers from drop	\$	(
down			
menus.			
1.2.2 Delega	ates to improve efficiency and effectiv	eness.	
	Frequency	Importance	Level of Judgment
Choose			Ŭ
answers			
from drop	\$	\$	\$
down		()	()
menus.			
1.2.3 Foster	rs academic excellence.		
		. .	
	Frequency	Importance	Level of Judgment
Choose			
answers from drop	\$	(
down	¥		· · · · · · · · · · · · · · · · · · ·
menus.			
1.2.4 Asses	ses, implements, and <mark>ad</mark> apts to nec	essary change.	
	Frequency	Importance	Level of Judgment
Choose		-	-
answers			
from drop	\$	\$	\$
down			
menus.			
1.2.5 Recrui	ts and retains a qualified workforce.		
		_	
	Frequency	Importance	Level of Judgment
Choose			
answers from drop			
down			
menus.			

	the development and implementa	ation of the strategic planning proc	ess.
	Frequency	Importance	Level of Judgment
Choose			
answers from drop		↓	\$
down	··		•
menus.			
1.2.7 Cultiva	tes leadership skills in others.		
Classic	Frequency	Importance	Level of Judgment
Choose answers			
from drop	\$	\$	\$
down menus.			
1.2.8 Foster	s mentoring r <mark>elat</mark> ionships.		
1.2.0 105001	Frequency	Importance	Level of Judgment
Choose	riequency	Importance	Level of Judgineill
answers	(.)
from drop down	\$		÷
menus.			
1.2.9 Builds	relationships with internal and ex	xternal stakeholders.	
	Frequency	Importance	Level of Judgment
Choose			
answers from drop	\$	↓	\$
down	•		•
menus.			
_			
1.2.10 Enco	urages innovation <mark>in s</mark> cholarships	s, practice, service, and teaching.	
	urages innovation <mark>in s</mark> cholarships Frequency	s, practice, service, and teaching. Importance	Level of Judgment
1.2.10 Enco Choose answers			Level of Judgment
Choose answers from drop			Level of Judgment
Choose answers	Frequency	Importance	Level of Judgment
Choose answers from drop down	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.	Frequency	Importance	\$
Choose answers from drop down menus.	Frequency	Importance	\$
Choose answers from drop down menus.	Frequency	Importance	\$
Choose answers from drop down menus.	Frequency	Importance	\$
Choose answers from drop down menus.	Frequency	Importance	\$
Choose answers from drop down menus.	Frequency	Importance	\$
Choose answers from drop down menus.	Frequency	Importance	\$
Choose answers from drop down menus.	Frequency	Importance	\$

PART 1 CONT. / 1.3 ABILITIES / 1.4 TASKS

Frequency - How frequently do faculty in Higher Education Leadership utilize this characteristic?

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday practice of faculty in Higher Education Leadership?

Level of Judgment - Which of the following statements best describes the level of judgment faculty in Higher Education Leadership exercise when they use information from this knowledge area?

Level of Judgment Definitions

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations. **Analysis**: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

1.3 ABILITIES

1.3.1 Seize opportunities through entrepreneurial thinking.

	Frequency	Importance	Level of Judgment		
Choose answers from drop down menus.					
1.4 TASKS					
1.4.1 Negotiate	es faculty workload.				
1.4.2 Guide	s faculty in the process of advan	cement (promotion and tenure	as applicable).		
	Frequency	Importance	Level of Judgment		
Choose answers from drop down menus.					
1.4.3 Designs and implements program assessment cycle.					
Choose answers from drop down menus.	Frequency	Importance	Level of Judgment		

1.4.3 Advocates program/institutional goals to all stakeholders.				
	Frequency	Importance	Level of Judgment	
Choose answers				
from drop		+	\$	
down menus.		· · · · · · · · · · · · · · · · · · ·		
menuo				
1.4.4 Monit	ors and implements standards com	pliant with regulatory environ	nent.	
	Frequency	Importance	Level of Judgment	
Choose	L V	κ.	0	
answers from drop	\$	\$		
down	•	•	•	
menus.				
1.4.5 Develo	ops a vision for professional physic			
Choose	Frequency	Importance	Level of Judgment	
answers				
from drop down	‡	\$	\$	
menus.				
PART 2 SYS	STEMS CONTENT DOMAIN / 2.1	L KNOWLEDGE		

Part 2 - Systems Content Domain

This section focuses on qualities of the Systems Content Domain that faculty in higher education leadership roles possess. The Systems Content domain encompasses the integration and interrelatedness of the contextual elements of higher education and healthcare. Representative elements may include organization, structure, and culture. For each area, please circle your rating on all three scales as shown.

Each item will be judged on 3 scales:

Frequency - How frequently do faculty in Higher Education Leadership utilize this characteristic?

- o Never;
- 1 Less than once a month;
- 2 Monthly;
- 3 Weekly;
- 4 Daily

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday practice of faculty in Higher Education Leadership?

- o Not important;
- 1 Minimally important;
- 2 Moderately important;
- 3 Very important

Level of Judgment - Which of the following statements best describes the level of judgment faculty in Higher Education Leadership exercise when they use information from this knowledge area?

- o Do not use in their work;
- 1 Recall;
- 2 Application;
- 3 Analysis

Level of Judgment Definitions - Please keep the following definitions for the skill levels indicated in the Level of Judgment scale in mind when completing the survey:

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations. **Analysis**: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

2.1.1 Knowledge of contemporary education landscape to include organizational behavior and culture.			
	Frequency	Importance	Level of Judgment
Choose			
answers from drop	\$		(
down	•		
menus.			
2.1.2 Know	ledge of contemporary global issue		
	Frequency	Importance	Level of Judgment
Choose answers			
from drop	4		♦
down menus.			
menus.			
2.1.3 Knowl	edge of resource management (perso	nnel finances hudgetary process	ses fund-raising and facilities)
2.1.3 11000			
Choose	Frequency	Importance	Level of Judgment
answers		()	
from drop down	\$	\$	\$
menus.			

PART 2CONT. / 2.2 SKILLS / 2.3 ABILITIES

Frequency - How frequently do faculty in Higher Education Leadership utilize this characteristic?

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday practice of faculty in Higher Education Leadership?

Level of Judgment - Which of the following statements best describes the level of judgment faculty in Higher Education Leadership exercise when they use information from this knowledge area?

Level of Judgment Definitions

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations. *Analysis*: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

2.2 SKILLS

from drop down menus.

2.2.1 Navigates the structure of higher education.

	Frequency	Importance	Level of Judgment	
Choose				
answers				
from drop				
down				
menus.				
2.2.2 Applies le	gal, ethical, and regulatory is	ssues in higher education.		
	Frequency	Importance	Level of Judgment	
Choose				
answers			(•

¢

\$

ŧ

000	Advocates	to internal	and external	stakeholders.
2.2.3	Auvocates	to milernar	and external	stakenoiuers.

	Frequency	Importance	Level o	f Judgment
Choose answers from drop down menus.	\$		\$	\$

2.2.4 Allocat	es and leverages resources (personne	l, finances, budgetary processes, fu	und- raising, and facilities).
	Frequency	Importance	Level of Judgment
Choose			
answers from drop	\$	+	¢
down	•	· · · ·	•
menus.			
~1			
2.2.5 Cham]	pions and actively advances justice	, diversity, equity, and inclusion	
	Frequency	Importance	Level of Judgment
Choose answers			
from drop	+	+	\$
down menus.			
menus.			
		1 . 1. 1	
2.2.6 Advoc	ates for modern technology knowle		
Cl	Frequency	Importance	Level of Judgment
Choose answers			
from drop	\$	\$	\$
down menus.			
2.2.7 Demoi	nstrates systems level problem solv	zing.	
	Frequency	Importance	Level of Judgment
Choose	requeity	Importance	Level of budgment
answers			
from drop down	\$	÷ [÷,
menus.			
2.2.8 Promo	tes the exploration and integration	n of meaningful technology.	
	Frequency	Importance	Level of Judgment
Choose			
answers from drop		\	
down	•	•	•
menus.			
2.3 ABILITIES			
0.0.1 Doco	nizes and celebrates individual and	aroun success	
2.3.1 Kecogi			
Choose	Frequency	Importance	Level of Judgment
answers	()
from drop down	*	\$	\$
menus.			

PART 3 COMMUNICATION CONTENT DOMAIN

Part 3 - Communication Content Domain

This section focuses on qualities of the Communication Content Domain that faculty in higher education leadership roles possess. The Communication Content domain encompasses aspects of engaging multiple perspectives, disciplines, and constituencies. Representative elements may include collaboration, teamwork, and relationship building.

Each item will be judged on 3 scales:

Frequency - How frequently do faculty in Higher Education Leadership utilize this characteristic?

- o Never;
- 1 Less than once a month;
- 2 Monthly;
- 3 Weekly;
- 4 Daily

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday practice of faculty in Higher Education Leadership?

- o Not important;
- 1 Minimally important;
- 2 Moderately important;
- 3 Very important

Level of Judgment - Which of the following statements best describes the level of judgment faculty in Higher Education Leadership exercise when they use information from this knowledge area?

- o Do not use in their work;
- 1 Recall;
- 2 Application;
- 3 Analysis

Level of Judgment Definitions - Please keep the following definitions for the skill levels indicated in the Level of Judgment scale in mind when completing the survey:

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations. **Analysis**: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

		n, teamwork, and relationshi Importance	Level of Judgment
Choose	Frequency	mportance	Level of a udgillent
answers			
from drop	÷	\$	
down		/ \	
menus.			
2 SKILLS			
.2.1 Media	tes conflict engagement.		
	Frequency	Importance	Level of Judgment
Choose			
answers from drop	♦	\$	
down	·	•	
menus.			
.2.2 Collab	oorates across stakeholders.		
	Frequency	Importance	Level of Judgment
Choose answers			
from drop		+	
down	•)(•)[
menus.			
.2.3 Promo	otes team relationships.		
	Frequency	Importance	Level of Judgment
Choose			
answers from drop	(≜ [
down	•	• [
menus.			
.2.4 Navig	ates media relations/publicity.		
	Frequency	Importance	Level of Judgment
Choose answers			
from drop	+	\$	
down	· ·	· (_	
menus.			
OF Loads	meetings efficiently and effectively.		
.∠.5 Leaus		. .	- 1
<i>C</i> 1	Frequency	Importance	Level of Judgment
Choose answers			
4115 11 11 3	♦	\$	

down menus.

3.2.6 Engag	es in civil dialogue on controversial i	ssues.	
	Frequency	Importance	Level of Judgment
Choose			
answers from drop		\$	+
down			
menus.			
0.0 7 Eacilita	stor offective communication among pe	anle with different perspectives	
3.2./ Facilita	ates effective communication among pe		
Choose	Frequency	Importance	Level of Judgment
answers			
from drop down	\$	\$	\$
menus.			
3.2.8 Adaj	ptable communication for diffe	erent situations, mediur	ns or modalities, stakeholders
	Frequency	Importance	Level of Judgment
Choose			
answers from drop	\	\$	\$
down			()
menus.			
3.3 ABILITIES			
3.3.1 Comm	nunicates in a manner which influences	others.	
3.3.1 Comm	nunicates in a manner which influences Frequency	others. Importance	Level of Judgment
Choose			Level of Judgment
			Level of Judgment
Choose answers from drop down	Frequency	Importance	
Choose answers from drop	Frequency	Importance	
Choose answers from drop down	Frequency	Importance	
Choose answers from drop down	Frequency	Importance	
Choose answers from drop down	Frequency	Importance	
Choose answers from drop down	Frequency	Importance	
Choose answers from drop down	Frequency	Importance	
Choose answers from drop down	Frequency	Importance	
Choose answers from drop down	Frequency	Importance	
Choose answers from drop down	Frequency	Importance	
Choose answers from drop down	Frequency	Importance	
Choose answers from drop down	Frequency	Importance	
Choose answers from drop down	Frequency	Importance	
Choose answers from drop down	Frequency	Importance	
Choose answers from drop down	Frequency	Importance	
Choose answers from drop down	Frequency	Importance	

PART 4 PERSONAL LEADERSHIP CONTENT DOMAIN / 4.1 KNOWLEDGE / 4.2 SKILLS

Part 4 - Personal Leadership Content Domain

This section focuses on qualities of the Personal Leadership Content Domain that faculty in higher education leadership roles possess. The Personal Leadership Content domain encompasses aspects of the development, manifestation, and application of individual behaviors and characteristics in support of the institutional mission. Representative elements may include self-awareness, self-monitoring, motivation, and life-long learning.

Each item will be judged on 3 scales:

Frequency - How frequently do faculty in Higher Education Leadership utilize this characteristic?

- o Never;
- 1 Less than once a month;
- 2 Monthly;
- 3 Weekly;
- 4 Daily

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday practice of faculty in Higher Education Leadership?

- o Not important;
- 1 Minimally important;
- 2 Moderately important;
- 3 Very important

Level of Judgment - Which of the following statements best describes the level of judgment faculty in Higher Education Leadership exercise when they use information from this knowledge area?

- o Do not use in their work;
- 1 Recall;
- 2 Application;
- 3 Analysis

Level of Judgment Definitions - Please keep the following definitions for the skill levels indicated in the Level of Judgment scale in mind when completing the survey:

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations. **Analysis**: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

4.1 KNOWLEDGE

- 4.1.1 Knowledge of leadership and management theories.
 - Frequency

Importance

Level of Judgment

Choose answers from drop down menus.

4.1.2 <mark>Kno</mark> wle	dge of individual behaviors and cha	racteristics among faculty	that supports students and
the instituti	onal mission.		
	Frequency	Importance	Level of Judgment
Choose			
answers from drop	•	\$	
down	•	•	· · · · · · · · · · · · · · · · · · ·
menus.			
4.2 SKILLS			
4.2.1 Practio	ces work-life integration.		
	Frequency	Importance	Level of Judgment
Choose answers			
from drop	♦	\$	\$
down menus.			
4.2.2 Emplo	ys negotiation tactics.		
	Frequency	Importance	Level of Judgment
Choose		-	
answers from drop		\$	
down	T	•]
menus.			
	.1		
4.2.3 Empov		. .	
Choose	Frequency	Importance	Level of Judgment
answers			
from drop down	¢	+	\$
menus.			
4.2.4 Learns	from others.		
	Frequency	Importance	Level of Judgment
Choose answers			
from drop	\	\$	\$
down menus.			

PART 4 CONT. / 4.3 ABILITIES

Frequency - How frequently do faculty in Higher Education Leadership utilize this characteristic?

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday practice of faculty in Higher Education Leadership?

Level of Judgment - Which of the following statements best describes the level of judgment faculty in Higher Education Leadership exercise when they use information from this knowledge area?

Level of Judgment Definitions

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations. **Analysis**: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

4.3 ABILITIES

4.3.1 Self-aware.

	Frequency	Importance	Level of Judgment
Choose answers			
from drop down			
menus.			

4.3.2 Change agent.

Choose	Frequency	Importance	Level of Judgment
answers from drop down	:	€)[\$
menus.			

4.3.3 Acts with integrity.

	Frequency	Importance	Level of Judgment
Choose answers	\$	\$	\$
from drop down			
menus.			

4.3.4 Commits to lifelong development and learning.

	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.	•		•
4.3.5 Self-ref	lective.	Frequency	Importance Level of Judgment
Choose answers from drop down menus.	\$	\$	
4.3.6 Excelle	ence-oriented.		
	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.	\$	\$	\$
4.3.7 Strateg	gic thinker. Frequency	Importance	Level of Judgment
Choose answers from drop down menus.	\$	\$	\$
4.3.8 Inspira	ational.	Frequency	Importance Level of Judgment
Choose answers from drop down	\$	\$	()
menus.			
4.3.9 Courag	eous.	Frequency	Importance Level of Judgment
Choose answers from drop down menus.	\$	\$	\$

4.3.10 Self-confident.			
Frequ	ency	Importance	Level of Judgment
Choose answers			
from drop		\$	\$
down menus.			
PART 5 RECOMMENDATIO	ONS FOR CURRICULUM	I INSTRUCTION	
Part 5 - Recommendations for Cur The following is a core set of higher		encies that may be included	in the curriculum instruction.
5.1 Please indicate the minimu	um number of curriculum	n hours that should be	devoted to each competency.
Capacity Systems			
Systems			
Communication			
Personal Leadership			
PART 6 PRACTICE			
Part 6 - Practice			
6.1 Please indicate the state/jurisdiction that you reside in.			
6.2 Please indicate the state/jurisdiction that you teach in.			
6.3		\$	
v.j 🛀 📥			
PART 7 DEMOGRAPHIC IN	FORMATION		

Part 7 - Demographic Information

Please answer each item by selecting the option that most clearly describes you or your professional activities. Demographic information is collected for purposes of group analysis. Individual responses are confidential.

7.1 What is your entry-level physical therapy education?

7.2 What is your highest earned academic degree in any area of study?

\$

7.3 What is the total number of years you have been a practicing physical therapist?



7.4 What is the total number of years you have been in your current position?

+

7.5 What is the total number of years you have been involved in academic education?

\$

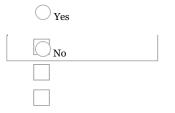
7.6 Do you hold any of the following certifications or credentials?

ABPTS Specialist Certification Certified

Athletic Trainer

```
APTA Credentialed Clinical Instructor (Level 1)
APTA Advanced Credentialed Clinical Instructor (Level 2) Other (please
specify)
```

7.7 Have you completed a leadership development program?



Part 7 - Demographic Information, cont.

7.8 Identify the name of the leadership program you completed.

7.9 Have you experienced any barriers to accessing leadership programs?



No

7.10 Please explain.

Program Director Academic Faculty Department Chair ACCE/DCE Residency Program Director Fellowship Program Director Residency Faculty Fellowship Faculty	7.11	What is your <u>current</u> role(s) in education? (Check all that apply)
Department Chair ACCE/DCE Residency Program Director Fellowship Program Director Residency Faculty Fellowship Faculty Clinical Educator Not Applicable		Program Director
ACCE/DCE Residency Program Director Fellowship Program Director Residency Faculty Fellowship Faculty Clinical Educator Not Applicable		Academic Faculty
Residency Program Director Fellowship Program Director Residency Faculty Fellowship Faculty Clinical Educator Not Applicable		Department Chair
Fellowship Program Director Residency Faculty Fellowship Faculty Clinical Educator Not Applicable		ACCE/DCE
Residency Faculty Fellowship Faculty Clinical Educator Not Applicable		Residency Program Director
Faculty Clinical Educator Not Applicable		Fellowship Program Director
Clinical Educator Not Applicable		Residency Faculty Fellowship
Not Applicable		Faculty
		Clinical Educator
 Other (please specify) Other (please specify) 		Not Applicable
		Other (please specify)
	t were yo	Program Director
Program Director Academic Faculty		- -
Program Director Academic Faculty Department Chair		
Program Director Academic Faculty Department Chair ACCE/DCE		- -
Program Director Academic Faculty Department Chair ACCE/DCE Residency Program Director		Residency Program Director
Program Director Academic Faculty Department Chair ACCE/DCE		Residency Program Director

Clinical Educator

Not Applicable

Other (please specify)

7.12 What is your current faculty status in your program? (Check one category only)

Adjunct Faculty
Lecturer
O Assistant Professor O
Associate Professor
Professor
Not Applicable
Other (please specify)

7.14 In which programs do you currently teach? (Check all that apply)

Physical Therapist Professional Program

Physical Therapist Assistant Professional Program Post-

professional Graduate Program

Post-professional Transition DPT Program

Post-doctoral Program

Clinical Residency Program Clinical

Fellowship Program

ABPTRFE-accredited Faculty Residency Program

7.14 In type of educational institution do you currently teach?

O Public

O Private, not-for-profit

Private, proprietary

7.15 Are you a member of the APTA?





7.16 Are you a member of the APTA Academy of Education?



 \bigcirc_{No}

7.17 Are you a member of the American Council of Academic Physical Therapy?

O_{Yes}

ONO

7.18 What is your sex?

7.19 What is your age?

\$

7.20 Which of the following best describes your race/ethnic origin?

O American Indian or Alaskan Native O

Asian

African-American or Black (Not Hispanic)

White (Not Hispanic)

O Hispanic/Latino

O Pacific Islander or Native Hawaiian O Other

Thank you for your professional time and thought to complete this survey.



Introduction

The purpose of this survey is to distinguish competencies required of leaders in physical therapy in the higher education fellowship practice. The results of this survey will establish an updated Description of Fellowship Practice (DFP) for Higher Education Leadership. The questions are based on:

(1) the 2008 Needs Assessment for Education Leadership Development,

(2) the existing 2010 Higher Education Leadership practice analysis,

(3) the opinion of a content expert workgroup pertaining to changes to the knowledges, skills, abilities/attributes, and tasks needed by faculty in higher education over the past 10 years,

(4) the opinion of a content expert workgroup pertaining to trends and changes that are likely to affect the knowledges, skills, abilities/attributes, and tasks needed by faculty in higher education in the next 10 years,

(5) professional literature on higher education leadership to include theses, studies, books, etc.

Survey Guidelines:

The Guide to Higher Education Leadership Fellowship Practice survey addresses specific knowledges, skills, and abilities/attributes that faculty in higher education leadership possess, and the tasks they perform. Your responses will help us validate and clarify those characteristics. The survey is apportioned into 4 parts by content domains. The content domains comprise a core set of competencies identified and defined by the Project Team Group Members. The competencies identified cover 4 broad areas: Capacity, Systems, Communication, and Personal Leadership. You will be asked to assess each individual knowledge, skill, ability/attribute, and task identified within each content domain based upon 3 categories: the frequency in which the characteristic is performed or utilized, the importance of having such a characteristic, and the level of judgment faculty in higher education leadership roles exercise when they use information from the knowledge areas.

You may provide additional characteristics that you feel are relevant to the fellowship in the identified area following each survey part.



Survey Response Eligibility

Please select one of the following survey options:

- I am a graduate of APTA's Higher Education Leadership Fellowship and have served as a leader in higher education.
- I am not a graduate of APTA's Higher Education Leadership Fellowship, **but** I have a minimum of 5 years of experience serving as a leader in higher education within the last 10 years (e.g., program director, chair, vice-chair, dean).
- I am a graduate of APTA's Higher Education Leadership Fellowship, but have not served as a leader in higher education, therefore I am not eligible to participate in this survey.
- I have not served as a leader in higher education for a minimum of 5 years within the last 10 years therefore I am not eligible to participate in this survey.
- I have served as a leader in higher education for a minimum of 5 years within the last 10 years, but am unable to participate in this survey at this time.



PART 1 CAPACITY CONTENT DOMAIN / 1.1 KNOWLEDGE / 1.2 SKILLS

Part 1 - Capacity Content Domain

This section focuses on qualities of the Capacity Content Domain that faculty in higher education leadership roles possess. The Capacity Content domain encompasses those institutional processes and individual skills required for higher education administration. Representative elements may include partnerships, stakeholders, strategic planning, innovation, vision, and resource management. For each area, please select your rating on all three scales as shown.

Each item will be judged on 3 scales:

Frequency - How frequently do faculty in Higher Education Leadership utilize this characteristic?

- 0 Never;
- 1 Less than once a month;
- 2 Monthly;
- 3 Weekly;
- 4 Daily

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday practice of faculty in Higher Education Leadership?

- 0 Not important;
- 1 Minimally important;
- 2 Moderately important;
- 3 Very important

Level of Judgment - Which of the following statements best describes the level of judgment faculty in Higher Education Leadership exercise when they use information from this knowledge area?

- 0 Do not use in their work;
- 1 Recall;
- 2 Application;
- 3 Analysis

<u>Level of Judgment Definitions</u> - Please keep the following definitions for the skill levels indicated in the Level of Judgment scale in mind when completing the survey:

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations. **Analysis**: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

1.1.1 Knowledge of institutional processes required for academic administration.

	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.	\$	\$	\$
1.1.2 Knowl	edge of individual skills requ Frequency	uired for academic admini Importance	stration. Level of Judgment
Choose answers from drop down menus.	\$	\$	
1.2 SKILLS			
1.2.1 Builds	collaborative partnerships,	alliances, and networks.	
	Frequency	Importance	Level of Judgment
Choose answers from drop	*	*	\$
down menus.			
1.2.2 Delega	ates to improve efficiency an	d effectiveness.	
	Frequency	Importance	Level of Judgment
Choose answers from drop	\$	▲	\$
down menus.		()	
1.2.3 Foster	s academic excellence.		
Choose answers	Frequency	Importance	Level of Judgment
from drop down menus.	\$		\$
1.2.4 Assess	es, implements, and adapts	to necessary change.	
	Frequency	Importance	Level of Judgment
Choose answers			
from drop down menus.	\$		\$

Choose answers from drop down menus.	_	workforce.	
answers from drop down	Frequency	Importance	Level of Judgment
from drop down			
down		\$ ↓	\$
menus.		•)	· · · · · ·
1.2.6 Leads th	ie development and imp	elementation of the strategic	
	Frequency	Importance	Level of Judgment
Choose answers			
from drop		\$	\$
down menus.			
menus.			
1 2 7 Cultivat	es leadership skills in o	thore	
1.2.7 Juitivat			I avail of Indonesses
Choose	Frequency	Importance	Level of Judgment
answers			
from drop		♦ 🗧	\$
down menus.			
1.2.8 Fosters	mentoring relationships	S.	
	Frequency	Importance	Level of Judgment
Choose	Troquonoy	mportanoo	Lovor or Judgmont
answers			
from drop down		¢ (\$
menus.			
1.2.9 Builds r	elationships with intern	al and external stakeholders	
	Frequency	Importance	Level of Judgment
Choose			
answers		<u>۸</u>	
		€ \$	\$
answers from drop		♦ ♦	\$
answers from drop down		◆] ◆]	
answers from drop down menus.		 Iarship, practice, service, ar 	And teaching.
answers from drop down menus.			ad teaching. Level of Judgment
answers from drop down menus. 1.2.10 Encour Choose	rages innovation in scho	plarship, practice, service, ar	-
answers from drop down menus. 1.2.10 Encour Choose answers	rages innovation in scho Frequency	plarship, practice, service, ar Importance	-
answers from drop down menus. 1.2.10 Encour Choose	rages innovation in scho Frequency	plarship, practice, service, ar	-

1.2.11 Cultivates a culture of inclusivity.

	Frequency	Importance	Level of Judgment
Choose			
answers			
from drop			
	‡	\$	\$
down			
menus.			



PART 1 CONT. / 1.3 ABILITIES / 1.4 TASKS

Frequency - How frequently do faculty in Higher Education Leadership utilize this characteristic?

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday practice of faculty in Higher Education Leadership?

Level of Judgment - Which of the following statements best describes the level of judgment faculty in Higher Education Leadership exercise when they use information from this knowledge area?

Level of Judgment Definitions

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations. **Analysis**: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

1.3 ABILITIES

down menus.

1.3.1 Seize opportunities through entrepreneurial thinking.

	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.	\$	\$	\$
1.4 TASKS			
1.4.1 Negot	iates faculty workload.		
	Frequency	Importance	Level of Judgment
Choose answers from drop		\$	•

1.4.2 Guides faculty in the process of advancement (promotion and tenure as applicable).

	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.	\$		\$

1.4.3 Desig	ns and implements program	assessment cycle.	
Choose answers	Frequency	Importance	Level of Judgment
from drop	\$	\$	\$
down menus.			
1.4.4 Advoo	cates program/institutional go		
Choose	Frequency	Importance	Level of Judgment
answers			
from drop down	\$	+	\$
menus.			
1.4.5 Monit	cors and implements standard	ds compliant with regulato	ry environment.
	Frequency	Importance	Level of Judgment
Choose answers			
from drop	[↓	((↓
down menus.			
1.4.6 Devel	ops a vision for professional	physical therapy education	1.
	Frequency	Importance	Level of Judgment
Choose			
answers from drop			.
down	•	•	•
menus.			



PART 2 SYSTEMS CONTENT DOMAIN / 2.1 KNOWLEDGE

Part 2 - Systems Content Domain

This section focuses on qualities of the Systems Content Domain that faculty in higher education leadership roles possess. The Systems Content domain encompasses the integration and interrelatedness of the contextual elements of higher education and healthcare. Representative elements may include organization, structure, and culture. For each area, please circle your rating on all three scales as shown.

Each item will be judged on 3 scales:

Frequency - How frequently do faculty in Higher Education Leadership utilize this characteristic?

- 0 Never;
- $\ensuremath{\mathbf{1}}$ Less than once a month;
- 2 Monthly;
- 3 Weekly;
- 4 Daily

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday practice of faculty in Higher Education Leadership?

- 0 Not important;
- 1 Minimally important;
- 2 Moderately important;
- 3 Very important

Level of Judgment - Which of the following statements best describes the level of judgment faculty in Higher Education Leadership exercise when they use information from this knowledge area?

- 0 Do not use in their work;
- 1 Recall;
- 2 Application;
- 3 Analysis

<u>Level of Judgment Definitions</u> - Please keep the following definitions for the skill levels indicated in the Level of Judgment scale in mind when completing the survey:

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations. **Analysis**: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

2.1.1 Knowledge of contemporary education landscape to include organizational behavior and culture.

	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.	\$	\$	\$
2.1.2 Knowl	edge of contemporary global is Frequency	sues in healthcare and l Importance	higher education. Level of Judgment
Choose answers from drop down menus.	▲	\$	•
2.1.3 Knowl raising, and	edge of resource management facilities). Frequency	(personnel, finances, bu Importance	udgetary processes, fund- Level of Judgment
Choose answers from drop down menus.		*	\$



PART 2 CONT. / 2.2 SKILLS / 2.3 ABILITIES

Frequency - How frequently do faculty in Higher Education Leadership utilize this characteristic?

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday practice of faculty in Higher Education Leadership?

Level of Judgment - Which of the following statements best describes the level of judgment faculty in Higher Education Leadership exercise when they use information from this knowledge area?

Level of Judgment Definitions

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations. **Analysis**: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

2.2 SKILLS

2.2.1 Navigates the structure of higher education.

	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.	+		\$

2.2.2 Applies legal, ethical, and regulatory issues in higher education.

	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.	\$		\

2.2.3 Advocates to internal and external stakeholders.

	Frequency	Importance	Lev	el of Judgment
Choose answers from drop down menus.	\$:	\$	\$

2.2.4 Allocates and leverages resources (personnel, finances, budgetary processes, fund-raising, and facilities).

	lucintics).		
	Frequency	Importance	Level of Judgment
Choose			
answers			
from drop down		+	\$
menus.			
menus.			
2.2.5 Cham	pions and actively advances	justice, diversity, equity, a	nd inclusion.
	Frequency	Importance	Level of Judgment
Choose			
answers			
from drop	+	4	↓
down			
menus.			
2.2.6 Advoc	ates for modern technology	knowledge in higher educ	ation.
0			
	Frequency	Importance	Level of Judgment
Choose			
answers			
from drop down		\$	–
menus.			
menus.			
2.2.7 Demo	nstrates systems level proble	em solving.	
	Frequency	Importance	Level of Judgment
Choose	Troquonoy	importance	Lovor or Judgmont
answers			
4110.110110			
from drop	±	▲	(
from drop down	*	•	\$
_	\$	\$	\$
down	\$	\$	
down menus.			¢
down menus.	otes the exploration and integ	gration of meaningful tecl	
down menus.			nnology. Level of Judgment
down menus.	otes the exploration and integ	gration of meaningful tecl	
down menus. 2.2.8 Promo Choose answers	otes the exploration and integ Frequency	gration of meaningful tecl Importance	Level of Judgment
down menus. 2.2.8 Promo Choose answers from drop	otes the exploration and integ	gration of meaningful tecl	
down menus. 2.2.8 Promo Choose answers from drop down	otes the exploration and integ Frequency	gration of meaningful tecl Importance	Level of Judgment
down menus. 2.2.8 Promo Choose answers from drop	otes the exploration and integ Frequency	gration of meaningful tecl Importance	Level of Judgment
down menus. 2.2.8 Promo Choose answers from drop down menus.	otes the exploration and integ Frequency	gration of meaningful tecl Importance	Level of Judgment
down menus. 2.2.8 Promo Choose answers from drop down	otes the exploration and integ Frequency	gration of meaningful tecl Importance	Level of Judgment
down menus. 2.2.8 Promo Choose answers from drop down menus.	otes the exploration and integ Frequency	gration of meaningful tecl Importance	Level of Judgment
down menus. 2.2.8 Promo Choose answers from drop down menus. 2.3 ABILITIE	otes the exploration and integ Frequency	gration of meaningful tech Importance	Level of Judgment
down menus. 2.2.8 Promo Choose answers from drop down menus. 2.3 ABILITIE	otes the exploration and integ Frequency \$ \$ s nizes and celebrates individu	gration of meaningful tech Importance	Level of Judgment
down menus. 2.2.8 Promo Choose answers from drop down menus. 2.3 ABILITIE 2.3.1 Recog	otes the exploration and integ Frequency	gration of meaningful tech Importance	Level of Judgment
down menus. 2.2.8 Promo Choose answers from drop down menus. 2.3 ABILITIE 2.3.1 Recog	otes the exploration and integ Frequency \$ \$ s nizes and celebrates individu	gration of meaningful tech Importance	Level of Judgment
down menus. 2.2.8 Promo Choose answers from drop down menus. 2.3 ABILITIE 2.3.1 Recog Choose answers	otes the exploration and integ Frequency S nizes and celebrates individu Frequency	gration of meaningful tech Importance	Level of Judgment
down menus. 2.2.8 Promo Choose answers from drop down menus. 2.3 ABILITIE 2.3.1 Recog	otes the exploration and integ Frequency \$ \$ s nizes and celebrates individu	gration of meaningful tech Importance	Level of Judgment
down menus. 2.2.8 Promo Choose answers from drop down menus. 2.3 ABILITIE 2.3.1 Recog Choose answers from drop	otes the exploration and integ Frequency S nizes and celebrates individu Frequency	gration of meaningful tech Importance	Level of Judgment
down menus. 2.2.8 Promo Choose answers from drop down menus. 2.3 ABILITIE 2.3.1 Recog Choose answers from drop down	otes the exploration and integ Frequency S nizes and celebrates individu Frequency	gration of meaningful tech Importance	Level of Judgment
down menus. 2.2.8 Promo Choose answers from drop down menus. 2.3 ABILITIE 2.3.1 Recog Choose answers from drop down	otes the exploration and integ Frequency S nizes and celebrates individu Frequency	gration of meaningful tech Importance	Level of Judgment
down menus. 2.2.8 Promo Choose answers from drop down menus. 2.3 ABILITIE 2.3.1 Recog Choose answers from drop down	otes the exploration and integ Frequency S nizes and celebrates individu Frequency	gration of meaningful tech Importance	Level of Judgment



PART 3 COMMUNICATION CONTENT DOMAIN

Part 3 - Communication Content Domain

This section focuses on qualities of the Communication Content Domain that faculty in higher education leadership roles possess. The Communication Content domain encompasses aspects of engaging multiple perspectives, disciplines, and constituencies. Representative elements may include collaboration, teamwork, and relationship building.

Each item will be judged on 3 scales:

Frequency - How frequently do faculty in Higher Education Leadership utilize this characteristic?

- 0 Never;
- 1 Less than once a month;
- 2 Monthly;
- 3 Weekly;
- 4 Daily

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday practice of faculty in Higher Education Leadership?

- 0 Not important;
- 1 Minimally important;
- 2 Moderately important;
- 3 Very important

Level of Judgment - Which of the following statements best describes the level of judgment faculty in Higher Education Leadership exercise when they use information from this knowledge area?

- $\boldsymbol{0}$ Do not use in their work;
- 1 Recall;
- 2 Application;
- 3 Analysis

<u>Level of Judgment Definitions</u> - Please keep the following definitions for the skill levels indicated in the Level of Judgment scale in mind when completing the survey:

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations. **Analysis**: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

3.1.1 Knowledge of strategies to engage multiple perspectives, disciplines, and constituencies.

constituenc	les.		
	Frequency	Importance	Level of Judgment
Choose			
answers			
from drop	+	÷	\$
down		•)	
menus.			
3 1 2 Know	ledge of strategies to engage	collaboration teamwork	and relationship building
5.1.2 KIIOW	ledge of strategies to engage		
	Frequency	Importance	Level of Judgment
Choose			
answers			
from drop	↓	\$	¢
down			
menus.			
3.2 SKILLS			
2 7 1 Made	too conflict on comment		
J.Z.I Media	ites conflict engagement.		
	Frequency	Importance	Level of Judgment
Choose			
answers			
from drop	↓	\$	\$
down			
menus.			
3 2 2 Collai	oorates across stakeholders.		
5.2.2 Collar	borates across stakenoluers.		
	Frequency	Importance	Level of Judgment
Choose			
answers	· · · · ·		
from drop	+	\$	Ţ.
down			
menus.			
3.2.3 Prom	otes team relationships.		
	Frequency	Importance	Lovel of Judgment
	Frequency	Importance	Level of Judgment
Choose			
answers from drop	4	\$	
down		•	
menus.			
3.2.4 Navig	ates media relations/publicity		
	Frequency	Importance	Level of Judgment
Choose		•	
answers			
from drop	+	\$	\$
down		•	
menus.			

3.2.5 Leads meetings efficiently and effectively.

	Frequency	Importance	Level of Judgment
Choose			
answers from drop			
down		•	•
menus.			
3.2.6 Engag	ges in civil dialogue on contro	oversial issues.	
	Frequency	Importance	Level of Judgment
Choose			
answers from drop			
down	· · · · ·		•
menus.			
3.2.7 Facilit	tates effective communicatio	n among people with diffe	rent perspectives.
	Frequency	Importance	Level of Judgment
Choose answers			
from drop		•	\$
down			
menus.			
2 2 0 Adamt	able communication for diffe	nent situations modiums	an madalitica and
stakeholder	able communication for diffe	erent situations, mediums	or modalities, and
Stakenoluei		Tarana and an an	I and a filled over a set
Choose	Frequency	Importance	Level of Judgment
answers			
from drop	‡	+	\$
down menus.			
3.3 ABILITIE	S		
3.3.1 Comm	nunicates in a manner which	influences others.	
	Frequency	Importance	Level of Judgment
Choose	- <u>.</u>	F	
answers			
from drop down	\$	\$	\$
menus.			



PART 4 PERSONAL LEADERSHIP CONTENT DOMAIN / 4.1 KNOWLEDGE / 4.2 SKILLS

Part 4 - Personal Leadership Content Domain

This section focuses on qualities of the Personal Leadership Content Domain that faculty in higher education leadership roles possess. The Personal Leadership Content domain encompasses aspects of the development, manifestation, and application of individual behaviors and characteristics in support of the institutional mission. Representative elements may include self-awareness, self-monitoring, motivation, and life-long learning.

Each item will be judged on 3 scales:

Frequency - How frequently do faculty in Higher Education Leadership utilize this characteristic?

- 0 Never;
- 1 Less than once a month;
- 2 Monthly;
- 3 Weekly;
- 4 Daily

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday practice of faculty in Higher Education Leadership?

- 0 Not important;
- 1 Minimally important;
- 2 Moderately important;
- 3 Very important

Level of Judgment - Which of the following statements best describes the level of judgment faculty in Higher Education Leadership exercise when they use information from this knowledge area?

- 0 Do not use in their work;
- 1 Recall;
- 2 Application;
- 3 Analysis

<u>Level of Judgment Definitions</u> - Please keep the following definitions for the skill levels indicated in the Level of Judgment scale in mind when completing the survey:

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations. *Analysis*: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

4.1.1 Knowledge of leadership and management theories.			
	Frequency	Importance	Level of Judgment
Choose			
answers			
from drop down	+	\$	
menus.			
4.1.2 Knowl	edge of individual behaviors	and characteristics amon	g faculty that supports
	d institutional mission.		
	Frequency	Importance	Level of Judgment
Choose	1	T	
answers			
from drop	\$	\$	\$
down menus.			
4.2 SKILLS			
4.2.1 Practi	ces work-life integration.		
	Frequency	Importance	Level of Judgment
Choose			
answers			
from drop down		\$	\$
menus.			
4.2.2 Emplo	ys negotiation tactics.		
1	Frequency	Importance	Level of Judgment
Choose	rioquonoy	mportanoo	Lover of Judgment
answers			
from drop	\$	\$	\$
down menus.			
4.2.3 Empoy	wers others.		
1	Frequency	Importance	Level of Judgment
Choose	ricquency	mportance	Level of Judginein
answers			
from drop	\$	\$	\$
down menus.			
4.2.4 Learns	s from others.		
	Frequency	Importance	Level of Judgment
Choose	i icqueiley	mportance	Level or Judginein
answers			
from drop	‡	\$	\$
down menus.			



PART 4 CONT. / 4.3 ABILITIES

Frequency - How frequently do faculty in Higher Education Leadership utilize this characteristic?

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday practice of faculty in Higher Education Leadership?

Level of Judgment - Which of the following statements best describes the level of judgment faculty in Higher Education Leadership exercise when they use information from this knowledge area?

Level of Judgment Definitions

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations. **Analysis**: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

4.3 ABILITIES

4.3.1 Self-aware.

	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.	\$	\$	\$
4.3.2 Chang	e agent. Frequency	Importance	Level of Judgment
Choose answers from drop down menus.		_	\$
4.3.3 Acts w	rith integrity. Frequency	Importance	Level of Judgment
Choose answers from drop down menus.	\$	\$	\$

4.3.4 Commits to lifelong development and learning. Frequency Level of Judgment Importance Choose answers ÷ ¢ ¢ from drop down menus. 4.3.5 Self-reflective. Frequency Importance Level of Judgment Choose answers ŧ ¢ from drop \$ down menus. 4.3.6 Excellence-oriented. Importance Frequency Level of Judgment Choose answers ŧ ŧ ¢ from drop down menus. 4.3.7 Strategic thinker. Level of Judgment Frequency Importance Choose answers from drop ŧ \$ \$ down menus. 4.3.8 Inspirational. Frequency Importance Level of Judgment Choose answers ŧ ¢ \$ from drop down menus. 4.3.9 Courageous. Frequency Importance Level of Judgment Choose answers ÷ ¢ \$ from drop down menus.

4.3.10 Self-confident.

	Frequency	Importance	Level of Judgment
Choose			
answers			
from drop	+	\$	\$
down	· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·
menus.			



PART 5 RECOMMENDATIONS FOR CURRICULUM INSTRUCTION

Part 5 - Recommendations for Curriculum Instruction

The following is a core set of higher education leadership competencies that may be included in the curriculum instruction.

5.1 Please indicate the the minimum number of curriculum hours that should be devoted to each competency.

Capacity	
Systems	
Communication	
Personal Leadership	



PART 6 PRACTICE

Part 6 - Practice

6.1 Please indicate the state/jurisdiction that you reside in.

6.2 Please indicate the state/jurisdiction that you teach in.



PART 7 DEMOGRAPHIC INFORMATION

Part 7 - Demographic Information

Please answer each item by selecting the option that most clearly describes you or your professional activities. Demographic information is collected for purposes of group analysis. Individual responses are confidential.

7.1 What is your entry-level physical therapy education?



7.2 What is your highest earned academic degree in any area of study?



7.3 What is the total number of years you have been a practicing physical therapist?

7.4 What is the total number of years you have been in your current position?



÷

ŧ

7.5 What is the total number of years you have been involved in academic education?



PART 7 DEMOGRAPHIC INFORMATION, CONT.

Part 7 - Demographic Information, cont.

7.6 Do you hold any of the following certifications or credentials?

ABPTS Specialist Certification

Certified Athletic Trainer

APTA Credentialed Clinical Instructor (Level 1)

APTA Advanced Credentialed Clinical Instructor (Level 2)

Other (please specify)

7.7 Have you completed a leadership development program?

O Yes

🔿 No



PART 7 DEMOGRAPHIC INFORMATION, CONT.

Part 7 - Demographic Information, cont.

7.8 Identify the name of the leadership program you completed.

7.9 Have you experienced any barriers to accessing leadership programs?

-) Yes
- 🔿 No



PART 7 DEMOGRAPHIC INFORMATION, CONT.

Part 7 - Demographic Information, cont.

7.10 Please explain.



PART 7 DEMOGRAPHIC INFORMATION, CONT.

Part 7 - Demographic Information, cont.

7.11 What is your <u>current</u> role(s) in education? (Check all that apply)

Program Director
Academic Faculty
Department Chair
ACCE/DCE
Residency Program Director
Fellowship Program Director
Residency Faculty
Fellowship Faculty
Clinical Educator

Not Applicable

Other (please specify)

7.12 What were your <u>previous</u> role(s) in education (not currently service)? (Check all that apply)

Program Director
Academic Faculty
Department Chair
ACCE/DCE
Residency Program Director
Fellowship Program Director
Residency Faculty
Fellowship Faculty
Clinical Educator
Not Applicable
Other (please specify)

7.13 What is your current faculty status in your program? (Check one category only)

- Adjunct Faculty
- ◯ Lecturer
- ◯ Instructor
- \bigcirc Assistant Professor
- Associate Professor
- O Professor
- O Not Applicable
- Other (please specify)



PART 7 DEMOGRAPHIC INFORMATION, CONT.

Part 7 - Demographic Information, cont.

7.14 In which programs do you currently teach? (Check all that apply)

Physical	Therapist	Professional	Program
1 mj oroar	ritorapiou	1 1 01 0 0 0 1 0 11 0 1	rigram

- Physical Therapist Assistant Professional Program
- Post-professional Graduate Program
- Post-professional Transition DPT Program
- Post-doctoral Program
- Clinical Residency Program
- Clinical Fellowship Program
- ABPTRFE-accredited Faculty Residency Program

7.14 In type of educational institution do you currently teach?

-) Public
- O Private, not-for-profit
- O Private, proprietary

7.15 Are you a member of the APTA?

-) Yes
- 🔿 No

7.16 Are you a member of the APTA Academy of Education?

- O Yes
- 🔿 No

7.17 Are you a member of the American Council of Academic Physical Therapy?

- O Yes
- O No



PART 7 DEMOGRAPHIC INFORMATION, CONT.

Part 7 - Demographic Information, cont.

7.18 What is your sex?

۵

7.19 What is your age?

÷

7.20 Which of the following best describes your race/ethnic origin?

🔿 American Indian or Alaskan Native

🔿 Asian

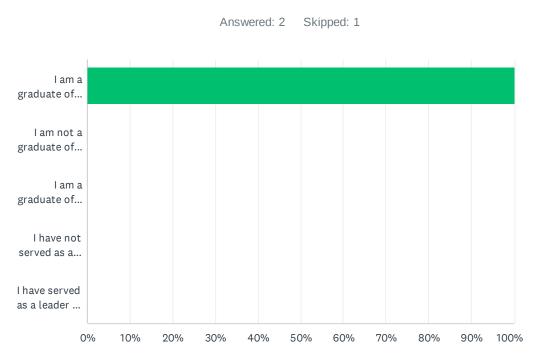
() African-American or Black (Not Hispanic)

() White (Not Hispanic)

◯ Hispanic/Latino

Pacific Islander or Native Hawaiian

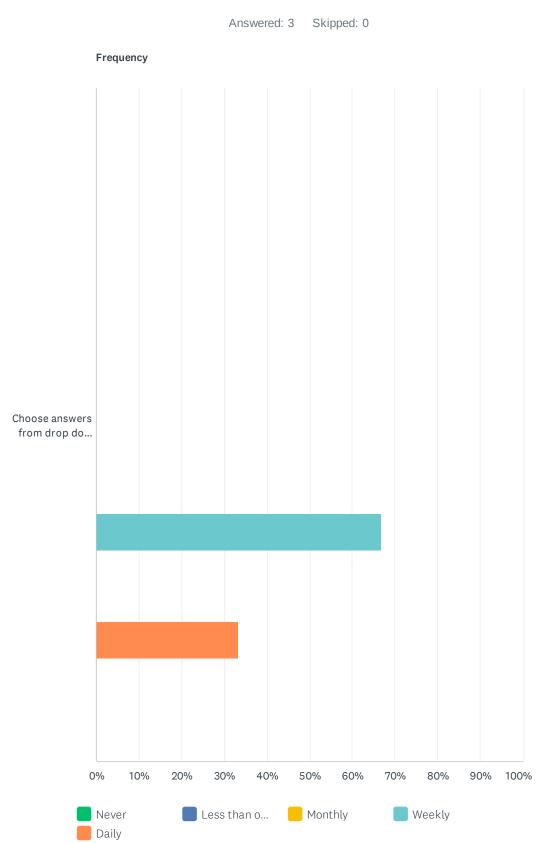
Other

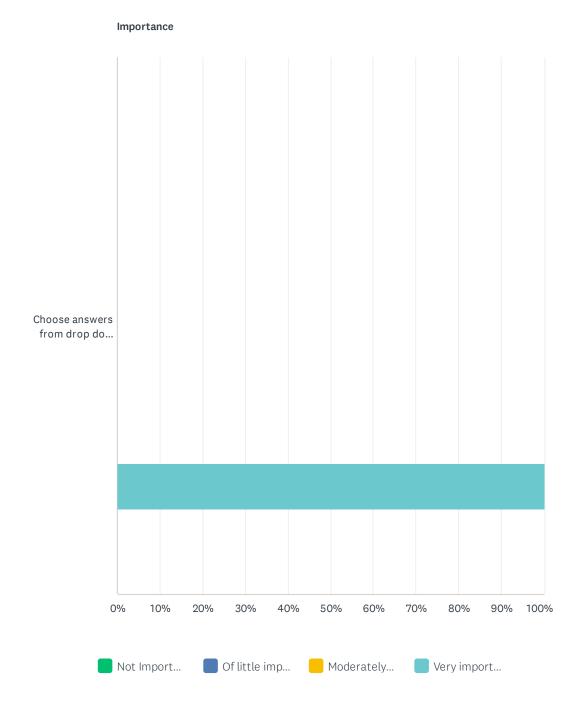


ANSWER CHOICES	RESPONS	ES
I am a graduate of APTA's Higher Education Leadership Fellowship and have served as a leader in higher education.	100.00%	2
I am not a graduate of APTA's Higher Education Leadership Fellowship, but I have a minimum of 5 years of experience serving as a leader in higher education within the last 10 years (e.g., program director, chair, vice-chair, dean).	0.00%	0
I am a graduate of APTA's Higher Education Leadership Fellowship, but have not served as a leader in higher education, therefore I am not eligible to participate in this survey.	0.00%	0
I have not served as a leader in higher education for a minimum of 5 years within the last 10 years therefore I am not eligible to participate in this survey.	0.00%	0
I have served as a leader in higher education for a minimum of 5 years within the last 10 years, but am unable to participate in this survey at this time.	0.00%	0
TOTAL		2

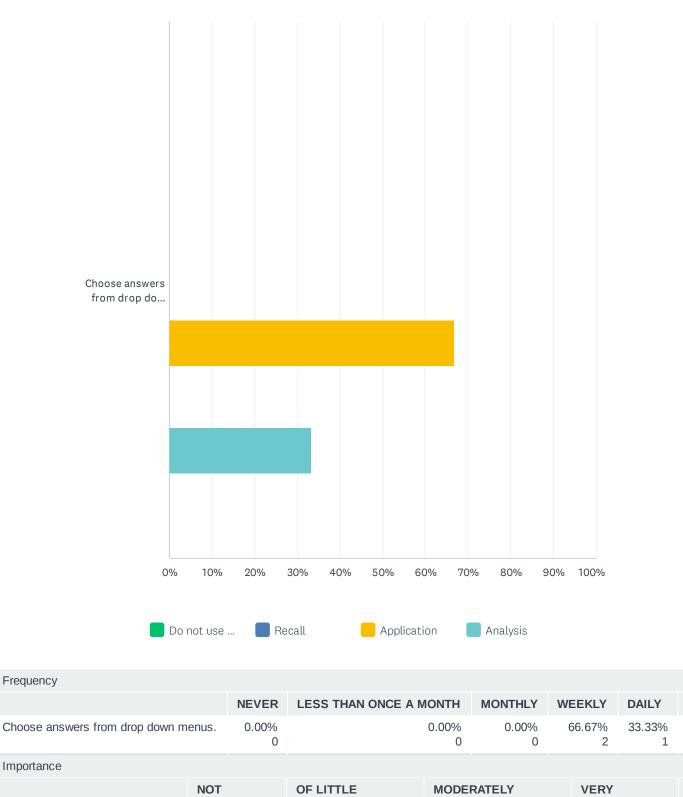
Q1 Please select one of the following survey options:

Q2 1.1.1 Knowledge of institutional processes required for academic administration.





Level of Judgment



Importance				
	NOT	OF LITTLE	MODERATELY	VERY
	IMPORTANT	IMPORTANCE	IMPORTANT	IMPORTANT
Choose answers from drop down menus.	0.00%	0.00%	0.00%	100.00%
	0	0	0	3

TOTAL

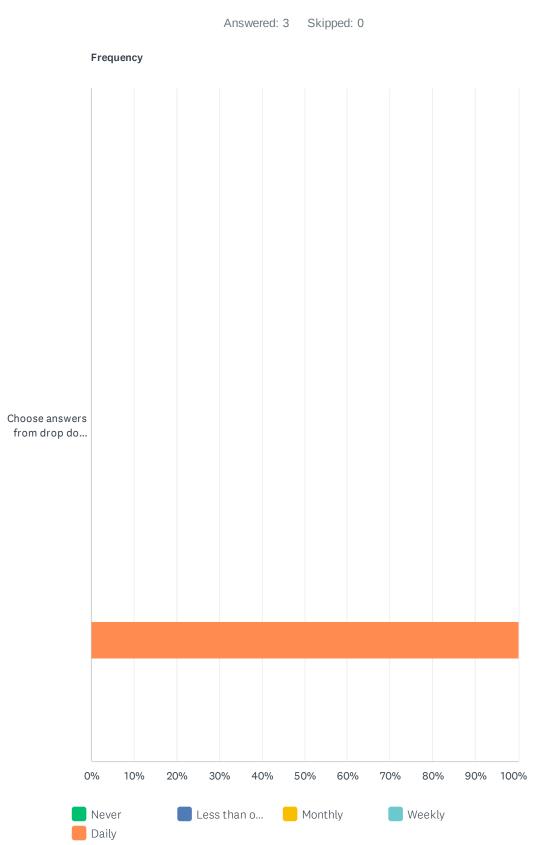
TOTAL

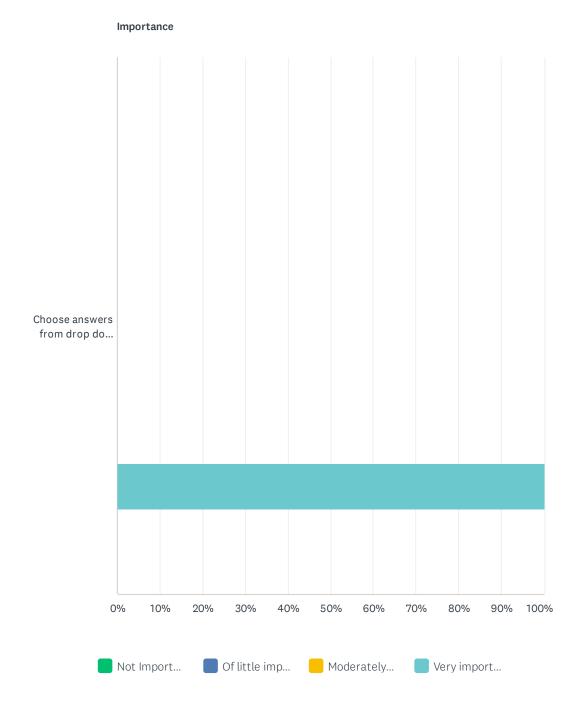
3

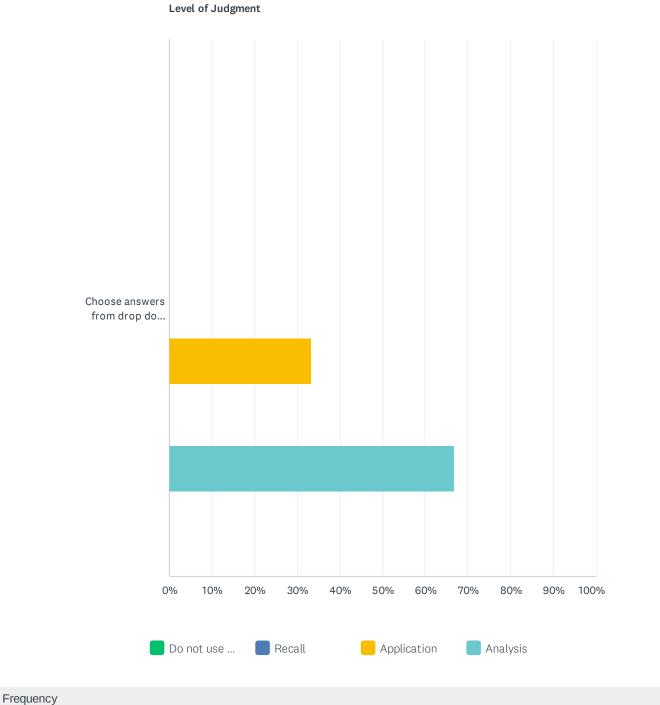
3

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	66.67% 2	33.33% 1	3

Q3 1.1.2 Knowledge of individual skills required for academic administration.





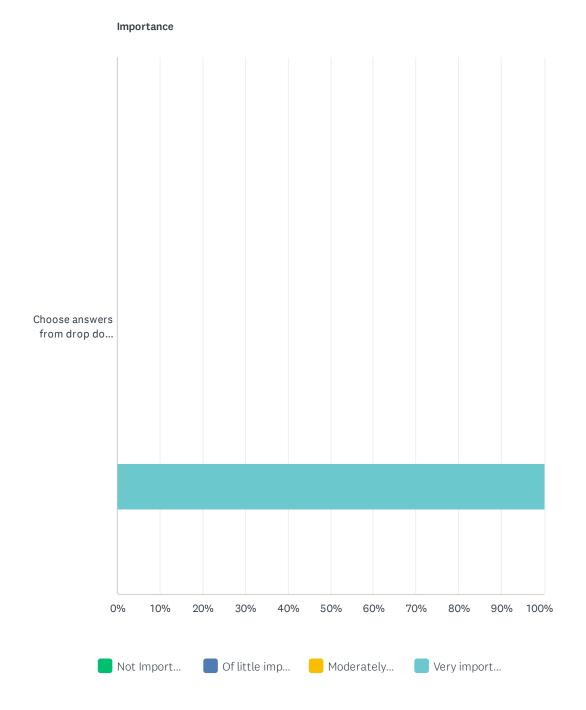


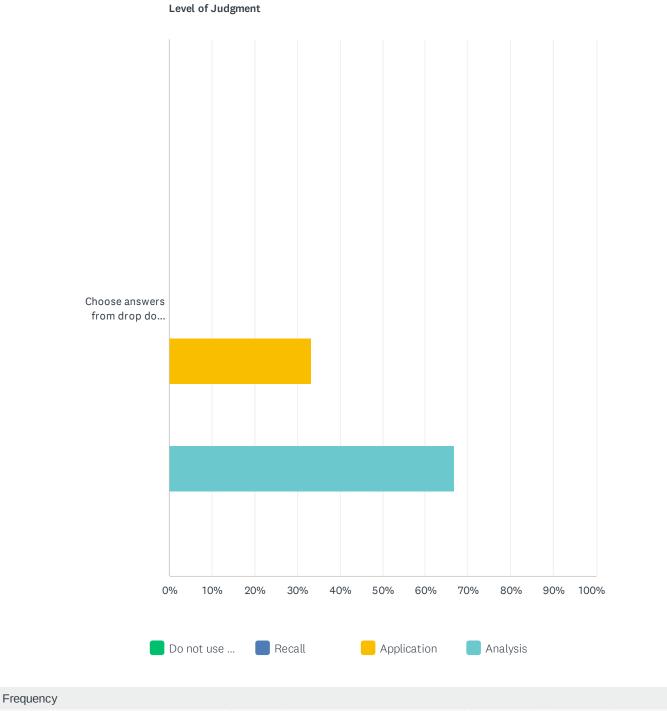
	NEVER	LESS THAN ONCE A M	IONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down menus.	0.00% 0		0.00% 0	0.00% 0	0.00% 0	100.00% 3	3
Importance							
	NOT IMPORTANT	OF LITTLE IMPORTANCE		ERATELY RTANT	VERY IMPO	RTANT	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0		0.00	0% 0	100.00% 3	3

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	33.33% 1	66.67% 2	3

Q4 1.2.1 Builds collaborative partnerships, alliances, and networks.

Answered: 3 Skipped: 0 Frequency Choose answers from drop do... 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100% Never Less than o... Monthly Weekly Daily



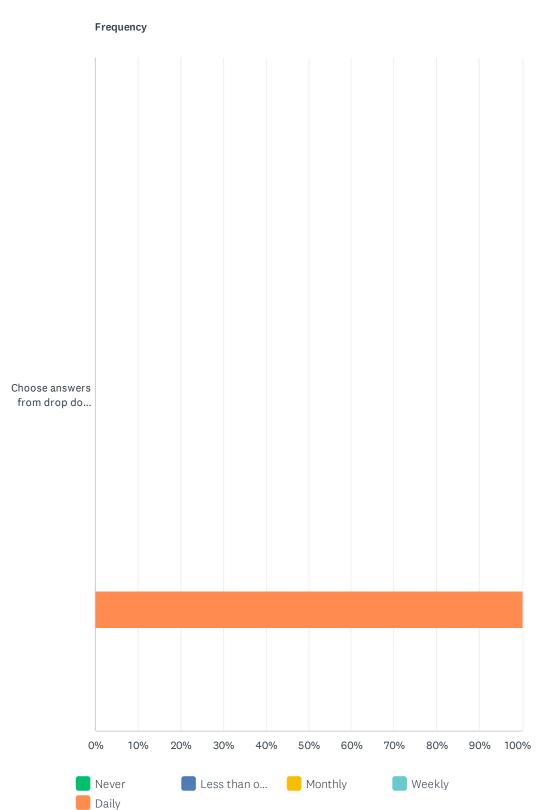


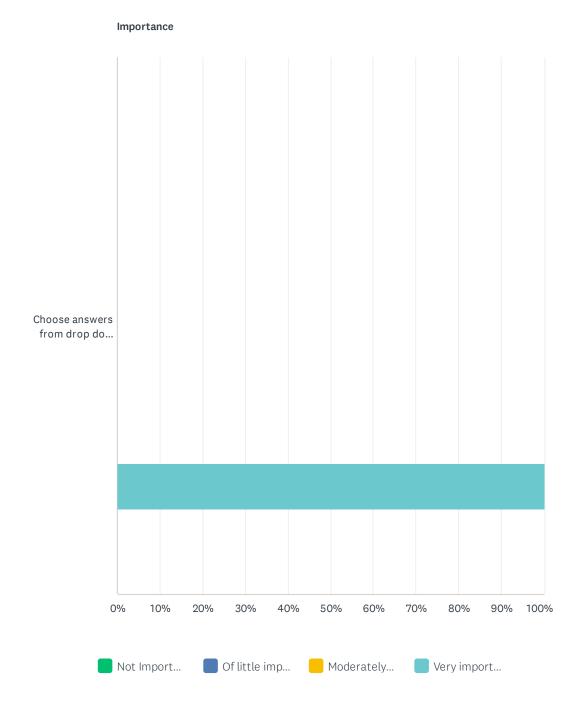
	NEVER	LESS THAN ONCE A M	IONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down menus.	0.00% 0		0.00% 0	0.00% 0	0.00% 0	100.00% 3	3
Importance							
	NOT IMPORTANT	OF LITTLE IMPORTANCE		RATELY	VERY IMPO	, RTANT	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0		0.0	0% 0	100.00% 3	3

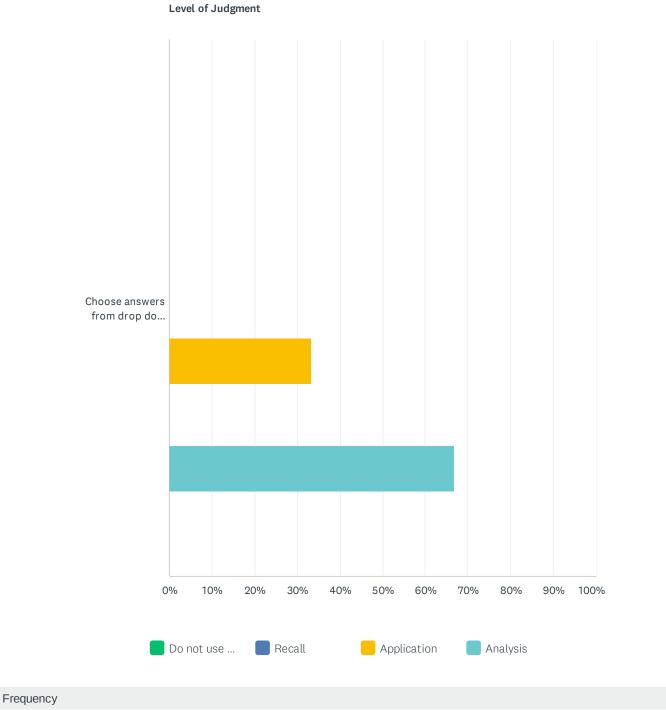
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	33.33% 1	66.67% 2	3

Q5 1.2.2 Delegates to improve efficiency and effectiveness.

Answered: 3 Skipped: 0

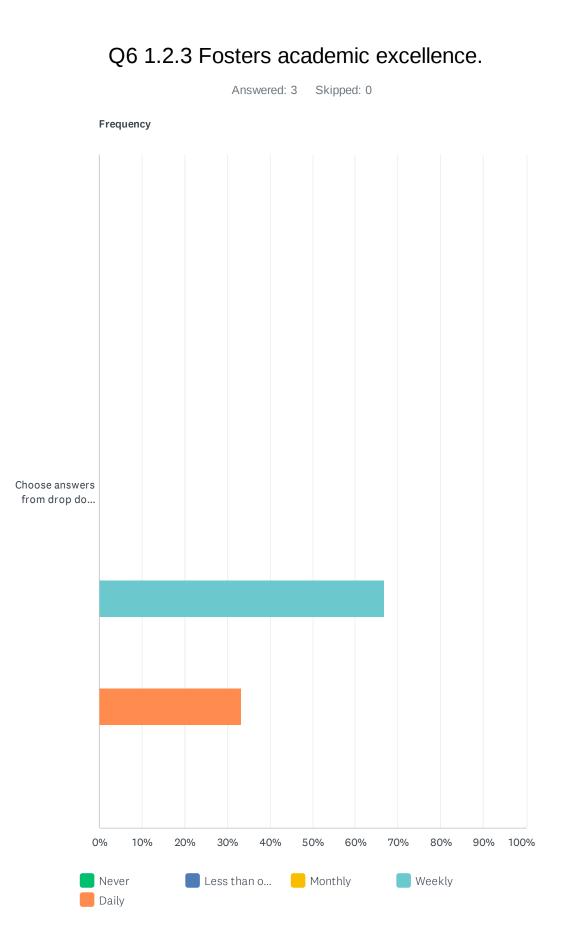


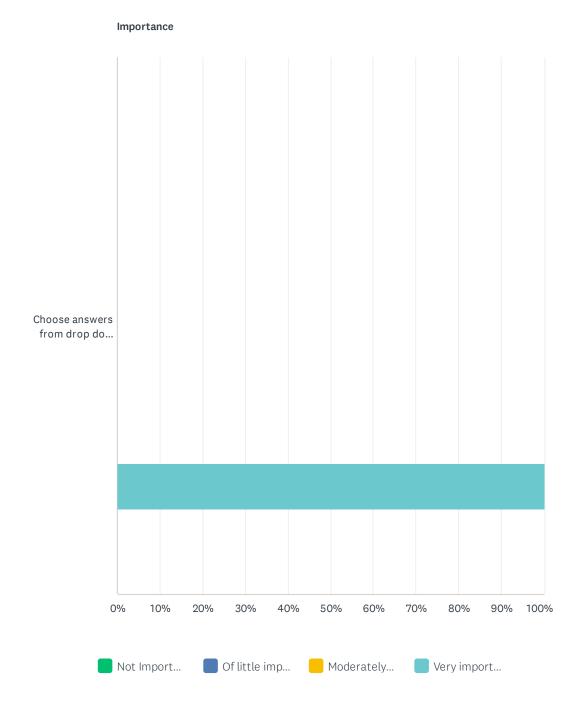


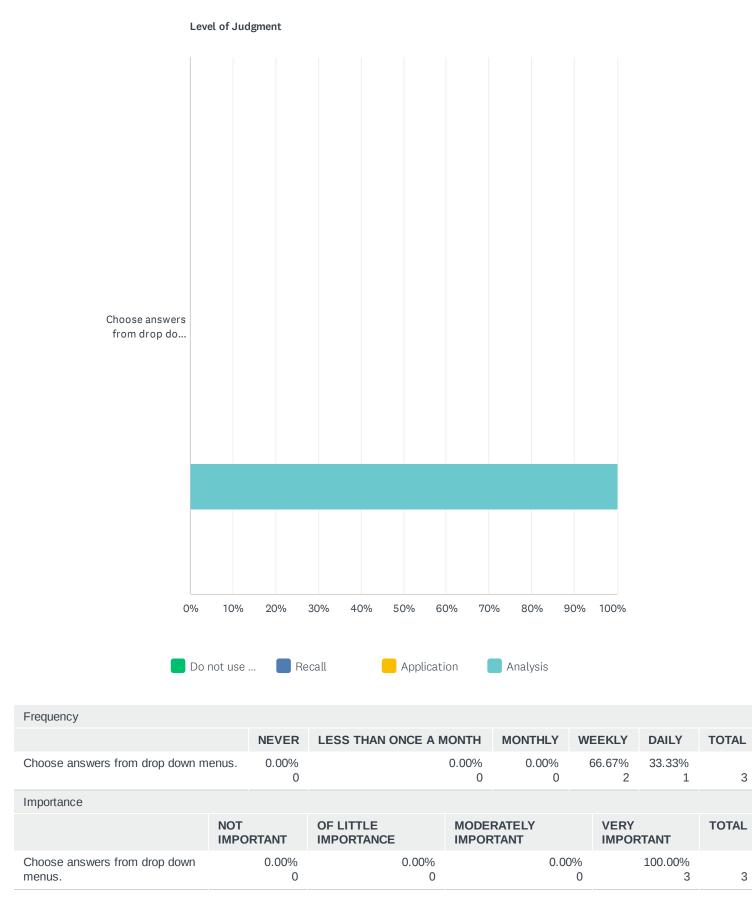


	NEVER	LESS THAN ONCE A M	IONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down menus.	0.00% 0		0.00% 0	0.00% 0	0.00% 0	100.00% 3	3
Importance							
	NOT IMPORTANT	OF LITTLE IMPORTANCE		RATELY	VERY IMPO	RTANT	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0		0.00	0%	100.00% 3	3

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	33.33% 1	66.67% 2	3

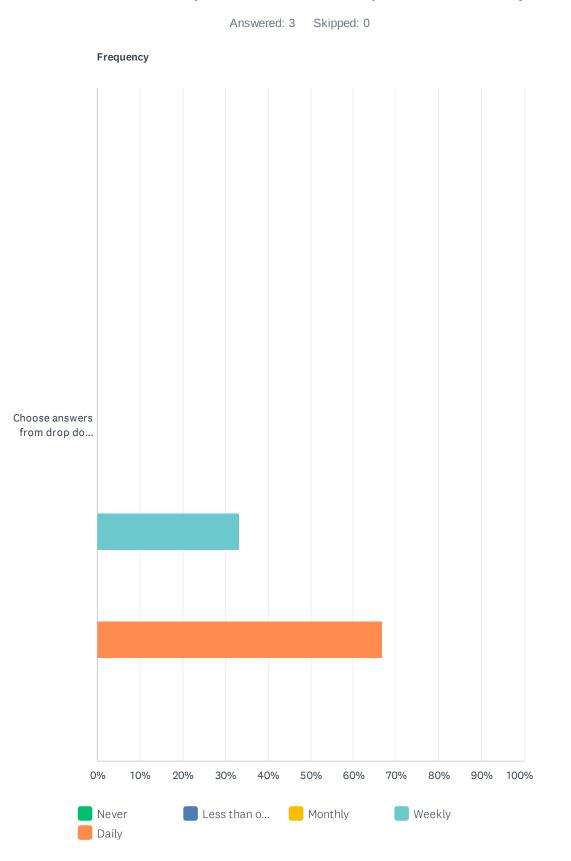


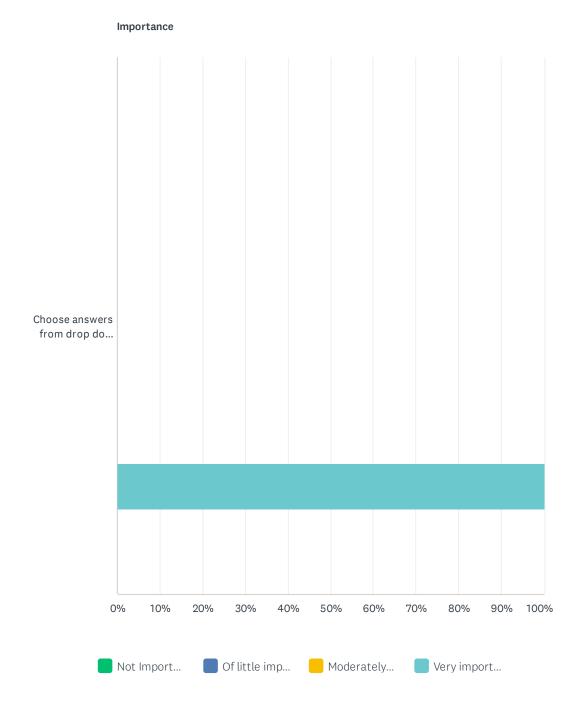


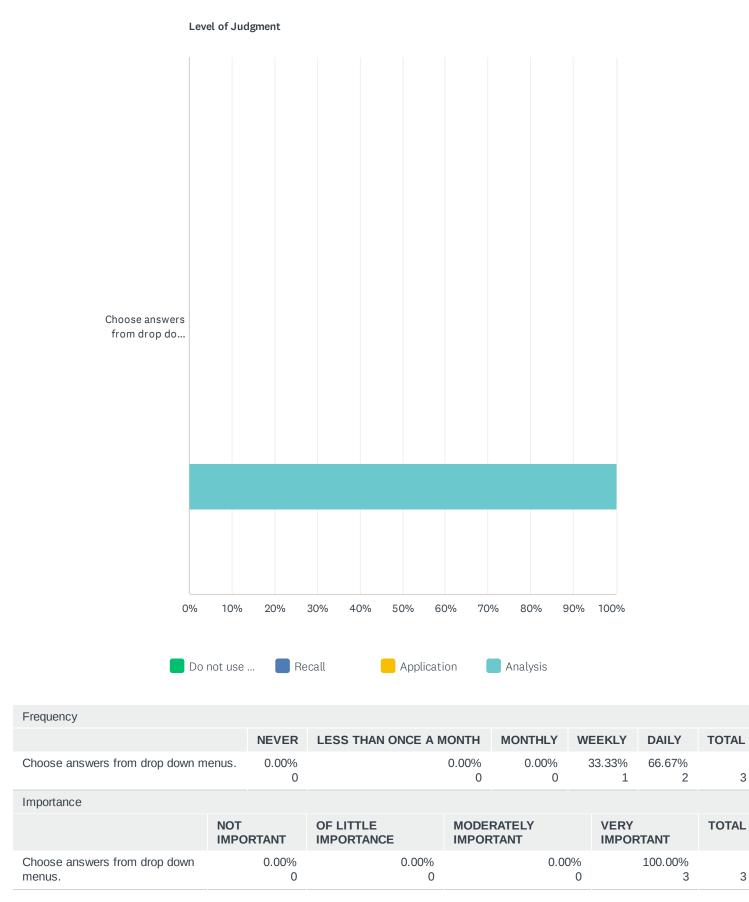


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	0.00% 0	100.00% 3	3

Q7 1.2.4 Assesses, implements, and adapts to necessary change.

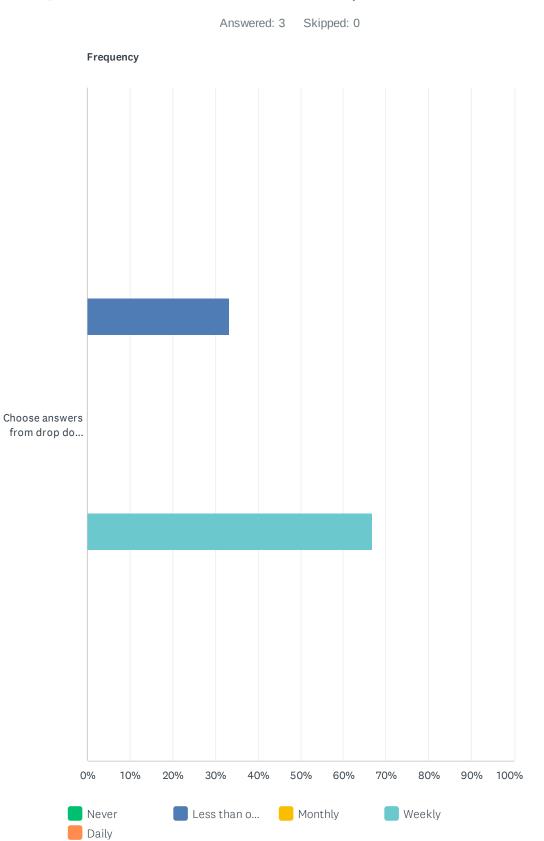


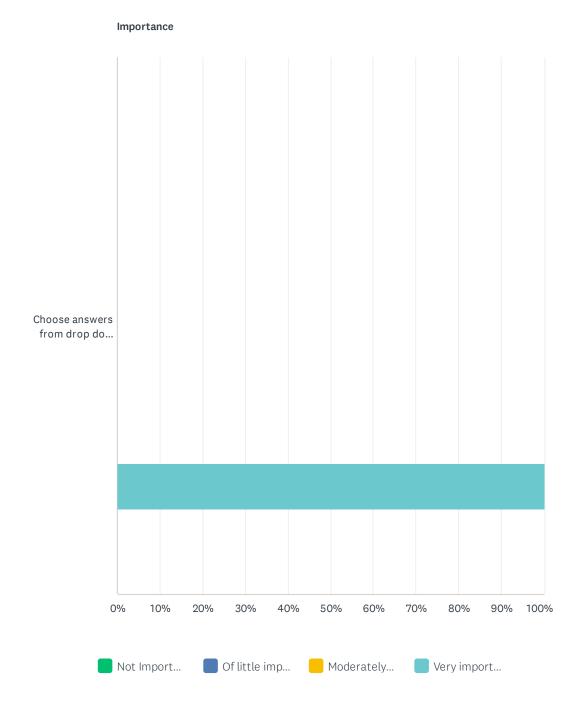


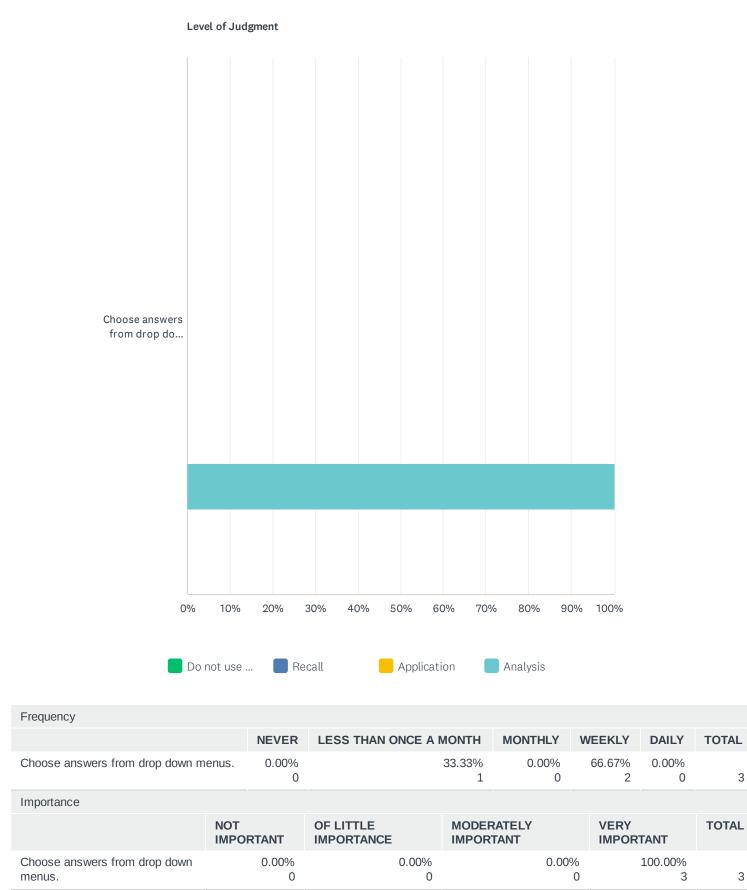


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	0.00% 0	100.00% 3	3

Q8 1.2.5 Recruits and retains a qualified workforce.

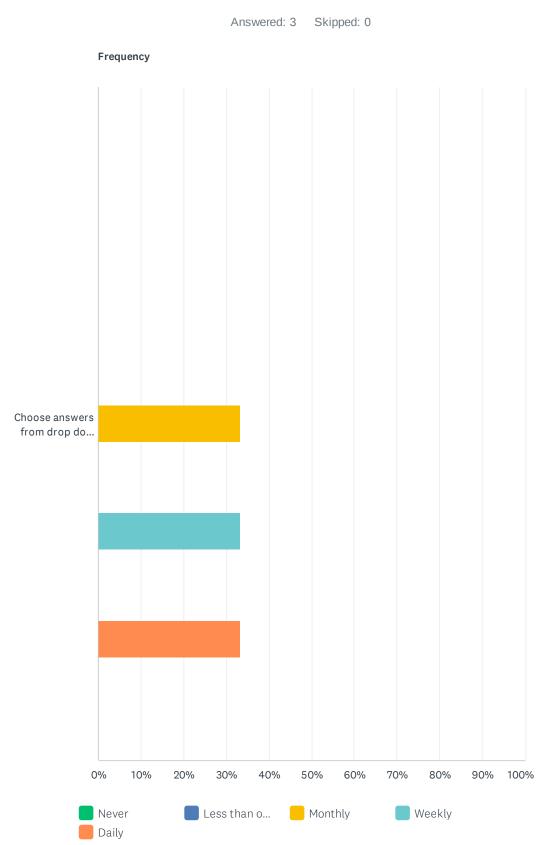


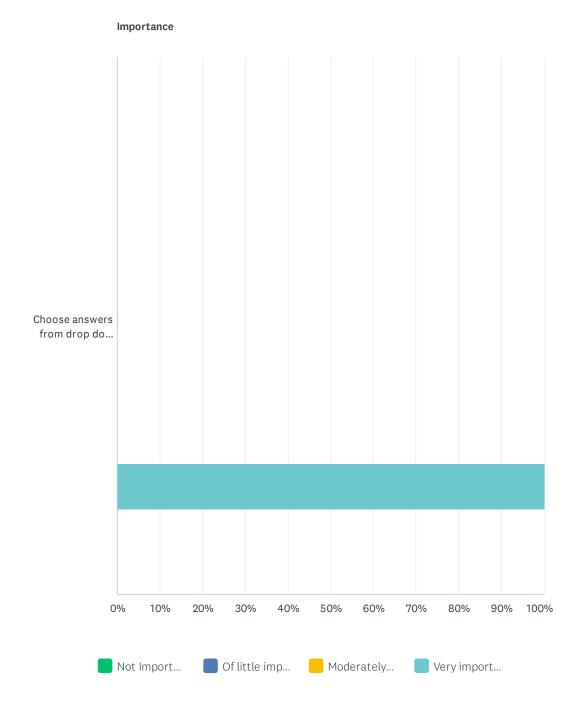


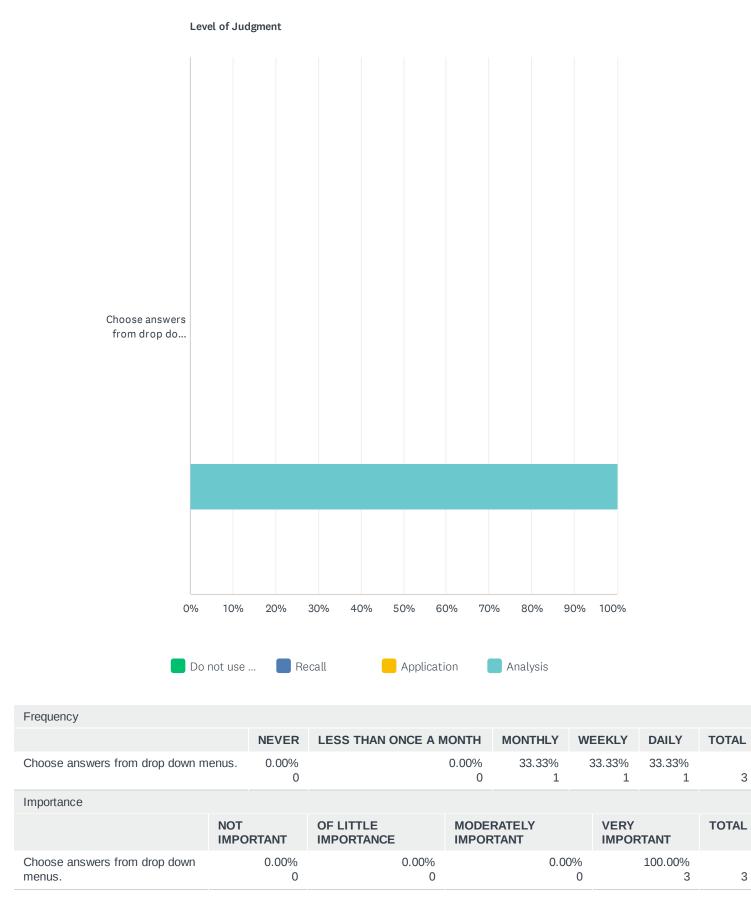


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	0.00% 0	100.00% 3	3

Q9 1.2.6 Leads the development and implementation of the strategic planning process.



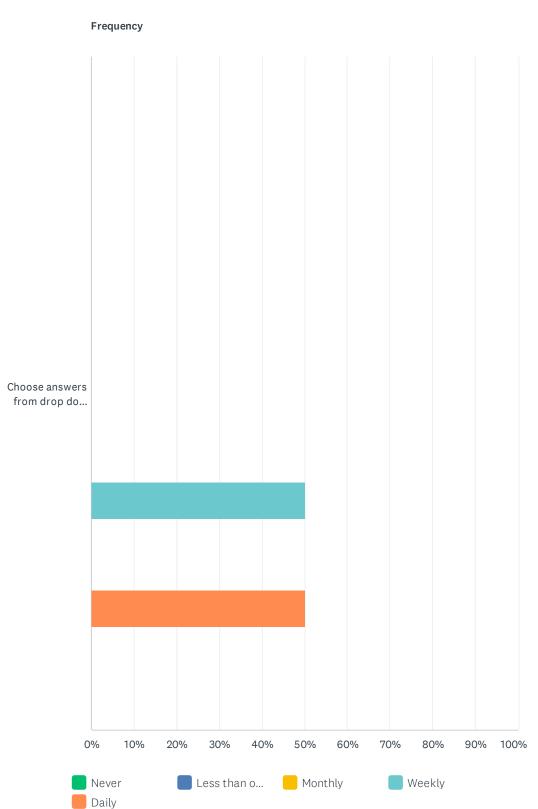


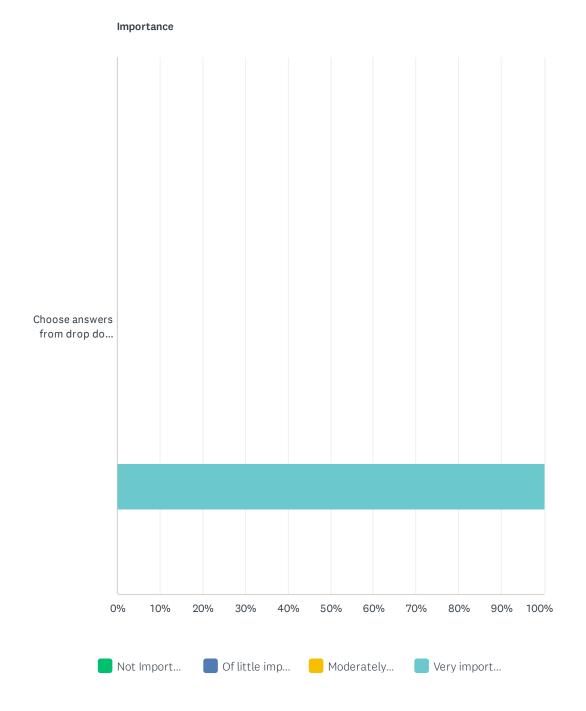


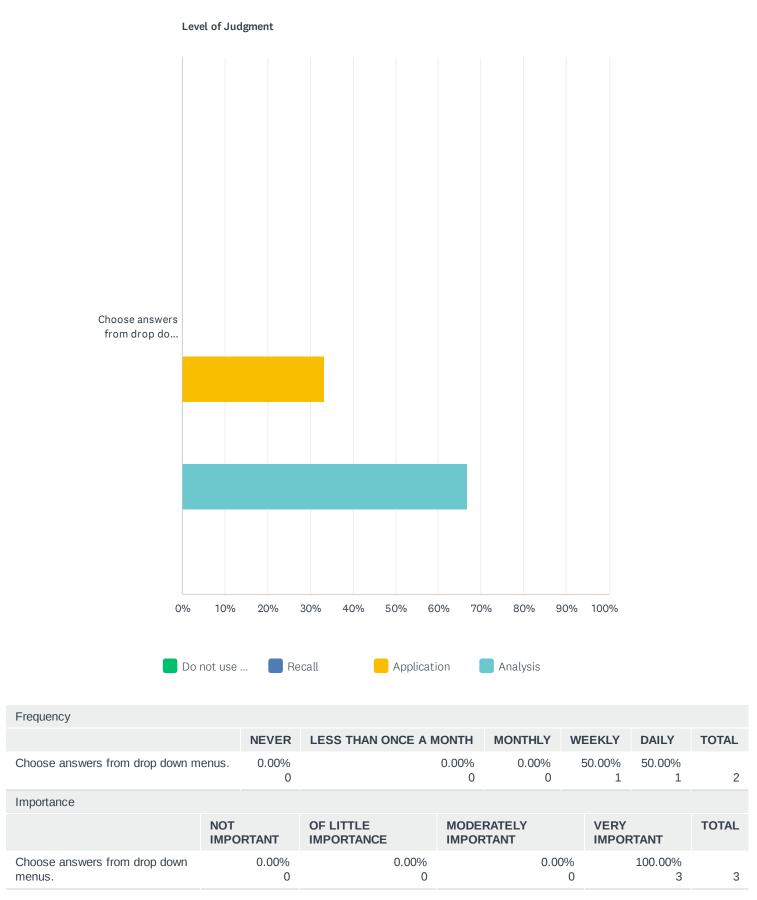
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	0.00% 0	100.00% 3	3

Q10 1.2.7 Cultivates leadership skills in others.

Answered: 3 Skipped: 0



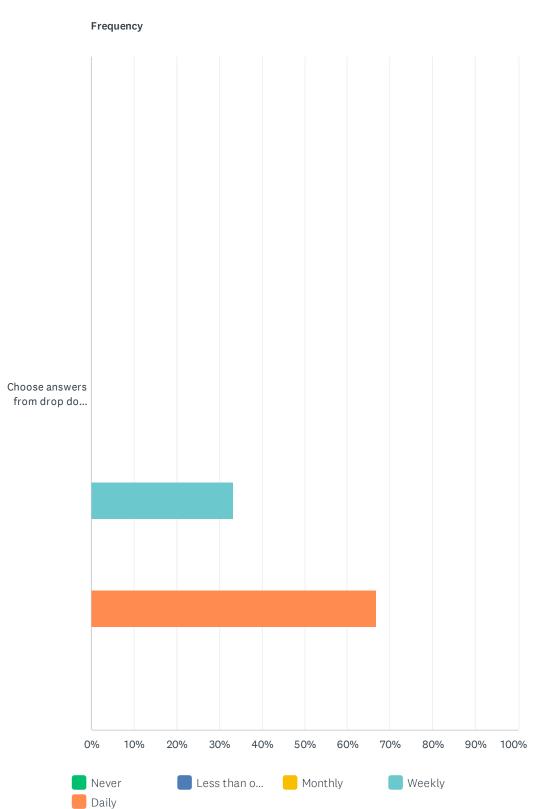


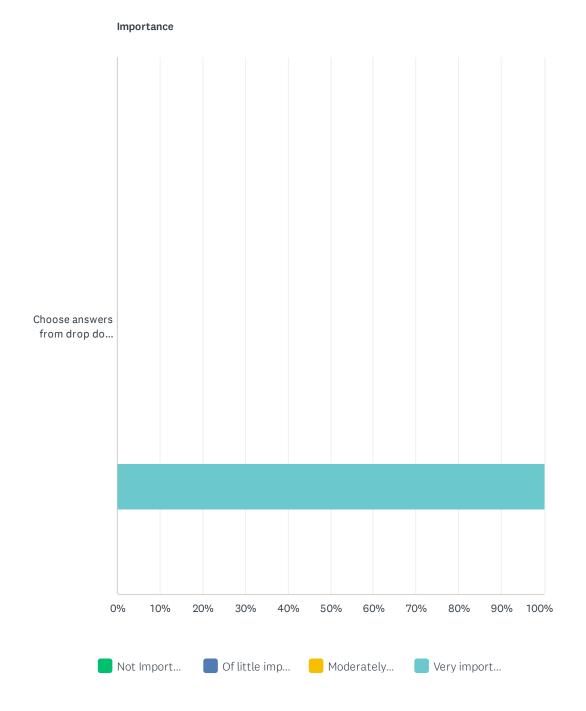


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	33.33% 1	66.67% 2	3

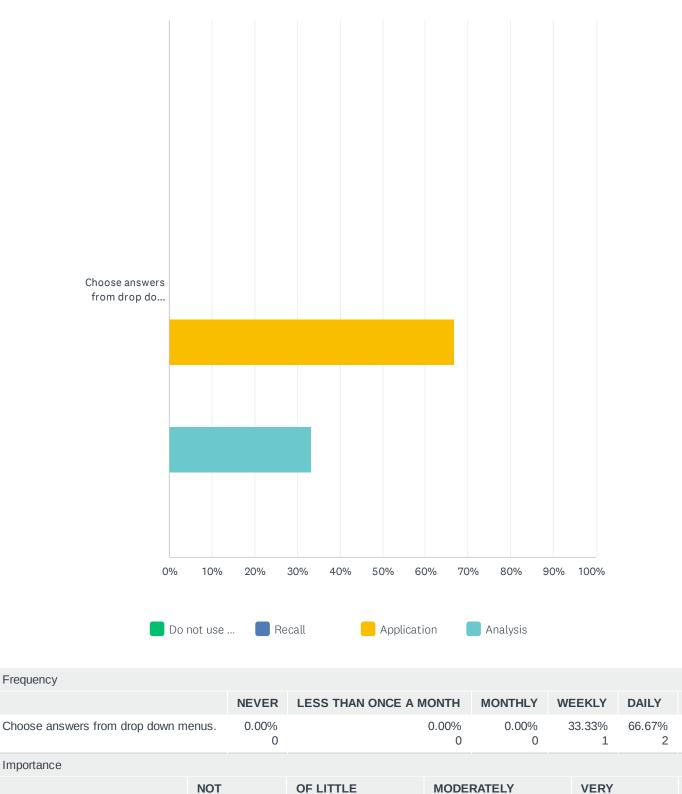


Answered: 3 Skipped: 0





Level of Judgment



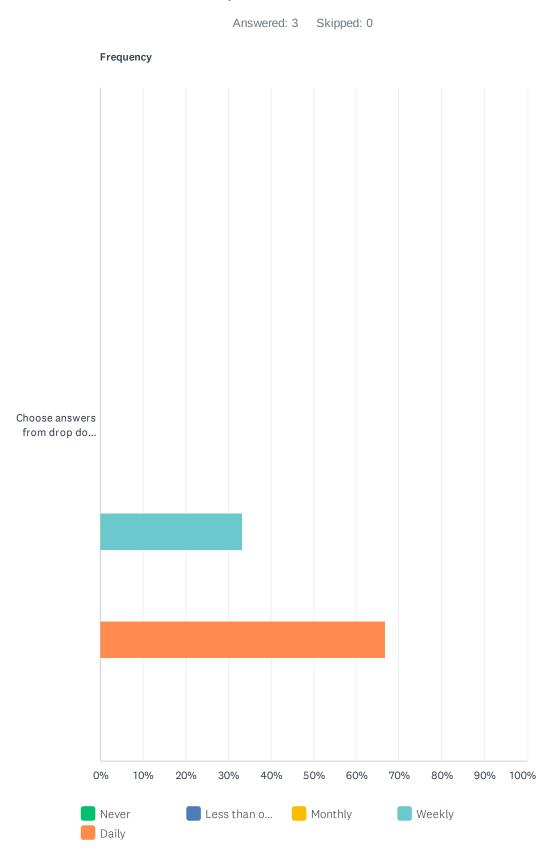
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODERATELY IMPORTANT	VERY IMPORTANT	TOTAL				
Choose answers from drop down menus.	0.00% 0	0.00% 0	0.00% 0	100.00% 3	3				

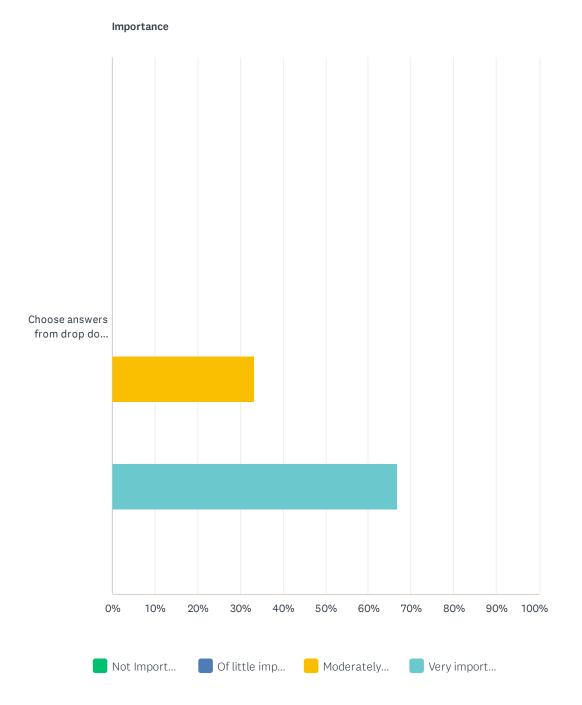
TOTAL

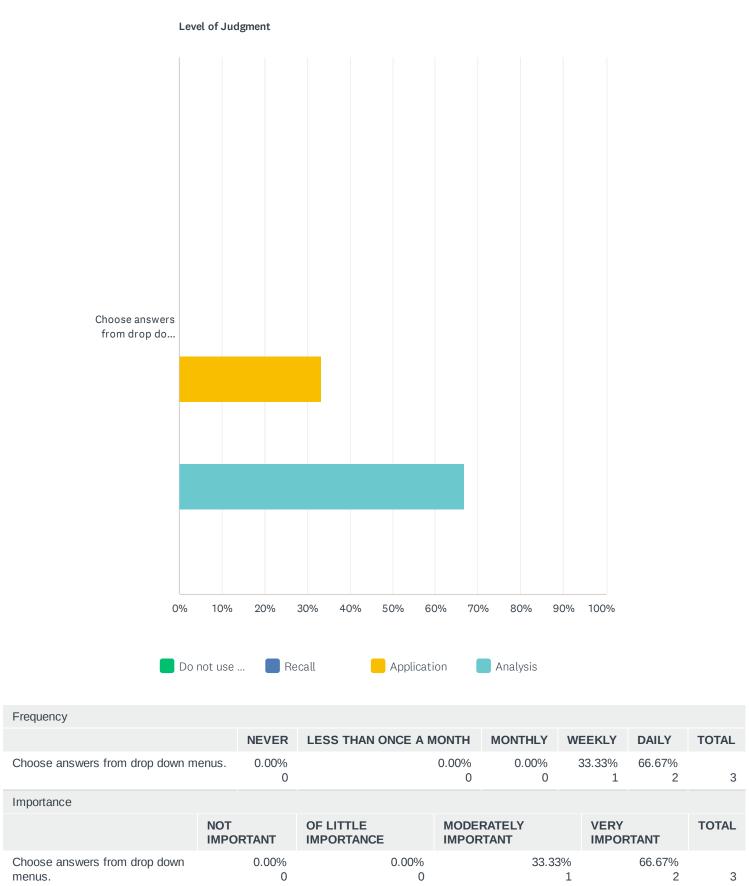
3

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	66.67% 2	33.33% 1	3

Q12 1.2.9 Builds relationships with internal and external stakeholders.

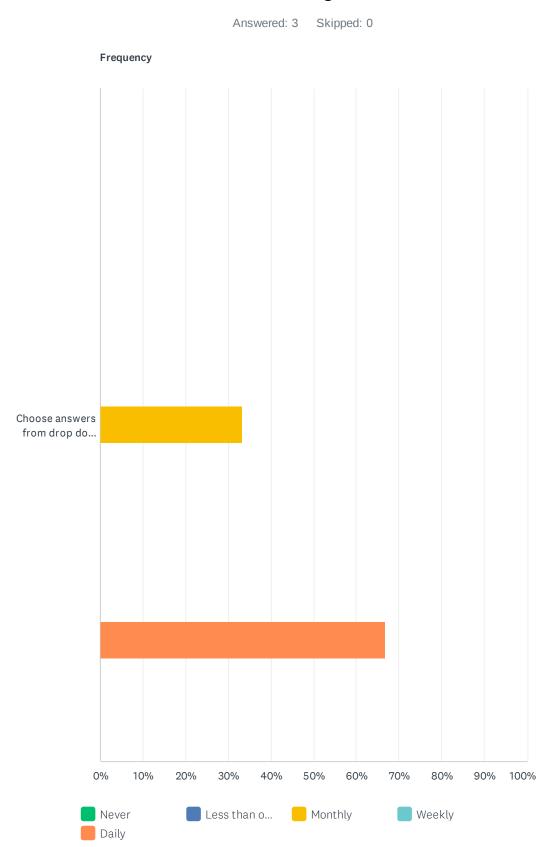


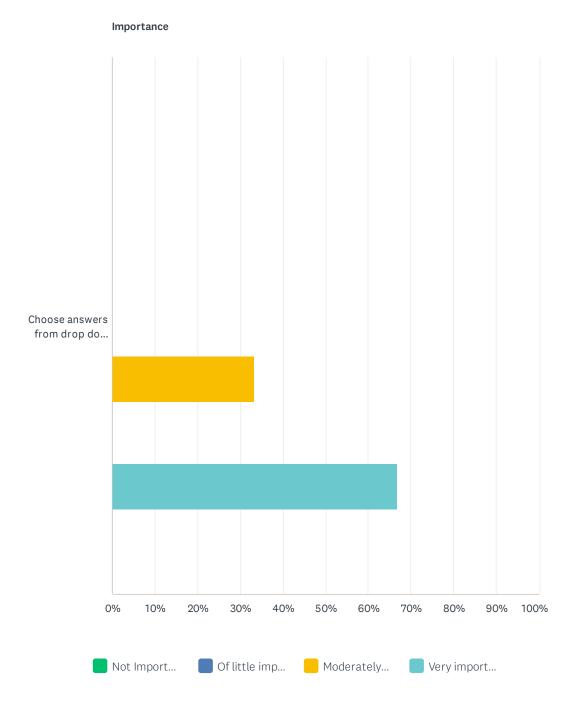


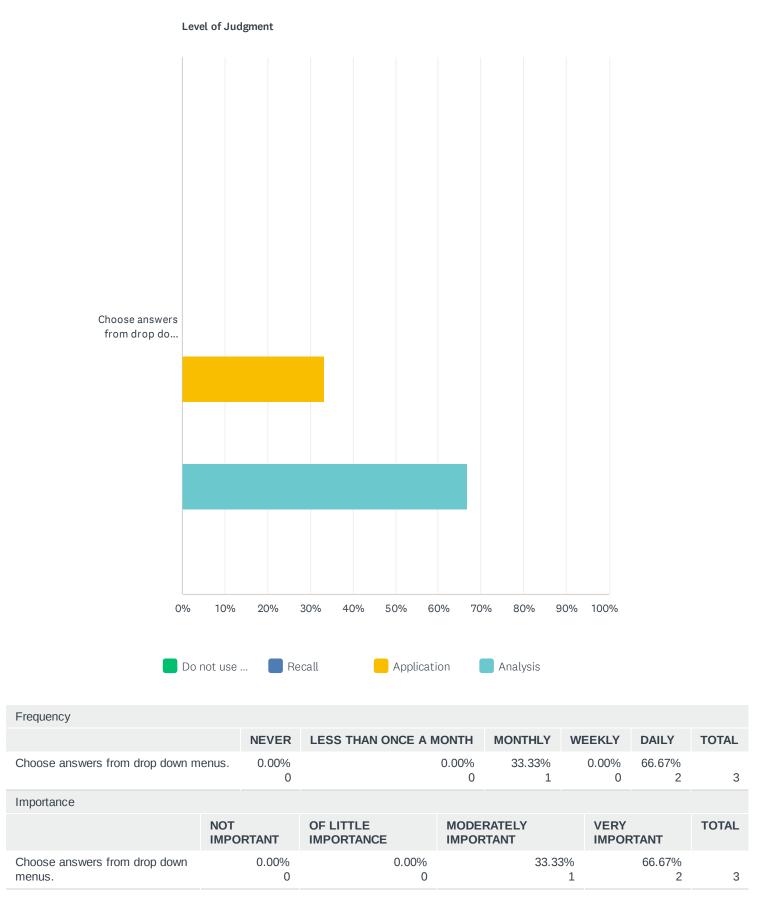


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	33.33% 1	66.67% 2	3

Q13 1.2.10 Encourages innovation in scholarship, practice, service, and teaching.



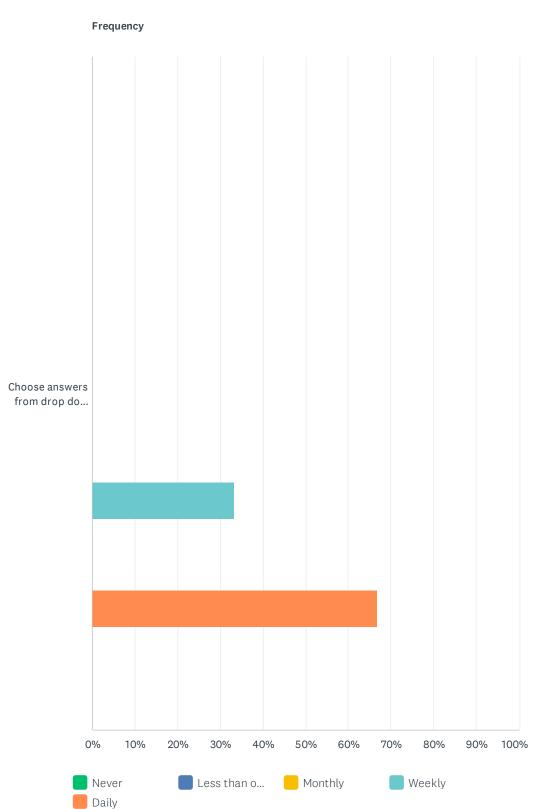


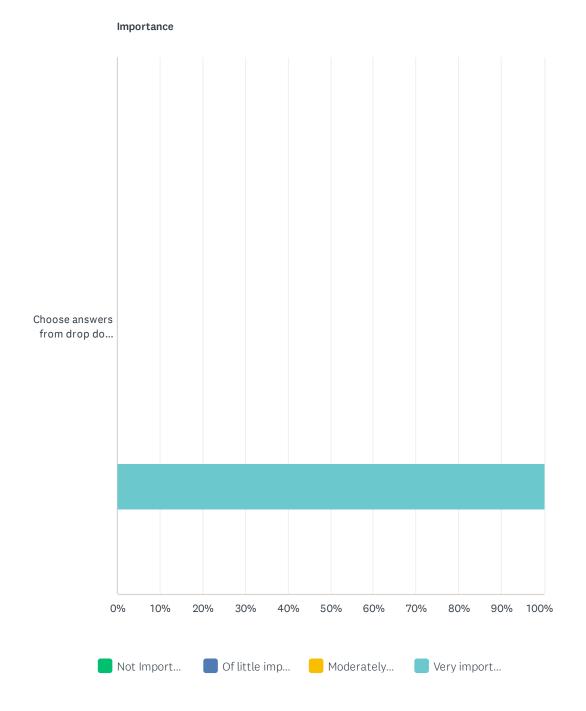


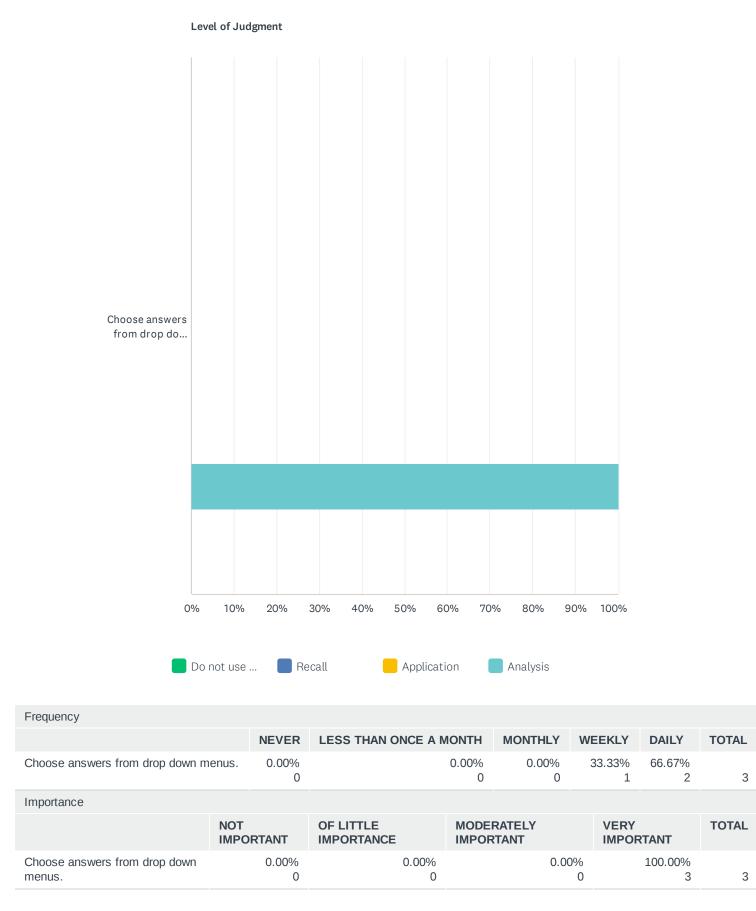
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	33.33% 1	66.67% 2	3

Q14 1.2.11 Cultivates a culture of inclusivity.

Answered: 3 Skipped: 0

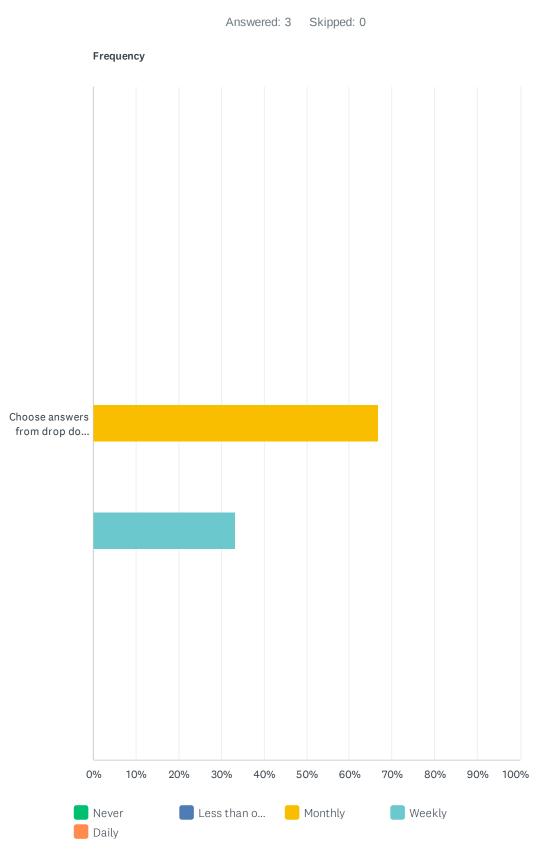


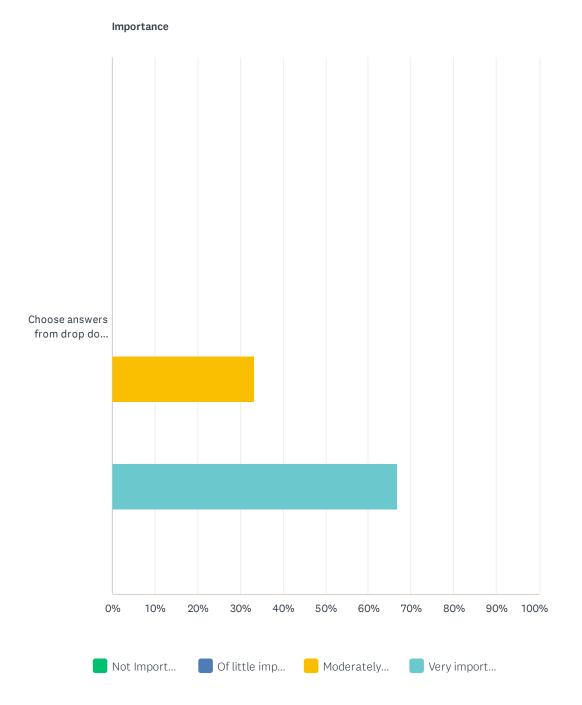




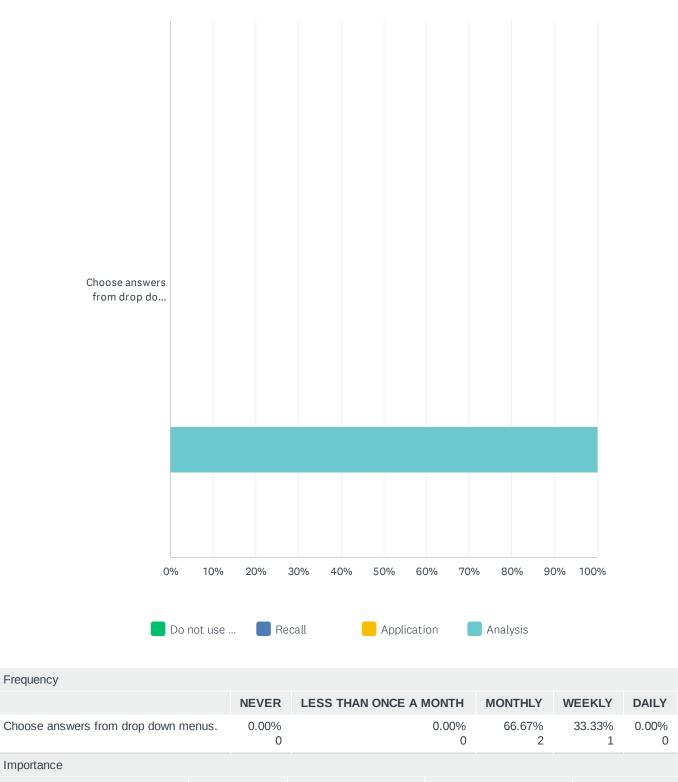
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	0.00% 0	100.00% 3	3

Q15 1.3.1 Seize opportunities through entrepreneurial thinking.





Level of Judgment

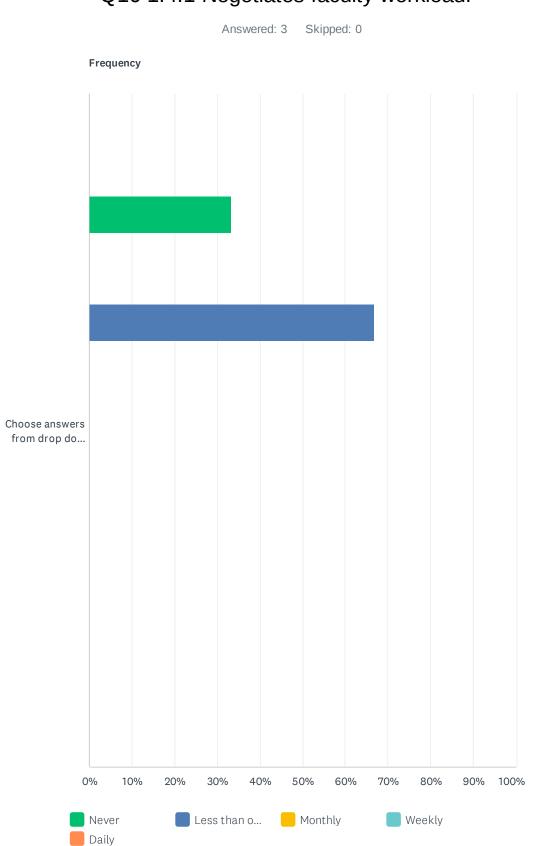


Importance					
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODERATELY IMPORTANT	VERY IMPORTANT	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	33.33% 1	66.67% 2	3

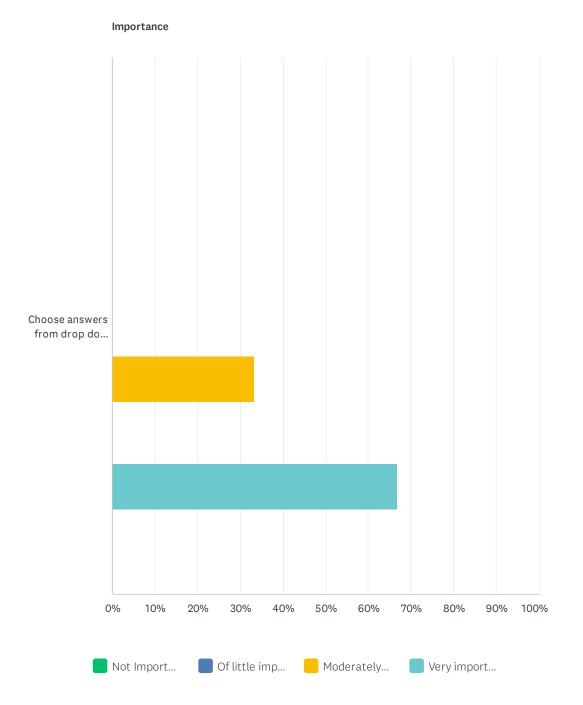
TOTAL

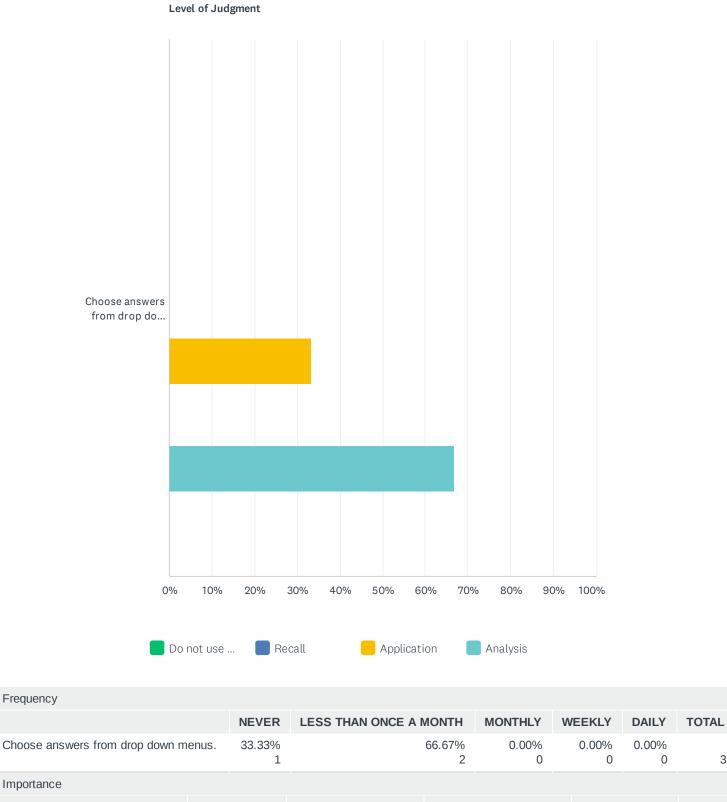
3

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	0.00% 0	100.00% 3	3



Q16 1.4.1 Negotiates faculty workload.



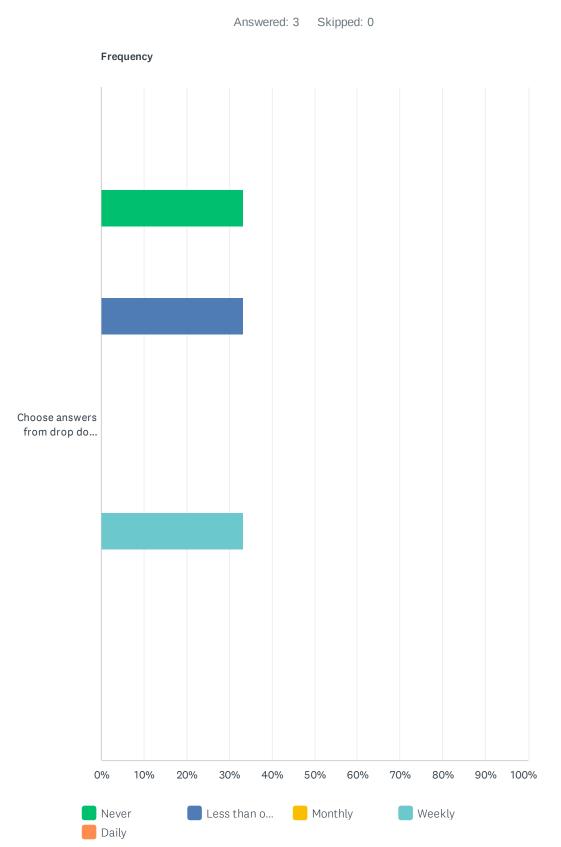


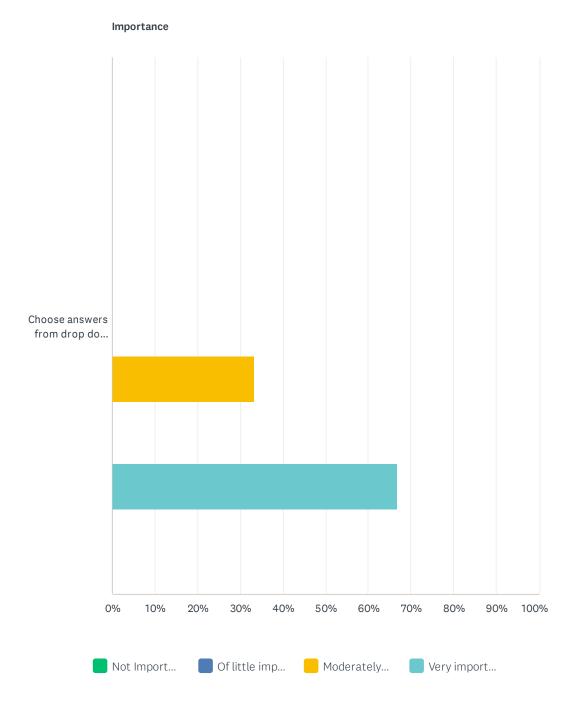
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODERATELY IMPORTANT	VERY IMPORTANT	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	33.33% 1	66.67% 2	3

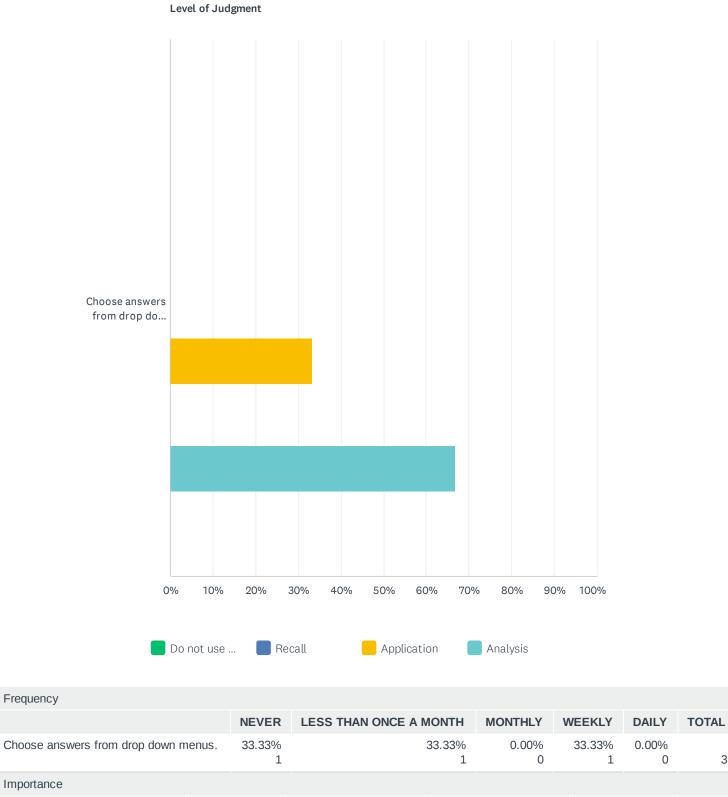
3

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	33.33% 1	66.67% 2	3

Q17 1.4.2 Guides faculty in the process of advancement (promotion and tenure as applicable).





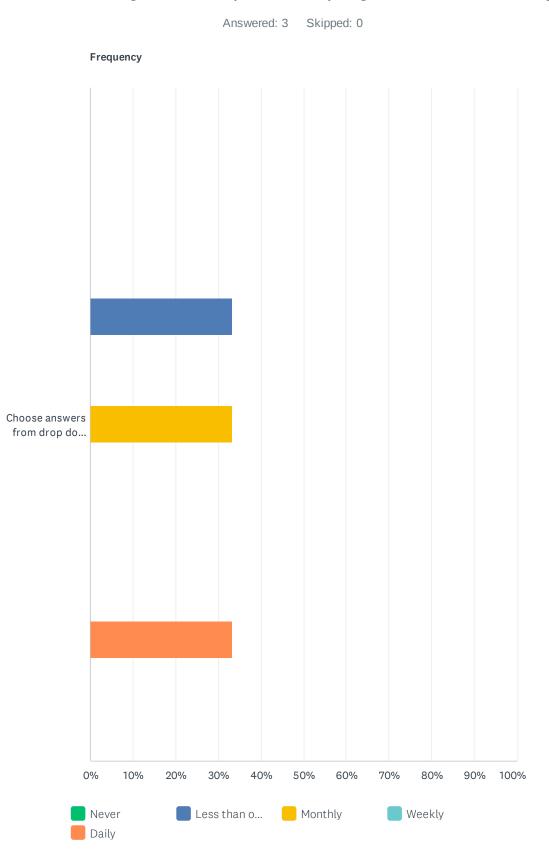


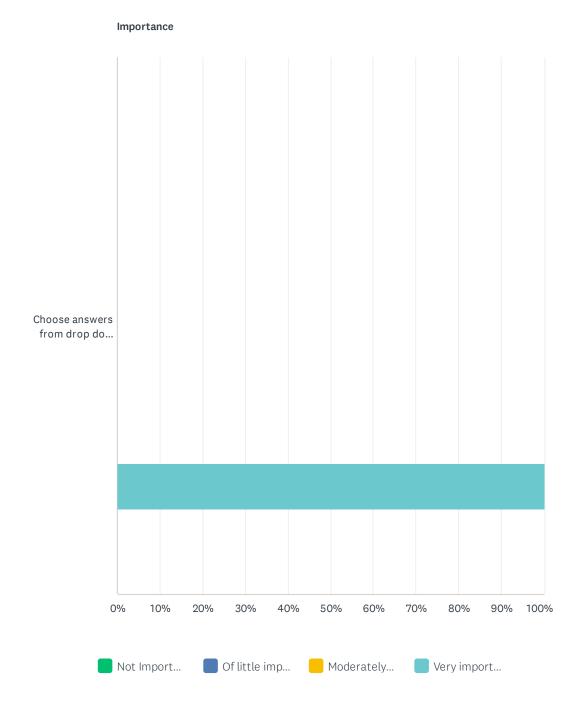
Importance					
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODERATELY IMPORTANT	VERY IMPORTANT	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	33.33% 1	66.67% 2	3

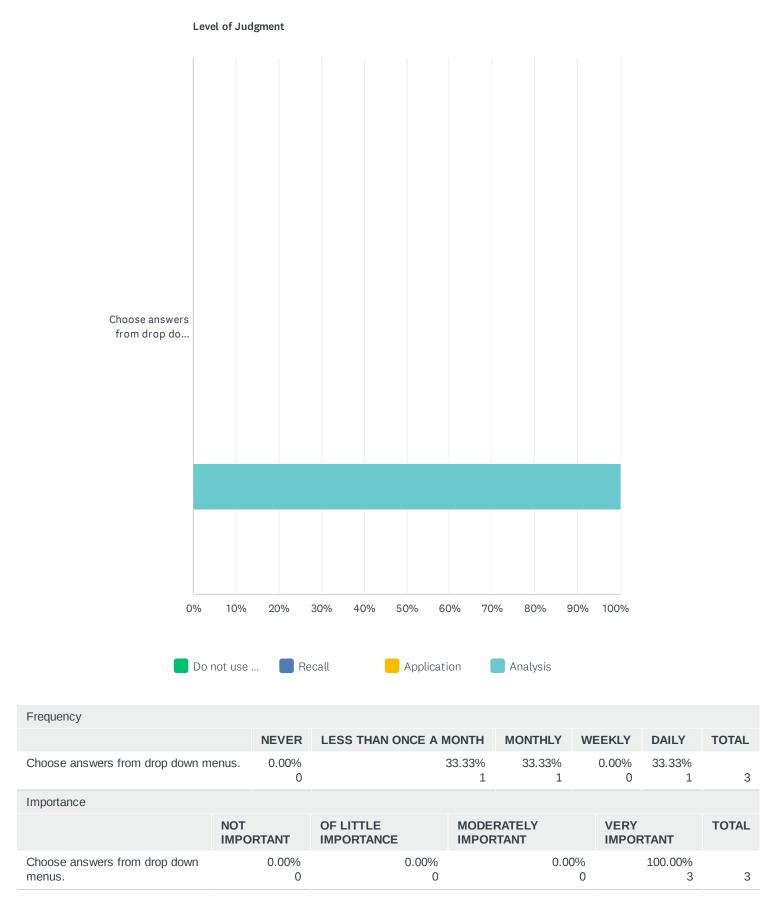
3

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	33.33% 1	66.67% 2	3

Q18 1.4.3 Designs and implements program assessment cycle.

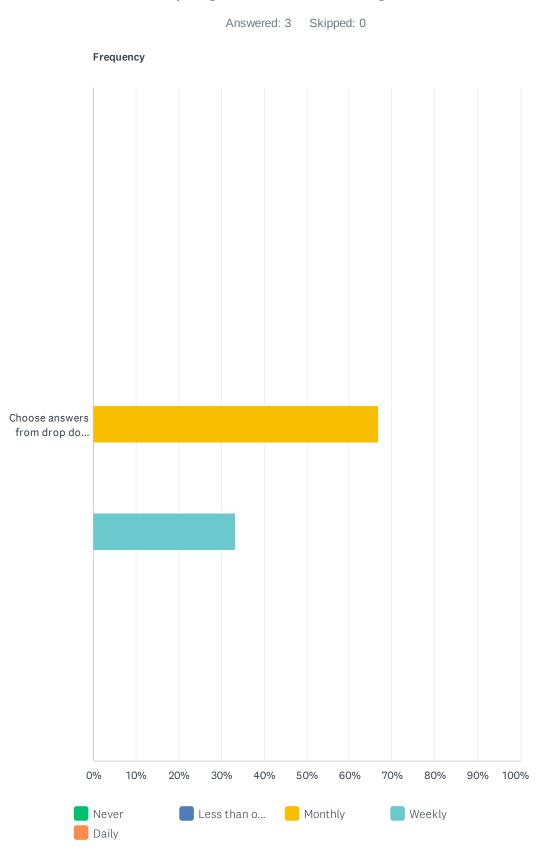


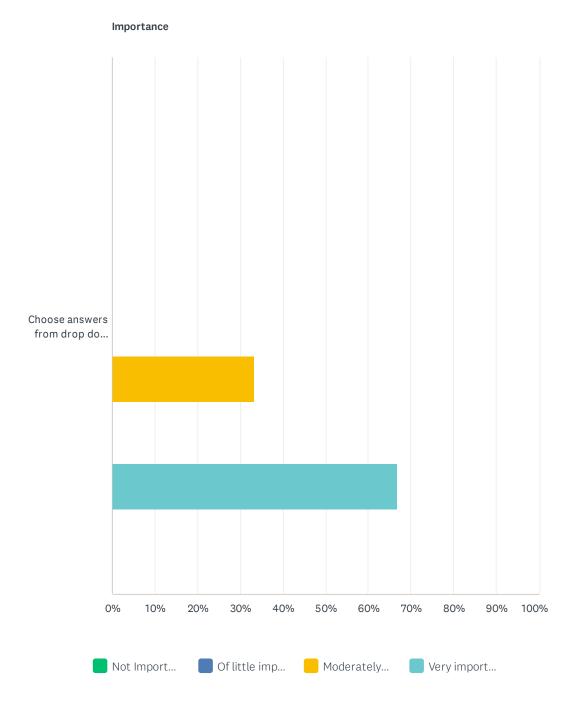




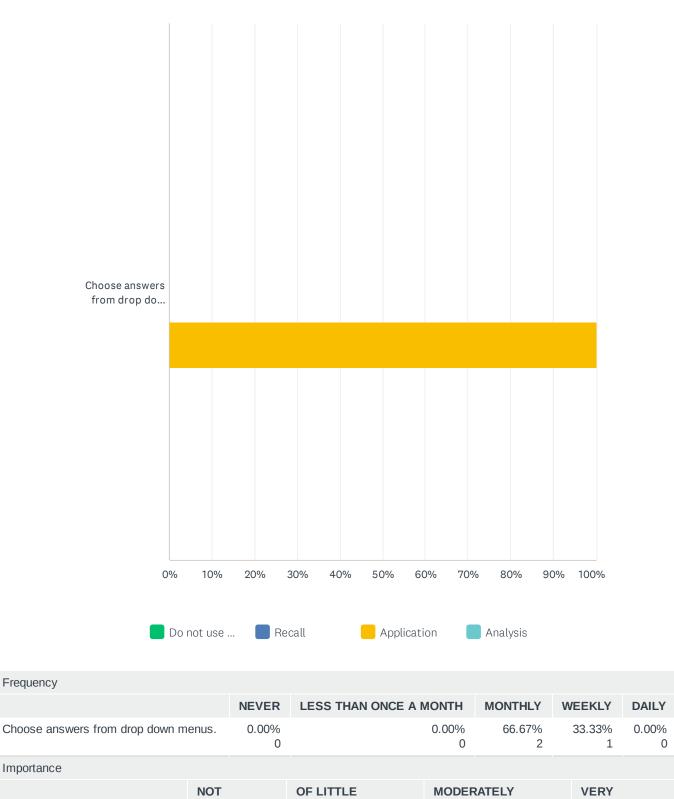
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	0.00% 0	100.00% 3	3

Q19 1.4.4 Advocates program/institutional goals to all stakeholders.





Level of Judgment



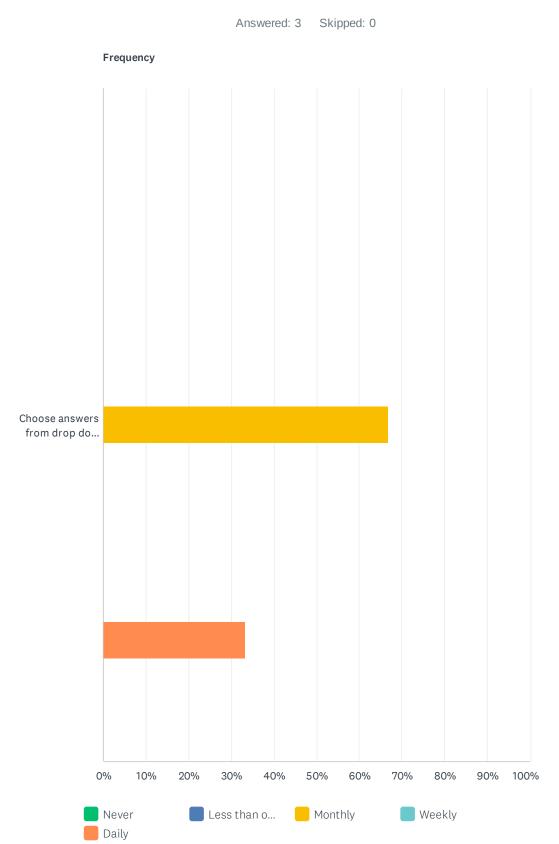
Importance	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODERATELY IMPORTANT	VERY IMPORTANT	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	33.33% 1	66.67% 2	3

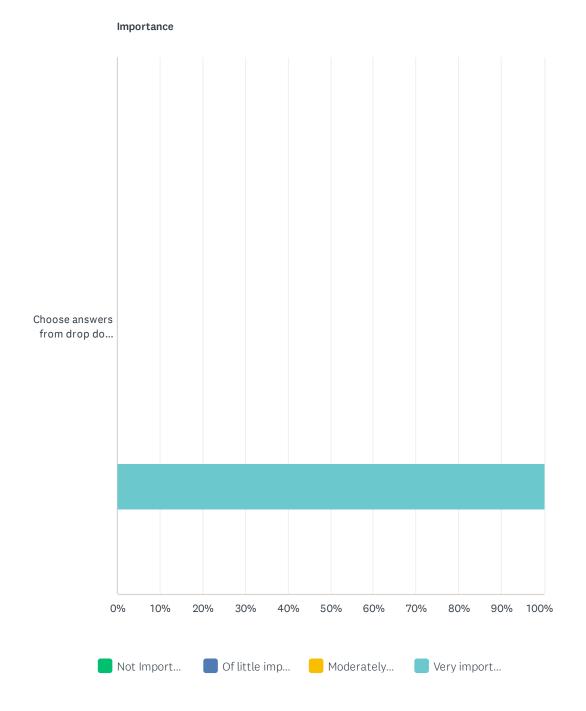
TOTAL

3

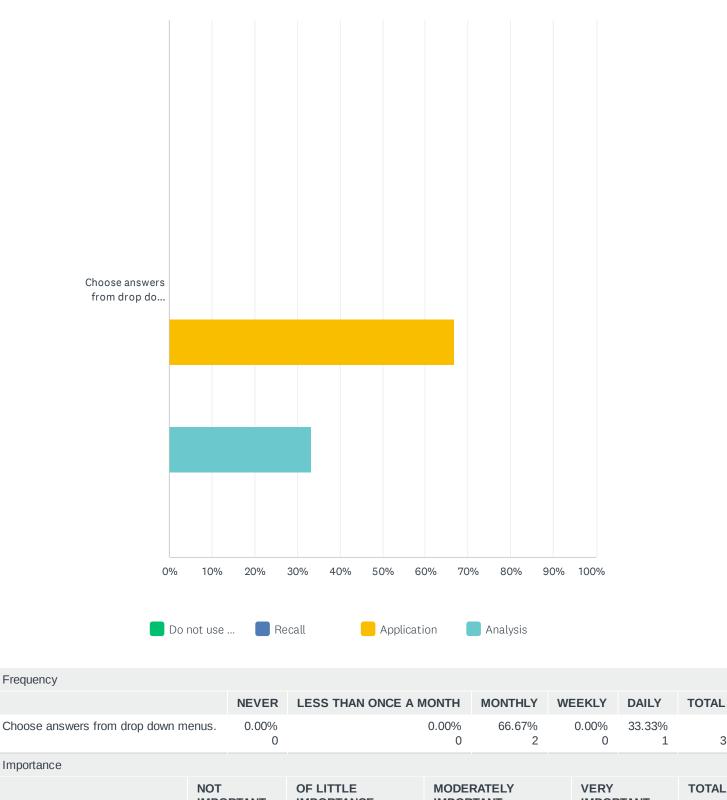
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	100.00% 3	0.00% 0	3

Q20 1.4.5 Monitors and implements standards compliant with regulatory environment.





Level of Judgment

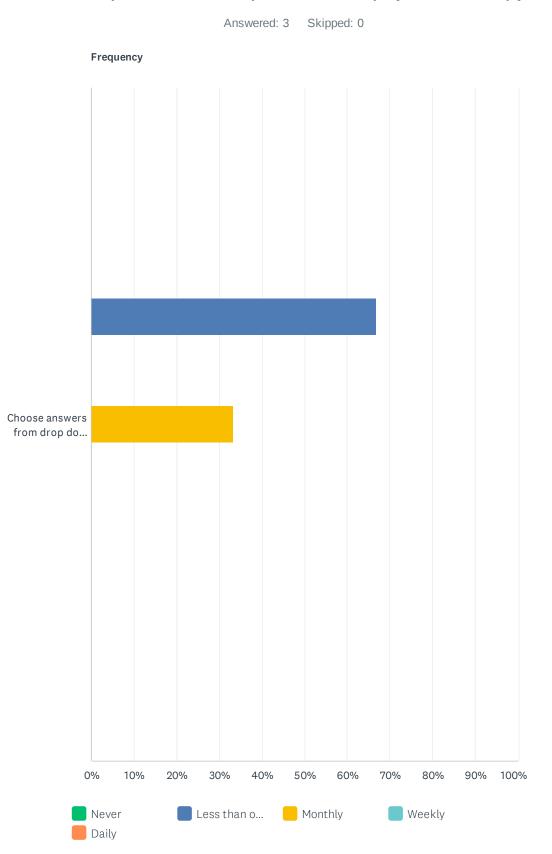


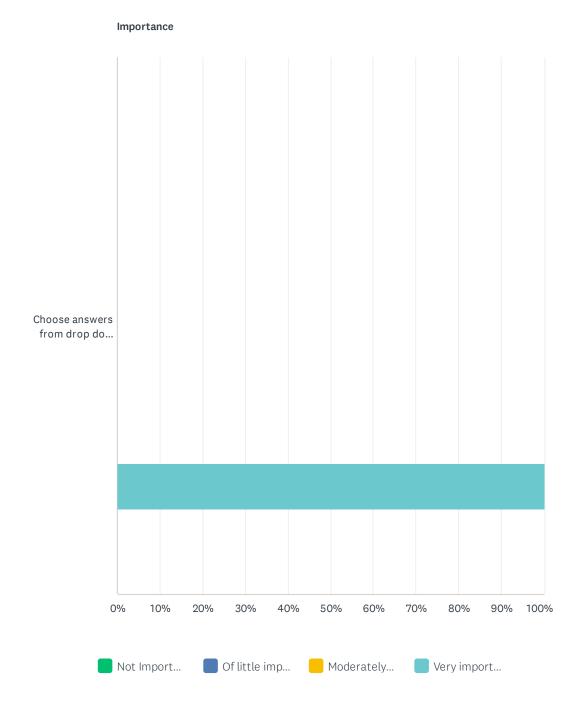
Imponance						
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODERATELY IMPORTANT		VERY IMPORTANT	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	0.0	00% 0	100.00% 3	3

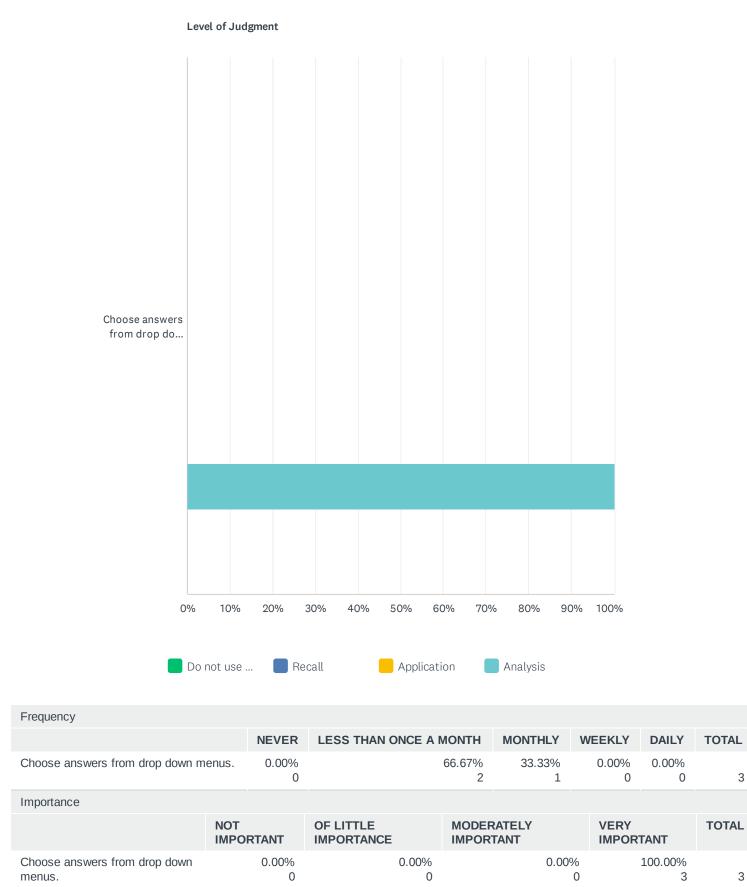
3

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	66.67% 2	33.33% 1	3

Q21 1.4.6 Develops a vision for professional physical therapy education.

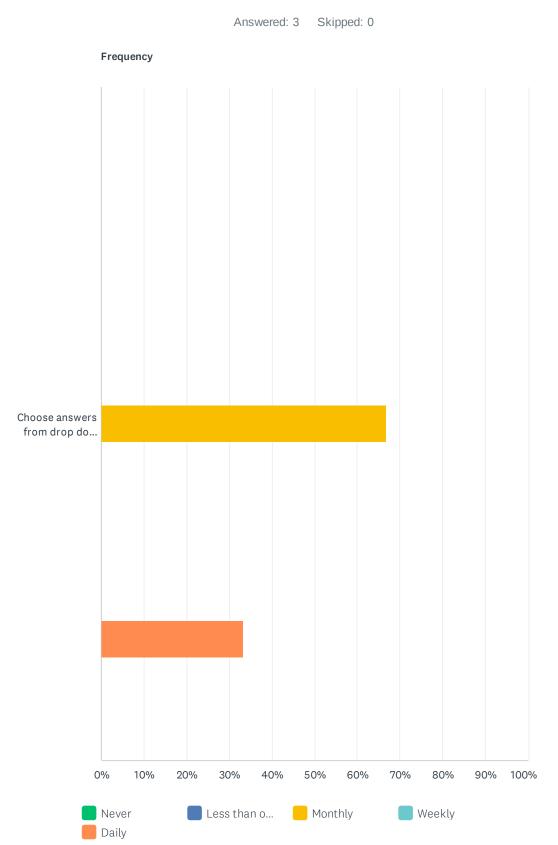


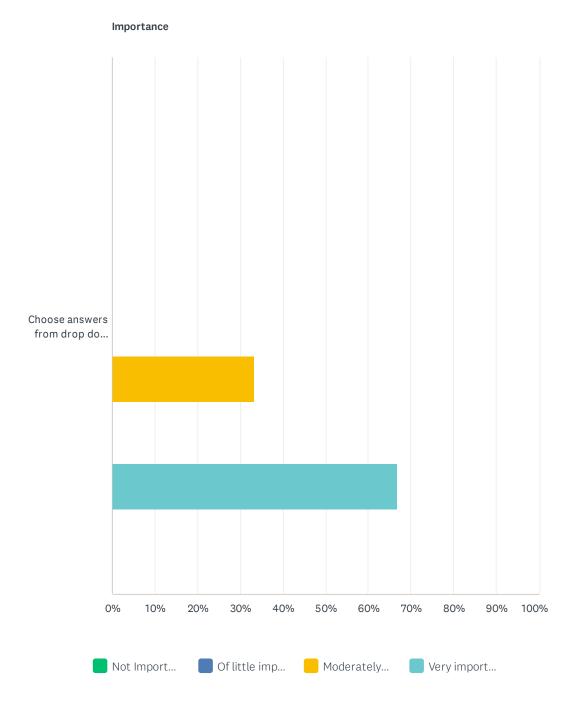




Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	0.00% 0	100.00% 3	3

Q22 2.1.1 Knowledge of contemporary education landscape to include organizational behavior and culture.





Level of Judgment



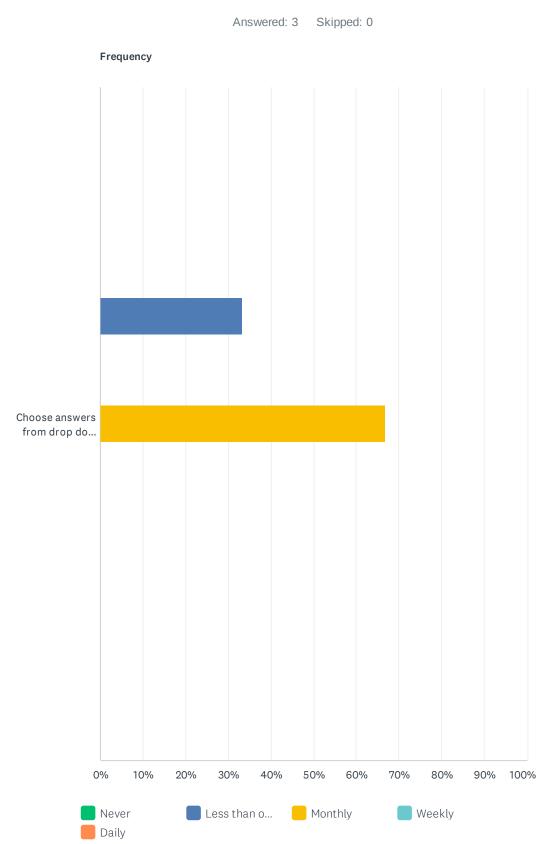
Importance				
	NOT	OF LITTLE	MODERATELY	VERY
	IMPORTANT	IMPORTANCE	IMPORTANT	IMPORTANT
Choose answers from drop down menus.	0.00%	0.00%	33.33%	66.67%
	0	0	1	2

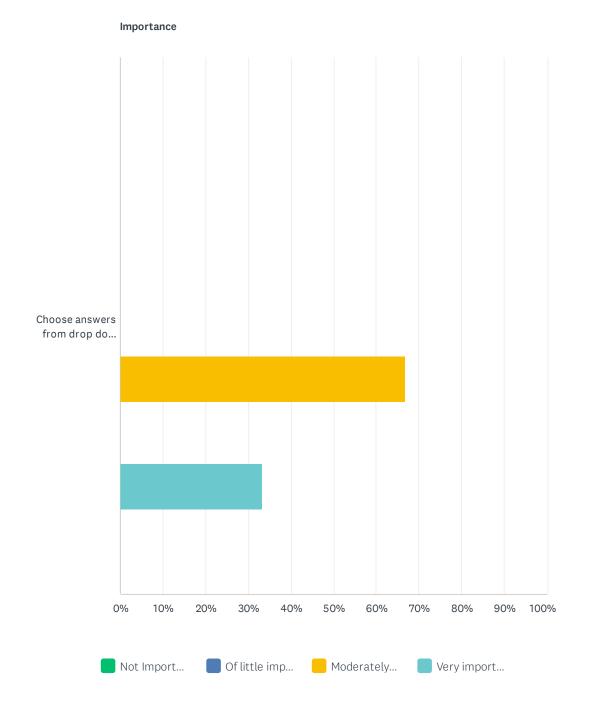
3

3

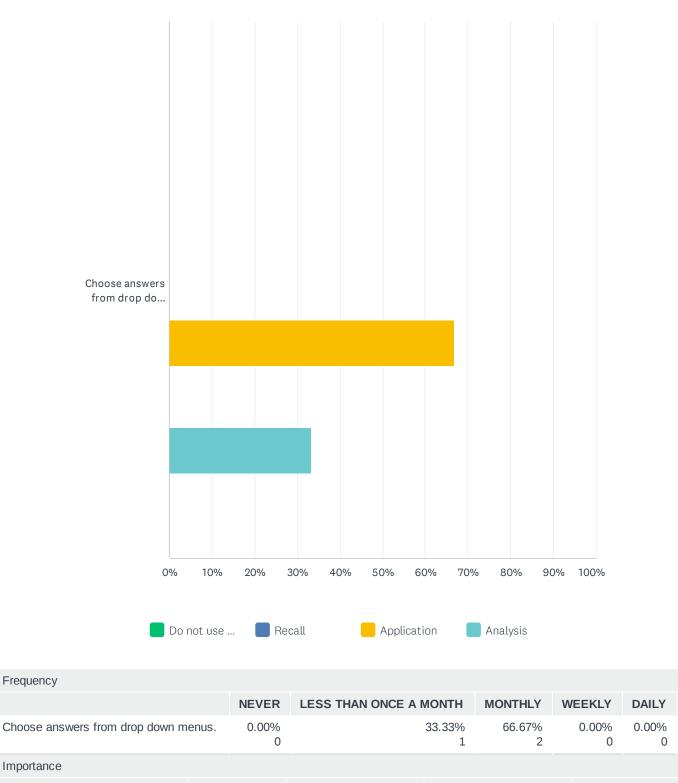
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	66.67% 2	33.33% 1	3

Q23 2.1.2 Knowledge of contemporary global issues in healthcare and higher education.





Level of Judgment



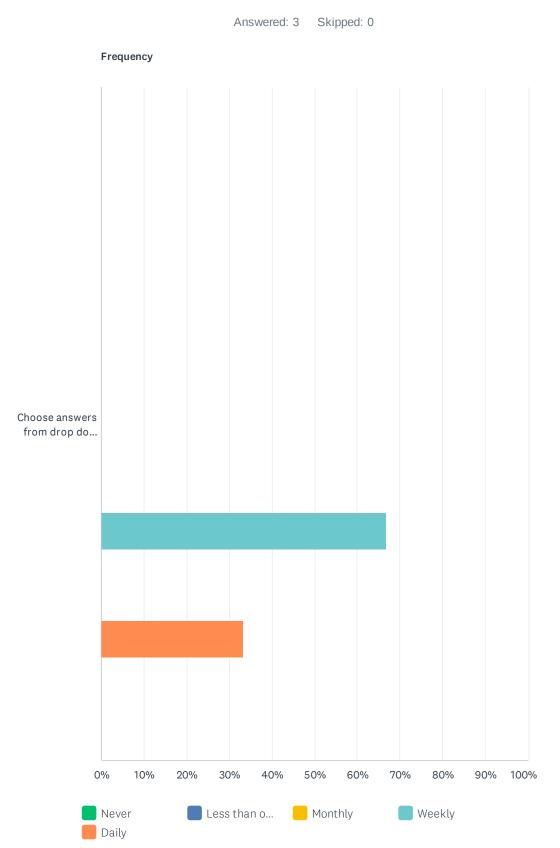
Importance					
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODERATELY IMPORTANT	VERY IMPORTANT	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	66.67% 2	33.33% 1	3

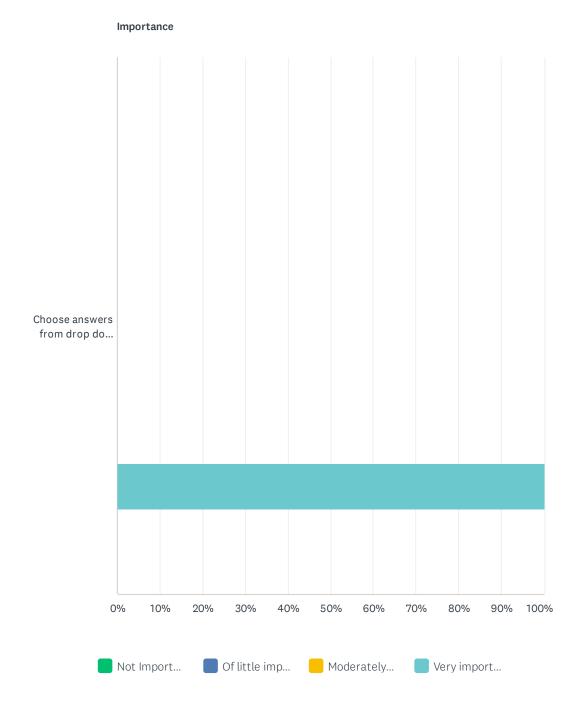
TOTAL

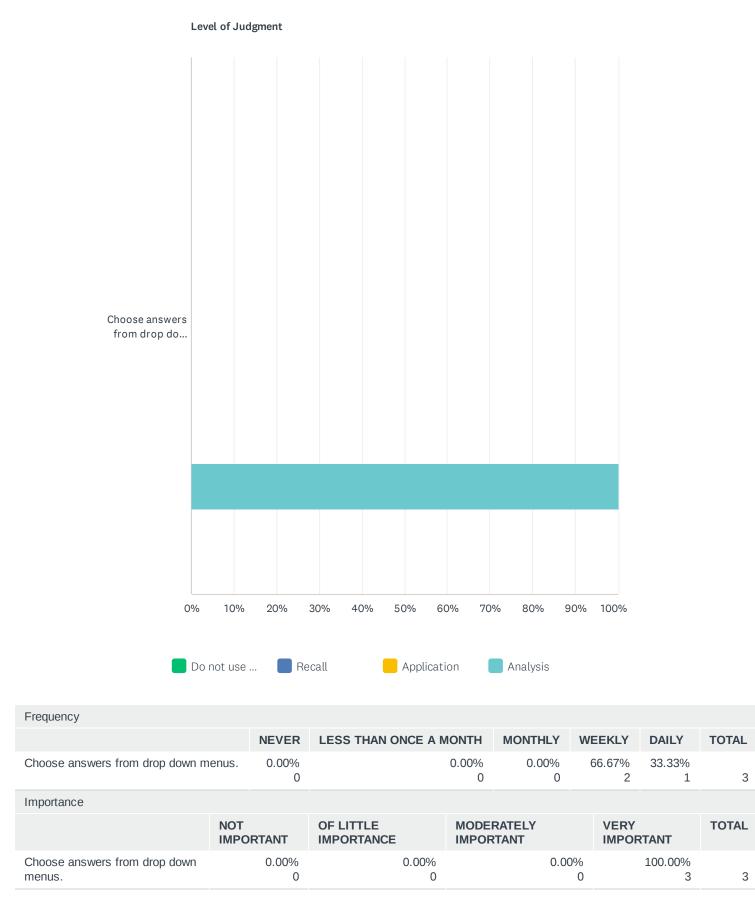
3

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	66.67% 2	33.33% 1	3

Q24 2.1.3 Knowledge of resource management (personnel, finances, budgetary processes, fund-raising, and facilities).



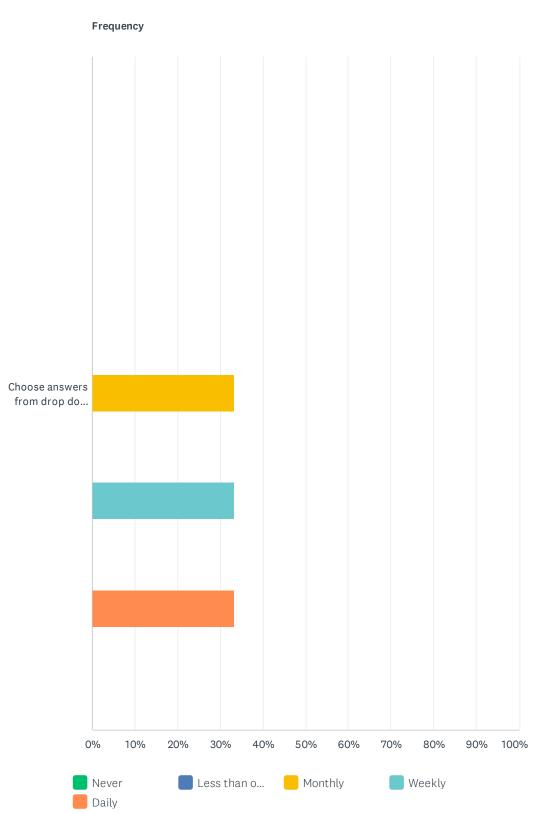


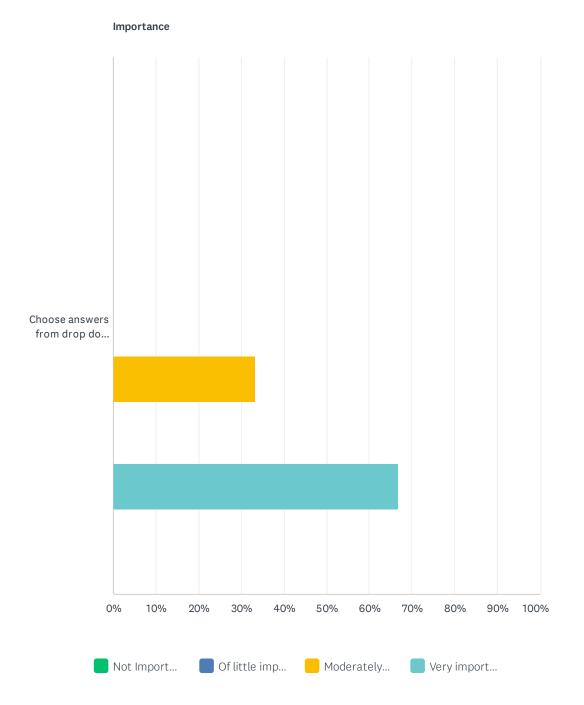


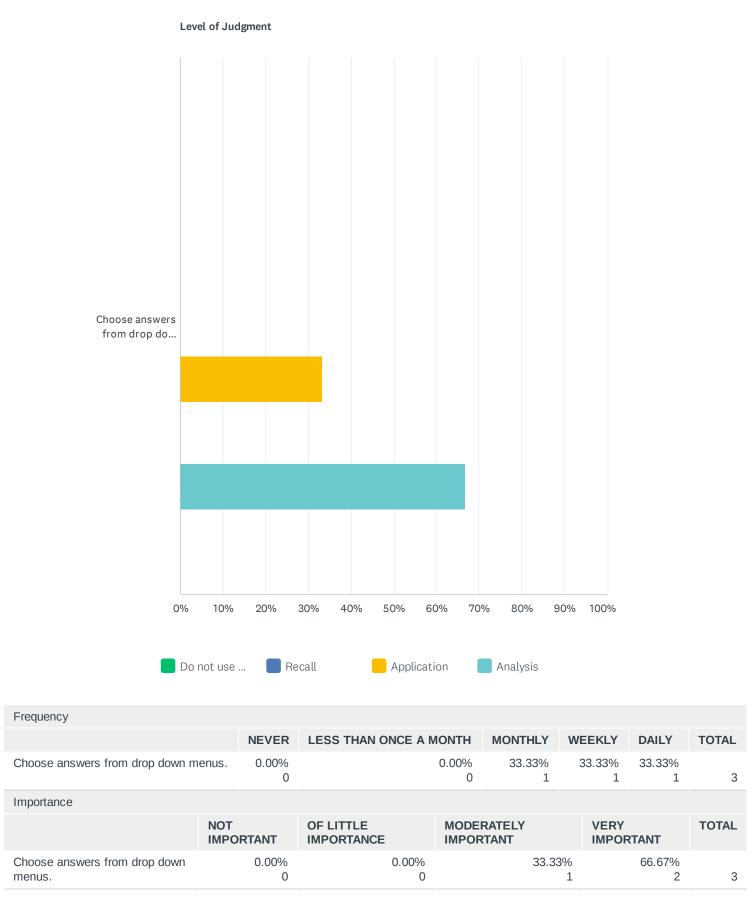
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	0.00% 0	100.00% 3	3

Q25 2.2.1 Navigates the structure of higher education.

Answered: 3 Skipped: 0

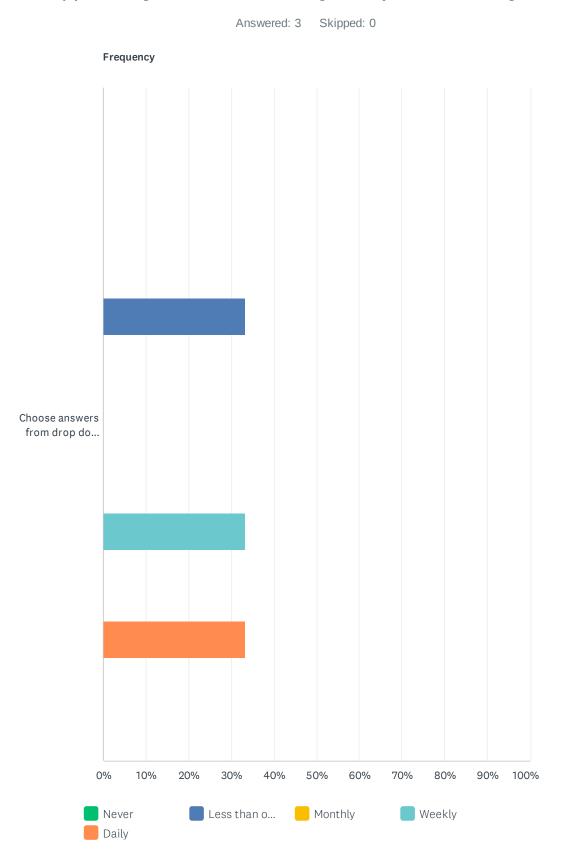


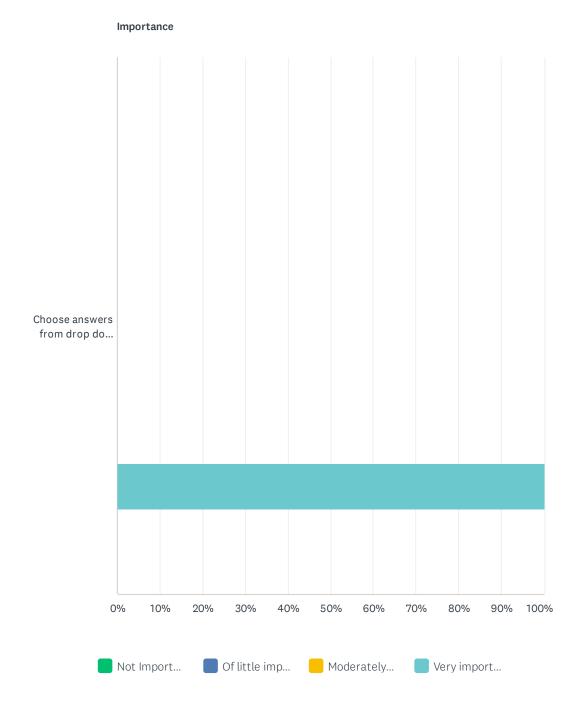


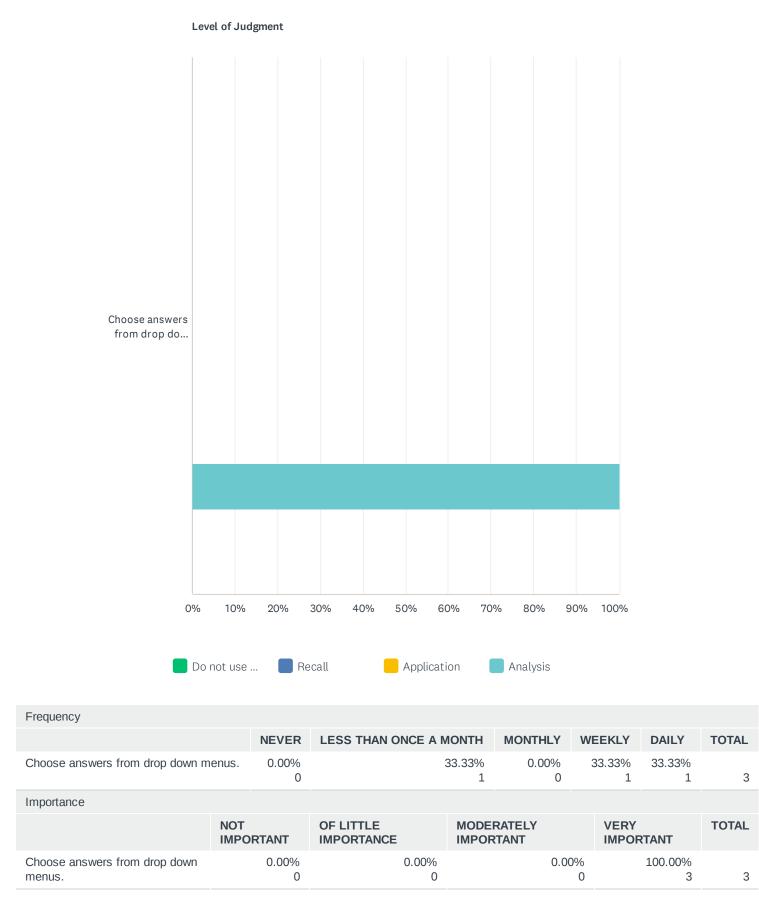


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	33.33% 1	66.67% 2	3

Q26 2.2.2 Applies legal, ethical, and regulatory issues in higher education.







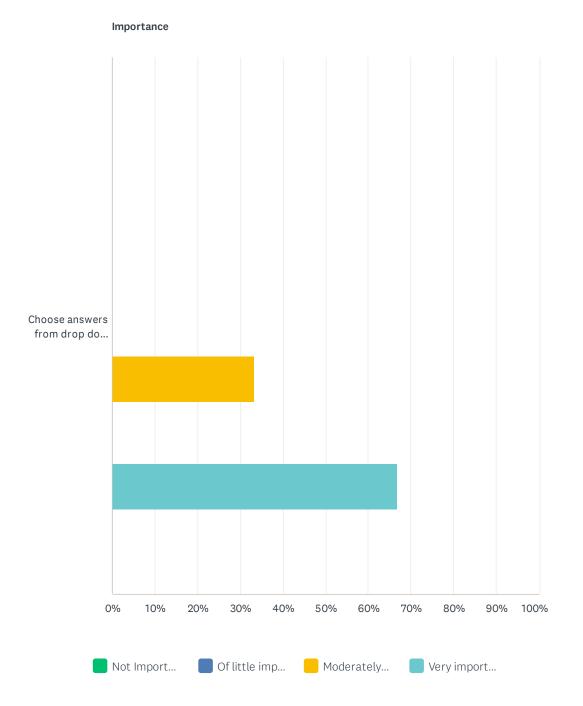
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	0.00% 0	100.00% 3	3

Q27 2.2.3 Advocates to internal and external stakeholders.

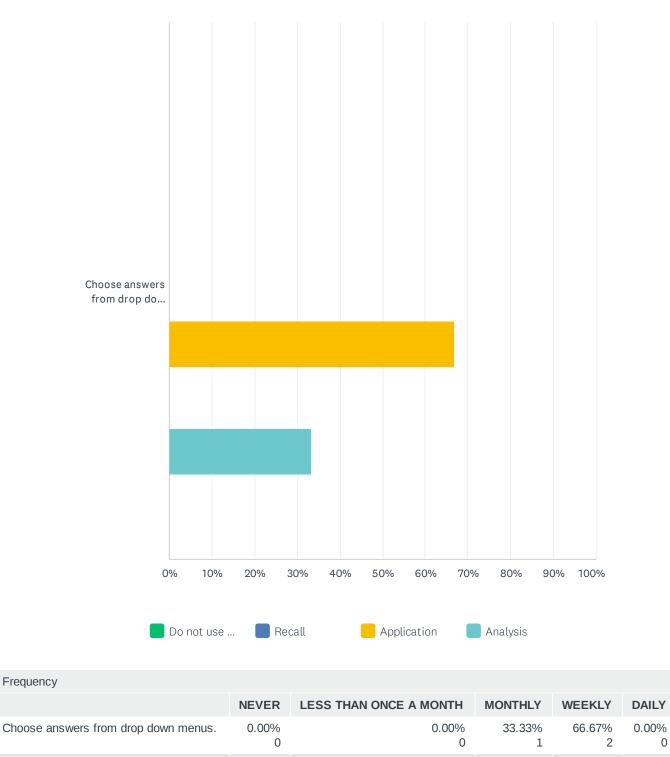
Skipped: 0

Answered: 3

Frequency Choose answers from drop do... 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100% Never Less than o... Monthly Weekly Daily



Level of Judgment



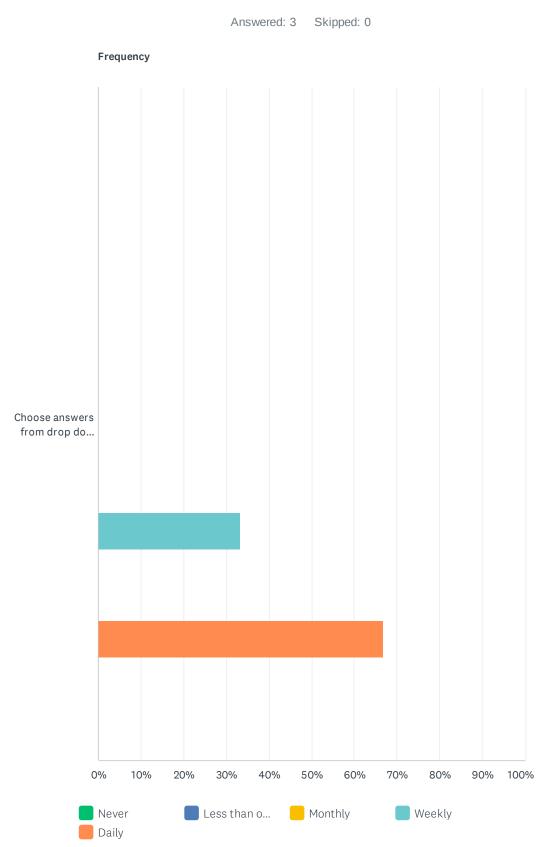
Importance					
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODERATELY IMPORTANT	VERY IMPORTANT	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	33.33% 1	66.67% 2	3

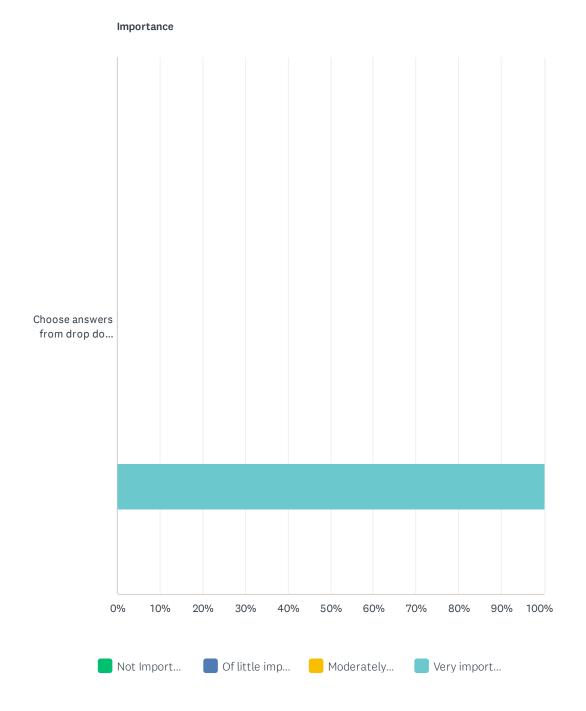
TOTAL

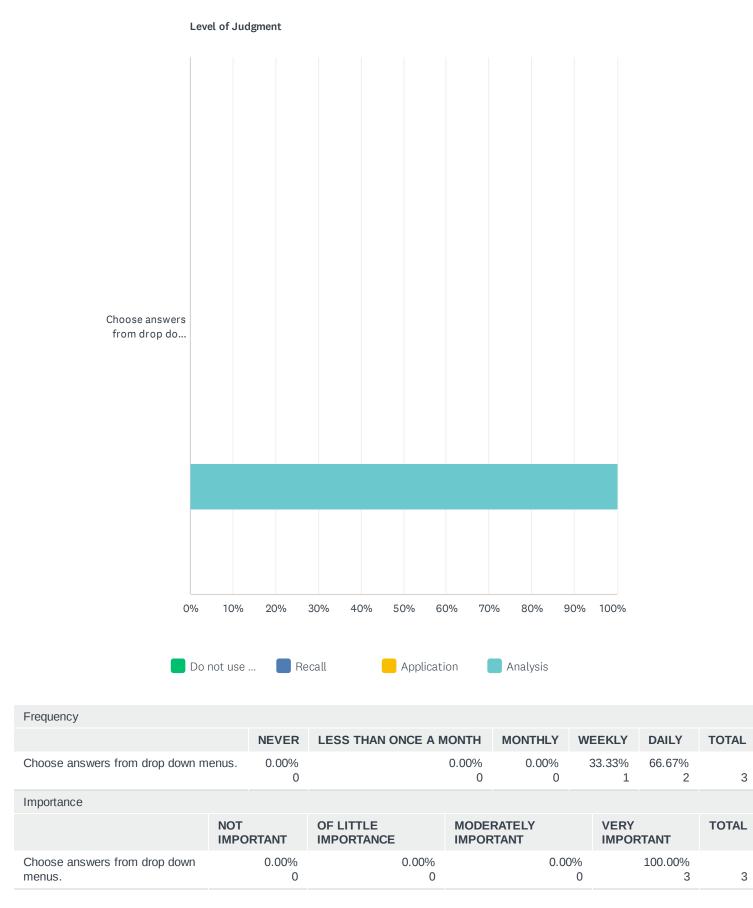
3

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	66.67% 2	33.33% 1	3

Q28 2.2.4 Allocates and leverages resources (personnel, finances, budgetary processes, fund-raising, and facilities).

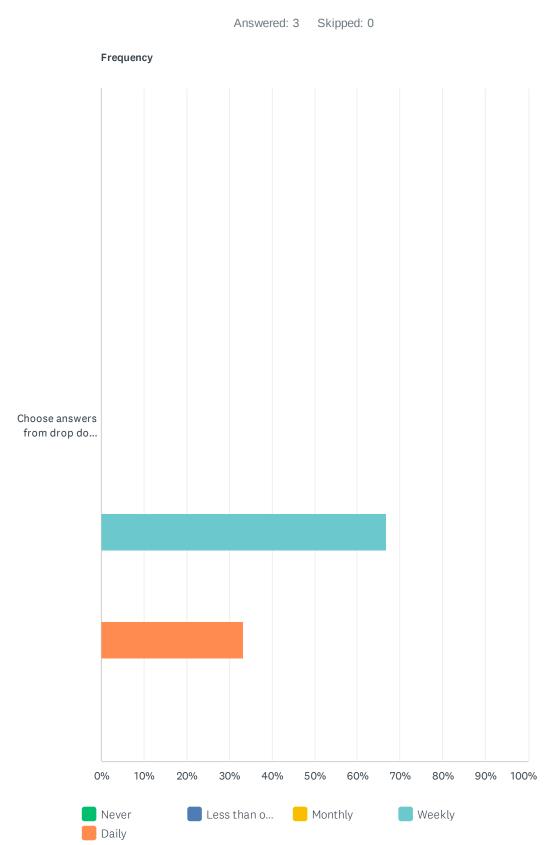


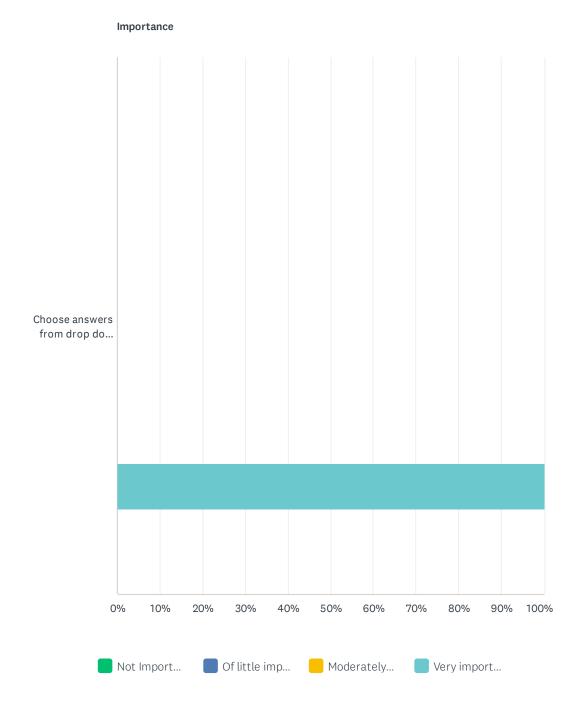


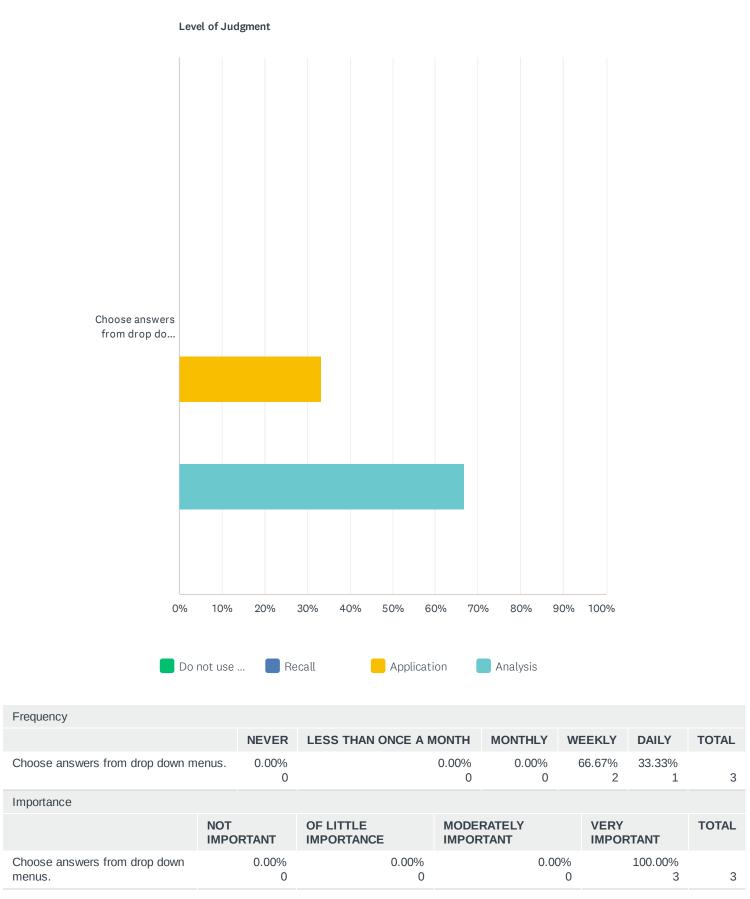


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	0.00% 0	100.00% 3	3

Q29 2.2.5 Champions and actively advances justice, diversity, equity, and inclusion.

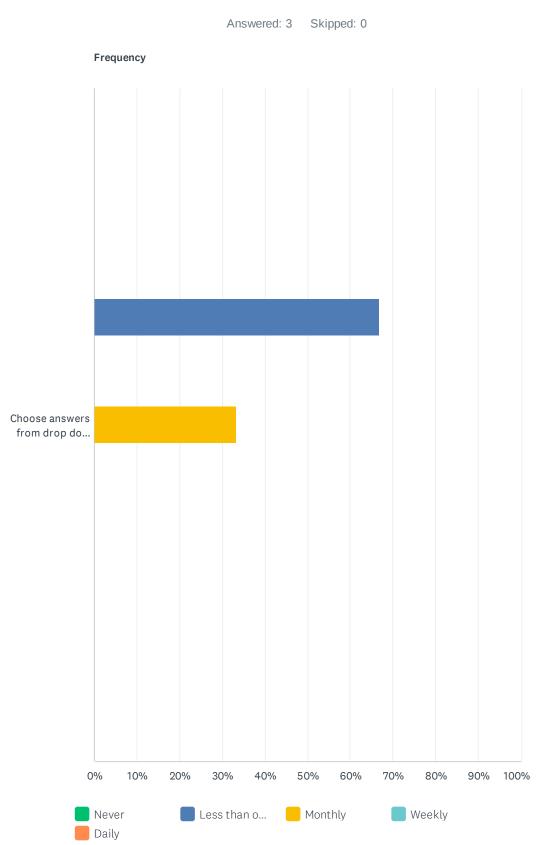


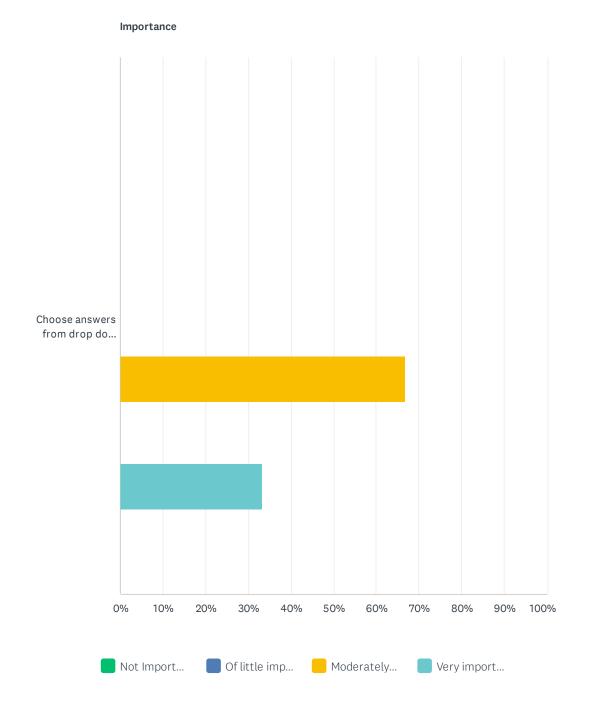




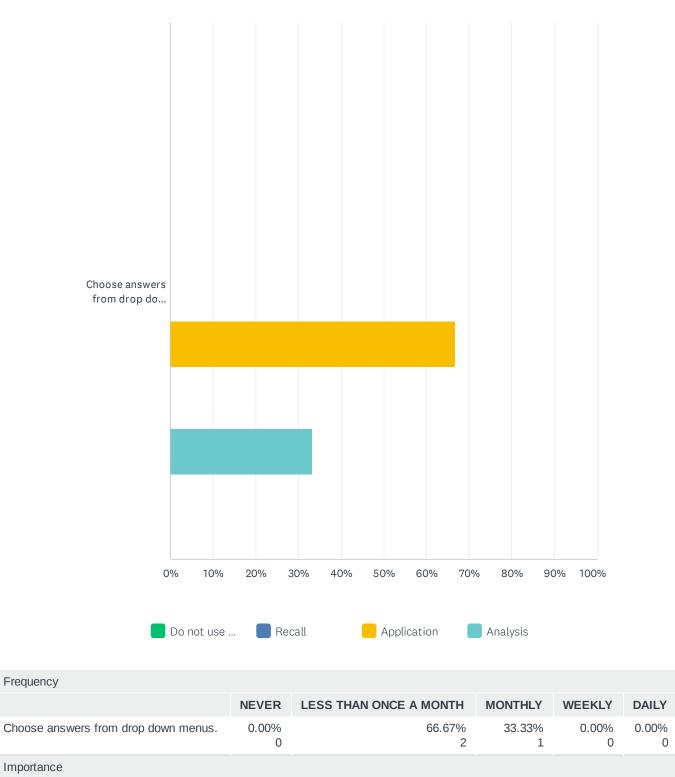
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	33.33% 1	66.67% 2	3

Q30 2.2.6 Advocates for modern technology knowledge in higher education.





Level of Judgment



Importance					
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODERATELY IMPORTANT	VERY IMPORTANT	TOTAL
Choose answers from drop down menus.	0.00%	0.00%	66.67% 2	33.33% 1	3

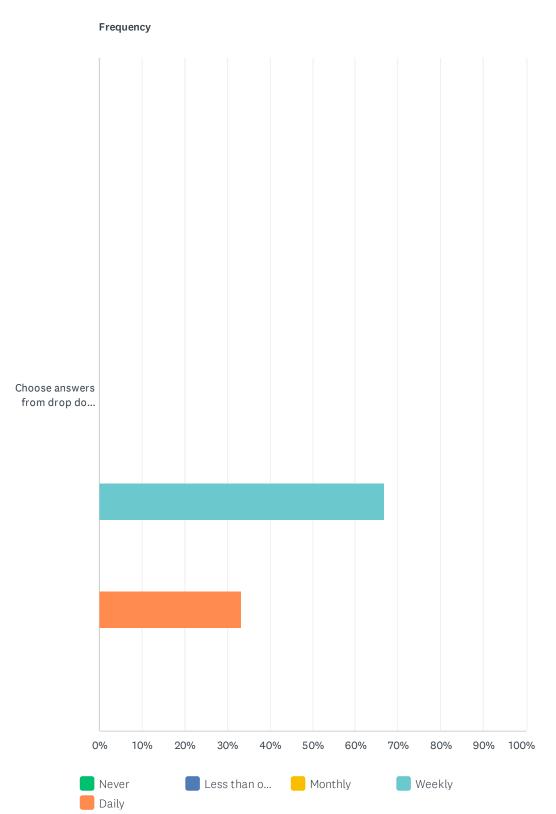
TOTAL

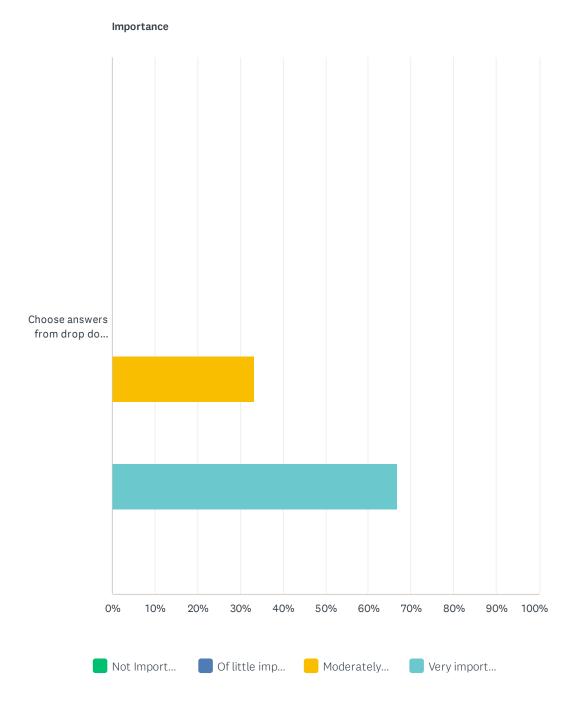
3

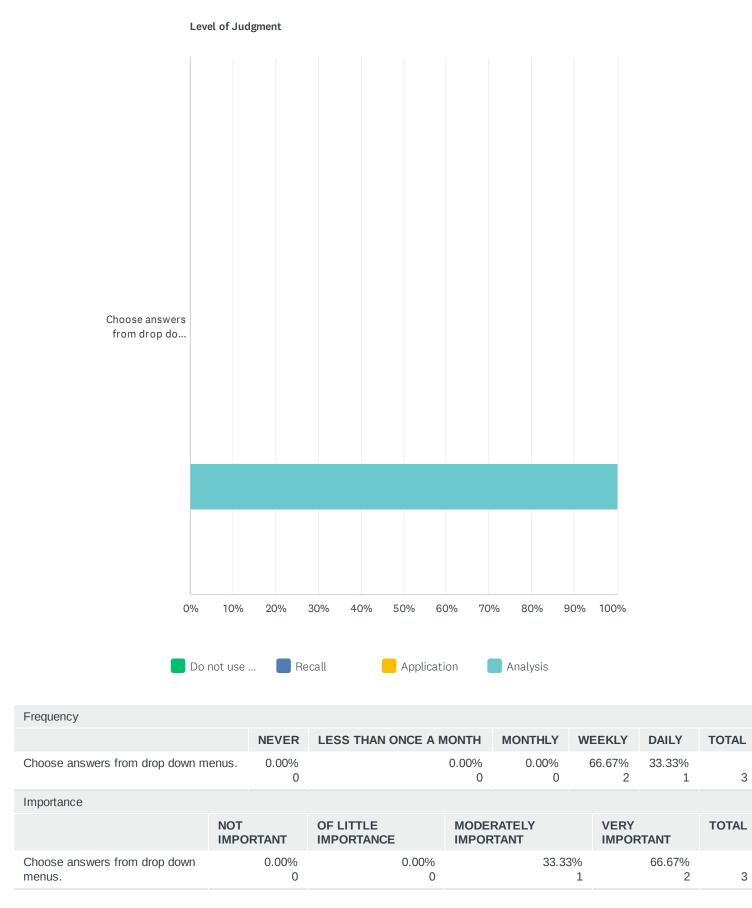
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	66.67% 2	33.33% 1	3

Q31 2.2.7 Demonstrates systems level problem solving.

Answered: 3 Skipped: 0

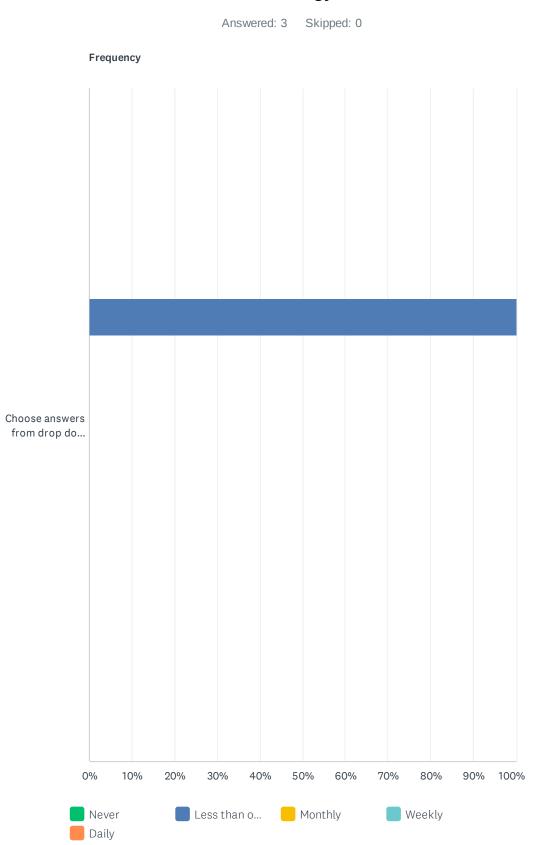


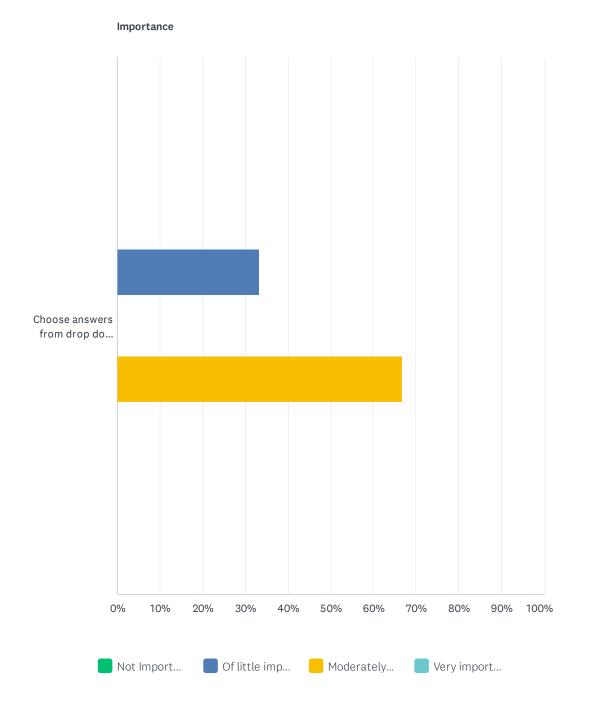




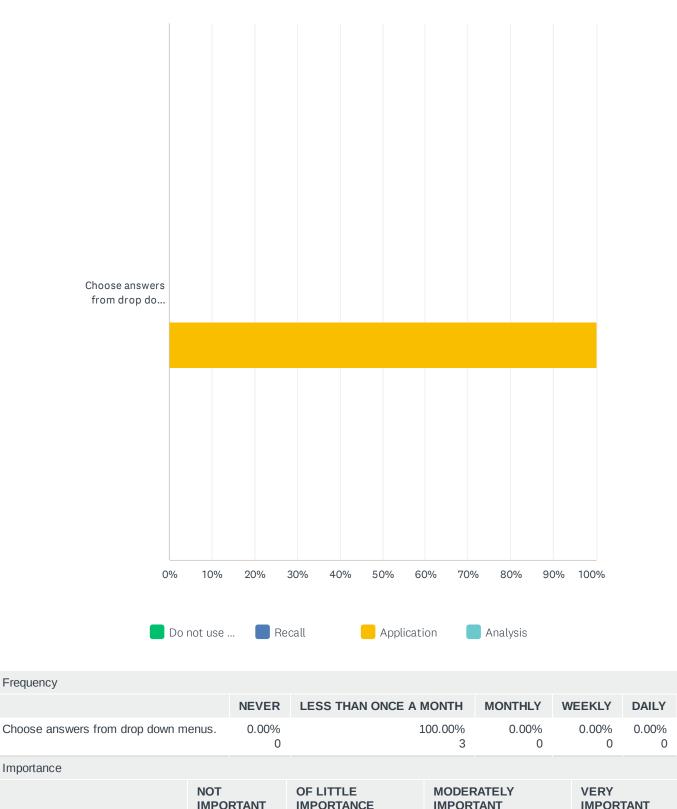
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	0.00% 0	100.00% 3	3

Q32 2.2.8 Promotes the exploration and integration of meaningful technology.





Level of Judgment



TOTAL

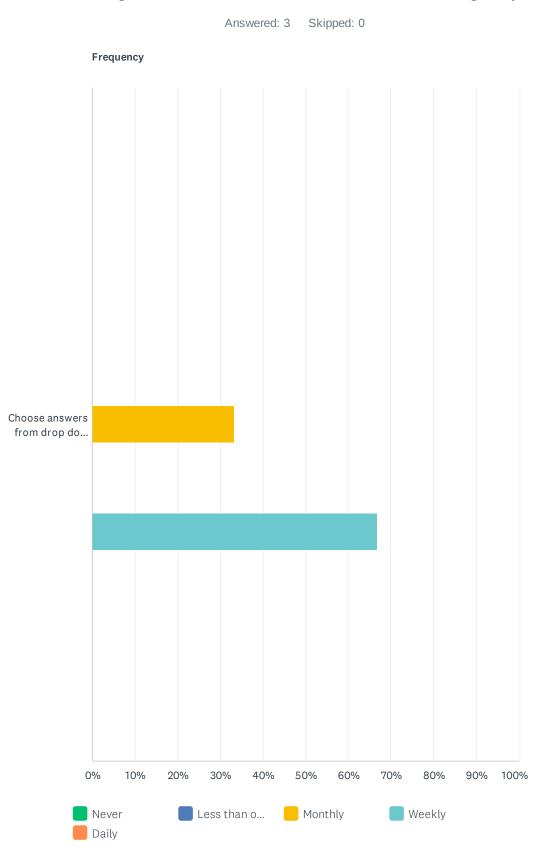
TOTAL

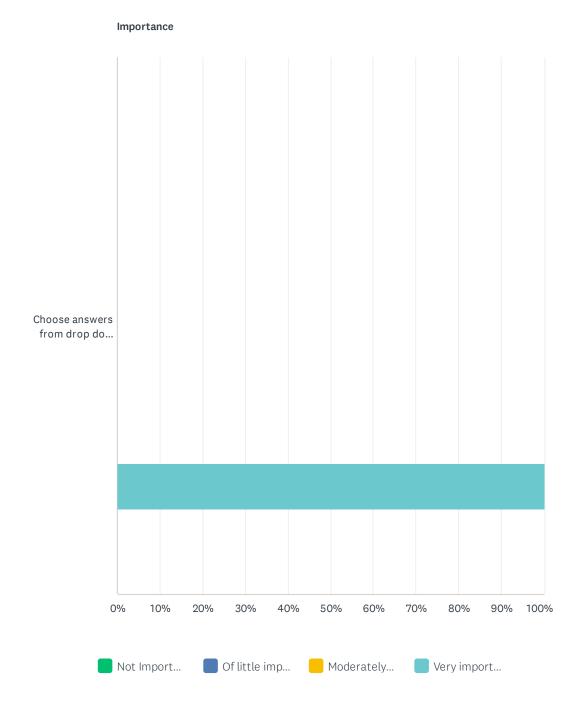
3

3

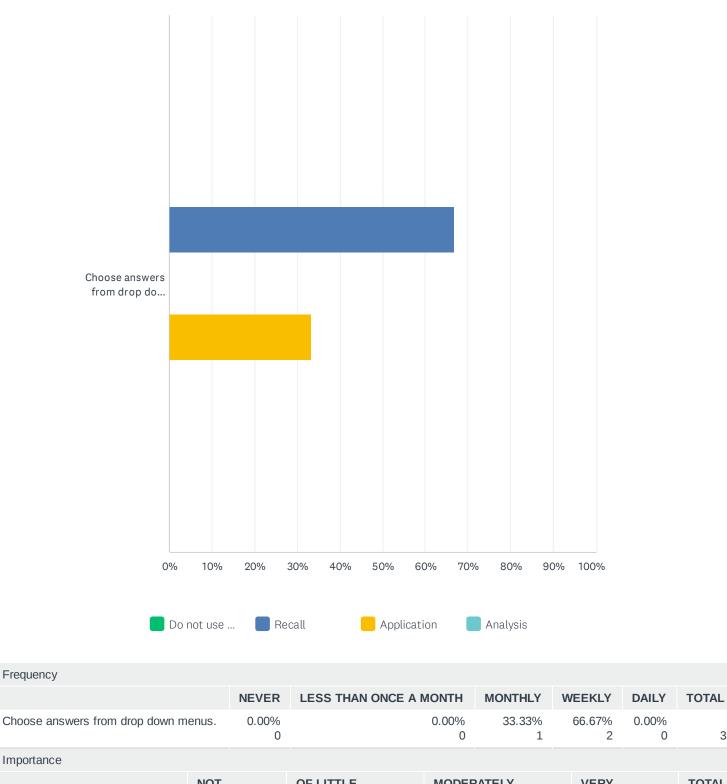
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	100.00% 3	0.00% 0	3

Q33 2.3.1 Recognizes and celebrates individual and group success.





Level of Judgment

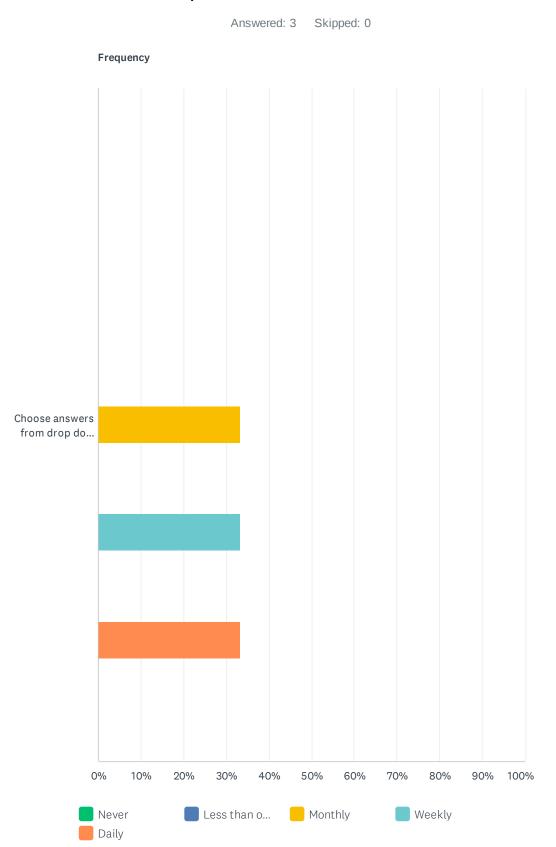


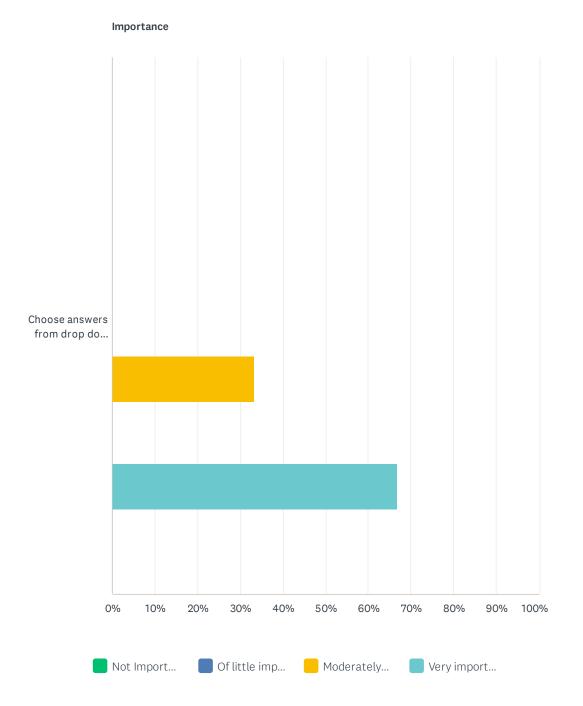
Importance						
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODERATELY IMPORTANT		VERY IMPORTANT	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	0.	.00% 0	100.00% 3	3

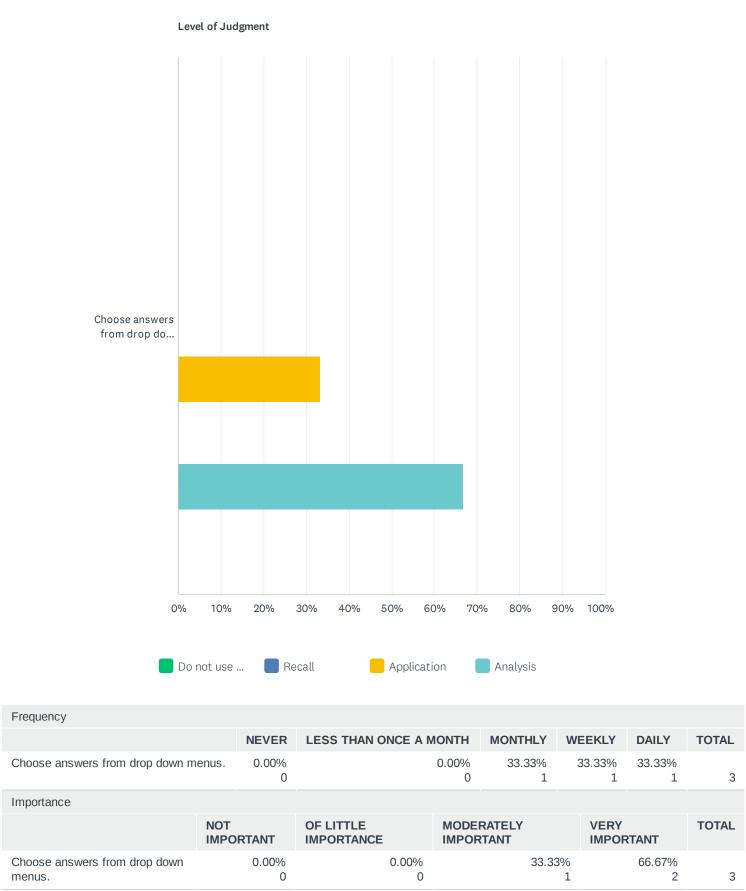
3

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	66.67% 2	33.33% 1	0.00% 0	3

Q34 3.1.1 Knowledge of strategies to engage multiple perspectives, disciplines, and constituencies.

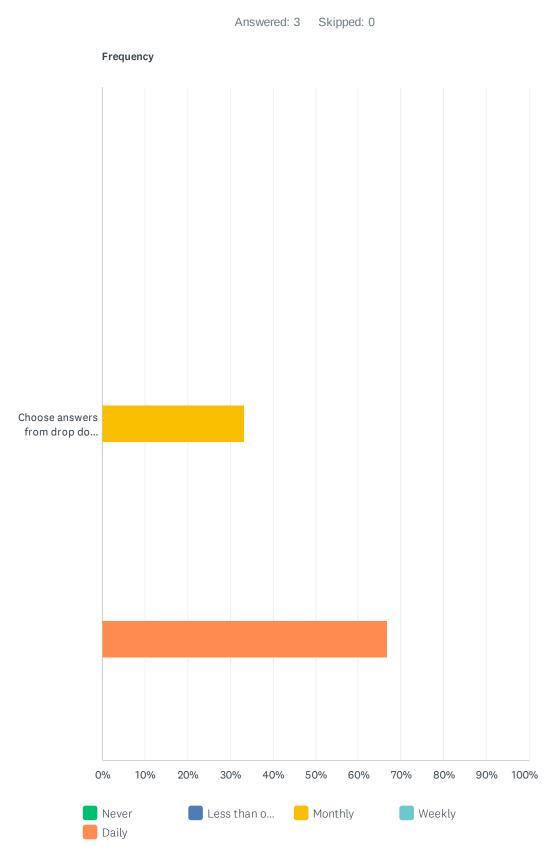


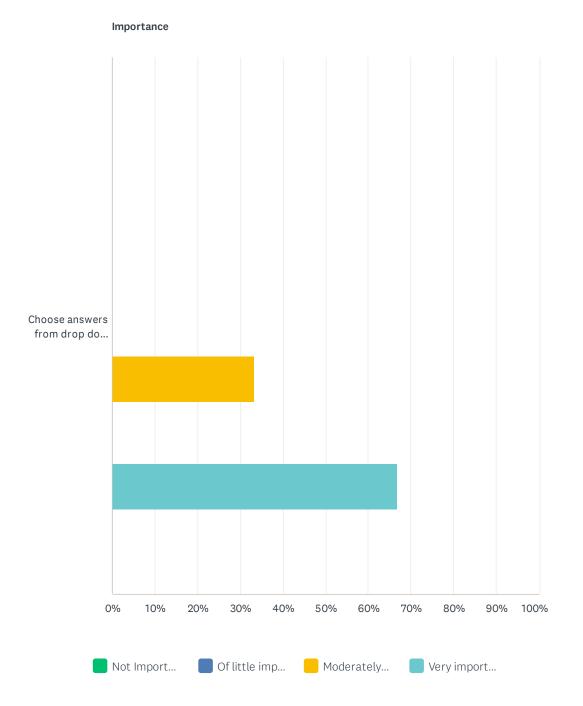


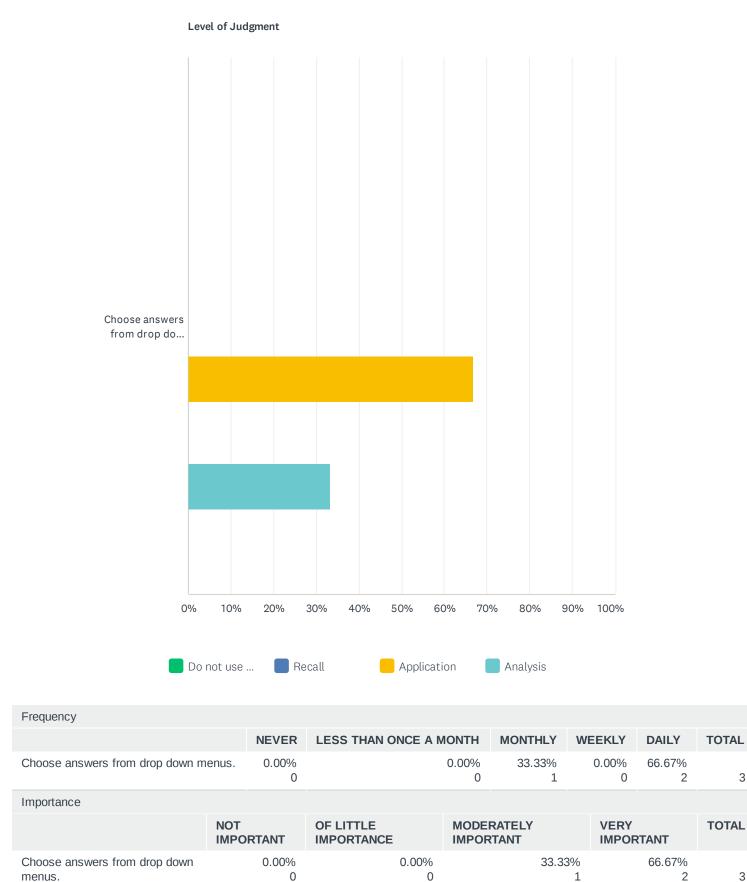


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	33.33% 1	66.67% 2	3

Q35 3.1.2 Knowledge of strategies to engage collaboration, teamwork, and relationship building.



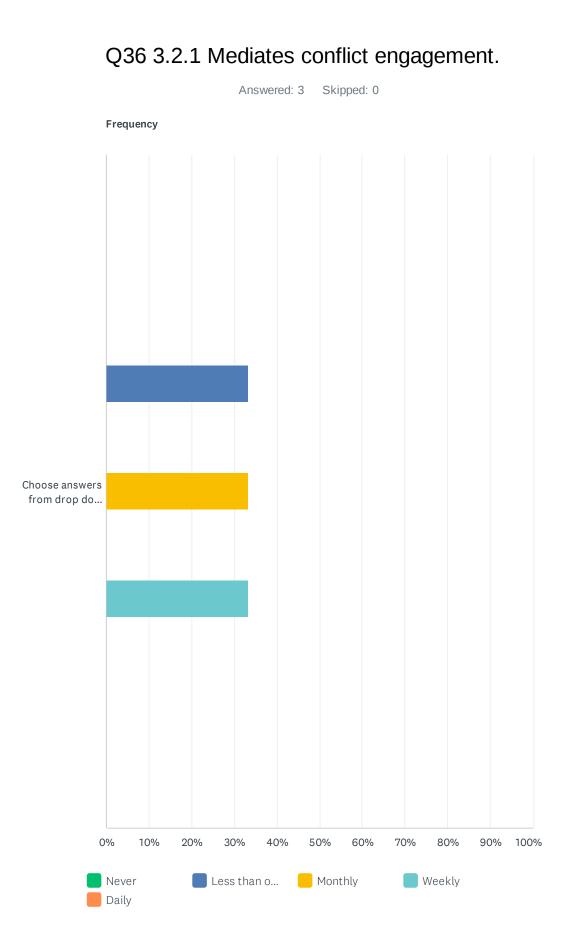




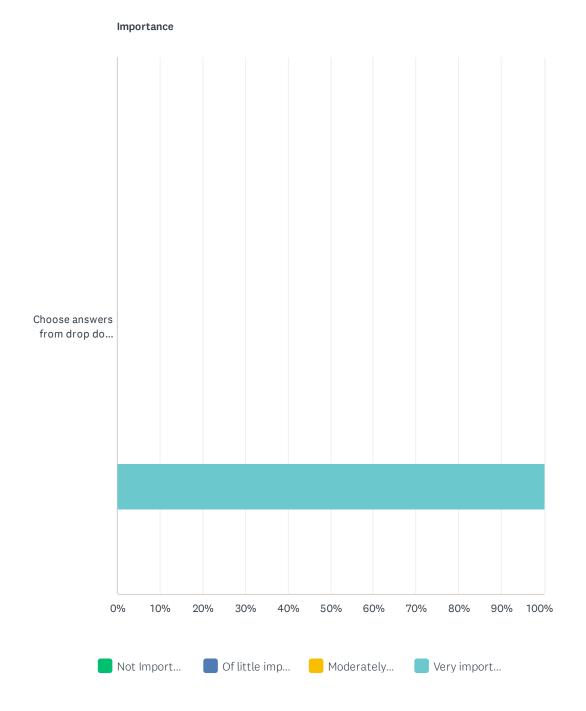
3

3

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	66.67% 2	33.33% 1	3



138 / 265

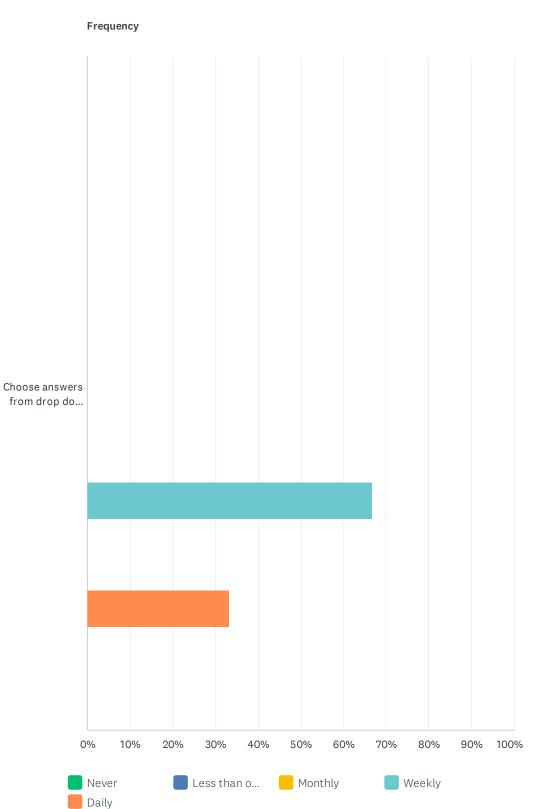


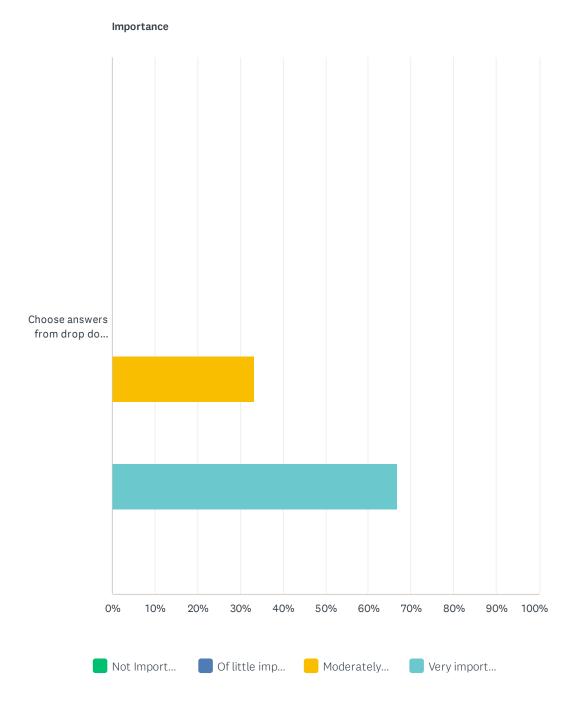


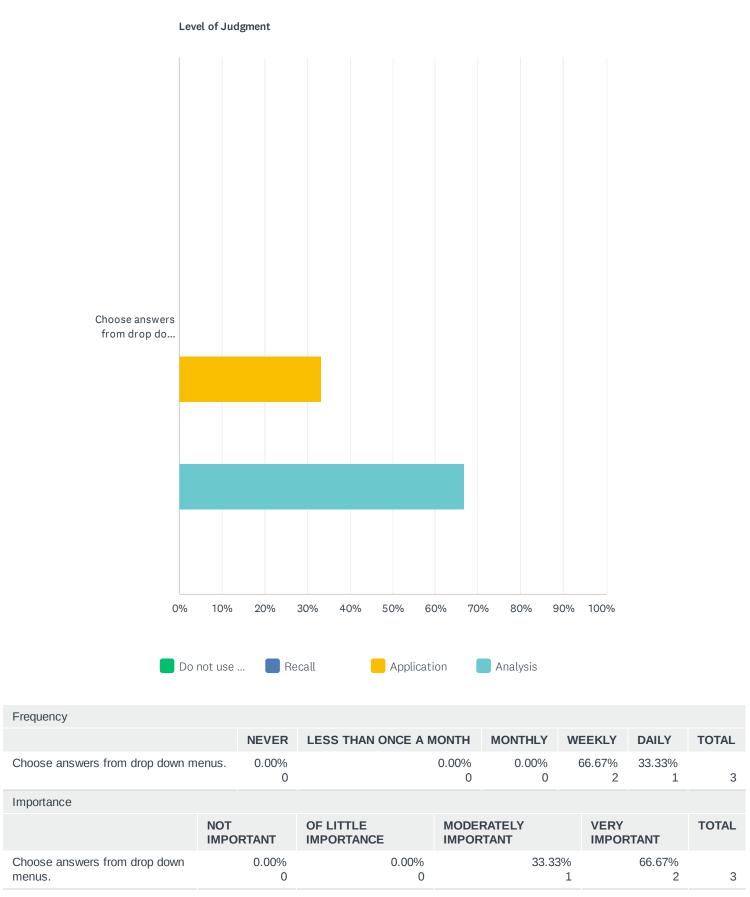
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	0.00% 0	100.00% 3	3

Q37 3.2.2 Collaborates across stakeholders.

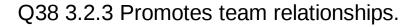
Answered: 3 Skipped: 0



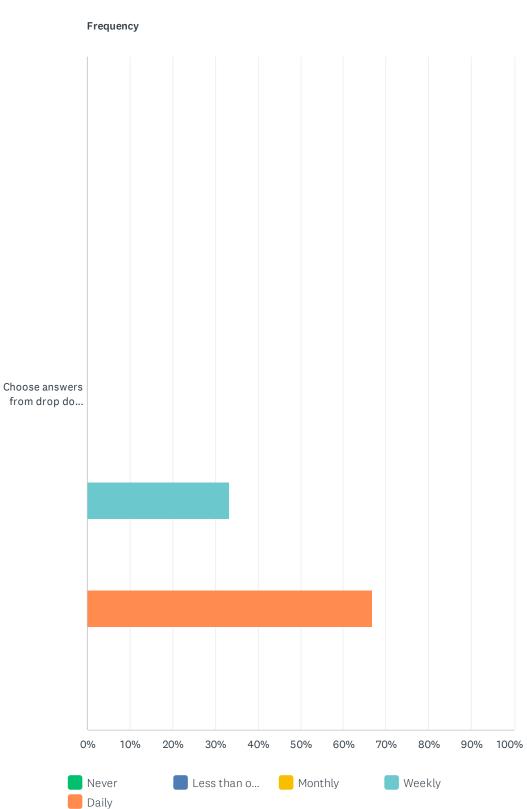


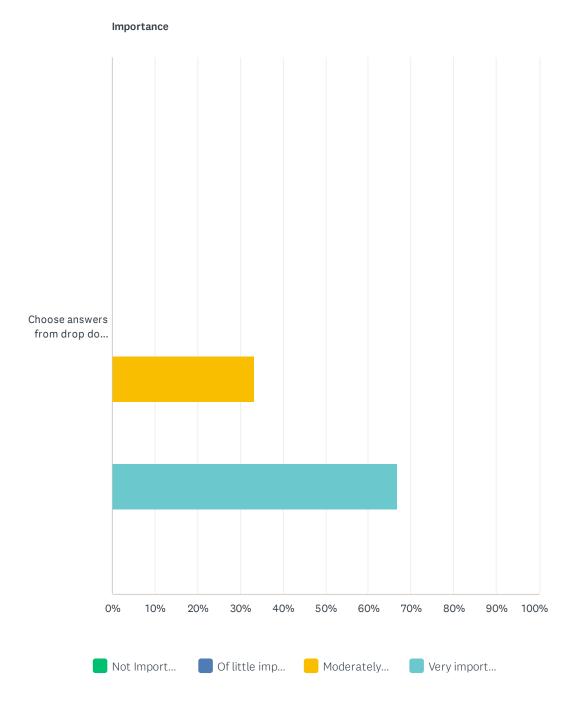


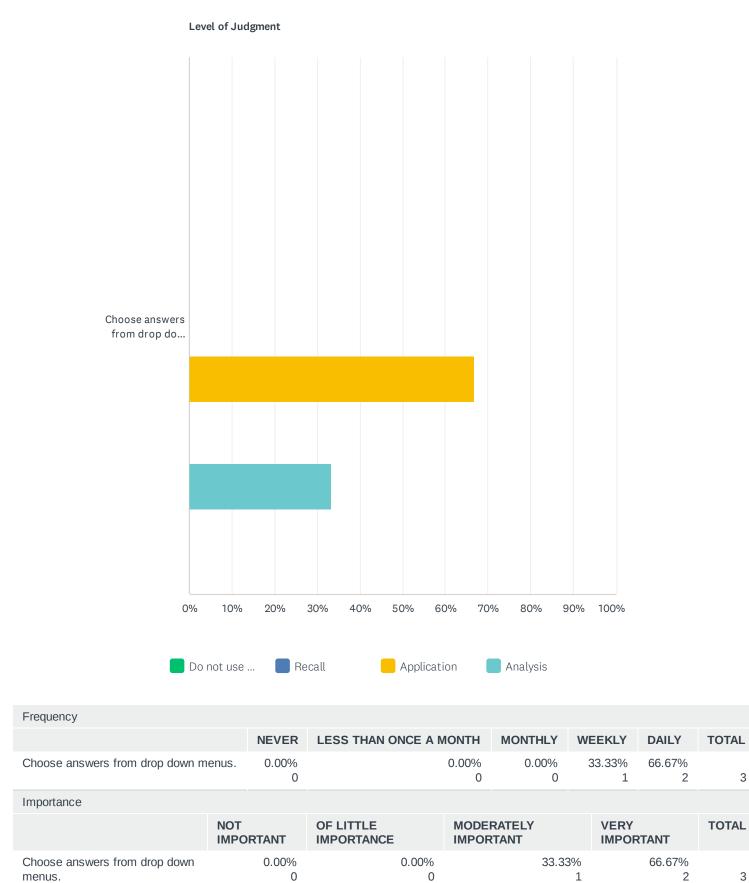
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	33.33% 1	66.67% 2	3



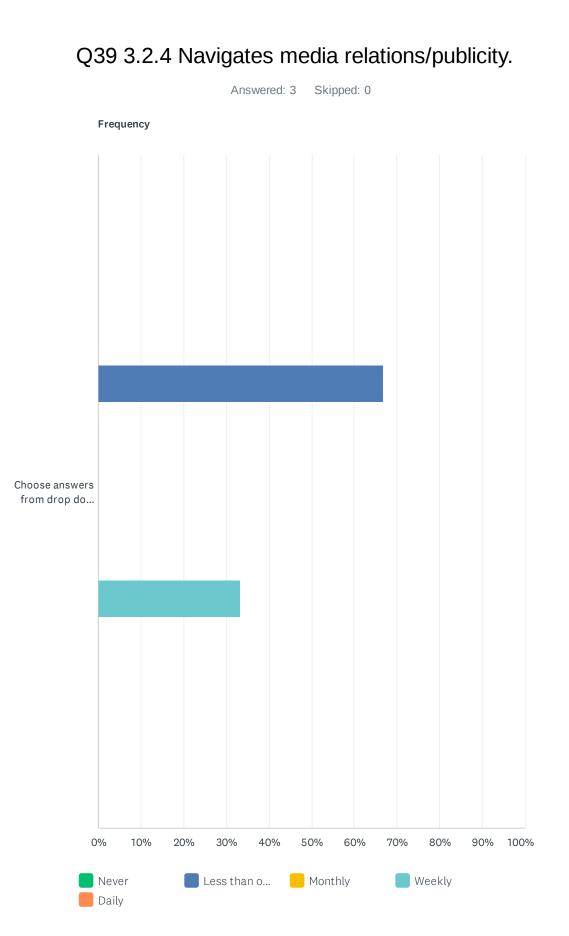
Answered: 3 Skipped: 0

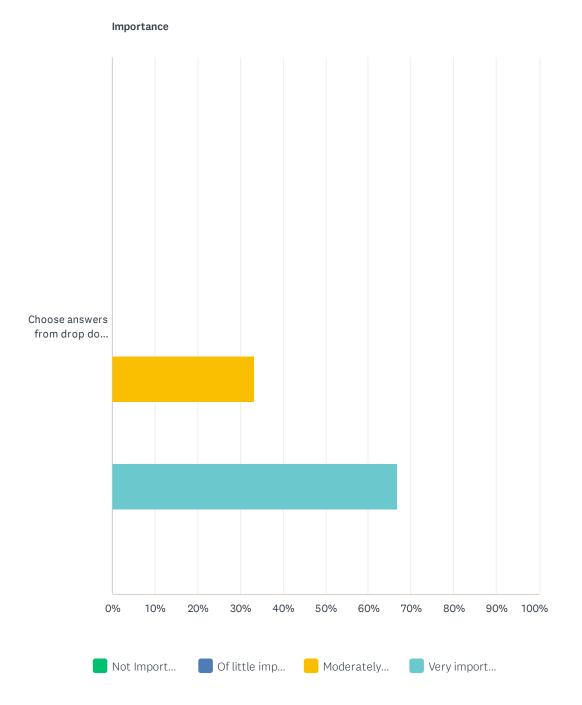


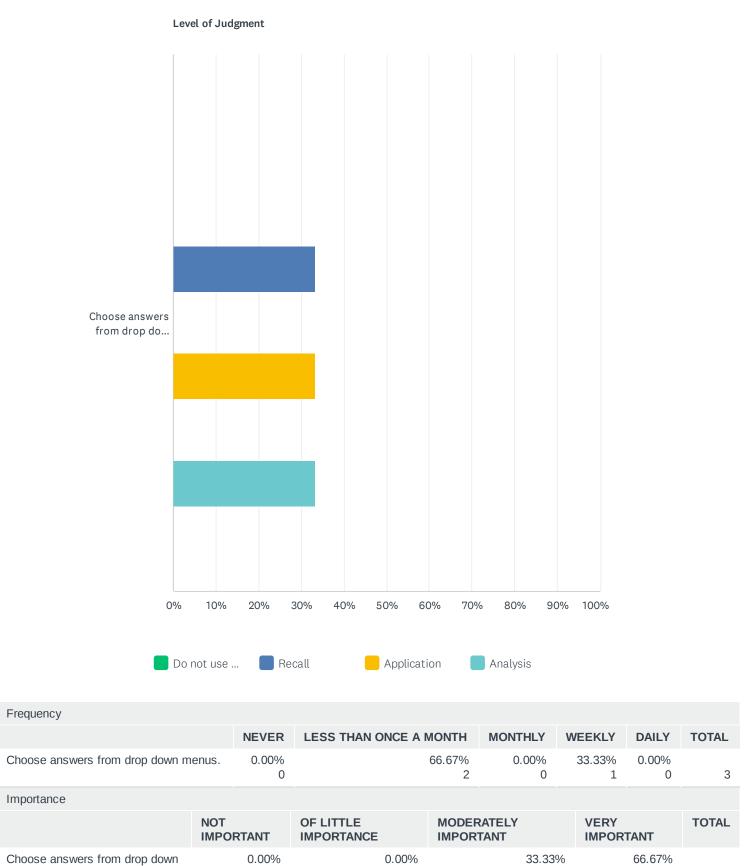




Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	66.67% 2	33.33% 1	3







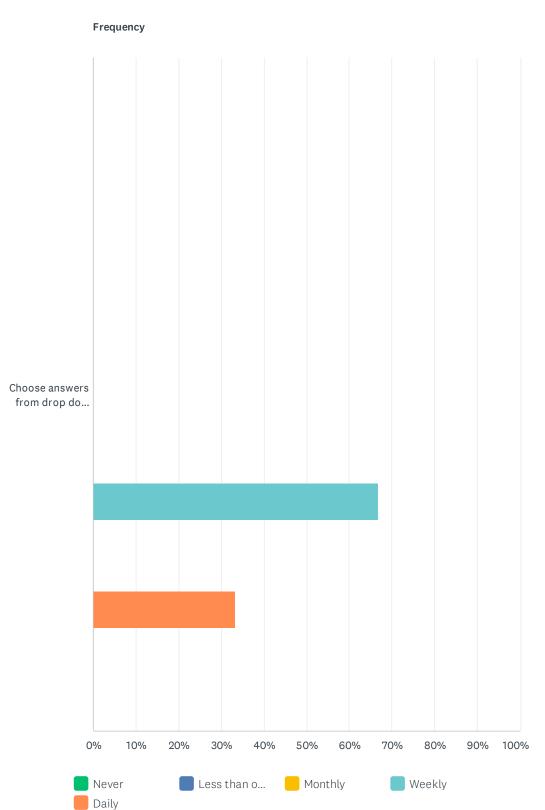
152 / 265

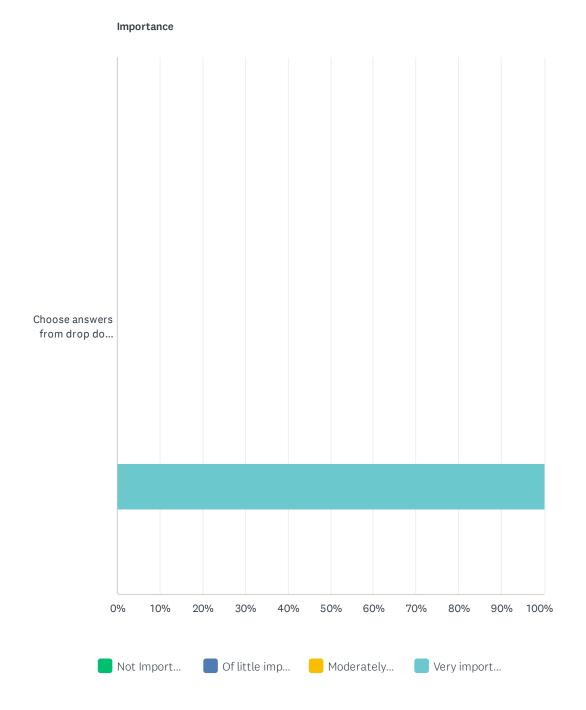
menus.

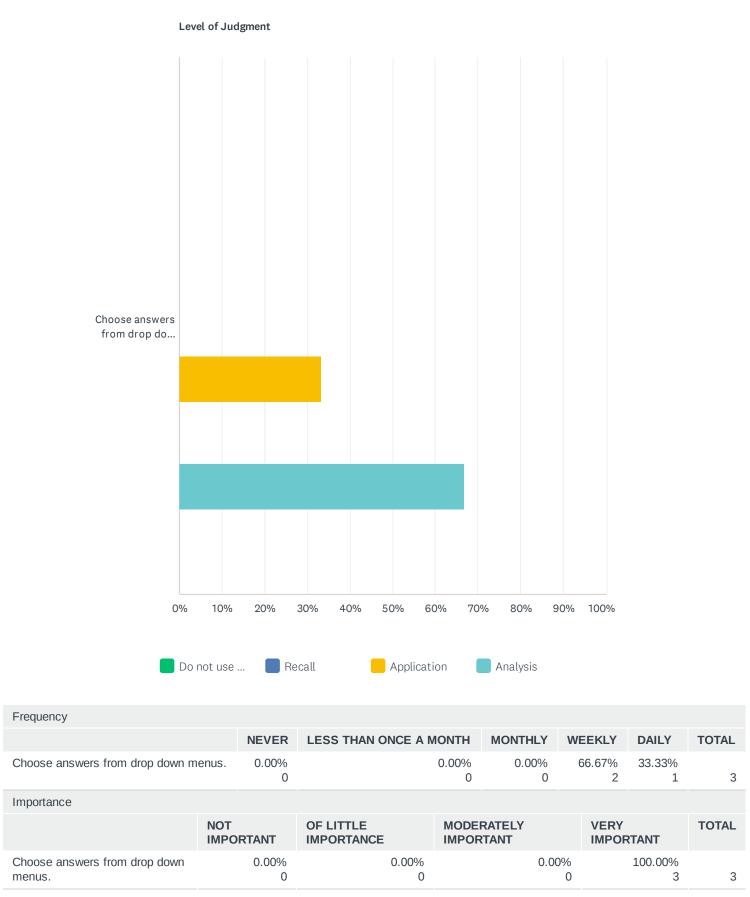
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	33.33% 1	33.33% 1	33.33% 1	3

Q40 3.2.5 Leads meetings efficiently and effectively.

Answered: 3 Skipped: 0



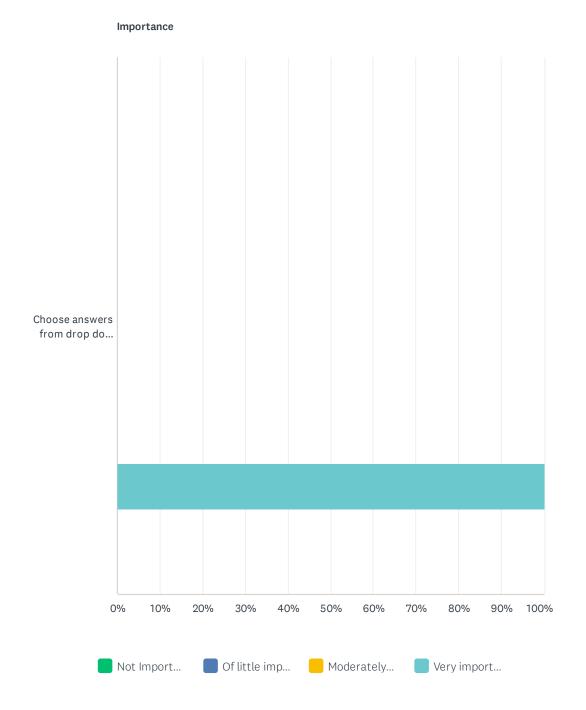


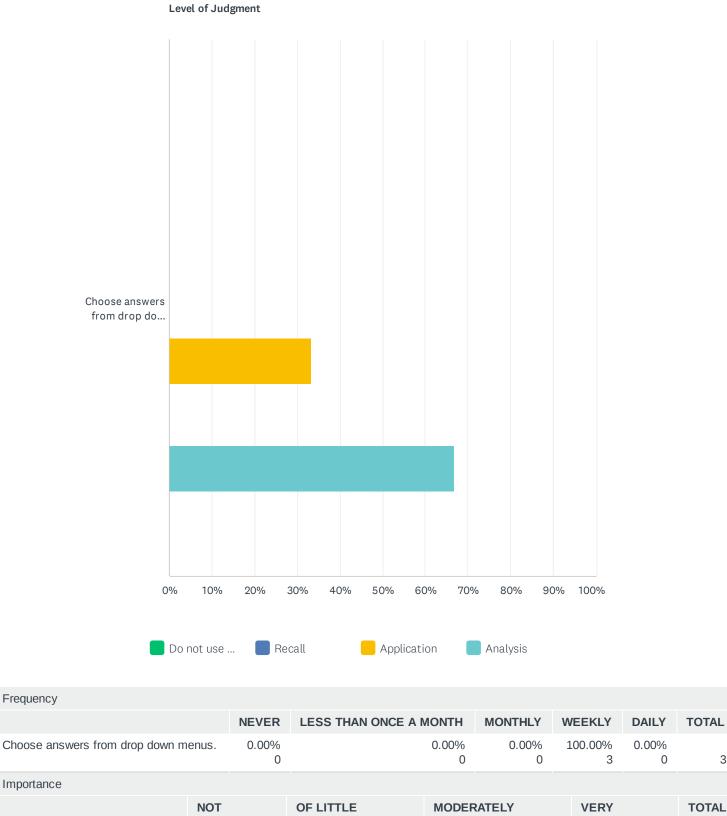


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	33.33% 1	66.67% 2	3

Q41 3.2.6 Engages in civil dialogue on controversial issues.

Answered: 3 Skipped: 0 Frequency Choose answers from drop do... 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100% Never Less than o... Monthly Weekly Daily



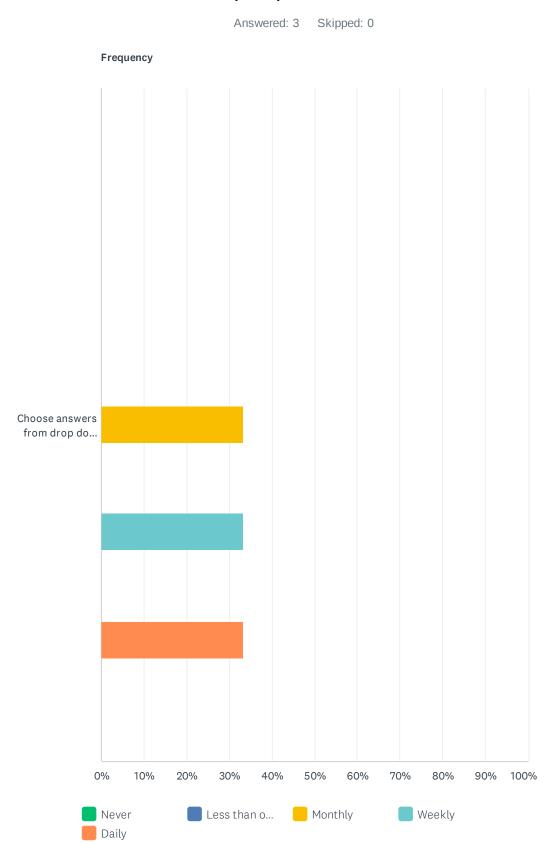


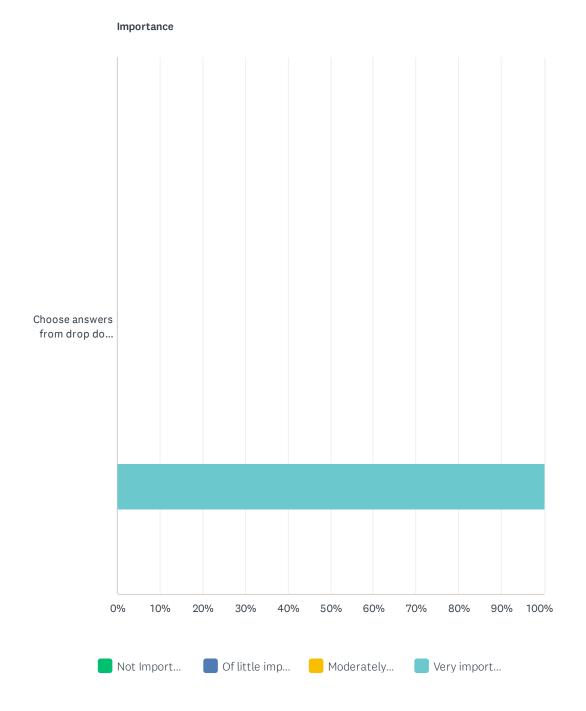
Imponance					
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODERATELY IMPORTANT	VERY IMPORTANT	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	0.00% 0	100.00% 3	3

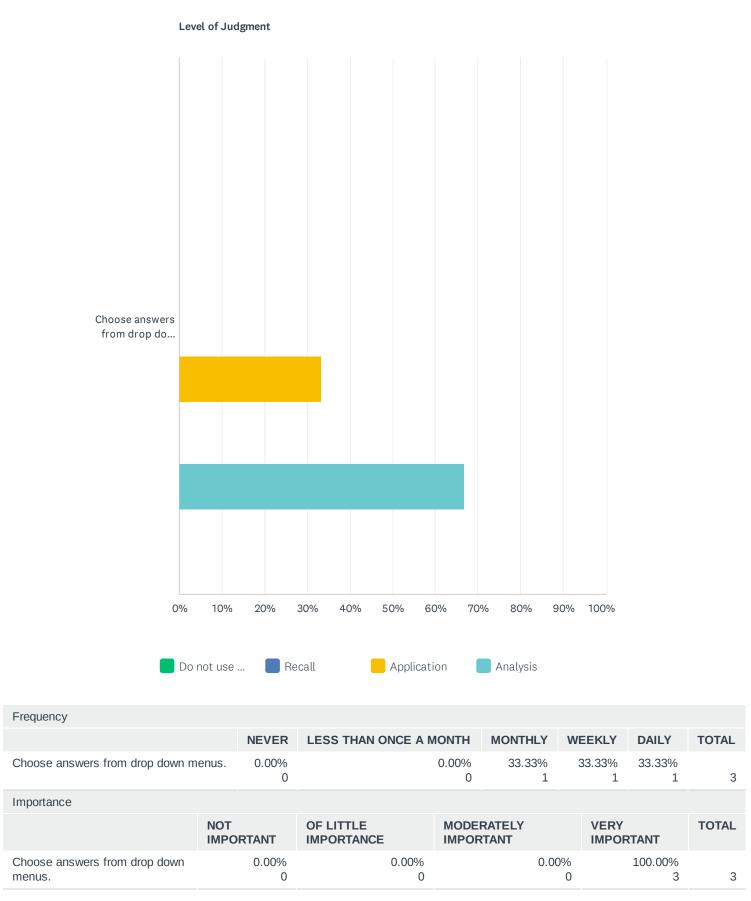
3

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	33.33% 1	66.67% 2	3

Q42 3.2.7 Facilitates effective communication among people with different perspectives.

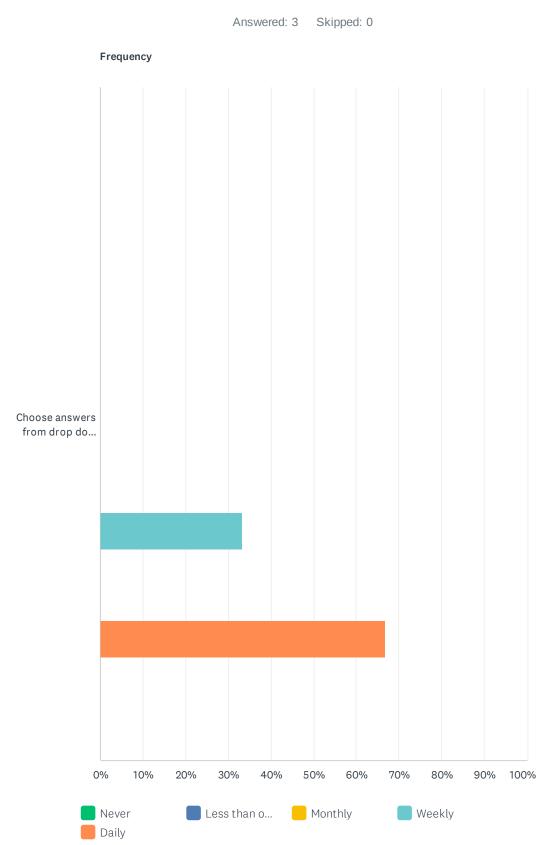


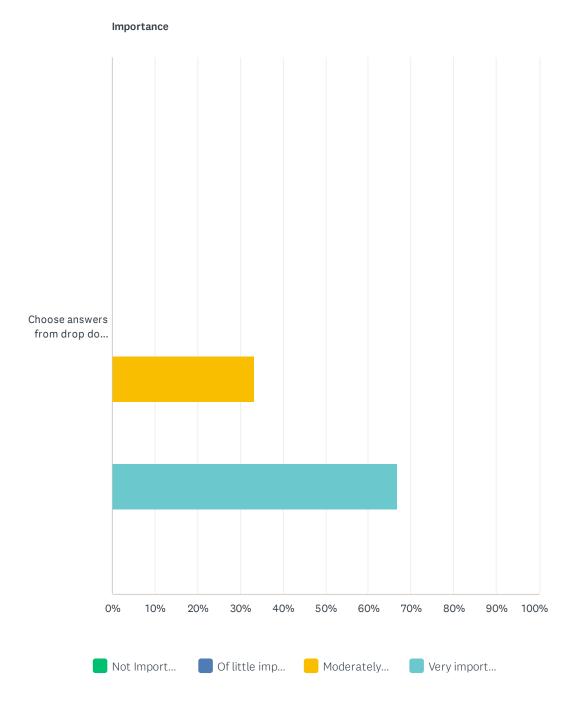


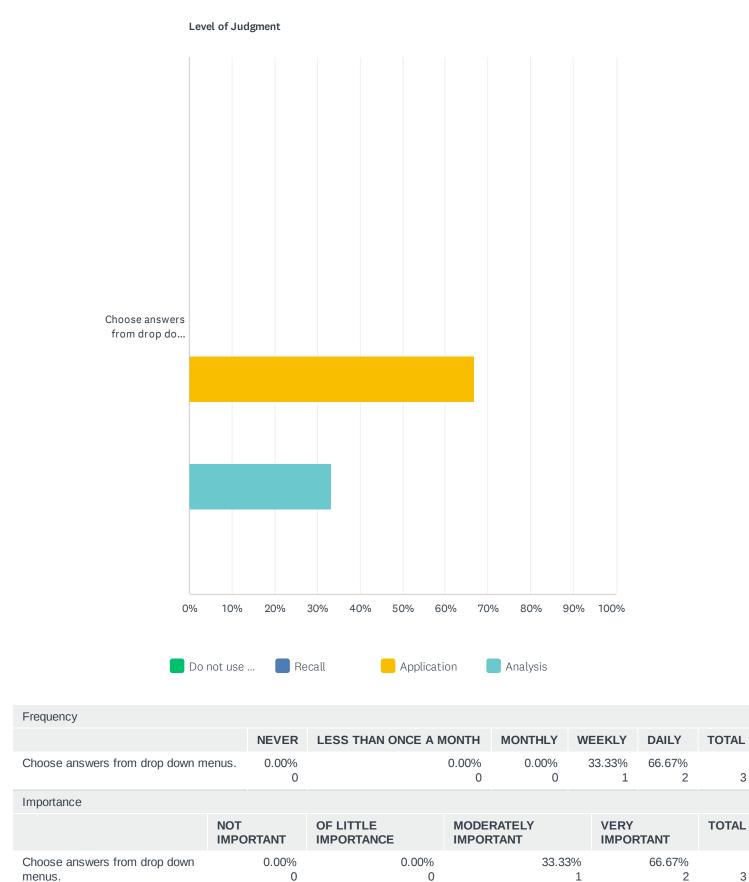


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	33.33% 1	66.67% 2	3

Q43 3.2.8 Adaptable communication for different situations, mediums or modalities, and stakeholders.



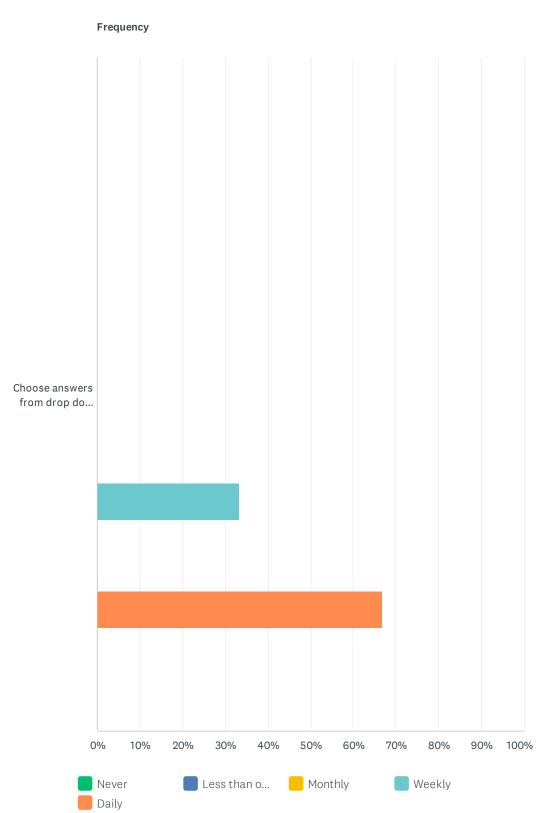


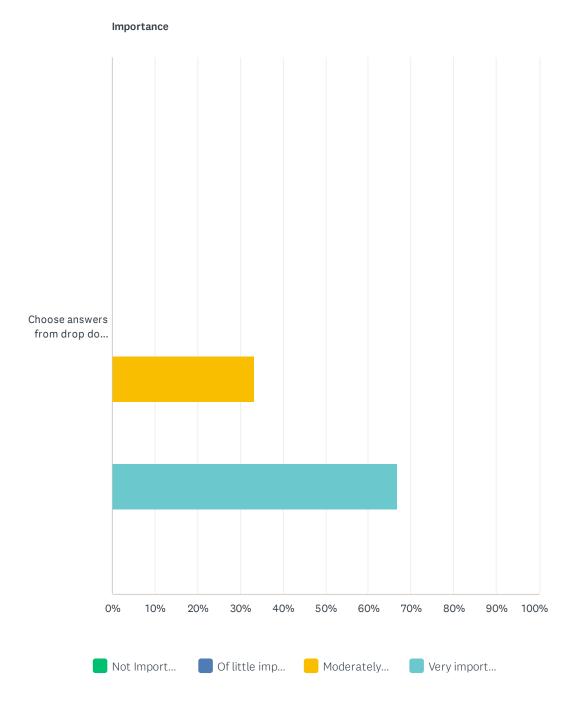


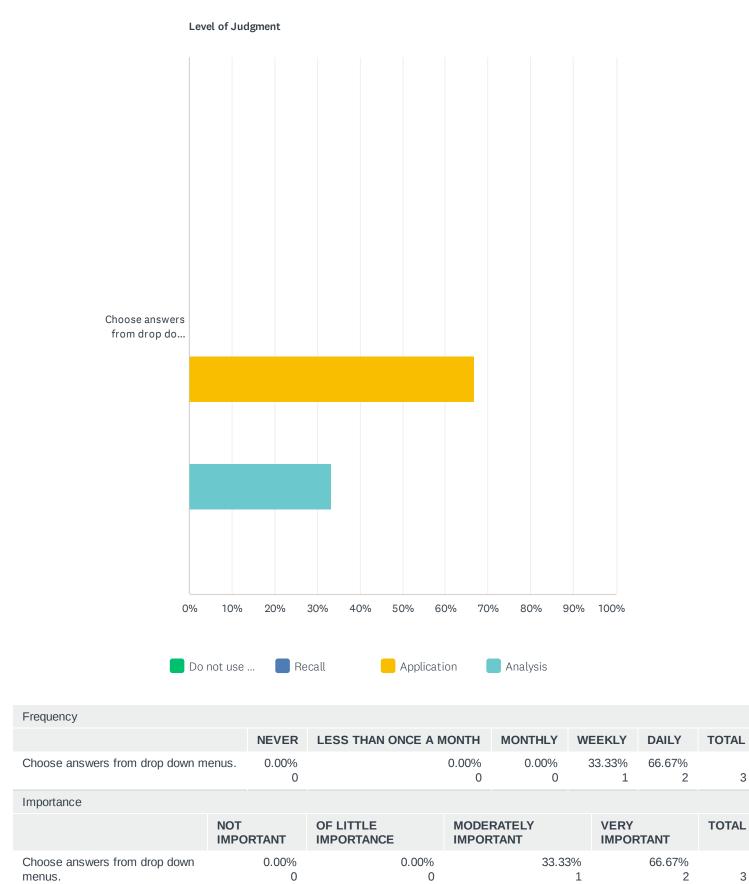
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	66.67% 2	33.33% 1	3

Q44 3.3.1 Communicates in a manner which influences others.

Answered: 3 Skipped: 0

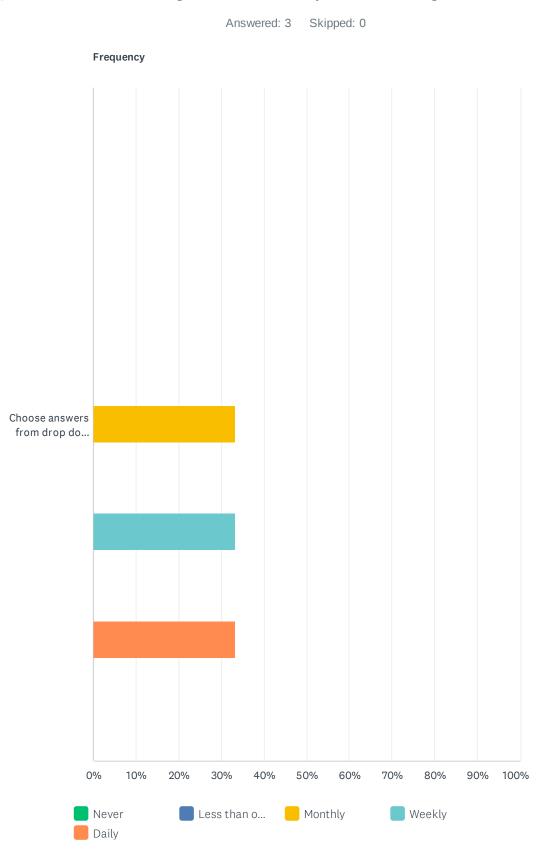


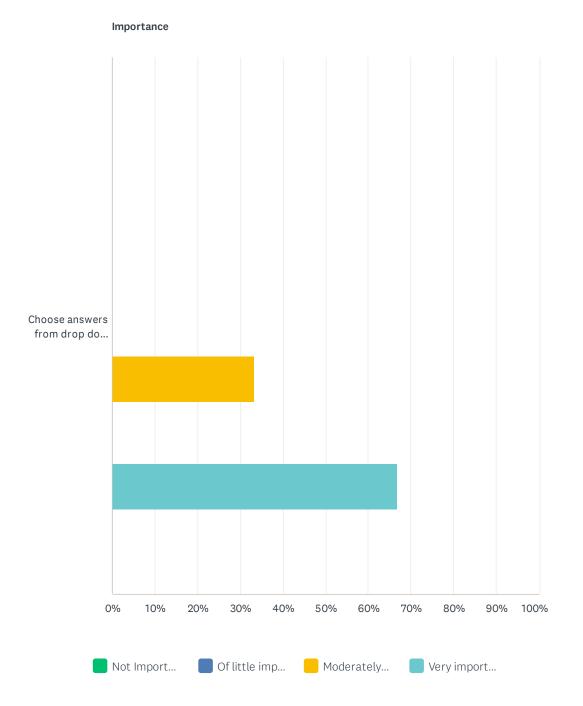


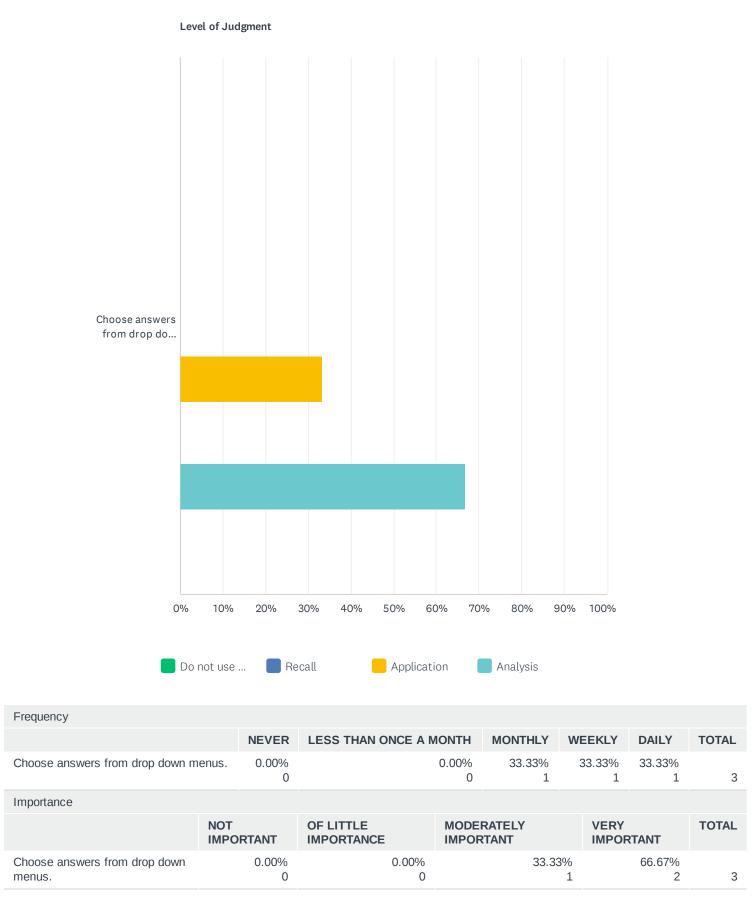


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	66.67% 2	33.33% 1	3

Q45 4.1.1 Knowledge of leadership and management theories.

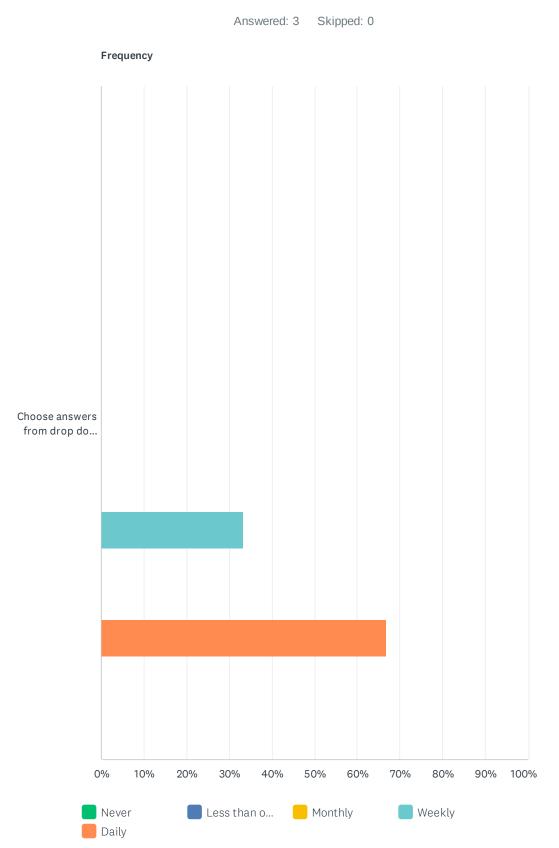


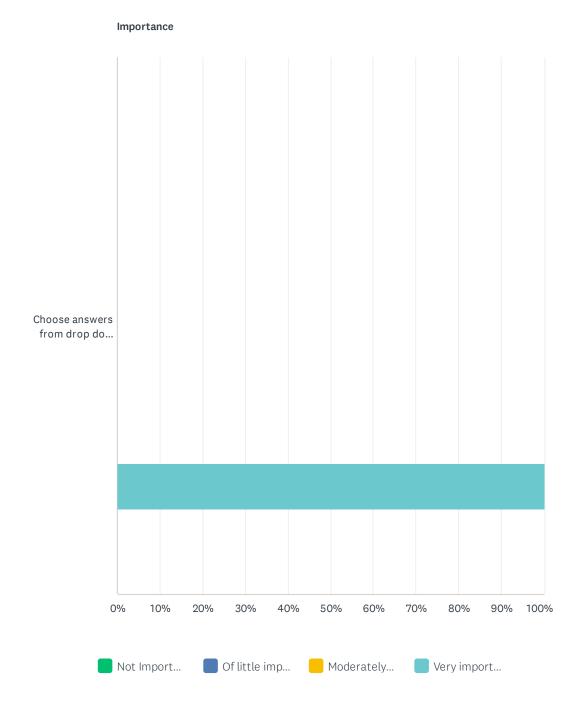


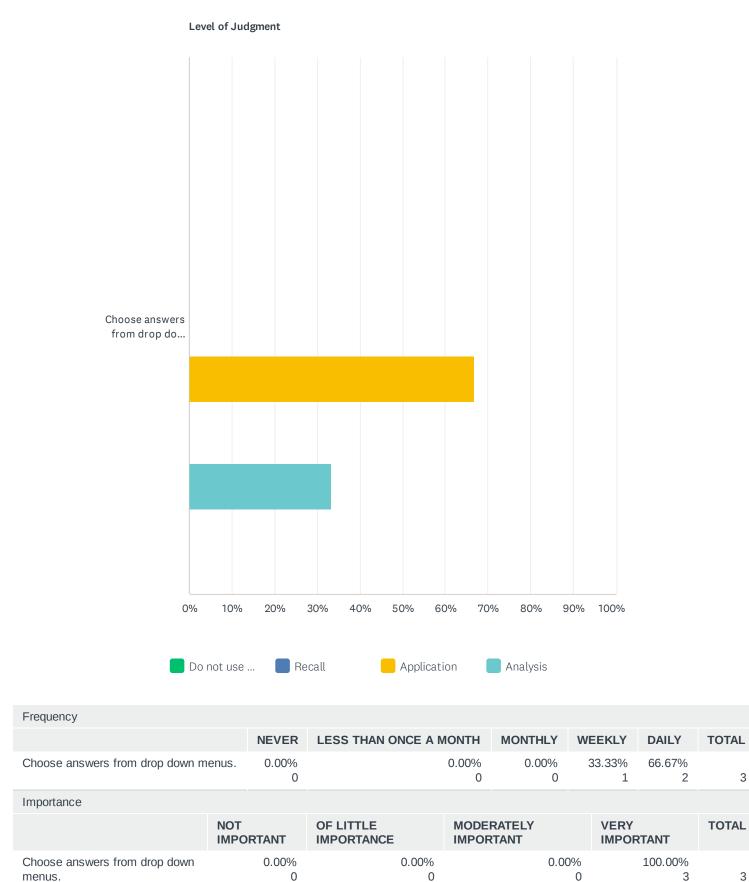


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	33.33% 1	66.67% 2	3

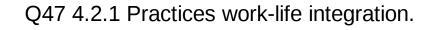
Q46 4.1.2 Knowledge of individual behaviors and characteristics among faculty that supports students and institutional mission.



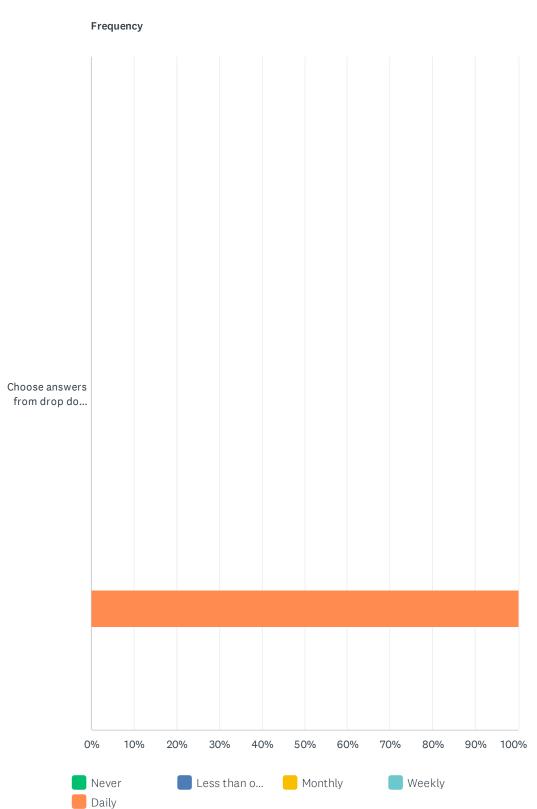


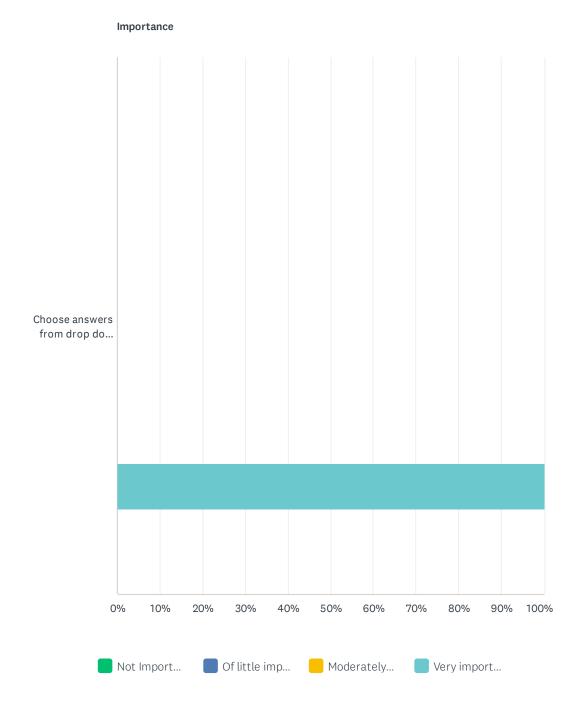


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	66.67% 2	33.33% 1	3

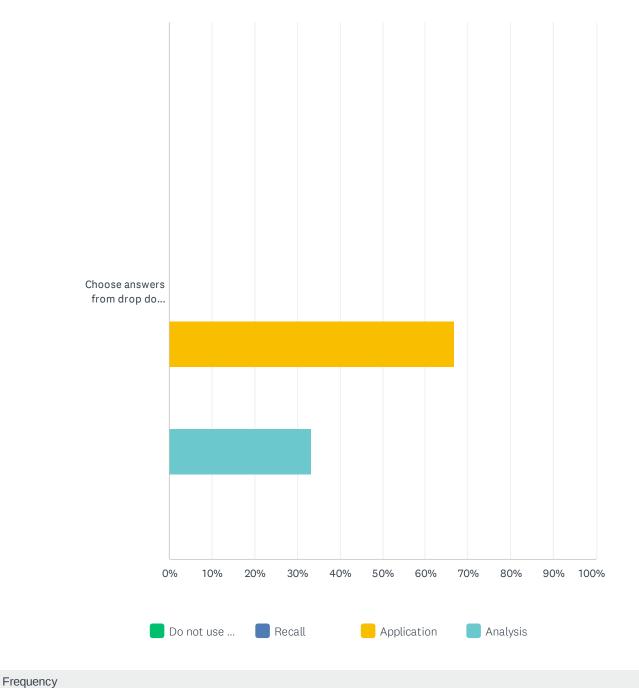


Answered: 3 Skipped: 0



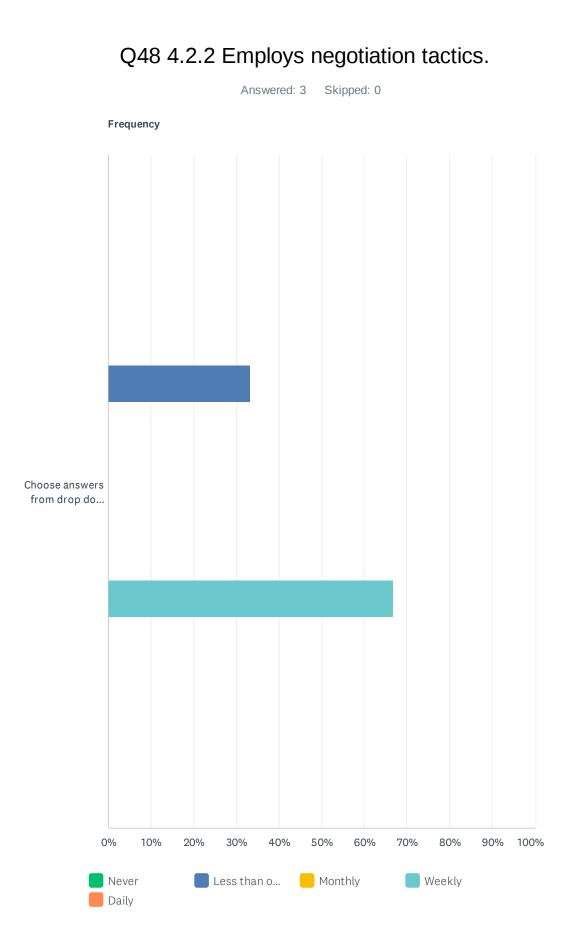


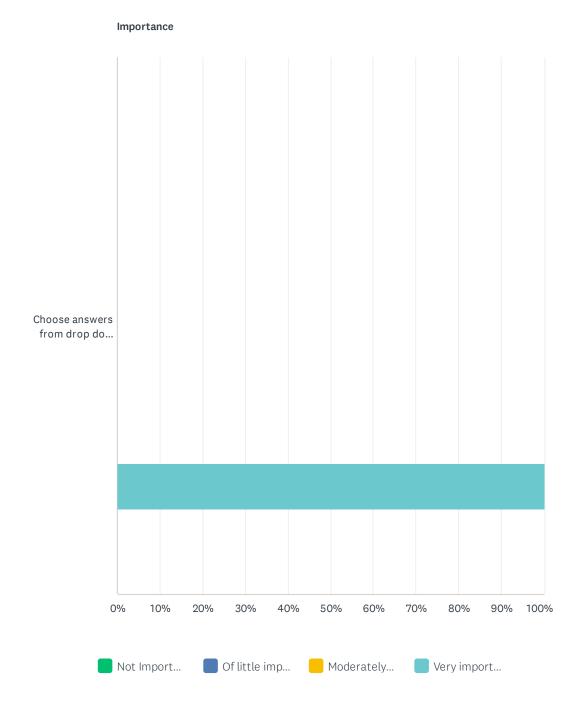
Level of Judgment



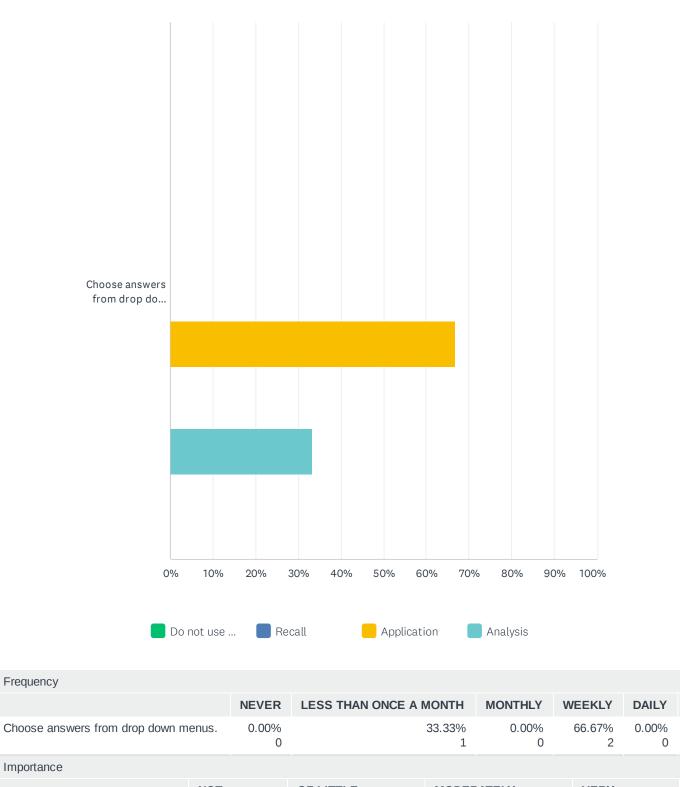
						DAULY	TOTAL
	NEVER	LESS THAN ONCE A M	IONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down	0.00%		0.00%	0.00%	0.00%	100.00%	
menus.	0		0	0	0	3	3
Importance							
	NOT IMPORTANT	OF LITTLE IMPORTANCE		RATELY RTANT	VERY IMPO	, RTANT	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0		0.00)% 0	100.00% 3	3

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	66.67% 2	33.33% 1	3





Level of Judgment

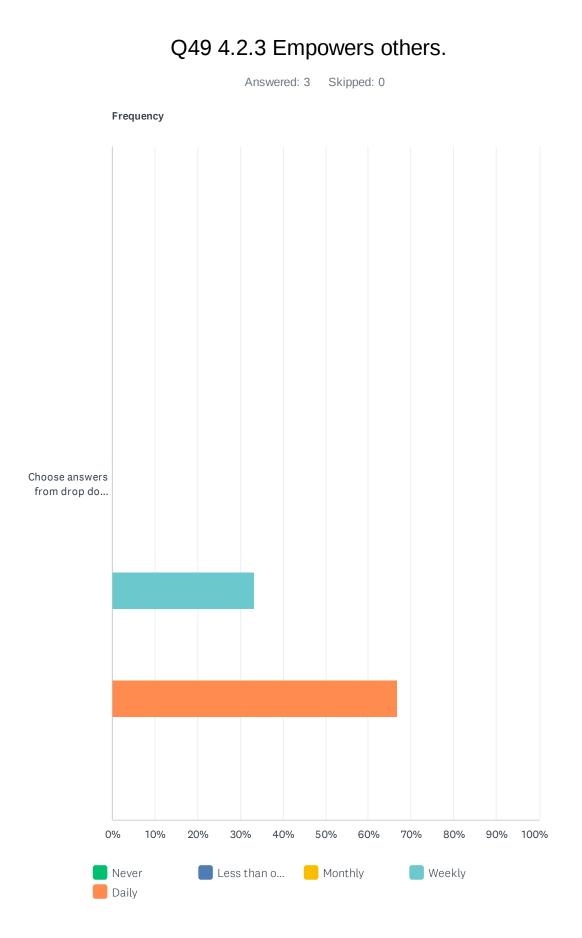


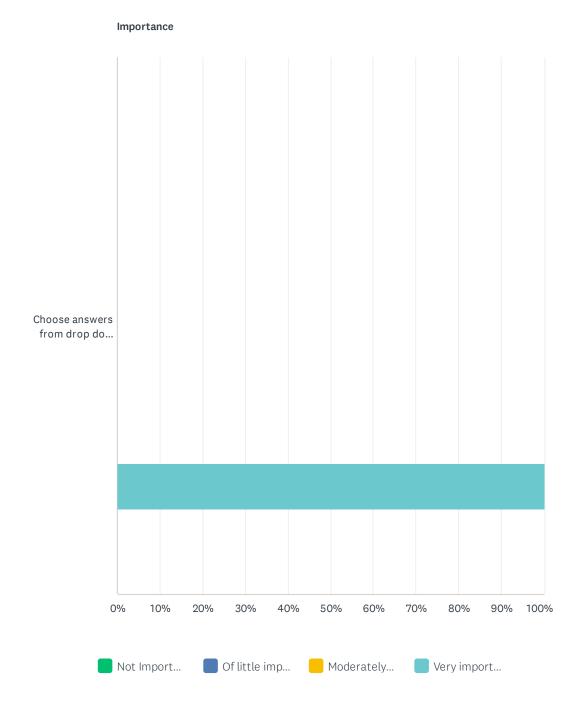
Importanee					
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODERATELY IMPORTANT	VERY IMPORTANT	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	0.00% 0	100.00% 3	3

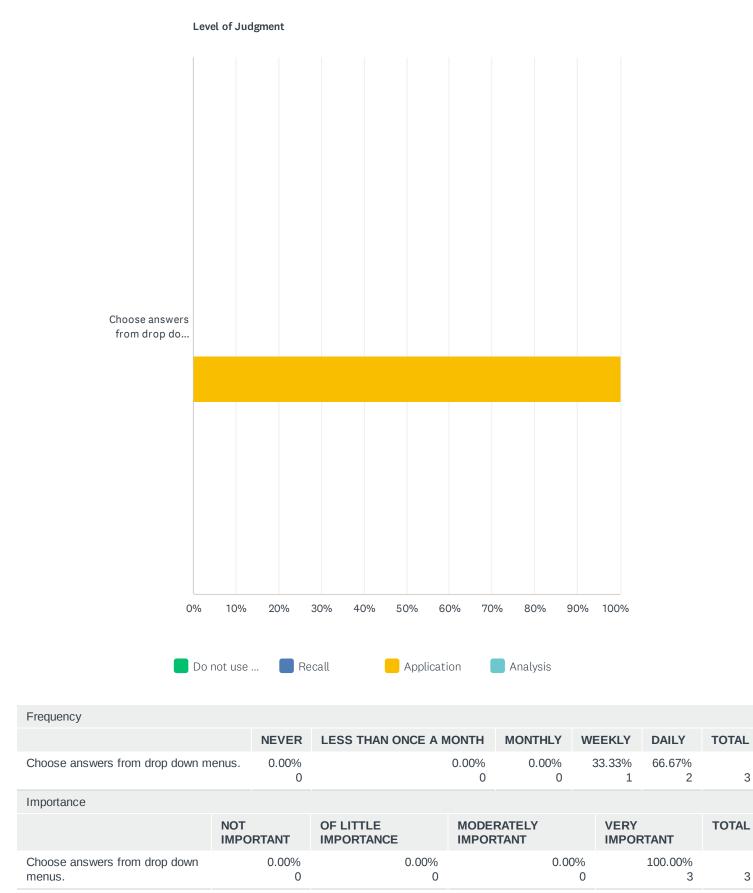
TOTAL

3

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	66.67% 2	33.33% 1	3







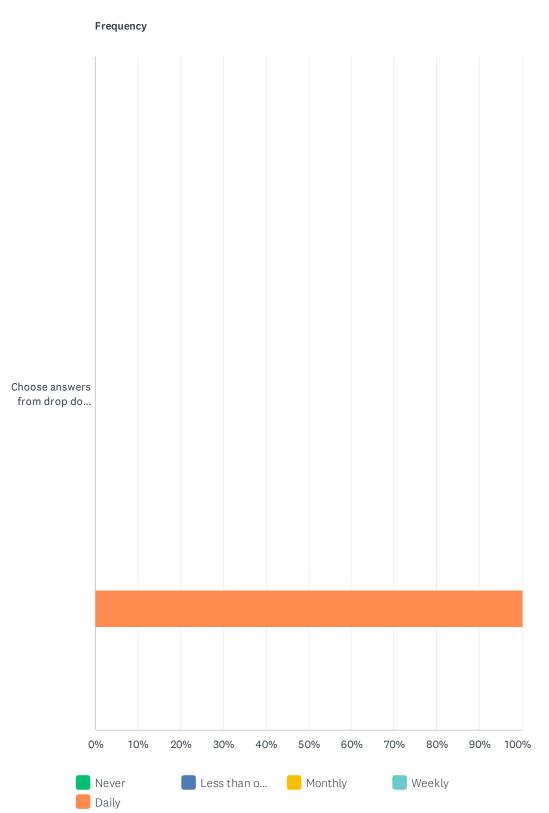
3

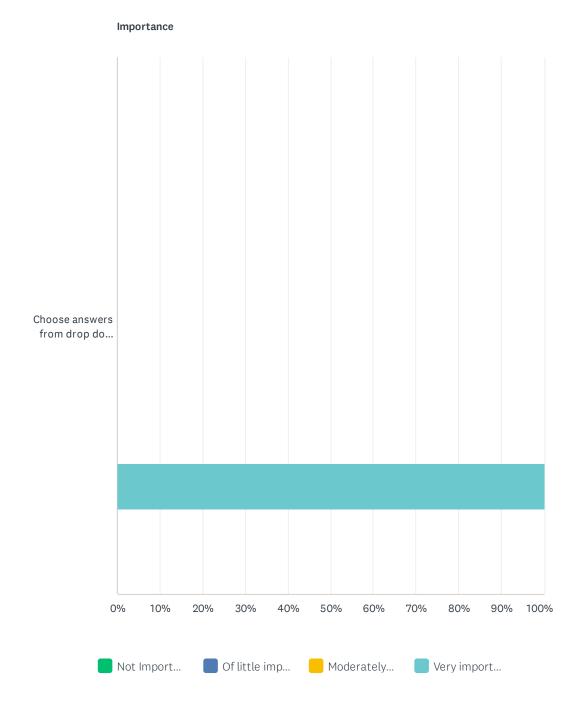
3

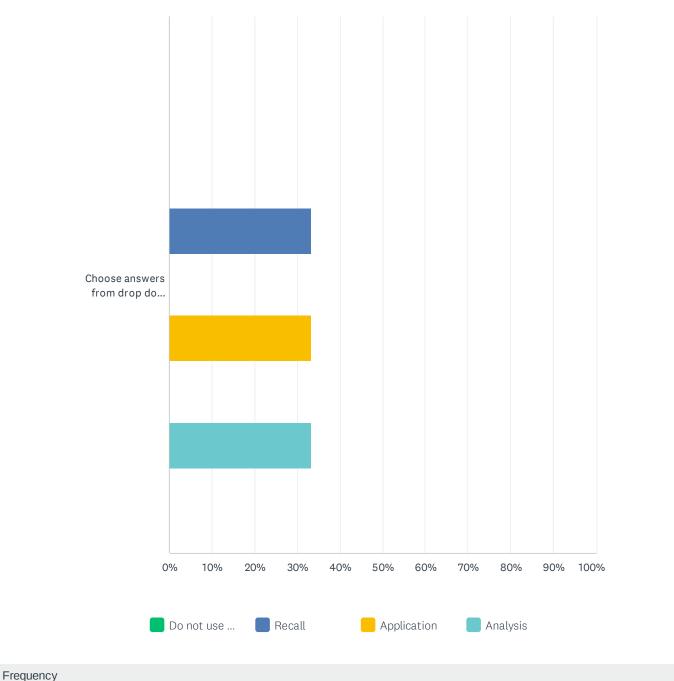
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	100.00% 3	0.00% 0	3

Q50 4.2.4 Learns from others.

Answered: 3 Skipped: 0







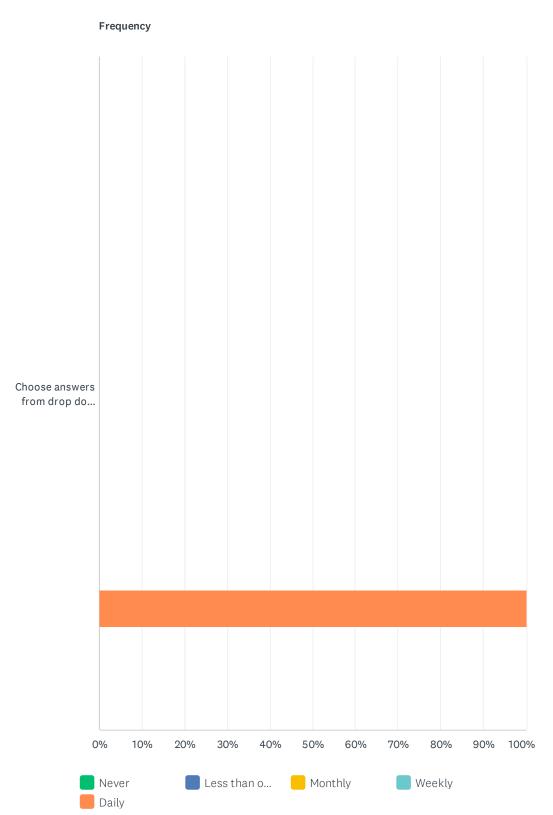
Level of Judgment

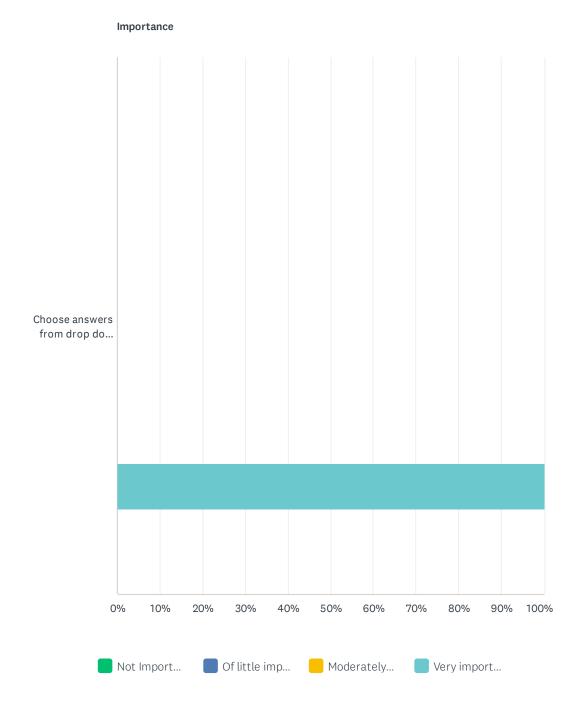
Frequency							
	NEVER	LESS THAN ONCE A M	IONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down menus.	0.00% 0		0.00% 0	0.00% 0	0.00% 0	100.00% 3	3
Importance							
	NOT IMPORTANT	OF LITTLE IMPORTANCE		RATELY RTANT	VERY IMPO	, RTANT	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0		0.0	0% 0	100.00% 3	3

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	33.33% 1	33.33% 1	33.33% 1	3

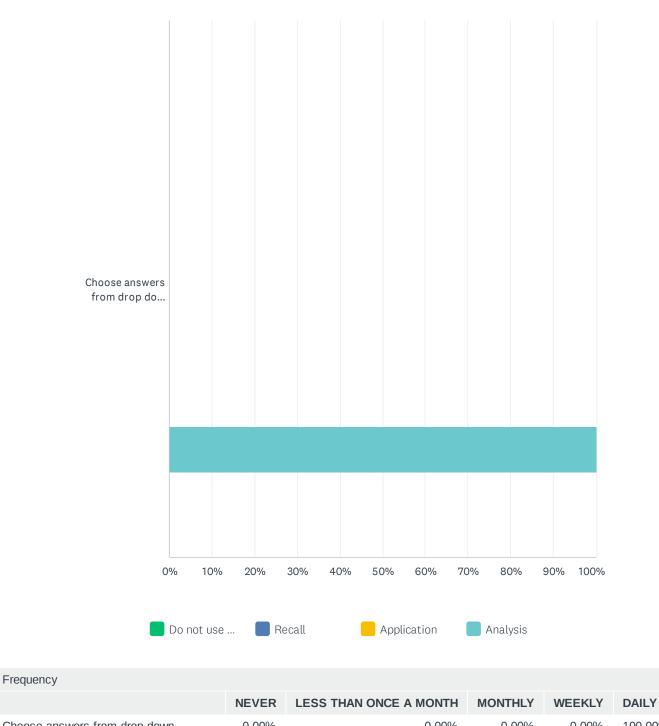


Answered: 3 Skipped: 0





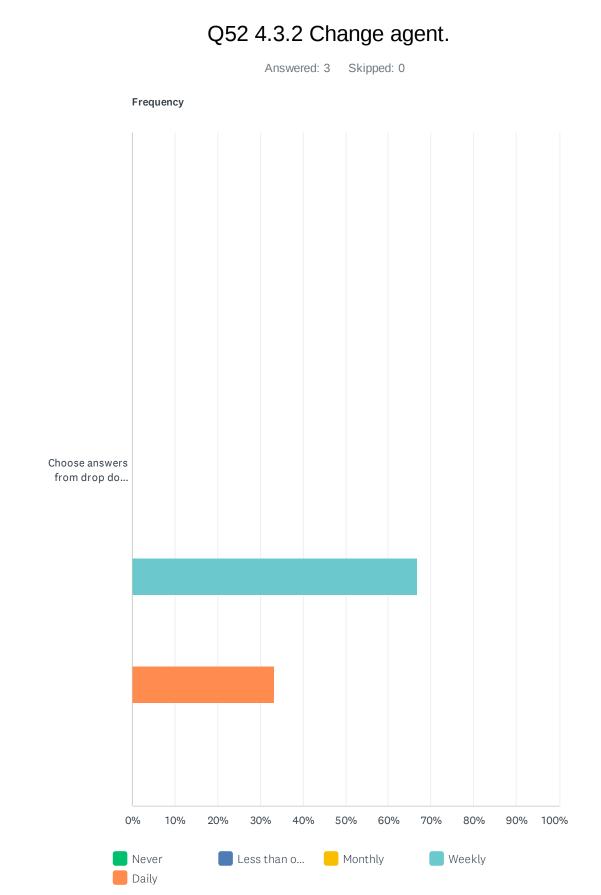
Level of Judgment

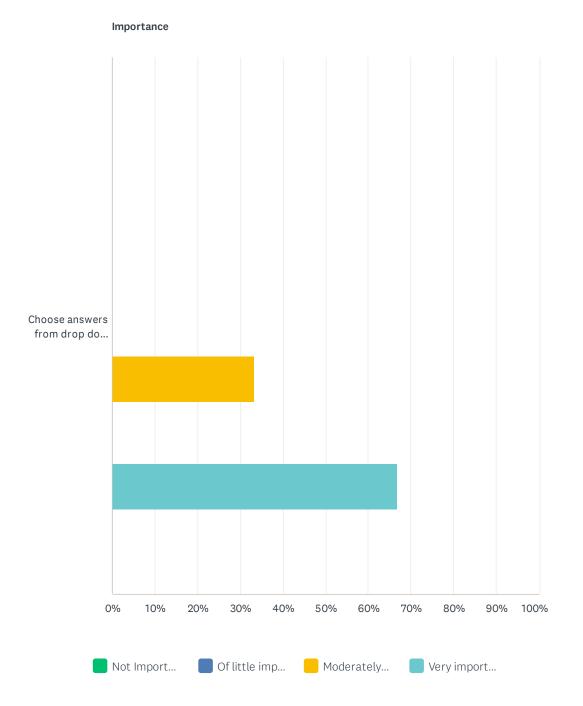


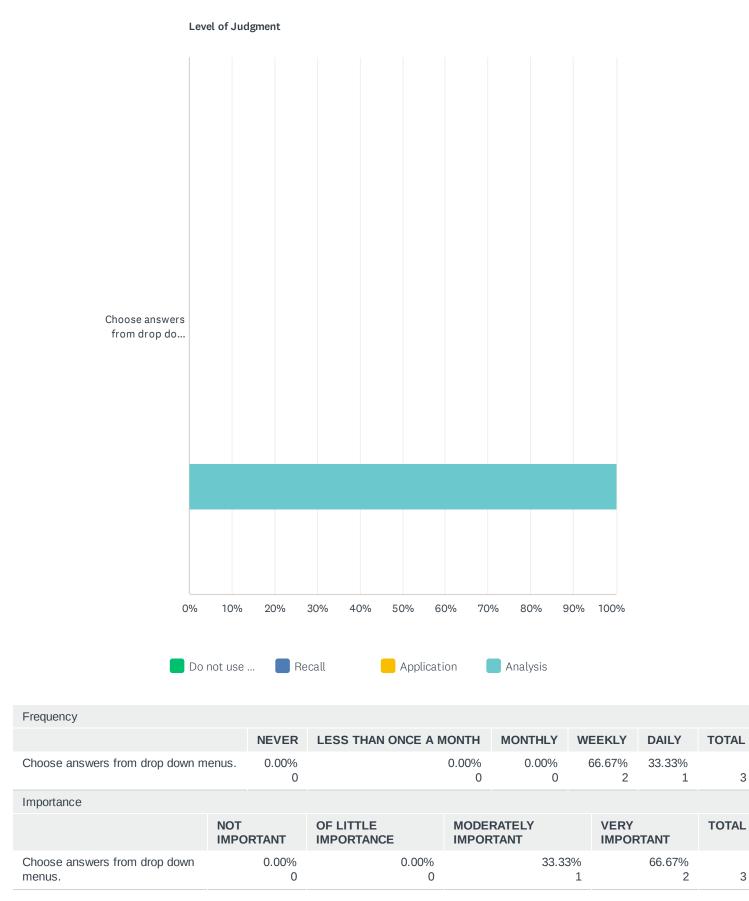
Choose answers from drop down menus.	0.00% 0		0.00% 0	0.00% 0	0.00% 0	100.00% 3	3
Importance							
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODER/		VERY IMPO	RTANT	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0		0.00% 0		100.00% 3	3

TOTAL

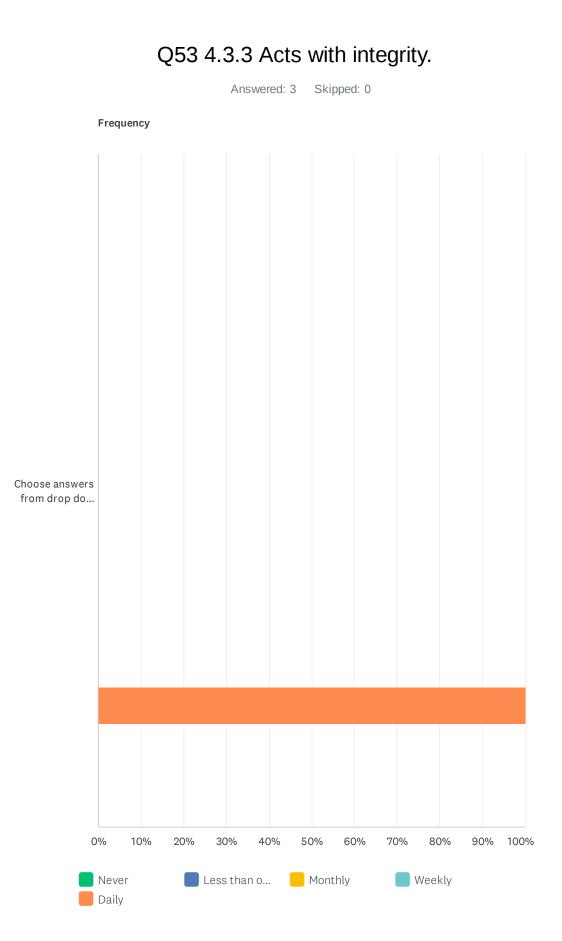
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	0.00% 0	100.00% 3	3

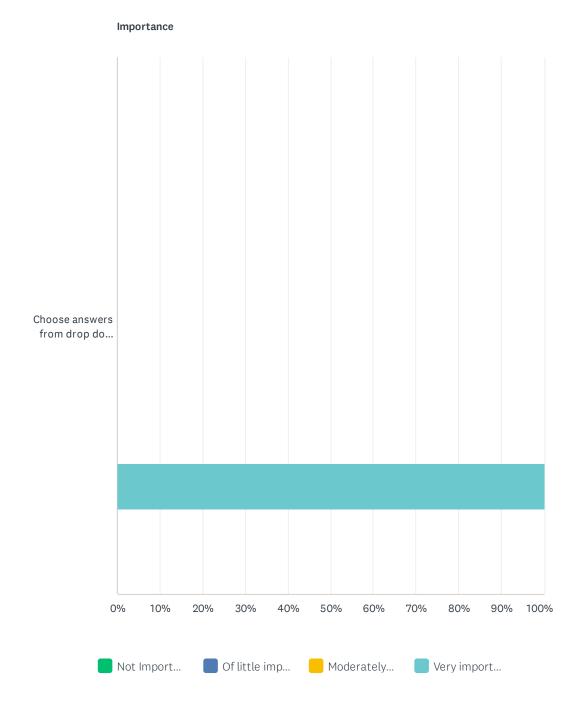




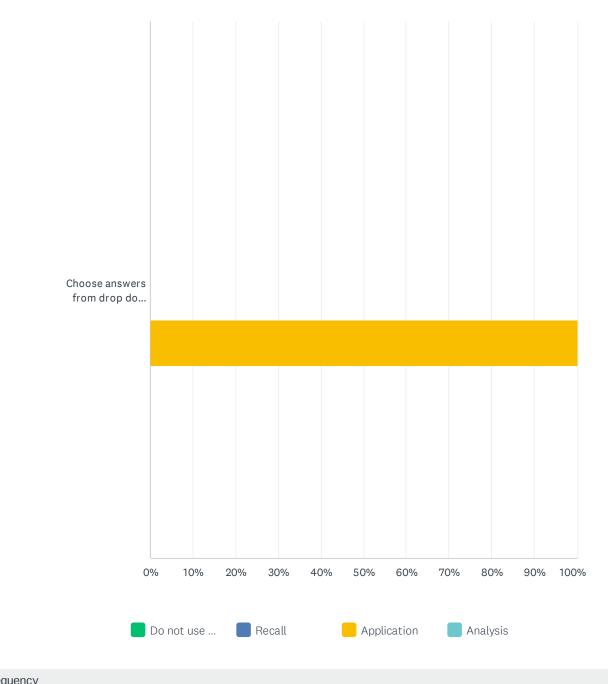


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	0.00% 0	100.00% 3	3





Level of Judgment

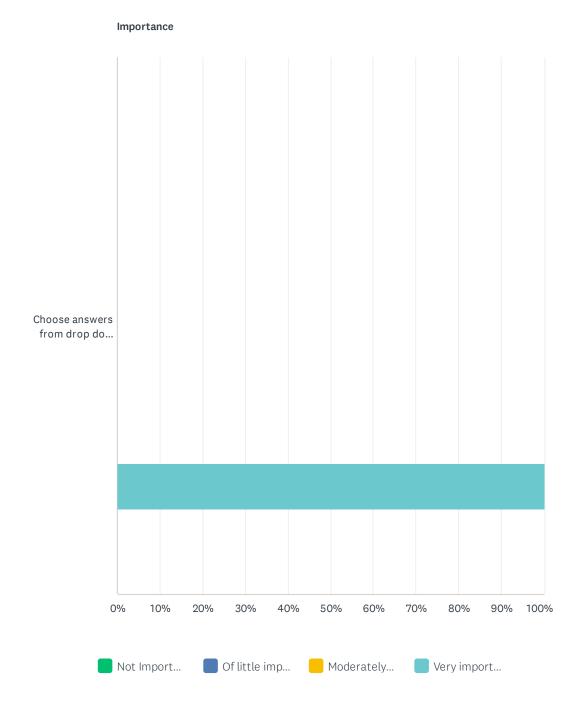


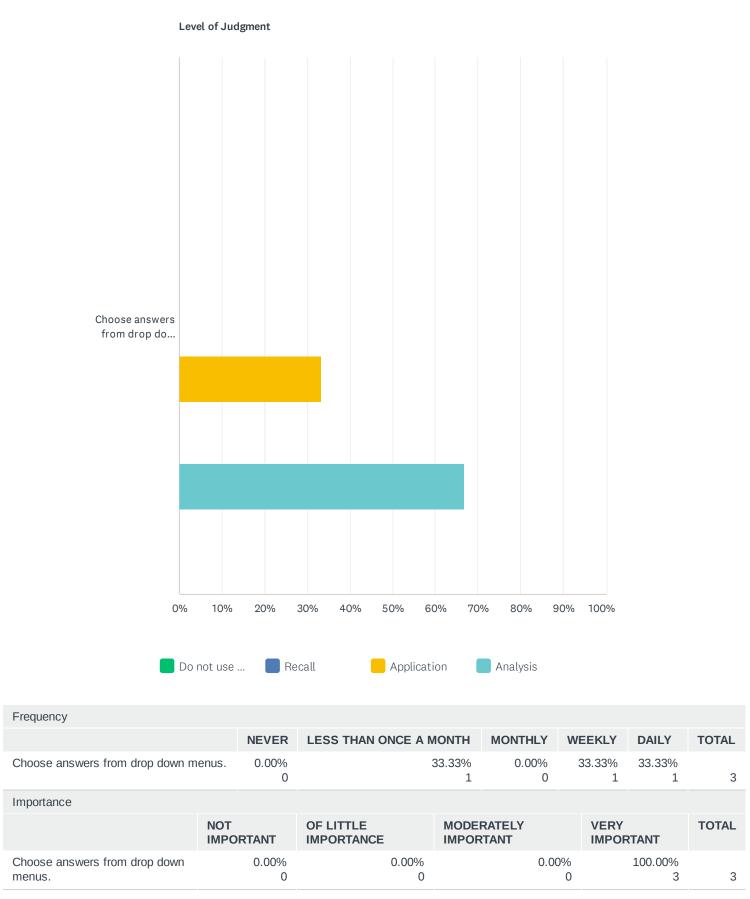
Frequency							
	NEVER	LESS THAN ONCE A M	IONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down menus.	0.00% 0		0.00% 0	0.00% 0	0.00% 0	100.00% 3	3
Importance							
	NOT IMPORTANT	OF LITTLE IMPORTANCE		RATELY RTANT	VERY IMPO	RTANT	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0		0.00	0% 0	100.00% 3	3

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	100.00% 3	0.00% 0	3

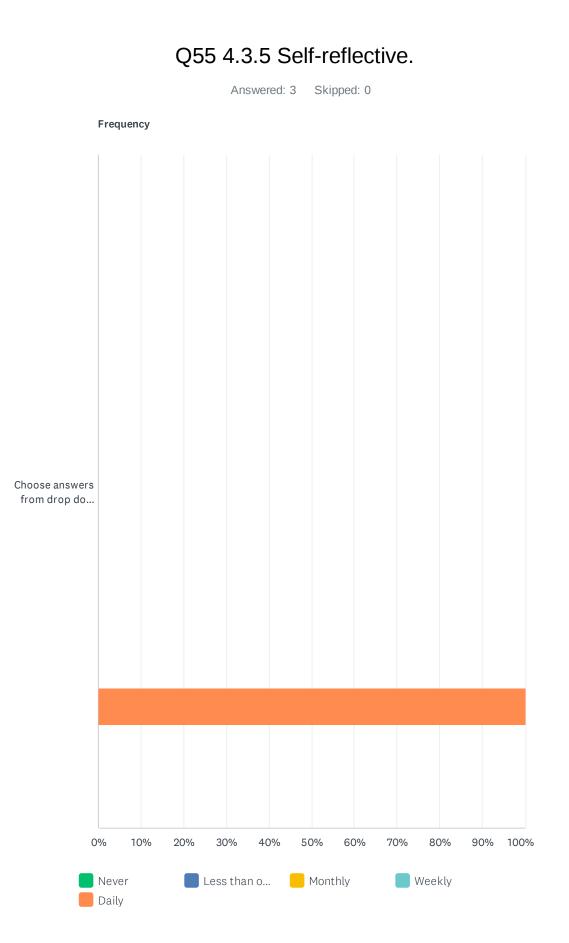
Q54 4.3.4 Commits to lifelong development and learning.

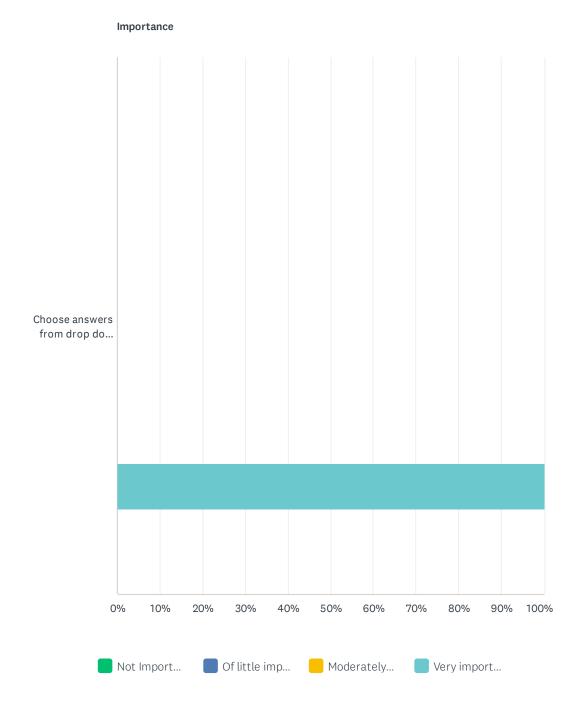
Answered: 3 Skipped: 0 Frequency Choose answers from drop do... 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100% Never Less than o... Monthly Weekly Daily

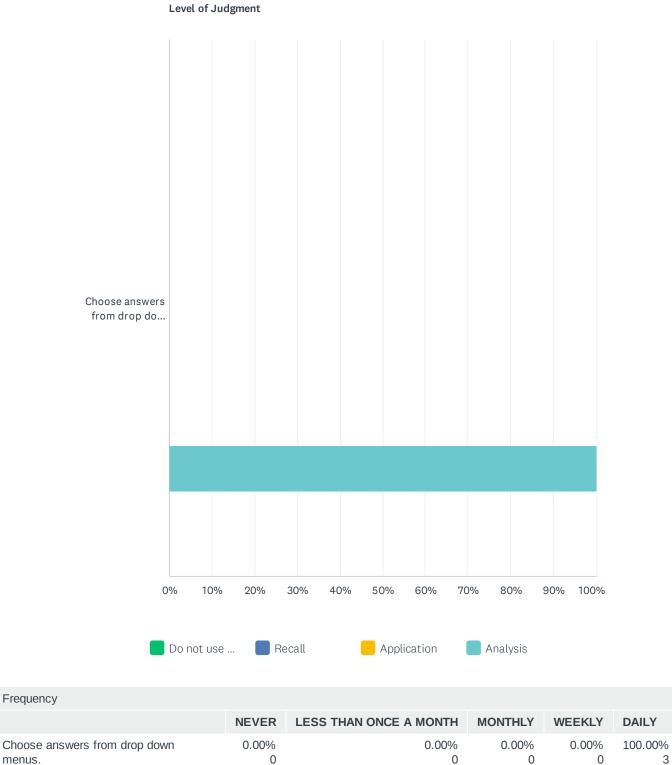




Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	33.33% 1	66.67% 2	3



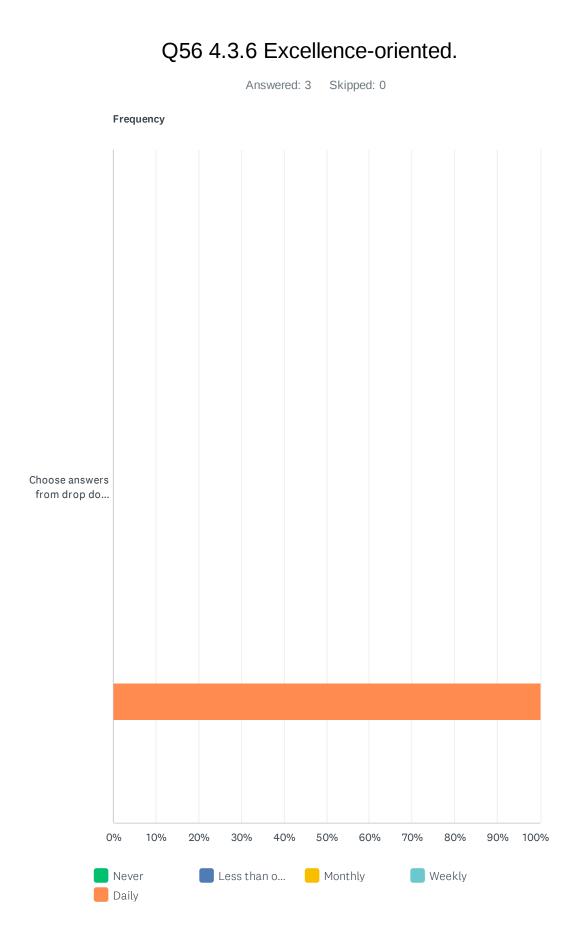


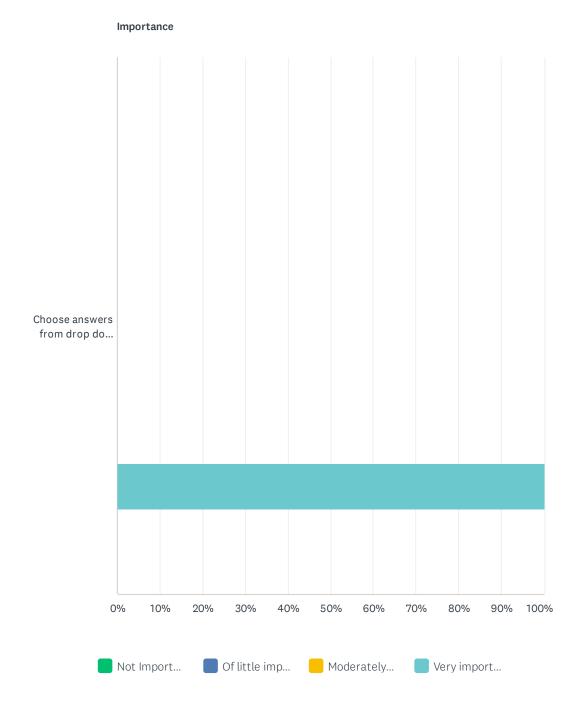


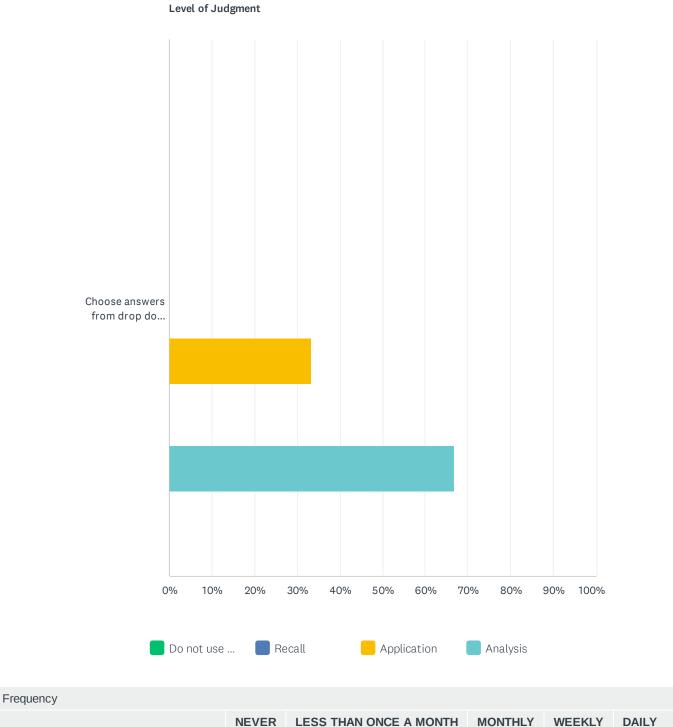
menus.	0		0	0	0 3	3
Importance						
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODERATELY IMPORTANT		VERY IMPORTANT	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0		0.00% 0	100.00% 3	3

TOTAL

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	0.00% 0	100.00% 3	3

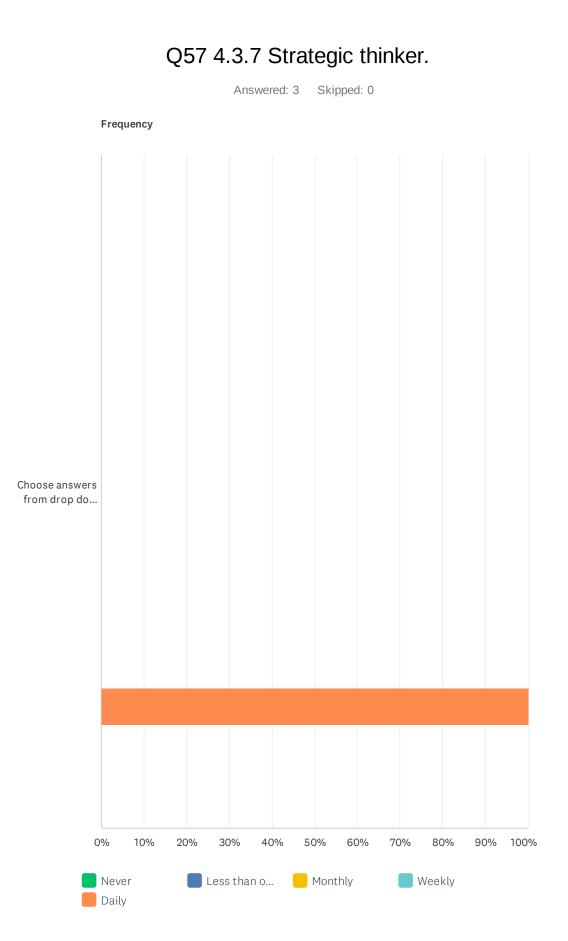


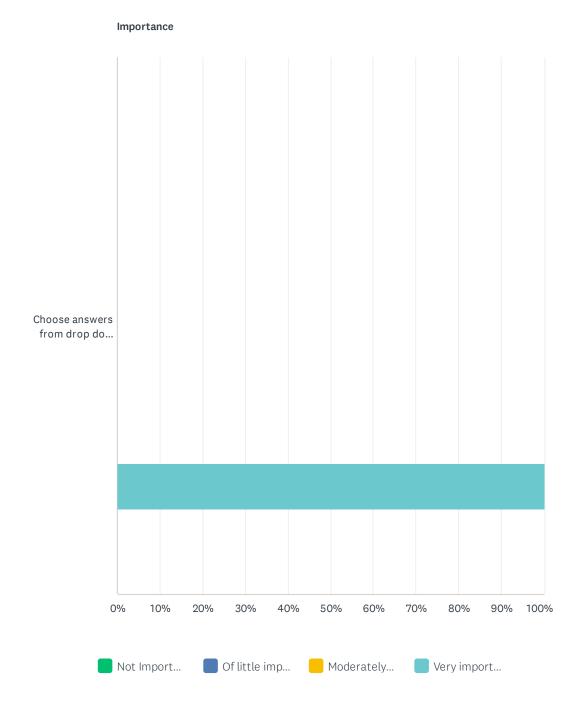




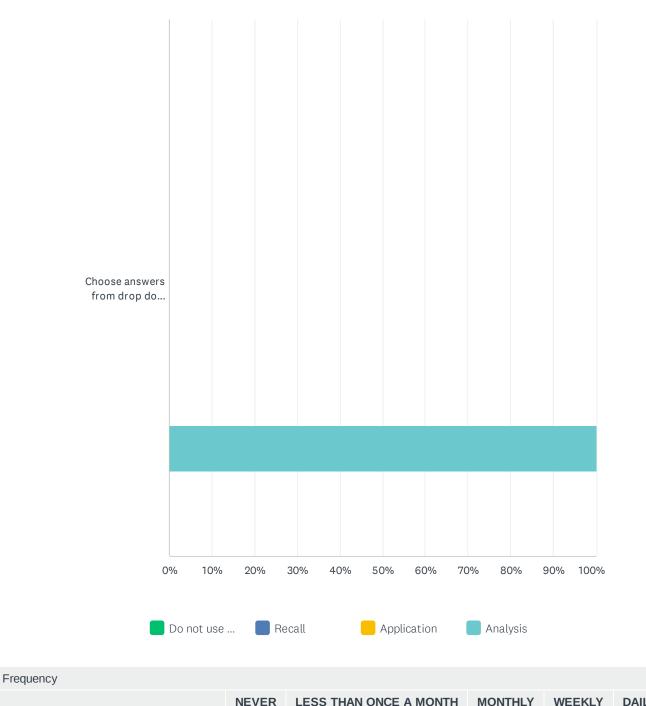
	NEVER	LESS THAN ONCE A M	IONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down menus.	0.00% 0		0.00% 0	0.00% 0	0.00% 0	100.00% 3	3
Importance							
	NOT IMPORTANT	OF LITTLE IMPORTANCE		RATELY RTANT	VERY IMPO	RTANT	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0		0.0	0% 0	100.00% 3	3

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	33.33% 1	66.67% 2	3



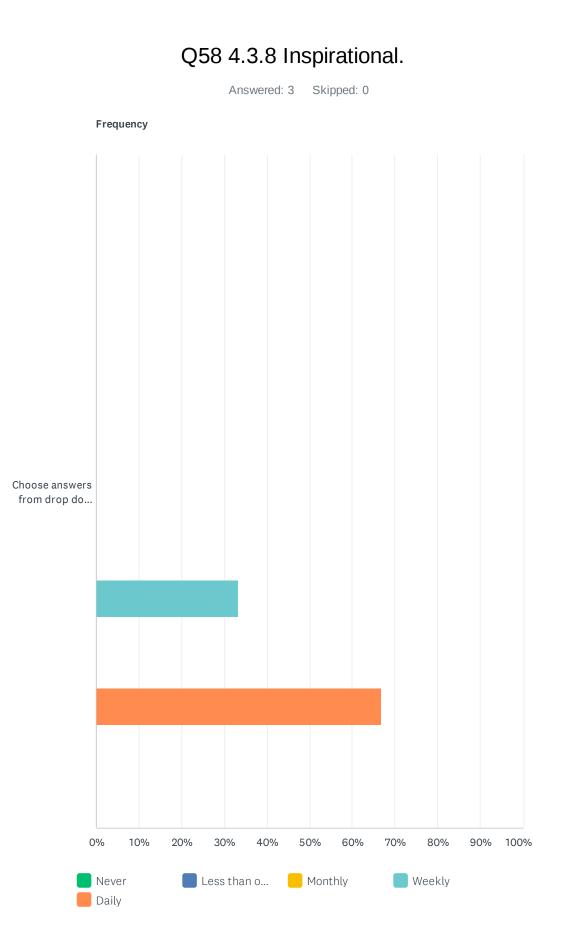


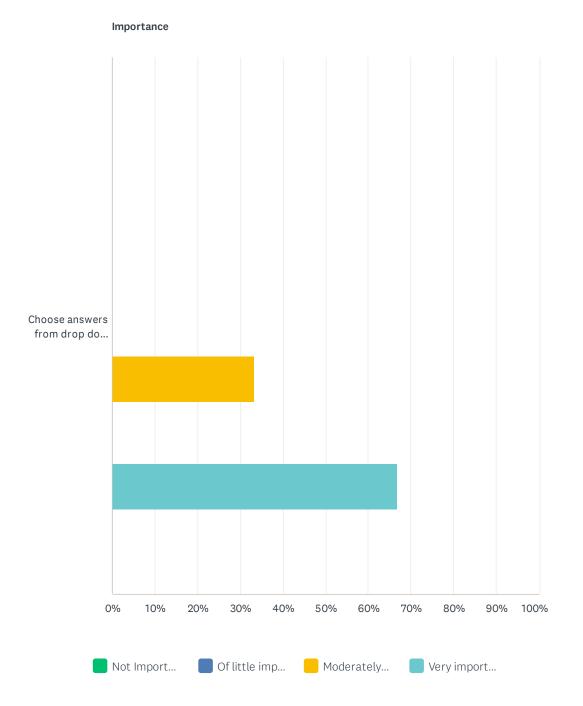
Level of Judgment

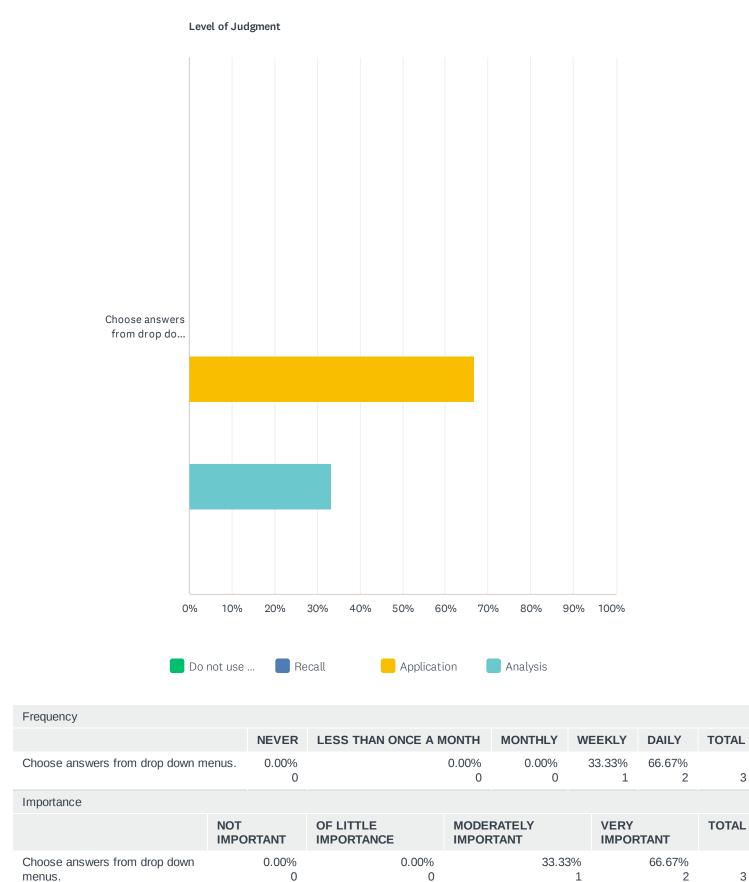


	NEVER	LESS THAN ONCE A M	IONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down menus.	0.00% 0		0.00% 0	0.00% 0	0.00% 0	100.00% 3	3
Importance							
	NOT IMPORTANT	OF LITTLE IMPORTANCE		ERATELY RTANT	VERY IMPO	, RTANT	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0		0.00	0% 0	100.00% 3	3

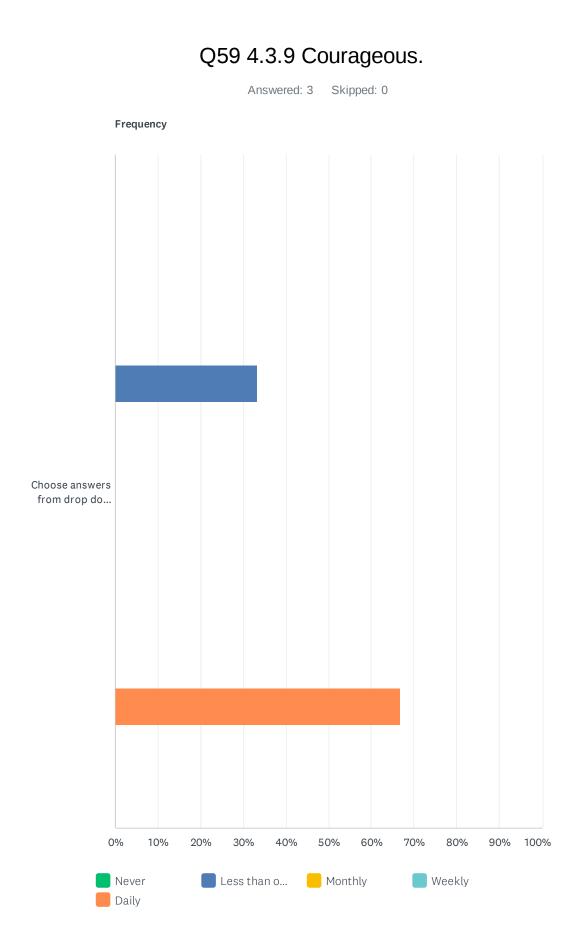
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	0.00% 0	100.00% 3	3

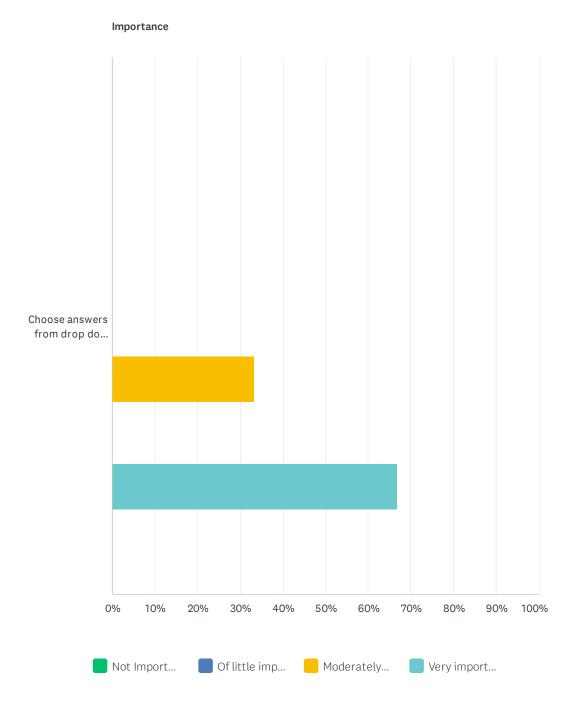


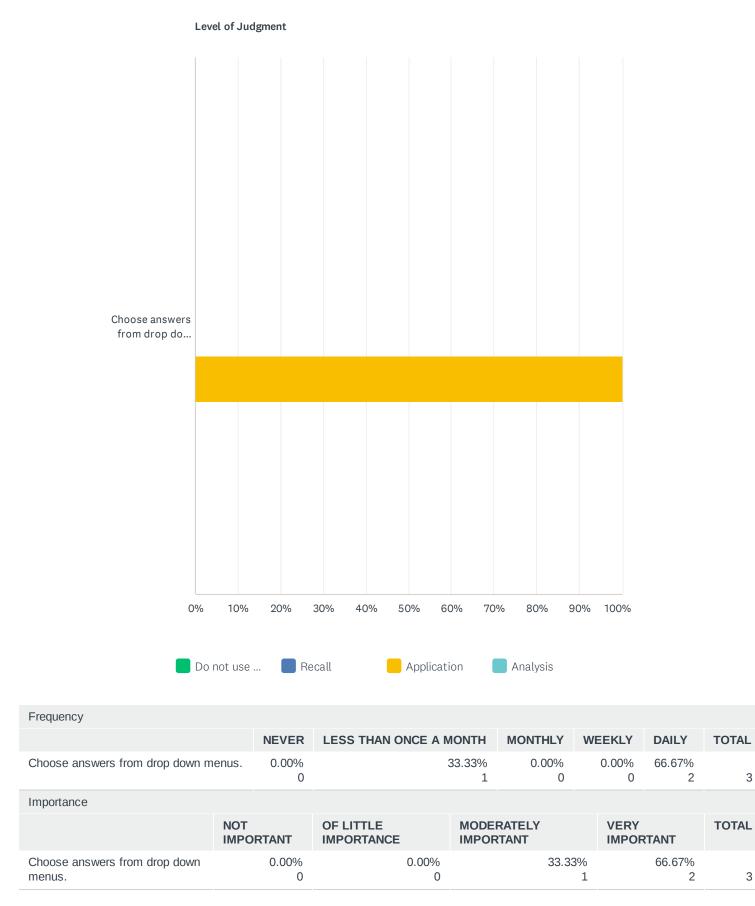




Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	66.67% 2	33.33% 1	3



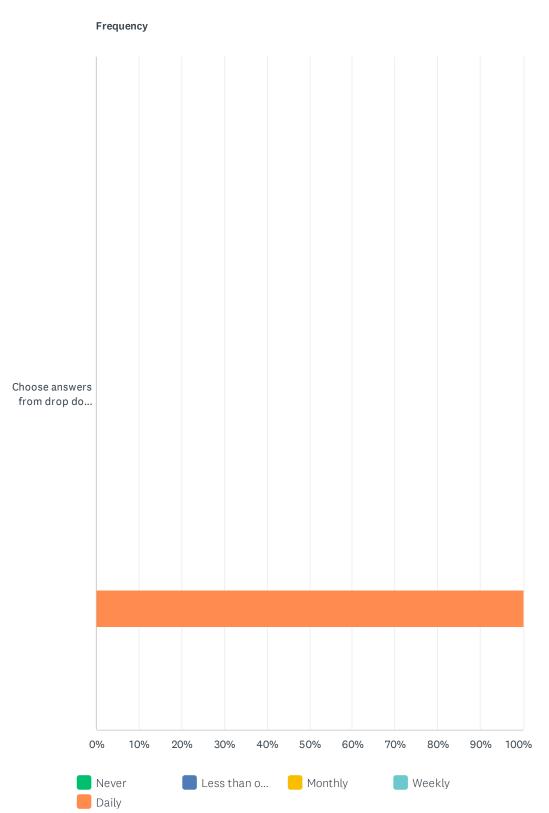


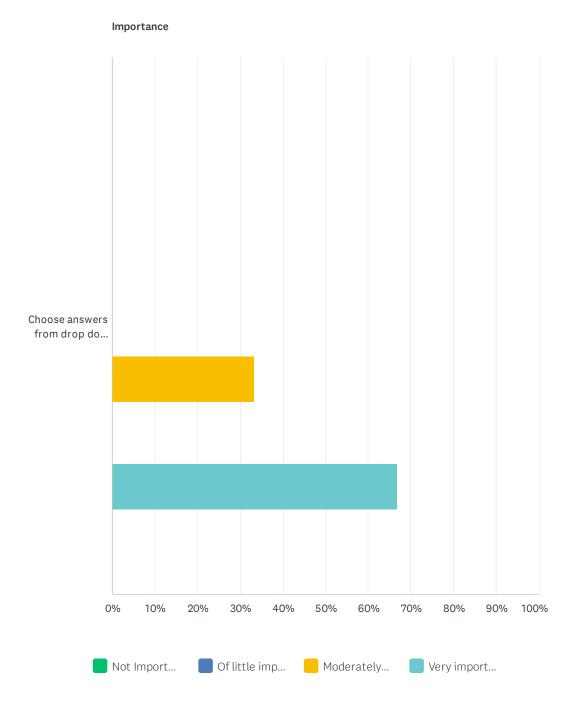


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	100.00% 3	0.00% 0	3

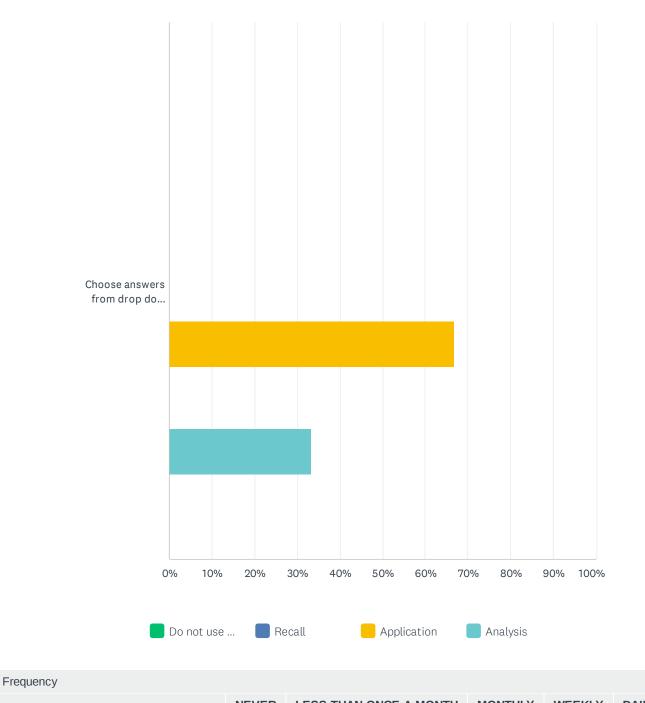


Answered: 3 Skipped: 0





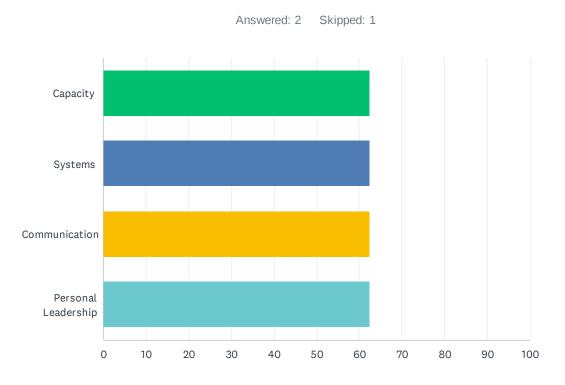
Level of Judgment



	NEVER	LESS THAN ONCE A M	IONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down menus.	0.00% 0		0.00% 0	0.00% 0	0.00% 0	100.00% 2	2
Importance							
	NOT IMPORTANT	OF LITTLE IMPORTANCE		ERATELY RTANT	VERY IMPO	, RTANT	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0		33.3	3% 1	66.67% 2	3

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	66.67% 2	33.33% 1	3

Q61 5.1 Please indicate the the minimum number of curriculum hours that should be devoted to each competency.



ANSWER CHOICES	AVERAGE NUMBER		TOTAL NUMBER	RESPONSES	
Capacity		63	12	5	2
Systems		63	12	5	2
Communication		63	12	5	2
Personal Leadership		63	12	5	2
Total Respondents: 2					

#	CAPACITY	DATE
1	25	9/19/2023 12:37 PM
2	100	9/13/2023 3:48 PM
#	SYSTEMS	DATE
1	25	9/19/2023 12:37 PM
2	100	9/13/2023 3:48 PM
#	COMMUNICATION	DATE
# 1	COMMUNICATION 25	DATE 9/19/2023 12:37 PM
1	25	9/19/2023 12:37 PM
1 2	25 100	9/19/2023 12:37 PM 9/13/2023 3:48 PM

Q62 6.1 Please indicate the state/jurisdiction that you reside in.

Answered: 3 Skipped: 0

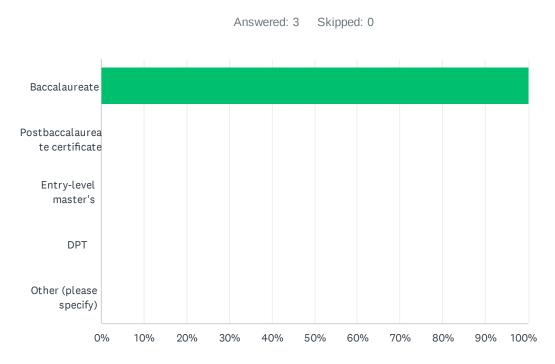
#	RESPONSES	DATE
1	ОН	9/19/2023 12:37 PM
2	КҮ	9/13/2023 3:48 PM
3	Texas	9/11/2023 1:16 PM

Q63 6.2 Please indicate the state/jurisdiction that you teach in.

Answered: 3 Skipped: 0

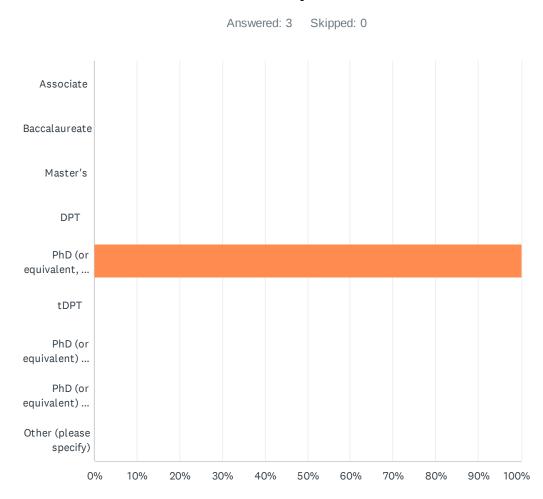
#	RESPONSES	DATE
1	ОН	9/19/2023 12:37 PM
2	ОН	9/13/2023 3:48 PM
3	Texas	9/11/2023 1:16 PM

Q64 7.1 What is your entry-level physical therapy education?



ANSWER CHOICES		RESPONSES		
Baccalaure	ate	100.00%		3
Postbaccal	aureate certificate	0.00%		0
Entry-level	master's	0.00%		0
DPT		0.00%		0
Other (please specify)		0.00%		0
TOTAL				3
#	OTHER (PLEASE SPECIFY)		DATE	
	There are no responses.			

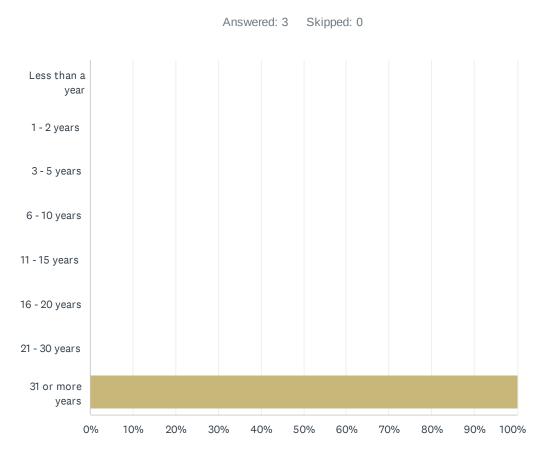
Q65 7.2 What is your highest earned academic degree in any area of study?



ANSWER CHOICES	RESPONSES	
Associate	0.00%	0
Baccalaureate	0.00%	0
Master's	0.00%	0
DPT	0.00%	0
PhD (or equivalent, eg EdD or ScD)	100.00%	3
tDPT	0.00%	0
PhD (or equivalent) and DPT	0.00%	0
PhD (or equivalent) and tDPT	0.00%	0
Other (please specify)	0.00%	0
TOTAL		3
# OTHER (PLEASE SPECIFY)	DATE	

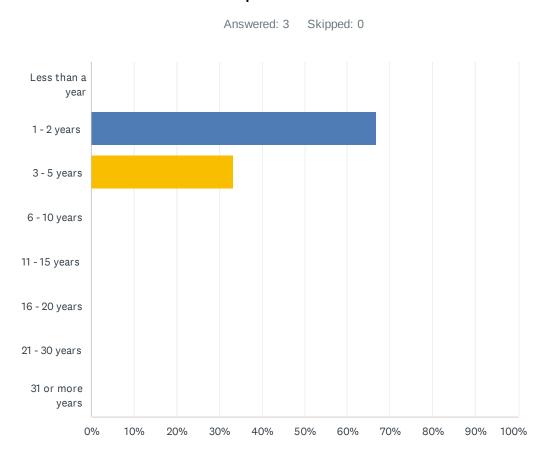
There are no responses.

Q66 7.3 What is the total number of years you have been a practicing physical therapist?



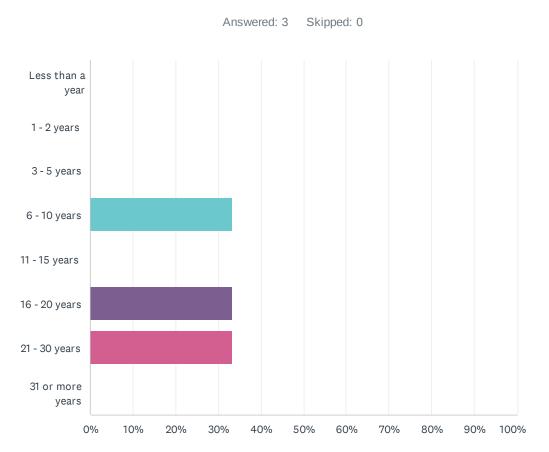
ANSWER CHOICES	RESPONSES	
Less than a year	0.00%	0
1 - 2 years	0.00%	0
3 - 5 years	0.00%	0
6 - 10 years	0.00%	0
11 - 15 years	0.00%	0
16 - 20 years	0.00%	0
21 - 30 years	0.00%	0
31 or more years	100.00%	3
TOTAL		3

Q67 7.4 What is the total number of years you have been in your current position?



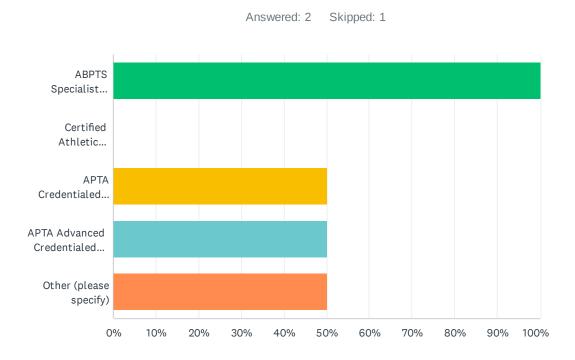
ANSWER CHOICES	RESPONSES	
Less than a year	0.00%	0
1 - 2 years	66.67%	2
3 - 5 years	33.33%	1
6 - 10 years	0.00%	0
11 - 15 years	0.00%	0
16 - 20 years	0.00%	0
21 - 30 years	0.00%	0
31 or more years	0.00%	0
TOTAL		3

Q68 7.5 What is the total number of years you have been involved in academic education?



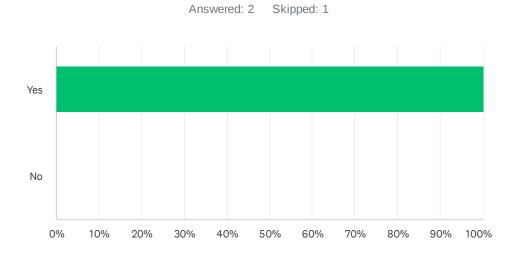
ANSWER CHOICES	RESPONSES	
Less than a year	0.00%	0
1 - 2 years	0.00%	0
3 - 5 years	0.00%	0
6 - 10 years	33.33%	1
11 - 15 years	0.00%	0
16 - 20 years	33.33%	1
21 - 30 years	33.33%	1
31 or more years	0.00%	0
TOTAL		3

Q69 7.6 Do you hold any of the following certifications or credentials?



ANSWER CHOICES		RESPONSES	
ABPTS Spe	cialist Certification	100.00%	2
Certified Athletic Trainer		0.00%	0
APTA Credentialed Clinical Instructor (Level 1)		50.00%	1
APTA Advanced Credentialed Clinical Instructor (Level 2)		50.00%	1
Other (please specify)		50.00%	1
Total Respondents: 2			
#	OTHER (PLEASE SPECIFY)	DATE	
1	FNAP	9/13/2023 3:50 PM	

Q70 7.7 Have you completed a leadership development program?



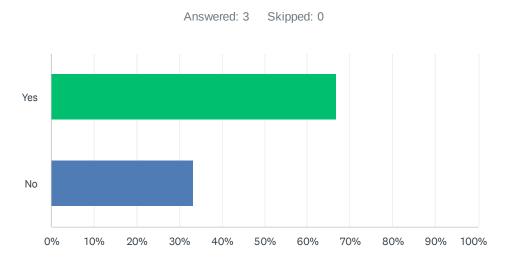
ANSWER CHOICES	RESPONSES	
Yes	100.00%	2
No	0.00%	0
TOTAL		2

Q71 7.8 Identify the name of the leadership program you completed.

Answered: 3 Skipped: 0

#	RESPONSES	DATE
1	I did not complete a leadership program	9/19/2023 12:38 PM
2	ELI	9/13/2023 3:50 PM
3	Higher Education Leadership Fellowship	9/11/2023 1:17 PM

Q72 7.9 Have you experienced any barriers to accessing leadership programs?



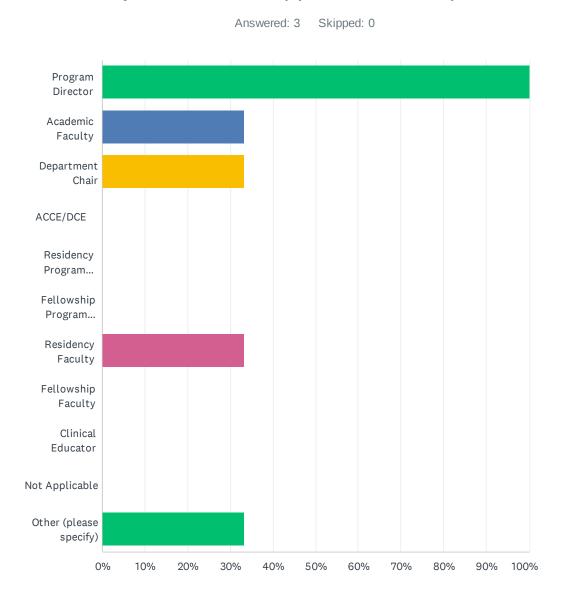
ANSWER CHOICES	RESPONSES	
Yes	66.67%	2
No	33.33%	1
TOTAL		3

Q73 7.10 Please explain.

Answered: 2 Skipped: 1

#	RESPONSES	DATE
1	time and money	9/19/2023 12:38 PM
2	Program Director was unsupportive of participating in the program. Consulted with current Fellowship Director and ended up leaving the previous institution to a more supportive environment.	9/11/2023 1:18 PM

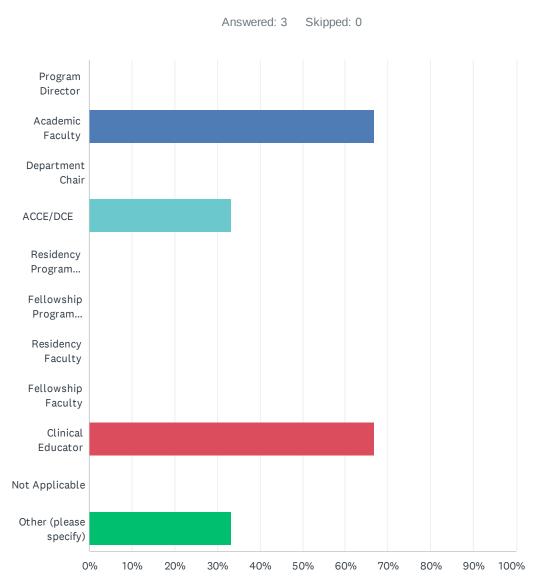
Q74 7.11 What is your current role(s) in education? (Check all that apply)



Higher Education Leadership Revalidation Practice Analysis Survey 2023 (Full Version)

Program Director 100.00% Academic Faculty 33.33% Department Chair 33.33% ACCE/DCE 0.00% Residency Program Director 0.00% Fellowship Program Director 0.00% Residency Faculty 33.33% Fellowship Faculty 33.33% Clinical Educator 0.00% Not Applicable 0.00% Other (please specify) 33.33% Total Respondents: 3 Matte	ANSWER C	CHOICES	RESPONSES		
Accdemic Faculty33.33%Department Chair33.33%ACCE/DCE0.00%Residency Program Director0.00%Fellowship Program Director0.00%Residency Faculty33.33%Fellowship Faculty0.00%Clinical Educator0.00%Not Applicable0.00%Other (please specify)33.33%Total Respondents: 3	Program Dir	rector	100.00%		3
ACCE/DCE0.00%Residency Program Director0.00%Fellowship Program Director0.00%Residency Faculty33.33%Fellowship Faculty0.00%Clinical Educator0.00%Not Applicable0.00%Other (please specify)33.33%Total Respondents: 3	Academic F	aculty	33.33%		1
Residency Program Director0.00%Fellowship Program Director0.00%Residency Faculty33.33%Fellowship Faculty0.00%Clinical Educator0.00%Not Applicable0.00%Other (please specify)33.33%Total Respondents: 3	Department	Chair	33.33%		1
Residency Program Director0.00%Residency Faculty33.33%Fellowship Faculty0.00%Clinical Educator0.00%Not Applicable0.00%Other (please specify)33.33%Total Respondents: 39	ACCE/DCE		0.00%		0
Pendwiship Program DirectorResidency Faculty33.33%Fellowship Faculty0.00%Clinical Educator0.00%Not Applicable0.00%Other (please specify)33.33%Total Respondents: 3	Residency F	Program Director	0.00%		0
Fellowship Faculty 0.00% Clinical Educator 0.00% Not Applicable 0.00% Other (please specify) 33.33% Total Respondents: 3	Fellowship F	Program Director	0.00%		0
Clinical Educator 0.00% Not Applicable 0.00% Other (please specify) 33.33% Total Respondents: 3	Residency F	Faculty	33.33%		1
Not Applicable 0.00% Other (please specify) 33.33% Total Respondents: 3	Fellowship F	Faculty	0.00%		0
Other (please specify) 33.33% Total Respondents: 3	Clinical Edu	cator	0.00%		0
Total Respondents: 3	Not Applica	ble	0.00%		0
	Other (pleas	se specify)	33.33%		1
# OTHED (DI EASE SDECIEV) DATE	Total Respo	ndents: 3			
	#			DATE	
** OTHER (FLEASE SFECIFY) 1 Vice Department Chair, Academic Residency Director 9/13/2023 3:51 PM					

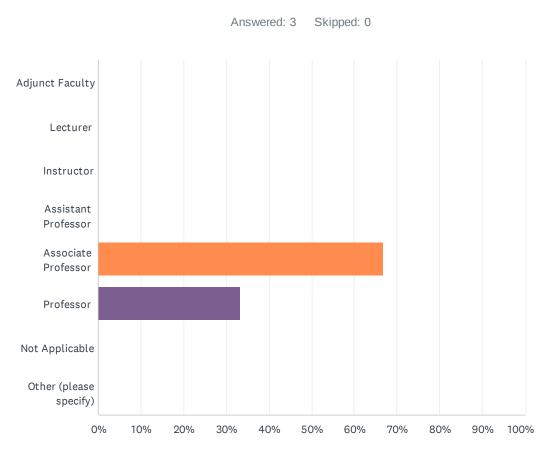
Q75 7.12 What were your previous role(s) in education (not currently service)? (Check all that apply)



Higher Education Leadership Revalidation Practice Analysis Survey 2023 (Full Version)

ANSWER	CHOICES	RESPONSES		
Program Di	rector	0.00%		0
Academic	Faculty	66.67%		2
Departmen	: Chair	0.00%		0
ACCE/DCE		33.33%		1
Residency	Program Director	0.00%		0
Fellowship	Program Director	0.00%		0
Residency	Faculty	0.00%		0
Fellowship	Faculty	0.00%		0
Clinical Ed	ıcator	66.67%		2
Not Applica	ble	0.00%		0
Other (plea	se specify)	33.33%		1
Total Resp	ondents: 3			
#	OTHER (PLEASE SPECIFY)		DATE	
1	Associate Chair		9/19/2023 12:39 PM	

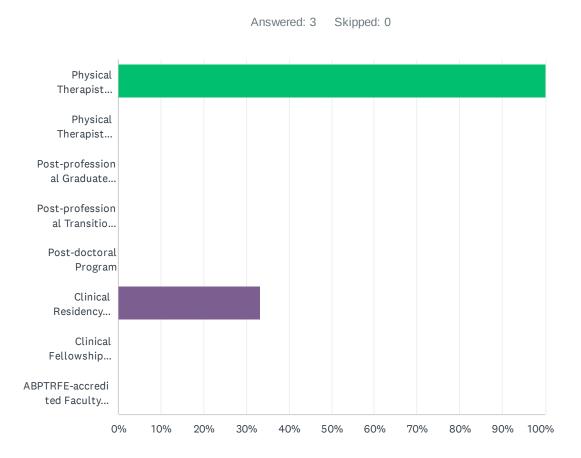
Q76 7.13 What is your current faculty status in your program? (Check one category only)



ANSWER C	CHOICES	RESPONSES		
Adjunct Fac	culty	0.00%		0
Lecturer		0.00%		0
Instructor		0.00%		0
Assistant P	rofessor	0.00%		0
Associate F	Professor	66.67%		2
Professor		33.33%		1
Not Applica	ble	0.00%		0
Other (pleas	se specify)	0.00%		0
TOTAL				3
#	OTHER (PLEASE SPECIEY)		DATE	

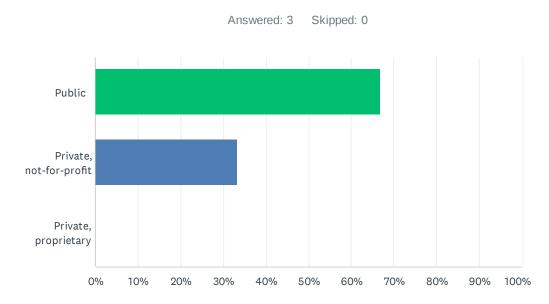
#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q77 7.14 In which programs do you currently teach? (Check all that apply)

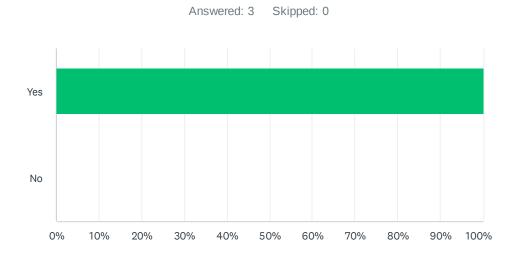


ANSWER CHOICES	RESPONSES	
Physical Therapist Professional Program	100.00%	3
Physical Therapist Assistant Professional Program	0.00%	0
Post-professional Graduate Program	0.00%	0
Post-professional Transition DPT Program	0.00%	0
Post-doctoral Program	0.00%	0
Clinical Residency Program	33.33%	1
Clinical Fellowship Program	0.00%	0
ABPTRFE-accredited Faculty Residency Program	0.00%	0
Total Respondents: 3		

Q78 7.14 In type of educational institution do you currently teach?



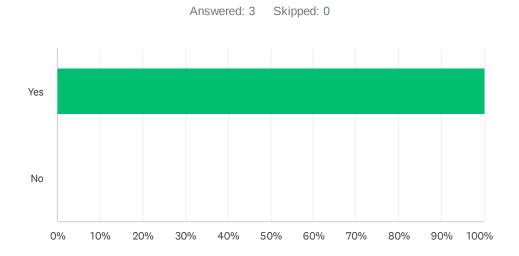
ANSWER CHOICES	RESPONSES	
Public	66.67%	2
Private, not-for-profit	33.33%	1
Private, proprietary	0.00%	0
TOTAL		3



Q79 7.15 Are you a member of the APTA?

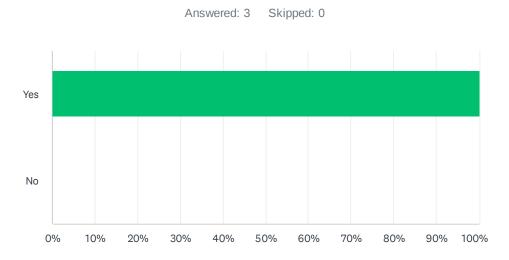
ANSWER CHOICES	RESPONSES	
Yes	100.00%	3
No	0.00%	0
TOTAL		3

Q80 7.16 Are you a member of the APTA Academy of Education?

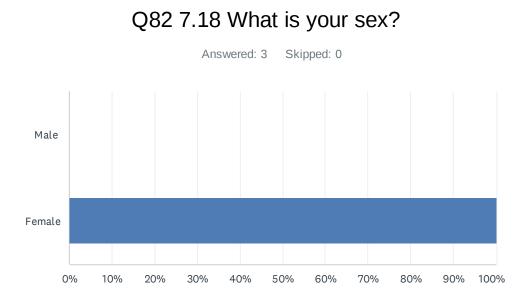


ANSWER CHOICES	RESPONSES	
Yes	100.00%	3
No	0.00%	0
TOTAL		3

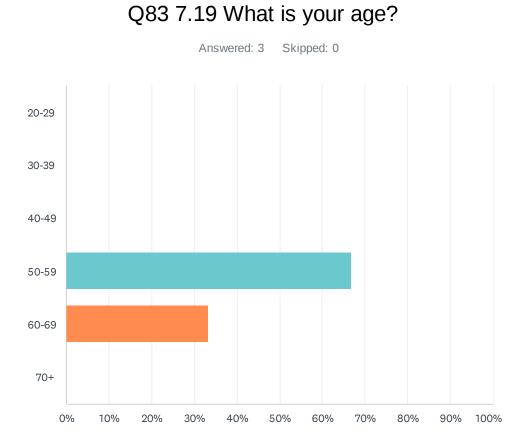
Q81 7.17 Are you a member of the American Council of Academic Physical Therapy?



ANSWER CHOICES	RESPONSES	
Yes	100.00%	3
No	0.00%	0
TOTAL		3

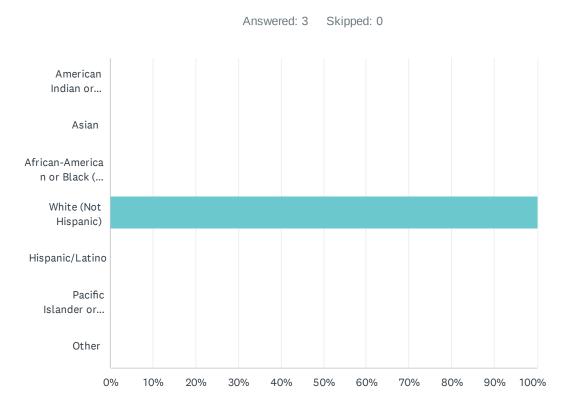


ANSWER CHOICES	RESPONSES	
Male	0.00%	0
Female	100.00%	3
TOTAL		3

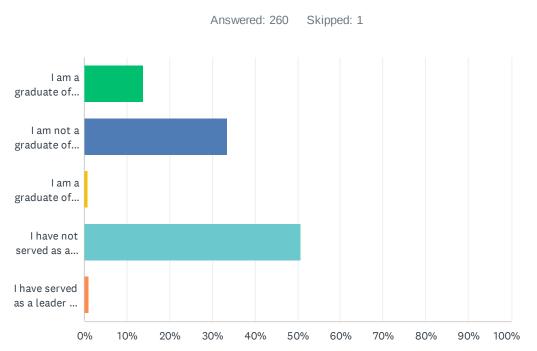


ANSWER CHOICES	RESPONSES
20-29	0.00% 0
30-39	0.00% 0
40-49	0.00% 0
50-59	66.67% 2
60-69	33.33% 1
70+	0.00% 0
TOTAL	3

Q84 7.20 Which of the following best describes your race/ethnic origin?



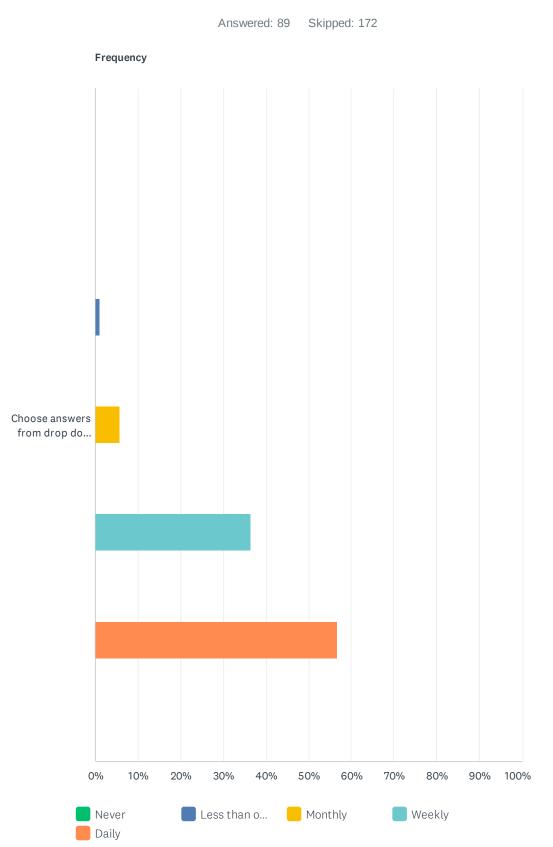
ANSWER CHOICES	RESPONSES	
American Indian or Alaskan Native	0.00%	0
Asian	0.00%	0
African-American or Black (Not Hispanic)	0.00%	0
White (Not Hispanic)	100.00%	3
Hispanic/Latino	0.00%	0
Pacific Islander or Native Hawaiian	0.00%	0
Other	0.00%	0
TOTAL		3



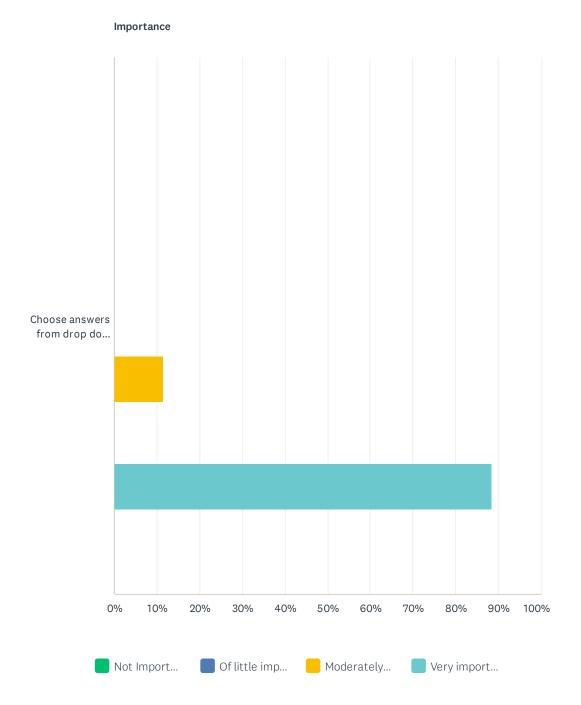
Q1 Please select one	of the following	survey options:
----------------------	------------------	-----------------

ANSWER CHOICES	RESPON	ISES
I am a graduate of APTA's Higher Education Leadership Fellowship and have served as a leader in higher education.	13.85%	36
I am not a graduate of APTA's Higher Education Leadership Fellowship, but I have a minimum of 5 years of experience serving as a leader in higher education within the last 10 years (e.g., program director, chair, vice-chair, dean).	33.46%	87
I am a graduate of APTA's Higher Education Leadership Fellowship, but have not served as a leader in higher education, therefore I am not eligible to participate in this survey.	0.77%	2
I have not served as a leader in higher education for a minimum of 5 years within the last 10 years therefore I am not eligible to participate in this survey.	50.77%	132
I have served as a leader in higher education for a minimum of 5 years within the last 10 years, but am unable to participate in this survey at this time.	1.15%	3
TOTAL		260

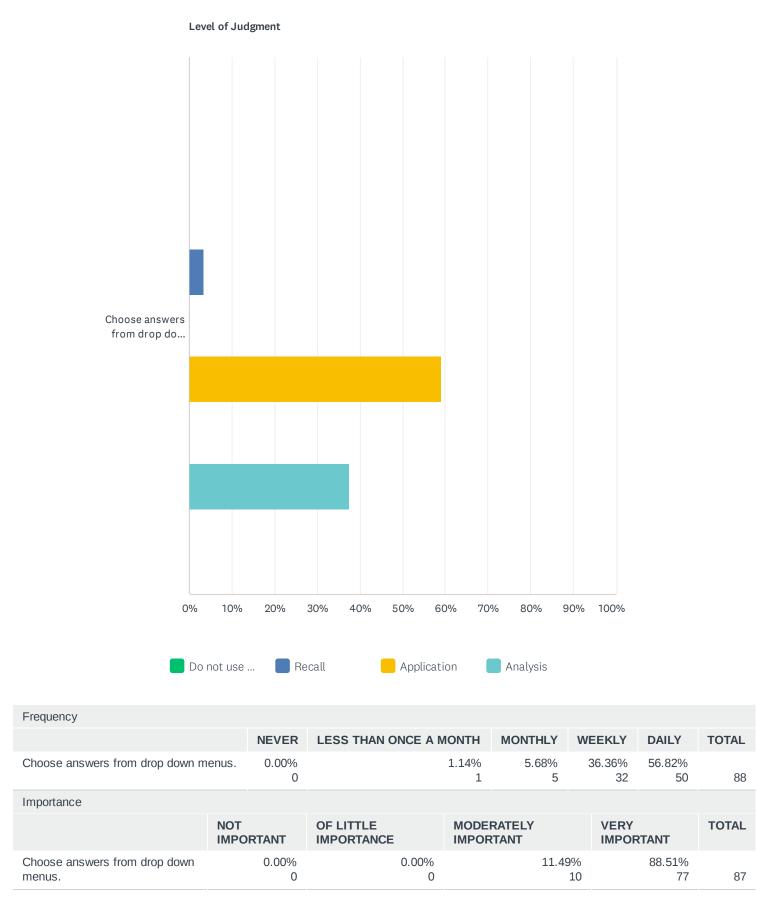
Q2 1.1.1 Knowledge of institutional processes required for academic administration.



Higher Education Leadership Revalidation Practice Analysis Survey 2023 (Parts 1 & 3)

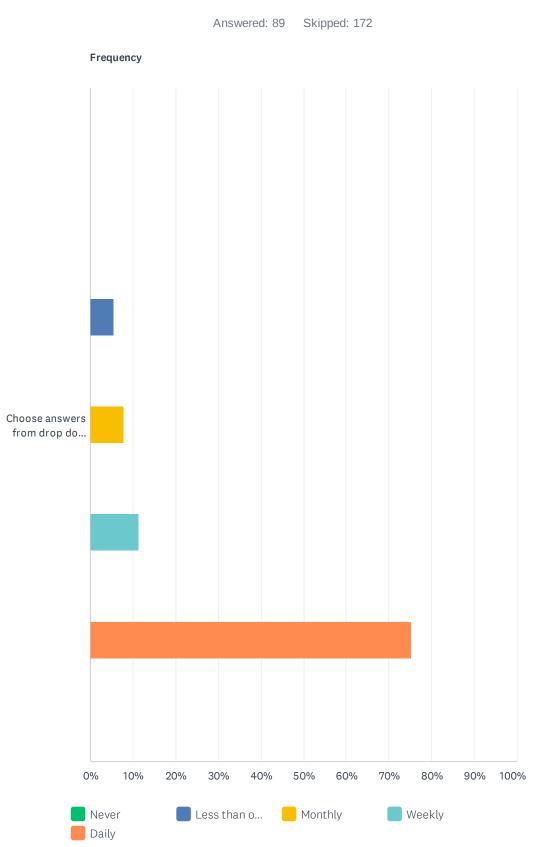


Higher Education Leadership Revalidation Practice Analysis Survey 2023 (Parts 1 & 3)

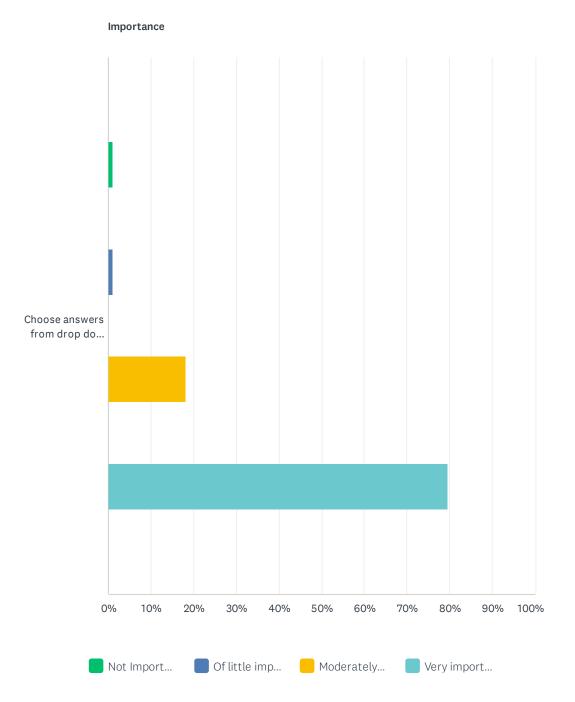


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	3.41% 3	59.09% 52	37.50% 33	88

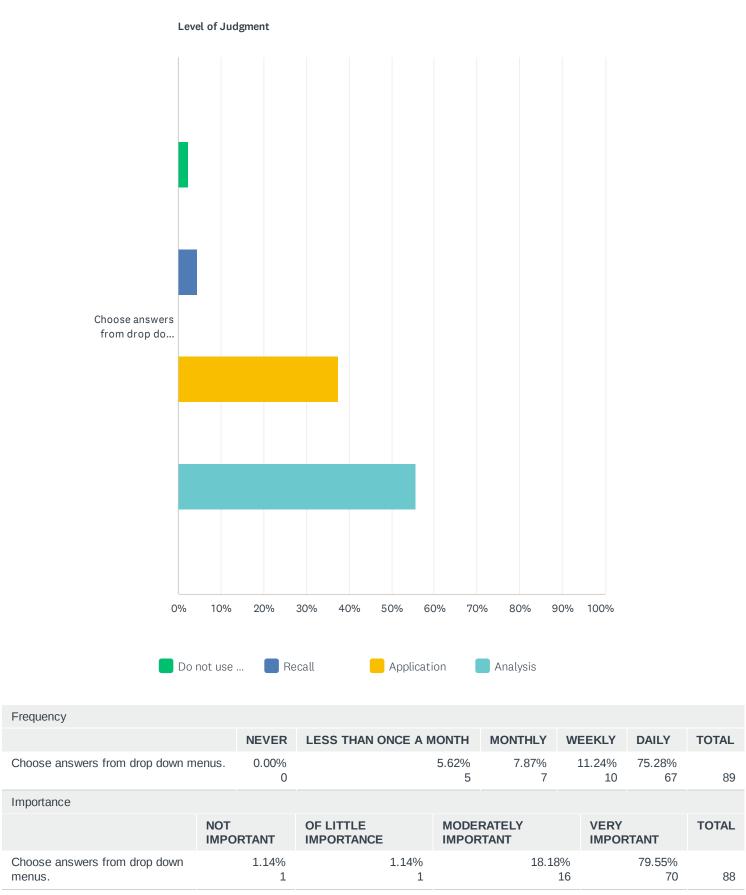
Q3 1.1.2 Knowledge of individual skills required for academic administration.



Higher Education Leadership Revalidation Practice Analysis Survey 2023 (Parts 1 & 3)

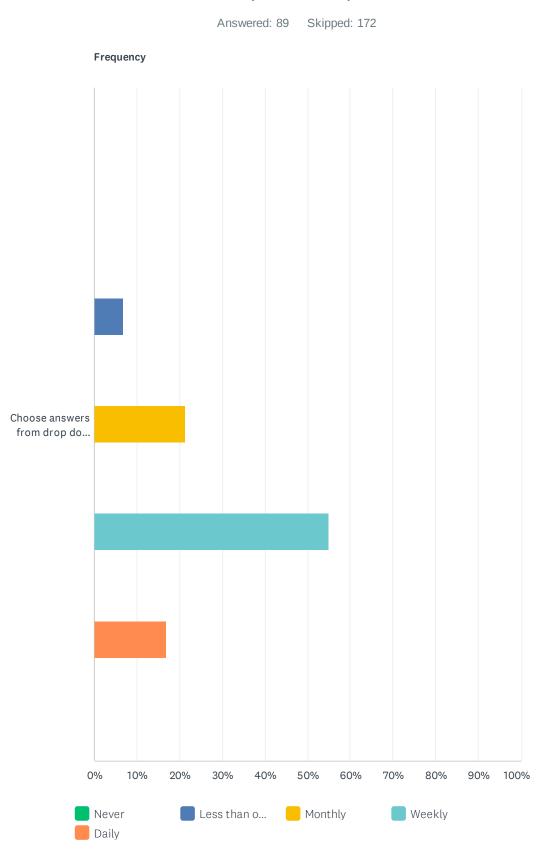


Higher Education Leadership Revalidation Practice Analysis Survey 2023 (Parts 1 & 3)

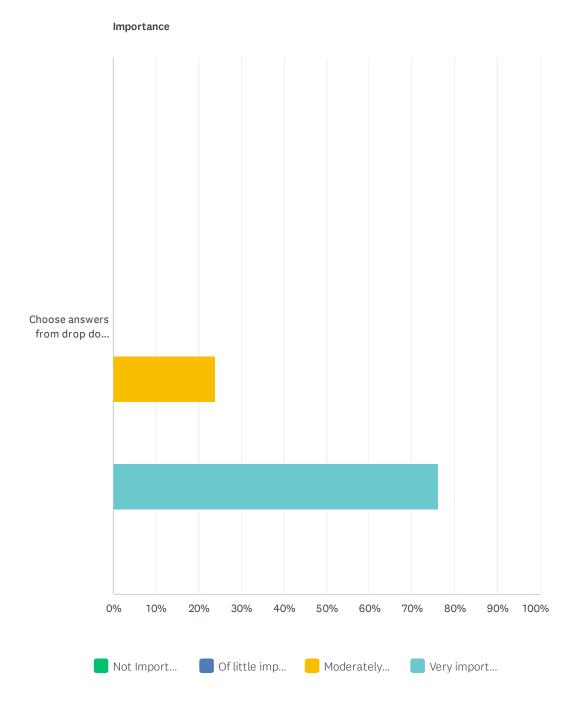


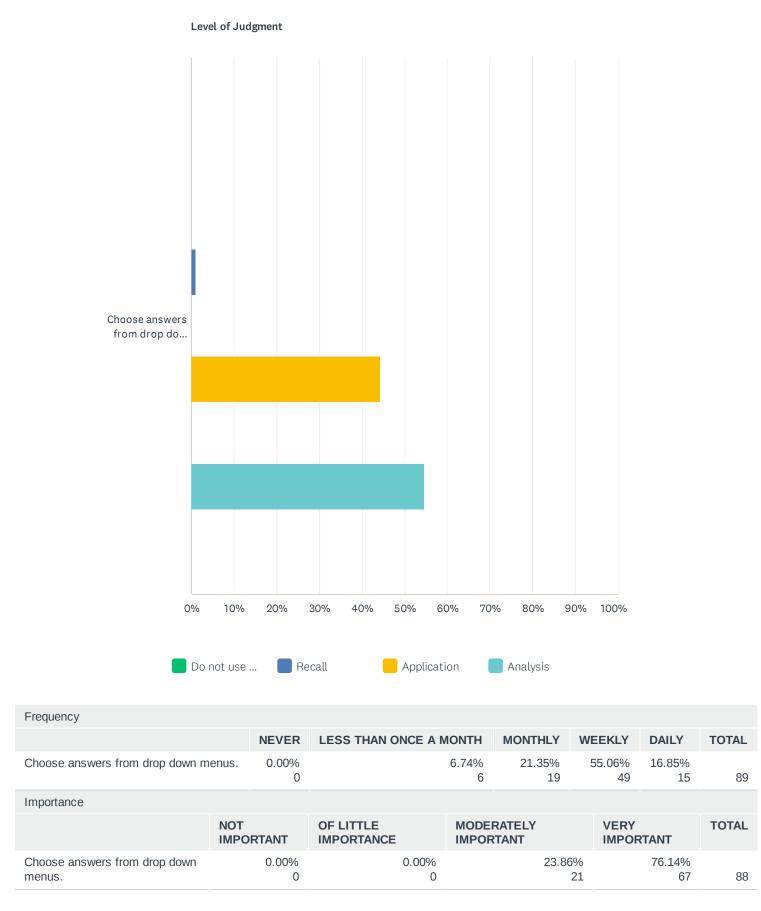
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	2.27% 2	4.55% 4	37.50% 33	55.68% 49	88

Q4 1.2.1 Builds collaborative partnerships, alliances, and networks.



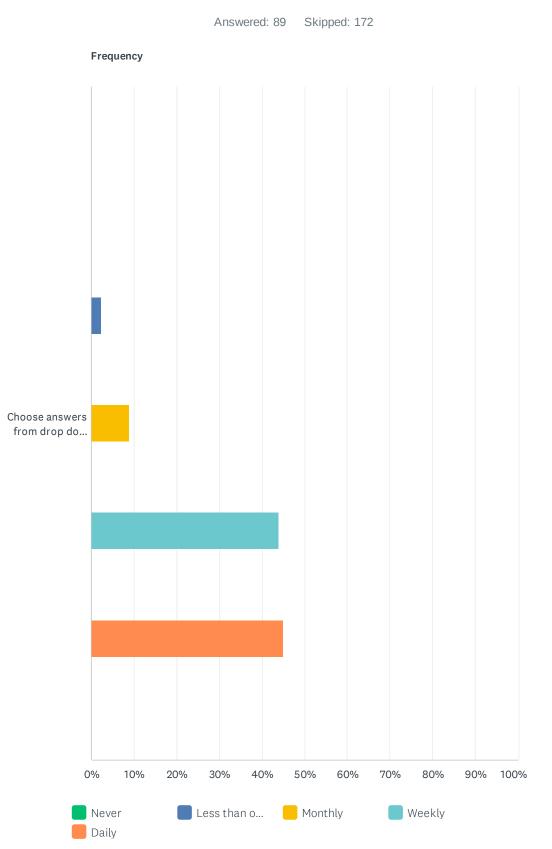
Higher Education Leadership Revalidation Practice Analysis Survey 2023 (Parts 1 & 3)

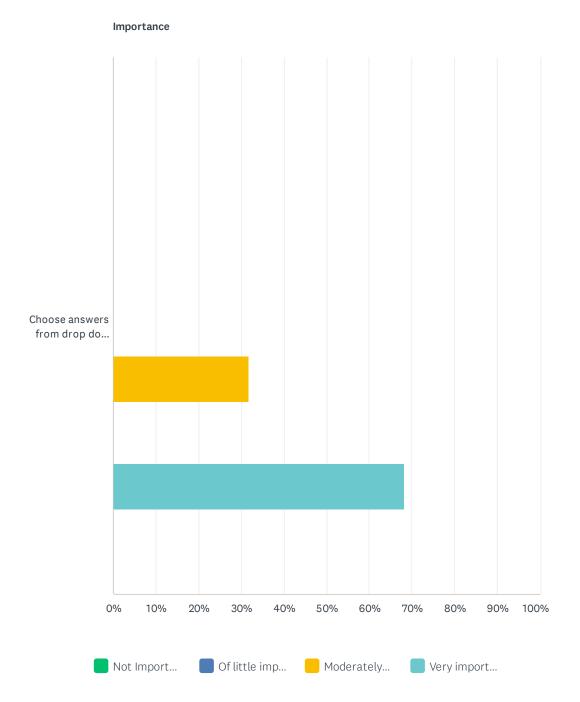


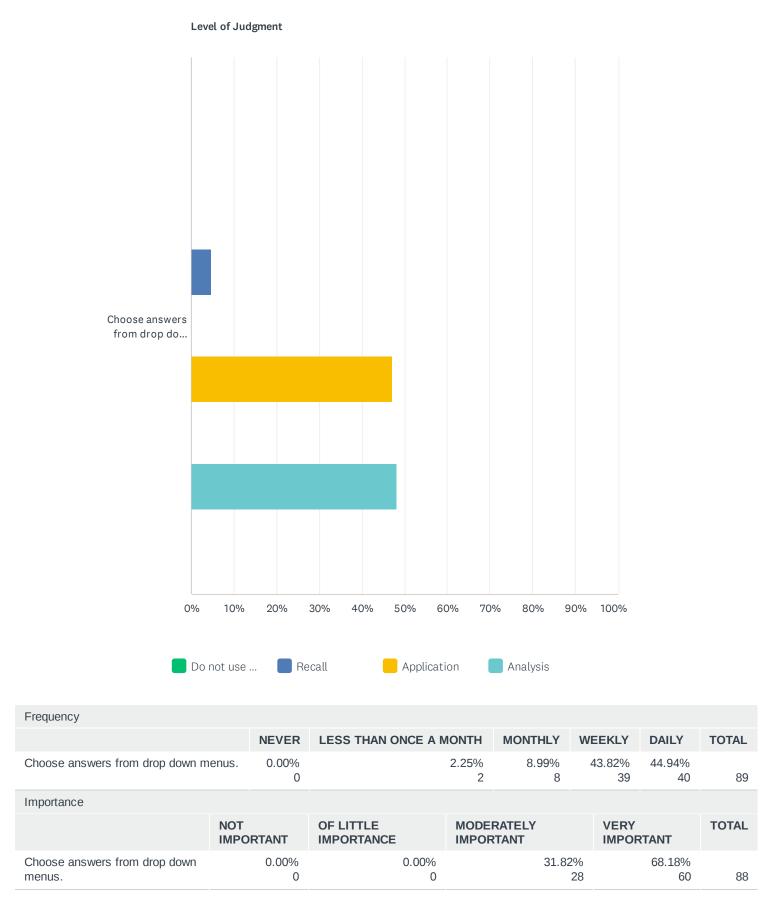


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	1.14% 1	44.32% 39	54.55% 48	88

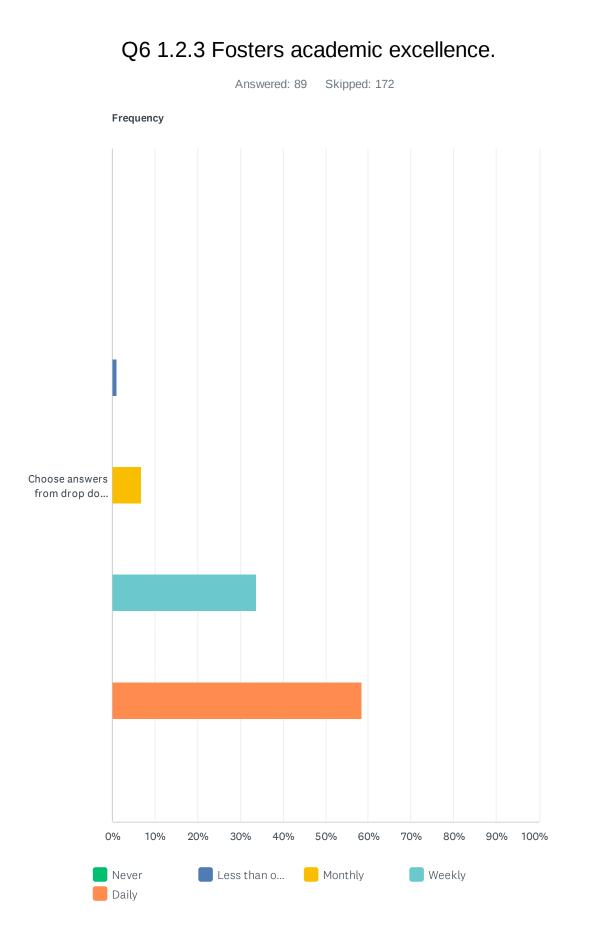
Q5 1.2.2 Delegates to improve efficiency and effectiveness.

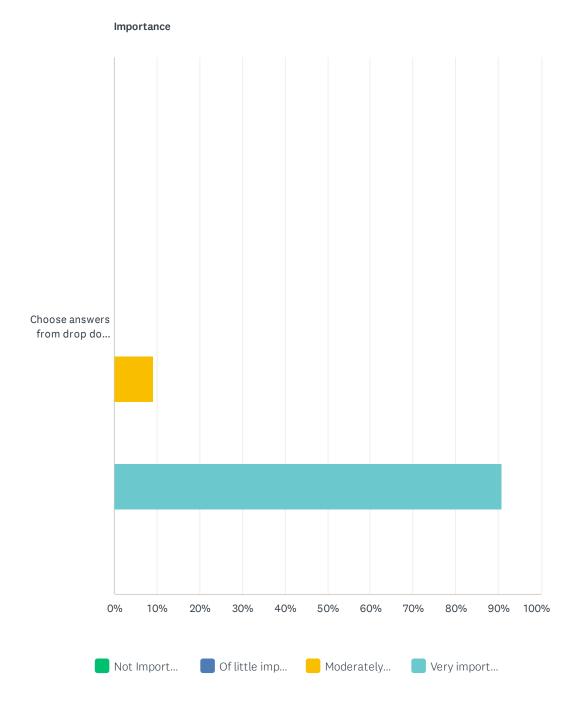


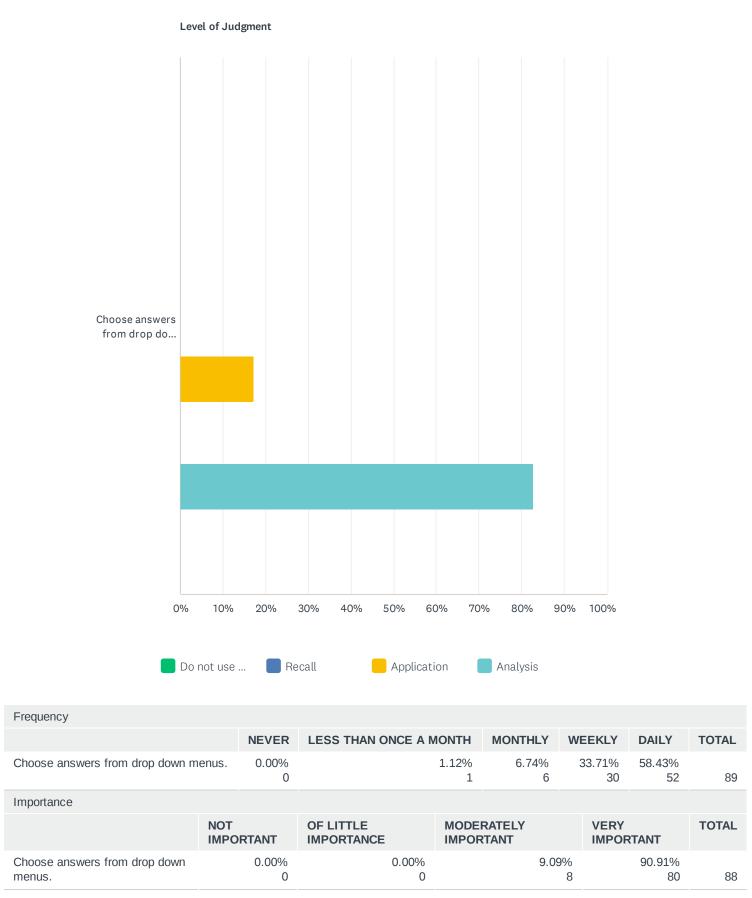




Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	4.60% 4	47.13% 41	48.28% 42	87

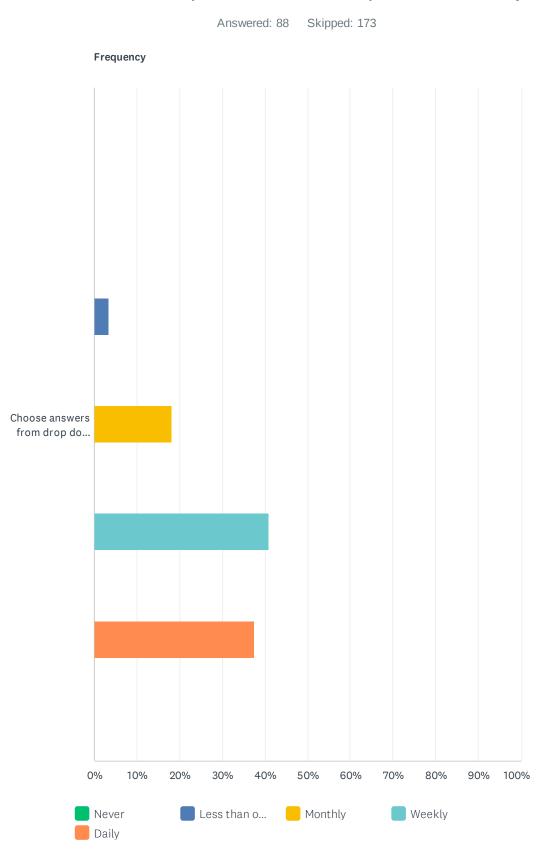


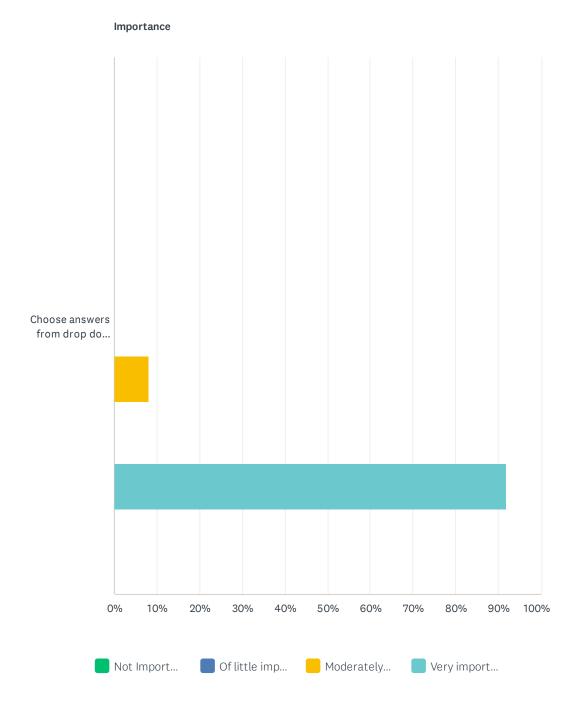


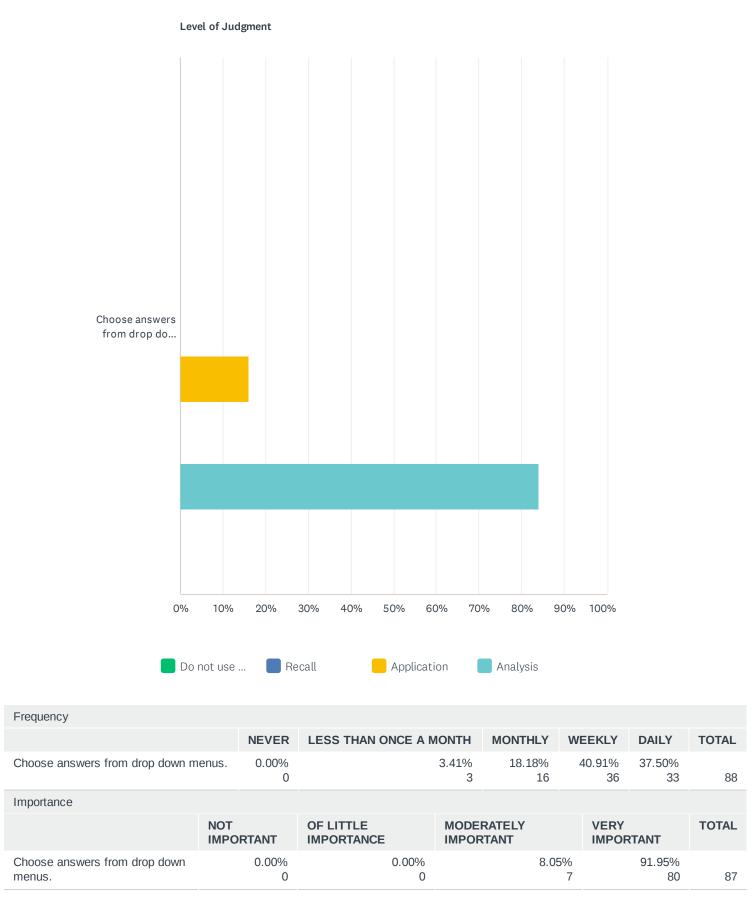


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	17.24% 15	82.76% 72	87

Q7 1.2.4 Assesses, implements, and adapts to necessary change.



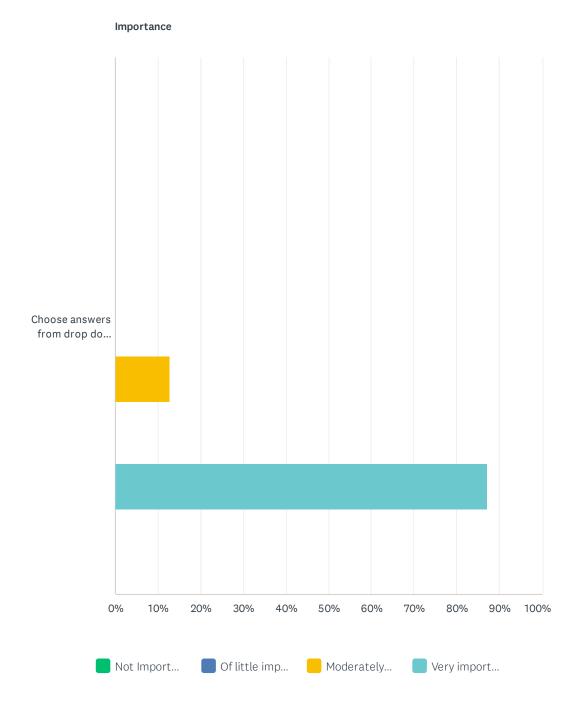


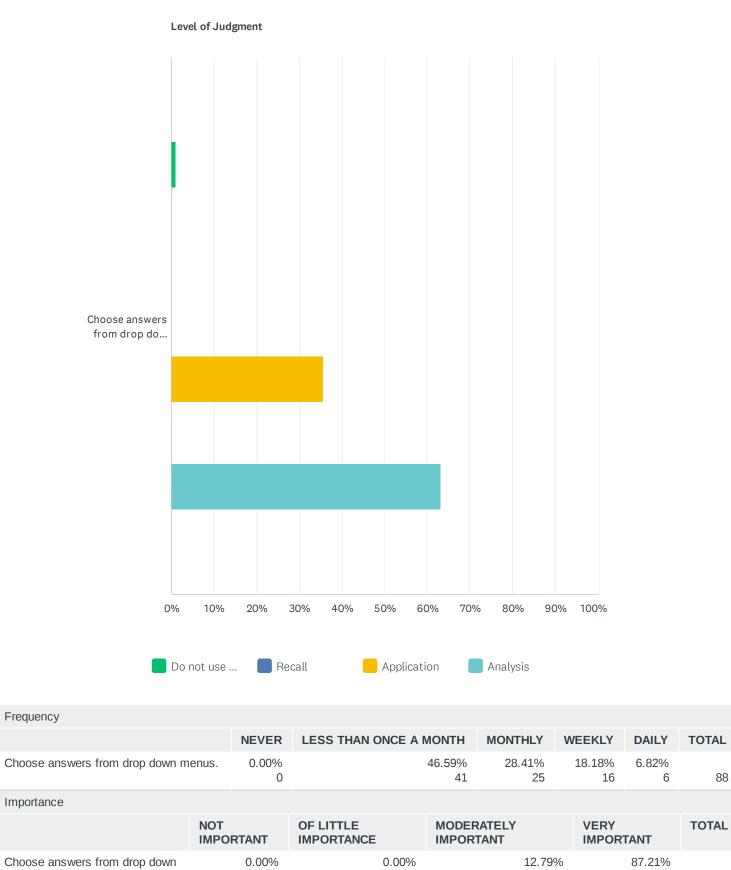


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	16.09% 14	83.91% 73	87

Q8 1.2.5 Recruits and retains a qualified workforce.

Answered: 88 Skipped: 173 Frequency Choose answers from drop do... 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100% Never Less than o... Monthly Weekly Daily

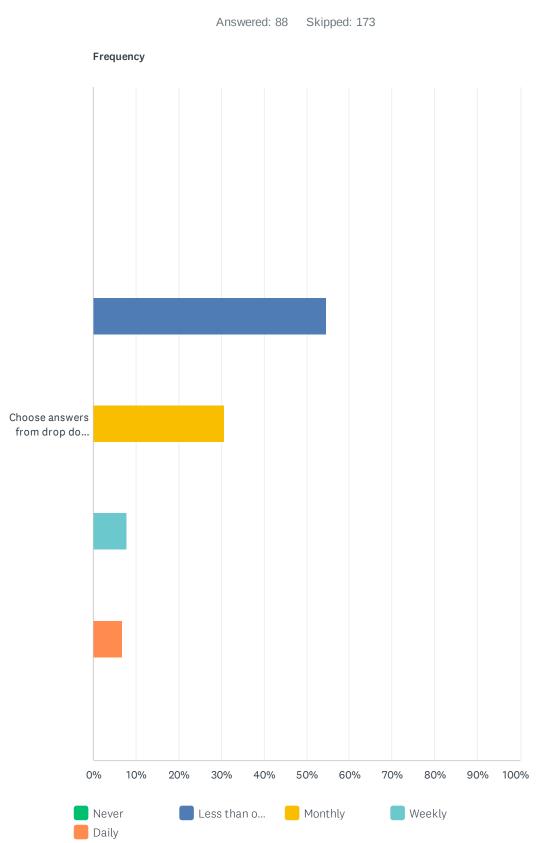


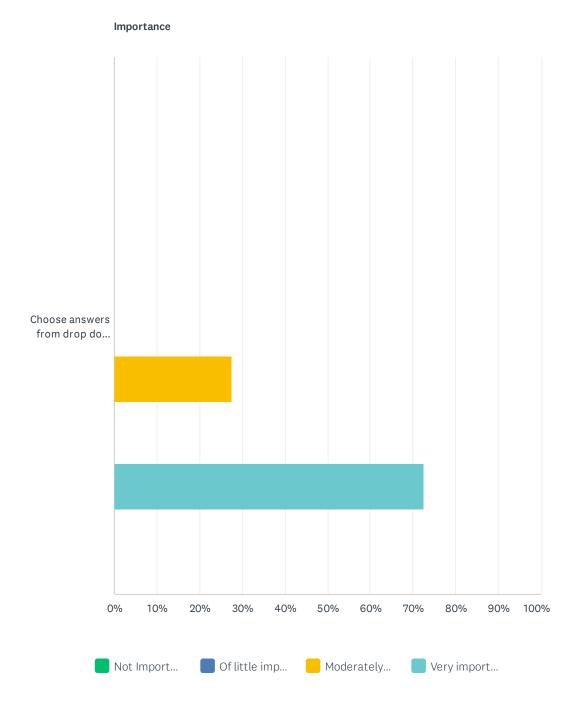


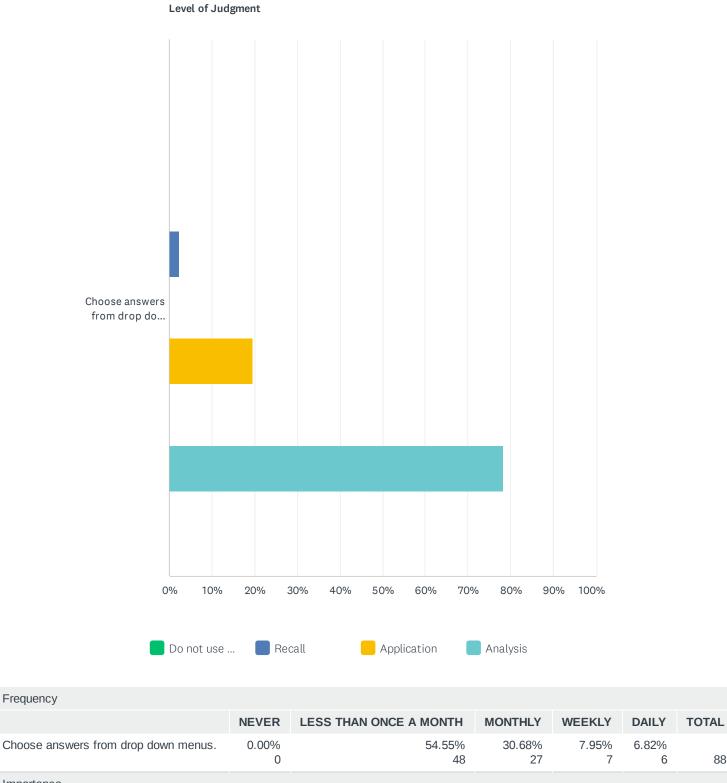
menus.

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	1.15% 1	0.00% 0	35.63% 31	63.22% 55	87

Q9 1.2.6 Leads the development and implementation of the strategic planning process.







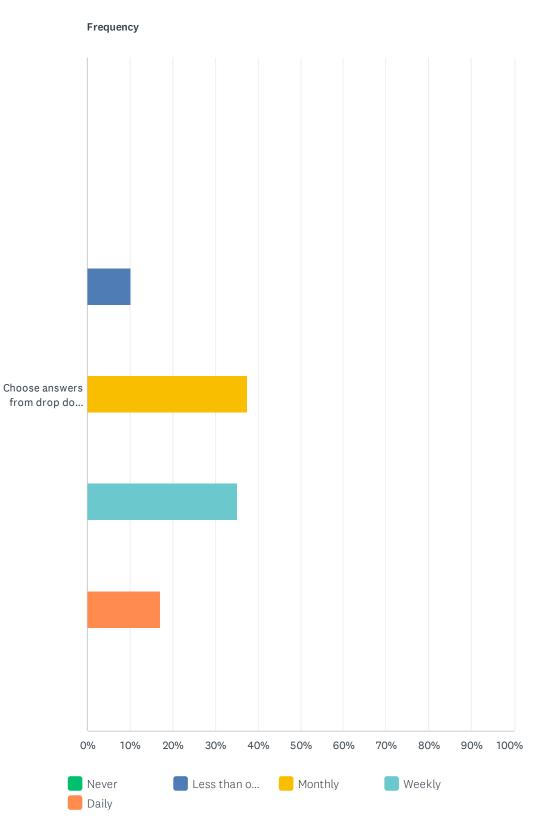
Importance					
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODERATELY IMPORTANT	VERY IMPORTANT	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	27.59% 24	72.41% 63	87

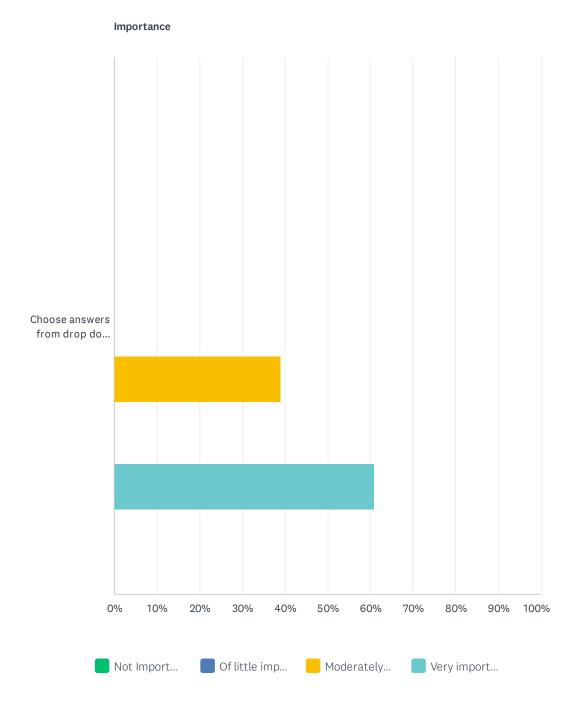
88

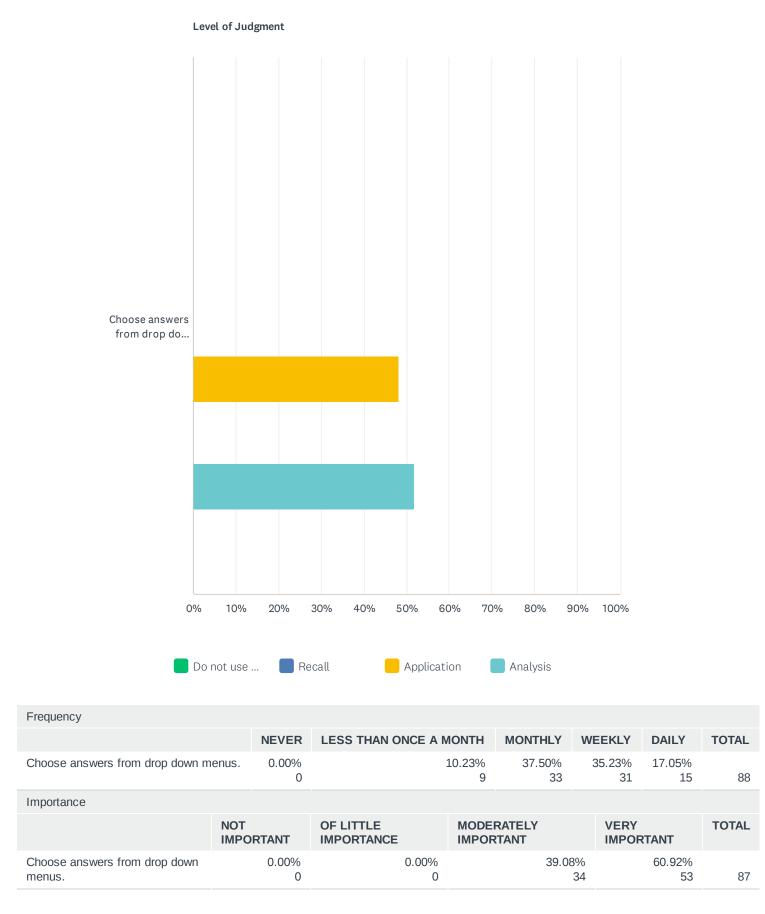
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	2.30% 2	19.54% 17	78.16% 68	87



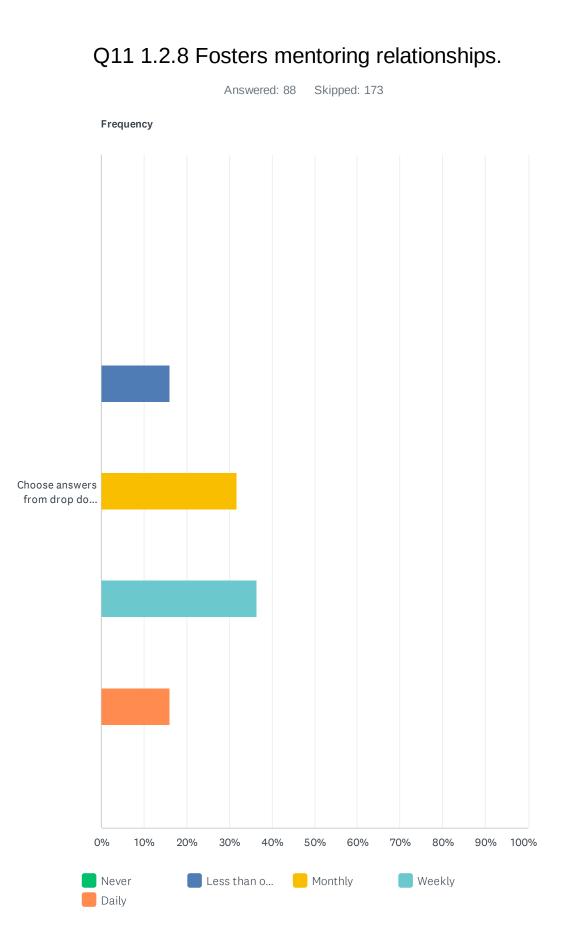
Answered: 88 Skipped: 173

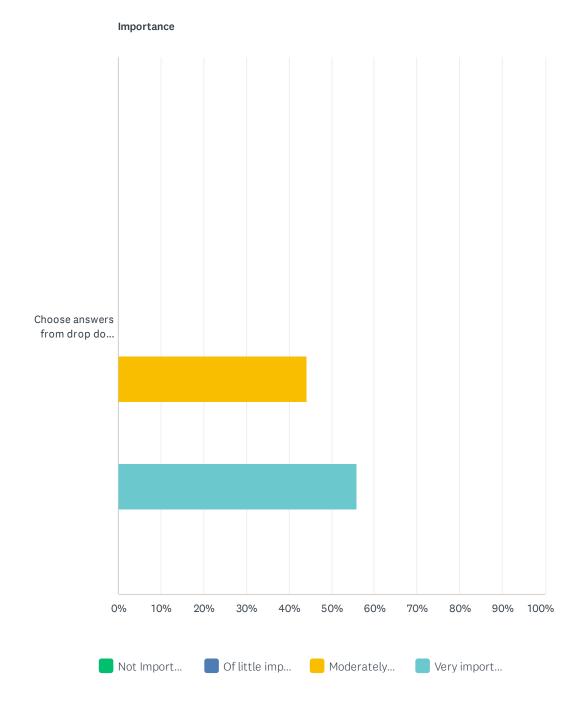


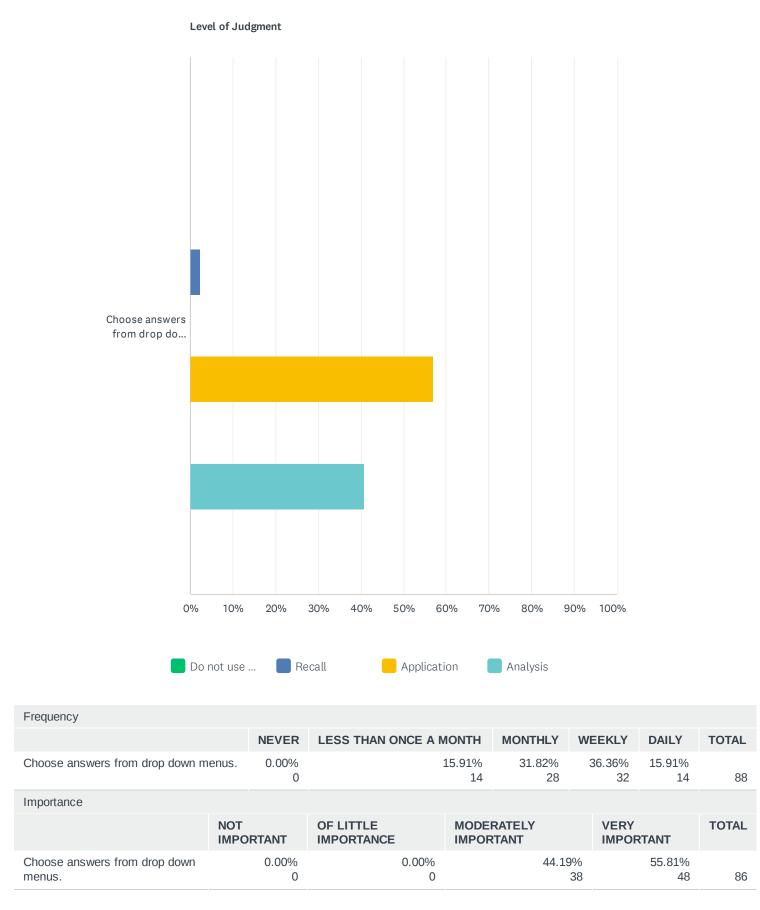




Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	48.28% 42	51.72% 45	87

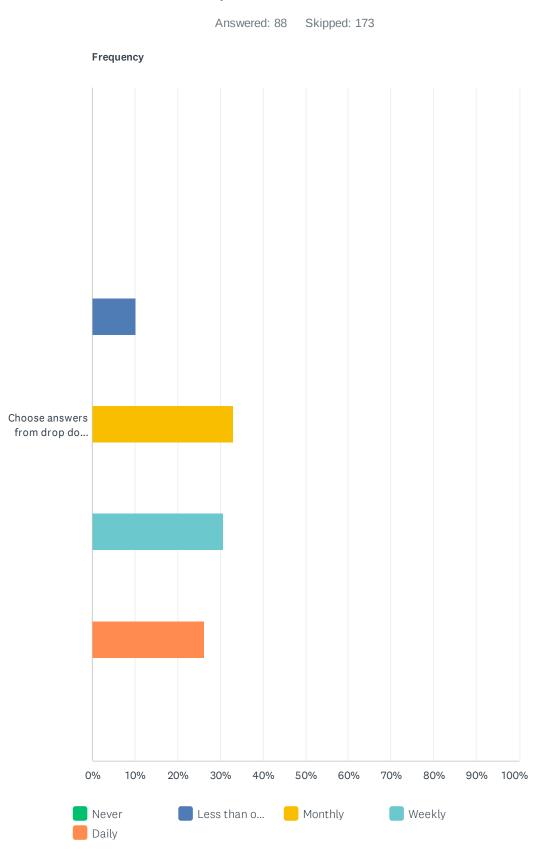


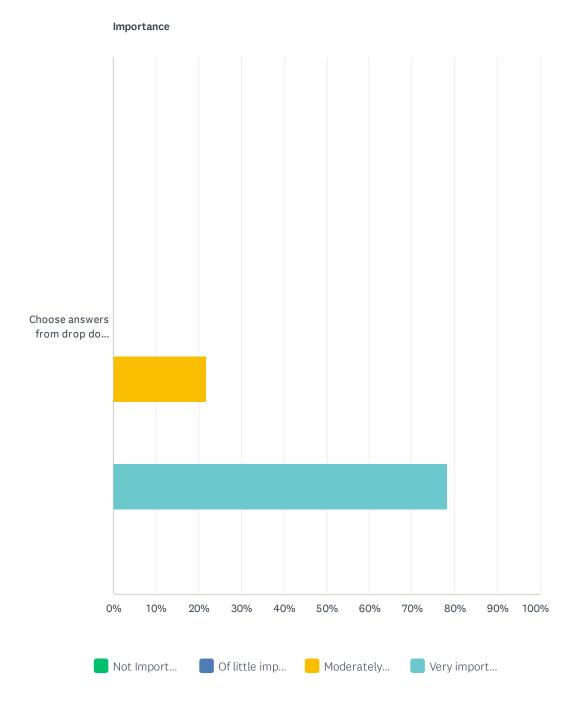


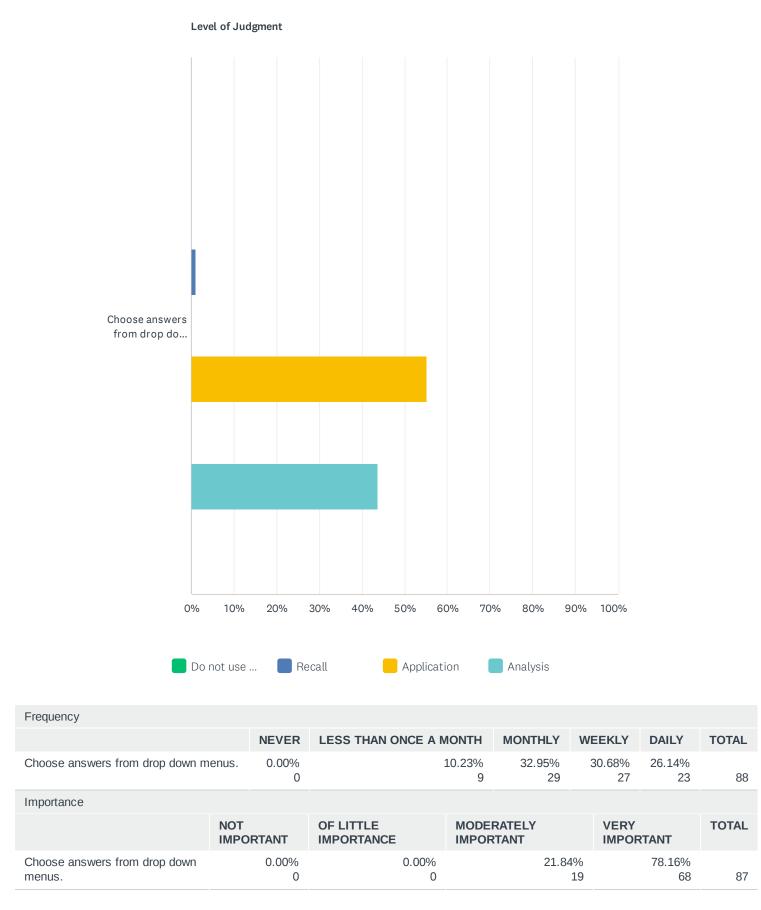


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	2.33% 2	56.98% 49	40.70% 35	86

Q12 1.2.9 Builds relationships with internal and external stakeholders.

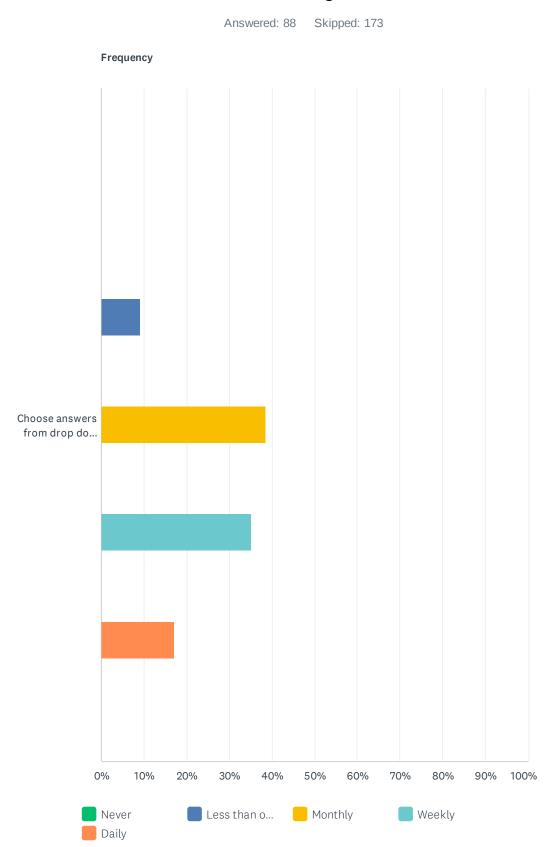


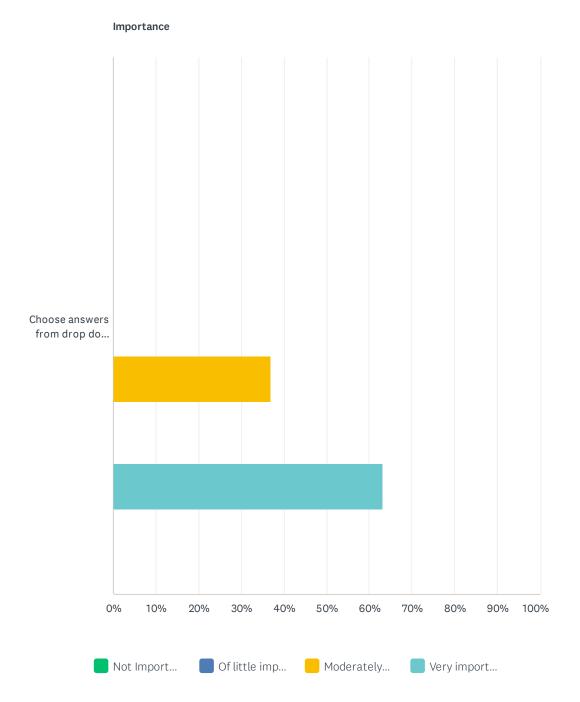


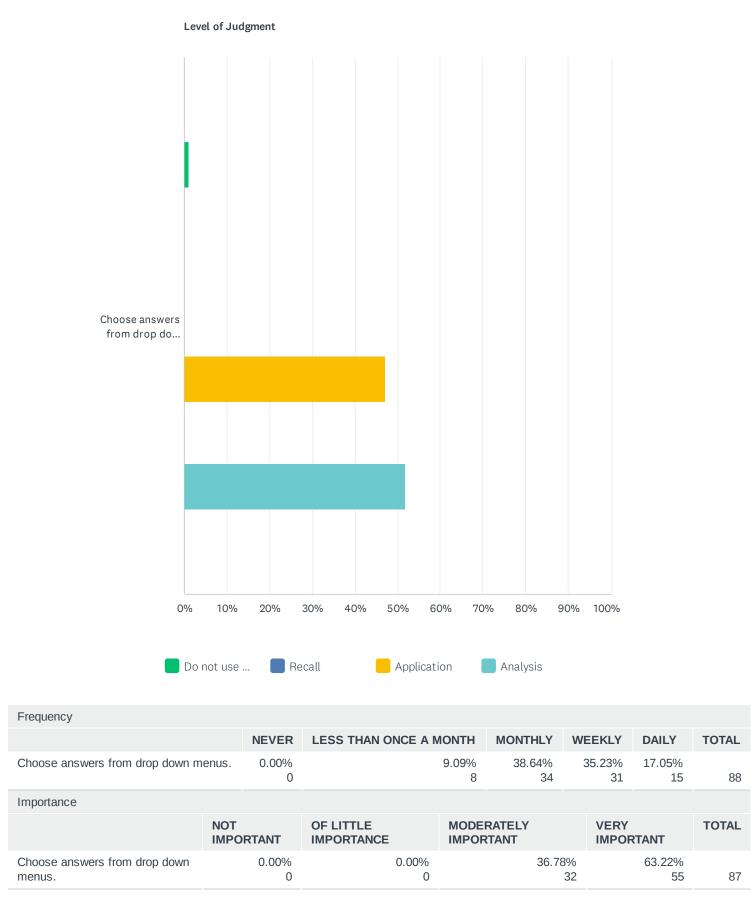


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	1.15% 1	55.17% 48	43.68% 38	87

Q13 1.2.10 Encourages innovation in scholarship, practice, service, and teaching.



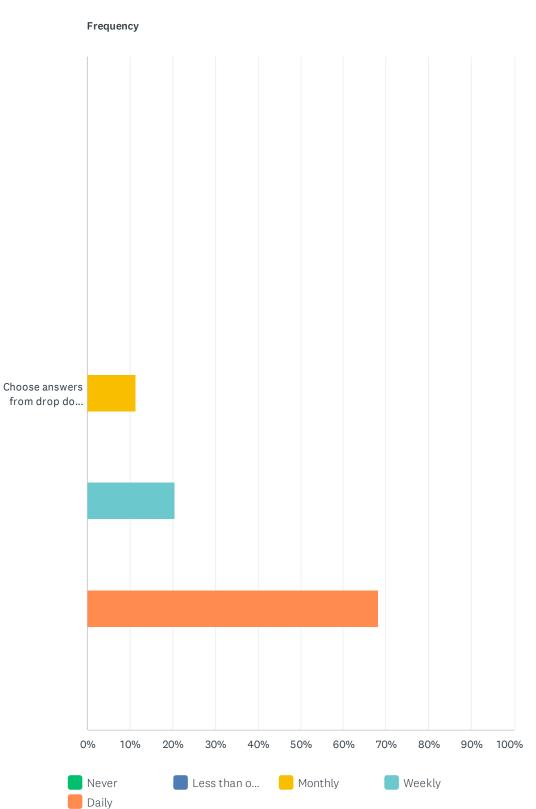


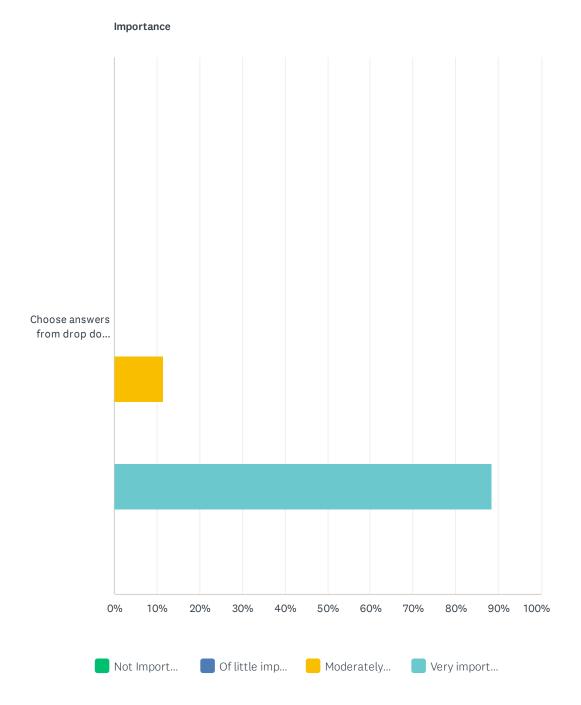


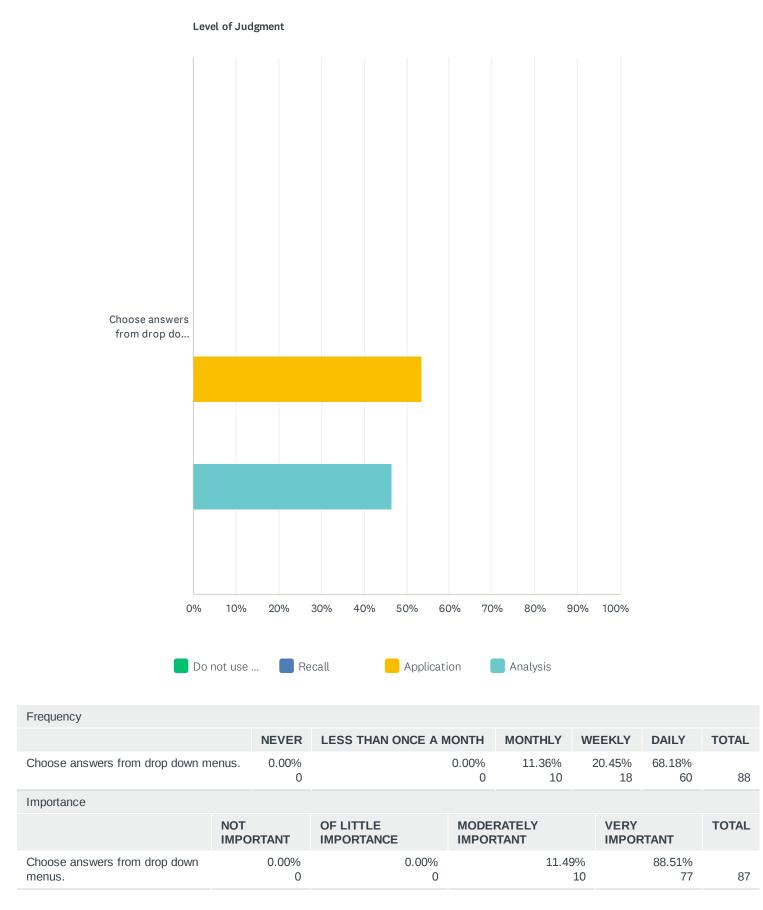
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	1.15% 1	0.00% 0	47.13% 41	51.72% 45	87

Q14 1.2.11 Cultivates a culture of inclusivity.

Answered: 88 Skipped: 173

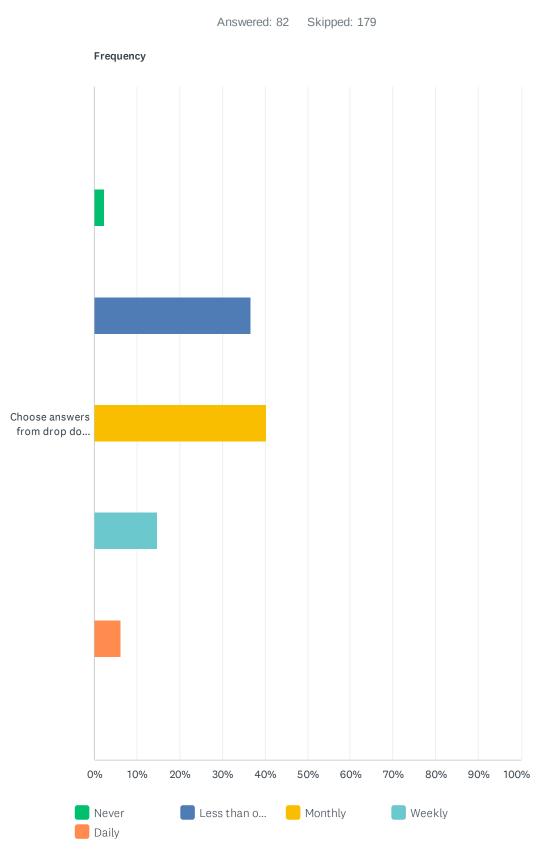


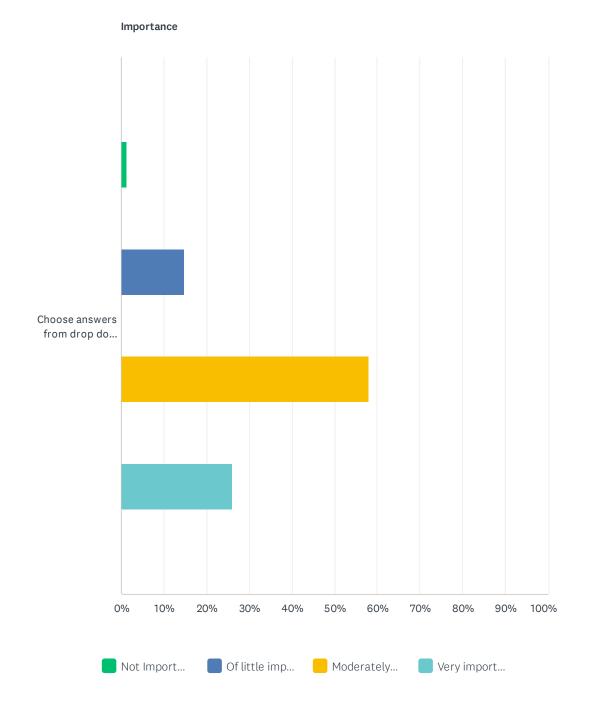


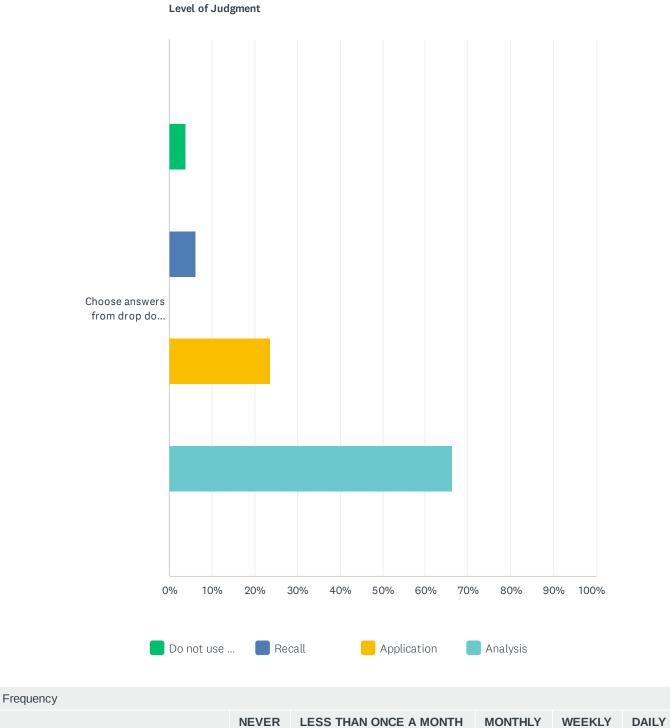


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	53.49% 46	46.51% 40	86

Q15 1.3.1 Seize opportunities through entrepreneurial thinking.

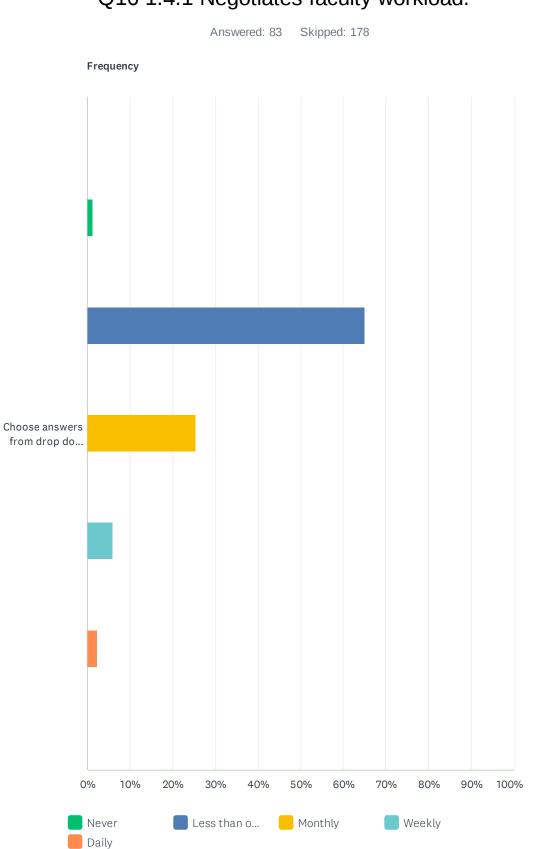




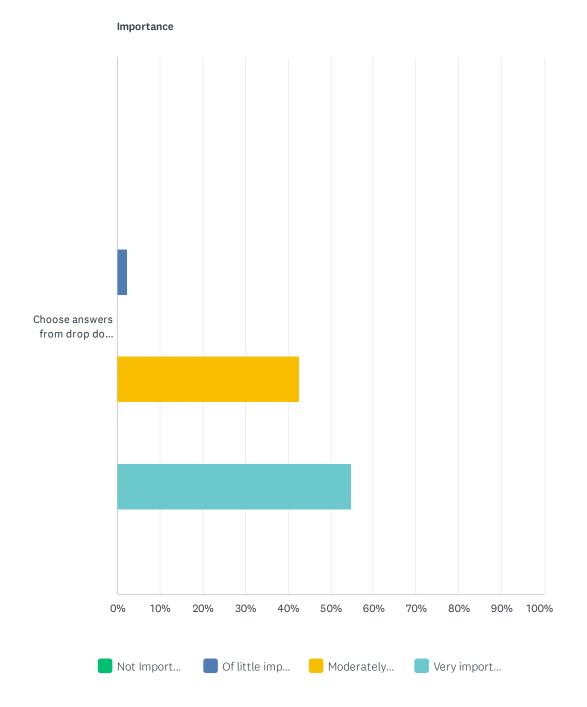


	NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus. 2.44%) 2	36.59% 30	40.24% 33	14.63% 12	6.10% 5	82
Importance							
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODEF IMPOR		VERY	TANT	TOTAL
Choose answers from drop down menus.	1.23% 1	14.81% 12		58.029 4	-	25.93% 21	81

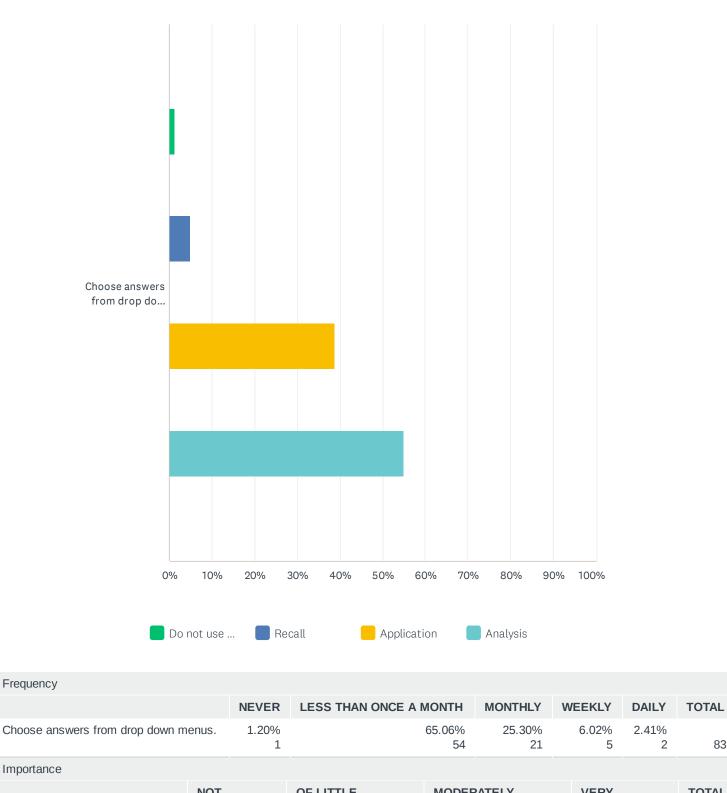
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	3.75% 3	6.25% 5	23.75% 19	66.25% 53	80



Q16 1.4.1 Negotiates faculty workload.



Level of Judgment

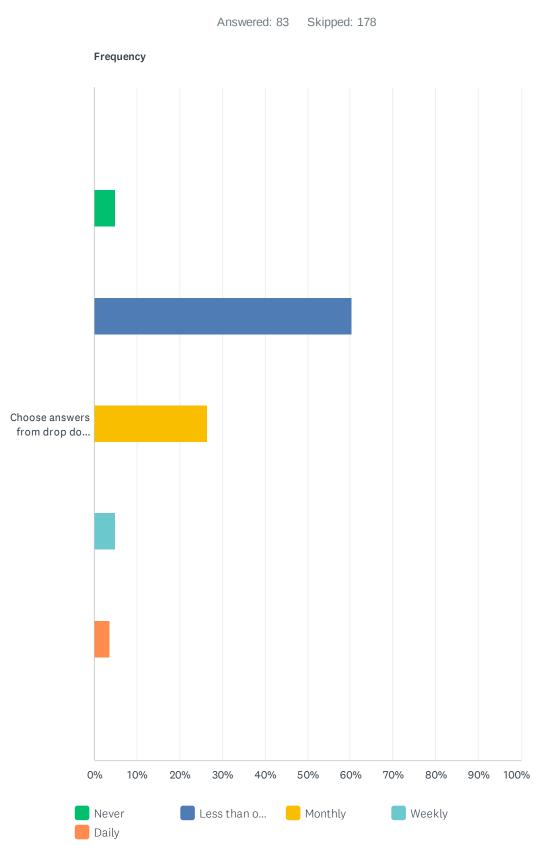


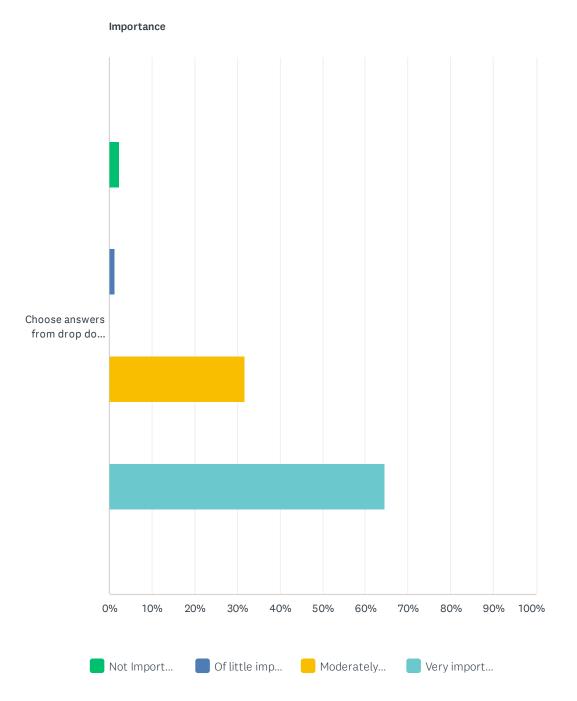
Importanoo					
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODERATELY IMPORTANT	VERY IMPORTANT	TOTAL
Choose answers from drop down menus.	0.00% 0	2.44% 2	42.68% 35	54.88% 45	82

83

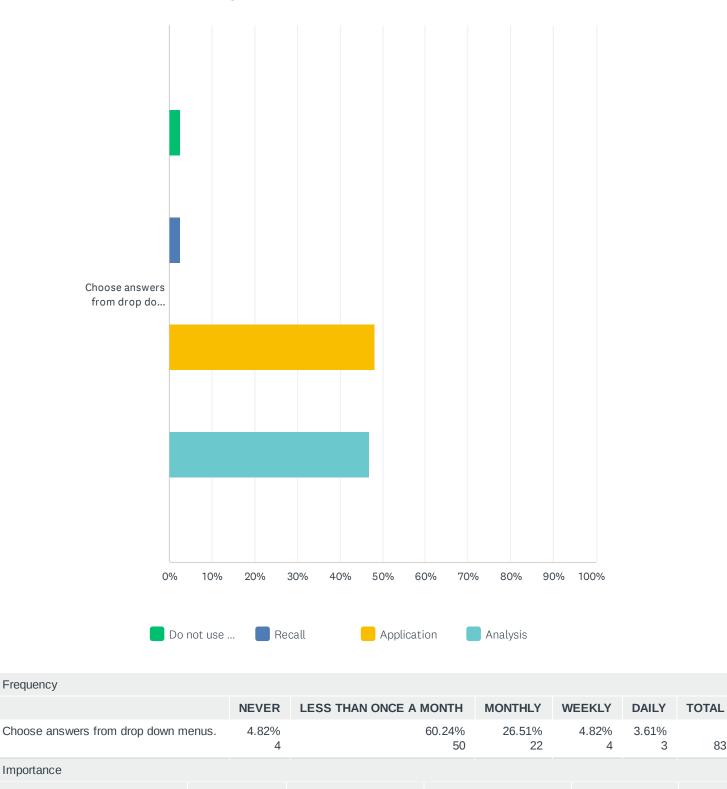
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	1.25% 1	5.00% 4	38.75% 31	55.00% 44	80

Q17 1.4.2 Guides faculty in the process of advancement (promotion and tenure as applicable).





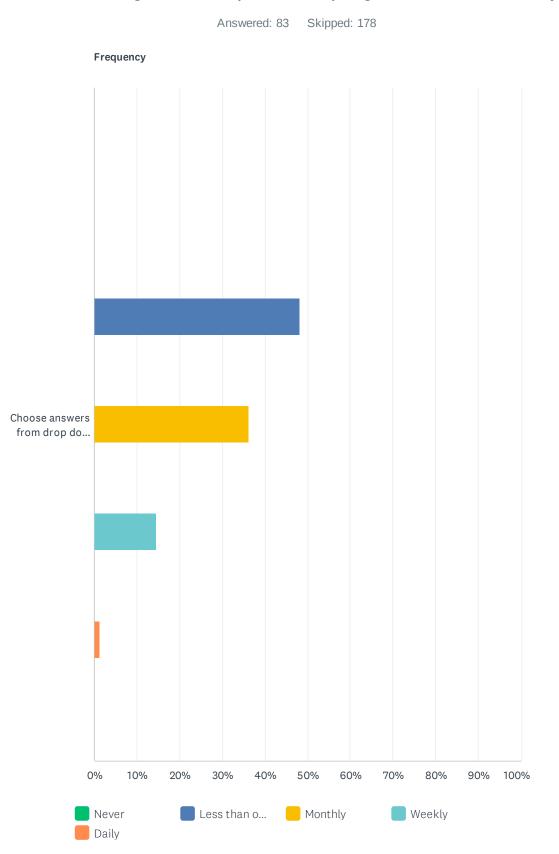
Level of Judgment

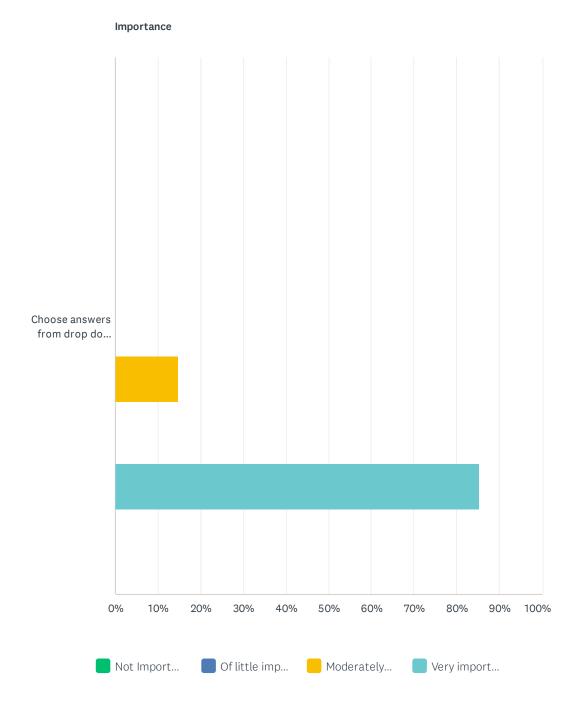


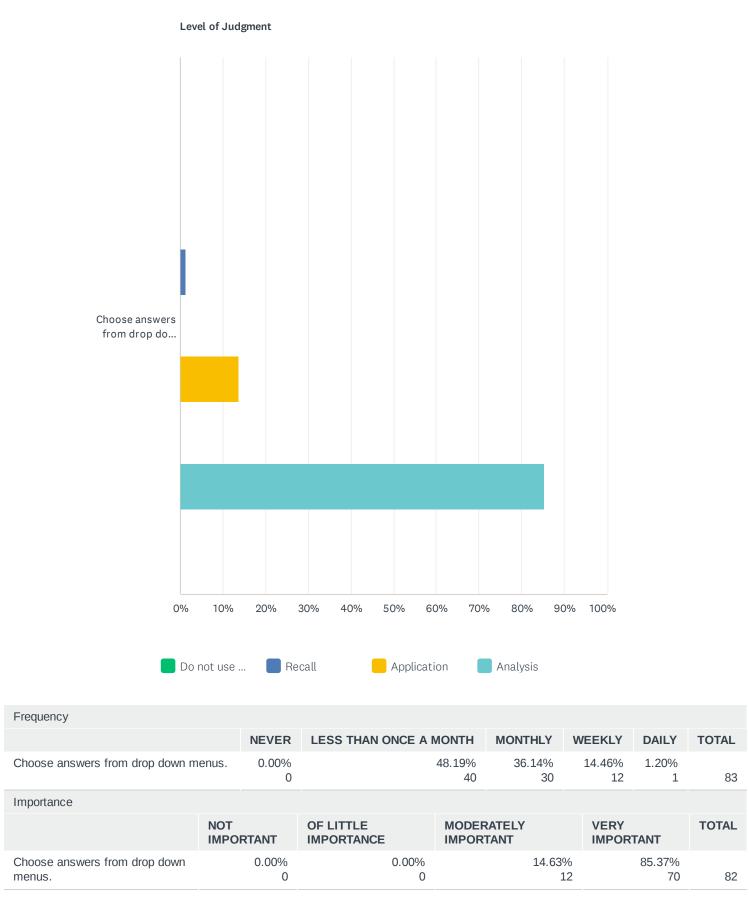
83

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	2.47% 2	2.47% 2	48.15% 39	46.91% 38	81

Q18 1.4.3 Designs and implements program assessment cycle.

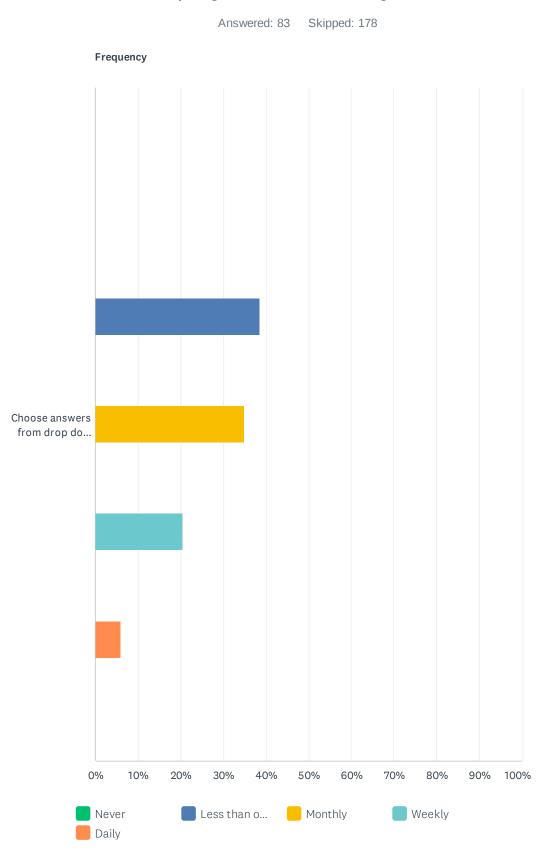


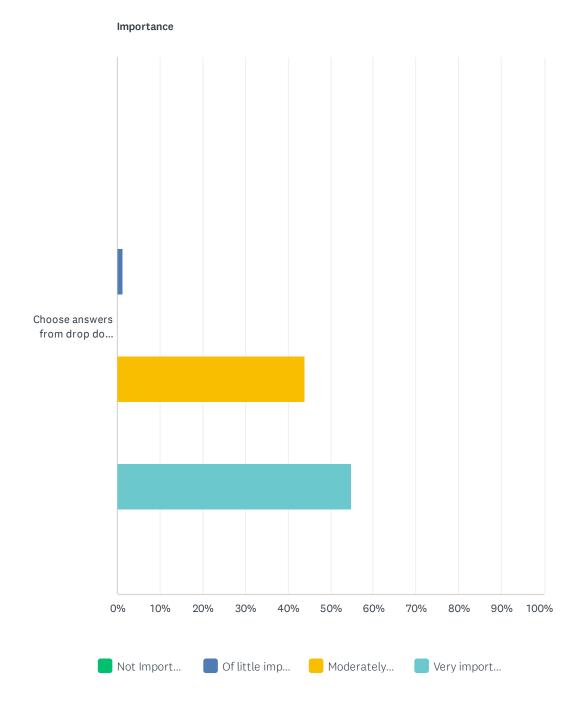




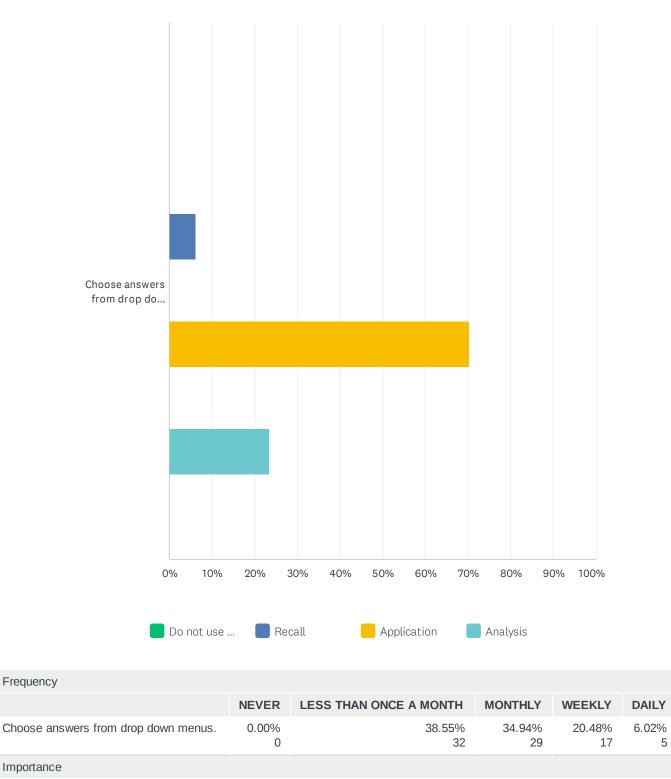
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	1.23% 1	13.58% 11	85.19% 69	81

Q19 1.4.4 Advocates program/institutional goals to all stakeholders.





Level of Judgment



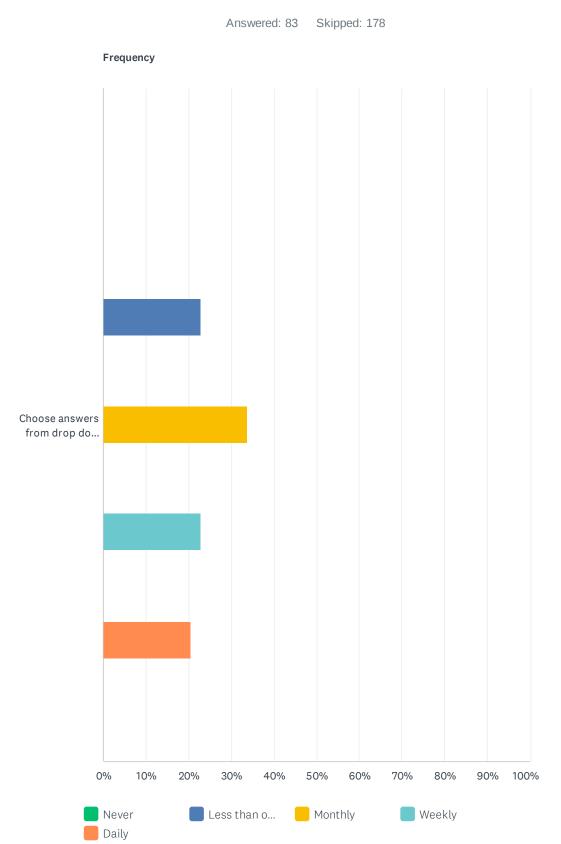
Importance					
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODERATELY IMPORTANT	VERY IMPORTANT	TOTAL
Choose answers from drop down menus.	0.00% 0	1.22% 1	43.90% 36	54.88% 45	82

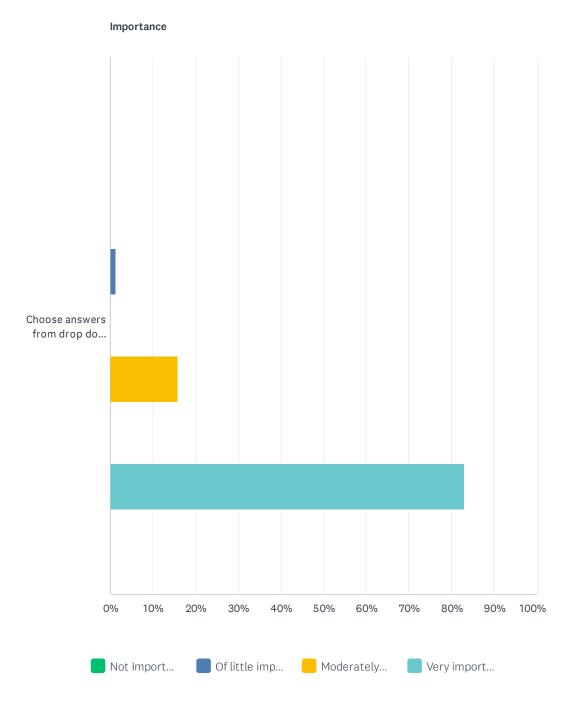
TOTAL

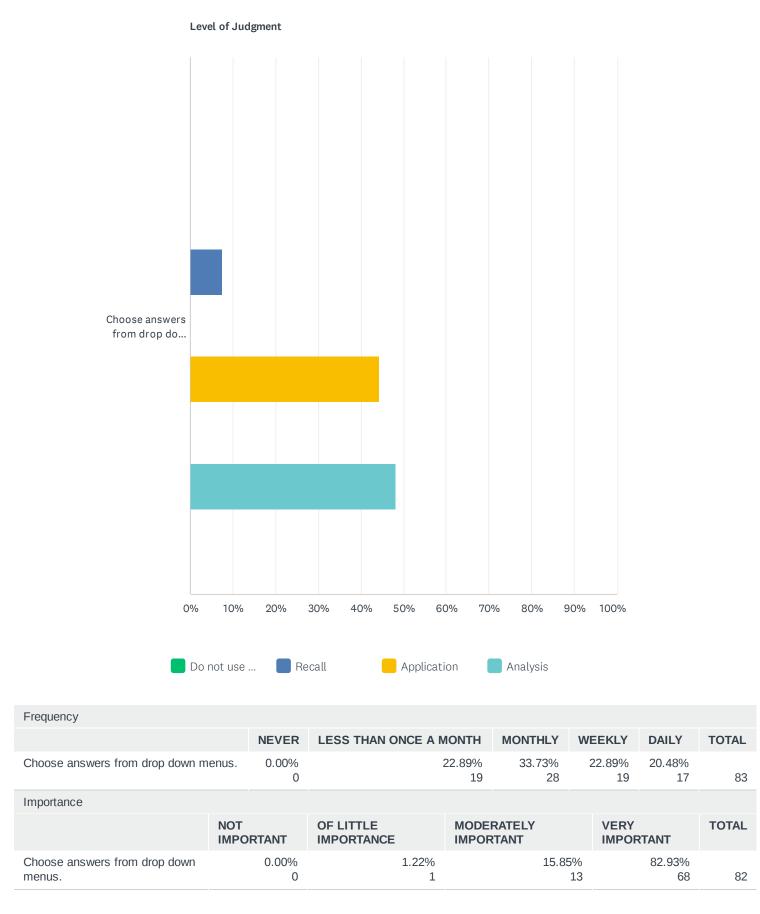
83

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	6.17% 5	70.37% 57	23.46% 19	81

Q20 1.4.5 Monitors and implements standards compliant with regulatory environment.

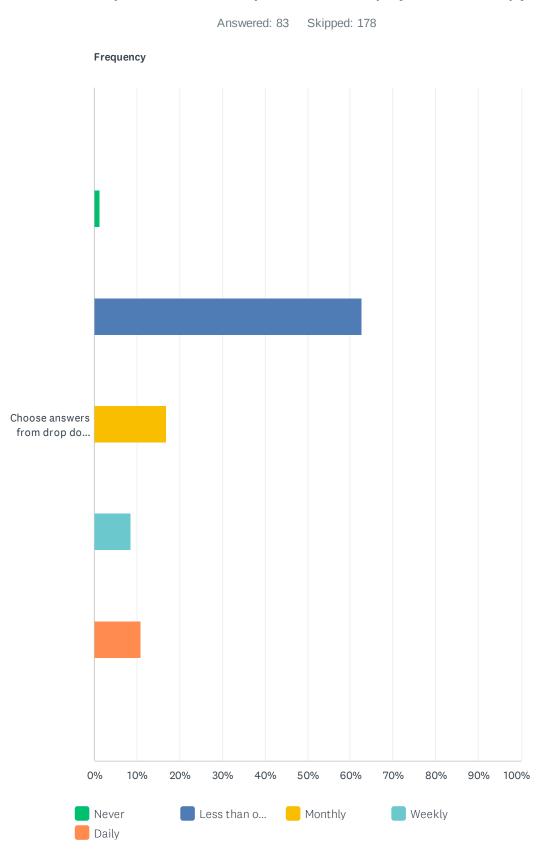


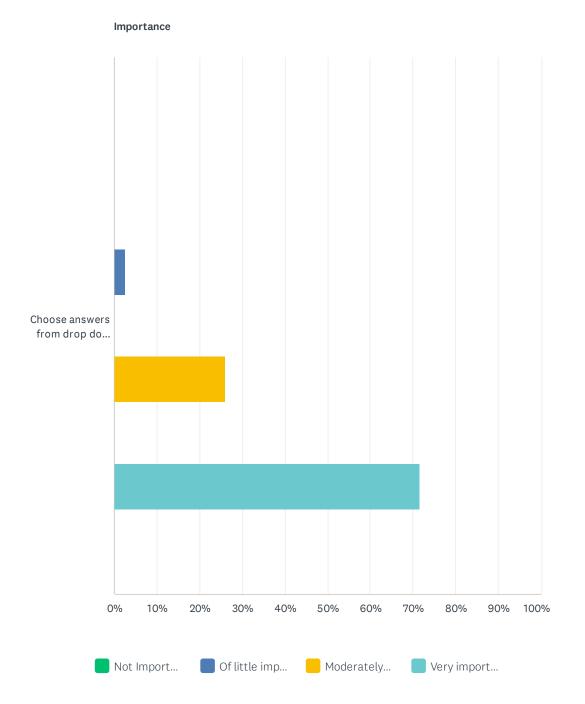


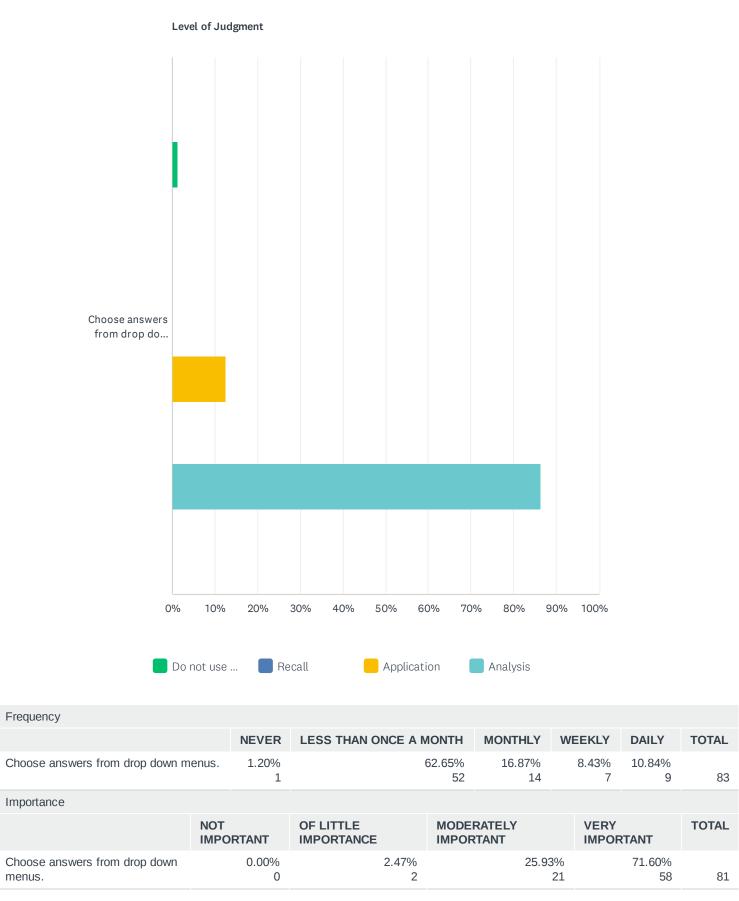


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	7.41% 6	44.44% 36	48.15% 39	81

Q21 1.4.6 Develops a vision for professional physical therapy education.

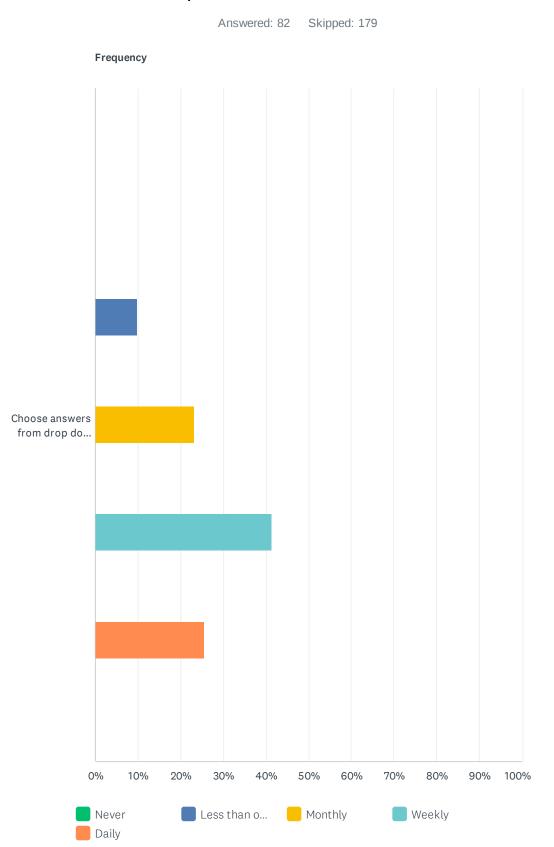


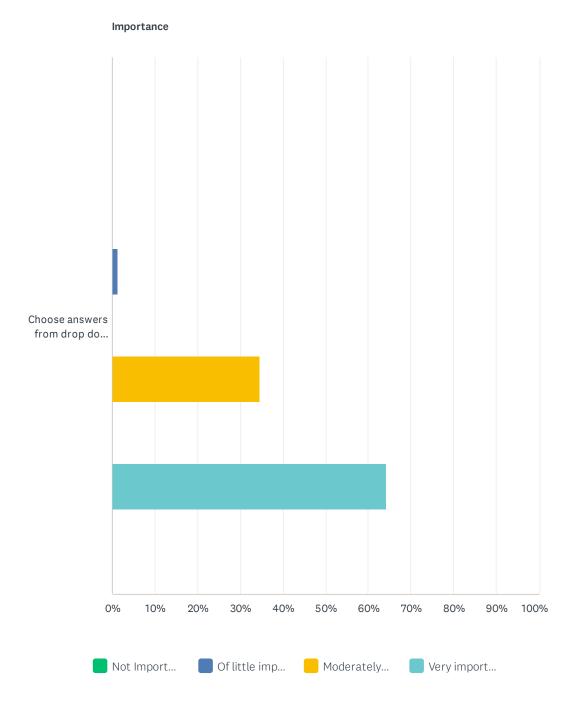


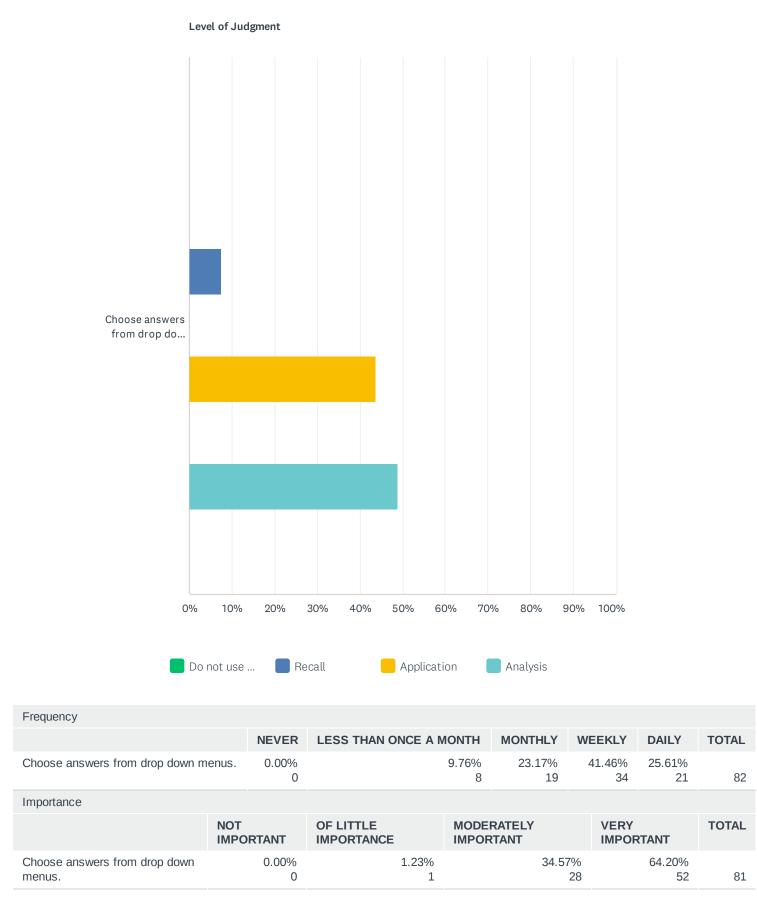


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	1.25% 1	0.00% 0	12.50% 10	86.25% 69	80

Q22 3.1.1 Knowledge of strategies to engage multiple perspectives, disciplines, and constituencies.

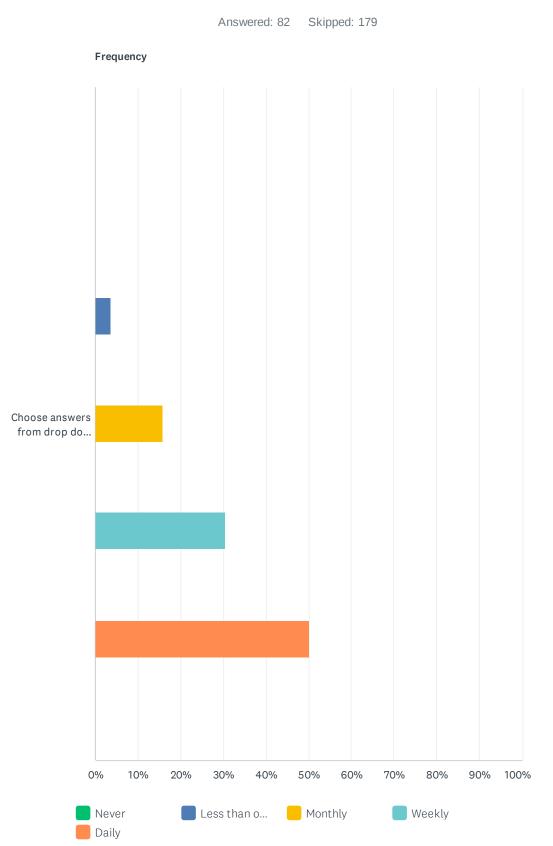


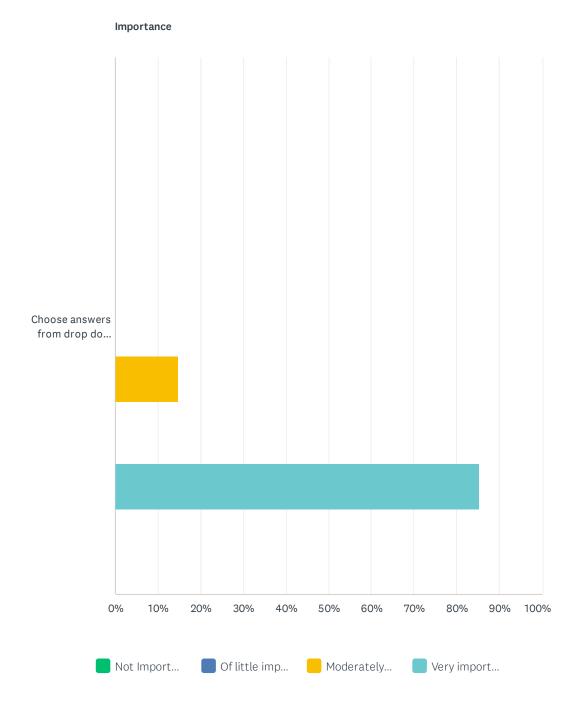


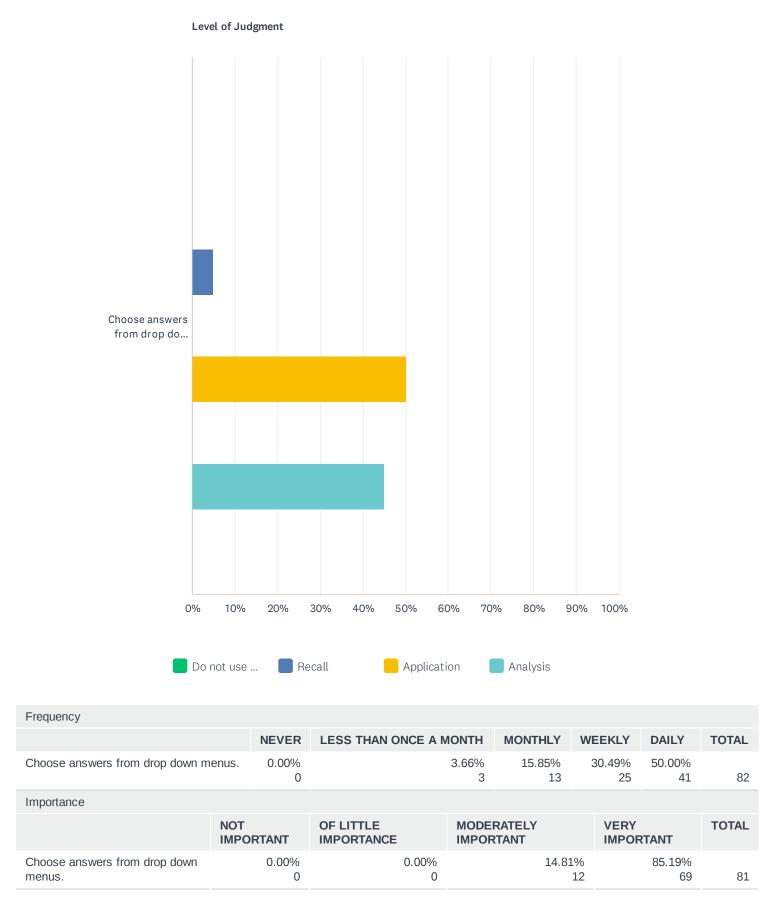


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	7.50% 6	43.75% 35	48.75% 39	80

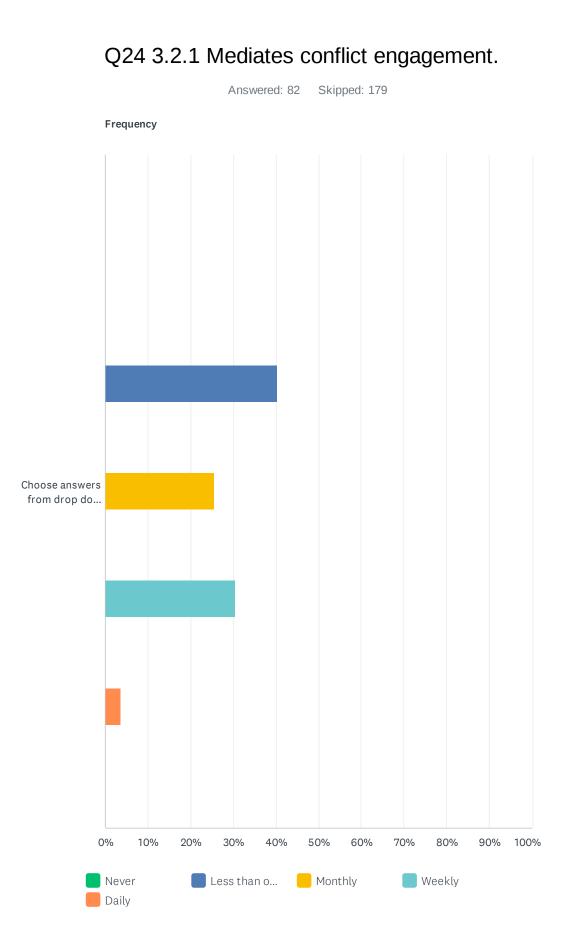
Q23 3.1.2 Knowledge of strategies to engage collaboration, teamwork, and relationship building.

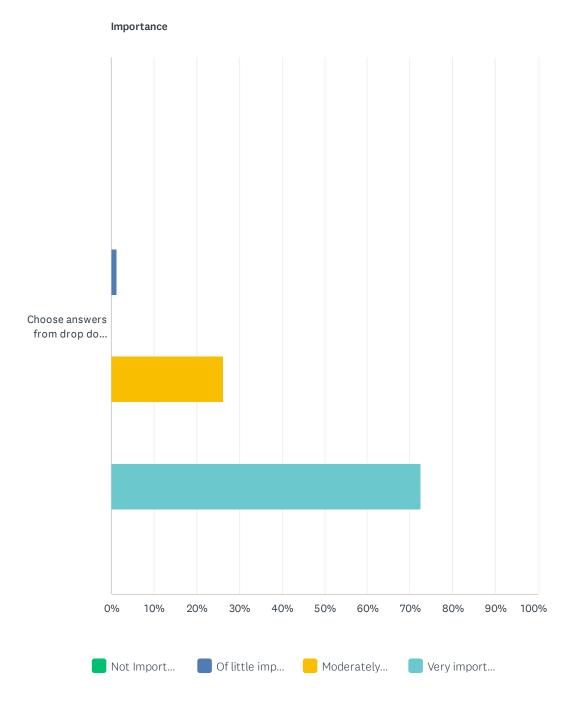


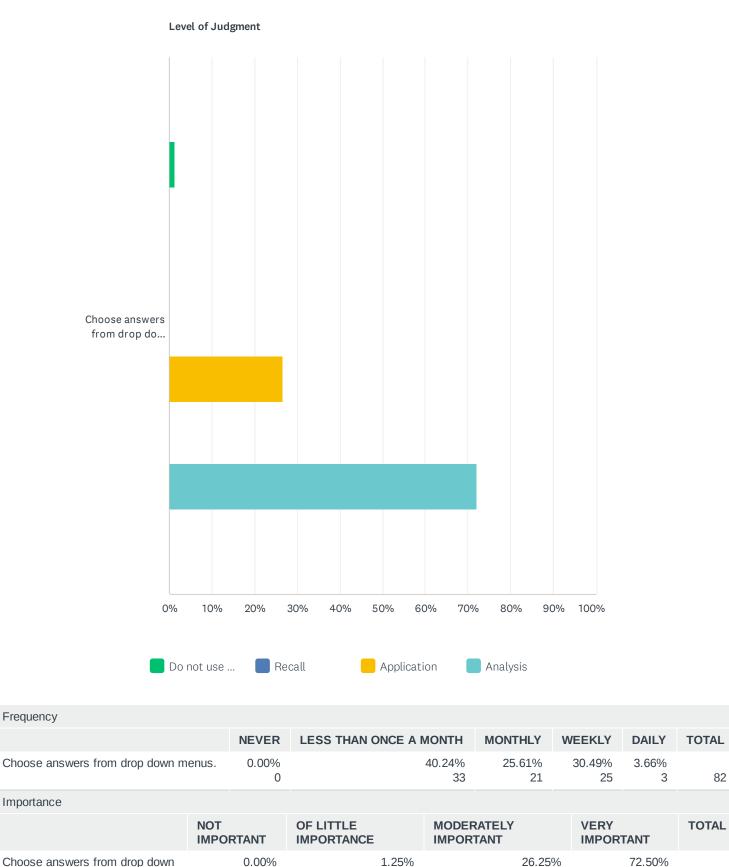




Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	5.00% 4	50.00% 40	45.00% 36	80







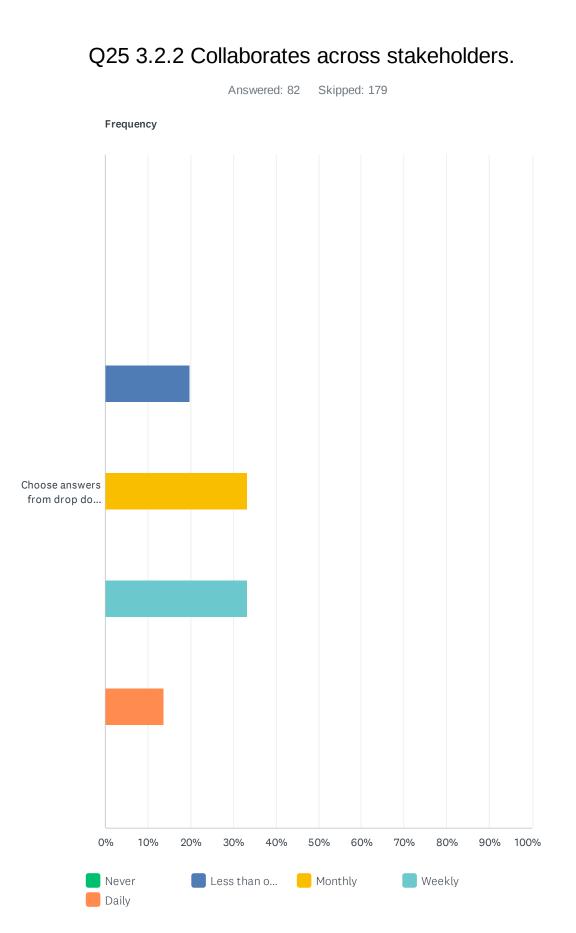
0	1	21

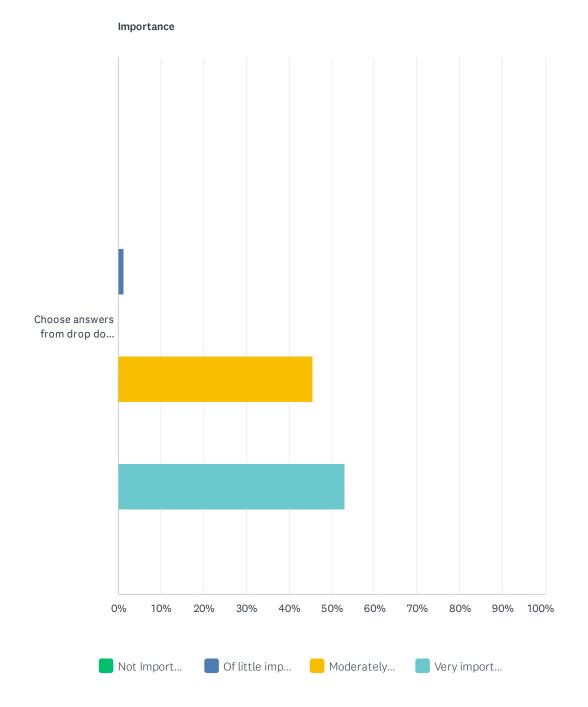
menus.

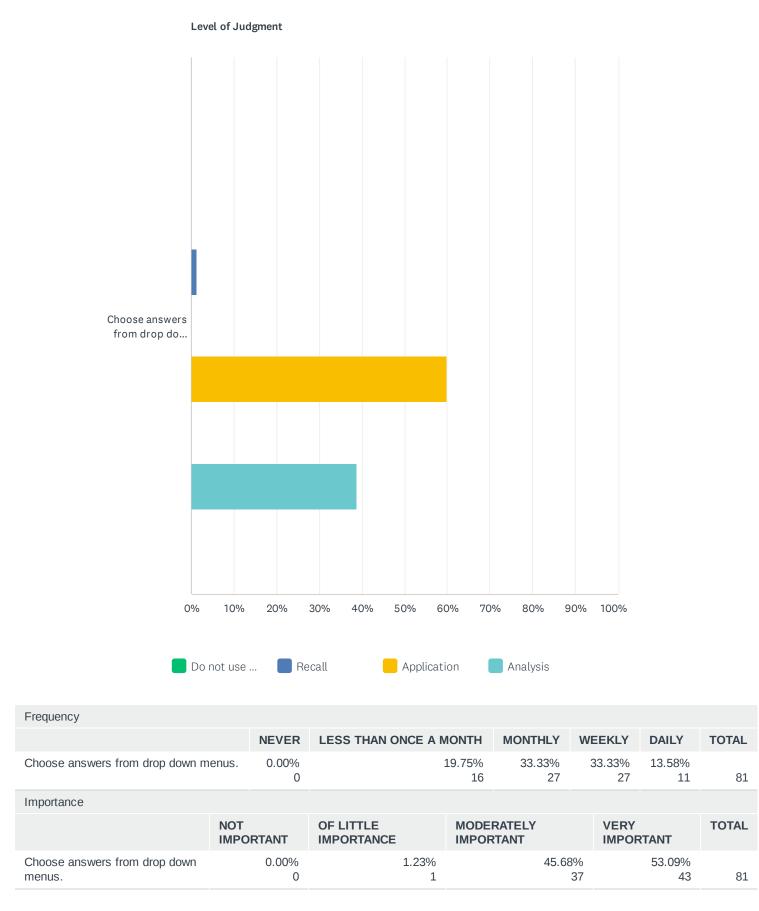
80

58

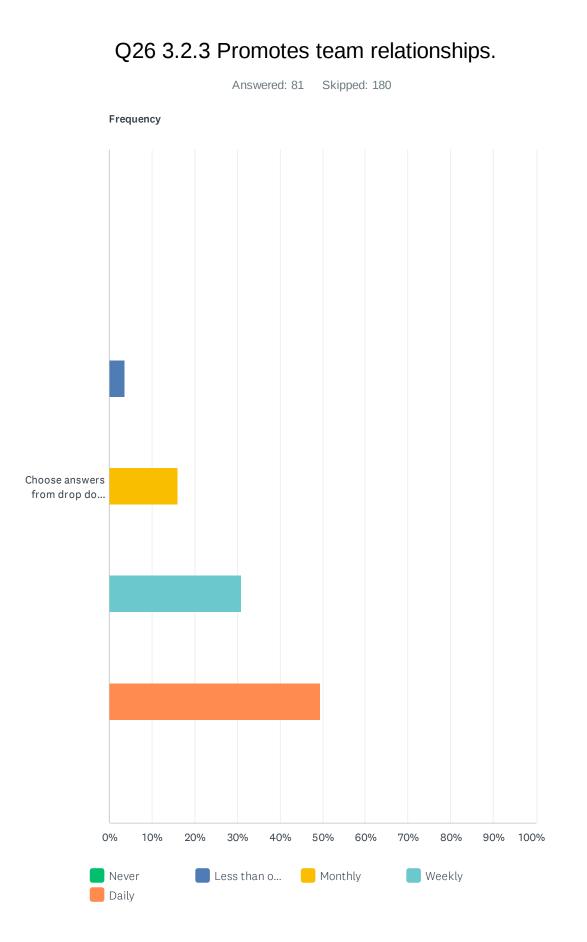
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	1.27% 1	0.00% 0	26.58% 21	72.15% 57	79

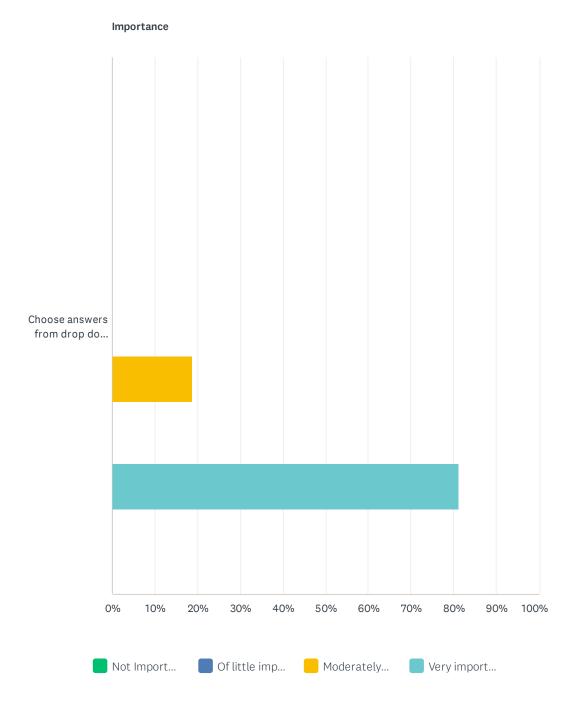


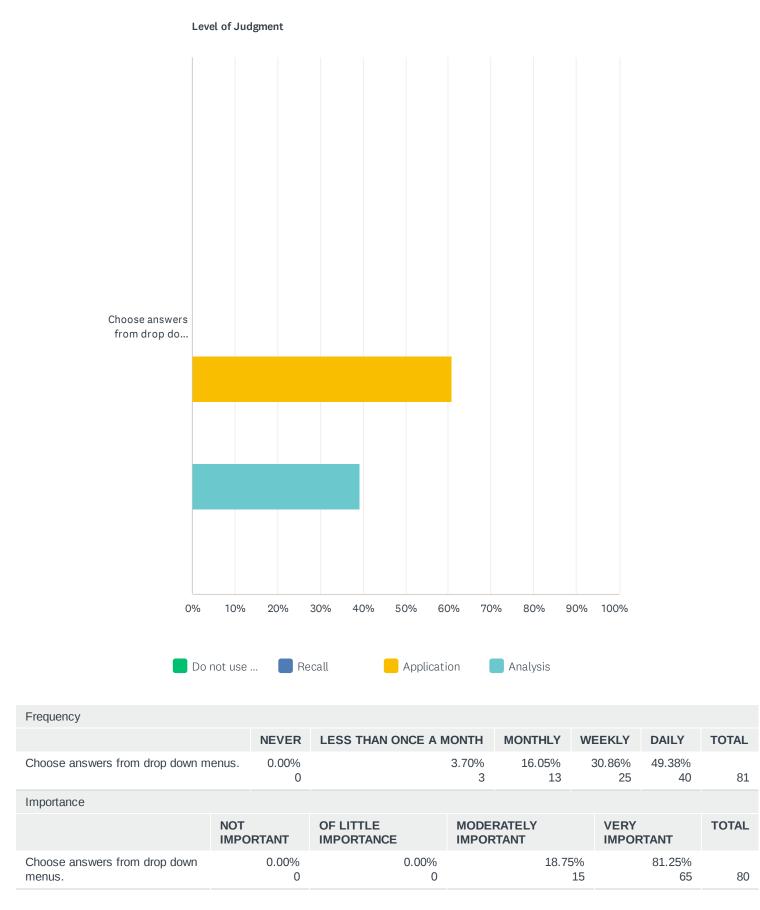




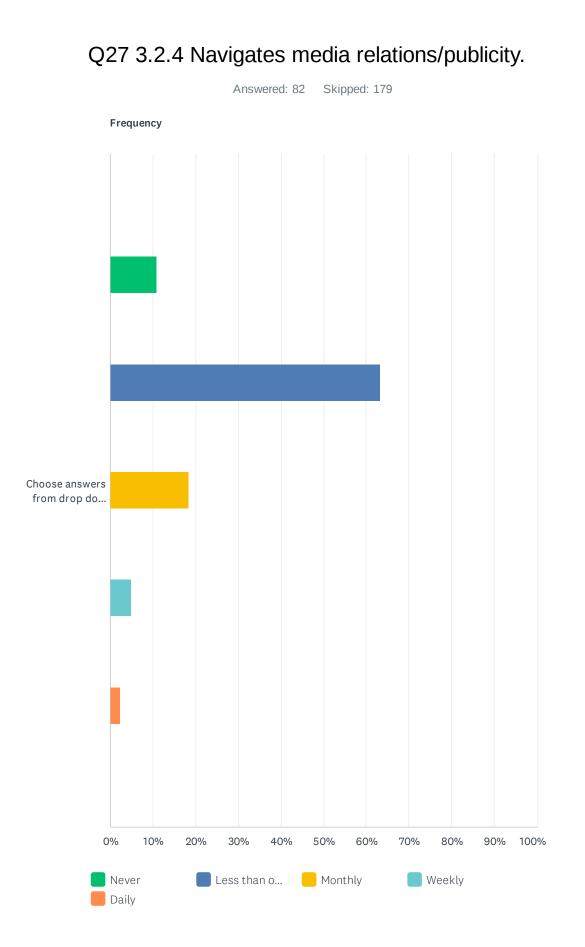
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	1.25% 1	60.00% 48	38.75% 31	80

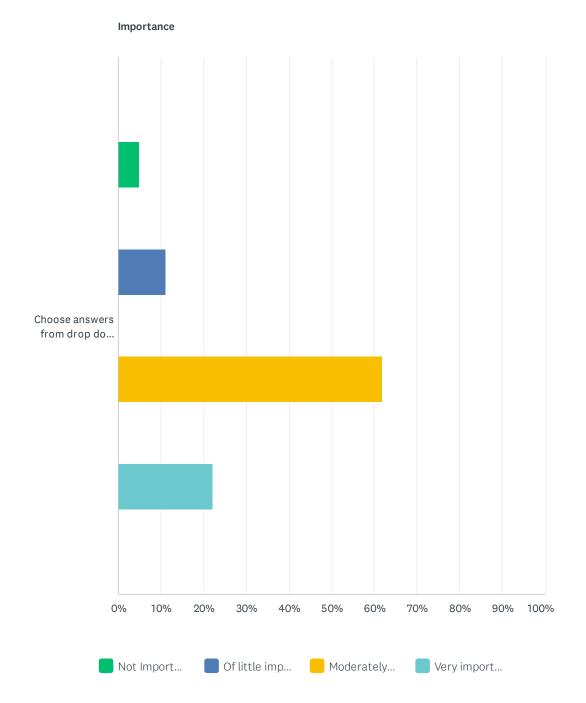


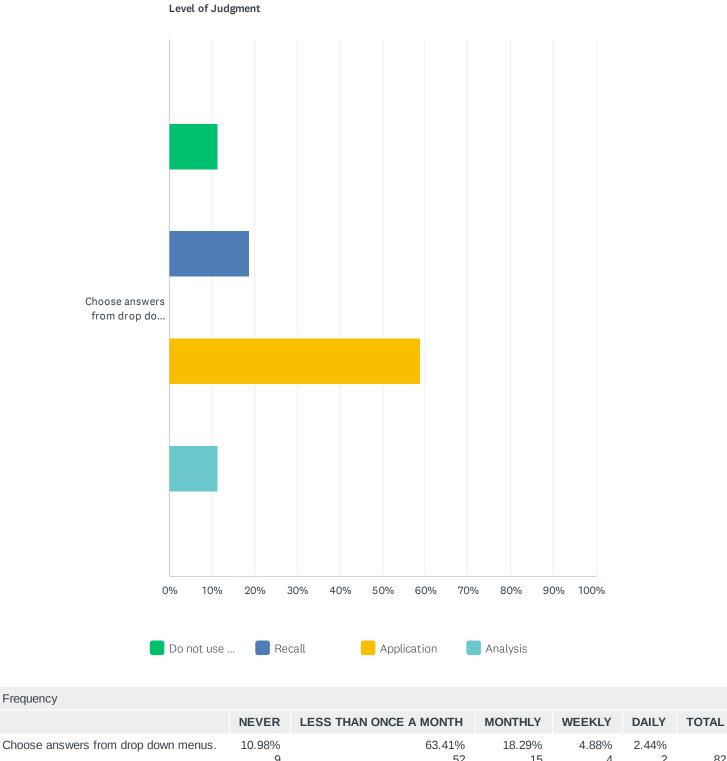




Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	60.76% 48	39.24% 31	79



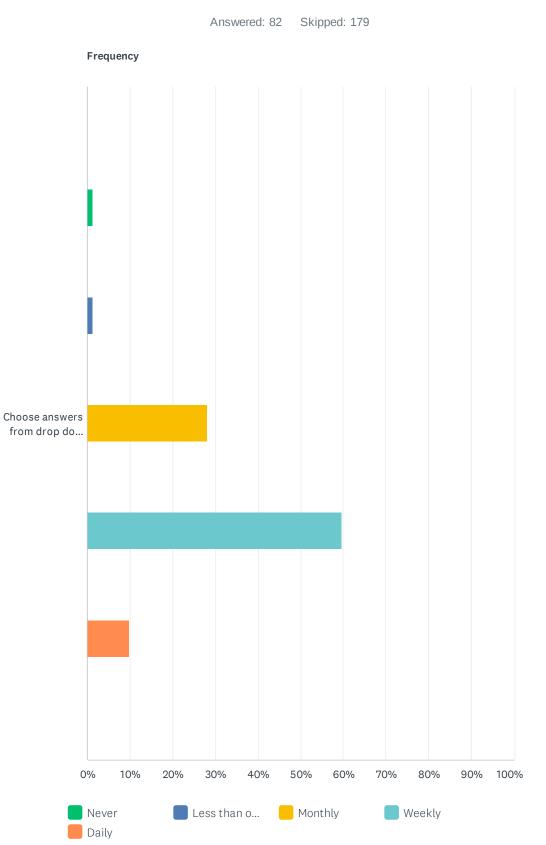


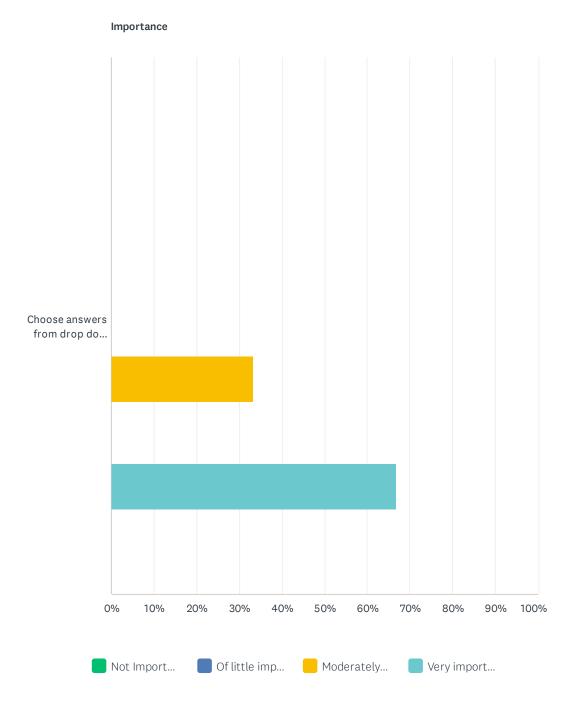


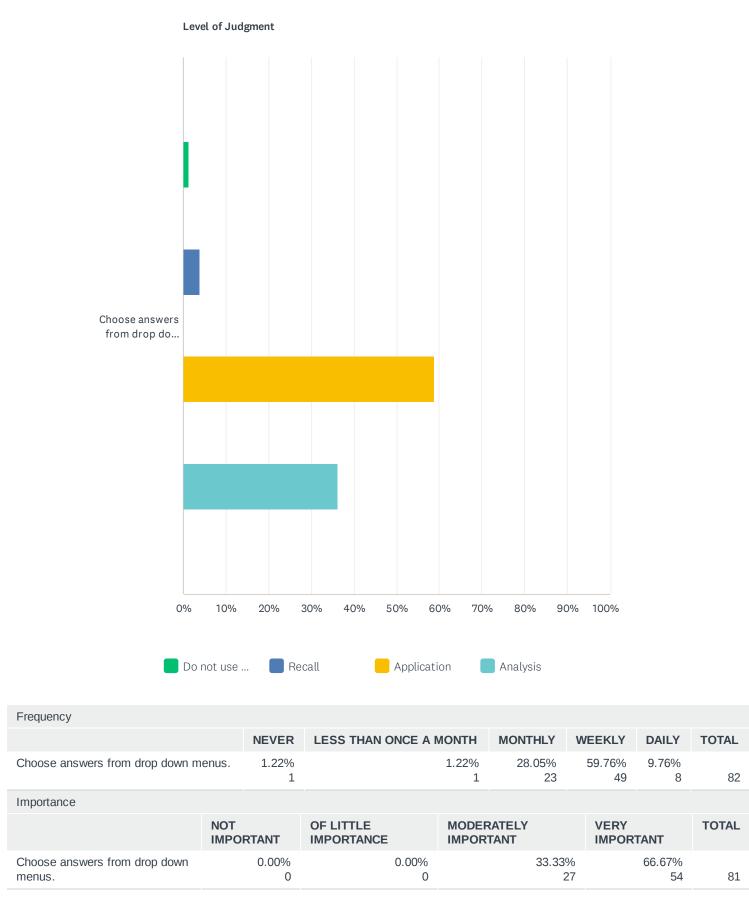
	9		52	15	4 2	82
Importance						
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODERATELY IMPORTANT	(VERY IMPORTANT	TOTAL
Choose answers from drop down menus.	4.94% 4	11.11% 9		61.73% 50	22.22% 18	

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	11.25% 9	18.75% 15	58.75% 47	11.25% 9	80

Q28 3.2.5 Leads meetings efficiently and effectively.



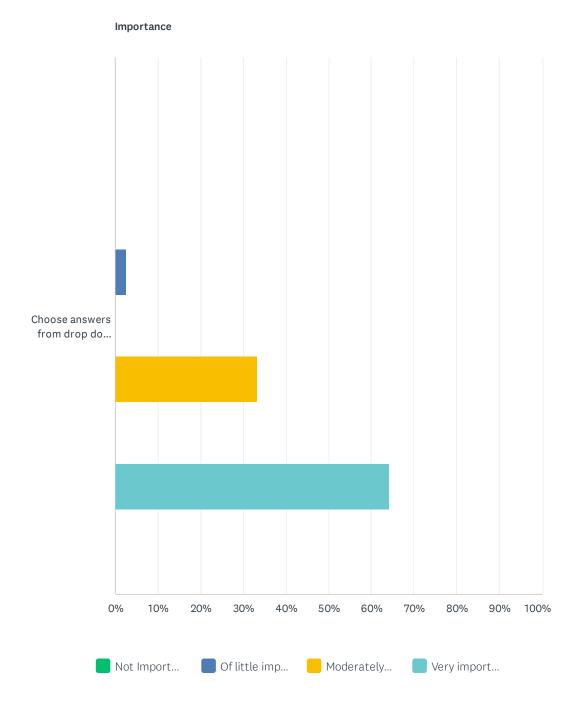




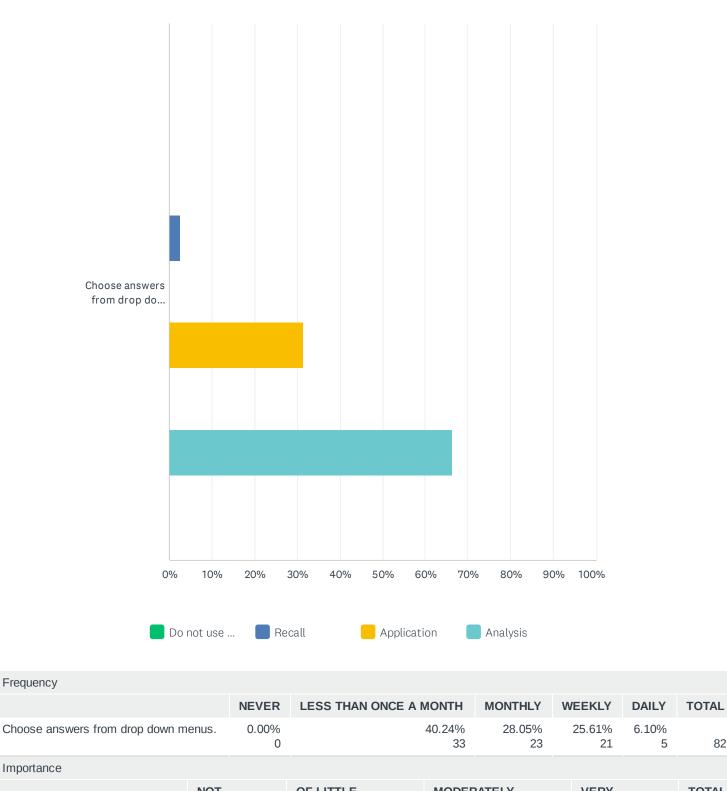
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	1.25% 1	3.75% 3	58.75% 47	36.25% 29	80

Q29 3.2.6 Engages in civil dialogue on controversial issues.

Answered: 82 Skipped: 179 Frequency Choose answers from drop do... 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100% Never Less than o... Monthly Weekly Daily



Level of Judgment

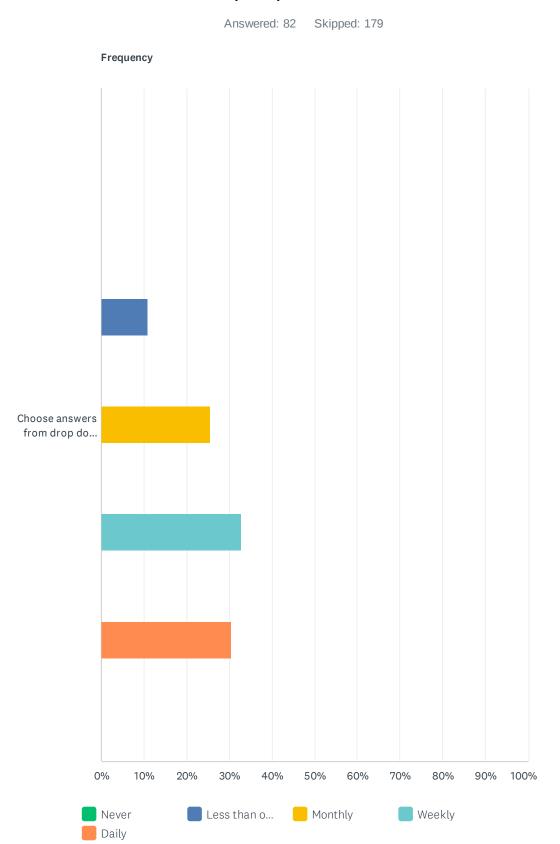


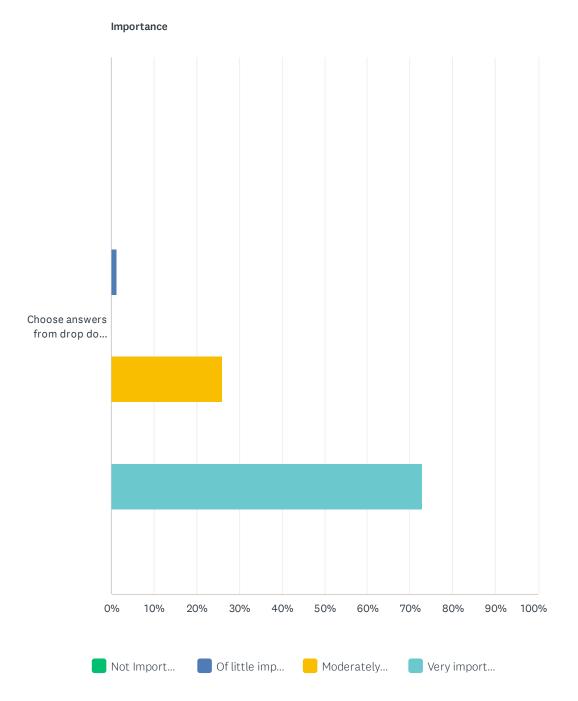
Importanoo					
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODERATELY IMPORTANT	VERY IMPORTANT	TOTAL
Choose answers from drop down menus.	0.00% 0	2.47% 2	33.33% 27	64.20% 52	81

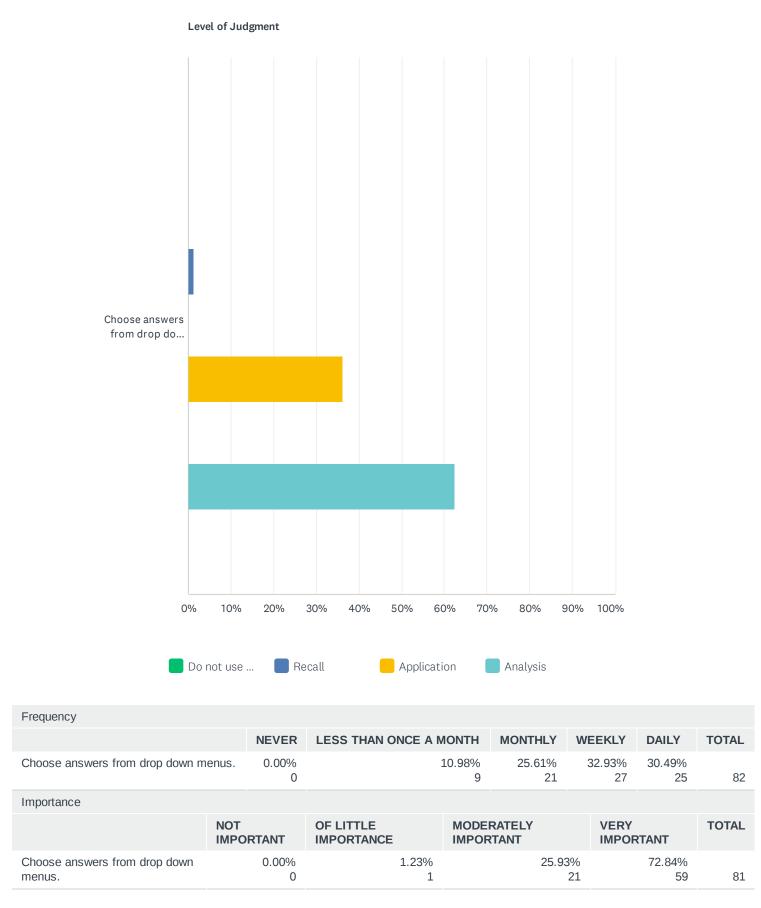
82

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	2.50% 2	31.25% 25	66.25% 53	80

Q30 3.2.7 Facilitates effective communication among people with different perspectives.

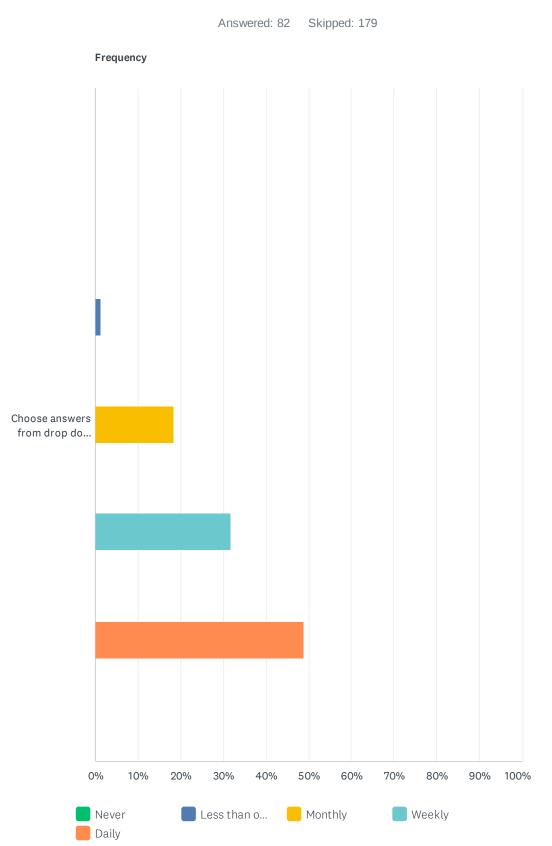


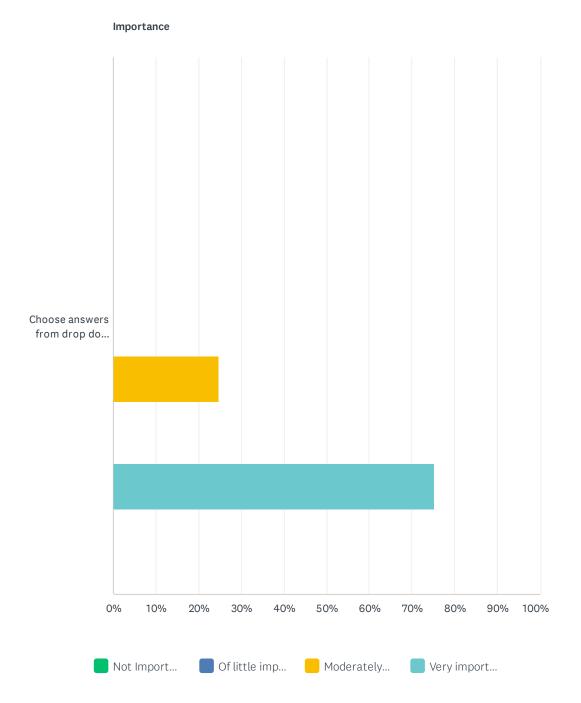


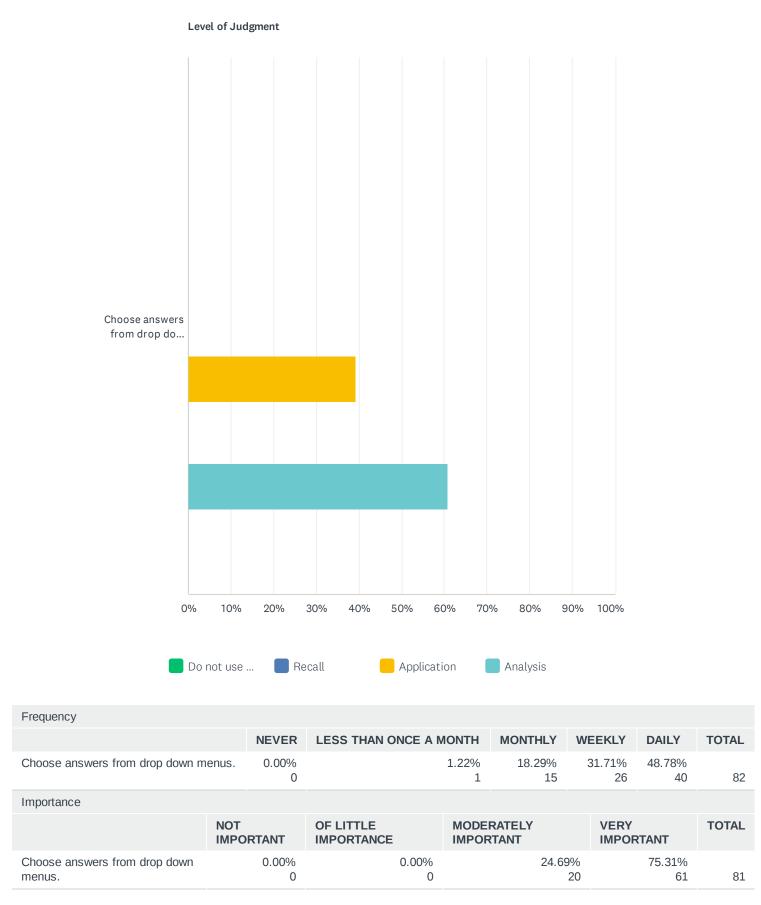


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	1.25% 1	36.25% 29	62.50% 50	80

Q31 3.2.8 Adaptable communication for different situations, mediums or modalities, and stakeholders.



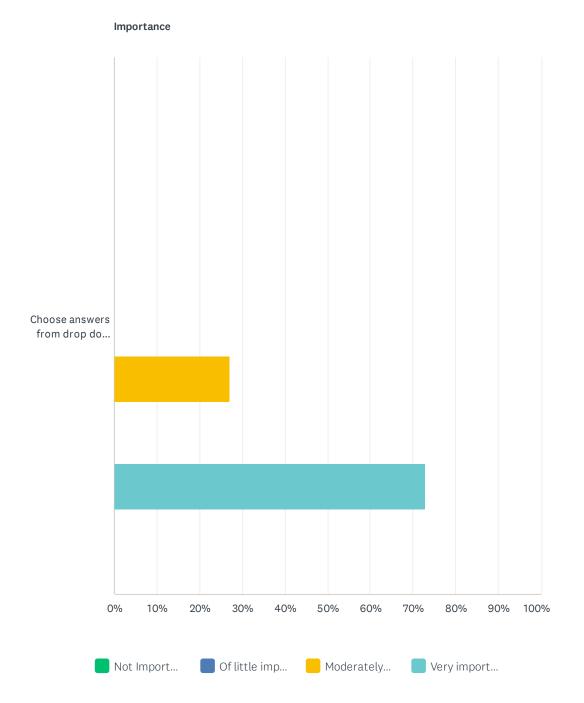


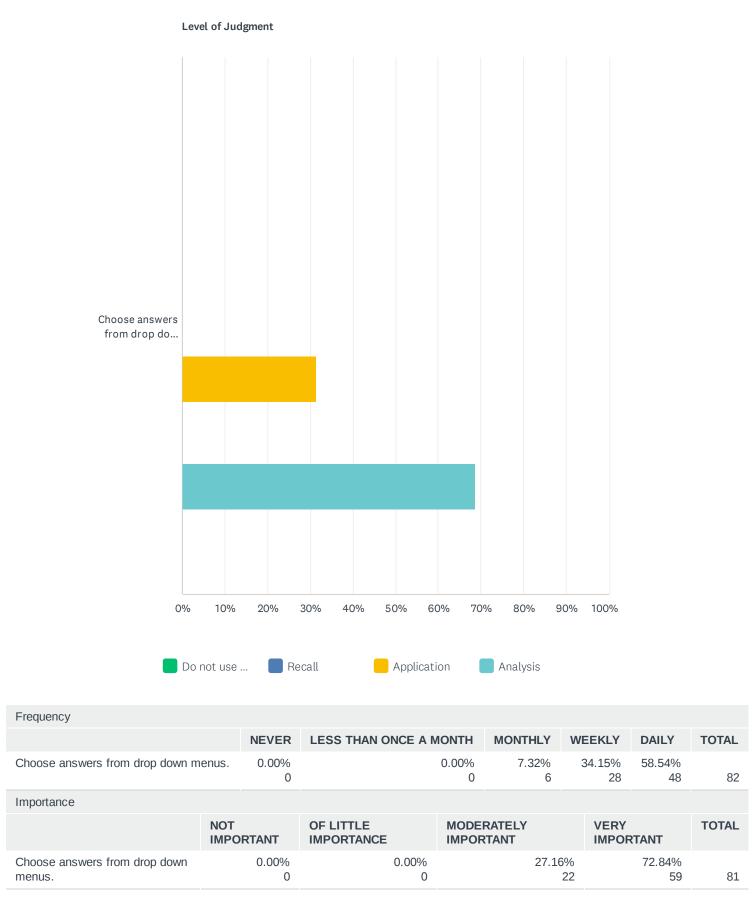


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	39.24% 31	60.76% 48	79

Q32 3.3.1 Communicates in a manner which influences others.

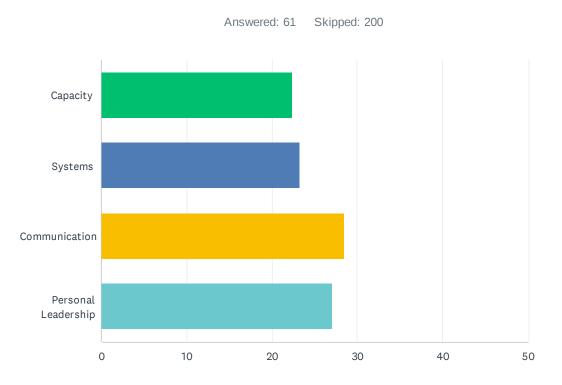
Answered: 82 Skipped: 179 Frequency Choose answers from drop do... 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100% Never Less than o... Monthly Weekly Daily





Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	31.25% 25	68.75% 55	80

Q33 5.1 Please indicate the the minimum number of curriculum hours that should be devoted to each competency.



ANSWER CHOICES	AVERAGE NUMBER		TOTAL NUMBER	RESPONSES	5
Capacity		22	1,3	64	61
Systems		23	1,4	15	61
Communication		28	1,7	35	61
Personal Leadership		27	1,6	53	61
Total Respondents: 61					

#	CAPACITY	DATE
1	20	10/29/2023 3:23 PM
2	6	10/23/2023 3:10 PM
3	30	10/17/2023 9:54 PM
4	5	10/16/2023 2:20 PM
5	8	10/16/2023 11:21 AM
6	25	10/16/2023 10:18 AM
7	10	10/16/2023 10:02 AM
8	80	10/2/2023 11:59 AM
9	5	10/2/2023 11:06 AM
10	10	10/1/2023 9:24 AM

11	55	9/29/2023 11:48 AM
12	10	9/29/2023 9:55 AM
13	30	9/28/2023 1:51 PM
14	1	9/28/2023 1:44 PM
15	10	9/28/2023 12:54 PM
16	30	9/28/2023 10:35 AM
17	15	9/28/2023 8:34 AM
18	1	9/28/2023 8:17 AM
19	10	9/28/2023 8:12 AM
20	10	9/28/2023 8:12 AM 9/28/2023 8:00 AM
21	5	9/28/2023 7:52 AM
22	8	9/26/2023 2:14 PM
23	15	9/26/2023 10:08 AM
24	10	9/24/2023 3:00 PM
25	20	9/23/2023 2:36 PM
26	3	9/21/2023 1:44 AM
27	9	9/20/2023 11:39 PM
28	25	9/20/2023 3:33 PM
29	3	9/20/2023 2:29 PM
30	6	9/20/2023 2:06 PM
31	15	9/20/2023 1:35 PM
32	3	9/20/2023 11:59 AM
33	3	9/20/2023 11:31 AM
34	10	9/20/2023 11:16 AM
35	16	9/20/2023 11:13 AM
36	20	9/20/2023 10:49 AM
37	25	9/20/2023 10:42 AM
38	2	9/20/2023 10:20 AM
39	8	9/20/2023 10:01 AM
40	60	9/20/2023 9:58 AM
41	15	9/20/2023 9:43 AM
42	20	9/20/2023 9:35 AM
43	5	9/19/2023 11:16 AM
44	20	9/18/2023 3:23 PM
45	10	9/18/2023 11:41 AM
46	20	9/14/2023 11:01 AM
47	50	9/13/2023 1:14 PM
48	40	9/12/2023 4:38 PM
		5, <u>11, 2020</u> 7 ,00 T W

446091/10/23 12.3 P/M501091/10/23 12.2 P/M514091/10/23 11.27 A/M521291/10/23 11.27 A/M535091/10/23 10.20 A/M542591/10/23 10.00 A/M542691/10/23 10.00 A/M561091/10/23 10.00 A/M572091/10/23 10.00 A/M581091/10/23 10.00 A/M592091/10/23 10.00 A/M501091/10/23 10.00 A/M501091/10/23 10.00 A/M501091/10/23 10.00 A/M501091/10/23 10.00 A/M501091/10/23 10.00 A/M601091/10/23 10.00 A/M611091/10/23 10.00 A/M611091/10/23 10.00 A/M611091/10/23 10.00 A/M70101010/10/23 10.00 A/M71101010/10/23 10.00 A/M71101010/10/23 10.00 A/M72101010/10/23 10.00 A/M73201010/10/23 10.00 A/M74101010/10/23 10	10	20	
514091/1/2023 12.28 PM521291/1/2023 11.27 AM535091/1/2023 10.23 AA542591/1/2023 10.20 AM55091/1/2023 10.20 AM561091/1/2023 10.20 AM572591/1/2023 94 AM581091/1/2023 94 AM592091/1/2023 94 AM592091/1/2023 94 AM6010/1/2023 94 AM6110/1/2023 94 AM592091/1/2023 94 AM6110/1/2023 94 AM6210/1/2023 94 AM7010/1/2023 94 AM712091/1/2023 94 AM712091/1/2023 94 AM723091/1/2023 94 AM733091/1/2023 94 AM743091/1/2023 94 AM753091/1/2023 94 AM763091/1/2023 94 AM773091/1/2023 94 AM783091/1/2023 94 AM793091/1/2023 94 AM703091/1/2023 94 AM713091/1/2023 94 AM7110/1/2023 94 AM7210/1/2023 91/1/20733091/1/2023 91/1/207410/1/2023 91/1/207510/1/2023 91/1/207410/1/2023 91/1/207510/1/2023 91/1/207610/1/2023 91/1/207710/1/2023 91/1/207810/1/2023 91/1/207910/1/2023 91/1/207410	49	60	9/11/2023 11:39 PM
5212 <td></td> <td></td> <td></td>			
545091/12023 10:30 AM542591/12023 10:00 AM551091/12023 10:00 AM561091/12023 9:48 AM5725091/12023 9:42 AM581091/12023 9:42 AM6010/12023 9:42 AM61091/12023 9:42 AM621091/12023 9:13 AM6410/2003 9:23 AM701091/12023 9:13 AM712091/12023 9:13 AM723091/12023 9:13 AM733091/12023 9:13 AM743091/12023 9:13 AM743091/12023 9:13 AM743091/12023 9:13 AM753091/12023 9:13 AM763091/12023 9:13 AM773091/12023 9:13 AM783091/12023 9:13 AM793191/12023 9:13 AM703091/12023 9:13 AM713091/12023 9:13 AM723091/12023 9:13 AM733091/12023 9:13 AM743091/2023 11:13 AM753091/2023 11:13 AM763091/2023 11:13 AM773091/2023 11:13 AM783091/2023 11:13 AM793091/2023 11:13 AM703091/2023 11:13 AM713091/2023 11:13 AM723091/2023 11:13 AM733091/2023 11:13 AM743091/2023 11:1			
542591/12023 10:20 AM552091/12023 30:00 AM561091/12023 94.4 AM5725091/12023 94.2 AM581091/12023 92.9 AM59091/12023 92.9 AM611091/12023 82.9 AM61091/12023 82.9 AM613091/12023 82.9 AM613091/12023 82.9 AM701091/12023 83.7 AM712091/12023 83.7 AM72691/12023 83.7 AM733091/12023 83.7 AM743091/12023 83.7 AM753091/12023 83.7 AM763091/12023 83.7 AM773090/2003 31.0 PM783091/12023 92.9 AM793091/12023 93.5 AM703091/12023 92.9 AM711091/2023 11.9 AM721091/2023 11.9 AM733091/2023 11.9 AM743091/2023 11.9 AM753091/2023 11.9 AM763091/2023 11.9 AM773091/2023 11.9 AM783091/2023 11.9 AM793091/2023 11.9 AM713091/2023 11.9 AM723091/2023 11.9 AM733091/2023 11.9 AM743091/2023 11.9 AM753091/2023 11.9 AM763091/2023 11.9 AM773091/2023	52		
542091/12023 10:00 AM561091/12023 9:42 AM5725091/12023 9:23 AM581091/12023 9:23 AM60091/12023 9:29 AM60091/12023 9:39 AM60091/12023 9:39 AM60091/12023 9:39 AM61091/12023 9:39 AM62091/12023 9:39 AM748010/12023 9:32 AM742010/23 0:23 AM75610/23/2023 3:10 PM743010/12/2023 9:24 AM75410/16/2023 0:18 AM7610/12/2023 1:19 AM7710/1210/12/2023 1:19 AM78010/12/2023 1:19 AM7910/1210/12/2023 1:19 AM7010/1210/12/2023 1:19 AM7110/1210/12/2023 1:19 AM7210/1210/12/2023 1:19 AM7310/1210/12/2023 1:19 AM7410/1210/12/2023 1:19 AM7510/1210/12/2023 1:19 AM7610/1210/12/2023 1:19 AM7710/1210/127810/1210/12/2023 1:19 AM7910/1210/127010/1210/127110/1210/127210/1210/127310/1210/127410/1210/127510/1210/127610/1210/127710/1210/12 <td>53</td> <td>50</td> <td>9/11/2023 10:39 AM</td>	53	50	9/11/2023 10:39 AM
5610911/2023 9.48 AM57250911/2023 9.42 AM5810911/2023 9.29 AM5920911/2023 9.19 AM6010911/2023 9.19 AM6130911/2023 9.29 AM6130911/2023 9.29 AM6130911/2023 9.29 AM750507505076110/20/2023 3.20 PM12010/20/2023 3.21 PM2610/21/2023 9.54 PM33010/17/2023 9.54 PM43010/16/2023 1.12 AM54210/16/2023 1.12 AM63010/16/2023 1.12 AM63010/16/2023 1.12 AM63010/16/2023 1.12 AM74210/16/2023 1.12 AM83010/16/2023 1.12 AM93010/16/2023 1.12 AM9510/2023 1.12 AM1010/16/2023 1.12 AM114010/2023 1.12 AM121010/16/2023 1.12 AM131010/16/2023 1.12 AM141010/2023 1.12 AM153010/2023 1.12 AM1610/2023 1.12 AM171010/2023 1.12 AM1810/2023 1.12 AM191020/2023 1.12 AM191020/2023 1.12 AM191020/2023 1.12 AM191020/2023 1.12 AM191020/2023 1.12 AM <trr>1910<td>54</td><td>25</td><td>9/11/2023 10:20 AM</td></trr>	54	25	9/11/2023 10:20 AM
57S909/11/2023 9.42 AM58109/11/2023 9.29 AM59209/11/2023 9.19 AM60109/11/2023 8.37 AM61309/11/2023 8.37 AM718VSTEMS0/11/2023 8.35 AM72610/20/2033 2.30 PM73610/20/2033 2.30 PM743010/12/2023 9.55 AM75610/12/2023 9.54 PM76310/12/2023 9.54 PM7710/2003 1.02 AM10/12/2023 9.10 PM78210/16/2023 1.02 AM79510/16/2023 1.02 AM7010/2003 1.02 AM10/16/2023 1.02 AM7110/20110/16/2023 1.02 AM7310/20110/16/2023 1.02 AM7410/20110/16/2023 1.02 AM7510/20110/16/2023 1.02 AM7610/20110/16/2023 1.02 AM7710/20110/16/2023 1.02 AM78010/12/203 9.54 AM79510/11/2023 9.54 AM7110/20110/12/203 9.54 AM7210/20110/12/203 9.54 AM7310/20110/2017410/20110/2017510/20110/2023 1.14 AM7610/20110/2023 1.14 AM7710/20110/2017810/20110/2017910/20110/2017010/20110/2017110/20110/2017210/20110/201 <trr>7310/</trr>	55	20	9/11/2023 10:00 AM
58109/11/2023 9:29 AM59209/11/2023 9:19 AM60109/11/2023 8:37 AM61809/11/2023 8:37 AM61SYSTEMSDATE7810/29/2023 3:23 PM1010/29/2023 3:23 PM2610/29/2023 3:10 PM3010/17/2023 9:54 PM4310/17/2023 9:54 PM4310/16/2023 1:01 PM54210/16/2023 1:02 AM610/16/2023 1:02 AM71010/16/2023 1:02 AM8910/16/2023 1:02 AM9510/16/2023 1:02 AM910/16/2023 1:02 AM910/16/2023 1:02 AM910/16/2023 1:02 AM1010/16/2023 1:02 AM910/16/2023 1:02 AM1010/16/2023 1:02 AM1110/16/2023 1:02 AM1210133014451510/16/2023 1:02 AM1510/16/2023 1:02 AM1610/16/2023 1:02 AM17101810/16/2023 1:02 AM1910/16/2023 1:02 AM <td>56</td> <td>10</td> <td>9/11/2023 9:48 AM</td>	56	10	9/11/2023 9:48 AM
5920911/2023 9:19 AM6010911/2023 8:37 AM6130911/2023 8:35 AM #5XTEMSDATE 12010/29/2023 3:29 PM2610/29/2023 3:10 PM3010/17/203 9:54 PM4310/17/203 9:54 PM4310/16/2023 1:02 AM54210/16/2023 1:02 AM610/16/2023 1:02 AM610/16/2023 1:02 AM71010/16/2023 1:02 AM8010/16/2023 1:02 AM91010/2023 1:02 AM91010/2023 1:02 AM91010/2023 1:02 AM91010/2023 1:02 AM91010/12023 9:24 AM1010/12023 9:24 AM114510/12023 9:25 AM1210920/2023 1:14 PM1330920/2023 1:15 PM141920/2023 1:15 PM1510920/2023 1:14 PM1610920/2023 1:14 PM1715920/2023 1:15 PM1810920/2023 1:14 PM1910920/2023 1:14 PM1910920/2023 1:12 AM1910920/2023 1:12 AM1910920/2023 1:12 AM1910920/2023 1:12 AM1910920/2023 1:12 AM1010920/2023 1:12 AM1010920/2023 1:12 AM1010920/2023 1:12 AM1	57	250	9/11/2023 9:42 AM
609/11/202 8:37 AM619/11/202 8:35 AM619/11/202 8:35 AM74SYSTEMSDATE100/02/202 3:23 PM260/02/202 3:10 PM300/11/2023 9:54 PM430/11/2023 9:54 PM5420/16/2023 1:12 1 AM60/16/2023 1:12 1 AM7100/16/2023 1:12 1 AM7100/16/2023 1:12 1 AM600/16/2023 1:12 1 AM7100/16/2023 1:13 PM7100/16/2023 1:13 PM7100/16/2023 1:13 PM7100/16/2023 1:13 PM7100/16/2023 1:13 PM7100/12/2023 1:13 PM1150/16/2023 1:13 PM12100/12/2023 1:13 PM1300/12/2023 1:13 PM14100/12/2023 1:14 BAM15100/12/2023 1:14 PM16100/2023 1:14 PM1711119/20/203 1:14 PM18100/2023 1:14 PM19100/2023 1:14 PM19101010/2023 1:14 PM19101010/2023 1:14 PM10101010/2023 1:12	58	10	9/11/2023 9:29 AM
619/11/2023 8:35 AM#SYSTEMSDATE12010/29/2023 3:23 PM2610/29/2023 3:23 PM33010/17/2023 9:54 PM4310/17/2023 9:54 PM54210/16/2023 1:12 I AM62010/16/2023 10:18 AM71010/16/2023 10:18 AM71010/16/2023 10:12 AM8010/16/2023 10:12 AM9510/16/2023 10:12 AM1010/16/2023 10:12 AM114510/16/2023 11:59 AM121010/12/2023 11:69 AM13010/12/2023 11:69 AM145929/2023 11:69 AM1510929/2023 11:69 AM1610929/2023 11:69 AM1710929/2023 11:69 AM180929/2023 11:69 AM1910929/2023 11:69 AM1010929/2023 11:69 AM1010929/2023 11:69 AM1	59	20	9/11/2023 9:19 AM
#SYSTEMSDATE12010/29/023 3:23 PM2610/29/023 3:10 PM301/2023 9:54 PM10/17/023 9:54 PM4310/17/023 9:54 PM5210/16/023 1:12 1 AM6201/16/023 1:12 1 AM71010/16/023 1:02 AM7010/16/023 1:02 AM8010/16/023 1:02 AM9510/16/023 1:02 AM1010/2023 1:02 AM10/12/023 9:24 AM114510/12/023 9:55 AM12109/29/203 1:14 PM13309/29/203 1:151 PM1419/29/203 1:151 PM1509/29/203 1:14 PM16109/29/203 1:151 PM17159/2003 1:14 PM1819/29/203 1:135 PM1909/29/203 1:14 PM19109/29/203 1:14 PM19109/29/203 1:135 PM19109/29/203 1:14 PM19109/29/203 1:135 PM19109/29/203 1:14 PM	60	10	9/11/2023 8:37 AM
12010/29/2023 3:3 PM2610/29/2023 3:1 PM3010/17/2023 9:54 PM4310/16/2023 1:2 1 AM5210/16/2023 1:1 21 AM6010/16/2023 1:1 21 AM71010/16/2023 1:0 2 AM8010/16/2023 1:0 2 AM9510/2023 1:1 :0 AM1010/2023 1:0 2 AM114510/12/2023 1:1 :4 AM121010/12/2023 1:1 :4 AM133010/12/2023 1:5 1 PM1419/29/2023 1:5 1 PM15209/28/2023 1:5 1 PM16109/28/2023 1:5 1 PM17159/28/2023 1:5 1 PM1819/28/2023 1:5 1 PM19109/28/2023 1:2 54 PM16109/28/2023 1:2 54 PM17159/28/2023 1:2 54 PM1819/28/2023 1:2 54 PM19109/28/2023 1:2 54 PM20209/28/2023 1:2 54 PM2159/28/2023 1:2 54 PM2269/28/2023 1:2 54 PM2359/28/2023 1:2 54 PM2459/28/2023 1:2 54 PM25 <td< td=""><td>61</td><td>30</td><td>9/11/2023 8:35 AM</td></td<>	61	30	9/11/2023 8:35 AM
2610/23/23 3:10 PM33010/17/023 9:54 PM4310/16/2023 2:20 PM54210/16/2023 1:21 AM62010/16/2023 1:21 AM71010/16/2023 1:02 AM71010/16/2023 1:02 AM88010/2/2023 1:02 AM9510/2/2023 1:02 AM1010/2/2023 1:02 AM114510/2/2023 1:04 AM12109/2/2023 1:148 AM13309/2/2023 1:148 AM1419/2/2023 1:51 PM15209/2/2023 1:51 PM1610/2/2023 1:51 PM17159/2/2023 1:51 PM1610/2/2023 1:51 PM17159/2/2023 1:51 PM18109/2/2023 1:51 PM19109/2/2023 1:51 PM19109/2/2023 1:51 PM16109/2/2023 1:54 PM17159/2/2023 1:54 PM18109/2/2023 1:54 PM19109/2/2023 1:54 PM19109/2/2023 1:24 PM19109/2/2023 1:22 PM10109/2/2023 1:24 PM <td>#</td> <td>SYSTEMS</td> <td>DATE</td>	#	SYSTEMS	DATE
33010/17/2023 9:54 PM4310/16/2023 2:20 PM54210/16/2023 11:21 AM62010/16/2023 11:21 AM71010/16/2023 10:24 AM88010/2/2023 11:50 AM9510/2/2023 11:60 AM1010/2/2023 11:60 AM114510/2/2023 11:48 AM121010/2/2023 11:48 AM133010/2/2023 11:48 AM14110152010/2/2023 11:49 AM16101/2/2023 11:48 AM17151/2180/21/219101/219101/219101/2101/21/21151/212101/21301/21411/2151/21/216101/217151/21811/219101/2101/21/219101/2101/21/2111/21/2121/21/2131/2141/2151/2151/2161/2171/2181/2191/2191/2191/2191/2191/219 <td>1</td> <td>20</td> <td>10/29/2023 3:23 PM</td>	1	20	10/29/2023 3:23 PM
4310/16/2023 2:20 PM54210/16/2023 11:21 AM62010/16/2023 11:21 AM71010/16/2023 11:23 AM71010/16/2023 11:02 AM88010/2/2023 11:59 AM9510/2/2023 11:06 AM1010/2/2023 11:06 AM1010/1/2023 9:24 AM11459/29/2023 11:48 AM12109/29/2023 11:48 AM13309/29/2023 11:51 PM1419/29/2023 11:51 PM15209/28/2023 11:51 PM16109/28/2023 11:51 PM17159/28/2023 11:51 PM18109/28/2023 11:51 PM19109/28/2023 11:51 PM19109/28/20	2	6	10/23/2023 3:10 PM
54210/16/203 11:21 AM6010/16/203 10:23 AM71010/16/203 10:23 AM8010/16/203 11:20 AM9510/2023 11:26 AM101010/2023 11:26 AM101010/2023 11:20 AM101010/2023 11:20 AM101010/2023 11:21 AM11459/29/203 11:21 AM12109/29/203 11:21 AM1309/29/203 11:21 AM1419/28/203 11:21 AM1509/28/203 11:21 AM1619/28/203 11:21 AM1719/28/203 11:21 AM1819/28/203 11:21 AM1919/28/203 11:21 AM191	3	30	10/17/2023 9:54 PM
6 20 10/16/2023 10:18 AM 6 20 10/16/2023 10:02 AM 7 10 10/16/2023 11:06 AM 8 80 10/2/2023 11:06 AM 9 5 10/16/2023 10:18 AM 10 10/2/2023 11:06 AM 10/2/2023 11:06 AM 10 10 10/1/2023 9:24 AM 11 45 9/29/2023 11:48 AM 12 10 9/29/2023 9:55 AM 13 0 9/29/2023 1:42 PM 14 1 9/28/2023 1:42 PM 15 20 9/28/2023 1:42 PM 16 10 9/28/2023 1:24 PM 15 20 9/28/2023 1:24 PM 16 10 9/28/2023 1:24 PM 17 15 9/28/2023 8:34 AM 18 1 9/28/2023 8:34 AM 19 10 9/28/2023 8:12 AM 19 10 9/28/2023 8:12 AM 19 10 9/28/2023 8:12 AM 20 20 9/28/2023 8:12 AM 21 5	4	3	10/16/2023 2:20 PM
7 10 10/16/2023 10:02 AM 8 80 10/2/2023 11:59 AM 9 5 10/2/2023 11:66 AM 10 10/2/2023 11:26 AM 10/2/2023 11:48 AM 11 45 9/29/2023 11:48 AM 12 10 9/29/2023 11:48 AM 13 30 9/29/2023 15:5 PM 14 1 9/29/2023 15:5 PM 15 20 9/28/2023 12:54 PM 16 9/28/2023 12:54 PM 16 9/28/2023 12:54 PM 17 15 9/28/2023 12:54 PM 16 9/28/2023 12:54 PM 17 15 9/28/2023 12:54 PM 18 1 9/28/2023 12:54 PM 19 1 9/28/2023 8:17 AM 19 1 9/28/2023 8:12 AM 19 1 9/28/2023 8:12 AM 19 1 9/28/2023 8:12 AM 20 9/28/2023 8:12 AM 9/28/2023 8:12 AM 21 5 9/28/2023 8:12 AM 22 8 9/28/2023 7:52 AM	5	42	10/16/2023 11:21 AM
8 80 10/2/203 11:59 AM 9 5 10/2/203 11:66 AM 10 10/1/2023 9:24 AM 10/1/2023 9:24 AM 11 45 9/29/203 11:48 AM 12 10 9/29/203 9:55 AM 13 30 9/29/203 1:51 PM 14 1 9/29/203 1:51 PM 15 0 9/28/203 1:51 PM 16 1 9/28/203 1:254 PM 15 0 9/28/203 1:254 PM 16 1 9/28/203 1:254 PM 17 15 9/28/203 1:254 PM 18 1 9/28/203 1:254 PM 19 1 9/28/203 1:254 PM 18 1 9/28/203 8:34 AM 19 1 9/28/203 8:17 AM 19 1 9/28/203 8:12 AM 19 0 9/28/203 8:12 AM 20 9/28/203 8:10 AM 9/28/203 8:12 AM 21 5 9/28/203 7:52 AM 22 8 9/28/203 7:52 AM 23 15 9/28/20	6	20	10/16/2023 10:18 AM
9 5 10/2203 11:06 AM 10 10 10/1/203 9:24 AM 11 45 9/29/203 11:48 AM 12 10 9/29/203 9:55 AM 13 0 9/28/203 1:51 PM 14 1 9/28/203 1:51 PM 15 0 9/28/203 1:54 PM 16 10 9/28/203 1:54 PM 16 10 9/28/203 1:53 AM 17 15 9/28/203 1:53 AM 18 1 9/28/203 1:53 AM 19 10 9/28/203 1:53 AM 19 10 9/28/203 1:35 AM 19 1 9/28/203 1:35 AM 19 1 9/28/203 8:34 AM 19 1 9/28/203 8:30 AM 19 1 9/28/203 8:30 AM 20 9/28/203 8:30 AM 9/28/203 8:30 AM 21 5 9/28/203 7:52 AM 22 8 9/28/203 2:14 PM 23 15 9/26/203 2:14 PM	7	10	10/16/2023 10:02 AM
10 10/1/2023 9:24 AM 11 45 9/29/203 11:48 AM 12 10 9/29/203 9:55 AM 13 30 9/28/203 1:51 PM 14 1 9/28/203 1:51 PM 15 0 9/28/203 1:254 PM 16 0 9/28/203 1:254 PM 16 0 9/28/203 1:254 PM 17 15 0 18 0 9/28/203 1:254 PM 19 0 9/28/203 1:254 PM 18 10 9/28/203 8:34 AM 19 15 9/28/203 8:34 AM 19 10 9/28/203 8:12 AM 19 0 9/28/203 8:12 AM 20 20 9/28/203 8:12 AM 21 5 9/28/203 7:52 AM 22 8 9/28/203 7:52 AM 23 15 9/26/203 2:14 PM	8	80	10/2/2023 11:59 AM
11459/29/203 11:48 AM12109/29/203 9:55 AM13309/28/203 1:51 PM1419/28/203 1:44 PM15209/28/203 1:2:54 PM16109/28/203 1:2:54 PM17159/28/203 1:3:5 AM1819/28/203 8:34 AM19109/28/203 8:34 AM19109/28/203 8:17 AM20209/28/203 8:12 AM2159/28/203 8:00 AM2289/28/203 7:52 AM23159/26/203 1:0:08 AM	9	5	10/2/2023 11:06 AM
12109/29/203 9:55 AM13309/28/203 1:51 PM1419/28/203 1:44 PM15209/28/203 1:254 PM16109/28/203 1:35 AM17159/28/203 8:34 AM1819/28/203 8:34 AM19109/28/203 8:17 AM20209/28/203 8:12 AM2159/28/203 8:00 AM2289/28/203 7:52 AM23159/26/203 1:035 AM	10	10	10/1/2023 9:24 AM
13 30 9/28/2023 1:51 PM 14 1 9/28/2023 1:44 PM 15 20 9/28/2023 12:54 PM 16 10 9/28/2023 12:54 PM 17 15 9/28/2023 12:54 PM 18 1 9/28/2023 12:54 PM 19 15 9/28/2023 8:34 AM 19 1 9/28/2023 8:17 AM 20 9/28/2023 8:12 AM 21 5 9/28/2023 8:00 AM 22 8 9/28/2023 7:52 AM 23 15 9/26/2023 2:14 PM	11	45	9/29/2023 11:48 AM
14 1 9/28/203 1:44 PM 15 0 9/28/203 12:54 PM 16 10 9/28/203 10:35 AM 17 15 9/28/203 8:34 AM 18 1 9/28/203 8:17 AM 19 0/28/203 8:17 AM 9/28/203 8:12 AM 19 0 9/28/203 8:12 AM 20 20 9/28/203 8:00 AM 21 5 9/28/203 7:52 AM 22 8 9/26/203 2:14 PM 23 15 9/26/203 2:14 PM	12	10	9/29/2023 9:55 AM
15 20 9/28/2023 12:54 PM 16 10 9/28/2023 10:35 AM 17 15 9/28/2023 8:34 AM 18 1 9/28/2023 8:17 AM 19 10 9/28/2023 8:12 AM 20 9/28/2023 8:12 AM 21 5 9/28/2023 8:00 AM 22 8 9/28/2023 7:52 AM 23 15 9/28/2023 7:52 AM	13	30	9/28/2023 1:51 PM
16 10 9/28/2023 10:35 AM 17 15 9/28/2023 8:34 AM 18 1 9/28/2023 8:17 AM 19 10 9/28/2023 8:12 AM 20 20 9/28/2023 8:00 AM 21 5 9/28/2023 7:52 AM 22 8 9/26/2023 2:14 PM 23 15 9/26/2023 10:08 AM	14	1	9/28/2023 1:44 PM
17 15 9/28/2023 8:34 AM 18 1 9/28/2023 8:17 AM 19 10 9/28/2023 8:12 AM 20 20 9/28/2023 8:00 AM 21 5 9/28/2023 7:52 AM 22 8 9/26/2023 2:14 PM 23 15 9/26/2023 10:08 AM	15	20	9/28/2023 12:54 PM
18 1 19 10 20 9/28/2023 8:12 AM 21 5 22 8 23 15	16	10	9/28/2023 10:35 AM
19 10 9/28/2023 8:12 AM 20 9/28/2023 8:00 AM 21 5 9/28/2023 7:52 AM 22 8 9/26/2023 2:14 PM 23 15 9/26/2023 10:08 AM	17	15	9/28/2023 8:34 AM
20 9/28/2023 8:00 AM 21 5 22 8 23 15	18	1	9/28/2023 8:17 AM
21 5 9/28/2023 7:52 AM 22 8 9/26/2023 2:14 PM 23 15 9/26/2023 10:08 AM	19	10	9/28/2023 8:12 AM
22 8 9/26/2023 2:14 PM 23 15 9/26/2023 10:08 AM	20	20	9/28/2023 8:00 AM
23 15 9/26/2023 10:08 AM	21	5	9/28/2023 7:52 AM
	22	8	9/26/2023 2:14 PM
24 10 9/24/2023 3:00 PM	23	15	9/26/2023 10:08 AM
	24	10	9/24/2023 3:00 PM

26 3 921/2023 14 AM 27 9 921/2023 113 PM 28 25 920/2023 33 PM 29 3 920/2023 22 PM 30 6 920/2023 123 PM 31 15 920/2023 123 PM 31 15 920/2023 123 PM 32 3 920/2023 123 PM 33 3 920/2023 123 PM 34 10 920/2023 115 AM 35 16 920/2023 115 AM 36 10 920/2023 116 AM 37 25 920/2023 100 AM 38 10 920/2023 100 AM 39 2 920/2023 100 AM 40 6 920/2023 100 AM 41 6 920/2023 100 AM 42 2 920/2023 100 AM 43 5 920/2023 100 AM 44 6 920/2023 100 AM 45 10 920/2023 100 AM 44 6 920/2023 100 AM 45 5 920/2023 100 AM 46 920/2023 100 AM 47 6 920/2023 95 AM 42 20 920/2023 95 AM 42 10 920/2023 95 AM 43 <t< th=""><th>25</th><th>20</th><th>9/23/2023 2:36 PM</th></t<>	25	20	9/23/2023 2:36 PM
25 25 920/2023 3.3 PM 29 3 920/2023 2.26 PM 30 6 920/2023 2.26 PM 31 15 920/2023 1.35 PM 32 3 920/2023 1.35 PM 34 10 920/2023 1.13 AM 34 10 920/2023 1.13 AM 35 16 920/2023 1.13 AM 36 2 920/2023 1.13 AM 37 2 920/2023 1.13 AM 36 10 920/2023 1.13 AM 37 2 920/2023 1.0.2 AM 38 2 920/2023 1.0.2 AM 39 8 920/2023 1.0.2 AM 41 60 920/2023 9.43 AM 42 2 920/2023 9.43 AM 43 5 920/2023 9.43 AM 44 0 920/2023 9.43 AM 45 920/2023 9.43 AM 46 20 919/2023 1.14 PM 47 5 919/2023 1.14 PM 48 40 9119/2023 1.14 PM 51 <td>26</td> <td>3</td> <td>9/21/2023 1:44 AM</td>	26	3	9/21/2023 1:44 AM
29 3 92/2023 2.29 PM 30 6 92/2023 2.06 PM 31 15 92/2023 1.15 PM 32 3 92/2023 1.13 AM 33 3 92/2023 1.13 AM 34 10 92/2023 1.14 AM 35 16 92/2023 1.14 AM 36 10 92/2023 1.14 AM 37 25 92/2023 1.02 AM 38 2 92/2023 1.02 AM 39 8 92/2023 1.02 AM 30 60 92/2023 9.5 AM 41 60 92/2023 9.5 AM 42 20 92/2023 9.5 AM 43 5 92/2023 9.43 AM 44 20 91/92/223 1.14 AM 44 20 91/92/223 1.14 AM 45 10 91/92/23 1.14 AM 46 20 91/12/223 1.13 AM 47 <td>27</td> <td>9</td> <td>9/20/2023 11:39 PM</td>	27	9	9/20/2023 11:39 PM
30 6 902/023 2.06 PM 31 15 902/023 1.15 PM 32 3 902/023 1.15 PM 33 3 902/023 1.15 PM 34 10 902/023 1.15 PM 35 16 902/023 1.13 PM 36 10 902/023 1.13 PM 37 25 902/023 1.02 PM 38 2 902/023 1.02 PM 39 8 902/023 1.02 PM 40 60 902/023 1.02 PM 41 60 902/023 1.02 PM 42 2 902/023 1.02 PM 43 5 902/023 9.58 PM 44 60 902/023 9.54 PM 45 0 902/023 9.54 PM 46 20 902/023 9.54 PM 47 5 902/023 1.16 AM 48 0 912/023 1.16 PM 49 912/023 1.16 PM 912/023 1.16 PM 41 5 912/023 1.16 PM 45 0 912/023 1.16 PM <t< td=""><td>28</td><td>25</td><td>9/20/2023 3:33 PM</td></t<>	28	25	9/20/2023 3:33 PM
15 9202023 1:55 PM 32 3 33 3 34 10 35 16 36 9202023 11:13 AM 37 16 36 10 37 25 38 202023 10:42 AM 39 8 30 9202023 10:42 AM 31 6 32 10 33 8 24 9202023 10:42 AM 39 8 30 9202023 10:02 AM 31 6 32 2 33 8 41 60 30 9202023 9:35 AM 41 60 31 9202023 9:35 AM 42 20 32 9202023 9:35 AM 43 5 33 5 34 5 35 10 36 919/2023 11:41 AM 47 5 36 911/2023 11:21 AM 49	29	3	9/20/2023 2:29 PM
3 3 34 10 35 16 36 10 37 16 38 10 39 10 36 10 37 25 38 10 39 2 39 2 30 2 31 6 40 60 920/203 10.24 AM 41 60 920/203 10.24 AM 42 920/203 10.24 AM 43 2 920/203 10.24 AM 44 60 920/203 9.35 AM 41 60 920/203 9.35 AM 42 20 920/203 9.35 AM 43 5 920/203 9.35 AM 44 20 920/203 9.35 AM 45 10 9119/203 11.14 AM 46 20 9119/203 11.14 AM 47 5 9119/203 11.14 AM 47 5 </td <td>30</td> <td>6</td> <td>9/20/2023 2:06 PM</td>	30	6	9/20/2023 2:06 PM
33 3 9/20/203 11:31 AM 34 10 9/20/203 11:15 AM 35 16 9/20/203 11:13 AM 36 10 9/20/203 10:42 AM 37 25 9/20/203 10:02 AM 38 2 9/20/203 10:02 AM 39 8 9/20/203 10:02 AM 40 60 9/20/203 10:01 AM 41 60 9/20/203 9:58 AM 42 2 9/20/203 9:58 AM 43 5 9/20/203 9:58 AM 44 20 9/20/203 9:35 AM 43 5 9/20/203 9:35 AM 44 20 9/20/203 9:35 AM 45 10 9/20/203 9:35 AM 45 10 9/20/203 9:35 AM 46 20 9/20/203 9:35 AM 47 5 9/19/203 11:16 AM 47 5 9/19/203 11:14 AM 48 40 9/19/203 11:31 PM 50 10 9/11/203 11:32 PM 51 4 9/11/203 10:32 AM	31	15	9/20/2023 1:35 PM
34 10 9/20/203 11:16 AM 35 16 9/20/203 11:13 AM 36 10 9/20/203 10:42 AM 37 25 9/20/203 10:02 AM 38 2 9/20/203 10:02 AM 39 8 9/20/203 10:01 AM 40 60 9/20/203 9:58 AM 41 60 9/20/203 9:58 AM 42 20 9/20/203 9:58 AM 43 5 9/20/203 9:58 AM 44 60 9/20/203 9:58 AM 45 10 9/20/203 9:58 AM 46 20 9/20/203 9:58 AM 47 5 9/19/202 31:16 AM 48 10 9/20/203 9:35 AM 49 20 9/19/203 11:16 AM 47 5 9/19/203 11:14 AM 48 40 9/12/203 11:14 AM 49 45 9/11/203 11:27 AM 50 10 9/11/203 11:27 AM 51 4 9/11/203 11:27 AM 52 6 9/11/203 11:27 AM	32	3	9/20/2023 11:59 AM
35 16 9/20/203 11:13 AM 36 10 9/20/203 10:49 AM 37 25 9/20/203 10:42 AM 38 2 9/20/203 10:20 AM 39 8 9/20/203 10:01 AM 40 60 9/20/203 9:58 AM 41 60 9/20/203 9:58 AM 42 20 9/20/203 9:58 AM 43 5 9/20/203 9:53 AM 44 60 9/20/203 9:35 AM 43 5 9/19/203 11:16 AM 44 20 9/19/203 11:16 AM 45 10 9/19/203 11:16 AM 46 20 9/19/203 11:16 AM 47 50 9/19/203 11:14 AM 48 40 9/11/203 11:39 PM 49 45 9/11/203 11:32 PM 50 10 9/11/203 11:27 AM 51 40 9/11/203 11:27 AM 52 50 9/11/203 10:20 AM 54 25 9/11/203 10:20 AM 55 30 9/11/203 10:20 AM<	33	3	9/20/2023 11:31 AM
36 10 9/20/203 10.49 AM 37 25 9/20/203 10.42 AM 38 2 9/20/203 10.14 AM 39 8 9/20/203 10.14 AM 40 60 9/20/203 9.58 AM 41 60 9/20/203 9.53 AM 42 20 9/20/203 9.35 AM 43 5 9/20/203 9.35 AM 44 20 9/20/203 9.35 AM 45 10 9/20/203 9.35 AM 46 20 9/20/203 9.35 AM 47 5 9/19/203 11.16 AM 48 20 9/19/203 11.21 AM 49 20 9/19/203 11.21 AM 46 20 9/19/203 11.21 AM 47 50 9/11/203 11.23 PM 48 40 9/11/203 11.23 PM 49 45 9/11/203 11.23 PM 50 10 9/11/203 11.27 AM 51 40 9/11/203 10.20 AM 52 50 9/11/203 10.20 AM 54 50 9/11/2023 10.20 AM </td <td>34</td> <td>10</td> <td>9/20/2023 11:16 AM</td>	34	10	9/20/2023 11:16 AM
37 25 38 2 39 8 40 60 41 60 42 20 43 5 44 20 45 919/2023 9:35 AM 44 20 45 919/2023 9:35 AM 46 919/2023 9:35 AM 47 5 48 919/2023 1:16 AM 49 918/2023 3:23 PM 45 10 47 50 48 40 49 914/2023 1:21 AH 49 914/2023 1:21 AH 41 914/2023 1:21 AH 42 919/2023 1:21 AH 43 911/2023 1:23 PM 44 911/2023 1:22 PM 45 911/2023 1:23 PM 50 911/2023 1:22 PM 51 40 51 40 52 6 53 50 54 51 55 30 56 911/2023 1:27 AM 57 250 50 911/2023 1:27 AM 54 50 57 250 58 10 59 911/2023 9:29 AM <td>35</td> <td>16</td> <td>9/20/2023 11:13 AM</td>	35	16	9/20/2023 11:13 AM
38 2 9202023 10:20 AM 39 8 9202023 20:01 AM 40 60 9202023 9:55 AM 41 60 9202023 9:35 AM 42 20 9202023 9:35 AM 43 5 919/2023 11:16 AM 44 20 919/2023 11:16 AM 45 10 918/2023 3:23 PM 45 20 918/2023 11:11 AM 46 20 911/2023 11:10 AM 47 50 911/2023 11:10 AM 48 40 911/2023 11:30 PM 49 45 911/2023 11:32 PM 50 10 911/2023 12:32 PM 51 40 911/2023 12:32 PM 52 6 911/2023 12:32 PM 53 50 911/2023 12:32 PM 54 25 911/2023 11:27 AM 55 30 911/2023 11:27 AM 54 10 911/2023 9:42 AM 57 250 911/2023 9:42 AM 58 10 911/2023 9:39 AM	36	10	9/20/2023 10:49 AM
99 8 9/20/203 10:01 AM 40 60 9/20/203 9:58 AM 41 60 9/20/203 9:35 AM 42 20 9/20/203 9:35 AM 43 5 9/19/203 11:16 AM 44 20 9/19/203 3:23 PM 45 10 9/18/203 3:23 PM 46 20 9/14/203 11:01 AM 47 50 9/14/203 11:01 AM 48 40 9/12/203 4:38 PM 49 45 9/11/203 11:32 PM 50 10 9/11/203 11:32 PM 51 40 9/11/203 12:32 PM 52 6 9/11/203 12:32 PM 53 50 9/11/203 11:27 AM 54 25 9/11/203 10:20 AM 55 30 9/11/203 10:20 AM 56 10 9/11/203 10:20 AM 57 250 9/11/203 9:42 AM 58 10 9/11/203 9:42 AM 59 20 9/11/203 9:19 AM 60 20 9/11/203 9:19 AM <td>37</td> <td>25</td> <td>9/20/2023 10:42 AM</td>	37	25	9/20/2023 10:42 AM
40 60 9/20/2023 9:58 AM 41 60 9/20/2023 9:35 AM 42 20 9/20/2023 9:35 AM 43 5 9/20/2023 9:35 AM 44 20 9/19/2023 1:16 AM 44 20 9/19/2023 1:16 AM 45 10 9/18/2023 3:23 PM 45 20 9/18/2023 1:14 AM 46 20 9/12/2023 1:14 PM 47 50 9/12/2023 1:13 PM 48 40 9/12/2023 1:32 PM 49 45 9/11/2023 1:32 PM 50 10 9/11/2023 1:22 PM 51 40 9/11/2023 1:23 PM 52 6 9/11/2023 1:27 AM 53 50 9/11/2023 1:27 AM 54 25 9/11/2023 1:0.0 AM 55 30 9/11/2023 1:0.20 AM 56 10 9/11/2023 9:48 AM 57 250 9/11/2023 9:42 AM 58 10 9/11/2023 9:29 AM 59 20 9/20 <td>38</td> <td>2</td> <td>9/20/2023 10:20 AM</td>	38	2	9/20/2023 10:20 AM
41 60 9/20/2023 9:43 AM 42 20 9/20/2023 9:35 AM 43 5 9/19/2023 11:16 AM 44 20 9/18/2023 3:23 PM 45 10 9/18/2023 11:41 AM 46 20 9/14/2023 11:10 AM 47 50 9/13/2023 11:41 PM 48 40 9/13/2023 11:41 PM 49 45 9/13/2023 11:30 PM 49 45 9/11/2023 11:30 PM 50 10 9/11/2023 11:32 PM 51 40 9/11/2023 11:32 PM 52 6 9/11/2023 11:32 PM 53 50 9/11/2023 11:27 AM 54 25 9/11/2023 10:20 AM 55 30 9/11/2023 10:20 AM 56 10 9/11/2023 10:20 AM 57 250 9/11/2023 10:20 AM 57 250 9/11/2023 10:20 AM 58 10 9/11/2023 9/12 AM 59 20 9/11/2023 9/12 AM 59 20 9/11/2023 9/12 AM 59 20 9/11/2023 9/13 AM 50 30 9/11/203 9/13 AM 50 30 9/11/203 9/13 AM 51 10 9/11/203 9/13 AM <	39	8	9/20/2023 10:01 AM
42 20 9/20/203 9:35 AM 43 5 9/19/2023 11:16 AM 44 20 9/19/2023 11:16 AM 44 20 9/19/2023 12:32 PM 45 10 9/19/2023 11:41 AM 46 20 9/19/2023 11:41 AM 47 50 9/19/2023 11:41 PM 48 40 9/12/2023 4:38 PM 49 45 9/11/2023 11:39 PM 49 45 9/11/2023 12:32 PM 50 10 9/11/2023 12:32 PM 51 40 9/11/2023 12:32 PM 52 6 9/11/2023 12:26 PM 54 9/11/2023 12:26 PM 9/11/2023 12:26 PM 52 6 9/11/2023 12:26 PM 54 25 9/11/2023 10:20 AM 55 30 9/11/2023 10:20 AM 56 10 9/11/2023 9:48 AM 57 250 9/11/2023 9:42 AM 58 10 9/11/2023 9:42 AM 59 2 9/11/2023 9:42 AM 59 2<	40	60	9/20/2023 9:58 AM
43 5 9/19/2023 11:16 AM 44 20 9/18/2023 3:23 PM 45 10 9/18/2023 11:14 AM 46 20 9/14/2023 11:01 AM 47 50 9/13/2023 11:41 PM 48 40 9/13/2023 11:41 PM 48 40 9/13/2023 11:41 PM 49 50 9/13/2023 11:30 PM 49 45 9/11/2023 11:30 PM 50 10 9/11/2023 12:32 PM 51 40 9/11/2023 12:26 PM 52 6 9/11/2023 11:27 AM 53 50 9/11/2023 10:20 AM 54 25 9/11/2023 10:20 AM 55 30 9/11/2023 10:20 AM 56 10 9/11/2023 10:20 AM 57 250 9/11/2023 9:48 AM 58 10 9/11/2023 9:42 AM 59 20 9/11/2023 9:19 AM 59 20 9/11/2023 9:19 AM 60 20 9/11/2023 8:37 AM 61 9/11/2023 8:37	41	60	9/20/2023 9:43 AM
44 20 9/18/2023 3:23 PM 45 10 9/18/2023 11:41 AM 46 20 9/18/2023 11:01 AM 47 50 9/13/2023 11:01 AM 48 40 9/13/2023 11:01 AM 49 50 9/13/2023 11:01 AM 49 40 9/13/2023 11:01 AM 49 40 9/13/2023 11:01 AM 49 45 9/11/2023 11:01 AM 50 10 9/11/2023 11:39 PM 51 40 9/11/2023 12:26 PM 52 6 9/11/2023 11:27 AM 53 50 9/11/2023 11:27 AM 54 25 9/11/2023 10:20 AM 55 30 9/11/2023 10:20 AM 56 10 9/11/2023 10:20 AM 57 250 9/11/2023 10:20 AM 58 10 9/11/2023 9:40 AM 59 20 9/11/2023 9:19 AM 59 20 9/11/2023 9:19 AM 60 20 9/11/2023 8:37 AM	42	20	9/20/2023 9:35 AM
45 10 9/18/2023 11:41 AM 46 20 9/14/2023 11:01 AM 47 50 9/13/2023 11:41 PM 48 40 9/13/2023 11:39 PM 49 45 9/11/2023 11:39 PM 50 10 9/11/2023 11:27 PM 51 40 9/11/2023 12:26 PM 52 6 9/11/2023 11:27 AM 53 50 9/11/2023 11:27 AM 54 25 9/11/2023 10:39 AM 55 30 9/11/2023 10:20 AM 56 10 9/11/2023 10:20 AM 57 250 9/11/2023 10:20 AM 58 10 9/11/2023 9:48 AM 57 250 9/11/2023 9:42 AM 58 10 9/11/2023 9:42 AM 59 20 9/11/2023 9:19 AM 59 20 9/11/2023 9:19 AM 60 20 9/11/2023 8:37 AM	43	5	9/19/2023 11:16 AM
46 20 9/14/2023 11:01 AM 47 50 9/13/2023 11:14 PM 48 40 9/12/2023 4:38 PM 49 45 9/11/2023 11:39 PM 50 10 9/11/2023 12:32 PM 51 40 9/11/2023 12:32 PM 52 6 9/11/2023 12:26 PM 53 50 9/11/2023 10:20 AM 54 25 9/11/2023 10:20 AM 55 30 9/11/2023 10:20 AM 56 10 9/11/2023 10:20 AM 57 250 9/11/2023 10:20 AM 58 10 9/11/2023 10:20 AM 58 10 9/11/2023 10:20 AM 59 20 9/11/2023 10:20 AM 60 20 9/11/2023 10:20 AM 61 30 9/11/2023 10:20 AM	44	20	9/18/2023 3:23 PM
47 50 9/13/2023 1:14 PM 48 40 9/12/2023 4:38 PM 49 45 9/11/2023 11:39 PM 50 10 9/11/2023 12:32 PM 51 40 9/11/2023 12:32 PM 52 6 9/11/2023 12:26 PM 53 50 9/11/2023 12:27 AM 54 25 9/11/2023 10:39 AM 55 30 9/11/2023 10:20 AM 56 10 9/11/2023 10:20 AM 57 250 9/11/2023 10:20 AM 58 10 9/11/2023 9:48 AM 59 20 9/11/2023 9:49 AM 60 20 9/11/2023 9:29 AM 61 30 9/11/2023 9:37 AM	45	10	9/18/2023 11:41 AM
48 40 9/12/2023 4:38 PM 49 45 9/11/2023 11:39 PM 50 10 9/11/2023 12:32 PM 51 40 9/11/2023 12:32 PM 52 6 9/11/2023 12:26 PM 53 50 9/11/2023 11:27 AM 54 25 9/11/2023 10:39 AM 54 25 9/11/2023 10:20 AM 55 30 9/11/2023 10:20 AM 56 10 9/11/2023 10:20 AM 57 250 9/11/2023 9:48 AM 58 10 9/11/2023 9:42 AM 59 20 9/11/2023 9:29 AM 60 20 9/11/2023 9:29 AM 61 30 9/11/2023 9:35 AM	46	20	9/14/2023 11:01 AM
49 45 9/11/2023 11:39 PM 50 10 9/11/2023 12:32 PM 51 40 9/11/2023 12:26 PM 52 6 9/11/2023 11:27 AM 53 50 9/11/2023 10:39 AM 54 25 9/11/2023 10:30 AM 55 30 9/11/2023 10:20 AM 56 10 9/11/2023 10:00 AM 57 250 9/11/2023 9:48 AM 58 10 9/11/2023 9:42 AM 59 20 9/11/2023 9:29 AM 60 20 9/11/2023 9:19 AM 61 30 9/11/2023 9:37 AM	47	50	9/13/2023 1:14 PM
50 10 9/11/2023 12:32 PM 51 40 9/11/2023 12:26 PM 52 6 9/11/2023 11:27 AM 53 50 9/11/2023 10:39 AM 54 25 9/11/2023 10:20 AM 55 30 9/11/2023 10:20 AM 56 10 9/11/2023 10:00 AM 57 250 9/11/2023 9:48 AM 58 10 9/11/2023 9:42 AM 59 20 9/11/2023 9:29 AM 60 20 9/11/2023 9:19 AM 61 30 9/11/2023 9:29 AM	48	40	9/12/2023 4:38 PM
51 40 9/11/2023 12:26 PM 52 6 9/11/2023 11:27 AM 53 50 9/11/2023 10:39 AM 54 25 9/11/2023 10:20 AM 55 30 9/11/2023 10:00 AM 56 10 9/11/2023 9:48 AM 57 250 9/11/2023 9:42 AM 58 10 9/11/2023 9:29 AM 59 20 9/11/2023 9:29 AM 60 20 9/11/2023 8:37 AM 61 30 9/11/2023 8:35 AM	49	45	9/11/2023 11:39 PM
52 6 9/11/2023 11:27 AM 53 50 9/11/2023 10:39 AM 54 25 9/11/2023 10:20 AM 55 30 9/11/2023 10:00 AM 56 10 9/11/2023 9:48 AM 57 250 9/11/2023 9:42 AM 58 10 9/11/2023 9:42 AM 59 20 9/11/2023 9:29 AM 60 20 9/11/2023 9:19 AM 61 30 9/11/2023 8:37 AM	50	10	9/11/2023 12:32 PM
53 50 9/11/2023 10:39 AM 54 25 9/11/2023 10:20 AM 55 30 9/11/2023 10:00 AM 56 10 9/11/2023 9:48 AM 57 250 9/11/2023 9:42 AM 58 10 9/11/2023 9:42 AM 59 20 9/11/2023 9:29 AM 60 20 9/11/2023 9:19 AM 61 30 9/11/2023 8:37 AM	51	40	9/11/2023 12:26 PM
54 25 9/11/2023 10:20 AM 55 30 9/11/2023 10:00 AM 56 10 9/11/2023 9:48 AM 57 250 9/11/2023 9:42 AM 58 10 9/11/2023 9:29 AM 59 20 9/11/2023 9:19 AM 60 20 9/11/2023 8:37 AM 61 30 9/11/2023 8:35 AM	52	6	9/11/2023 11:27 AM
55 30 9/11/2023 10:00 AM 56 10 9/11/2023 9:48 AM 57 250 9/11/2023 9:42 AM 58 10 9/11/2023 9:29 AM 59 20 9/11/2023 9:19 AM 60 20 9/11/2023 8:37 AM 61 30 9/11/2023 8:35 AM	53	50	9/11/2023 10:39 AM
56 10 9/11/2023 9:48 AM 57 250 9/11/2023 9:42 AM 58 10 9/11/2023 9:29 AM 59 20 9/11/2023 9:19 AM 60 20 9/11/2023 8:37 AM 61 30 9/11/2023 8:35 AM	54	25	9/11/2023 10:20 AM
57 250 9/11/2023 9:42 AM 58 10 9/11/2023 9:29 AM 59 20 9/11/2023 9:19 AM 60 20 9/11/2023 8:37 AM 61 30 9/11/2023 8:35 AM	55	30	9/11/2023 10:00 AM
58 10 9/11/2023 9:29 AM 59 20 9/11/2023 9:19 AM 60 20 9/11/2023 8:37 AM 61 30 9/11/2023 8:35 AM	56	10	9/11/2023 9:48 AM
59 20 9/11/2023 9:19 AM 60 20 9/11/2023 8:37 AM 61 30 9/11/2023 8:35 AM	57	250	9/11/2023 9:42 AM
60 20 9/11/2023 8:37 AM 61 30 9/11/2023 8:35 AM	58	10	9/11/2023 9:29 AM
61 30 9/11/2023 8:35 AM	59	20	9/11/2023 9:19 AM
	60	20	9/11/2023 8:37 AM
# COMMUNICATION DATE	61	30	9/11/2023 8:35 AM
	#	COMMUNICATION	DATE

1	30	10/29/2023 3:23 PM
2	6	10/23/2023 3:10 PM
3	40	10/17/2023 9:54 PM
4	10	10/16/2023 2:20 PM
5	16	10/16/2023 11:21 AM
6	30	10/16/2023 10:18 AM
7	50	10/16/2023 10:02 AM
8	80	10/2/2023 11:59 AM
9	5	10/2/2023 11:06 AM
10	10	10/1/2023 9:24 AM
11	30	9/29/2023 11:48 AM
12	20	9/29/2023 9:55 AM
13	30	9/28/2023 1:51 PM
14	2	9/28/2023 1:44 PM
15	40	9/28/2023 12:54 PM
16	40	9/28/2023 10:35 AM
17	15	9/28/2023 8:34 AM
18	1	9/28/2023 8:17 AM
19	20	9/28/2023 8:12 AM
20	30	9/28/2023 8:00 AM
21	15	9/28/2023 7:52 AM
22	8	9/26/2023 2:14 PM
23	30	9/26/2023 10:08 AM
24	10	9/24/2023 3:00 PM
25	20	9/23/2023 2:36 PM
26	3	9/21/2023 1:44 AM
27	9	9/20/2023 11:39 PM
28	25	9/20/2023 3:33 PM
29	3	9/20/2023 2:29 PM
30	12	9/20/2023 2:06 PM
31	20	9/20/2023 1:35 PM
32	12	9/20/2023 11:59 AM
33	5	9/20/2023 11:31 AM
34	15	9/20/2023 11:16 AM
35	32	9/20/2023 11:13 AM
36	20	9/20/2023 10:49 AM
37	25	9/20/2023 10:42 AM
38	4	9/20/2023 10:20 AM

391692/00/23 9:84 AM406092/00/23 9:84 AM416092/00/23 9:84 AM423092/00/23 9:35 AM431591/90/23 1:16 AM444091/90/23 1:16 AM444091/90/23 1:16 AM451091/90/23 1:12 AM464091/90/23 1:12 AM475091/90/23 1:12 AM482091/90/23 1:12 AM493091/90/23 1:12 PM495091/90/23 1:12 PM495091/90/23 1:22 PM515091/10/23 1:22 PM512091/10/23 1:22 PM52691/10/23 1:22 PM532091/10/23 1:22 PM542091/10/23 1:23 PM555091/10/23 1:20 AM565091/10/23 1:20 AM572091/10/23 1:20 AM581091/10/23 1:20 AM572091/10/23 1:20 AM581091/10/23 1:20 AM591091/10/23 1:20 AM501091/10/23 9:24 AM513091/10/23 9:24 AM523191/10/23 3:32 PM5440101/20/23 3:31 PM5441101/20/23 3:31 PM5441101/20/23 3:31 PM5441101/20/23 3:31 PM5441101/20/23 3:31 PM5441101/20/23 3:31 PM5441101/20/23 3:31 PM54<			
416092/02/23 9.35 AM423092/02/23 9.35 AM431592/02/23 9.35 AM444091/9/02/31.16 AM44091/9/02/31.16 AM45091/9/02/31.16 AM46091/9/02/31.16 AM475091/9/02/31.16 AM48091/9/02/31.16 AM49091/9/02/31.16 AM415091/9/02/31.16 AM49091/9/02/31.16 AM401091/9/02/31.16 AM41091/9/02/31.16 AM41091/9/02/31.16 AM42091/9/02/31.16 AM43091/9/02/31.16 AM44091/9/02/31.16 AM45091/9/02/31.27 AM501091/9/02/31.27 AM511291/9/02/31.27 AM521291/9/02/31.27 AM541291/9/02/31.27 AM551091/9/02/31.27 AM561091/9/02/31.27 AM571091/9/02/31.29 AM581091/9/02/31.29 AM591091/9/02/31.29 AM501091/9/02/31.29 AM501091/9/02/31.29 AM511091/9/02/31.29 AM521091/9/02/31.29 AM531091/9/02/31.29 AM5410101/9/02/31.29 AM5410101/9/02/31.29 AM5410101/9/02/31.29 AM54101	39	16	9/20/2023 10:01 AM
423090/2023 935 AM431590/2023 11:16 AM444090/2023 11:16 AM451090/2023 3:29 PM461090/2023 11:10 AM475090/2023 11:10 AM48090/2023 11:10 AM492090/2023 11:10 AM492090/2023 11:20 AM492090/2023 11:20 AM501091/2023 11:20 AM515091/2023 11:20 AM52691/10023 11:27 AM53691/10023 11:27 AM54691/10023 11:27 AM555091/10023 11:27 AM56691/10023 11:27 AM575091/10023 11:27 AM585091/10023 11:27 AM591091/10023 11:27 AM505091/10023 11:27 AM515091/10023 11:27 AM525091/10023 11:27 AM545091/10023 11:27 AM545091/10023 11:27 AM545091/10023 11:27 AM565091/10023 11:27 AM575091/10023 11:27 AM505091/10023 11:27 AM505091/10023 11:20 AM515091/10023 11:20 AM5291/10023 11:20 AM91/10023 11:20 AM505091/10023 11:20 AM516191/2003 2:30 PM516191/2003 2:30 PM519191/10023 11:20 AM	40		9/20/2023 9:58 AM
4315919/2023 11:15 AM4440919/2023 323 PM4510919/2023 11:14 AM4640919/2023 11:14 AM4750919/2023 11:14 PM4820919/2023 11:14 PM4930919/2023 11:14 PM4930919/2023 11:14 PM5010919/2023 11:39 PM5130911/2023 11:39 PM5210911/2023 11:29 PM546911/2023 11:27 AM545911/2023 10:20 AM546911/2023 10:20 AM545911/2023 10:20 AM543911/2023 10:20 AM54911/2023 10:20 AM54<	41	60	9/20/2023 9:43 AM
44409192023 32 PM45109192023 11.4 PM464091.40023 11.0 PM475091.20023 11.4 PM482091.20023 11.4 PM491091.20023 11.3 PM495091.20023 11.3 PM501091.20023 11.3 PM512091.12023 12.3 PM512091.12023 12.3 PM52691.12023 12.3 PM545091.12023 12.3 PM545091.12023 10.3 PM551091.12023 10.3 PM565091.12023 10.3 PM575091.12023 91.4 PM58091.12023 91.4 PM595091.12023 91.4 PM5010.2091.12023 91.4 PM5010.2091.12023 91.4 PM513091.12023 91.4 PM5291.12023 91.4 PM91.12023 91.2 PM5310.2091.12023 91.4 PM5410.2091.2003 91.4 PM<	42	30	9/20/2023 9:35 AM
4510919/2023 11:41 AM464091/2023 11:14 PM4750913/2023 11:41 PM4820913/2023 11:21 PM4930911/2023 12:23 PM5015911/2023 12:22 PM5120911/2023 12:22 PM526911/2023 12:22 PM5310911/2023 12:22 PM5450911/2023 10:20 AM5550911/2023 10:20 AM5610911/2023 10:20 AM5750911/2023 10:20 AM580911/2023 10:20 AM5930911/2023 9:40 AM5010911/2023 9:40 AM5130911/2023 9:20 AM5230911/2023 9:20 AM5430911/2023 9:20 AM5730911/2023 9:20 AM5830911/2023 9:20 AM5930911/2023 9:20 AM5030911/2023 9:20 AM5130911/2023 9:20 AM5230911/2023 9:20 AM5330911/2023 9:20 AM5440102/2023 2:20 PM54301017/2023 9:24 PM54301017/2023 9:24 PM54401017/2023 9:24 PM54301017/2023 9:24 PM54301017/2023 9:24 PM54301017/2023 9:24 PM54301017/2023 9:24 PM55311016/2023 10:24 PM54311016/2023 10:24 PM	43	15	9/19/2023 11:16 AM
464091/42023 11:01 AM475091/3/2023 11:34 PM482091/2/2023 4:38 PM493091/1/2023 11:32 PM501591/1/2023 12:22 PM512091/1/2023 12:22 PM52691/1/2023 12:22 PM532091/1/2023 12:22 PM54691/1/2023 12:27 AM555091/1/2023 10:20 AM561091/1/2023 10:20 AM575091/1/2023 10:20 AM58091/1/2023 9:48 AM5725091/1/2023 9:48 AM581091/1/2023 9:48 AM591091/1/2023 9:48 AM501091/1/2023 9:24 AM513091/1/2023 9:24 AM523091/1/2023 9:24 AM533091/1/2023 9:24 AM543091/1/2023 9:24 AM513091/1/2023 9:24 AM523091/1/2023 9:24 AM543091/1/2023 9:24 AM543091/1/2023 9:24 AM544010/2023 10:24 AM544010/2023 10:24 AM544010/1/2023 9:24 AM544010/1/2023 9:24 AM544010/1/2023 10:24 AM544010/1/2023 10:24 AM544010/1/2023 10:24 AM544010/1/2023 10:24 AM544010/1/2023 10:24 AM544010/1/2023 10:24 AM54401	44	40	9/18/2023 3:23 PM
476091/3/203 1:14 PM482091/2/203 4:38 PM493091/1/203 11:39 PM501591/1/203 12:32 PM512091/1/203 12:22 PM52691/1/203 12:23 PM5312091/1/203 10:23 AM542091/1/203 10:30 AM545091/1/203 10:00 AM555091/1/203 10:00 AM565091/1/203 10:00 AM575091/1/203 9.48 AM58091/1/203 9.49 AM593091/1/203 9.49 AM60101/1/203 9.49 AM613091/1/203 9.49 AM613091/1/203 9.19 AM61101/203 9.19 AM61101/203 9.29 AM613091/1/203 9.19 AM6110291/1/203 9.19 AM6110291/1/203 9.19 AM6110291/1/203 9.19 AM730102710210271021028101101/2023 9.29 AM91021029102102910210291021029102102910210291021019102102910210291021029102102910210291021029102	45	10	9/18/2023 11:41 AM
499091/2023 4:38 PM499091/1/2023 11:39 PM501591/1/2023 12:32 PM512091/1/2023 12:26 PM52691/1/2023 10:39 AM5312091/1/2023 10:39 AM54591/1/2023 10:20 AM555091/1/2023 10:20 AM561091/1/2023 9:48 AM5725091/1/2023 9:40 AM58091/1/2023 9:40 AM593091/1/2023 9:42 AM601591/1/2023 9:42 AM613091/1/2023 9:42 AM708091/1/2023 9:42 AM713091/1/2023 9:42 AM7291/1/2023 9:44 AM7391/1/2023 9:42 AM7491/1/2023 9:42 AM753091/1/2023 9:42 AM761091/1/2023 9:42 AM773091/1/2023 9:42 AM7891/1/2023 9:42 AM791091/1/2023 9:42 AM703091/1/2023 9:42 AM713091/1/2023 9:42 AM723191/1/2023 9:42 AM733091/1/2023 9:42 AM744091/1/2023 9:42 AM754091/1/2023 9:42 AM76591/1/2023 9:42 AM77303091/1/2023 9:42 AM784091/1/2023 11:52 AM79591/1/2023 11:52 AM70591/1/2023 9:42 AM71691/1/2023 9:42 AM72 <t< td=""><td>46</td><td>40</td><td>9/14/2023 11:01 AM</td></t<>	46	40	9/14/2023 11:01 AM
49901/2023 11:39 PM5015911/2023 12:22 PM510911/2023 12:25 PM526911/2023 12:25 PM53120911/2023 10:20 AM5425911/2023 10:20 AM550911/2023 10:20 AM5610911/2023 10:20 AM5725911/2023 4:24 AM580911/2023 4:24 AM5930911/2023 4:24 AM5110911/2023 4:24 AM5210911/2023 4:24 AM5410911/2023 4:24 AM5730911/2023 4:24 AM580911/2023 4:24 AM5930911/2023 4:24 AM6010911/2023 4:24 AM7110911/2023 4:24 AM7230911/2023 4:24 AM7330911/2023 4:24 AM741010/2023 4:25 AM743010/2023 4:25 AM743010/2023 4:25 AM753010/2023 4:25 AM763010/2023 4:26 AM763010/2023 4:26 AM773010/2023 4:26 AM784010/2023 4:16 AM795010/2023 4:16 AM705010/2023 4:16 AM705010/2023 4:16 AM716010/2023 4:16 AM716010/2023 4:16 AM716110/2023 4:16 AM716110/2023 4:16 AM727310/2023 4:16 A	47	50	9/13/2023 1:14 PM
5015911/2023 12:32 PM510911/2023 12:26 PM526911/2023 11:27 AM5310911/2023 10:30 AM545911/2023 10:30 AM550911/2023 10:00 AM5610911/2023 948 AM5725911/2023 942 AM5820911/2023 942 AM5930911/2023 942 AM6010911/2023 942 AM5930911/2023 942 AM6130911/2023 943 AM6130911/2023 943 AM6110911/2023 943 AM6110911/2023 943 AM6130911/2023 943 AM6130911/2023 943 AM7010911/2023 943 AM7130011/2023 943 AM7230011/2023 943 AM7330011/2023 943 AM7410101/2023 943 AM7530101/2023 943 AM7630101/2023 944 AM7740101/2023 944 AM7840101/2023 944 AM795101/2023 944 AM705101/2023 944 AM7140101/2023 944 AM725101/2023 944 AM7340101/2023 944 AM745101/2023 944 AM745101/2023 944 AM746101/2023 944 AM746101/2023 944 AM746101/2023 944 AM <tr< td=""><td>48</td><td>20</td><td>9/12/2023 4:38 PM</td></tr<>	48	20	9/12/2023 4:38 PM
5199911/2023 12:26 PM526911/2023 11:27 AM5310911/2023 10:30 AM545911/2023 10:20 AM5550911/2023 9:48 AM57250911/2023 9:42 AM580911/2023 9:29 AM5920911/2023 9:29 AM5030911/2023 9:39 AM6015911/2023 9:39 AM6130911/2023 9:39 AM7130011/2023 9:30 AM723010/2023 0:30 AM734010/2023 0:31 AM74910/2023 0:32 PM753010/2023 0:31 AM7610/2023 0:31 AM774010/2023 0:32 PM784010/2023 0:31 AM79510/2023 0:31 AM701010/2023 0:31 AM713010/2023 0:31 AM713010/2023 0:31 AM724010/2023 0:31 AM734010/2023 0:31 AM74510/2023 0:31 AM754010/2023 0:31 AM76510/2023 0:31 AM774010/2023 0:31 AM784010/2023 0:31 AM79510/2023 0:31 AM70510/2023 0:31 AM714010/2023 0:31 AM714010/2023 0:31 AM71510/2023	49	30	9/11/2023 11:39 PM
5269/11/202 31:27 AM531202 30:30 AM545509/11/202 30:20 AM55569/11/202 30:20 AM561070205720712072307311/202 30:20 AM749/11/202 30:20 AM7530769/11/202 30:20 AM7130713072307310/202 30:20 AM7410/202 30:20 AM743075307610/202 30:20 AM77307810/202 30:20 AM79307010/202 30:20 AM713071307210/202 30:20 AM73307410/202 30:20 AM75307630773078307930703071307130723073307430753076307730783079307930703071307230733074307530763077307830793070 </td <td>50</td> <td>15</td> <td>9/11/2023 12:32 PM</td>	50	15	9/11/2023 12:32 PM
531209/11/2023 10:39 AM54555056509/11/2023 10:00 AM57509/11/2023 9:48 AM572509/11/2023 9:29 AM5809/11/2023 9:29 AM5909/11/2023 9:29 AM50109/11/2023 9:29 AM5009/11/2023 9:29 AM60159/11/2023 9:39 AM6109/11/2023 9:39 AM6109/11/2023 9:39 AM7080/11/2023 9:30 AM71010/2023 1:21 AM711010/16/2023 1:21 AM72310/16/2023 1:21 AM74910/16/2023 1:21 AM74910/16/2023 1:21 AM75410/16/2023 1:121 AM7610/16/2023 1:121 AM773010/16/2023 1:121 AM78410/16/2023 1:121 AM7910/16/2023 1:121 AM7010/16/2023 1:121 AM713010/16/2023 1:121 AM713010/16/2023 1:121 AM7110/16/2023 1:121 AM7210/16/2023 1:121 AM7310/16/2023 1:121 AM7410/16/2023 1:121 AM75307610/16/2023 1:125 AM7710/16/2023 1:124 AM7810/16/2023 1:124 AM7910/16/2023 1:124 AM7110/16/2023 1:124 AM7110/16/2023 1:124 AM7110/16/2023 1:148 AM7210/16/16/16/16 </td <td>51</td> <td>20</td> <td>9/11/2023 12:26 PM</td>	51	20	9/11/2023 12:26 PM
54555651/1/2023 10:20 AM5550911/2023 9:40 AM5610911/2023 9:48 AM57250911/2023 9:42 AM5820911/2023 9:42 AM5930911/2023 9:19 AM6015911/2023 9:19 AM6130911/2023 9:37 AM6130911/2023 8:37 AM7130101/2023 8:37 AM72301029/203 8:32 PM73301029/203 8:32 PM74101/2023 9:10 AM7530101/2023 9:10 AM7430101/2023 9:10 AM7524101/2023 9:10 AM7630101/2023 9:10 AM7730101/2023 9:10 AM7840101/2023 11:21 AM795101/2023 11:21 AM7030101/2023 11:21 AM7130101/2023 11:21 AM7230101/2023 11:21 AM7330101/2023 11:21 AM7430101/2023 11:21 AM7530101/2023 11:50 AM7630101/2023 11:50 AM7730101/2023 11:50 AM7830101/2023 11:50 AM7930101/2023 11:40 AM713030733030743030753030763030773030783030793030	52	6	9/11/2023 11:27 AM
5550911/2023 10:00 AM5610911/2023 9:48 AM572509011/2023 9:42 AM580911/2023 9:29 AM5930911/2023 9:19 AM6015911/2023 9:37 AM6130911/2023 8:37 AM610911/2023 8:37 AM6130911/2023 8:37 AM73010/29023 3:32 PM13010/29023 3:32 PM2310/29023 3:32 PM310/29023 3:32 PM41010/29023 3:32 PM54010/29023 3:32 PM41010/29023 3:32 PM54010/29023 3:32 PM610/2023 1:02 AM610/2023 1:02 AM73010/2023 1:02 AM73010/2023 1:12 AM9510/2023 1:15 PM9510/2023 1:15 PM1041010/2023 1:15 PM1141010/2023 1:16 AM1153010/2023 1:16 AM1161010/2023 1:16 AM1173010/2023 1:16 AM1181010/2023 1:16 AM1191010/2023 1:16 AM1101010/2023 1:16 AM111010101111101011111010111110101111101011111010111110101111101111 <td>53</td> <td>120</td> <td>9/11/2023 10:39 AM</td>	53	120	9/11/2023 10:39 AM
56109/11/2023 9:48 AM5750509/11/2023 9:42 AM58209/11/2023 9:29 AM59309/11/2023 9:19 AM60159/11/2023 9:37 AM61309/11/2023 8:37 AM7PERSONAL LEADERSHIPDATE13010/29/2023 3:30 PM310/29/2023 3:30 PM310/2023 9:44 AM41010/17/2023 9:54 PM41010/17/2023 9:54 PM52410/16/2023 10:18 AM6510/16/2023 10:18 AM73010/16/2023 10:18 AM84010/12/2023 10:18 AM9510/2023 11:59 AM9510/2023 11:59 AM1010/2023 11:59 AM111010/2023 11:60 AM121010/2023 11:40 AM131010/2023 11:40 AM143010/2023 11:40 AM153010/2023 11:40 AM161010/2023 11:40 AM173030183030	54	25	9/11/2023 10:20 AM
572509/1/2023 9:24 AM5809/11/2023 9:29 AM59309/11/2023 9:29 AM60159/11/2023 9:19 AM61159/11/2023 8:37 AM6109/11/2023 8:37 AM6109/11/2023 8:37 AM74PERSONAL LEADERSHIPDATE103010/29/2023 3:23 PM21310/29/2023 3:10 PM324010/27/2023 9:44 PM441010/17/2023 9:54 PM542410/16/2023 1:02 AM542510/16/2023 1:02 AM543010/16/203 1:02 AM543010/16/203 1:02 AM543010/16/203 1:02 AM543010/16/203 1:02 AM543010/2023 1:02 AM543010/2023 1:02 AM543010/2023 1:02 AM543010/2023 1:02 AM543010/2023 1:02 AM554010/2023 1:02 AM543010/2023 1:02 AM543010/2023 1:02 AM543010/2023 1:02 AM553010/2023 1:02 AM54<	55	50	9/11/2023 10:00 AM
No. No. 58 20 9/11/2023 9:29 AM 59 30 9/11/2023 9:29 AM 60 15 9/11/2023 8:37 AM 61 30 9/11/2023 8:35 AM #M PERSONAL LEADERSHIP DATE 1 30 10/29/2023 3:32 PM 2 30 10/29/2023 3:32 PM 3 10/29/2023 3:31 PM 10/29/2023 3:31 PM 4 30 10/29/2023 3:32 PM 5 3 10/17/2023 9:54 PM 4 10/17/2023 9:54 PM 10/16/2023 2:20 PM 5 2 10/16/2023 1:121 AM 6 2 10/16/2023 1:121 AM 7 3 10/16/2023 1:0:02 AM 7 3 10/16/2023 1:0:02 AM 8 4 10/12/2023 1:1:59 AM 9 5 10/12/2023 1:1:59 AM 9 10/12/2023 1:1:59 AM 10/12/2023 1:1:59 AM 9 5 10/12/203 1:1:59 AM 10/12/203 1:1:59 AM 101 10/12/2023 1:1:59 AM 10/12/2023 1:1:61 AM<	56	10	9/11/2023 9:48 AM
599090901010601590901010106100010101010 #modelinePersonal Leadership Date10 <t< td=""><td>57</td><td>250</td><td>9/11/2023 9:42 AM</td></t<>	57	250	9/11/2023 9:42 AM
60159/11/203 8:37 AM61509/11/203 8:35 AM#PERSONAL LEADERSHIPDATE13010/29/203 3:30 PM2410/23 0:23 Si AM34010/17/203 9:54 PM41010/17/203 9:54 PM52410/16/203 1:121 AM6510/16/203 1:121 AM73010/16/203 11:21 AM73010/16/203 11:21 AM84010/16/203 11:21 AM9510/16/203 11:21 AM910/16/203 11:21 AM1010/203 11:21 AM910/203 11:21 AM1010/203 11:21 AM1110/203 11:21 AM1210/203 11:21 AM1310/203 11:21 AM1330	58	20	9/11/2023 9:29 AM
61 9/11/2023 8:35 AM # PERSONAL LEADERSHIP DATE 1 0 10/29/2023 3:23 PM 2 3 10/23/2023 3:10 PM 3 0 10/23/2023 3:20 PM 4 0 10/17/2023 9:54 PM 5 0 10/17/2023 9:54 PM 5 10/16/2023 1:121 AM 10/16/2023 1:121 AM 6 2 10/16/2023 1:121 AM 7 3 10/16/2023 1:121 AM 6 2 10/16/2023 1:121 AM 7 3 10/16/2023 1:121 AM 6 10/16/2023 1:121 AM 10/16/2023 1:124 AM 7 3 10/16/2023 1:159 AM 8 0 10/12/2023 1:159 AM 9 10/12/2023 1:159 AM 10/12/2023 1:164 AM 10 10/12/2023 1:148 AM 10/12/2023 1:148 AM 12 10 10/12/2023 1:148 AM 12 10 10/12/2023 1:159 AM 13 0 10/12/2023 1:151 PM	59	30	9/11/2023 9:19 AM
# PERSONAL LEADERSHIPDATE13010/29/203 3:3 PM2310/23/203 3:10 PM3410/23/203 9:54 PM4010/17/203 9:54 PM41010/17/203 9:54 PM52410/16/203 10:20 PM62510/16/203 10:21 AM73010/16/203 10:22 AM84010/203 10:22 AM9510/203 11:59 AM91010/203 11:59 AM101010/203 11:62 AM111010/203 11:48 AM121010/203 11:48 AM13309/2023 11:51 PM	60	15	9/11/2023 8:37 AM
1 30 10/29/2023 3:23 PM 2 3 10/23/2023 3:10 PM 3 40 10/17/2023 9:54 PM 4 10 10/17/2023 9:54 PM 5 24 10/16/2023 1:121 AM 5 24 10/16/2023 11:21 AM 6 25 10/16/2023 10:128 AM 7 30 10/16/2023 10:02 AM 8 40 10/16/2023 10:02 AM 9 5 10/16/2023 11:05 AM 10 10/2/2023 11:05 AM 9 5 10/1/2023 9:24 AM 101 10 10/1/2023 9:24 AM 11 20 10/1/2023 9:55 AM 12 10 9/29/2023 11:48 AM 13 30 9/28/203 1:51 PM	61	30	9/11/2023 8:35 AM
2 3 10/23/203 3:10 PM 3 40 10/17/203 9:54 PM 4 10 10/16/203 2:20 PM 5 24 10/16/203 11:21 AM 6 25 10/16/203 10:18 AM 7 30 10/16/203 10:12 AM 8 40 10/16/203 10:12 AM 9 5 10/16/203 10:12 AM 10 10/16/203 10:12 AM 11 0 10/16/203 11:15 AM 12 10 10/12/203 11:15 AM 11 0 10/12/203 11:16 AM 12 10 10/12/203 11:16 AM 13 30 9/29/203 11:48 AM	#	PERSONAL LEADERSHIP	DATE
3 40 10/17/2023 9:54 PM 4 10 10/16/2023 2:20 PM 5 24 10/16/2023 11:21 AM 6 25 10/16/2023 10:18 AM 7 30 10/16/2023 10:22 AM 8 40 10/2/2023 11:29 AM 9 5 10/16/2023 11:26 AM 10 10/2/2023 11:26 AM 11 0 10/1/2023 9:24 AM 12 10 9/29/2023 11:48 AM 13 30 9/29/2023 11:45 AM	1	30	10/29/2023 3:23 PM
4 10 10/16/2023 2:20 PM 5 24 10/16/2023 11:21 AM 6 25 10/16/2023 10:18 AM 7 30 10/16/2023 10:02 AM 8 40 10/16/2023 11:59 AM 9 5 10/2023 11:59 AM 101 10/2023 11:59 AM 10/2/2023 11:59 AM 10 10/2/2023 11:60 AM 10/2/2023 11:60 AM 10 10 10/12/2023 11:48 AM 11 20 9/29/2023 11:48 AM 12 10 9/29/2023 11:48 AM 13 30 9/29/2023 11:51 PM	2	3	10/23/2023 3:10 PM
5 24 10/16/2023 11:21 AM 6 25 10/16/2023 10:18 AM 7 30 10/16/2023 10:02 AM 8 40 10/2023 11:59 AM 9 5 10/2023 11:06 AM 101 10/2023 11:06 AM 101 10/2023 11:06 AM 101 10/2023 11:06 AM 110 10/1/2023 11:06 AM 12 10 13 30	3	40	10/17/2023 9:54 PM
6 25 10/16/2023 10:18 AM 7 30 10/16/2023 10:02 AM 8 40 10/2/2023 11:59 AM 9 5 10/2/2023 11:06 AM 10 10/2/2023 11:06 AM 11 20 10/1/2023 9:24 AM 12 10 9/29/2023 11:48 AM 13 30 9/29/2023 1:51 PM	4	10	10/16/2023 2:20 PM
7 30 10/16/2023 10:02 AM 8 40 10/2/2023 11:59 AM 9 5 10/2/2023 11:06 AM 10 10 10/1/2023 9:24 AM 11 20 9/29/2023 11:48 AM 12 10 9/29/2023 11:48 AM 13 30 9/29/2023 11:51 PM	5	24	10/16/2023 11:21 AM
8 40 10/2/203 11:59 AM 9 5 10/2/203 11:06 AM 10 10 10/1/203 9:24 AM 11 20 9/29/203 11:48 AM 12 10 9/29/203 9:55 AM 13 30 9/28/203 1:51 PM	6	25	10/16/2023 10:18 AM
9 5 10/2/203 11:06 AM 10 10 10/1/2023 9:24 AM 11 20 9/29/203 11:48 AM 12 10 9/29/203 9:55 AM 13 30 9/28/203 1:51 PM	7	30	10/16/2023 10:02 AM
10 10/1/2023 9:24 AM 11 20 12 10 13 30	8	40	10/2/2023 11:59 AM
11 20 9/29/2023 11:48 AM 12 10 9/29/2023 9:55 AM 13 30 9/28/2023 1:51 PM	9	5	10/2/2023 11:06 AM
12 10 9/29/2023 9:55 AM 13 30 9/28/2023 1:51 PM	10	10	10/1/2023 9:24 AM
13 30 9/28/2023 1:51 PM	11	20	9/29/2023 11:48 AM
	12	10	9/29/2023 9:55 AM
14 2 9/28/2023 1:44 PM	13	30	9/28/2023 1:51 PM
	14	2	9/28/2023 1:44 PM

15	40	9/28/2023 12:54 PM
16	20	9/28/2023 10:35 AM
17	15	9/28/2023 8:34 AM
18	1	9/28/2023 8:17 AM
19	60	9/28/2023 8:12 AM
20	15	9/28/2023 8:00 AM
21	10	9/28/2023 7:52 AM
22	8	9/26/2023 2:14 PM
23	30	9/26/2023 10:08 AM
24	20	9/24/2023 3:00 PM
25	20	9/23/2023 2:36 PM
26	3	9/21/2023 1:44 AM
27	9	9/20/2023 11:39 PM
28	25	9/20/2023 3:33 PM
29	3	9/20/2023 2:29 PM
30	12	9/20/2023 2:06 PM
31	25	9/20/2023 1:35 PM
32	6	9/20/2023 11:59 AM
33	5	9/20/2023 11:31 AM
34	15	9/20/2023 11:16 AM
35	24	9/20/2023 11:13 AM
36	25	9/20/2023 10:49 AM
37	25	9/20/2023 10:42 AM
38	4	9/20/2023 10:20 AM
39	16	9/20/2023 10:01 AM
40	80	9/20/2023 9:58 AM
41	15	9/20/2023 9:43 AM
42	30	9/20/2023 9:35 AM
43	15	9/19/2023 11:16 AM
44	20	9/18/2023 3:23 PM
45	10	9/18/2023 11:41 AM
46	40	9/14/2023 11:01 AM
47	50	9/13/2023 1:14 PM
48	40	9/12/2023 4:38 PM
49	45	9/11/2023 11:39 PM
50	15	9/11/2023 12:32 PM
51	20	9/11/2023 12:26 PM
52	8	9/11/2023 11:27 AM

53	120	9/11/2023 10:39 AM
54	25	9/11/2023 10:20 AM
55	50	9/11/2023 10:00 AM
56	10	9/11/2023 9:48 AM
57	250	9/11/2023 9:42 AM
58	15	9/11/2023 9:29 AM
59	30	9/11/2023 9:19 AM
60	20	9/11/2023 8:37 AM
61	30	9/11/2023 8:35 AM

Q34 6.1 Please indicate the state/jurisdiction that you reside in.

Answered: 80 Skipped: 181

#	RESPONSES	DATE
1	NJ	10/29/2023 3:24 PM
2	Iowa	10/23/2023 3:10 PM
3	Virginia	10/17/2023 9:54 PM
4	MD	10/16/2023 2:20 PM
5	Michigan	10/16/2023 11:57 AM
6	North Carolina	10/16/2023 11:21 AM
7	Missouri	10/16/2023 10:19 AM
8	GA	10/16/2023 10:16 AM
9	Idaho	10/16/2023 10:02 AM
10	Florida	10/16/2023 10:00 AM
11	IL	10/16/2023 9:15 AM
12	Oklahoma	10/2/2023 11:59 AM
13	nj	10/2/2023 11:07 AM
14	Illinois	10/1/2023 9:24 AM
15	MA	10/1/2023 9:07 AM
16	massachusetts	9/29/2023 4:43 PM
17	Ohio	9/29/2023 11:49 AM
18	NC	9/29/2023 9:55 AM
19	Texas	9/28/2023 5:20 PM
20	PA	9/28/2023 1:51 PM
21	Ohio	9/28/2023 1:45 PM
22	New Mexico	9/28/2023 12:54 PM
23	MO	9/28/2023 12:19 PM
24	Maryland	9/28/2023 12:05 PM
25	OR	9/28/2023 11:49 AM
26	Florida	9/28/2023 10:35 AM
27	Pennsylvania	9/28/2023 9:43 AM
28	Minnesota	9/28/2023 9:16 AM
29	Pennsylvania	9/28/2023 8:34 AM
30	Minnesota	9/28/2023 8:31 AM
31	New York	9/28/2023 8:17 AM
32	Massachusetts	9/28/2023 8:12 AM
33	OR	9/28/2023 8:00 AM

MN 9/26/2023 2:15 PM 36 Virginia 9/26/2023 1:08 AM 37 Nebraska 9/26/2023 1:08 AM 37 Nebraska 9/22/2023 1:06 PM 38 Florida 9/22/2023 1:06 PM 38 Goorgia 9/22/2023 1:05 AM 40 California 9/22/2023 1:35 PM 41 Mayland 9/20/2023 3:39 PM 42 NY 9/20/2023 1:35 PM 43 New York 9/20/2023 1:32 PM 44 Mi 9/20/2023 1:35 PM 45 Mi 9/20/2023 1:32 PM 45 Mi 9/20/2023 1:32 PM 46 I.L 9/20/2023 1:32 PM 47 Mi 9/20/2023 1:32 PM 48 Florida 9/20/2023 1:17 AM 50 Texas 9/20/2023 1:17 AM 51 Indiana 9/20/2023 1:17 AM 52 Arkansa 9/20/2023 1:17 AM 52 Arkansa 9/20/2023 1:17 AM 53 Ma 9/20/2023 1:02 AM <t< th=""><th></th><th></th><th></th></t<>			
36Virginia9/20/2023 10.08 AM37Nebraska9/24/2023 3.00 PM38Florida9/24/2023 3.26 PM39Georgia9/21/2023 1.45 AM40California9/21/2023 1.45 AM41Maryland9/20/2023 3.39 PM42Nv9/20/2023 3.23 PM43New York9/20/2023 2.29 PM44Virginia9/20/2023 2.20 PM45Mi9/20/2023 1.35 PM46I.L9/20/2023 1.35 PM47Mi9/20/2023 1.35 PM48Florida9/20/2023 1.00 PM47Mi9/20/2023 1.11 AM48Florida9/20/2023 1.11 AM49Toxas9/20/2023 1.11 AM50CT9/20/2023 1.11 AM51Indian9/20/2023 1.00 AM53Arkansas9/20/2023 1.00 AM54Pornsylvania9/20/2023 1.00 AM55Arkona9/20/2023 1.00 AM56Illinois9/20/2023 1.00 AM57NA9/20/2023 1.00 AM58Nicona9/20/2023 1.00 AM59New Jensey9/20/2023 1.00 AM59New Jensey9/20/2023 9.93 AM50CA9/20/2023 9.93 AM50CA9/20/2023 9.93 AM51Inlinois9/20/2023 9.93 AM52Aircona9/20/2023 9.93 AM54New Jensey9/20/2023 9.93 AM55Aircona9/20/2023 9.93 AM56Illinois9/19/2023 1.14 AM57 <td>34</td> <td>FL</td> <td>9/28/2023 7:53 AM</td>	34	FL	9/28/2023 7:53 AM
Nebraska 9/24/2023 3:00 PM 38 Florida 9/23/2023 2:36 PM 39 Georgia 9/23/2023 1:50 AM 40 California 9/21/2023 1:45 AM 41 Maryland 9/20/2023 3:3 PM 42 NY 9/20/2023 3:3 PM 42 NY 9/20/2023 3:3 PM 44 Virginia 9/20/2023 2:2 PM 44 Virginia 9/20/2023 1:3 FM 45 MI 9/20/2023 1:3 FM 46 L 9/20/2023 1:17 AM 47 Mi 9/20/2023 1:17 AM 48 Florida 9/20/2023 1:17 AM 50 CT 9/20/2023 1:17 AM 51 Indiana 9/20/2023 1:17 AM 52 Arkansas 9/20/2023 1:17 AM 53 MA 9/20/2023 1:17 AM 54 Pennsylvania 9/20/2023 1:17 AM 55 Itions 9/20/2023 9:43 AM 56 Itions 9/20/2023 9:43 AM 57 DC 9/20/2023 9:43 AM	35	MN	9/26/2023 2:15 PM
98Florida9/23/2023 1:3 6 PM39Georgia9/23/2023 1:5 0A M40California9/21/2023 1:4 5 AM41Mayland9/20/2023 1:3 9 PM42NY9/20/2023 3:33 PM42New York9/20/2023 3:33 PM43New York9/20/2023 3:20 PM44Virginia9/20/2023 1:20 PM45MI9/20/2023 1:21 AM46I.L9/20/2023 1:31 AM47Mi9/20/2023 1:31 AM48Florida9/20/2023 1:11 AM49Toxas9/20/2023 1:11 AM51Indiana9/20/2023 1:11 AM52Arkansas9/20/2023 1:12 AM54Pennsylvania9/20/2023 1:12 AM55Arizona9/20/2023 1:02 AM56Arizona9/20/2023 1:02 AM57DC9/20/2023 1:02 AM58Mi9/20/2023 1:02 AM59New Jersey9/20/203 1:02 AM59New Jersey9/20/203 1:02 AM59New Jersey9/20/203 1:02 AM60CA9/19/203 1:02 AM61Nebraska9/20/203 1:02 AM62Jinia9/19/203 1:02 AM63Ohio9/11/203 1:23 PM64Ohio9/11/203 1:34 PM65Idaho9/11/203 1:35 PM66Idaho9/11/203 1:35 PM67Illinois9/11/203 1:35 PM68Mayland9/11/203 1:35 PM69AZMayland9/11/203 1:35 PM <td>36</td> <td>Virginia</td> <td>9/26/2023 10:08 AM</td>	36	Virginia	9/26/2023 10:08 AM
99 Georgia 9/23/2023 10:50 AM 40 California 9/21/2023 1.45 AM 41 Maryland 9/20/2023 1.39 PM 42 NY 9/20/2023 3.33 PM 43 New York 9/20/2023 2.20 PM 44 Virginia 9/20/2023 2.20 PM 45 Mi 9/20/2023 1.35 PM 46 IL 9/20/2023 1.20 PM 47 Mi 9/20/2023 1.20 PM 48 Florida 9/20/2023 1.13 AM 49 9/20/2023 1.13 AM 9/20/2023 1.13 AM 48 Florida 9/20/203 1.13 AM 49 Texas 9/20/203 1.13 AM 50 CT 9/20/203 1.13 AM 51 Indiana 9/20/203 1.01 AM 52 Arkansas 9/20/203 1.01 AM 54 Pennsylvania 9/20/203 1.02 AM 55 Aizona 9/20/203 1.02 AM 56 Illinois 9/20/203 1.02 AM 57 DC 9/20/203 1.02 AM 58 Wi 9/20/203 1.32 FM	37	Nebraska	9/24/2023 3:00 PM
40 California 9/21/2023 1:45 AM 41 Maryland 9/20/2023 1:39 PM 42 NY 9/20/2023 3:39 FM 42 New York 9/20/2023 2:29 PM 43 New York 9/20/2023 2:39 FM 44 Virginia 9/20/2023 1:35 PM 45 Mi 9/20/2023 1:20 PM 45 IL 9/20/2023 1:20 PM 47 Model 9/20/2023 1:20 PM 48 Florida 9/20/2023 1:20 PM 47 Mi 9/20/2023 1:20 PM 48 Florida 9/20/2023 1:20 PM 48 Florida 9/20/2023 1:20 PM 49 Texas 9/20/2023 1:17 AM 49 Texas 9/20/2023 1:12 AM 50 CT 9/20/2023 1:01 AM 51 Indiana 9/20/2023 1:02 AM 52 Arkansas 9/20/2023 1:01 AM 54 Pennsylvania 9/20/2023 1:02 AM 55 Arkona 9/20/2023 9:56 AM 56 Illinolis 9/20/2023 7:30	38	Florida	9/23/2023 2:36 PM
Amage Amage Amage 44 Maryland 9/20/203 31:39 PM 42 NY 9/20/203 3:39 PM 43 New York 9/20/203 3:39 PM 44 Virginia 9/20/203 3:39 PM 44 Virginia 9/20/203 3:25 PM 45 Mi 9/20/203 1:35 PM 46 IL 9/20/203 1:31 AM 47 Mi 9/20/203 1:13 AM 48 Florida 9/20/203 1:13 AM 49 Texas 9/20/203 1:13 AM 51 Texas 9/20/203 1:13 AM 52 Arkansas 9/20/203 1:13 AM 53 Ma 9/20/203 1:13 AM 54 Pennsylvania 9/20/203 1:13 AM 55 Arkansas 9/20/203 1:13 AM 56 Illinois 9/20/203 1:13 AM 57 D 9/20/203 1:02 AM 58 Mi 9/20/203 3:05 AM 57 D 9/20/203 3:03 AM 58 Wi 9/20/203 3:03 AM 59	39	Georgia	9/23/2023 10:50 AM
42 NY 9/20/2023 3:33 PM 43 New York 9/20/2023 2:29 PM 44 Virginia 9/20/2023 1:35 PM 45 MI 9/20/2023 1:25 PM 46 IL 9/20/2023 1:35 PM 47 MI 9/20/2023 1:20 PM 47 MI 9/20/2023 1:13 AM 48 Florida 9/20/2023 1:13 AM 49 Texas 9/20/2023 1:17 AM 51 Indian 9/20/2023 1:17 AM 51 Indian 9/20/2023 1:17 AM 52 Arkansas 9/20/2023 1:17 AM 53 MA 9/20/2023 1:17 AM 54 Pensylvaria 9/20/2023 1:17 AM 55 Arkansas 9/20/2023 1:17 AM 56 Indian 9/20/2023 1:02 AM 57 Pensylvaria 9/20/2023 1:02 AM 56 Illinois 9/20/2023 9:58 AM 57 DC 9/20/2023 9:39 AM 58 M 9/20/2023 9:23 AM 59 Nev Jersey 9/20/2023 9:23 AM <	40	California	9/21/2023 1:45 AM
Asy New York 920/2023 2:29 PM 44 Virginia 920/2023 1:07 PM 45 MI 920/2023 1:35 PM 46 IL 920/2023 1:31 AM 47 MI 920/2023 1:17 AM 48 Florida 920/2023 1:17 AM 49 Texas 920/2023 1:17 AM 49 Texas 920/2023 1:17 AM 50 CT 920/2023 1:13 AM 51 Indiana 920/2023 1:02 AM 52 Arkansas 920/2023 1:02 AM 52 Arkansas 920/2023 1:02 AM 53 MA 920/2023 1:02 AM 54 Pennsylvania 920/2023 1:01 AM 55 Arkansas 920/2023 1:01 AM 56 Illinois 920/2023 9:36 AM 57 Arizona 920/2023 9:36 AM 58 Arizona 920/2023 9:36 AM 59 Arizona 920/2023 9:36 AM 51 Dic 920/2023 9:36 AM 52 Arizona 920/2023 9:32 AM <tr< td=""><td>41</td><td>Maryland</td><td>9/20/2023 11:39 PM</td></tr<>	41	Maryland	9/20/2023 11:39 PM
44 Virginia 9/20/2023 2:07 PM 45 MI 9/20/2023 1:35 PM 46 IL 9/20/2023 1:00 PM 47 MI 9/20/2023 1:13 AM 48 Florida 9/20/2023 1:17 AM 48 Florida 9/20/2023 1:17 AM 49 Texas 9/20/2023 1:17 AM 50 CT 9/20/2023 1:13 AM 51 Indiana 9/20/2023 1:01 AM 52 Arkansas 9/20/2023 1:02 AM 53 MA 9/20/2023 1:02 AM 54 Pennsylvania 9/20/2023 1:02 AM 55 Arkona 9/20/2023 1:02 AM 56 Hilinois 9/20/2023 1:01 AM 57 DC 9/20/2023 1:01 AM 58 Arizona 9/20/2023 1:01 AM 59 New Jersey 9/20/2023 7:30 AM 59 New Jersey 9/20/2023 7:29 AM 61 Netraska 9/19/2021 1:16 AM 62 FL 9/19/2021 1:16 AM 63 Ohio 9/13/2023 1:15 PM	42	NY	9/20/2023 3:33 PM
A5 MI 9/20/2023 1:35 PM 46 IL 9/20/2023 12:00 PM 47 MI 9/20/2023 11:31 AM 48 Florida 9/20/203 11:17 AM 49 Texas 9/20/203 11:17 AM 50 CT 9/20/203 11:13 AM 51 Indiana 9/20/203 11:30 AM 52 Arkansas 9/20/203 10:50 AM 53 MA 9/20/203 10:20 AM 54 Pennsylvania 9/20/203 10:20 AM 55 Arizona 9/20/203 10:20 AM 56 Illinois 9/20/203 10:20 AM 57 Pennsylvania 9/20/203 10:20 AM 58 MA 9/20/203 3:43 PM 57 DC 9/20/203 3:30 AM 58 Wi 9/20/203 3:30 AM 59 New Jersey 9/20/203 3:30 AM 59 New Jersey 9/20/203 3:20 AM 61 Nebraska 9/19/203 11:16 AM 62 Inioi 9/19/203 11:16 AM 63 Iniois 9/11/203 3:58 PM <	43	New York	9/20/2023 2:29 PM
46 IL 920/2023 12:00 PM 47 MI 920/2023 11:31 AM 48 Florida 920/2023 11:17 AM 49 Texas 920/2023 11:17 AM 50 CT 920/2023 11:31 AM 51 Indiana 920/2023 11:31 AM 52 Arkansas 920/2023 10:50 AM 53 MA 920/2023 10:20 AM 54 Pennsylvania 920/2023 10:20 AM 55 Arizona 920/2023 10:20 AM 56 Illinois 920/2023 9:43 AM 57 DC 920/2023 9:43 AM 58 Mi 920/2023 9:43 AM 59 Nei Sersey 9/20/2023 9:43 AM 59 Nei Sersey 9/20/203 9:33 FM 60 CA 9/20/203 9:33 FM 61 Nebraska 9/19/2023 11:16 AM 62 FL 9/19/2023 11:16 AM 63 Ohio 9/11/2023 11:16 AM 64 Ohio 9/11/2023 11:16 AM 65 Iowa 9/11/2023 11:17 AM	44	Virginia	9/20/2023 2:07 PM
47 MI 9/20/203 11:31 AM 48 Florida 9/20/203 11:17 AM 49 Texas 9/20/203 11:17 AM 50 CT 9/20/203 11:31 AM 51 Indiana 9/20/203 10:50 AM 52 Arkansas 9/20/203 10:20 AM 53 MA 9/20/203 10:20 AM 54 Pennsylvania 9/20/203 10:10 AM 55 Arizona 9/20/203 9:35 AM 56 Illinois 9/20/203 9:36 AM 57 DC 9/20/203 9:36 AM 58 WI 9/20/203 9:36 AM 59 New Jersey 9/20/203 7:30 AM 59 New Jersey 9/20/203 7:30 AM 61 Nebraska 9/19/2023 11:16 AM 62 FL 9/19/2023 11:16 AM 63 Ohio 9/11/2023 11:16 AM 64 Ohio 9/11/2023 11:16 AM 65 Iowa 9/11/2023 11:16 AM 66 Idaho 9/11/2023 11:17 AM 67 Idaho 9/11/2023 11:13 AM <	45	MI	9/20/2023 1:35 PM
48 Florida 9/20/2023 11:17 AM 49 Texas 9/20/2023 11:17 AM 50 CT 9/20/2023 11:13 AM 51 Indiana 9/20/2023 10:50 AM 52 Arkansas 9/20/2023 10:20 AM 53 MA 9/20/2023 10:20 AM 54 Pennsylvania 9/20/2023 9:58 AM 55 Arizona 9/20/2023 9:43 AM 56 Illinois 9/20/2023 9:36 AM 57 DC 9/20/2023 9:36 AM 58 WI 9/20/2023 9:36 AM 57 DC 9/20/2023 9:36 AM 58 WI 9/20/2023 9:36 AM 59 New Jersey 9/20/2023 7:29 AM 50 New Jersey 9/20/2023 7:29 AM 51 New Jersey 9/20/2023 7:29 AM 52 FL 9/19/2023 1:17 AM 53 New Jersey 9/19/2023 1:14 AM 54 Nebraska 9/19/2023 1:15 PM 55 Iowa 9/19/2023 1:15 PM 56 Idaho 9/11/2023 3:3	46	IL	9/20/2023 12:00 PM
49 Texas 9/20/2023 11:17 AM 50 CT 9/20/2023 11:13 AM 51 Indiana 9/20/2023 10:15 AM 52 Arkansas 9/20/2023 10:20 AM 53 MA 9/20/2023 10:01 AM 54 Pennsylvania 9/20/2023 10:01 AM 55 Arizona 9/20/2023 9:58 AM 56 Hilinois 9/20/2023 9:49 AM 57 DC 9/20/2023 9:36 AM 58 Milonis 9/20/2023 9:36 AM 57 DC 9/20/2023 9:36 AM 58 Wi 9/20/2023 9:36 AM 59 New Jersey 9/20/2023 9:36 AM 59 Ne Jersey 9/20/2023 9:36 AM 50 CA 9/20/2023 9:36 AM 51 Netorsey 9/20/2023 9:36 AM 52 DC 9/20/2023 9:36 AM 53 DC 9/20/2023 9:36 AM 54 D 9/20/2023 7:29 AM 55 New Jersey 9/20/2023 7:29 AM 56 FL 9/19/203 11:11 AM </td <td>47</td> <td>MI</td> <td>9/20/2023 11:31 AM</td>	47	MI	9/20/2023 11:31 AM
50 CT 9/20/2023 11:13 AM 51 Indiana 9/20/2023 10:50 AM 52 Arkansas 9/20/2023 10:50 AM 52 Arkansas 9/20/2023 10:00 AM 53 MA 9/20/2023 10:01 AM 54 Pennsylvania 9/20/2023 9:58 AM 55 Arizona 9/20/2023 9:49 AM 56 Illinois 9/20/2023 9:49 AM 57 DC 9/20/2023 9:36 AM 58 Illinois 9/20/2023 9:36 AM 57 DC 9/20/2023 9:36 AM 58 Illinois 9/20/2023 9:36 AM 59 New Jersey 9/20/2023 7:30 AM 59 New Jersey 9/20/2023 7:29 AM 60 CA 9/19/2023 1:43 PM 61 Nebraska 9/19/2023 1:43 PM 62 FL 9/14/2023 11:10 AM 63 Ohio 9/11/2023 1:13 PM 64 Ohio 9/11/2023 1:13 PM 65 Idaho 9/11/2023 1:23 PM 66 Illinois 9/11/2023 1:	48	Florida	9/20/2023 11:17 AM
51 Indiana 9/20/2023 10:50 AM 52 Arkansas 9/20/2023 10:20 AM 53 MA 9/20/2023 10:01 AM 54 Pennsylvania 9/20/2023 9:58 AM 55 Arizona 9/20/2023 9:49 AM 56 Illinois 9/20/2023 9:49 AM 57 DC 9/20/2023 9:36 AM 58 Illinois 9/20/2023 9:36 AM 57 DC 9/20/2023 9:36 AM 58 MI 9/20/2023 9:36 AM 59 New Jersey 9/20/2023 7:30 AM 59 New Jersey 9/20/2023 7:29 AM 60 CA 9/19/2023 1:43 PM 61 Nebraska 9/19/2023 1:43 PM 62 FL 9/19/2023 1:101 AM 63 Ohio 9/14/2023 11:02 AM 64 Ohio 9/11/2023 1:13 PM 65 Idwa 9/11/2023 1:32 PM 66 Idho 9/11/2023 1:23 PM 67 Illinois 9/11/2023 1:23 PM 68 Az 9/11/2023 1:23 PM	49	Texas	9/20/2023 11:17 AM
52 Arkansas 9/20/2023 10:20 AM 53 MA 9/20/2023 10:01 AM 54 Pennsylvania 9/20/2023 9:58 AM 55 Arizona 9/20/2023 9:58 AM 56 Illinois 9/20/2023 9:36 AM 56 Illinois 9/20/2023 9:36 AM 57 DC 9/20/2023 9:36 AM 58 Illinois 9/20/2023 9:36 AM 57 DC 9/20/2023 9:36 AM 58 WI 9/20/2023 9:36 AM 59 New Jersey 9/20/2023 7:29 AM 60 CA 9/20/2023 7:29 AM 61 Nebraska 9/19/2023 1:43 PM 62 FL 9/19/2023 1:43 PM 63 Ohio 9/14/2023 11:01 AM 64 Ohio 9/13/2023 1:15 PM 65 Iwa 9/11/2023 1:13 PM 66 Idaho 9/11/2023 1:13 PM 67 Illinois 9/11/2023 1:13 PM 68 Maryland 9/11/2023 1:13 PM 68 Maryland 9/11/2023 1:23 FM <td>50</td> <td>СТ</td> <td>9/20/2023 11:13 AM</td>	50	СТ	9/20/2023 11:13 AM
53 MA 9/20/2023 10:01 AM 54 Pennsylvania 9/20/2023 9:58 AM 55 Arizona 9/20/2023 9:49 AM 56 Illinois 9/20/2023 9:36 AM 57 DC 9/20/2023 9:36 AM 58 WI 9/20/2023 9:36 AM 59 DC 9/20/2023 9:36 AM 59 New Jersey 9/20/2023 7:30 AM 50 New Jersey 9/20/2023 7:29 AM 60 CA 9/19/2023 1:43 PM 61 Nebraska 9/19/2023 1:43 PM 62 FL 9/18/2023 1:1:16 AM 63 Ohio 9/14/2023 1:1:16 AM 64 Ohio 9/14/2023 1:1:15 PM 65 Iowa 9/11/2023 1:1:15 PM 65 Iowa 9/11/2023 1:3:35 PM 66 Idaho 9/11/2023 1:3:35 PM 68 Maryland 9/11/2023 1:3:35 PM 69 Az 9/11/2023 1:3:35 PM 69 Wishington 9/11/2023 1:2:25 PM	51	Indiana	9/20/2023 10:50 AM
54 Pennsylvania 9/20/2023 9:58 AM 55 Arizona 9/20/2023 9:49 AM 56 Illinois 9/20/2023 9:43 AM 57 DC 9/20/2023 9:36 AM 58 WI 9/20/2023 9:36 AM 58 WI 9/20/2023 9:36 AM 59 DC 9/20/2023 7:30 AM 59 New Jersey 9/20/2023 7:29 AM 60 CA 9/19/2023 1:243 PM 61 Nebraska 9/19/2023 1:16 AM 62 FL 9/18/2023 11:11 AM 63 Ohio 9/14/2023 11:12 AM 64 Ohio 9/13/2023 11:51 PM 65 Iowa 9/11/2023 11:31 PM 66 Idaho 9/11/2023 11:32 PM 67 Illinois 9/11/2023 12:35 PM 68 Maryland 9/11/2023 12:35 PM 69 AZ 9/11/2023 12:35 PM 69 Kation 9/11/2023 12:35 PM 69 Maryland 9/11/2023 12:35 PM	52	Arkansas	9/20/2023 10:20 AM
Arizona 9/20/2023 9:49 AM 55 Illinois 9/20/2023 9:43 AM 57 DC 9/20/2023 9:36 AM 57 DC 9/20/2023 9:36 AM 58 W1 9/20/2023 7:30 AM 59 New Jersey 9/20/2023 7:29 AM 60 CA 9/19/2023 1:43 PM 61 Nebraska 9/19/2023 1:43 PM 62 FL 9/18/2023 11:16 AM 63 Ohio 9/18/2023 11:11 AM 64 Ohio 9/13/2023 11:12 PM 65 Iowa 9/11/2023 11:31 PM 66 Idaho 9/11/2023 11:33 PM 67 Illinois 9/11/2023 12:35 PM 68 Mayland 9/11/2023 12:35 PM 69 AZ 9/11/2023 12:35 PM 69 AZ 9/11/2023 12:35 PM 70 Washington 9/11/2023 12:35 PM	53	MA	9/20/2023 10:01 AM
56 Illinois 9/20/2023 9:43 AM 57 DC 9/20/2023 9:36 AM 58 WI 9/20/2023 7:30 AM 58 WI 9/20/2023 7:30 AM 59 New Jersey 9/20/2023 7:29 AM 60 CA 9/19/2023 1:43 PM 61 Nebraska 9/19/2023 1:43 PM 62 FL 9/18/2023 1:16 AM 63 Ohio 9/14/2023 1:10 AM 64 Ohio 9/13/2023 1:15 PM 65 Iowa 9/11/2023 1:13 PM 66 Idaho 9/11/2023 1:35 PM 67 Illinois 9/11/2023 1:35 PM 68 Maryland 9/11/2023 1:23 PM 69 Az 9/11/2023 1:23 PM 69 Karyland 9/11/2023 1:23 PM	54	Pennsylvania	9/20/2023 9:58 AM
57 DC 9/20/2023 9:36 AM 58 WI 9/20/2023 7:30 AM 59 New Jersey 9/20/2023 7:29 AM 60 CA 9/19/2023 1:43 PM 61 Nebraska 9/19/2023 1:43 PM 62 FL 9/18/2023 11:41 AM 63 Ohio 9/14/2023 11:01 AM 64 Ohio 9/13/2023 11:51 PM 65 Iowa 9/11/2023 11:39 PM 66 Idaho 9/11/2023 11:39 PM 67 Illinois 9/11/2023 12:35 PM 68 Maryland 9/11/2023 12:35 PM 69 AZ 9/11/2023 12:35 PM 69 Washington 9/11/2023 12:35 PM	55	Arizona	9/20/2023 9:49 AM
58 WI 9/20/2023 7:30 AM 59 New Jersey 9/20/2023 7:29 AM 60 CA 9/19/2023 1:43 PM 61 Nebraska 9/19/2023 1:16 AM 62 FL 9/18/2023 11:14 AM 63 Ohio 9/14/2023 11:01 AM 64 Ohio 9/14/2023 11:01 AM 65 Iowa 9/13/2023 11:01 AM 66 Iowa 9/13/2023 11:01 AM 67 Illinois 9/11/2023 11:39 PM 68 Maryland 9/11/2023 12:35 PM 69 Az 9/11/2023 12:33 PM 69 Az 9/11/2023 12:35 PM	56	Illinois	9/20/2023 9:43 AM
59 New Jersey 9/20/2023 7:29 AM 60 CA 9/19/2023 1:43 PM 61 Nebraska 9/19/2023 11:16 AM 62 FL 9/18/2023 11:11 AM 63 Ohio 9/14/2023 11:01 AM 64 Ohio 9/13/2023 11:10 AM 65 Iowa 9/13/2023 11:15 PM 66 Idaho 9/11/2023 11:39 PM 67 Illinois 9/11/2023 11:39 PM 68 Maryland 9/11/2023 12:35 PM 69 AZ 9/11/2023 12:35 PM 70 Washington 9/11/2023 12:32 PM	57	DC	9/20/2023 9:36 AM
60 CA 9/19/2023 1:43 PM 61 Nebraska 9/19/2023 11:16 AM 62 FL 9/18/2023 11:41 AM 63 Ohio 9/14/2023 11:01 AM 64 Ohio 9/13/2023 11:15 PM 65 Iowa 9/12/2023 4:38 PM 66 Idaho 9/11/2023 11:39 PM 67 Illinois 9/11/2023 3:58 PM 68 Mayland 9/11/2023 12:35 PM 69 AZ 9/11/2023 12:33 PM 70 Washington 9/11/2023 12:26 PM	58	WI	9/20/2023 7:30 AM
61 Nebraska 9/19/2023 11:16 AM 62 FL 9/18/2023 11:41 AM 63 Ohio 9/14/2023 11:01 AM 64 Ohio 9/13/2023 1:15 PM 65 Iowa 9/12/2023 4:38 PM 66 Idaho 9/11/2023 11:39 PM 67 Illinois 9/11/2023 12:35 PM 68 Maryland 9/11/2023 12:35 PM 69 AZ 9/11/2023 12:33 PM 70 Washington 9/11/2023 12:26 PM	59	New Jersey	9/20/2023 7:29 AM
62 FL 9/18/2023 11:41 AM 63 Ohio 9/14/2023 11:01 AM 64 Ohio 9/13/2023 11:15 PM 65 Iowa 9/12/2023 4:38 PM 66 Idaho 9/11/2023 11:39 PM 67 Illinois 9/11/2023 3:58 PM 68 Maryland 9/11/2023 12:35 PM 69 AZ 9/11/2023 12:33 PM 70 Washington 9/11/2023 12:26 PM	60	CA	9/19/2023 1:43 PM
63 Ohio 9/14/2023 11:01 AM 64 Ohio 9/13/2023 1:15 PM 65 Iowa 9/12/2023 4:38 PM 66 Idaho 9/11/2023 11:39 PM 67 Illinois 9/11/2023 3:58 PM 68 Maryland 9/11/2023 12:35 PM 69 AZ 9/11/2023 12:33 PM 70 Washington 9/11/2023 12:26 PM	61	Nebraska	9/19/2023 11:16 AM
64 Ohio 9/13/2023 1:15 PM 65 Iowa 9/12/2023 4:38 PM 66 Idaho 9/11/2023 11:39 PM 67 Illinois 9/11/2023 3:58 PM 68 Maryland 9/11/2023 12:35 PM 69 AZ 9/11/2023 12:33 PM 70 Washington 9/11/2023 12:26 PM	62	FL	9/18/2023 11:41 AM
65 Iowa 9/12/2023 4:38 PM 66 Idaho 9/11/2023 11:39 PM 67 Illinois 9/11/2023 3:58 PM 68 Maryland 9/11/2023 12:35 PM 69 AZ 9/11/2023 12:33 PM 70 Washington 9/11/2023 12:26 PM	63	Ohio	9/14/2023 11:01 AM
66 Idaho 9/11/2023 11:39 PM 67 Illinois 9/11/2023 3:58 PM 68 Maryland 9/11/2023 12:35 PM 69 AZ 9/11/2023 12:33 PM 70 Washington 9/11/2023 12:26 PM	64	Ohio	9/13/2023 1:15 PM
67 Illinois 9/11/2023 3:58 PM 68 Maryland 9/11/2023 12:35 PM 69 AZ 9/11/2023 12:33 PM 70 Washington 9/11/2023 12:26 PM	65	Iowa	9/12/2023 4:38 PM
68 Maryland 9/11/2023 12:35 PM 69 AZ 9/11/2023 12:33 PM 70 Washington 9/11/2023 12:26 PM	66	Idaho	9/11/2023 11:39 PM
69 AZ 9/11/2023 12:33 PM 70 Washington 9/11/2023 12:26 PM	67	Illinois	9/11/2023 3:58 PM
70 Washington 9/11/2023 12:26 PM	68	Maryland	9/11/2023 12:35 PM
	69	AZ	9/11/2023 12:33 PM
71 Florida 9/11/2023 11:27 AM	70	Washington	9/11/2023 12:26 PM
	71	Florida	9/11/2023 11:27 AM

72	Missouri	9/11/2023 10:40 AM
73	Ohio	9/11/2023 10:21 AM
74	fl	9/11/2023 10:00 AM
75	Missouri	9/11/2023 9:48 AM
76	Missouri	9/11/2023 9:42 AM
77	Pennsylvania	9/11/2023 9:29 AM
78	In	9/11/2023 9:19 AM
79	MA	9/11/2023 8:37 AM
80	FL	9/11/2023 8:35 AM

Q35 6.2 Please indicate the state/jurisdiction that you teach in.

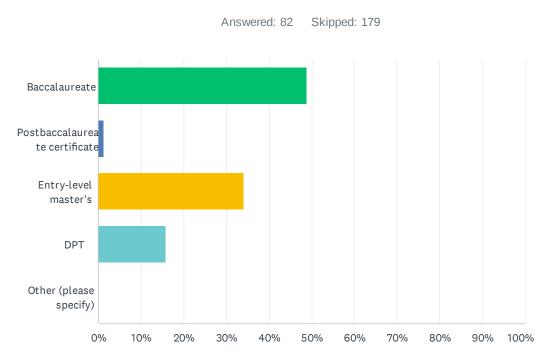
Answered: 80 Skipped: 181

#	RESPONSES	DATE
1	NY	10/29/2023 3:24 PM
2	Iowa	10/23/2023 3:10 PM
3	Virginia	10/17/2023 9:54 PM
4	MD	10/16/2023 2:20 PM
5	Michigan	10/16/2023 11:57 AM
6	North Carolina	10/16/2023 11:21 AM
7	Missouri	10/16/2023 10:19 AM
8	GA	10/16/2023 10:16 AM
9	Idaho	10/16/2023 10:02 AM
10	Florida	10/16/2023 10:00 AM
11	IL	10/16/2023 9:15 AM
12	Oklahoma	10/2/2023 11:59 AM
13	nj	10/2/2023 11:07 AM
14	Illinois	10/1/2023 9:24 AM
15	MA	10/1/2023 9:07 AM
16	Massachusetts	9/29/2023 4:43 PM
17	Ohio	9/29/2023 11:49 AM
18	NC	9/29/2023 9:55 AM
19	Texas	9/28/2023 5:20 PM
20	PA	9/28/2023 1:51 PM
21	Ohio	9/28/2023 1:45 PM
22	New Mexico	9/28/2023 12:54 PM
23	MO	9/28/2023 12:19 PM
24	Maryland	9/28/2023 12:05 PM
25	OR	9/28/2023 11:49 AM
26	Florida	9/28/2023 10:35 AM
27	Pennsylvania	9/28/2023 9:43 AM
28	Minnesota	9/28/2023 9:16 AM
29	Pennsylvania	9/28/2023 8:34 AM
30	Minnesota	9/28/2023 8:31 AM
31	New York	9/28/2023 8:17 AM
32	Massachusetts	9/28/2023 8:12 AM
33	OR	9/28/2023 8:00 AM

34	FL	9/28/2023 7:53 AM
35	MN	9/26/2023 2:15 PM
36	Virginia	9/26/2023 10:08 AM
37	Nebraska	9/24/2023 3:00 PM
38	Florida	9/23/2023 2:36 PM
39	Georgia	9/23/2023 10:50 AM
40	California	9/21/2023 1:45 AM
41	Virginia	9/20/2023 11:39 PM
42	NY	9/20/2023 3:33 PM
43	New York	9/20/2023 2:29 PM
44	Virginia	9/20/2023 2:07 PM
45	MI	9/20/2023 1:35 PM
46	IL	9/20/2023 12:00 PM
47	MI	9/20/2023 11:31 AM
48	Florida	9/20/2023 11:17 AM
49	Texas	9/20/2023 11:17 AM
50	СТ	9/20/2023 11:13 AM
51	Indiana	9/20/2023 10:50 AM
52	Arkansas	9/20/2023 10:20 AM
53	МА	9/20/2023 10:01 AM
54	Pennsylvania	9/20/2023 9:58 AM
55	Arizona	9/20/2023 9:49 AM
56	Illinios	9/20/2023 9:43 AM
57	VA	9/20/2023 9:36 AM
58	Wi	9/20/2023 7:30 AM
59	Pennsylvania	9/20/2023 7:29 AM
60	CA	9/19/2023 1:43 PM
61	Nebraska	9/19/2023 11:16 AM
62	FL	9/18/2023 11:41 AM
63	Ohio	9/14/2023 11:01 AM
64	Ohio, Florida, Delaware	9/13/2023 1:15 PM
65	Iowa	9/12/2023 4:38 PM
66	Idaho	9/11/2023 11:39 PM
67	Illinois	9/11/2023 3:58 PM
68	Maryland	9/11/2023 12:35 PM
69	AZ	9/11/2023 12:33 PM
70	Washington	9/11/2023 12:26 PM
71	Florida	9/11/2023 11:27 AM

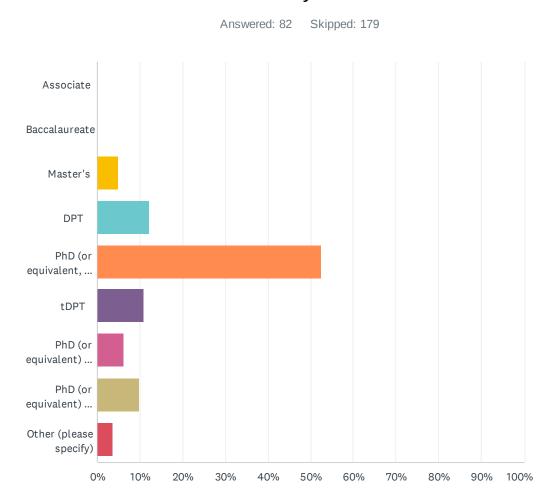
72	Missouri	9/11/2023 10:40 AM
73	Ohio	9/11/2023 10:21 AM
74	fl	9/11/2023 10:00 AM
75	Missouri	9/11/2023 9:48 AM
76	Missouri	9/11/2023 9:42 AM
77	Pennsylvania	9/11/2023 9:29 AM
78	In	9/11/2023 9:19 AM
79	MA	9/11/2023 8:37 AM
80	Multiple States	9/11/2023 8:35 AM

Q36 7.1 What is your entry-level physical therapy education?



ANSWER (CHOICES	RESPONSES		
Baccalaure	ate	48.78%		40
Postbaccal	aureate certificate	1.22%		1
Entry-level	master's	34.15%		28
DPT		15.85%		13
Other (plea	se specify)	0.00%		0
TOTAL				82
#	OTHER (PLEASE SPECIFY)		DATE	
	There are no responses.			

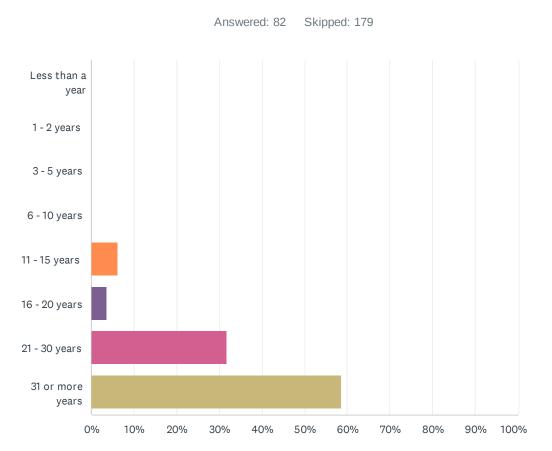
Q37 7.2 What is your highest earned academic degree in any area of study?



ANSWER CHOICES	RESPONSES	
Associate	0.00%	0
Baccalaureate	0.00%	0
Master's	4.88%	4
DPT	12.20%	0
PhD (or equivalent, eg EdD or ScD)	52.44% 4	13
tDPT	10.98%	9
PhD (or equivalent) and DPT	6.10%	5
PhD (or equivalent) and tDPT	9.76%	8
Other (please specify)	3.66%	3
TOTAL	3	32
	2.475	
# OTHER (PLEASE SPECIFY)	DATE	

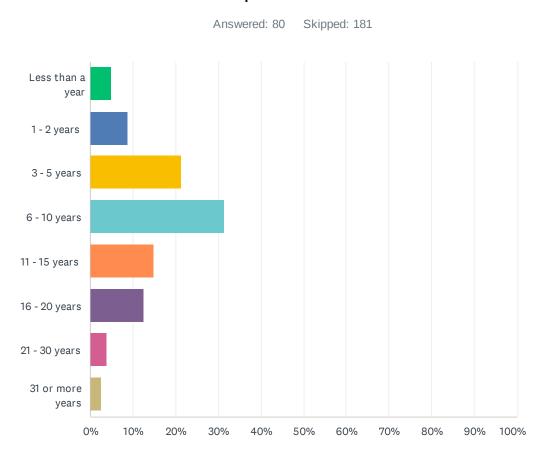
1	Masters and tDPT	9/20/2023 11:15 AM
2	Entered the Masters Program after 3 years of undergraduate work, so no academic degree	9/19/2023 11:17 AM
3	DScPT	9/11/2023 12:37 PM

Q38 7.3 What is the total number of years you have been a practicing physical therapist?



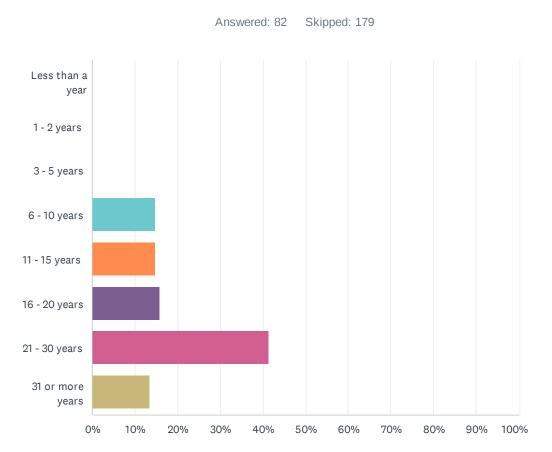
ANSWER CHOICES	RESPONSES	
Less than a year	0.00%	0
1 - 2 years	0.00%	0
3 - 5 years	0.00%	0
6 - 10 years	0.00%	0
11 - 15 years	6.10%	5
16 - 20 years	3.66%	3
21 - 30 years	31.71%	26
31 or more years	58.54%	48
TOTAL		82

Q39 7.4 What is the total number of years you have been in your current position?



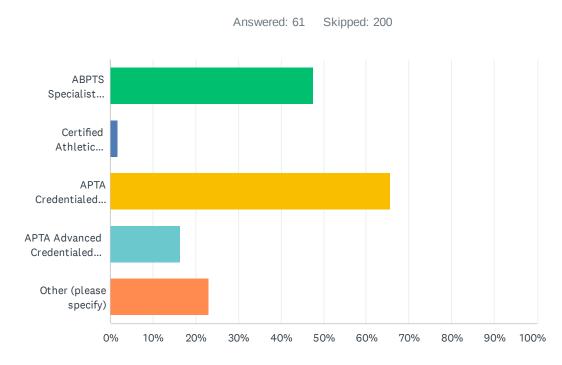
ANSWER CHOICES	RESPONSES	
Less than a year	5.00%	4
1 - 2 years	8.75%	7
3 - 5 years	21.25%	17
6 - 10 years	31.25%	25
11 - 15 years	15.00%	12
16 - 20 years	12.50%	10
21 - 30 years	3.75%	3
31 or more years	2.50%	2
TOTAL		80

Q40 7.5 What is the total number of years you have been involved in academic education?



ANSWER CHOICES	RESPONSES	
Less than a year	0.00%	0
1 - 2 years	0.00%	0
3 - 5 years	0.00%	0
6 - 10 years	14.63%	12
11 - 15 years	14.63%	12
16 - 20 years	15.85%	13
21 - 30 years	41.46%	34
31 or more years	13.41%	11
TOTAL		82

Q41 7.6 Do you hold any of the following certifications or credentials?

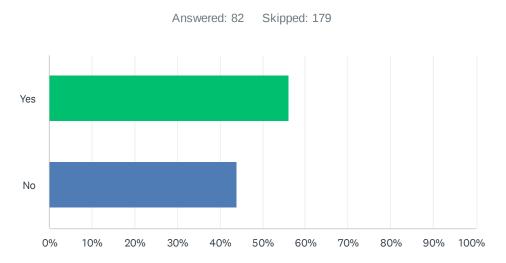


ANSWER CHOICES	RESPONSES	
ABPTS Specialist Certification	47.54%	29
Certified Athletic Trainer	1.64%	1
APTA Credentialed Clinical Instructor (Level 1)	65.57%	40
APTA Advanced Credentialed Clinical Instructor (Level 2)	16.39%	10
Other (please specify)	22.95%	14
Total Respondents: 61		

#	OTHER (PLEASE SPECIFY)	DATE
1	CEEAA; ACEEAA	10/29/2023 3:25 PM
2	CEEAA, AVPT	10/16/2023 2:21 PM
3	Certified lymphedema therapist	9/29/2023 11:49 AM
4	ELI Fellow graduate	9/28/2023 12:08 PM
5	Cert MDT, CSCS	9/28/2023 8:18 AM
6	LAMP program	9/26/2023 2:15 PM
7	ergonomist	9/20/2023 9:37 AM
8	APTA credentialled trainer - level 1	9/18/2023 11:42 AM
9	Credentialed CI trainer Level 1	9/14/2023 11:02 AM
10	Rural Health Fellow in Leadership and Advocacy	9/12/2023 4:39 PM
11	CSCS	9/11/2023 12:37 PM

12	No	9/11/2023 11:28 AM
13	CEEAA, Advanced CEEAA, Advanced Bal/Fall	9/11/2023 10:41 AM
14	previous PCS	9/11/2023 10:21 AM

Q42 7.7 Have you completed a leadership development program?



ANSWER CHOICES	RESPONSES	
Yes	56.10%	46
No	43.90%	36
TOTAL		82

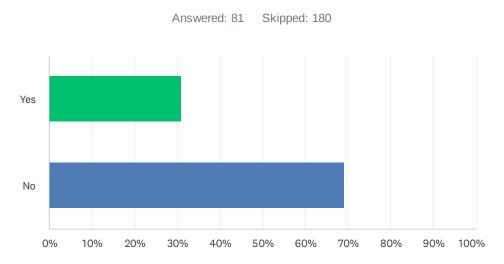
Q43 7.8 Identify the name of the leadership program you completed.

Answered: 45 Skipped: 216

#	RESPONSES	DATE
# 1	CUIMC Leadership and Management Course for Faculty	10/29/2023 3:26 PM
2	Education Leadership Institute	10/17/2023 9:55 PM
3	APTA Educational Leadership Institute	10/16/2023 2:22 PM
4	Multiple ones at local institution Chair's Coaching, Leadership Fundamentals	10/16/2023 11:23 AM
5	ASAHP Leadership Development Program; Idaho State University Leadership Development	10/16/2023 11:23 AM 10/16/2023 10:04 AM
5	Program	10/10/2023 10.04 AM
6	ELI	10/16/2023 10:01 AM
7	University specific leadership training	10/2/2023 11:08 AM
8	Educational Leadership Institute	10/1/2023 9:26 AM
9	APTA Education Leadership Institute	9/29/2023 4:44 PM
10	Leadership UD; APTA FHEL	9/29/2023 11:50 AM
11	APTA ELI Fellowship	9/28/2023 12:09 PM
12	ASAHP Leadership Development Program	9/28/2023 9:17 AM
13	ELI	9/28/2023 8:32 AM
14	ELI	9/28/2023 8:13 AM
15	LAMP, also have my Masters in Organizational Leadership	9/26/2023 2:16 PM
16	HERS - women leaders; Jesuit/Ignatian leadership training	9/24/2023 3:02 PM
17	ELI as it was called when I completed it in 2015	9/23/2023 10:52 AM
18	Fellowship in Higher Education Leadership	9/20/2023 3:34 PM
19	Educational Leadership and Policy Studies	9/20/2023 2:31 PM
20	The Academy Virginia Community College New Faculty Leadership Development Program	9/20/2023 2:08 PM
21	ELI	9/20/2023 12:01 PM
22	Leading Mott Strong	9/20/2023 11:32 AM
23	APTA Education Leadership Fellowship (called ELI at the time))	9/20/2023 11:16 AM
24	PhD in Educational Leadership	9/20/2023 10:52 AM
25	ELI	9/20/2023 10:43 AM
26	Fellowship in Higher Education Leadership; LAMP 101 & 102	9/20/2023 10:02 AM
27	Fellowship in Higher Education Leadership	9/20/2023 9:59 AM
28	multiple mostly through business schools	9/20/2023 9:37 AM
29	Local Leadership Program associated with University of Wisconsin, intended for leaders in local businesses, non-profits, and academic institutions	9/20/2023 7:32 AM
30	HERS: Women in Higher Education Leadership	9/20/2023 7:32 AM
31	ELI	9/19/2023 1:45 PM

32	EDD in educational leadership	9/18/2023 11:42 AM
33	ELI and one at my institution (which was a year long)	9/14/2023 11:02 AM
34	New PT/PTA Faculty Development Workshop	9/13/2023 1:16 PM
35	National Rural Health Association Fellowship	9/12/2023 4:39 PM
36	APTA Fellowship in Higher Education Leadership (ELI)	9/11/2023 11:43 PM
37	ASAHP, HERS	9/11/2023 4:00 PM
38	Leadership Education And Development (through our college); United States Navy Leadership Training	9/11/2023 12:38 PM
39	Masters in Educational Leadership	9/11/2023 11:28 AM
40	EdD	9/11/2023 10:01 AM
41	Aptana Education Leadership Fellowship	9/11/2023 9:56 AM
42	Academic Medical Leadership Program for Physicians & Scientists	9/11/2023 9:49 AM
43	ELI	9/11/2023 9:44 AM
44	FEL (ELI)	9/11/2023 8:38 AM
45	ELI / Fellowship in Higher Education Leadership	9/11/2023 8:37 AM

Q44 7.9 Have you experienced any barriers to accessing leadership programs?



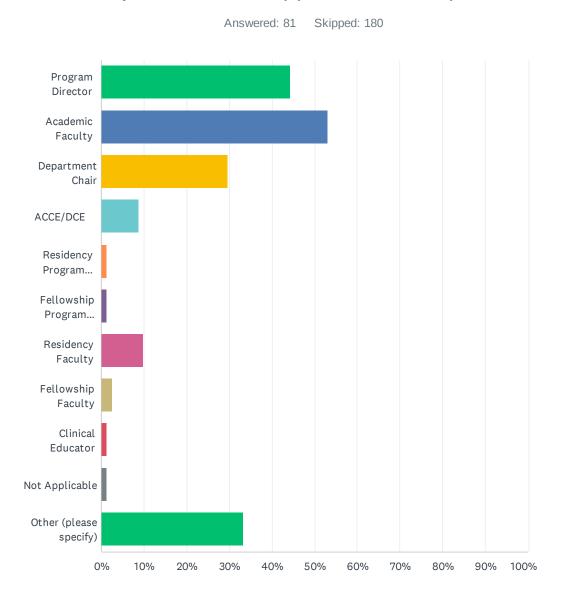
ANSWER CHOICES	RESPONSES	
Yes	30.86%	25
No	69.14%	56
TOTAL		81

Q45 7.10 Please explain.

Answered: 25 Skipped: 236

#	RESPONSES	DATE
1	Time and financial resources.	10/17/2023 9:56 PM
2	Time to complete	10/16/2023 11:23 AM
3	Cost	10/2/2023 12:00 PM
4	Barrier is cost and support from institution	9/29/2023 11:50 AM
5	Time	9/28/2023 5:20 PM
6	I was accepted to a leadership development at Harvard in 2020. It was cancelled due to the pandemic and it never returned to in person. I also wanted to give a comment to if I ever had leadership development. I selected yes because my EdD was in educational leadership	9/28/2023 1:02 PM
7	Cost and time	9/28/2023 12:21 PM
8	The time required frequently conflicts with the amount of time I can dedicate to a program.	9/28/2023 10:37 AM
9	cost prohibitive	9/28/2023 9:44 AM
10	I had to do some work in leadership prior to gaining my position as PD. It was difficult for me to get these hours, but I was able to piece together different activities that satisfied the requirement.	9/28/2023 8:36 AM
11	Time and cost	9/28/2023 7:54 AM
12	Too costly or too time consuming; Location/travel	9/21/2023 1:48 AM
13	Financial barrier but was able to make it work!	9/20/2023 3:35 PM
14	Distance to desired in-person program, Cost	9/20/2023 2:32 PM
15	Cost	9/20/2023 10:52 AM
16	internal institution offerings - scheduling conflicts	9/20/2023 10:22 AM
17	Cost and time; as you progress in leadership there are more demands on time. Budgets are tight, especially post-pandemic.	9/20/2023 7:33 AM
18	these developmental programs are not funded for Chair level administrators (only for Deans and above) at my organization	9/19/2023 1:45 PM
19	Time and money.	9/19/2023 11:19 AM
20	wanted to do ELI back in its early days but previous institution wouldn't pay for it.	9/18/2023 11:43 AM
21	Associated costs and required time not supported by institution	9/11/2023 12:28 PM
22	Those outside of APTA are not easily accessed to find out more about the quality and time committment	9/11/2023 10:42 AM
23	time and money	9/11/2023 10:22 AM
24	Cost	9/11/2023 9:56 AM
25	Cost	9/11/2023 8:38 AM

Q46 7.11 What is your current role(s) in education? (Check all that apply)

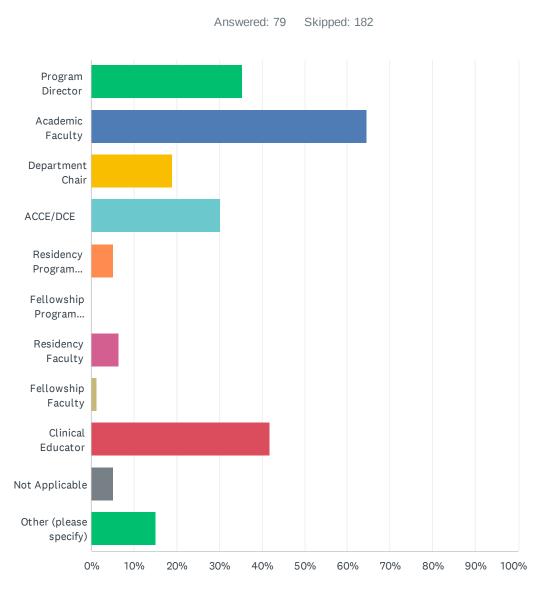


ANSWER CHOICES	RESPONSES	
Program Director	44.44%	36
Academic Faculty	53.09%	43
Department Chair	29.63%	24
ACCE/DCE	8.64%	7
Residency Program Director	1.23%	1
Fellowship Program Director	1.23%	1
Residency Faculty	9.88%	8
Fellowship Faculty	2.47%	2
Clinical Educator	1.23%	1
Not Applicable	1.23%	1
Other (please specify)	33.33%	27
Total Respondents: 81		

#	OTHER (PLEASE SPECIFY)	DATE
1	Director, Diversity, Equity & Inclusion	10/29/2023 3:27 PM
2	Interim provost	10/17/2023 9:59 PM
3	Director for Academic Affairs	10/16/2023 2:23 PM
4	DScPT Director	10/16/2023 12:10 PM
5	School Director and Associate Dean	10/16/2023 10:03 AM
6	Academic assistant director	10/16/2023 9:17 AM
7	Departmental Vice-Chair of Curriculum/Accreditation	10/2/2023 11:09 AM
8	Director of Accreditation and Compliance	9/28/2023 10:38 AM
9	Academy of Education SIG Chair	9/28/2023 9:45 AM
10	Associate Dean	9/28/2023 9:18 AM
11	Faculty Union VP	9/28/2023 8:03 AM
12	Dean of Allied Health Programs	9/26/2023 10:11 AM
13	Vice Provost	9/24/2023 3:03 PM
14	Assoc Director	9/23/2023 10:53 AM
15	Associate Provost of Online and Graduate Education	9/20/2023 11:41 PM
16	Dean of Health and Human Services	9/20/2023 11:33 AM
17	Associate Dean	9/20/2023 11:18 AM
18	Associate Dean of Faculty Affairs	9/20/2023 10:53 AM
19	Dean of Online Education	9/20/2023 9:51 AM
20	Dean	9/20/2023 7:34 AM
21	Corporate Director of Academic Affairs	9/13/2023 1:17 PM
22	Program Director for PhD Program	9/11/2023 11:44 PM

23	Dean, College of Health Professions	9/11/2023 4:00 PM
24	Dean	9/11/2023 9:57 AM
25	Associate Director of the Professional Curriculum	9/11/2023 9:45 AM
26	Dean - just stepped down	9/11/2023 9:32 AM
27	Director of a program that works with multiple universities	9/11/2023 8:38 AM

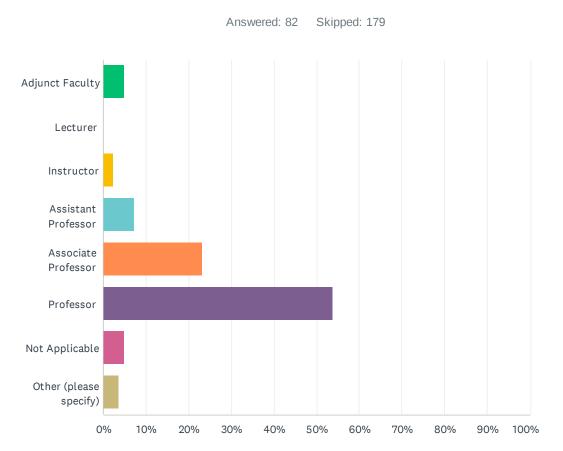
Q47 7.12 What were your previous role(s) in education (not currently service)? (Check all that apply)



ANSWER CHOICES	RESPONSES	
Program Director	35.44%	28
Academic Faculty	64.56%	51
Department Chair	18.99%	15
ACCE/DCE	30.38%	24
Residency Program Director	5.06%	4
Fellowship Program Director	0.00%	0
Residency Faculty	6.33%	5
Fellowship Faculty	1.27%	1
Clinical Educator	41.77%	33
Not Applicable	5.06%	4
Other (please specify)	15.19%	12
Total Respondents: 79		

#	OTHER (PLEASE SPECIFY)	DATE
1	Dean	10/17/2023 9:59 PM
2	Associate Dean	10/16/2023 10:04 AM
3	Associate School Director	10/16/2023 10:03 AM
4	lab assistant; guest lecturer	9/28/2023 1:53 PM
5	Assistant Dean	9/28/2023 8:19 AM
6	Graduate program director; Academic dean	9/24/2023 3:03 PM
7	CCCE	9/20/2023 11:33 AM
8	Dean	9/20/2023 9:39 AM
9	Associate Dean	9/20/2023 7:34 AM
10	tDPT Director; Interprofessional Education Center Faculty	9/12/2023 4:40 PM
11	Associate Department Chair	9/11/2023 10:22 AM
12	PhD Program Director	9/11/2023 9:50 AM

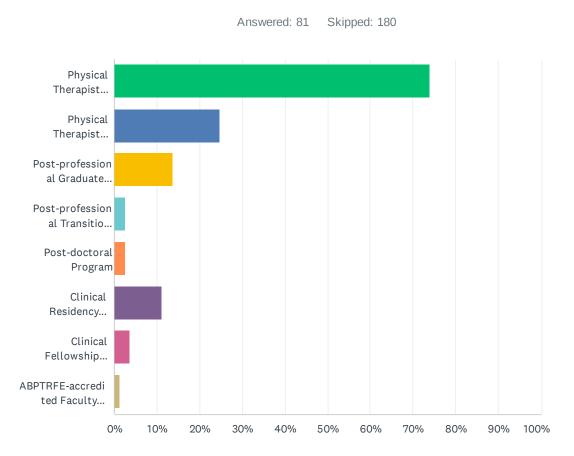
Q48 7.13 What is your current faculty status in your program? (Check one category only)



ANSWER CHOICES	RESPONSES	
Adjunct Faculty	4.88%	4
Lecturer	0.00%	0
Instructor	2.44%	2
Assistant Professor	7.32%	6
Associate Professor	23.17%	19
Professor	53.66%	44
Not Applicable	4.88%	4
Other (please specify)	3.66%	3
TOTAL		82

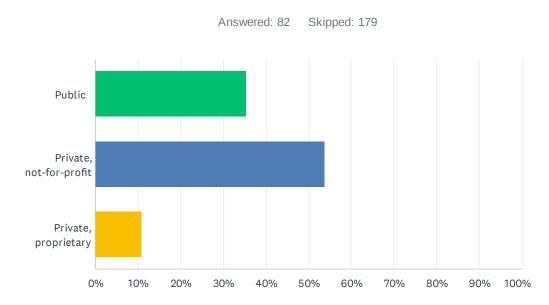
#	OTHER (PLEASE SPECIFY)	DATE
1	Clinical Associate Professor	9/29/2023 4:45 PM
2	Clinical Professor	9/20/2023 11:18 AM
3	Institution does not subcategorize faculty	9/20/2023 7:34 AM

Q49 7.14 In which programs do you currently teach? (Check all that apply)

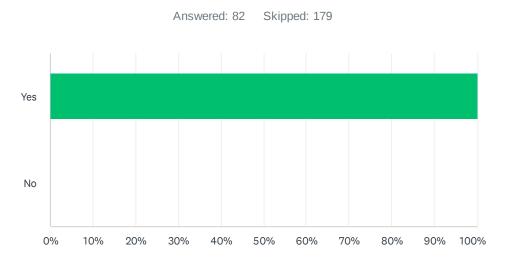


ANSWER CHOICES	RESPONSES	
Physical Therapist Professional Program	74.07%	60
Physical Therapist Assistant Professional Program	24.69%	20
Post-professional Graduate Program	13.58%	11
Post-professional Transition DPT Program	2.47%	2
Post-doctoral Program	2.47%	2
Clinical Residency Program	11.11%	9
Clinical Fellowship Program	3.70%	3
ABPTRFE-accredited Faculty Residency Program	1.23%	1
Total Respondents: 81		

Q50 7.14 In type of educational institution do you currently teach?



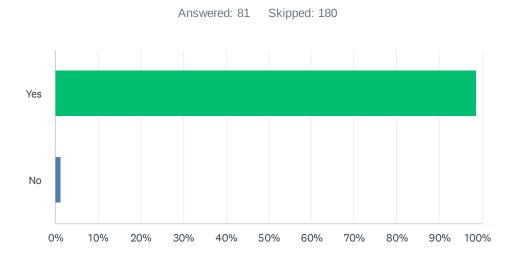
ANSWER CHOICES	RESPONSES	
Public	35.37%	29
Private, not-for-profit	53.66%	44
Private, proprietary	10.98%	9
TOTAL		82



Q51 7.15 Are you a member of the APTA?

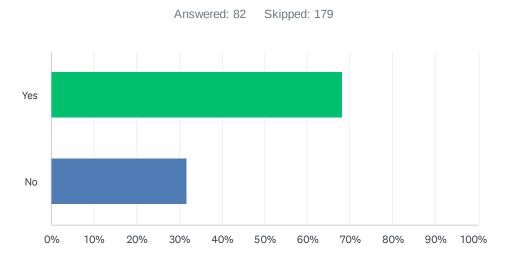
ANSWER CHOICES	RESPONSES	
Yes	100.00%	82
No	0.00%	0
TOTAL		82

Q52 7.16 Are you a member of the APTA Academy of Education?

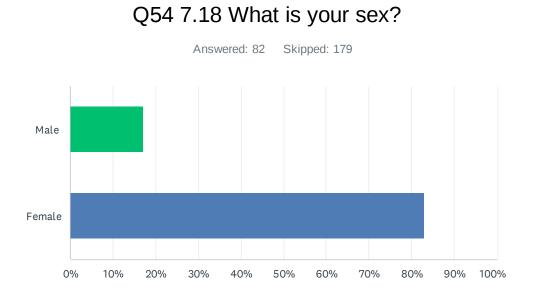


ANSWER CHOICES	RESPONSES	
Yes	98.77%	80
No	1.23%	1
TOTAL		81

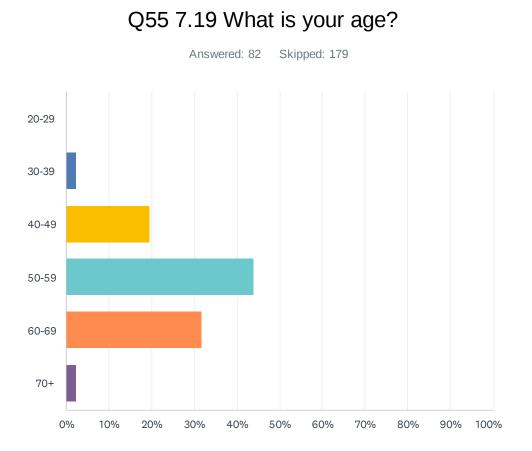
Q53 7.17 Are you a member of the American Council of Academic Physical Therapy?



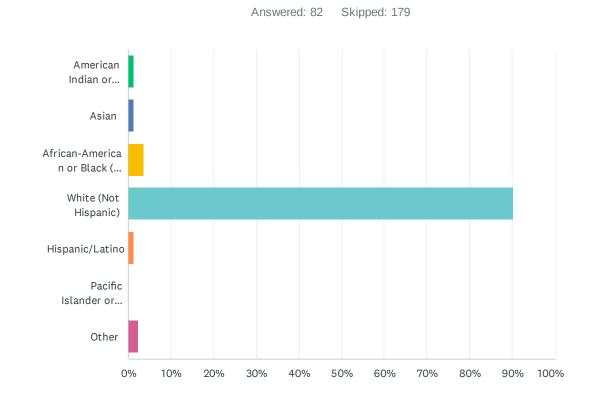
ANSWER CHOICES	RESPONSES	
Yes	68.29%	56
No	31.71%	26
TOTAL		82



ANSWER CHOICES	RESPONSES	
Male	17.07%	14
Female	82.93%	68
TOTAL		82

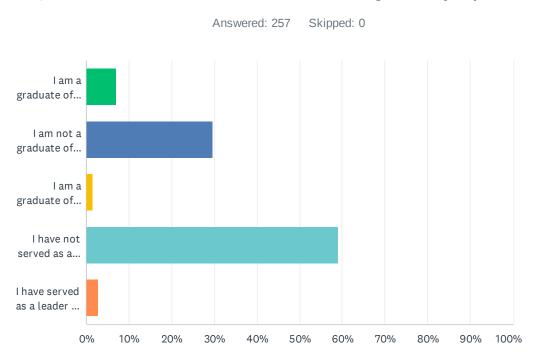


ANSWER CHOICES	RESPONSES
20-29	0.00% 0
30-39	2.44% 2
40-49	19.51% 16
50-59	43.90% 36
60-69	31.71% 26
70+	2.44% 2
TOTAL	82



Q56 7.20 Which of the following best describes your race/ethnic origin?

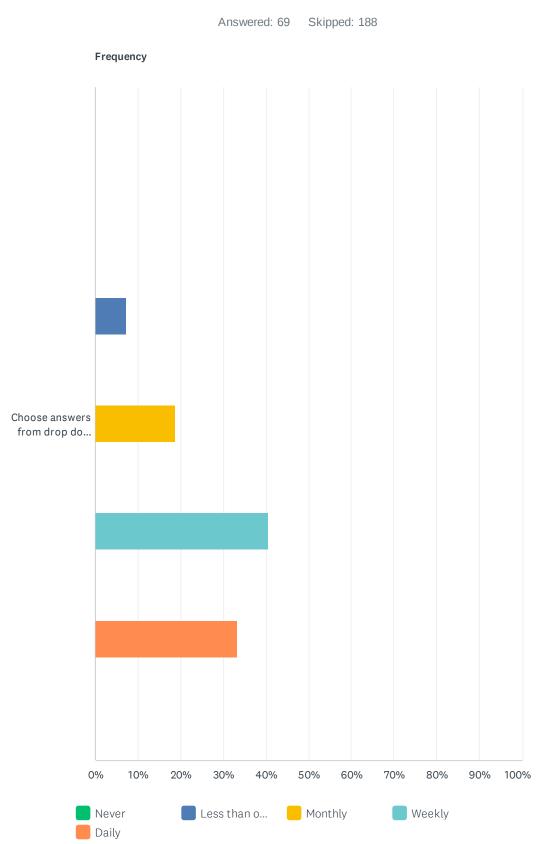
ANSWER CHOICES	RESPONSES	
American Indian or Alaskan Native	1.22%	1
Asian	1.22%	1
African-American or Black (Not Hispanic)	3.66%	3
White (Not Hispanic)	90.24%	74
Hispanic/Latino	1.22%	1
Pacific Islander or Native Hawaiian	0.00%	0
Other	2.44%	2
TOTAL		82

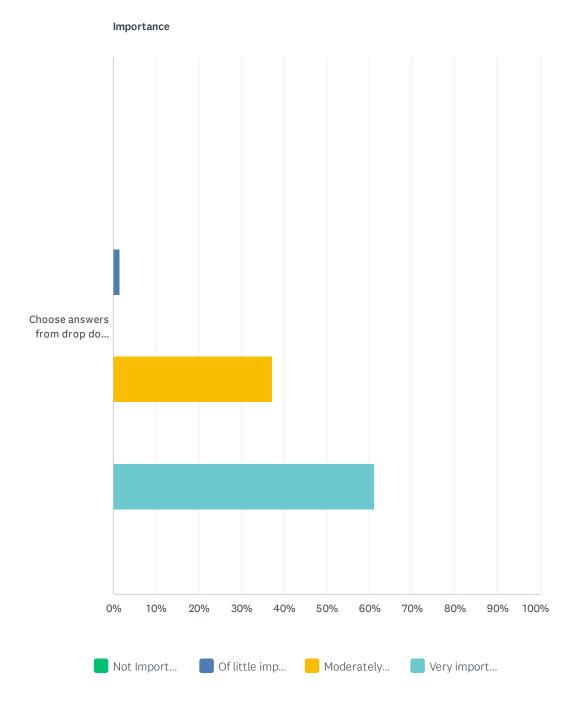


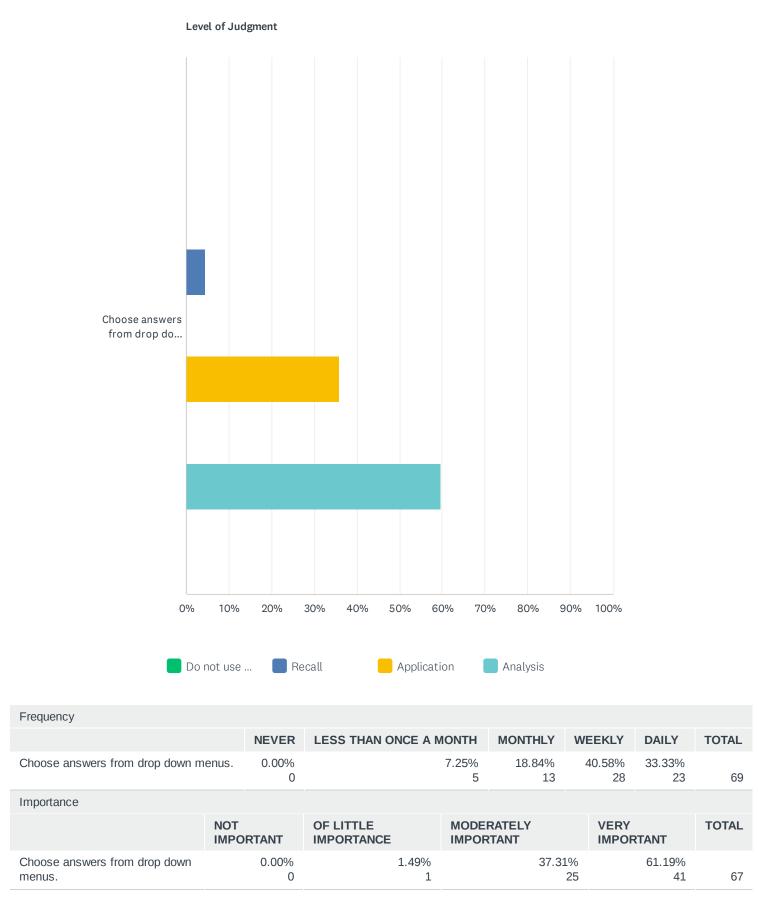
ANSWER CHOICES	RESPON	ISES
I am a graduate of APTA's Higher Education Leadership Fellowship and have served as a leader in higher education.	7.00%	18
I am not a graduate of APTA's Higher Education Leadership Fellowship, but I have a minimum of 5 years of experience serving as a leader in higher education within the last 10 years (e.g., program director, chair, vice-chair, dean).	29.57%	76
I am a graduate of APTA's Higher Education Leadership Fellowship, but have not served as a leader in higher education, therefore I am not eligible to participate in this survey.	1.56%	4
I have not served as a leader in higher education for a minimum of 5 years within the last 10 years therefore I am not eligible to participate in this survey.	59.14%	152
I have served as a leader in higher education for a minimum of 5 years within the last 10 years, but am unable to participate in this survey at this time.	2.72%	7
TOTAL		257

Q1 Please select one of the following survey options:

Q2 2.1.1 Knowledge of contemporary education landscape to include organizational behavior and culture.

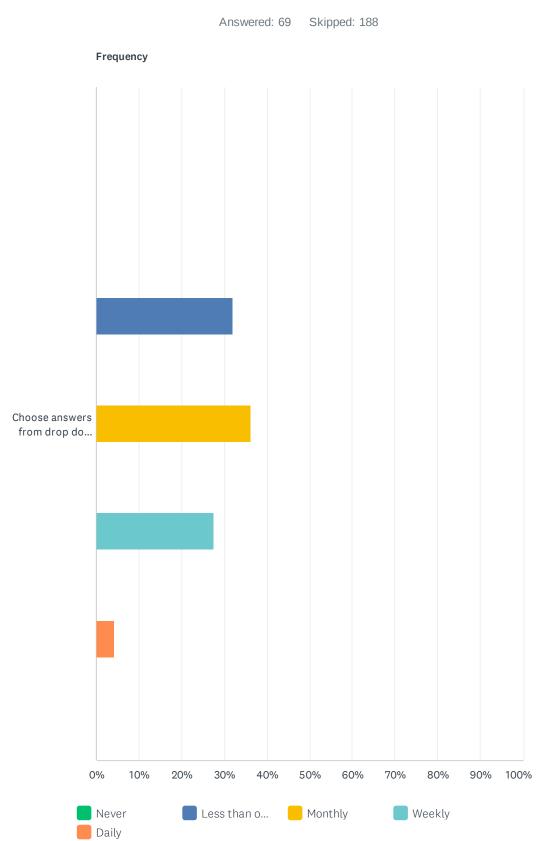


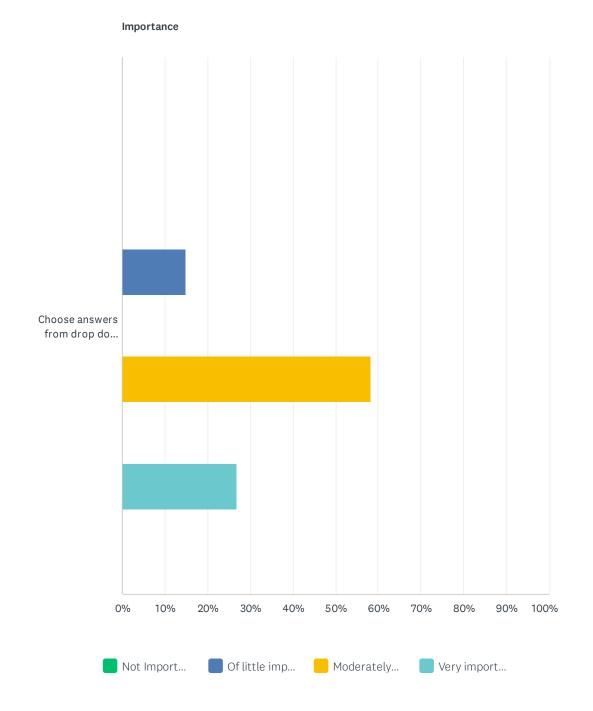




Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	4.48% 3	35.82% 24	59.70% 40	67

Q3 2.1.2 Knowledge of contemporary global issues in healthcare and higher education.





Level of Judgment

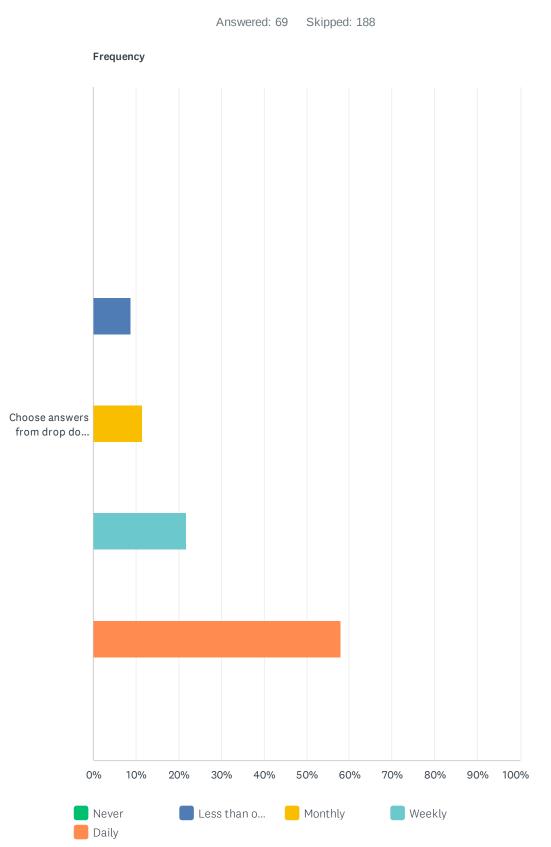


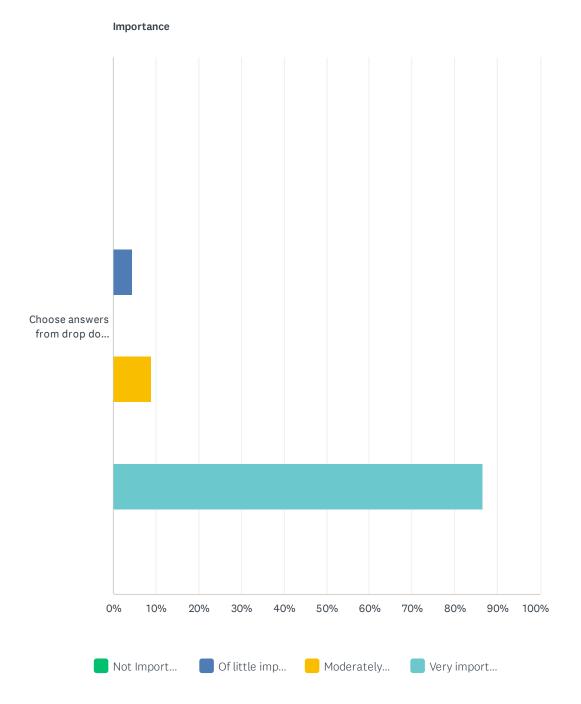
Importance					
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODERATELY IMPORTANT	VERY IMPORTANT	TOTAL
Choose answers from drop down menus.	0.00% 0	14.93% 10	58.21% 39	26.87% 18	67

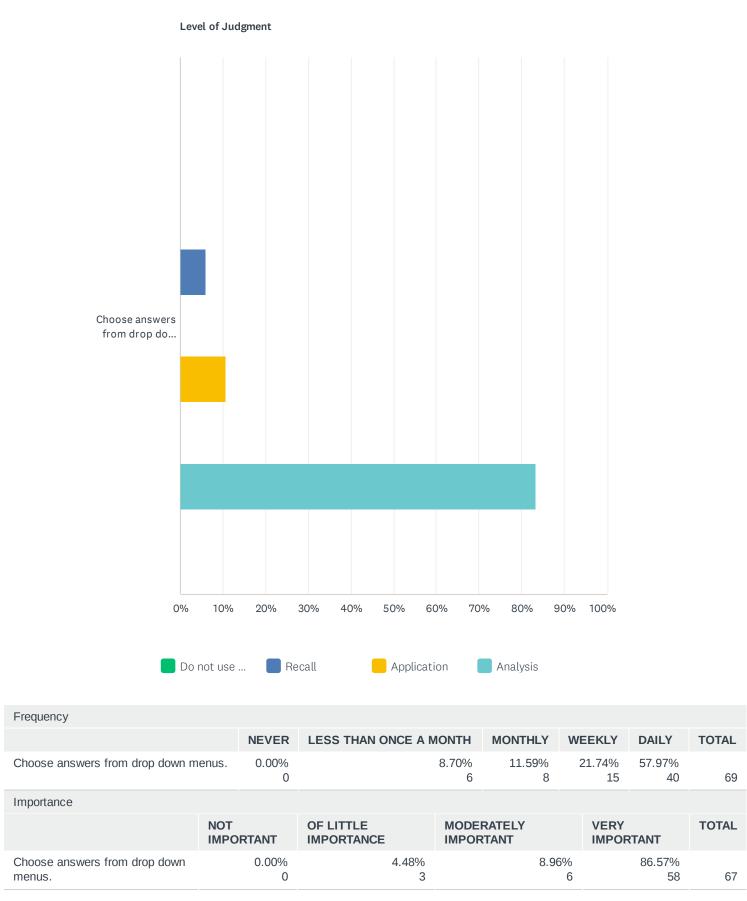
69

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	1.49% 1	20.90% 14	37.31% 25	40.30% 27	67

Q4 2.1.3 Knowledge of resource management (personnel, finances, budgetary processes, fund-raising, and facilities).



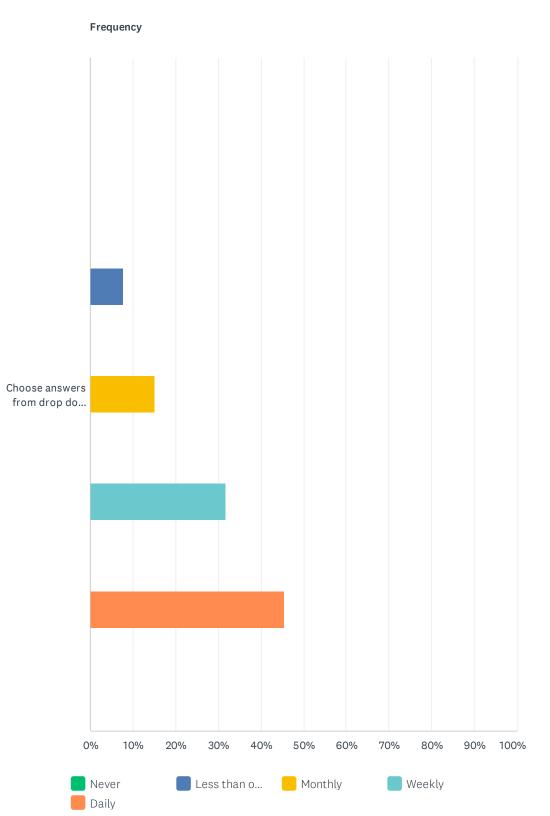


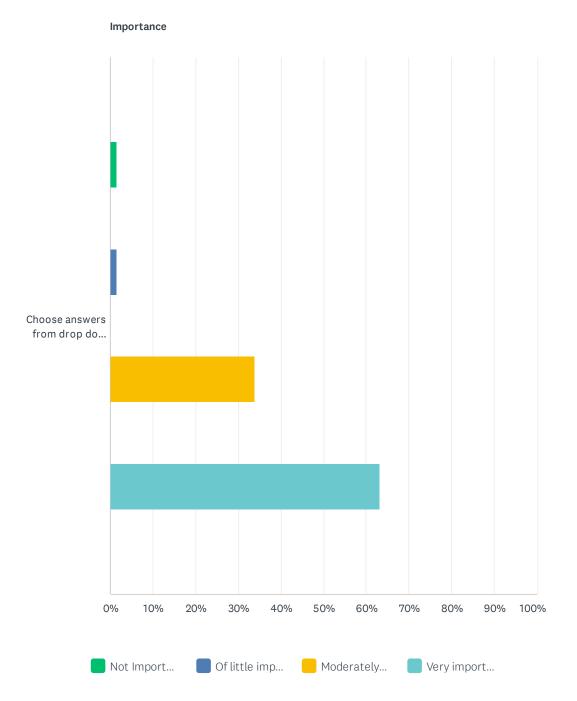


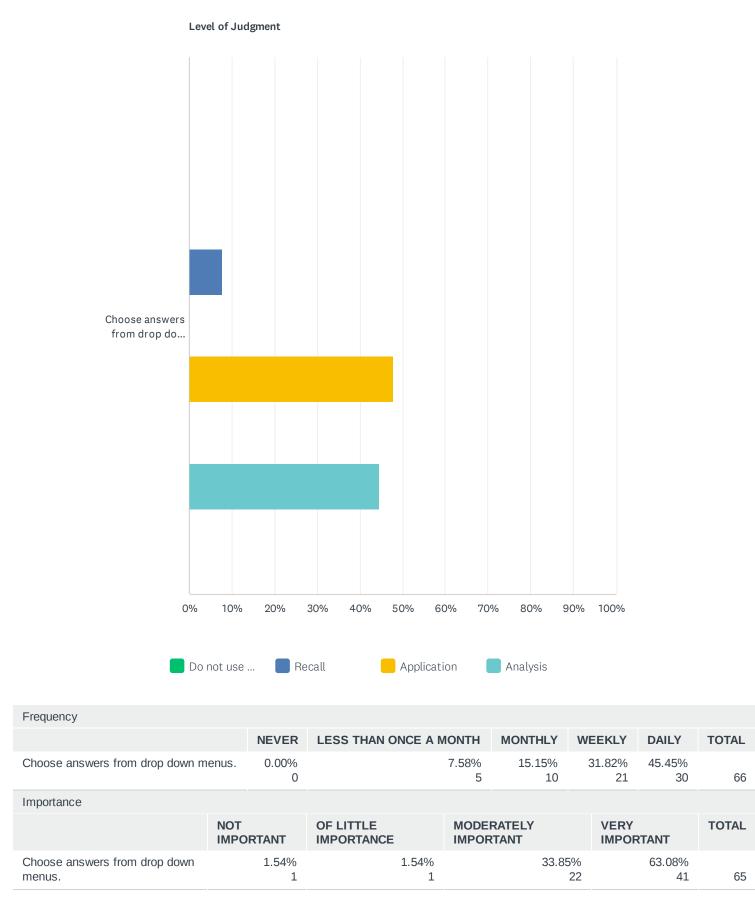
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	6.06% 4	10.61% 7	83.33% 55	66

Q5 2.2.1 Navigates the structure of higher education.

Answered: 66 Skipped: 191

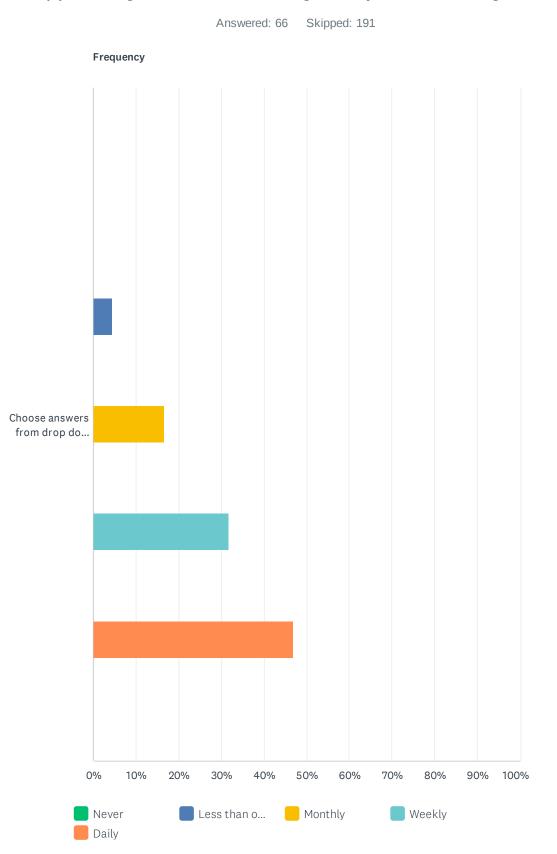


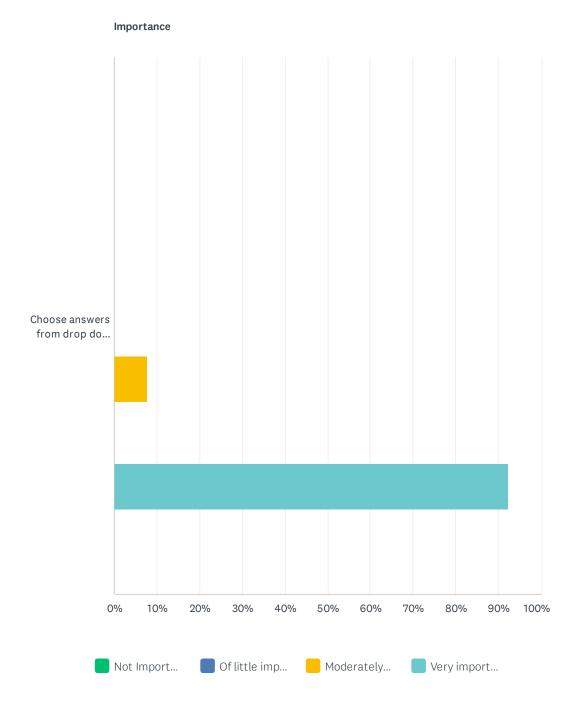


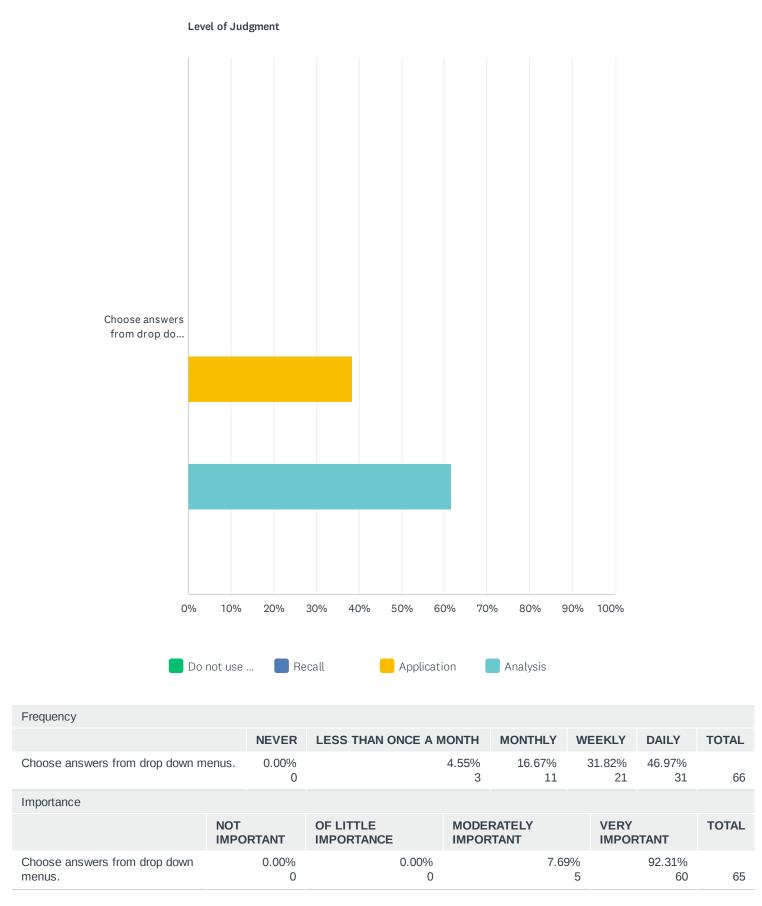


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	7.69% 5	47.69% 31	44.62% 29	65

Q6 2.2.2 Applies legal, ethical, and regulatory issues in higher education.



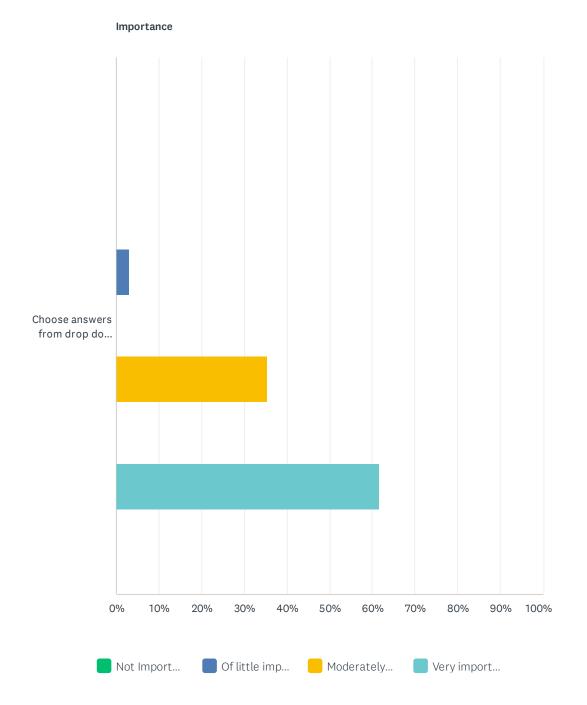


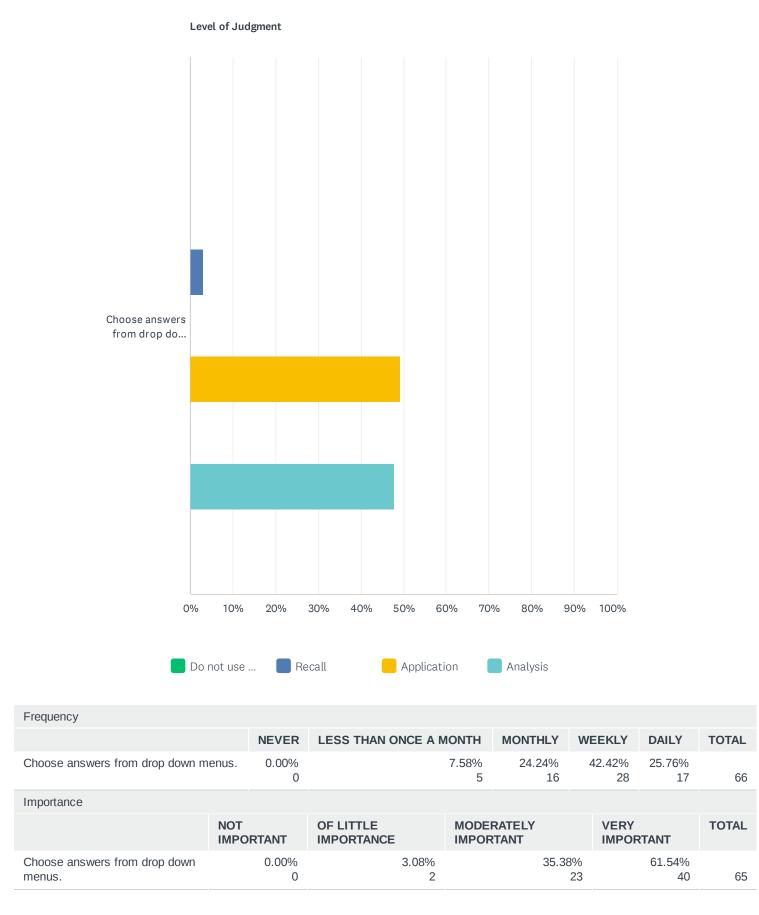


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	38.46% 25	61.54% 40	65

Q7 2.2.3 Advocates to internal and external stakeholders.

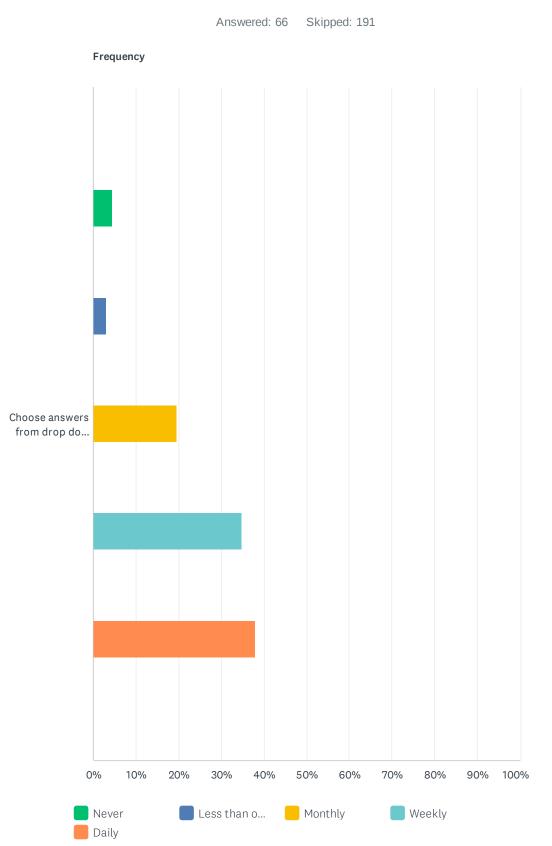
Answered: 66 Skipped: 191 Frequency Choose answers from drop do... 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100% Never Less than o... Monthly Weekly Daily

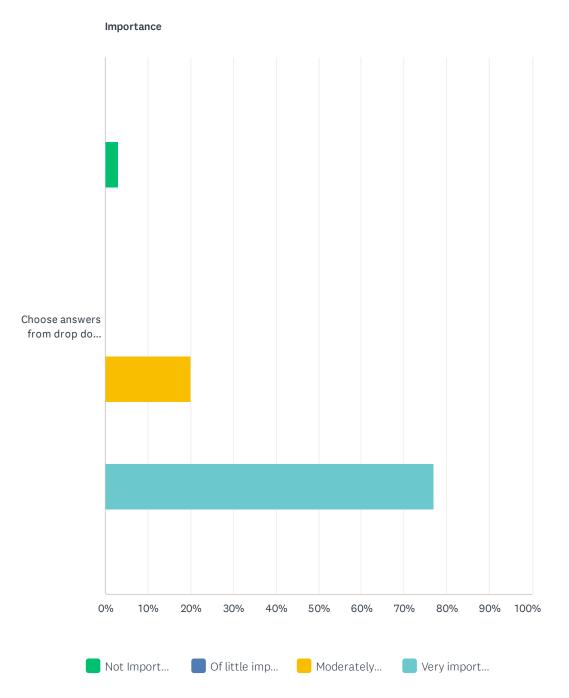


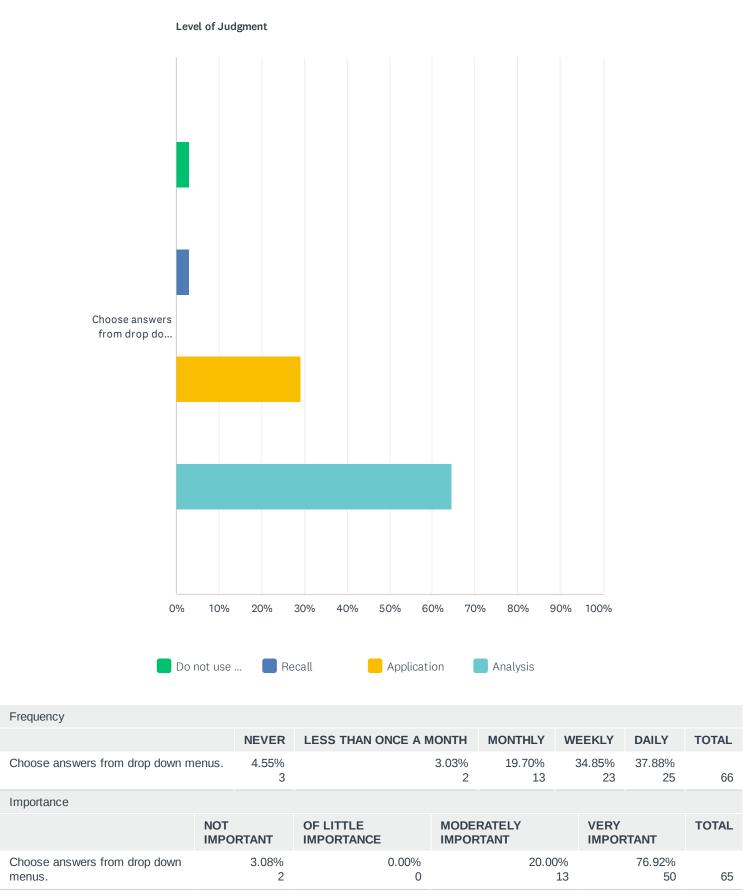


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	3.08% 2	49.23% 32	47.69% 31	65

Q8 2.2.4 Allocates and leverages resources (personnel, finances, budgetary processes, fund-raising, and facilities).

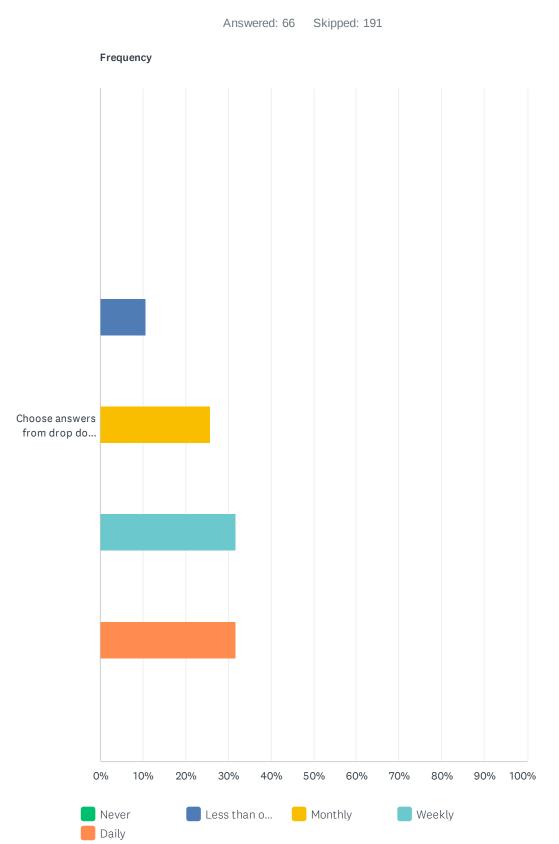


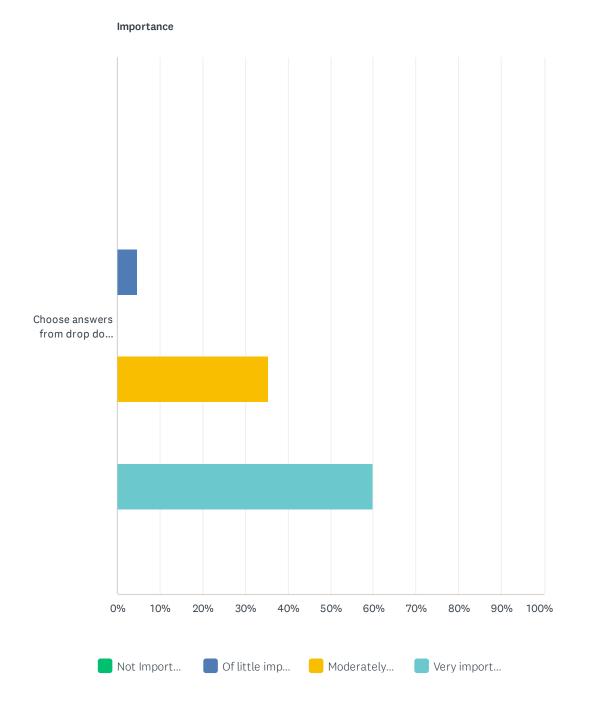


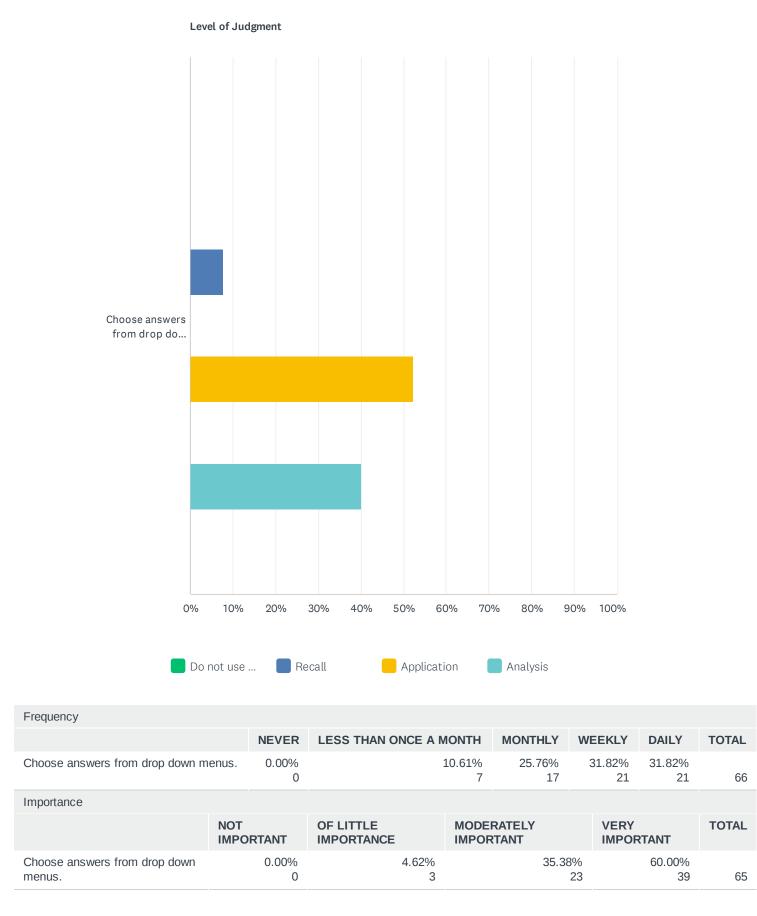


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	3.08% 2	3.08% 2	29.23% 19	64.62% 42	65

Q9 2.2.5 Champions and actively advances justice, diversity, equity, and inclusion.

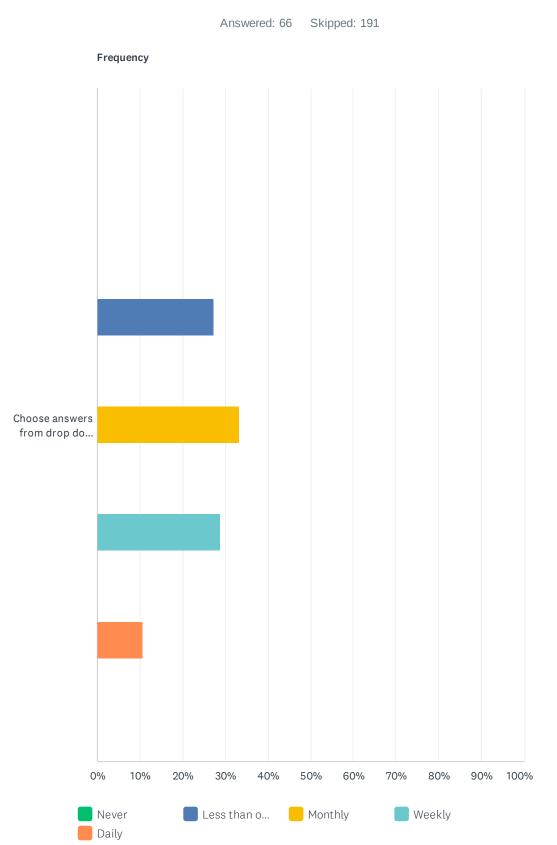


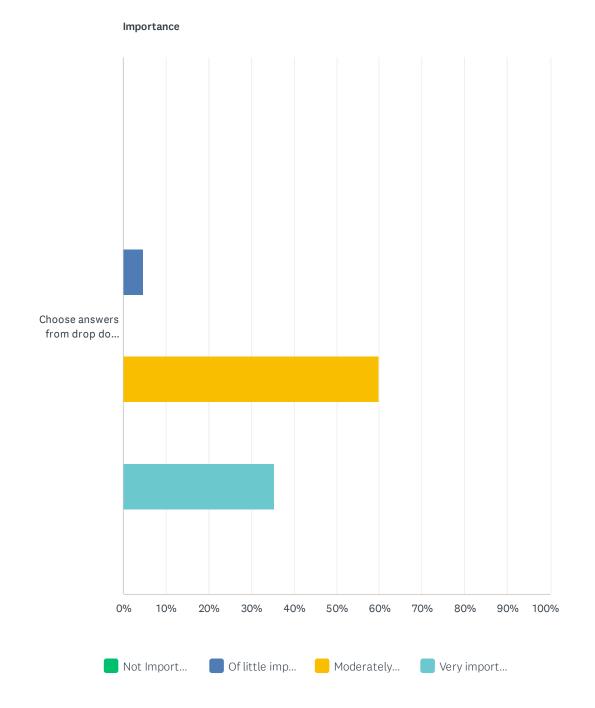


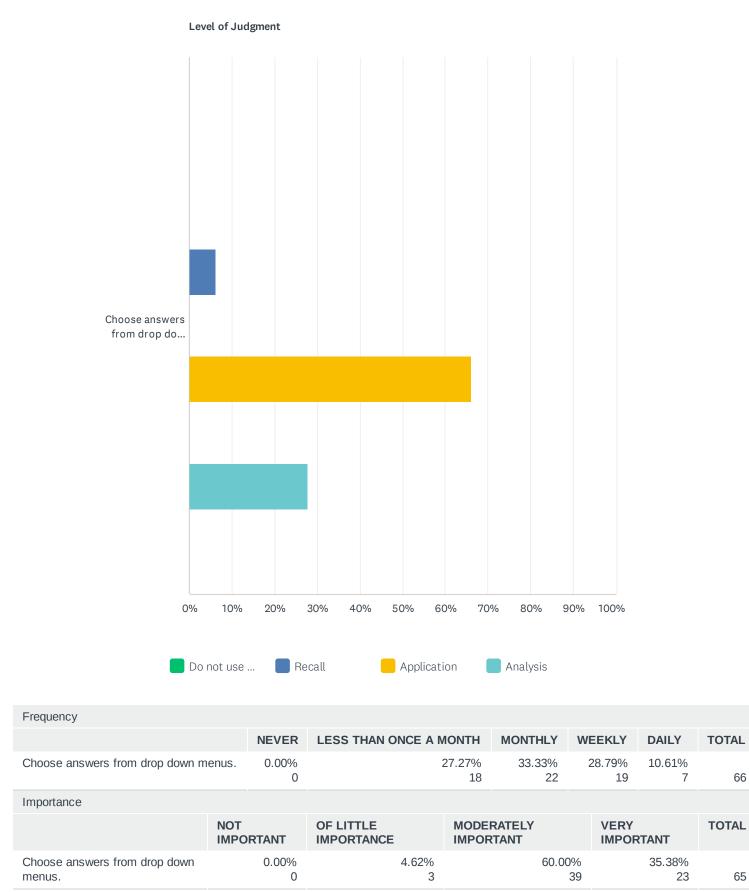


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	7.69% 5	52.31% 34	40.00% 26	65

Q10 2.2.6 Advocates for modern technology knowledge in higher education.



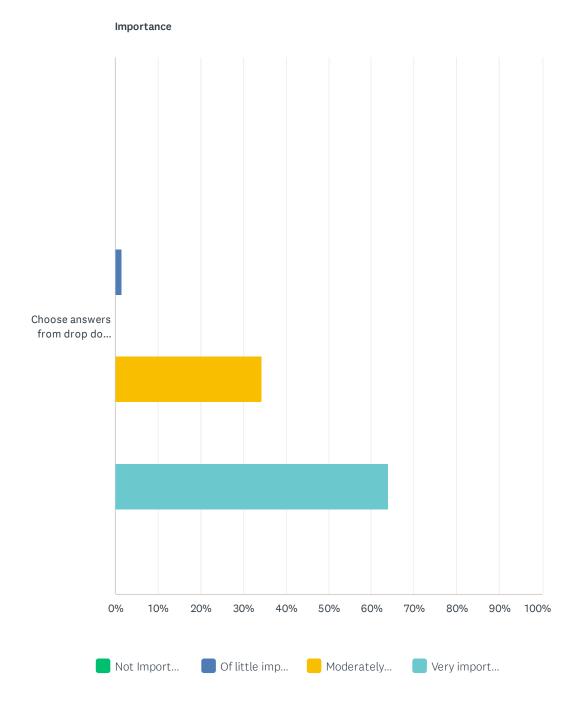


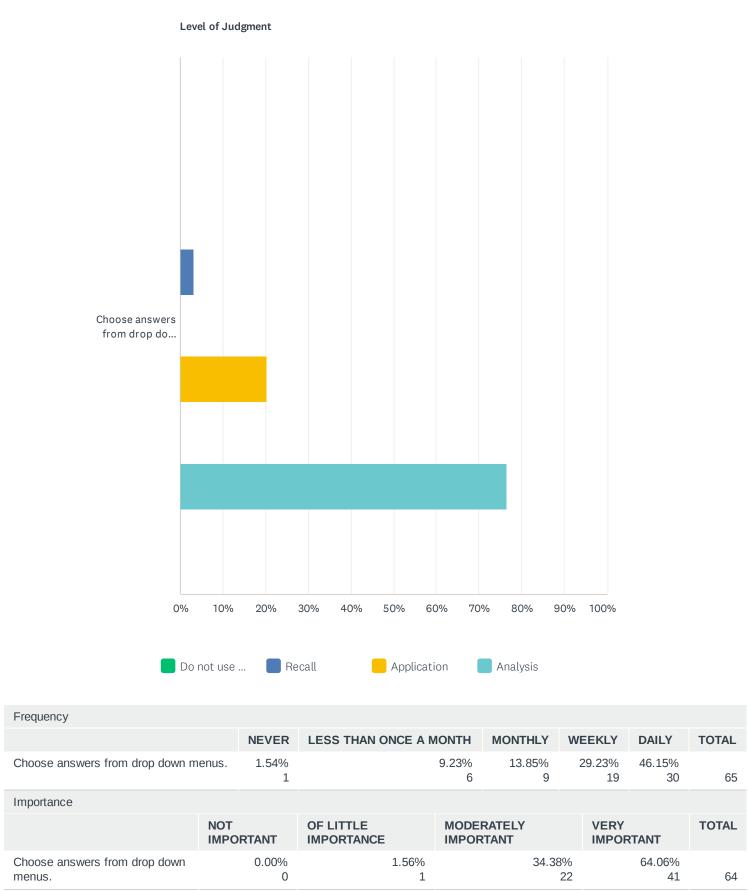


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	6.15% 4	66.15% 43	27.69% 18	65

Q11 2.2.7 Demonstrates systems level problem solving.

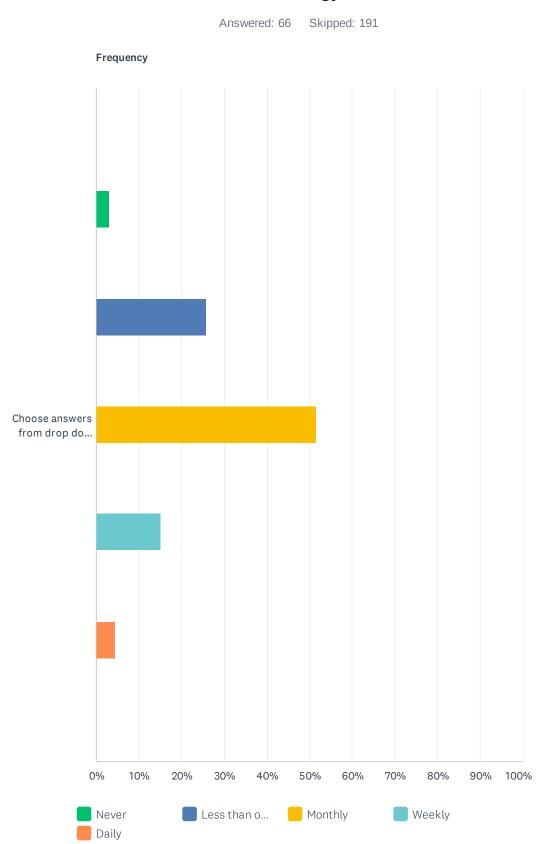
Answered: 65 Skipped: 192 Frequency Choose answers from drop do... 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100% Never Less than o... Monthly Weekly Daily

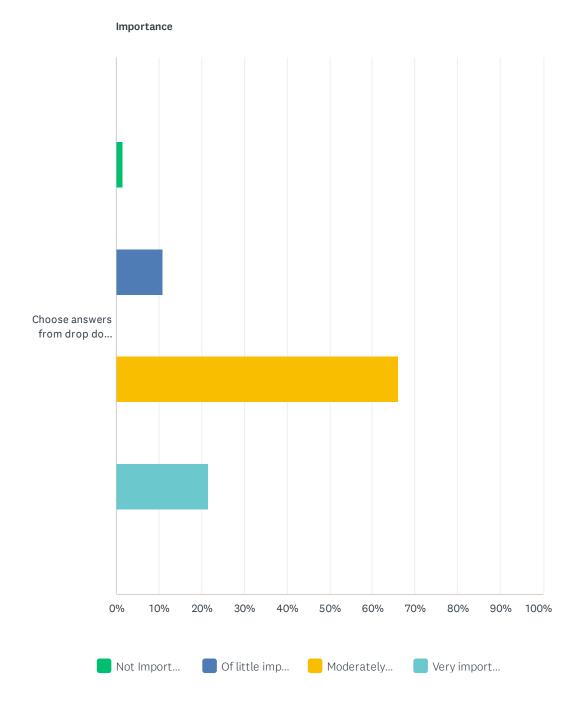




Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	3.13% 2	20.31% 13	76.56% 49	64

Q12 2.2.8 Promotes the exploration and integration of meaningful technology.





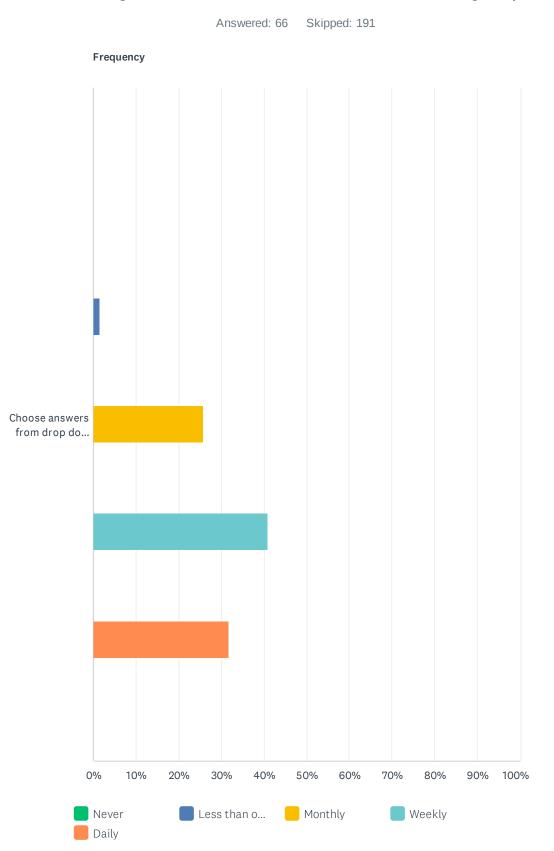


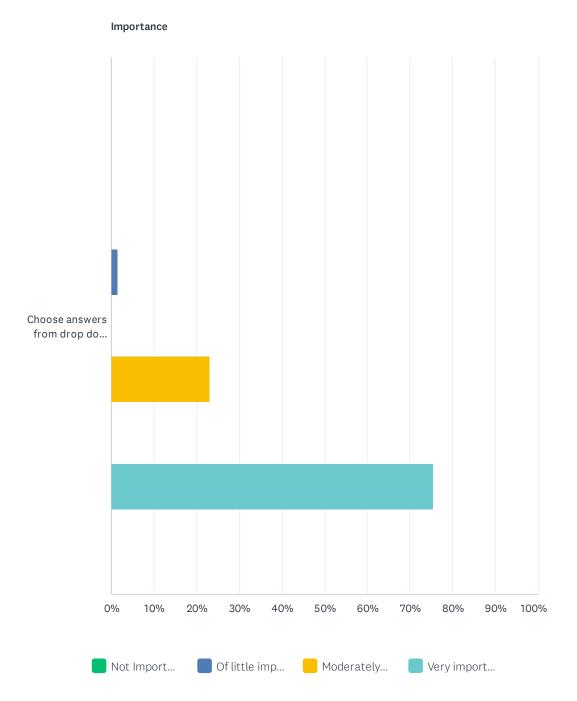
Importance					
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODERATELY IMPORTANT	VERY IMPORTANT	TOTAL
Choose answers from drop down menus.	1.54% 1	10.77% 7	66.15% 43	21.54% 14	65

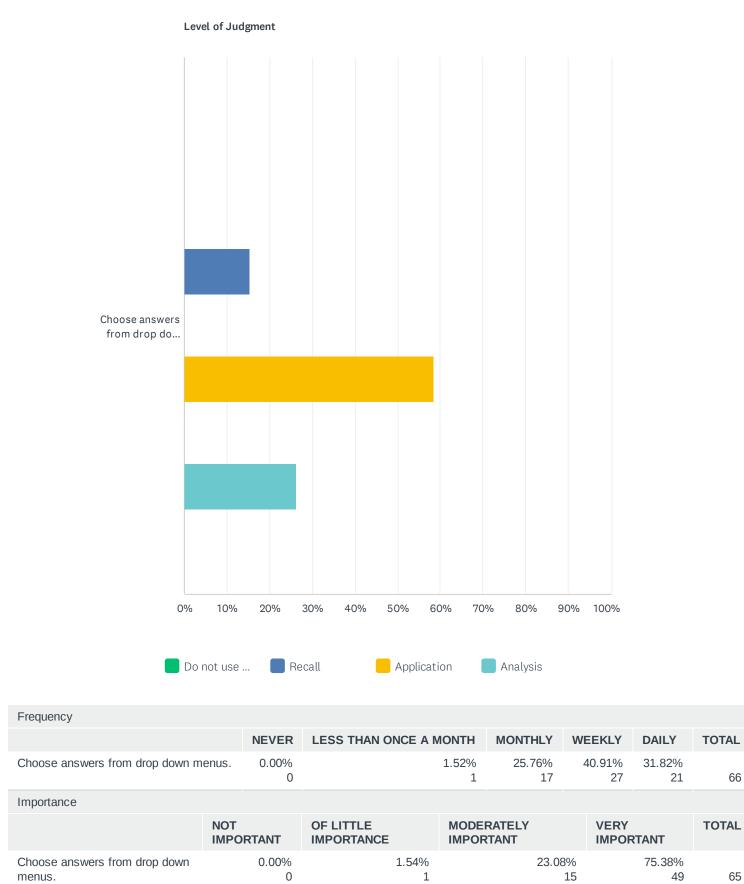
66

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	1.54% 1	4.62% 3	58.46% 38	35.38% 23	65

Q13 2.3.1 Recognizes and celebrates individual and group success.

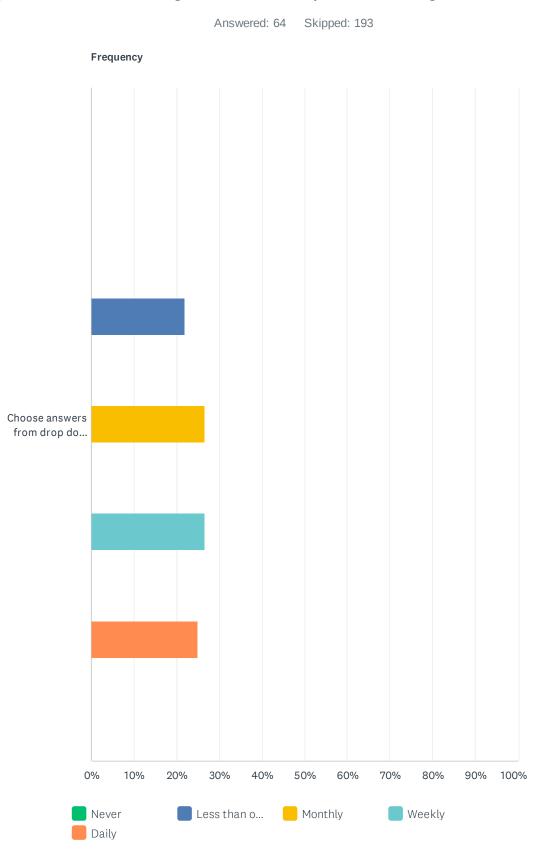


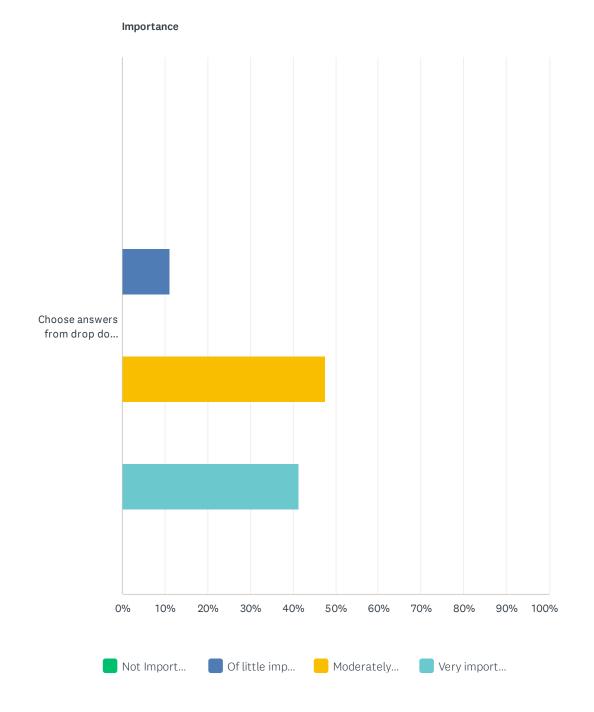


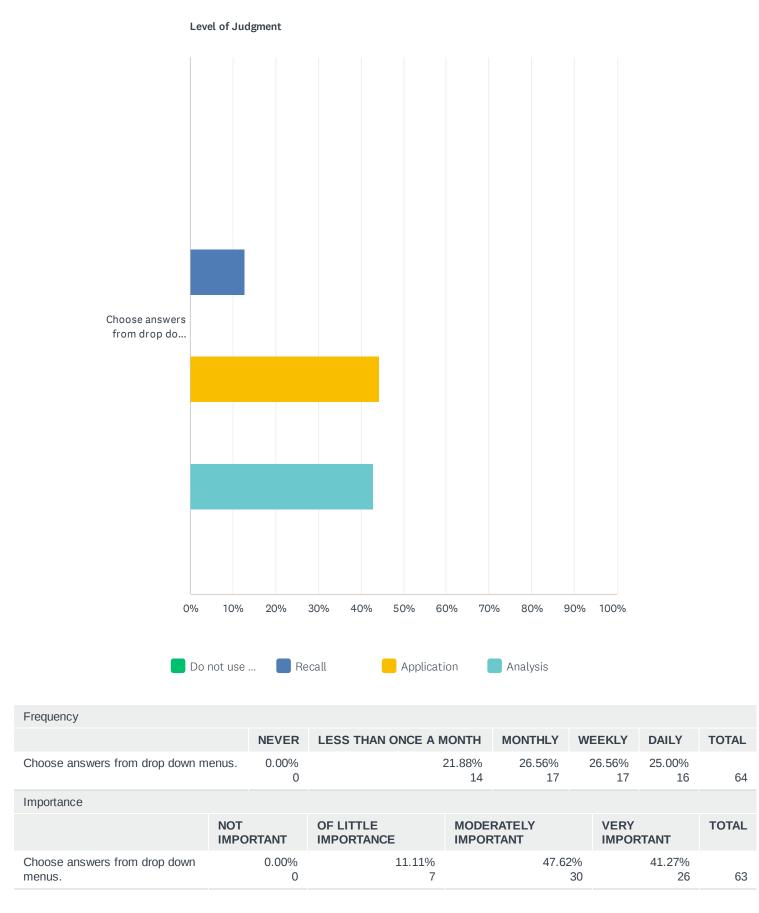


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	15.38% 10	58.46% 38	26.15% 17	65

Q14 4.1.1 Knowledge of leadership and management theories.

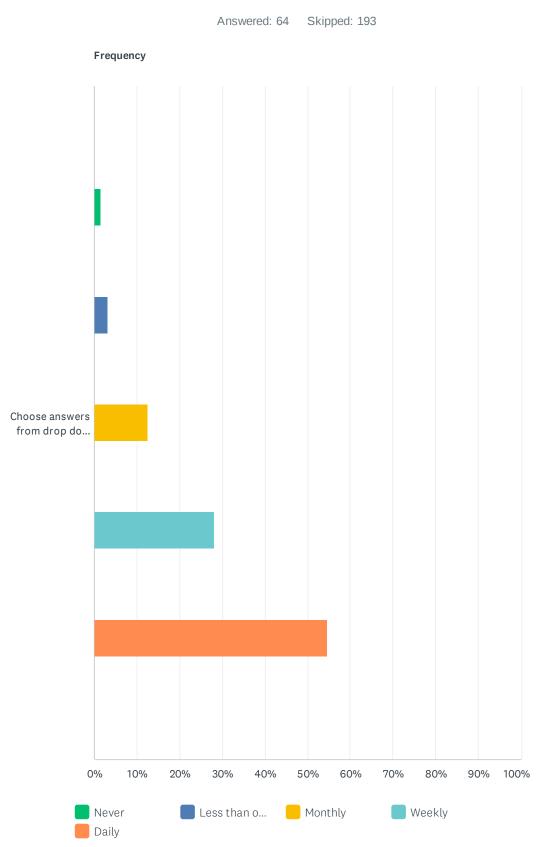


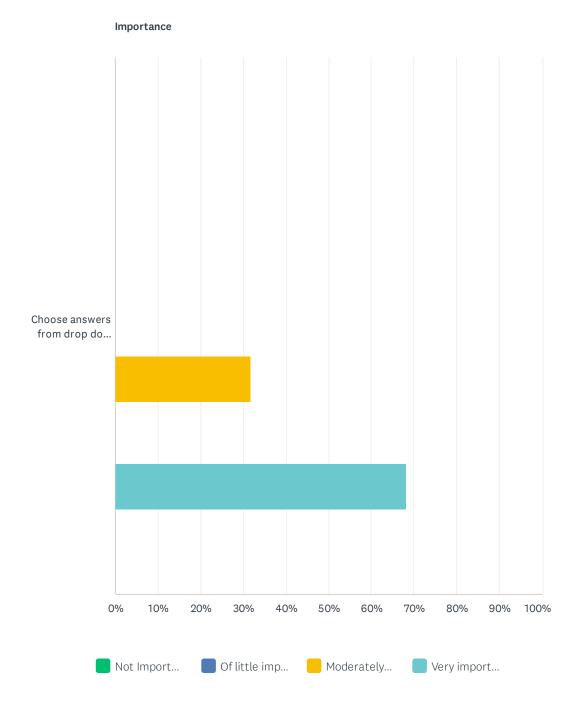


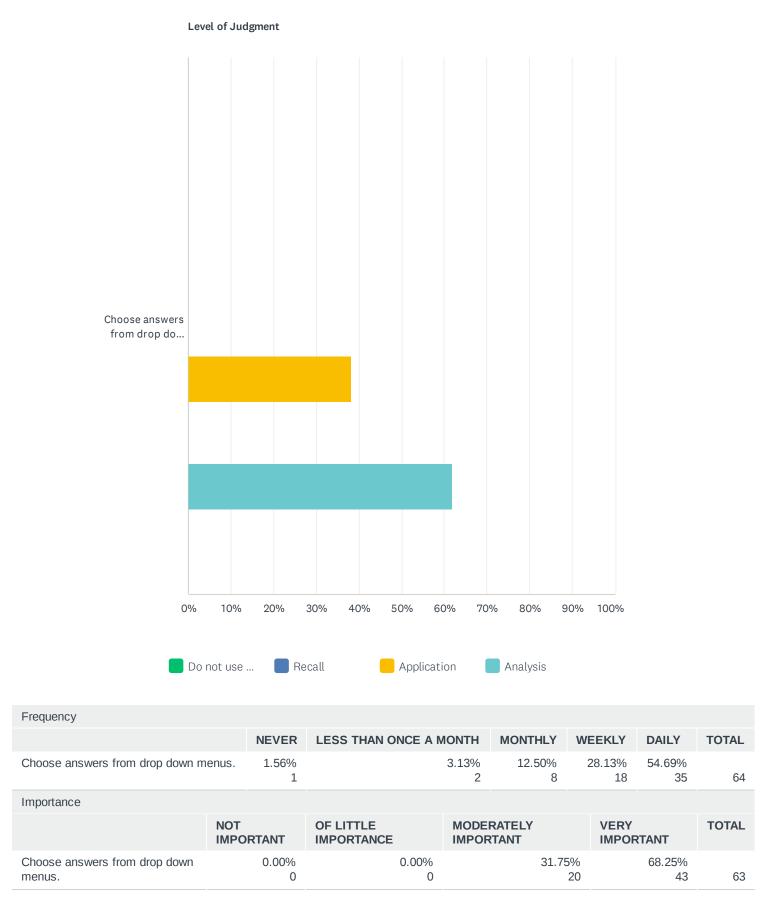


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	12.70% 8	44.44% 28	42.86% 27	63

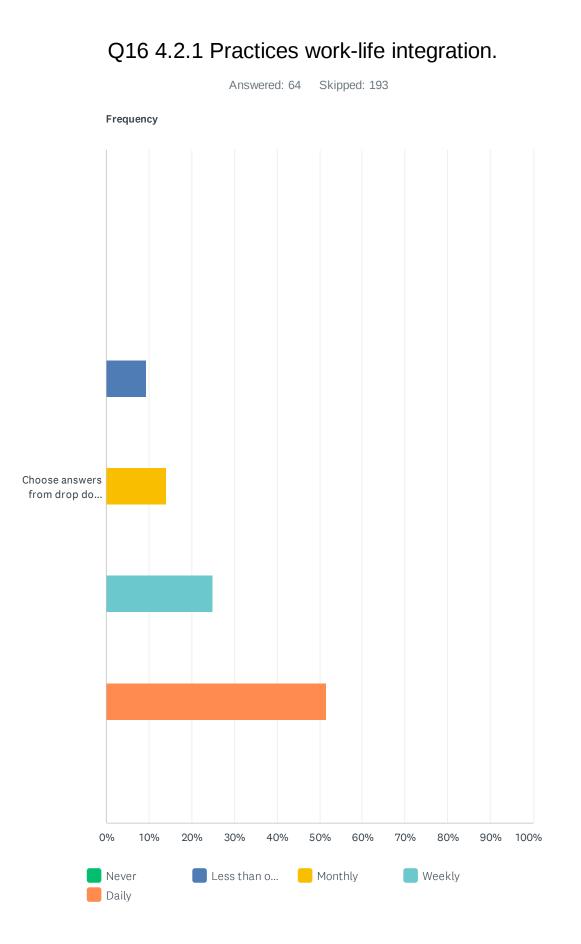
Q15 4.1.2 Knowledge of individual behaviors and characteristics among faculty that supports students and institutional mission.

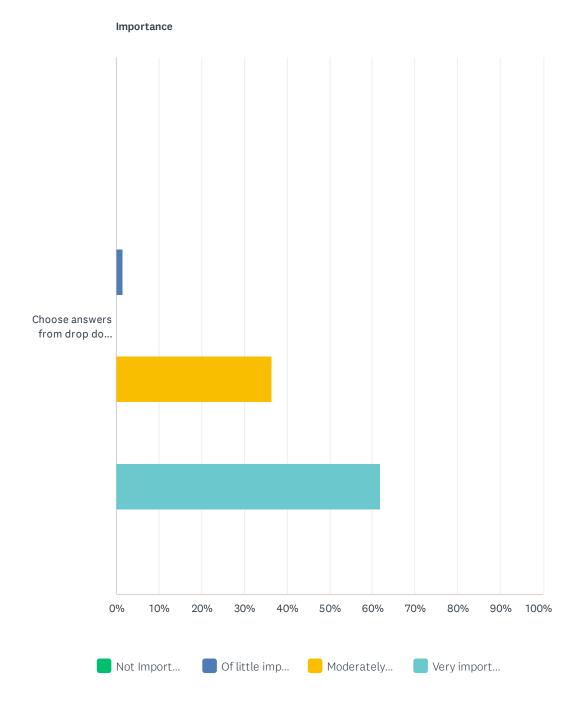


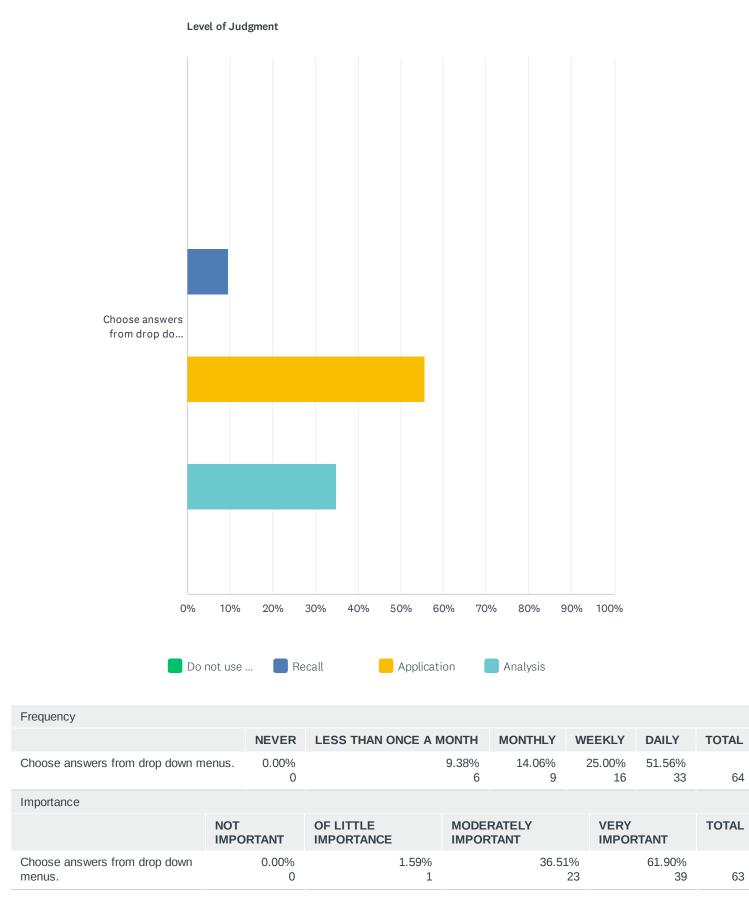




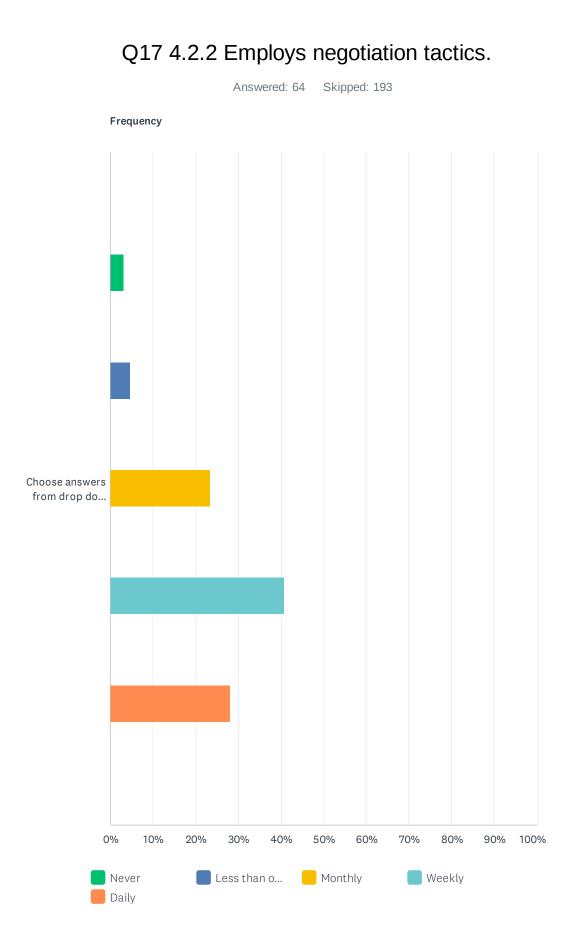
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	38.10% 24	61.90% 39	63

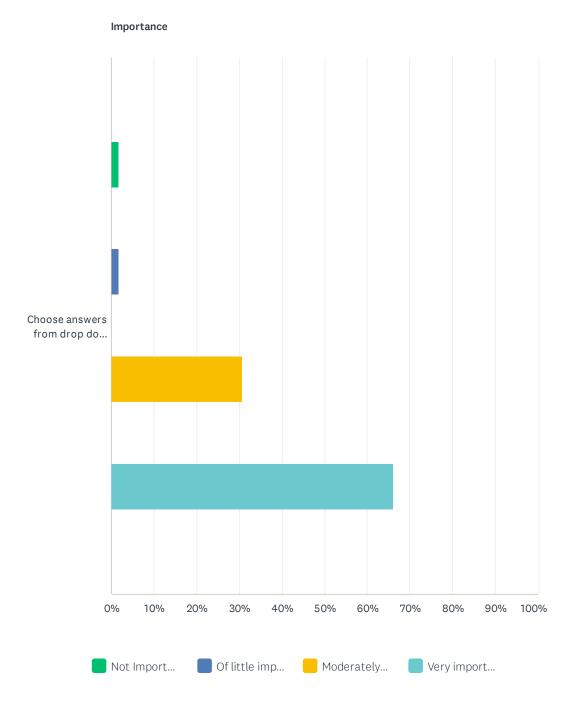


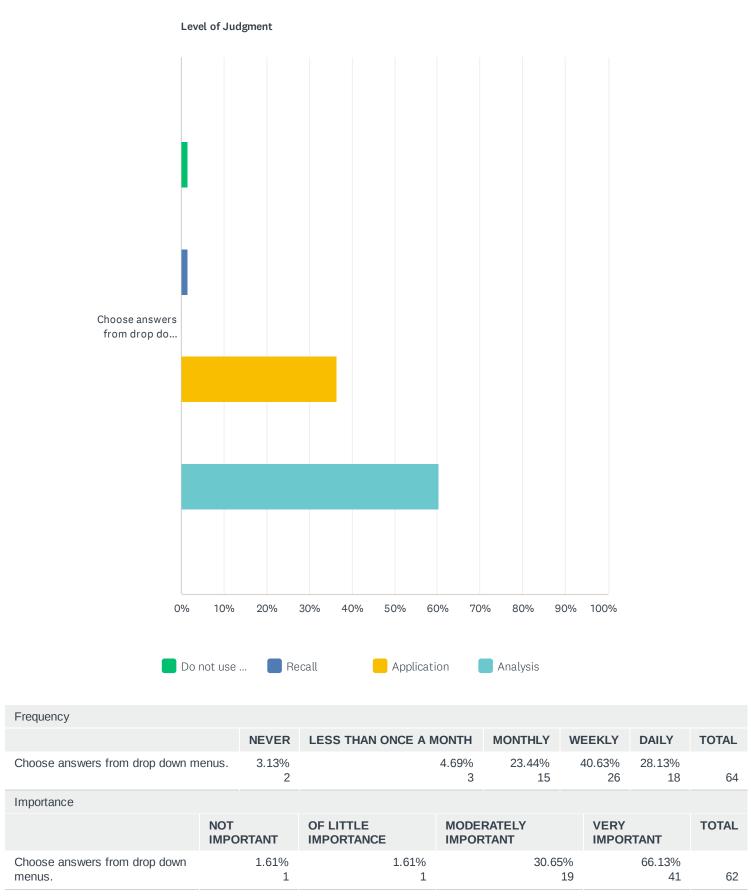




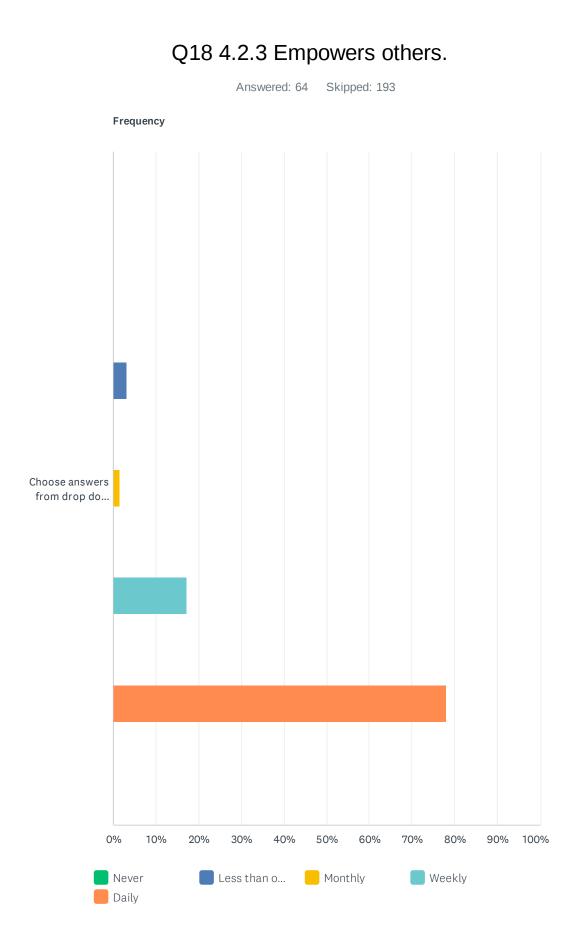
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	9.52% 6	55.56% 35	34.92% 22	63

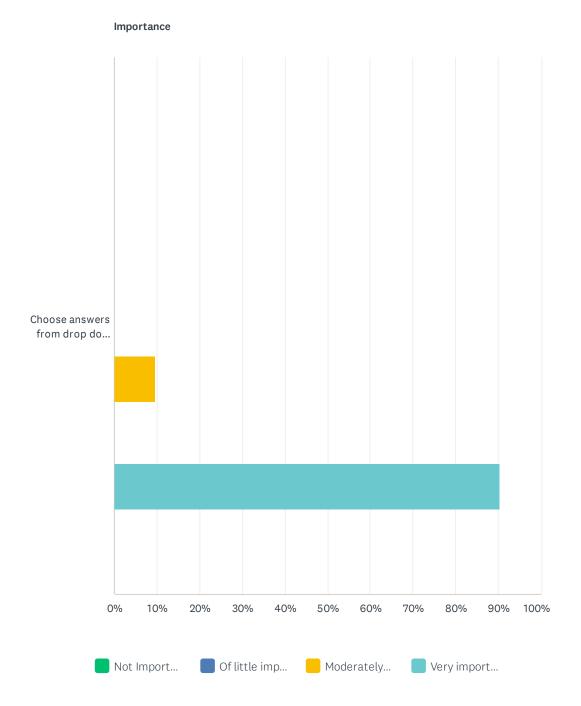


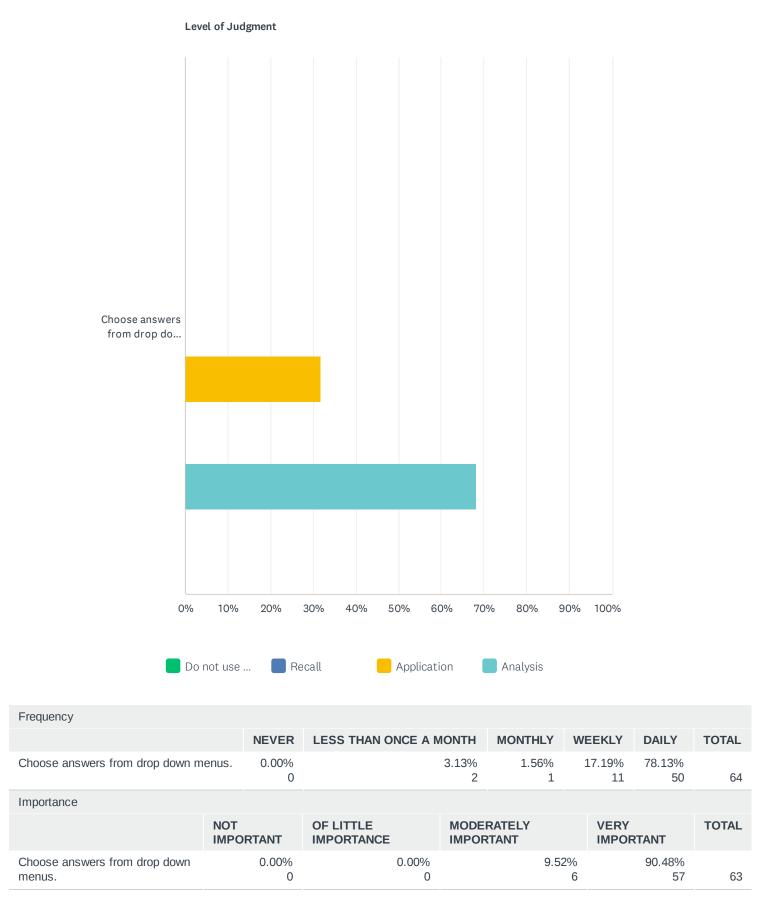




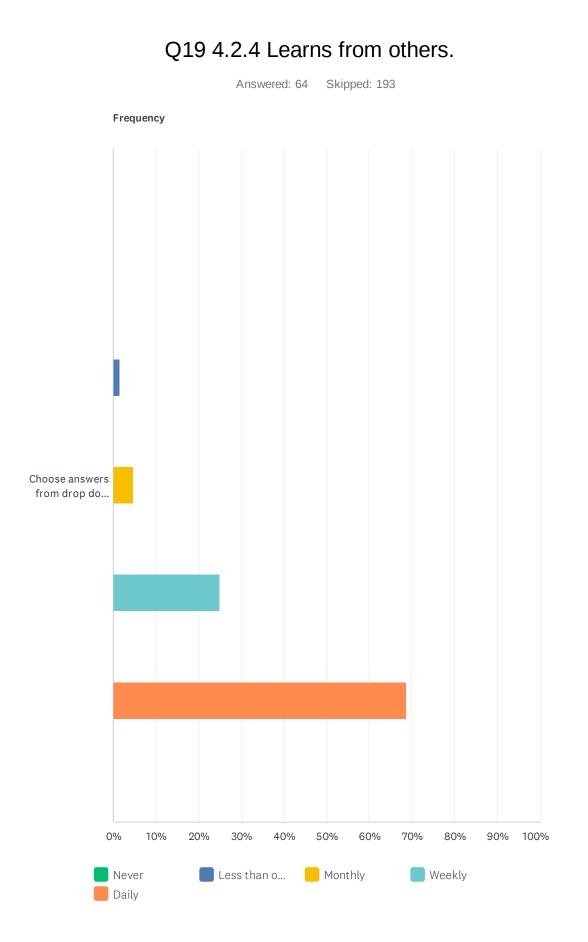
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	1.59% 1	1.59% 1	36.51% 23	60.32% 38	63

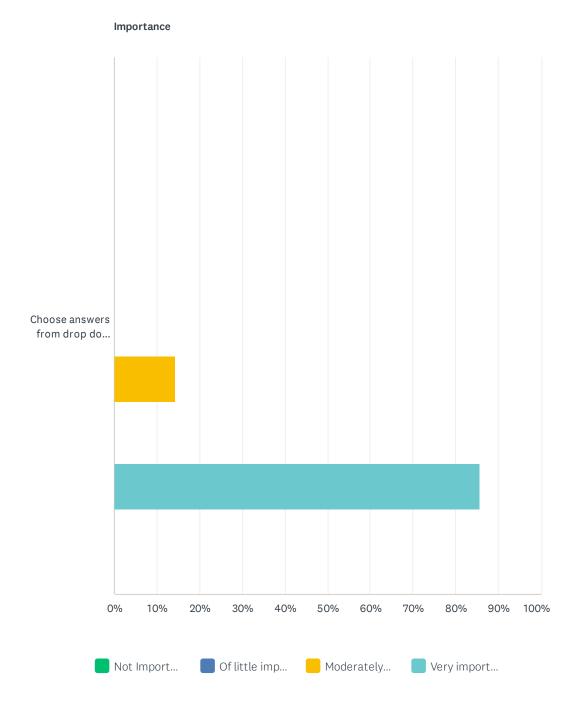


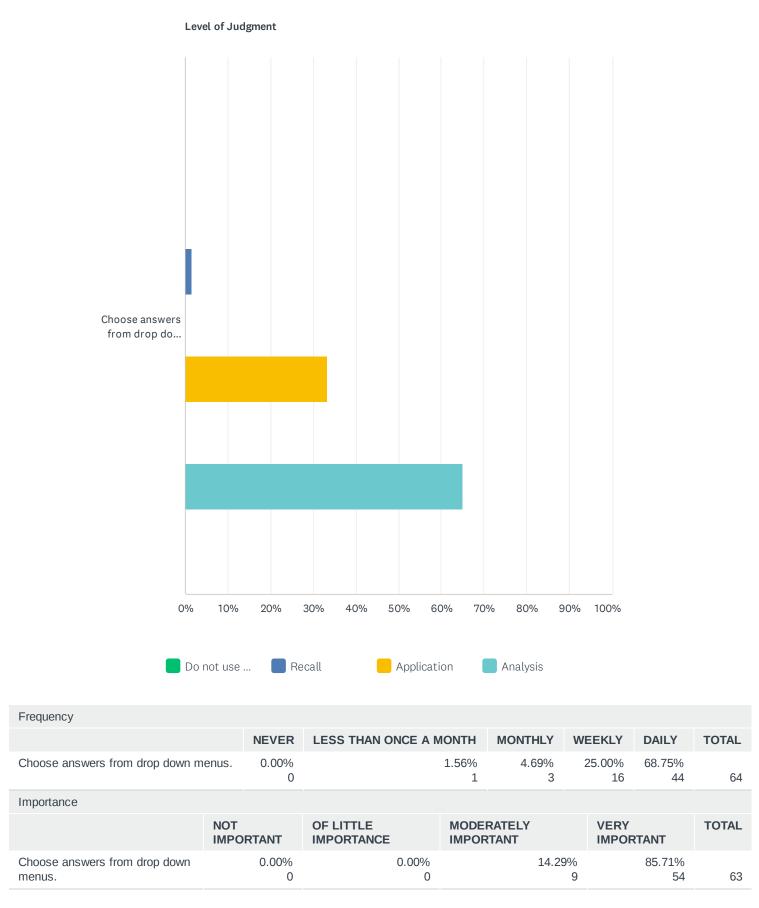




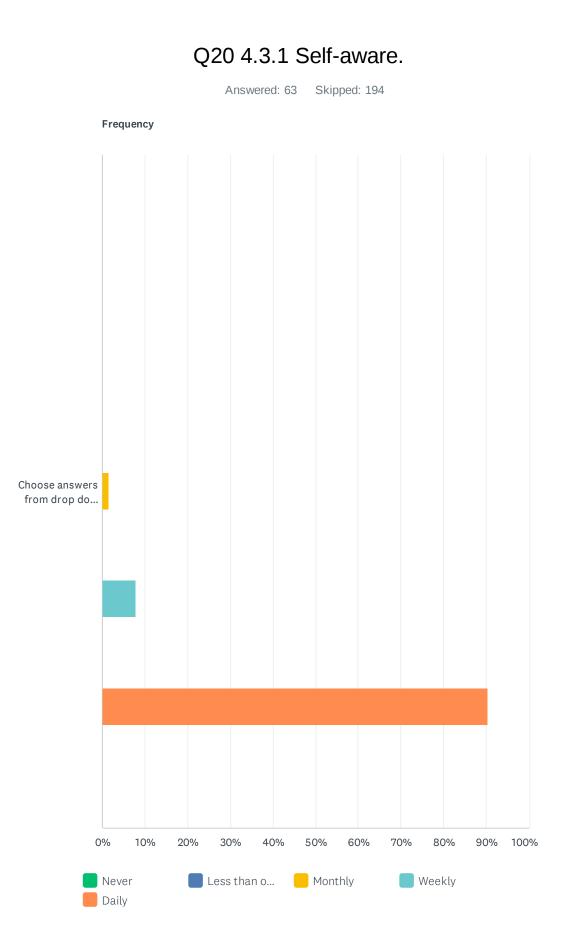
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	31.75% 20	68.25% 43	63

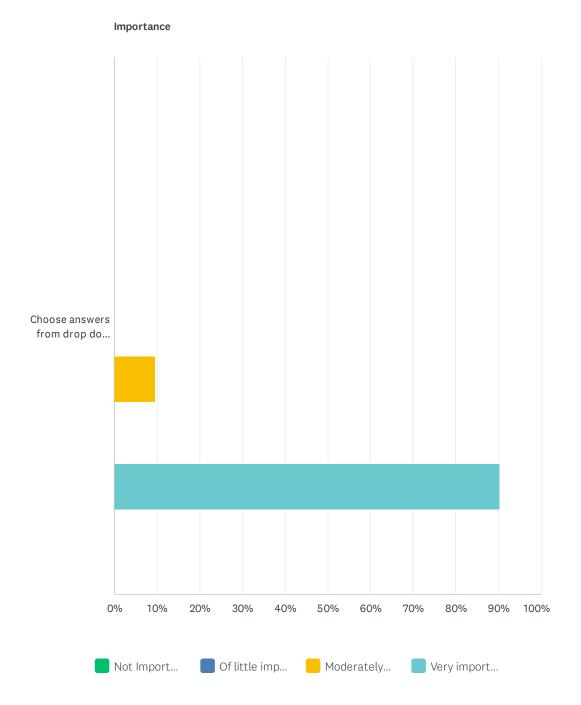


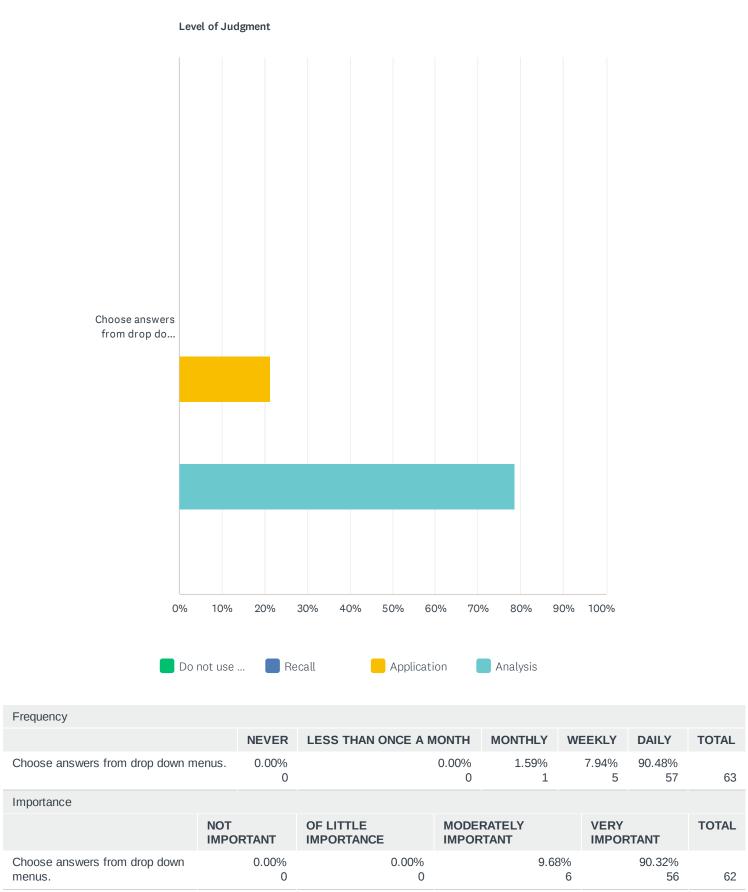




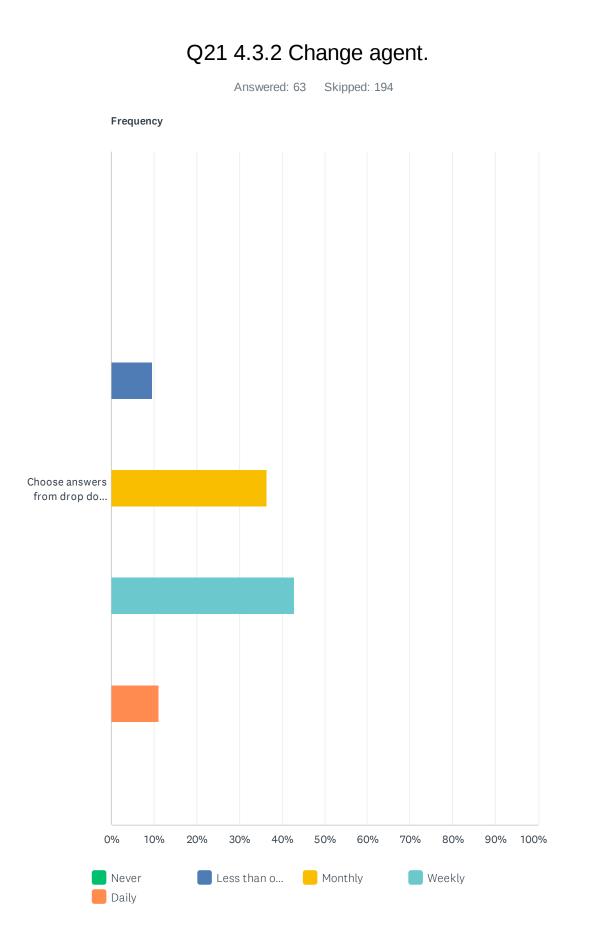
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	1.59% 1	33.33% 21	65.08% 41	63

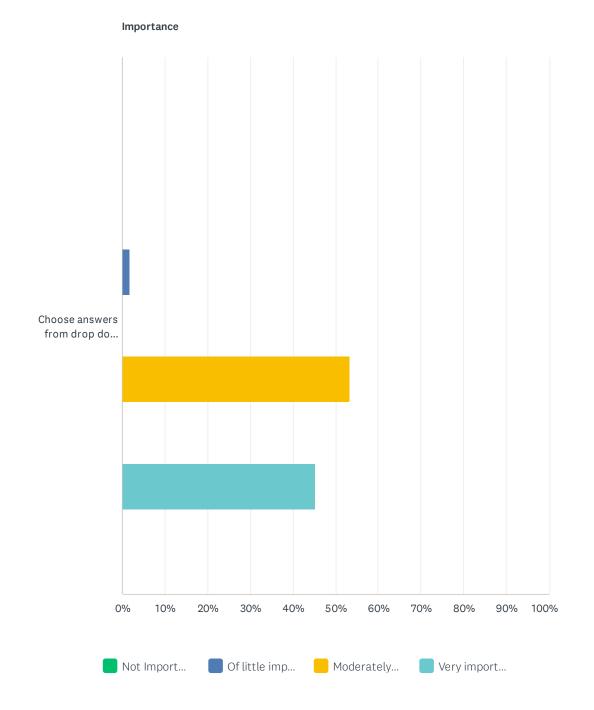


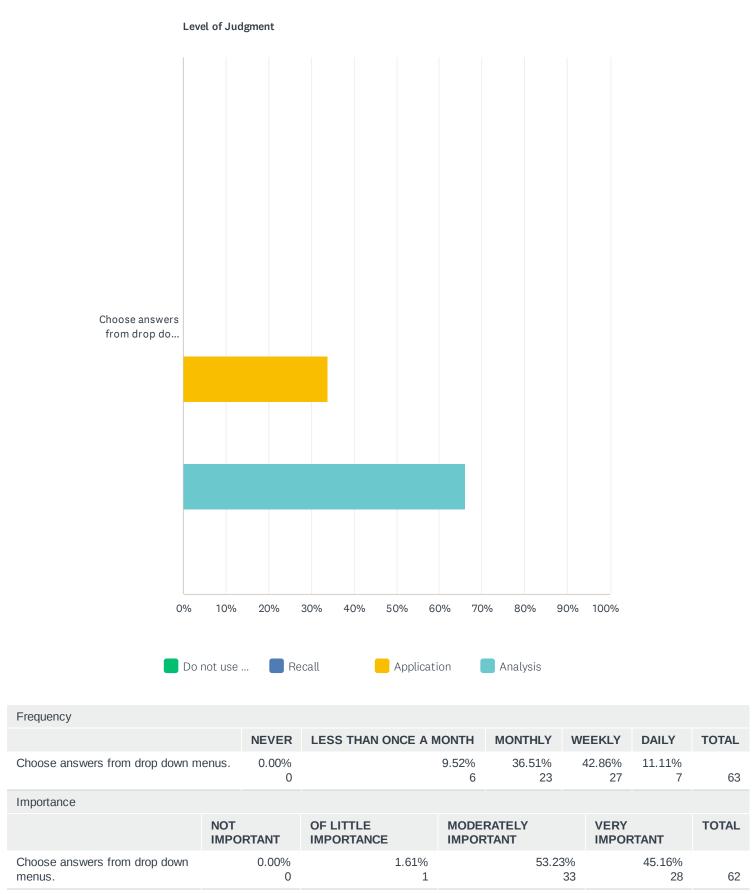




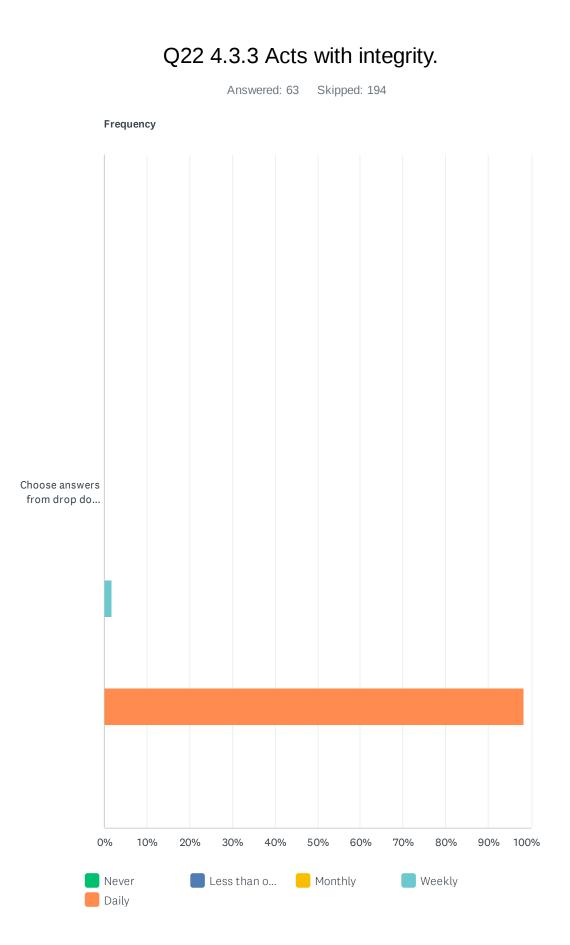
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	21.31% 13	78.69% 48	61

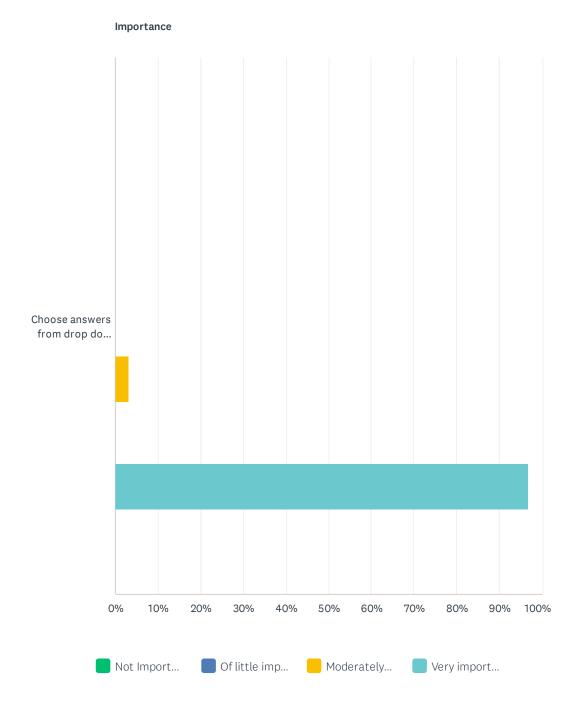


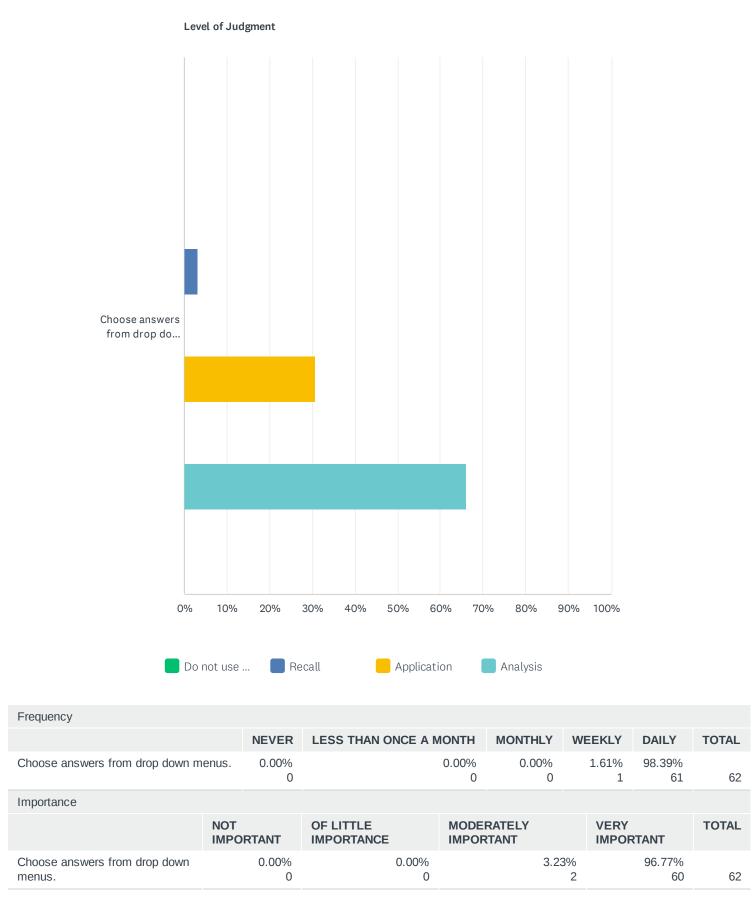




Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00% 0	33.87% 21	66.13% 41	62



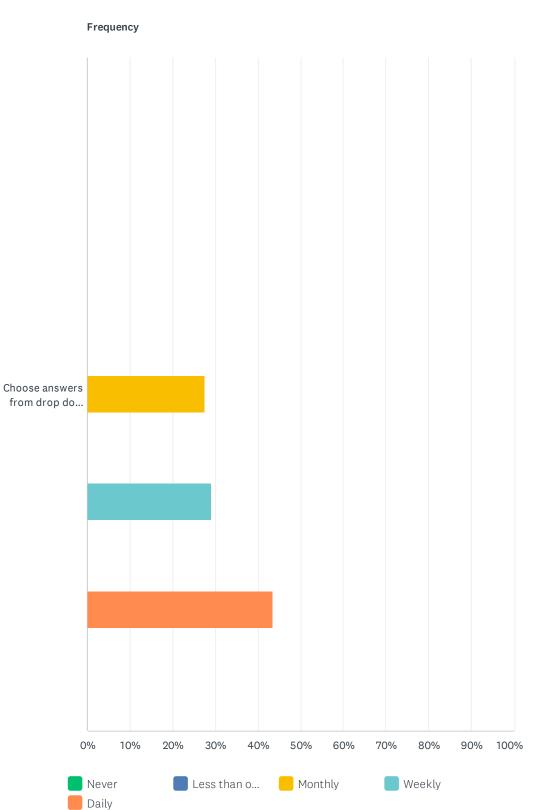


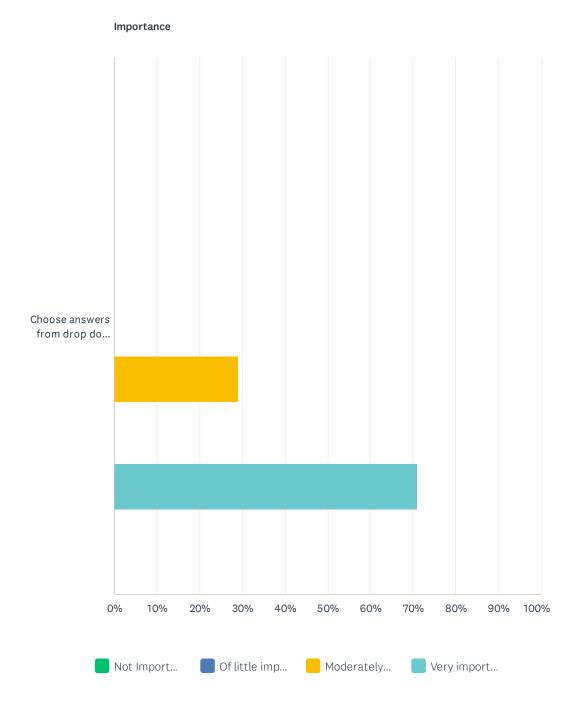


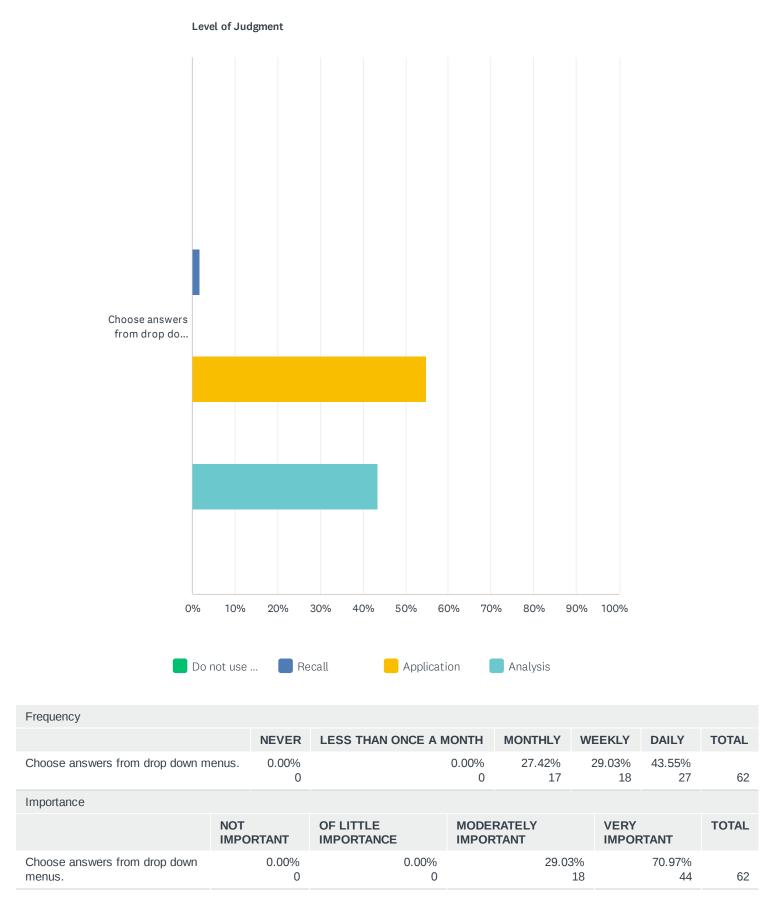
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	3.23% 2	30.65% 19	66.13% 41	62

Q23 4.3.4 Commits to lifelong development and learning.

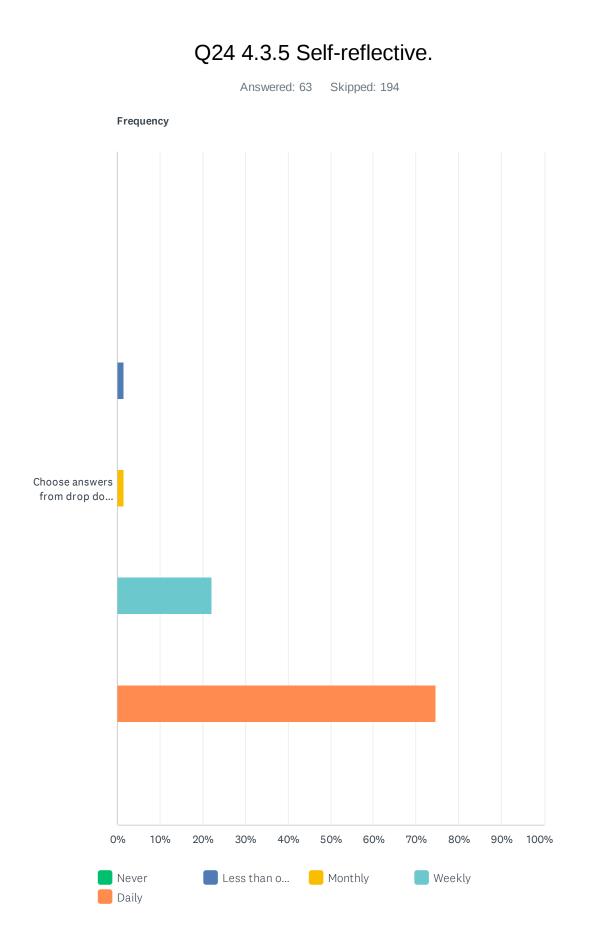
Answered: 63 Skipped: 194

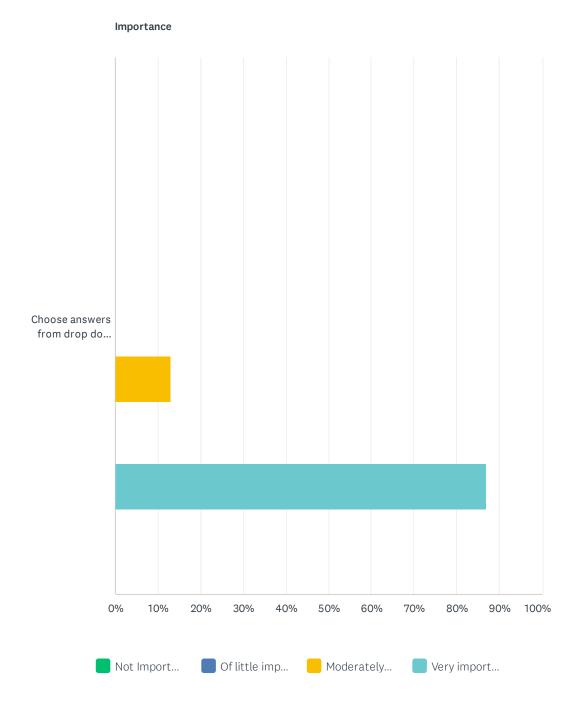


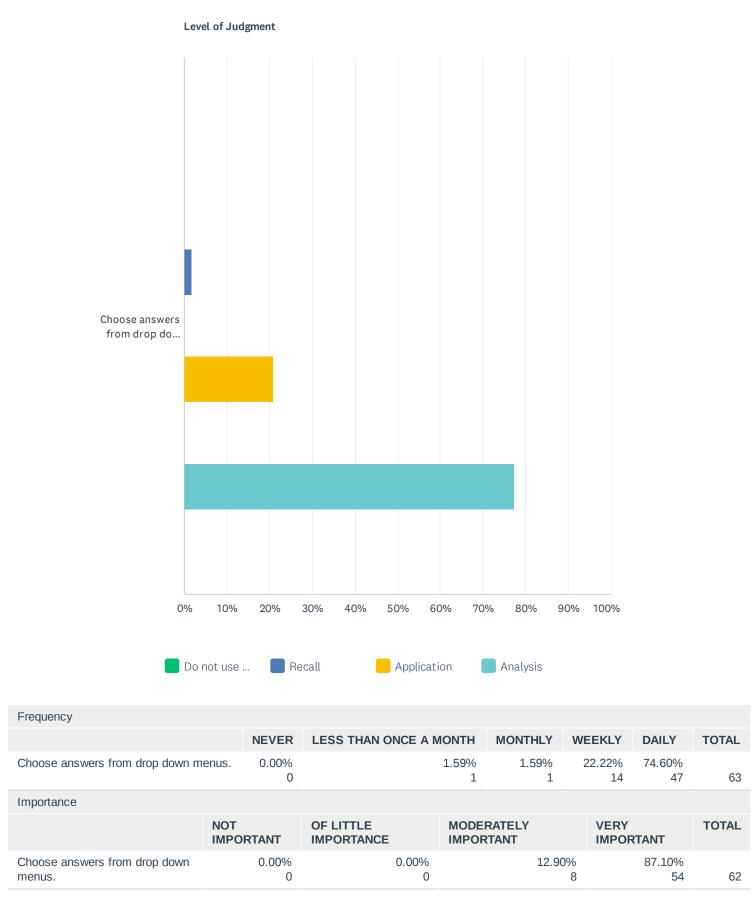




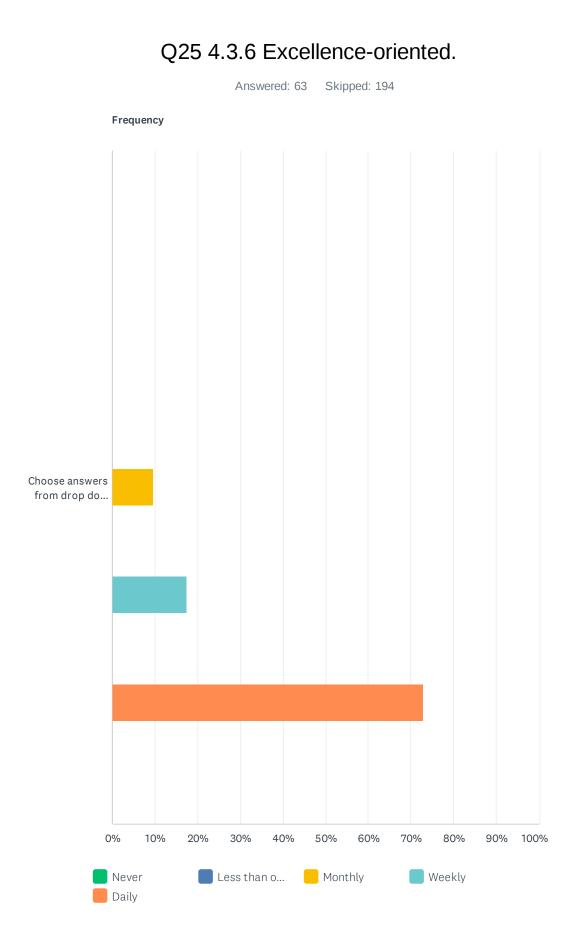
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	1.61% 1	54.84% 34	43.55% 27	62

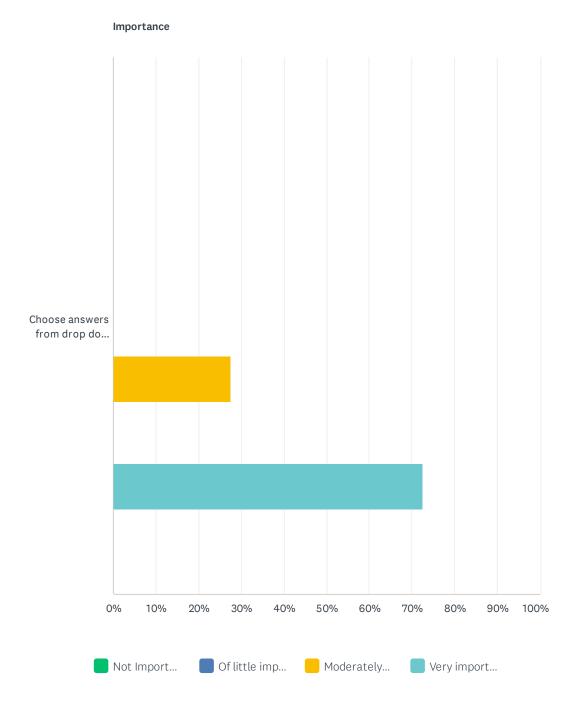


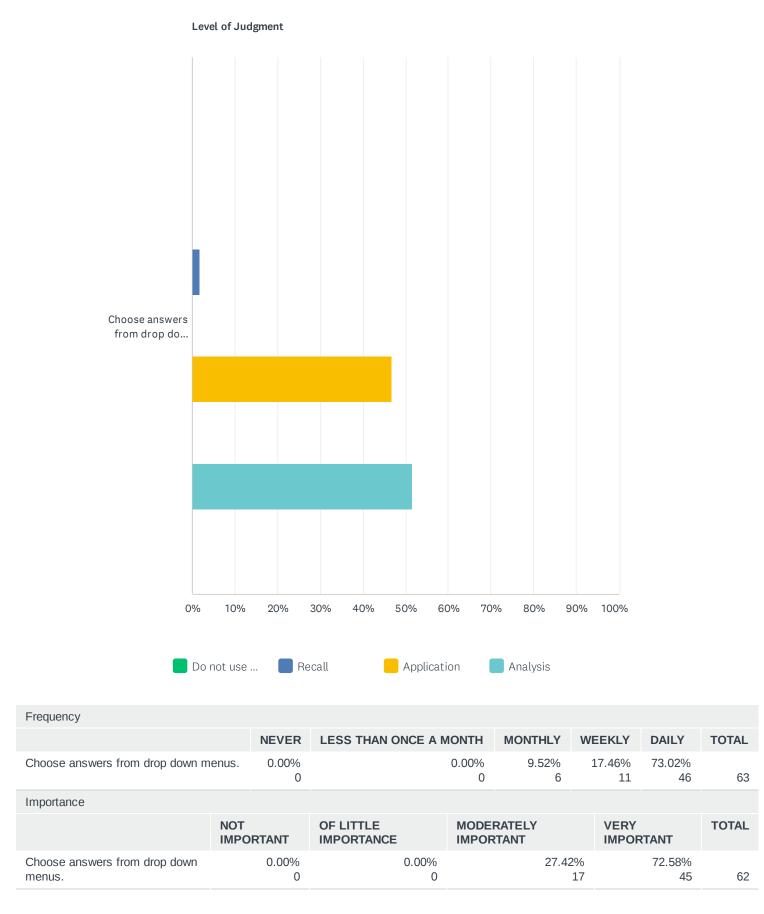




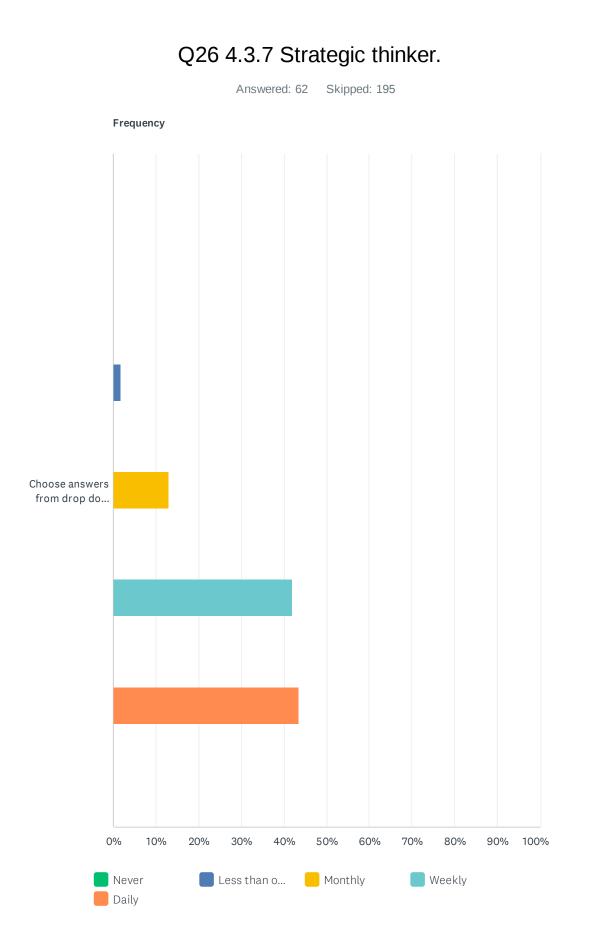
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	1.61% 1	20.97% 13	77.42% 48	62

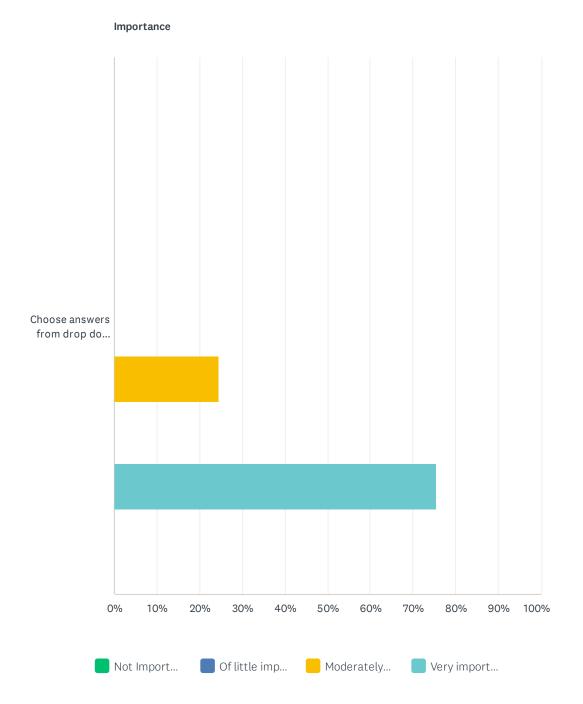


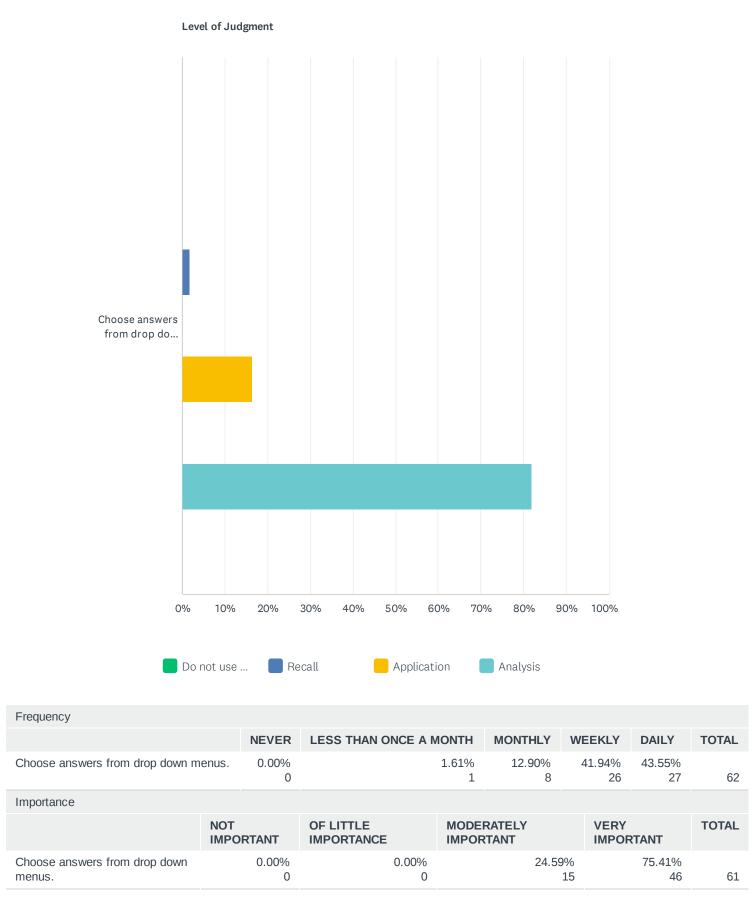




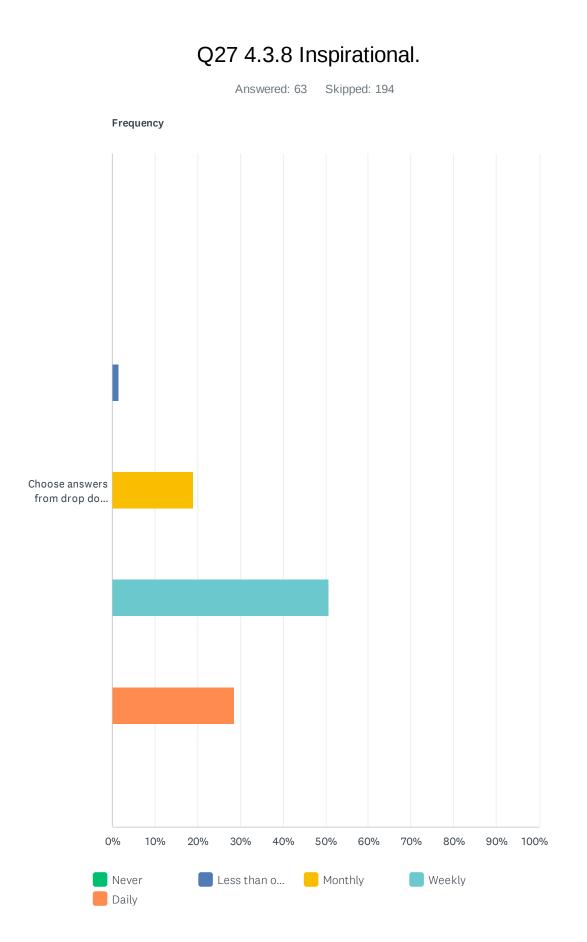
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	1.61% 1	46.77% 29	51.61% 32	62

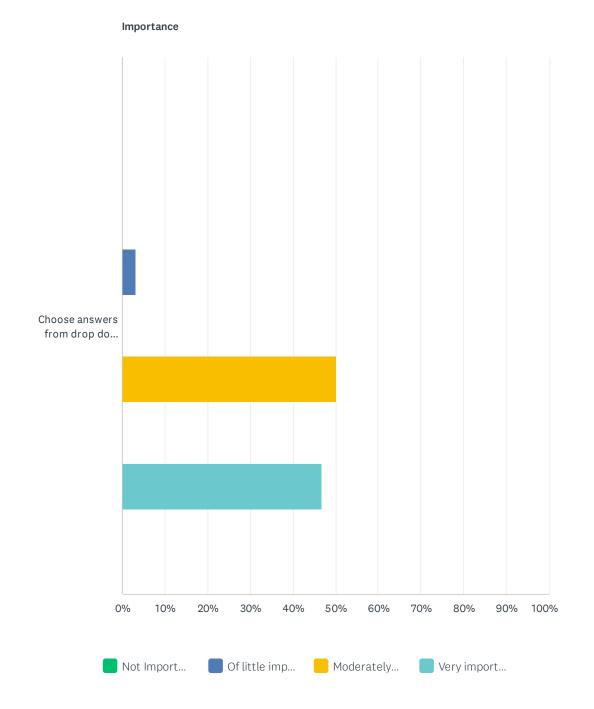




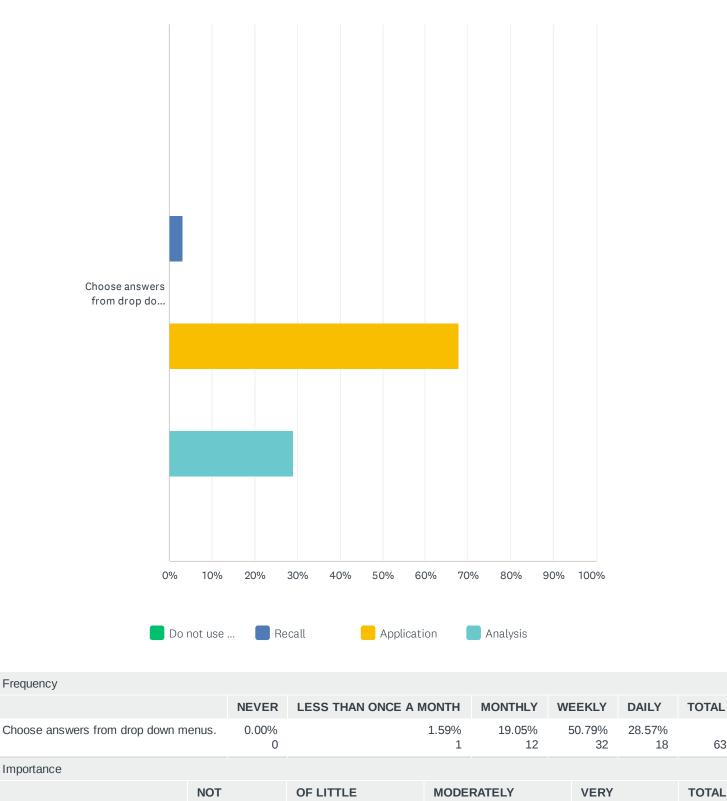


Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	1.64% 1	16.39% 10	81.97% 50	61





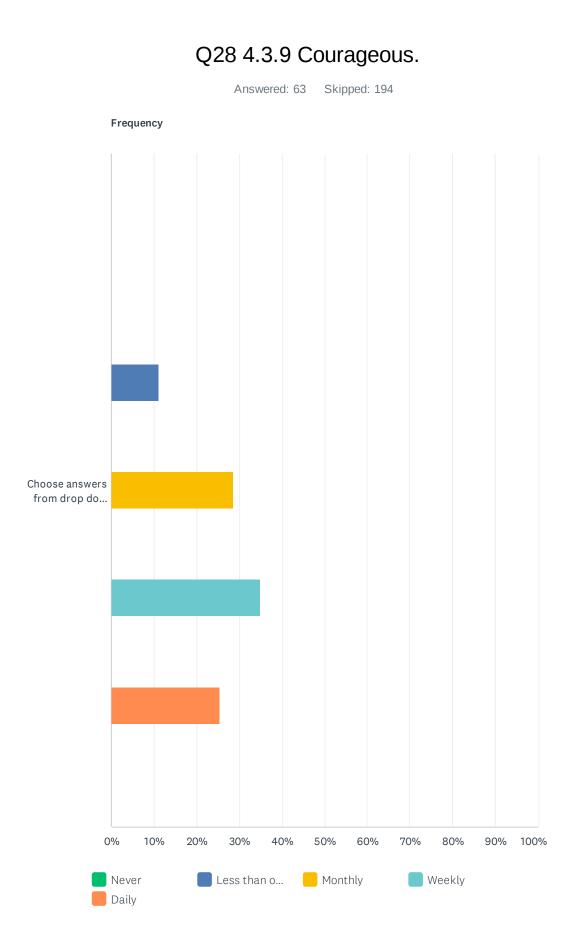
Level of Judgment

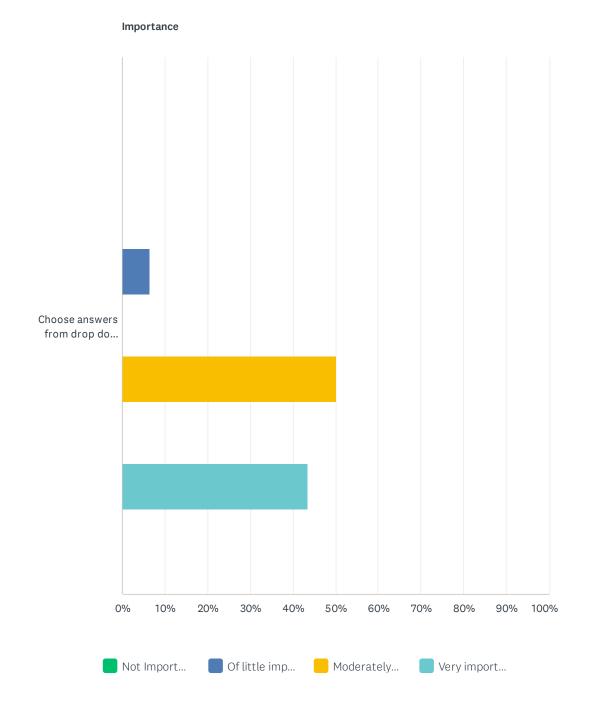


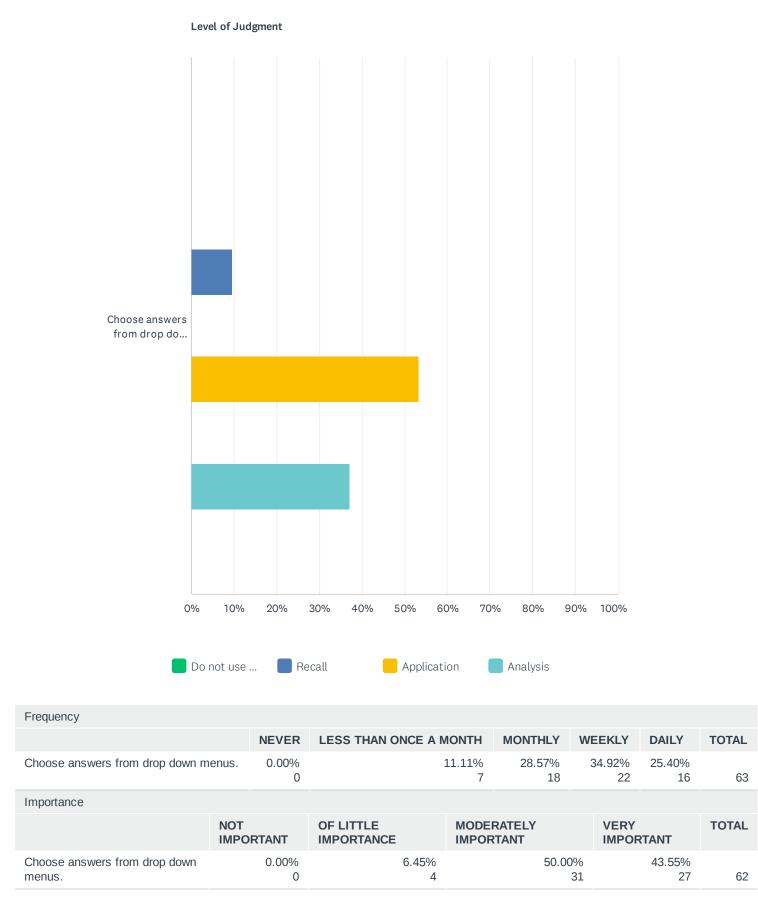
Importance	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODERATELY IMPORTANT	VERY IMPORTANT	TOTAL
Choose answers from drop down menus.	0.00% 0	3.23% 2	50.00% 31	46.77% 29	62

63

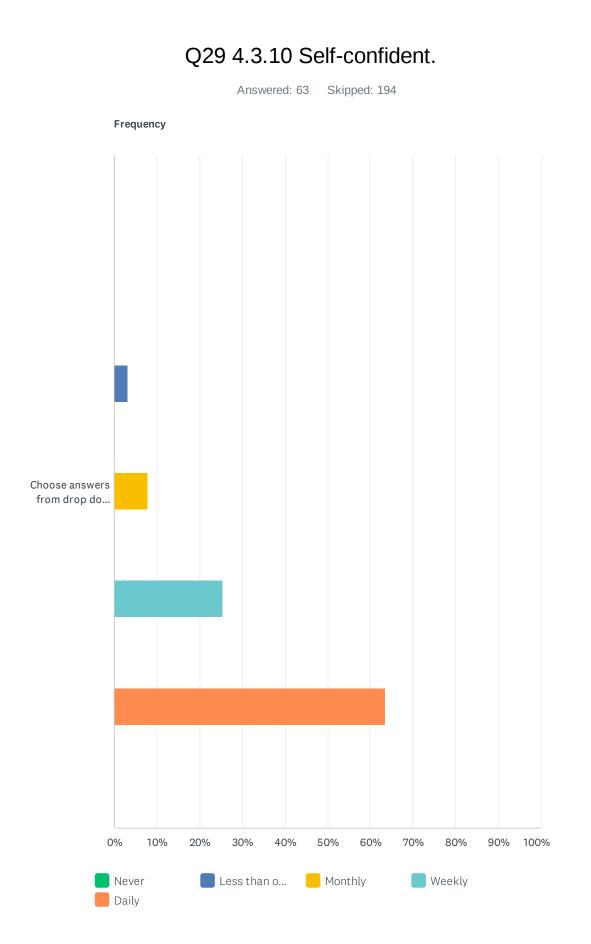
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	3.23% 2	67.74% 42	29.03% 18	62

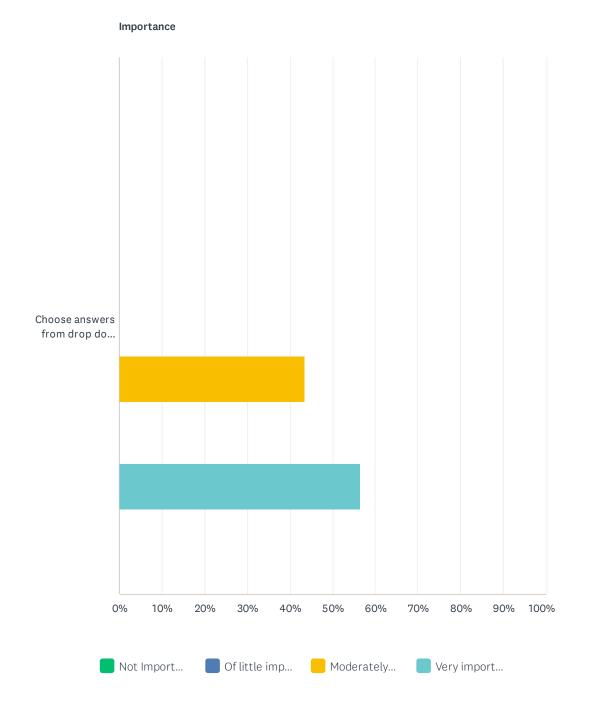


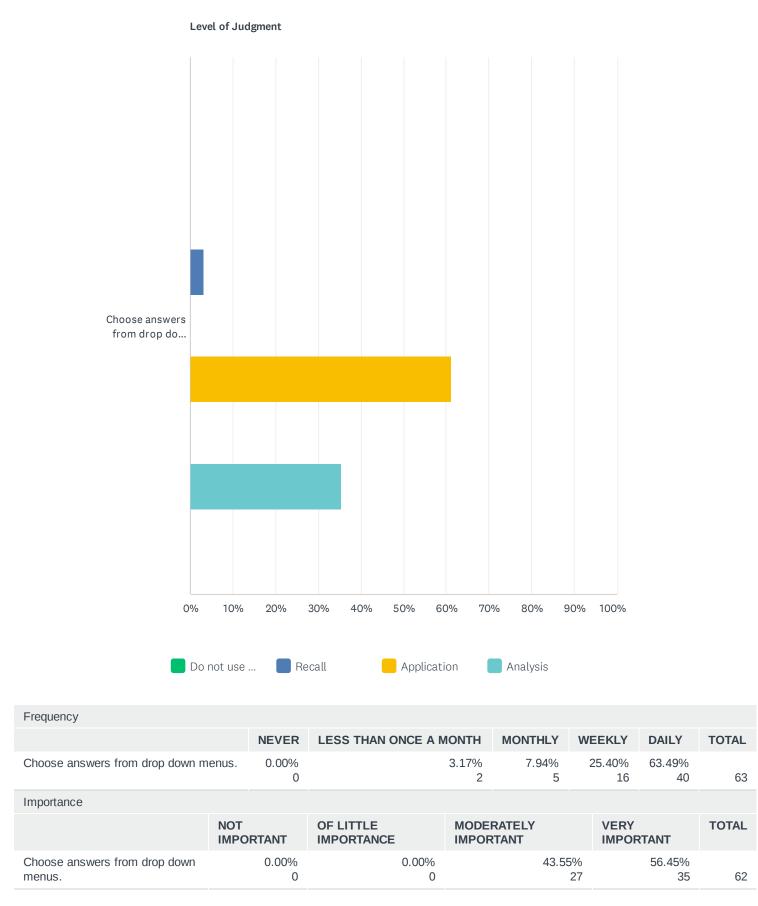




Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	9.68% 6	53.23% 33	37.10% 23	62

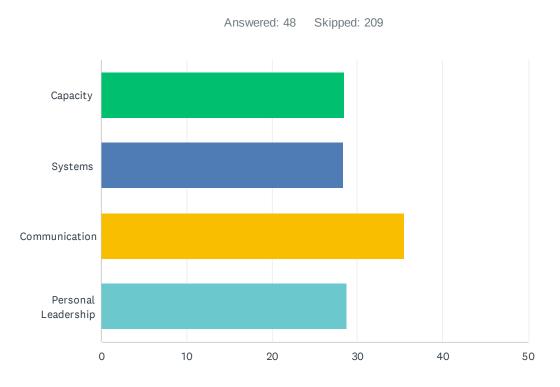






Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	3.23% 2	61.29% 38	35.48% 22	62

Q30 5.1 Please indicate the the minimum number of curriculum hours that should be devoted to each competency.



ANSWER CHOICES	AVERAGE NUMBER		TOTAL NUMBER		RESPONSES	
Capacity		28	1,	365		48
Systems		28	1,	363		48
Communication		35	1,	703		48
Personal Leadership		29	1,	382		48
Total Respondents: 48						

#	CAPACITY	DATE
1	4	10/16/2023 7:45 PM
2	15	10/16/2023 5:56 PM
3	4	10/16/2023 2:32 PM
4	40	10/16/2023 1:27 PM
5	30	10/10/2023 5:41 PM
6	15	10/1/2023 5:18 PM
7	6	9/30/2023 5:26 PM
8	30	9/29/2023 1:10 PM
9	10	9/29/2023 7:56 AM
10	4	9/28/2023 3:47 PM

11	40	9/28/2023 1:57 PM
12	10	9/28/2023 11:34 AM
13	20	9/28/2023 10:17 AM
14	5	9/28/2023 9:34 AM
15	20	9/28/2023 9:34 AM
16	5	9/28/2023 8:53 AM
17	10	9/28/2023 8:37 AM
18	5	9/28/2023 8:36 AM
19	15	9/28/2023 8:31 AM
20	20	9/28/2023 8:26 AM
21	12	9/26/2023 8:59 PM
22	14	9/26/2023 12:14 PM
23	10	9/26/2023 12:39 AM
24	30	9/25/2023 2:55 PM
25	20	9/25/2023 1:13 PM
26	15	9/25/2023 12:56 PM
27	10	9/25/2023 11:27 AM
28	50	9/25/2023 10:51 AM
29	20	9/25/2023 9:23 AM
30	12	9/25/2023 8:29 AM
31	30	9/25/2023 8:19 AM
32	25	9/25/2023 7:41 AM
33	15	9/25/2023 7:34 AM
34	8	9/25/2023 7:24 AM
35	20	9/16/2023 7:44 AM
36	135	9/13/2023 10:06 AM
37	20	9/12/2023 11:51 AM
38	8	9/12/2023 8:32 AM
39	15	9/11/2023 10:34 PM
40	10	9/11/2023 8:21 PM
41	10	9/11/2023 1:34 PM
42	2	9/11/2023 12:23 PM
43	15	9/11/2023 11:46 AM
44	500	9/11/2023 9:58 AM
45	6	9/11/2023 9:38 AM
46	10	9/11/2023 8:46 AM
47	15	9/11/2023 8:00 AM
48	20	9/11/2023 7:34 AM

#	SYSTEMS	DATE
1	4	10/16/2023 7:45 PM
2	20	10/16/2023 5:56 PM
3	50	10/16/2023 2:32 PM
4	40	10/16/2023 1:27 PM
5	30	10/10/2023 5:41 PM
6	15	10/1/2023 5:18 PM
7	12	9/30/2023 5:26 PM
8	30	9/29/2023 1:10 PM
9	10	9/29/2023 7:56 AM
10	6	9/28/2023 3:47 PM
11	60	9/28/2023 1:57 PM
12	20	9/28/2023 11:34 AM
13	20	9/28/2023 10:17 AM
14	5	9/28/2023 9:34 AM
15	16	9/28/2023 9:34 AM
16	10	9/28/2023 8:53 AM
17	10	9/28/2023 8:37 AM
18	5	9/28/2023 8:36 AM
19	15	9/28/2023 8:31 AM
20	30	9/28/2023 8:26 AM
21	12	9/26/2023 8:59 PM
22	21	9/26/2023 12:14 PM
23	10	9/26/2023 12:39 AM
24	45	9/25/2023 2:55 PM
25	20	9/25/2023 1:13 PM
26	15	9/25/2023 12:56 PM
27	20	9/25/2023 11:27 AM
28	50	9/25/2023 10:51 AM
29	20	9/25/2023 9:23 AM
30	20	9/25/2023 8:29 AM
31	40	9/25/2023 8:19 AM
32	25	9/25/2023 7:41 AM
33	15	9/25/2023 7:34 AM
34	6	9/25/2023 7:24 AM
35	40	9/16/2023 7:44 AM
36	45	9/13/2023 10:06 AM
37	15	9/12/2023 11:51 AM

38	8	9/12/2023 8:32 AM
39	30	9/11/2023 10:34 PM
40	10	9/11/2023 8:21 PM
41	10	9/11/2023 1:34 PM
42	2	9/11/2023 12:23 PM
43	10	9/11/2023 11:46 AM
44	400	9/11/2023 9:58 AM
45	6	9/11/2023 9:38 AM
46	10	9/11/2023 8:46 AM
47	30	9/11/2023 8:00 AM
48	20	9/11/2023 7:34 AM
#	COMMUNICATION	DATE
1	12	10/16/2023 7:45 PM
2	20	10/16/2023 5:56 PM
3	4	10/16/2023 2:32 PM
4	80	10/16/2023 1:27 PM
5	40	10/10/2023 5:41 PM
6	30	10/1/2023 5:18 PM
7	6	9/30/2023 5:26 PM
8	15	9/29/2023 1:10 PM
9	30	9/29/2023 7:56 AM
10	4	9/28/2023 3:47 PM
11	40	9/28/2023 1:57 PM
12	10	9/28/2023 11:34 AM
13	30	9/28/2023 10:17 AM
14	15	9/28/2023 9:34 AM
15	20	9/28/2023 9:34 AM
16	5	9/28/2023 8:53 AM
17	40	9/28/2023 8:37 AM
18	10	9/28/2023 8:36 AM
19	30	9/28/2023 8:31 AM
20	30	9/28/2023 8:26 AM
21	12	9/26/2023 8:59 PM
22	14	9/26/2023 12:14 PM
23	10	9/26/2023 12:39 AM
24	60	9/25/2023 2:55 PM
25	40	9/25/2023 1:13 PM
26	15	9/25/2023 12:56 PM

46109/11/2023 8:46 AM47159/11/2023 8:00 AM48409/11/2023 7:34 AM#PERSONAL LEADERSHIPDATE1810/16/2023 7:45 PM22510/16/2023 5:56 PM3410/16/2023 2:32 PM48010/16/2023 1:27 PM55010/16/2023 1:27 PM61510/12023 5:36 PM72410/12023 5:36 PM8159/30/2023 5:26 PM			
2910925/2023 9:23 AM3020925/2023 9:23 AM3140925/2023 9:19 AM3225925/2023 7:34 AM3340925/2023 7:34 AM3410925/2023 7:34 AM352091/2023 7:34 AM369091/2023 7:34 AM372091/2023 7:34 AM389091/2023 7:34 AM3991/2023 7:34 AM3091/2023 7:34 AM319091/2023 7:34 AM369091/2023 7:34 AM372091/2023 7:34 AM38891/2023 1:34 PM4091/2023 1:34 PM411591/1/2023 1:34 PM42591/1/2023 1:32 PM43591/1/2023 1:32 PM449091/1/2023 1:32 PM45991/1/2023 1:32 PM4691/1/2023 1:32 PM471591/1/2023 1:32 PM4891/1/2023 1:32 PM4991/1/2023 1:32 PM411591/1/2023 1:32 PM411091/1/2023 1:32 PM411591/1/2023 1:32 PM421091/1/2023 1:32 PM4391/1/2023 1:32 PM4491/1/2023 1:32 PM4591/1/2023 1:32 PM4691/1/2023 1:32 PM47164891/1/2023 1:32 PM50105191/1/2023 1:32 PM5191/1/2023 1:32 PM5191/1/2023 1:32 PM<			
31202025/2023 6.29 AM3140925/2023 7.44 AM325925/2023 7.44 AM3340925/2023 7.44 AM3410925/2023 7.44 AM3420916/2023 7.44 AM358916/2023 7.44 AM3690916/2023 7.44 AM3720916/2023 7.44 AM388912/2023 1.51 AM398912/2023 1.52 AM398912/2023 1.51 AM395911/2023 1.32 AM415911/2023 1.32 AM425911/2023 1.32 AM435911/2023 1.32 AM4450911/2023 1.32 AM455911/2023 1.32 AM46911/2023 1.32 AM475911/2023 1.32 AM48911/2023 1.32 AM49911/2023 1.32 AM415911/2023 1.32 AM415911/2023 1.32 AM425911/2023 1.32 AM436911/2023 1.32 AM445911/2023 1.32 AM455911/2023 1.32 AM461016/2023 1.52 PM475911/2023 5.62 PM4891911/2023 5.62 PM491016/2023 1.52 PM505911/2023 5.62 PM515911/2023 5.62 PM525911/2023 5.62 PM545911/2023 5.62 PM545911/2023 5.62 PM545911/2023 5.6	28	100	9/25/2023 10:51 AM
31409/25/2023 8:19 AM32259/25/2023 7:24 AM33409/25/2023 7:34 AM34109/25/2023 7:34 AM35209/12/2023 7:34 AM36209/12/2023 7:34 AM3789/12/2023 7:34 AM38209/12/2023 7:34 AM3999/12/2023 7:34 AM3199/12/2023 7:44 AM3299/12/2023 7:34 AM3389/12/2023 7:34 AM3499/12/2023 7:34 AM35209/12/2023 1:34 PM3699/12/2023 1:32 AM39459/11/2023 1:32 AM41509/11/2023 1:34 PM42509/11/2023 1:34 PM43509/11/2023 1:34 PM44509/11/2023 1:34 PM4589/11/2023 1:34 PM469/11/2023 1:34 PM47509/11/2023 1:34 PM489/11/2023 1:34 PM499/11/2023 1:34 PM41509/11/2023 1:34 PM4169/11/2023 1:34 PM42509/11/2023 1:32 PM4369/11/2023 1:32 PM4469/11/2023 1:32 PM5410/16/2023 1:27 PM5410/16/2023 1:27 PM5410/16/2023 1:27 PM5410/16/2023 1:27 PM5410/16/2023 1:27 PM5410/16/2023 1:27 PM5410/16/2023 1:23 PM541054 </td <td>29</td> <td>10</td> <td>9/25/2023 9:23 AM</td>	29	10	9/25/2023 9:23 AM
322525/2023 7.34 AM3340925/2023 7.34 AM3410925/2023 7.24 AM352091/30/203 7.24 AM369091/30/203 7.24 AM369091/30/203 7.24 AM369091/30/203 7.24 AM372091/30/203 7.24 AM369091/20/203 7.24 AM372091/30/203 7.24 AM37891/30/203 1.51 AM37891/20/203 1.51 AM402091/12/203 1.34 PM415091/12/203 1.34 PM42591/12/203 1.34 PM435091/12/203 1.34 PM445091/12/203 1.34 PM455091/12/203 1.34 PM4691/12/203 1.34 PM475091/12/203 1.34 PM489091/12/203 1.34 PM49101/2023 1.34 PM415091/12/203 1.34 PM415091/12/203 1.34 PM42591/12/203 1.34 PM43891/12/203 1.34 PM44691/12/203 1.34 PM45891/12/203 1.34 PM46101/16/203 1.32 PM47101/16/203 1.32 PM4891/12/203 1.34 PM49101/16/203 1.32 PM41691/12/203 1.34 PM549191/12/203 1.34 PM549191/12/203 1.34 PM549191/12/203 1.34 PM549191/12/203 1.34 PM<	30	20	9/25/2023 8:29 AM
3340902/2023 7:34 AM3410902/2023 7:24 AM3520916/2023 7:44 AM3690913/2023 10:06 AM3720913/2023 10:06 AM388912/2023 10:20 AM388912/2023 8:32 AM3915911/2023 10:23 APM4020911/2023 10:21 PM4115911/2023 10:21 PM425911/2023 10:24 PM435911/2023 10:21 PM4450911/2023 10:21 PM4530911/2023 10:24 PM46911/2023 10:21 PM475911/2023 10:21 PM4850911/2023 10:21 PM49101/2023 10:21 PM41101/2023 10:21 PM41101/2023 10:22 PM458911/2023 4:64 AM47101/2023 10:21 PM48101911/2023 4:64 AM49101/2023 10:21 PM4181016/2023 1:22 PM491011016/2023 1:22 PM501011016/2023 1:22 PM51501011/2023 5:61 PM521011/2023 5:61 PM541011011/2023 5:21 PM541011012/2023 1:21 PM <td< td=""><td>31</td><td>40</td><td>9/25/2023 8:19 AM</td></td<>	31	40	9/25/2023 8:19 AM
34 10 925/2023 7:24 AM 35 20 914/2023 10:06 AM 36 90 913/2023 10:06 AM 37 20 912/2023 3:22 AM 38 8 912/2023 3:22 AM 39 912/2023 3:22 AM 912/2023 3:22 AM 39 45 911/2023 1:34 PM 40 20 911/2023 1:23 PM 41 15 911/2023 1:23 PM 42 5 911/2023 1:23 PM 43 50 911/2023 1:23 PM 44 500 911/2023 1:23 PM 45 8 911/2023 1:23 PM 45 5 911/2023 1:24 PM 46 10 911/2023 1:24 PM 47 5 911/2023 1:24 PM 48 911/2023 1:24 PM 911/2023 1:24 PM 47 5 90 911/2023 1:24 PM 48 911/2023 1:24 PM 911/2023 1:24 PM 47 5 91 91/2023 1:24 PM 48 91 91/2023 1:24 PM 91/2023 1:24	32	25	9/25/2023 7:41 AM
Seq20916/2023 7.44 AM369091/3/2023 10.51 AM372091/2/2023 11.51 AM38891/2/2023 12.51 AM394591/2/2023 0.32 AM402091/1/2023 10.34 PM411591/1/2023 1.23 PM42591/1/2023 1.23 PM425091/1/2023 1.23 AM43891/1/2023 1.24 AM445091/1/2023 1.24 AM45591/1/2023 1.24 AM461091/1/2023 1.24 AM475091/1/2023 1.24 AM481091/1/2023 1.24 AM471091/1/2023 1.24 AM481091/1/2023 1.24 AM491091/1/2023 1.24 AM415091/1/2023 1.24 AM471091/1/2023 1.24 AM481091/1/2023 1.24 AM491091/1/2023 1.24 AM411091/1/2023 1.24 AM411091/1/2023 1.24 AM421091/1/2023 1.24 AM431091/1/2023 1.24 AM441091/1/2023 1.24 AM541091/1/2023 1.2	33	40	9/25/2023 7:34 AM
969032023 10:06 AM372091/2023 11:51 AM38891/2023 8:32 AM394591/1/2023 10:34 PM402091/1/2023 12:32 PM411591/1/2023 12:23 PM42591/1/2023 12:23 PM43591/1/2023 12:23 PM445091/1/2023 13:4 PM45891/1/2023 13:4 PM461091/1/2023 9:56 AM471591/1/2023 9:56 AM48091/1/2023 9:58 AM491091/1/2023 9:58 AM401091/1/2023 9:58 AM41591/1/2023 9:58 AM42591/1/2023 9:58 AM431091/1/2023 9:58 AM44691/1/2023 9:58 AM45891/1/2023 9:58 AM46101/0/2023 9:58 AM478101/1/2023 9:58 AM48101/1/2023 9:58 AM50101/1/2023 9:58 AM5150101/1/2023 9:59 AM515192/2023 9:31 10 PM516192/2023 9:35 AM516192/2023 9:55 AM516192/2023 9:57 PM516192/2023 9:51 PM <td>34</td> <td>10</td> <td>9/25/2023 7:24 AM</td>	34	10	9/25/2023 7:24 AM
99091/2023 11:51 AM38891/2023 8:32 AM394591/1/2023 10:34 PM402091/1/2023 10:34 PM411591/1/2023 11:40 AM42591/1/2023 11:40 AM432591/1/2023 11:46 AM4450091/1/2023 9:86 AM45891/1/2023 9:86 AM461091/1/2023 9:86 AM471091/1/2023 9:86 AM48091/1/2023 9:86 AM491091/1/2023 9:86 AM4010/1/2023 9:86 AM411091/1/2023 9:86 AM411091/1/2023 9:86 AM421091/1/2023 9:86 AM431091/1/2023 9:86 AM441091/1/2023 9:86 AM451091/1/2023 9:86 AM461091/1/2023 9:86 AM47810/1/2023 9:86 AM481010/1/2023 9:86 AM491010/1/2023 9:86 AM5010/1/2023 9:86 AM10/1/2023 9:86 AM511010/1/2023 9:86 AM521010/1/2023 9:86 AM531010/1/2023 9:86 AM541010/1/2023 9:86 AM551010/1/2023 9:86 AM661510/1/2023 9:86 AM741010/1/2023 9:10 AM741010/1/2023 9:10 AM741010/1/2023 9:10 AM741010/1/2023 9:10 AM741010/1/2023 9:	35	20	9/16/2023 7:44 AM
388399/12/2023 8:32 AM3945409/11/2023 10:34 PM41154254354450459/11/2023 11:46 AM459/11/2023 9:38 AM469/11/2023 9:38 AM4710489/11/2023 9:38 AM47154715489/11/2023 9:38 AM4715499/11/2023 9:38 AM4715499/11/2023 9:38 AM41104110/12/203 8:40 AM42104310/12/203 8:40 AM44104510/16/203 7:45 PM4610/16/203 7:45 PM4710/16/203 7:45 PM4710/16/203 7:45 PM5010/16/203 5:56 PM5010/16/203 5:22 PM5110/16/203 5:12 PM5210/16/203 5:12 PM5410/16/203 5:12 PM54105410/12/203 5:13 PM54105410/12/203 5:13 PM54105510/12/203 5:15 PM54105410/12/203 3:13 PM54105510/12/203 3:15 PM5410541054105410/12/203 3:15 PM541054105510/12/203 3:15 PM54105410<	36	90	9/13/2023 10:06 AM
949494949412221094122094122094122094122094122094122094122094941220941220941220941220941220949412209494122094941220949412209494122094942094209420 <td>37</td> <td>20</td> <td>9/12/2023 11:51 AM</td>	37	20	9/12/2023 11:51 AM
409011/2023 8:21 PM4115911/2023 1:34 PM425911/2023 1:22 PM4350911/2023 1:46 AM4450911/2023 9:38 AM458911/2023 9:38 AM460911/2023 9:38 AM4715911/2023 9:38 AM480911/2023 9:38 AM49911/2023 9:38 AM40911/2023 9:38 AM4110911/2023 9:38 AM4210911/2023 9:38 AM430911/2023 9:38 AM4480911/2023 7:34 AM511016/2023 7:45 PM511016/2023 7:45 PM521016/2023 1:27 PM541010/2023 5:18 PM541010/2023 5:18 PM541010/2023 5:26 PM541010/2023 5:26 PM541010/2023 5:26 PM5410541054105410541054105410541054105410541054105510561057105810591059105910591059105910501050105110511052105410 <td>38</td> <td>8</td> <td>9/12/2023 8:32 AM</td>	38	8	9/12/2023 8:32 AM
41154254354450459458469471047104804911/2023 8.4 AM4754804911/2023 8.4 AM49940941/2023 8.4 AM9411042104304484510/16/023 7.45 PM4610/16/023 7.45 PM4710/16/023 1.27 PM48104910/16/023 1.27 PM50105110/16/023 1.27 PM511052105310541054105410541054105410541054105410541055105410551056105710581059105910591059105010501051105210541055105610571058105910591050 <td< td=""><td>39</td><td>45</td><td>9/11/2023 10:34 PM</td></td<>	39	45	9/11/2023 10:34 PM
4259/11/2023 12:23 PM4359/11/2023 11:46 AM445009/11/2023 9:58 AM4589/11/2023 9:38 AM46109/11/2023 9:38 AM47159/11/2023 9:30 AM4809/11/2023 9:30 AM4759/11/2023 9:30 AM4809/11/2023 9:30 AM4989/11/2023 9:30 AM7801009/11/2023 7:34 AM7810/16/203 7:45 PM310/16/203 7:45 PM310/16/203 9:36 PM310/16/203 9:36 PM4910/16/203 9:36 PM310/16/203 9:36 PM410/16/203 9:36 PM510/16/203 9:36 PM510/16/203 9:36 PM510/16/203 9:36 PM610/16/203 9:36 PM7241010/10/203 9:11 PM9109401010/10/203 9:11 PM116121013101410151016101710181019101010111012101310141015101610171018101910191010101110 <td>40</td> <td>20</td> <td>9/11/2023 8:21 PM</td>	40	20	9/11/2023 8:21 PM
43509/11/2023 11:46 AM445009/11/2023 9:58 AM4589/11/2023 9:38 AM46109/11/2023 9:38 AM47159/11/2023 9:36 AM47159/11/2023 9:36 AM4809/11/2023 9:36 AM47159/11/2023 9:36 AM4809/11/2023 9:36 AM49109/11/2023 9:36 AM71010/12023 9:36 AM3010/12023 9:36 AM10/12023 9:36 AM311010/12023 9:36 AM321010/12023 9:36 AM33410/16/2023 9:36 AM341010/16/2023 9:36 AM351010/16/2023 9:36 AM361010/16/2023 9:36 AM371010/16/2023 9:36 AM381010/16/2023 9:36 AM391010/12023 9:16 PM401010/12023 9:16 PM101010/12023 9:16 PM111010121010131010/12023 9:16 PM141010151010/12023 9:17 PM161010/12023 9:17 PM171010181010/12023 9:17 PM191010/12023 9:17 PM111010101010/12023 9:17 PM111010101010/12023 9:17 PM11101012101	41	15	9/11/2023 1:34 PM
445009/11/2023 9:58 AM4589/11/2023 9:38 AM46109/11/2023 9:38 AM47109/11/2023 8:60 AM4759/11/2023 8:00 AM48409/11/2023 7:34 AM #modelinearingPERSONAL LEADERSHIPDATE 1810/16/2023 7:45 PM2510/16/2023 7:45 PM3410/16/2023 2:32 PM48010/16/2023 1:27 PM55010/16/2023 1:27 PM6510/16/2023 5:40 PM749/11/2023 5:41 PM79/149/14/2023 5:42 PM610/16/2023 1:27 PM79/149/14/2023 5:26 PM79/149/14/2023 5:26 PM89/14/2023 5:26 PM99/14/2023 5:26 PM99/14/2023 5:26 PM99/14/2023 5:26 PM99/14/2023 5:26 PM99/14/2023 5:26 PM99/14/2023 5:26 PM99/2023 1:10 PM99/2023 1:10 PM99/2023 1:10 PM106116129/20/203 1:13 4 AM139/20/203 1:13 4 AM149/20/203 1:13 4 AM159/20/203 1:13 4 AM149/20/203 1:13 4 AM159/20/203 1:13 4 AM169/20/203 1:13 4 AM179/20/203 1:13 4 AM189/20/203 1:13 4 AM199/20/203 1:13 4 AM	42	5	9/11/2023 12:23 PM
458458461047154801/1/023 8:46 AM4794840499/11/023 7:34 AM#PERSONAL LEADERSHIP1010/16/023 7:45 PM2152363401/16/023 5:66 PM3410/16/023 3:32 PM3410/16/023 1:27 PM3510/16/023 1:27 PM40803610/16/023 1:27 PM5010/10/023 5:41 PM6115708711672973407490/203 5:26 PM749759769779789799799709719719729739749759759769779789799799799709709719729739749749759759769779789799799799799 <td>43</td> <td>25</td> <td>9/11/2023 11:46 AM</td>	43	25	9/11/2023 11:46 AM
46109/11/2023 8:46 AM47159/11/2023 8:00 AM48409/11/2023 7:34 AM#PERSONAL LEADERSHIPDATE1810/16/2023 7:45 PM2510/16/2023 5:56 PM3410/16/2023 2:32 PM4810/16/2023 2:32 PM5510/16/2023 1:27 PM5510/16/2023 5:41 PM5510/10/2023 5:41 PM61510/10/2023 5:26 PM7249/20203 1:27 PM8159/20203 1:20 PM99/20203 1:10 PM99/20203 1:10 PM99/20203 1:10 PM99/20203 1:10 PM10169/28/2023 1:37 PM1169/28/2023 1:37 PM12109/28/203 1:37 PM1349/28/203 1:37 PM14109/28/203 1:37 PM15109/28/203 1:37 PM16109/28/203 1:37 PM17109/28/203 1:37 PM18109/28/203 1:37 PM19109/28/203 1:37 PM11109/28/203 1:37 PM12109/28/203 1:37 PM13409/28/203 1:37 PM14159/28/203 1:37 PM15169/28/203 1:37 PM16179/28/203 1:37 PM17169/28/203 1:37 PM18169/28/203 1:37 PM19169/28/203 1:37 PM19 <td>44</td> <td>500</td> <td>9/11/2023 9:58 AM</td>	44	500	9/11/2023 9:58 AM
47159/1/2023 8:00 AM48409/11/2023 7:34 AM #model:PERSONAL LEADERSHIPDATE 1810/16/2023 7:45 PM22510/16/2023 5:56 PM3410/16/2023 2:32 PM48010/16/2023 2:32 PM55010/16/2023 1:27 PM55010/16/2023 5:41 PM65010/16/2023 5:41 PM72410/16/2023 5:42 PM8109/2023 5:41 PM9109/2023 5:42 PM99/2023 5:42 PM9109/2023 5:42 PM10109/2023 5:42 PM99/2023 5:42 PM99/2023 5:42 PM99/2023 5:42 PM99/2023 5:42 PM99/2023 5:42 PM101099/2023 1:10 PM11699/2023 1:10 PM1210149/2023 1:13 PM159/2023 1:13 PM1410159/2023 1:13 PM1410159/2023 1:13 PM159/2023 1:13 PM169/2023 1:13 PM179/2023 1:13 PM189/2023 1:13 PM199/2023 1:13 PM109/2023 1:13 PM119/2023 1:13 PM129/2023 1:13 PM139/2023 1:13 PM149/2023 1:13 PM159/2023 1:13 PM169/2023 1:13 PM	45	8	9/11/2023 9:38 AM
48 49 9/1/203 7:34 AM # PERSONAL LEADERSHIP DATE 1 8 10/16/203 7:45 PM 2 25 10/16/203 5:56 PM 3 4 10/16/203 3:32 PM 4 8 10/16/203 1:27 PM 5 5 10/16/203 1:27 PM 5 5 10/16/203 1:27 PM 6 10/10/203 5:41 PM 7 9 10/10/203 5:26 PM 7 24 9/30/203 5:26 PM 7 9/30/203 5:26 PM 9/30/203 5:26 PM 8 9/30/203 5:26 PM 9/30/203 5:26 PM 9 4 9/20/203 1:50 PM 9 4 9/20/203 1:50 PM 9 4 9/20/203 1:50 PM 10 6 9/20/203 1:57 PM 11 6 9/20/203 1:34 AM 12 10 9/20/203 1:34 AM 13 4 9/20/203 1:34 AM 13 4 9/20/203 1:34 AM 13 15 9/20/203 1:37 PM <td>46</td> <td>10</td> <td>9/11/2023 8:46 AM</td>	46	10	9/11/2023 8:46 AM
# PERSONAL LEADERSHIP DATE 1 8 10/16/2023 7:45 PM 2 5 10/16/2023 5:56 PM 3 4 10/16/2023 2:32 PM 4 80 10/16/2023 1:27 PM 5 50 10/16/2023 1:27 PM 6 10/10/203 5:18 PM 10/10/203 5:18 PM 7 24 9/30/2023 5:26 PM 8 10/10/203 5:18 PM 10/10/203 5:18 PM 7 24 9/30/2023 5:26 PM 8 10/10/203 5:36 PM 9/30/2023 5:26 PM 9 40 9/20/203 1:10 PM 9 40 9/20/203 1:56 AM 10 6 9/20/203 1:57 PM 11 6 9/20/203 1:57 PM 12 10 9/20/203 1:34 AM 13 40 9/20/203 10:17 AM 13 40 9/20/203 10:17 AM 14 5 9/20/203 10:17 AM	47	15	9/11/2023 8:00 AM
1810/16/2023 7:45 PM22510/16/2023 5:56 PM3410/16/2023 2:32 PM48010/16/2023 1:27 PM55010/16/2023 5:41 PM61510/12/203 5:18 PM7249/30/2023 5:26 PM8159/20/203 1:10 PM99/20/203 1:10 PM99/20/203 1:10 PM1069/29/2023 1:10 PM1169/29/203 1:10 PM12109/28/2023 1:57 PM13409/28/203 1:34 AM13409/28/203 1:17 AM14159/28/203 1:17 AM	48	40	9/11/2023 7:34 AM
2 25 10/16/2023 5:56 PM 3 4 10/16/2023 2:32 PM 4 80 10/16/2023 1:27 PM 5 50 10/10/2023 5:41 PM 6 15 10/1/2023 5:18 PM 7 24 9/30/2023 5:26 PM 8 10/1/2023 5:11 PM 9 9/29/2023 1:10 PM 10 6 11 6 12 10 13 40 13 15 14 15	#	PERSONAL LEADERSHIP	DATE
3 4 10/16/203 2:32 PM 4 80 10/16/203 1:27 PM 5 50 10/10/203 5:41 PM 6 15 10/12/23 5:18 PM 7 24 9/30/203 5:26 PM 8 15 9/20/203 1:10 PM 9 9/20/203 1:10 PM 9/29/203 1:10 PM 10 6 9/29/203 1:57 PM 11 6 9/28/203 1:57 PM 12 10 9/28/203 1:57 PM 13 40 9/28/203 1:17 AM 14 15 9/28/203 1:17 AM	1	8	10/16/2023 7:45 PM
4 80 10/16/2023 1:27 PM 5 50 10/10/2023 5:41 PM 6 15 10/1/2023 5:18 PM 7 24 9/30/2023 5:26 PM 9 15 9/29/2023 1:10 PM 9 40 9/29/2023 7:56 AM 101 6 9/28/2023 3:47 PM 11 60 9/28/2023 1:57 PM 12 10 9/28/2023 1:34 AM 13 40 9/28/2023 1:31 CM 14 15 9/28/2023 1:32 AM	2	25	10/16/2023 5:56 PM
5 50 10/10/203 5:41 PM 6 15 10/1/2023 5:18 PM 7 24 9/30/2023 5:26 PM 8 15 9/20/203 1:10 PM 9 40 9/20/203 7:56 AM 101 6 9/28/2023 3:47 PM 11 60 9/28/2023 1:57 PM 12 10 9/28/2023 1:57 PM 13 40 9/28/2023 1:34 AM 14 50 9/28/2023 1:34 AM 14 50 9/28/2023 1:34 AM	3	4	10/16/2023 2:32 PM
6 15 10/1/203 5:18 PM 7 24 9/30/203 5:26 PM 8 15 9/29/203 1:10 PM 9 40 9/29/203 7:56 AM 10 6 9/28/203 3:47 PM 11 6 9/28/203 3:47 PM 12 10 9/28/203 1:57 PM 13 40 9/28/203 1:34 AM 14 5 9/28/203 1:17 AM 15 15 9/28/203 1:17 AM	4	80	10/16/2023 1:27 PM
7 24 9/30/203 5:26 PM 8 15 9/29/203 1:10 PM 9 40 9/29/203 7:56 AM 10 6 9/28/203 3:47 PM 11 60 9/28/203 1:57 PM 12 10 9/28/203 1:34 AM 13 40 9/28/203 1:31 AM 14 5 9/28/203 1:32 AM	5	50	10/10/2023 5:41 PM
8 15 9/29/203 1:10 PM 9 40 9/29/203 7:56 AM 10 6 9/28/203 3:47 PM 11 60 9/28/203 1:57 PM 12 10 9/28/203 1:34 AM 13 40 9/28/203 10:17 AM 14 15 9/28/203 9:34 AM	6	15	10/1/2023 5:18 PM
9 40 9/29/2023 7:56 AM 10 6 9/28/2023 3:47 PM 11 60 9/28/2023 1:57 PM 12 10 9/28/2023 1:34 AM 13 40 9/28/2023 10:17 AM 14 15 9/28/2023 9:34 AM	7	24	9/30/2023 5:26 PM
10 6 9/28/2023 3:47 PM 11 60 9/28/2023 1:57 PM 12 10 9/28/2023 11:34 AM 13 40 9/28/2023 10:17 AM 14 15 9/28/2023 9:34 AM	8	15	9/29/2023 1:10 PM
11 60 9/28/2023 1:57 PM 12 10 9/28/2023 11:34 AM 13 40 9/28/2023 10:17 AM 14 15 9/28/2023 9:34 AM	9	40	9/29/2023 7:56 AM
12 10 9/28/2023 11:34 AM 13 40 9/28/2023 10:17 AM 14 15 9/28/2023 9:34 AM	10	6	9/28/2023 3:47 PM
13 40 9/28/2023 10:17 AM 14 15 9/28/2023 9:34 AM	11	60	9/28/2023 1:57 PM
14 15 9/28/2023 9:34 AM	12	10	9/28/2023 11:34 AM
	13	40	9/28/2023 10:17 AM
15 16 9/28/2023 9:34 AM	14	15	9/28/2023 9:34 AM
	15	16	9/28/2023 9:34 AM

16	10	9/28/2023 8:53 AM
17	20	9/28/2023 8:37 AM
18	5	9/28/2023 8:36 AM
19	40	9/28/2023 8:31 AM
20	40	9/28/2023 8:26 AM
21	12	9/26/2023 8:59 PM
22	21	9/26/2023 12:14 PM
23	15	9/26/2023 12:39 AM
24	60	9/25/2023 2:55 PM
25	20	9/25/2023 1:13 PM
26	30	9/25/2023 12:56 PM
27	15	9/25/2023 11:27 AM
28	100	9/25/2023 10:51 AM
29	10	9/25/2023 9:23 AM
30	25	9/25/2023 8:29 AM
31	60	9/25/2023 8:19 AM
32	25	9/25/2023 7:41 AM
33	30	9/25/2023 7:34 AM
34	10	9/25/2023 7:24 AM
35	20	9/16/2023 7:44 AM
36	45	9/13/2023 10:06 AM
37	45	9/12/2023 11:51 AM
38	8	9/12/2023 8:32 AM
39	60	9/11/2023 10:34 PM
40	20	9/11/2023 8:21 PM
41	15	9/11/2023 1:34 PM
42	2	9/11/2023 12:23 PM
43	50	9/11/2023 11:46 AM
44	100	9/11/2023 9:58 AM
45	6	9/11/2023 9:38 AM
46	20	9/11/2023 8:46 AM
47	15	9/11/2023 8:00 AM
48	20	9/11/2023 7:34 AM

Q31 6.1 Please indicate the state/jurisdiction that you reside in.

Answered: 62 Skipped: 195

#	RESPONSES	DATE
1	NC	10/16/2023 7:45 PM
2	II	10/16/2023 5:56 PM
3	CA	10/16/2023 2:32 PM
4	CT	10/16/2023 1:27 PM
5	Arizona	10/16/2023 9:54 AM
6	Missouri	10/16/2023 7:57 AM
7	ТХ	10/10/2023 5:41 PM
8	RI	10/2/2023 7:45 PM
9	Arizona	10/1/2023 5:18 PM
10	New York	9/30/2023 5:27 PM
11	Texas	9/29/2023 1:11 PM
12	Alabama	9/29/2023 7:56 AM
13	NJ	9/28/2023 4:18 PM
14	Texas	9/28/2023 1:57 PM
15	UT	9/28/2023 1:10 PM
16	FL	9/28/2023 11:34 AM
17	ТХ	9/28/2023 10:17 AM
18	Maine	9/28/2023 9:34 AM
19	PA	9/28/2023 9:34 AM
20	DC	9/28/2023 8:53 AM
21	Arkansas	9/28/2023 8:37 AM
22	NY	9/28/2023 8:36 AM
23	AZ	9/28/2023 8:32 AM
24	NC	9/28/2023 8:26 AM
25	Southeast	9/28/2023 8:23 AM
26	Illinois	9/26/2023 9:00 PM
27	CA	9/26/2023 8:49 PM
28	wa	9/26/2023 12:26 PM
29	New York	9/26/2023 12:14 PM
30	California	9/26/2023 12:40 AM
31	Texas	9/25/2023 2:55 PM
32	Utah	9/25/2023 1:24 PM
33	MA	9/25/2023 1:14 PM

34	Florida	9/25/2023 12:56 PM
35	CA	9/25/2023 11:27 AM
36	Mississippi	9/25/2023 10:51 AM
37	Arkansas	9/25/2023 10:37 AM
38	New York	9/25/2023 10:16 AM
39	Wisconsin	9/25/2023 9:23 AM
40	КҮ	9/25/2023 8:29 AM
41	PA	9/25/2023 8:19 AM
42	СТ	9/25/2023 7:57 AM
43	WV	9/25/2023 7:41 AM
44	NY	9/25/2023 7:34 AM
45	MI	9/25/2023 7:24 AM
46	Pennsylvania	9/25/2023 7:24 AM
47	NC	9/16/2023 7:44 AM
48	Minnesota	9/13/2023 10:06 AM
49	MI	9/12/2023 11:51 AM
50	MN	9/12/2023 8:32 AM
51	California	9/11/2023 10:34 PM
52	IN	9/11/2023 8:21 PM
53	missouri	9/11/2023 6:19 PM
54	United States	9/11/2023 1:35 PM
55	CA	9/11/2023 12:23 PM
56	Virginia	9/11/2023 11:46 AM
57	Utah	9/11/2023 9:58 AM
58	Maryland	9/11/2023 9:38 AM
59	Pennsylvania	9/11/2023 8:46 AM
60	Kentucky	9/11/2023 8:24 AM
61	PA	9/11/2023 8:00 AM
62	GA	9/11/2023 7:35 AM

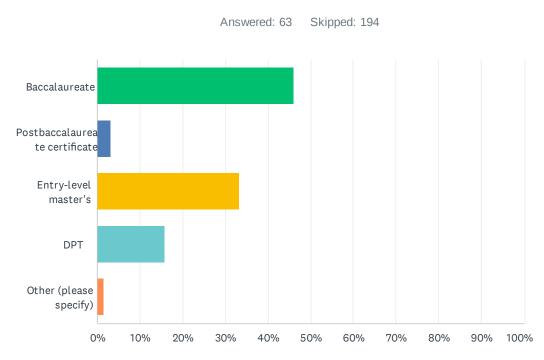
Q32 6.2 Please indicate the state/jurisdiction that you teach in.

Answered: 62 Skipped: 195

#	RESPONSES	DATE
1	NC	10/16/2023 7:45 PM
2	II	10/16/2023 5:56 PM
3	CA	10/16/2023 2:32 PM
4	СТ	10/16/2023 1:27 PM
5	Arizona	10/16/2023 9:54 AM
6	Missouri	10/16/2023 7:57 AM
7	ТХ	10/10/2023 5:41 PM
8	RI	10/2/2023 7:45 PM
9	Nebraska	10/1/2023 5:18 PM
10	New Jersey	9/30/2023 5:27 PM
11	Utah	9/29/2023 1:11 PM
12	Alabama	9/29/2023 7:56 AM
13	PA	9/28/2023 4:18 PM
14	Texas	9/28/2023 1:57 PM
15	UT	9/28/2023 1:10 PM
16	FL	9/28/2023 11:34 AM
17	ТХ	9/28/2023 10:17 AM
18	Maine	9/28/2023 9:34 AM
19	PA	9/28/2023 9:34 AM
20	DC	9/28/2023 8:53 AM
21	Arkansas	9/28/2023 8:37 AM
22	NY	9/28/2023 8:36 AM
23	AZ	9/28/2023 8:32 AM
24	NC	9/28/2023 8:26 AM
25	Southeast	9/28/2023 8:23 AM
26	Illinois	9/26/2023 9:00 PM
27	СА	9/26/2023 8:49 PM
28	wa	9/26/2023 12:26 PM
29	New York	9/26/2023 12:14 PM
30	California	9/26/2023 12:40 AM
31	Texas	9/25/2023 2:55 PM
32	Utah	9/25/2023 1:24 PM
33	RI	9/25/2023 1:14 PM

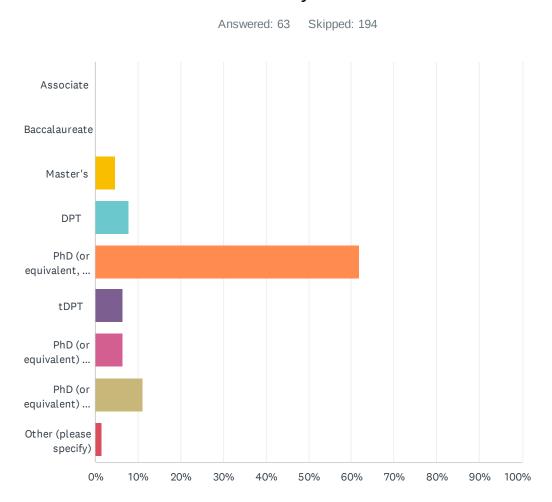
34	Florida	9/25/2023 12:56 PM
35	CA	9/25/2023 11:27 AM
36	MS	9/25/2023 10:51 AM
37	Arkansas	9/25/2023 10:37 AM
38	New York	9/25/2023 10:16 AM
39	Wisconsin	9/25/2023 9:23 AM
40	ТХ	9/25/2023 8:29 AM
41	PA	9/25/2023 8:19 AM
42	СТ	9/25/2023 7:57 AM
43	MD	9/25/2023 7:41 AM
44	NY	9/25/2023 7:34 AM
45	MI	9/25/2023 7:24 AM
46	Pennsylvania	9/25/2023 7:24 AM
47	NC	9/16/2023 7:44 AM
48	Minnesota	9/13/2023 10:06 AM
49	MI	9/12/2023 11:51 AM
50	ND	9/12/2023 8:32 AM
51	CA	9/11/2023 10:34 PM
52	IL	9/11/2023 8:21 PM
53	missouri	9/11/2023 6:19 PM
54	51	9/11/2023 1:35 PM
55	CA	9/11/2023 12:23 PM
56	Virginia	9/11/2023 11:46 AM
57	Utah	9/11/2023 9:58 AM
58	N/A	9/11/2023 9:38 AM
59	Pennsylvania	9/11/2023 8:46 AM
60	Kentucky	9/11/2023 8:24 AM
61	PA	9/11/2023 8:00 AM
62	GA	9/11/2023 7:35 AM

Q33 7.1 What is your entry-level physical therapy education?



ANSWER CHOICES		RESPONSES	
Baccalaure	ate	46.03%	29
Postbaccalaureate certificate		3.17%	2
Entry-level	master's	33.33%	21
DPT		15.87%	10
Other (pleas	se specify)	1.59%	1
TOTAL			63
#	OTHER (PLEASE SPECIFY)		DATE
1	Master of Science		9/26/2023 12:27 PM

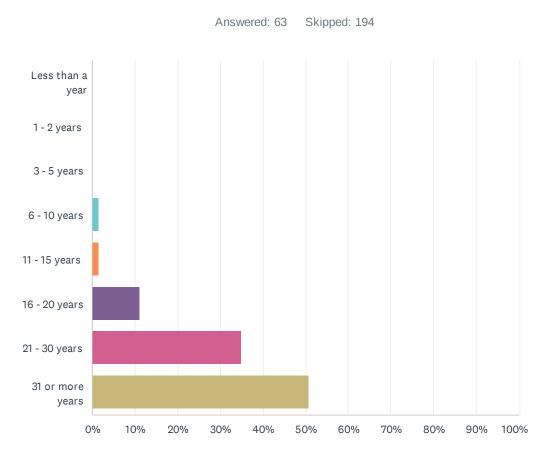
Q34 7.2 What is your highest earned academic degree in any area of study?



ANSWER CHOICES	RESPONSES
Associate	0.00% 0
Baccalaureate	0.00% 0
Master's	4.76% 3
DPT	7.94% 5
PhD (or equivalent, eg EdD or ScD)	61.90% 39
tDPT	6.35% 4
PhD (or equivalent) and DPT	6.35% 4
PhD (or equivalent) and tDPT	11.11% 7
Other (please specify)	1.59% 1
TOTAL	63
# OTHER (PLEASE SPECIFY)	DATE

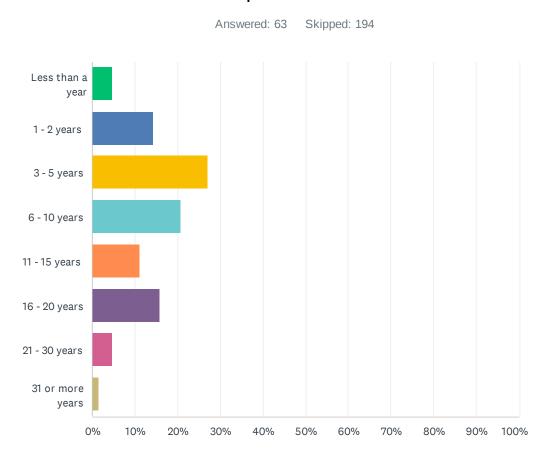
1 Post professional DPT

Q35 7.3 What is the total number of years you have been a practicing physical therapist?



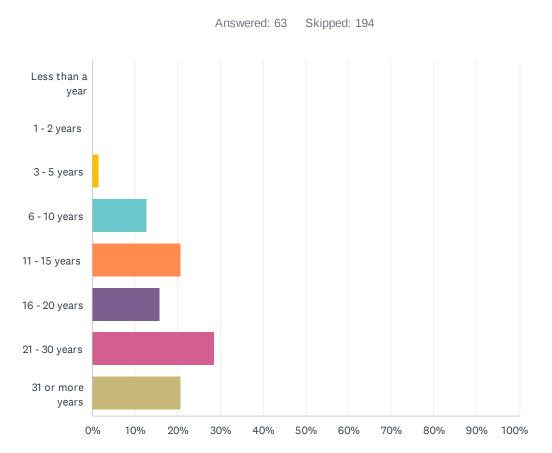
ANSWER CHOICES	RESPONSES	
Less than a year	0.00%	0
1 - 2 years	0.00%	0
3 - 5 years	0.00%	0
6 - 10 years	1.59%	1
11 - 15 years	1.59%	1
16 - 20 years	11.11%	7
21 - 30 years	34.92%	22
31 or more years	50.79%	32
TOTAL		63

Q36 7.4 What is the total number of years you have been in your current position?



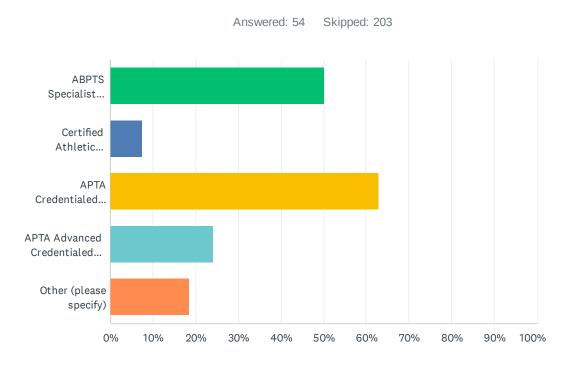
ANSWER CHOICES	RESPONSES	
Less than a year	4.76%	3
1 - 2 years	14.29%	9
3 - 5 years	26.98%	17
6 - 10 years	20.63%	13
11 - 15 years	11.11%	7
16 - 20 years	15.87%	10
21 - 30 years	4.76%	3
31 or more years	1.59%	1
TOTAL		63

Q37 7.5 What is the total number of years you have been involved in academic education?



ANSWER CHOICES	RESPONSES	
Less than a year	0.00%	0
1 - 2 years	0.00%	0
3 - 5 years	1.59%	1
6 - 10 years	12.70%	8
11 - 15 years	20.63%	13
16 - 20 years	15.87%	10
21 - 30 years	28.57%	18
31 or more years	20.63%	13
TOTAL		63

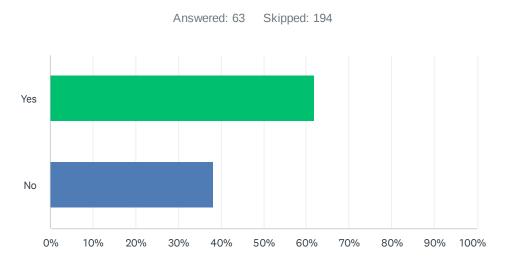
Q38 7.6 Do you hold any of the following certifications or credentials?



ANSWER CHOICES	RESPONSES	
ABPTS Specialist Certification	50.00%	27
Certified Athletic Trainer	7.41%	4
APTA Credentialed Clinical Instructor (Level 1)	62.96%	34
APTA Advanced Credentialed Clinical Instructor (Level 2)	24.07%	13
Other (please specify)	18.52%	10
Total Respondents: 54		

#	OTHER (PLEASE SPECIFY)	DATE
1	Advanced Simulation Instructor, TeamSTEPPS Master Trainer, Mental Health First Aid Certification, Lean Sigma, Project Management	10/10/2023 5:43 PM
2	Fellow of the American Academy of Orthopedic Manual Physical Therapists	10/1/2023 5:19 PM
3	NCS from 1991-2001	9/30/2023 5:28 PM
4	Texas CI Credential	9/29/2023 1:12 PM
5	Executive Coaching	9/28/2023 1:58 PM
6	LAMP grad; MBA	9/28/2023 11:36 AM
7	Certified Manual Physical Therapist (CMPT)	9/25/2023 1:27 PM
8	Fellowship	9/11/2023 10:36 PM
9	CWS, CHES	9/11/2023 11:47 AM
10	N/A	9/11/2023 9:39 AM

Q39 7.7 Have you completed a leadership development program?



ANSWER CHOICES	RESPONSES	
Yes	61.90%	39
No	38.10%	24
TOTAL		63

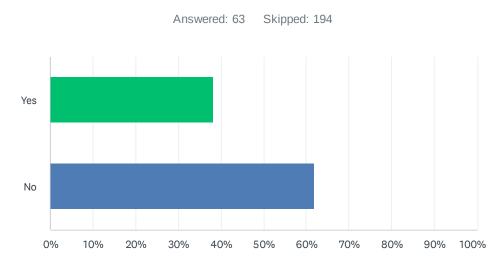
Q40 7.8 Identify the name of the leadership program you completed.

Answered: 36 Skipped: 221

#	RESPONSES	DATE
1	Educational Leadership Institute	10/16/2023 7:46 PM
2	LAMP	10/16/2023 2:33 PM
3	APTA Fellowship in Higher Education Leadership	10/16/2023 1:29 PM
4	APTA Fellowship in Higher Education Leadership	10/16/2023 7:58 AM
5	APTA ELI: Education Leadership Institute; Internal/university leadership training, Associate Dean Bootcamp (Academic Impressions)	10/10/2023 5:45 PM
6	Fellowship in Higher Education Leadership	10/1/2023 5:20 PM
7	Harvard Management and Leadership in Education (MLE)	9/30/2023 5:29 PM
8	Texas A&M University, Baylor College of Medicine leadership certificate as part of PhD program. Tom Waugh Leadership Program in Texas. School Directors Leadership Development 35 years ago.	9/29/2023 1:15 PM
9	LAMP, self study	9/29/2023 7:57 AM
10	APTA FHEL	9/28/2023 1:58 PM
11	LAMP	9/28/2023 11:36 AM
12	Air Force developmental leadership courses	9/28/2023 10:19 AM
13	During my doctoral studies	9/28/2023 9:35 AM
14	ELATE	9/28/2023 8:54 AM
15	Harvard Management Development Program	9/28/2023 8:39 AM
16	HERS	9/28/2023 8:33 AM
17	My PhD is in Higher Education Adminstration	9/26/2023 9:01 PM
18	Through hospital system	9/26/2023 8:50 PM
19	Harvard University Graduate School of Education Management Development Program	9/26/2023 12:16 PM
20	ACCOE Leadership Academy	9/26/2023 12:42 AM
21	Aspire Leadership	9/25/2023 2:57 PM
22	to many to list	9/25/2023 1:15 PM
23	Penn State Leadership Academy	9/25/2023 8:06 AM
24	ABPTRFE Fellowship in Higher Education	9/25/2023 7:36 AM
25	LAMP	9/25/2023 7:25 AM
26	APTA Educational Leadership Institute Fellowship	9/13/2023 10:10 AM
27	APTA ELI, Women in Leadership (Cornell Univ. certificate)	9/12/2023 8:34 AM
28	Abptrfe leadership fellowship, norris	9/11/2023 10:37 PM
29	Formerly known as ELI	9/11/2023 6:21 PM
30	Online university program through, ACAPT Resources, plus lots of reading on leadership	9/11/2023 12:25 PM
31	Vital Learning	9/11/2023 10:00 AM

32	ACE	9/11/2023 9:40 AM
33	Executive Leadership Programs	9/11/2023 8:47 AM
34	Chronicle's Strategic Leadership Program for Department Chairs (Chronicle of Higher education); Chairs Academy I & II (University of Kentucky); Institute for Academic Leadership I & II (Florida Board of Governors, State University System)	9/11/2023 8:28 AM
35	ELI	9/11/2023 8:01 AM
36	Higher Ed Leadership Workshop	9/11/2023 7:36 AM

Q41 7.9 Have you experienced any barriers to accessing leadership programs?



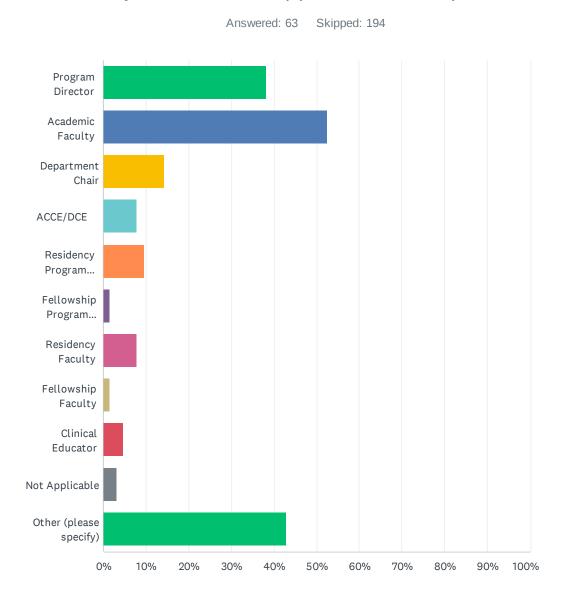
ANSWER CHOICES	RESPONSES	
Yes	38.10%	24
No	61.90%	39
TOTAL		63

Q42 7.10 Please explain.

Answered: 24 Skipped: 233

#	RESPONSES	DATE
1	Value of leadership training as relates to budget priorities.	10/16/2023 2:34 PM
2	Cost and financial support, Schedule with workload, Access to training	10/10/2023 5:46 PM
3	Cost	10/1/2023 5:20 PM
4	Expense (time and money)	9/29/2023 7:58 AM
5	Requirement that I have a member of my leadership to support my development, when the lack of integrity, support, and competence of my leadership is the reason why I would be interested in developing my own skills. My leadership is threatened by excellence and development of their faculty.	9/28/2023 4:21 PM
6	Time and resources	9/28/2023 11:36 AM
7	Cost is the primary barrier	9/28/2023 8:39 AM
8	Funds available	9/28/2023 8:34 AM
9	Time. Funding. Qualifications (often only open to program directors or those with advanced degrees)- many faculty hold leadership positions other than program director and may not have a PhD	9/28/2023 8:28 AM
10	not being perceived fairly	9/26/2023 12:16 PM
11	Cost	9/26/2023 12:42 AM
12	Time, Funding	9/25/2023 1:27 PM
13	time and money	9/25/2023 10:38 AM
14	cost, time commitment	9/25/2023 8:21 AM
15	Approximately for 10 years and 3 higher education upper management applications: cisgender, white, middle class, male.	9/25/2023 8:09 AM
16	Previous Chair was not willing to support it.	9/25/2023 7:42 AM
17	Cost and location and time to complete and attend	9/25/2023 7:25 AM
18	Institutional financial support	9/13/2023 10:11 AM
19	unable to find time in my early years when I needed them	9/11/2023 8:23 PM
20	Other than a Conference on Leadership, I have not found appropriate programs for leadership development.	9/11/2023 1:37 PM
21	Our Dean, who is a manager, not a leader, only provides funding for 1-2 people who agree to support her management tactics 100%. She herself has no leadership or management training.	9/11/2023 12:28 PM
22	Time constraints	9/11/2023 11:47 AM
23	Financing	9/11/2023 9:40 AM
24	Financial Cost	9/11/2023 8:47 AM

Q43 7.11 What is your current role(s) in education? (Check all that apply)



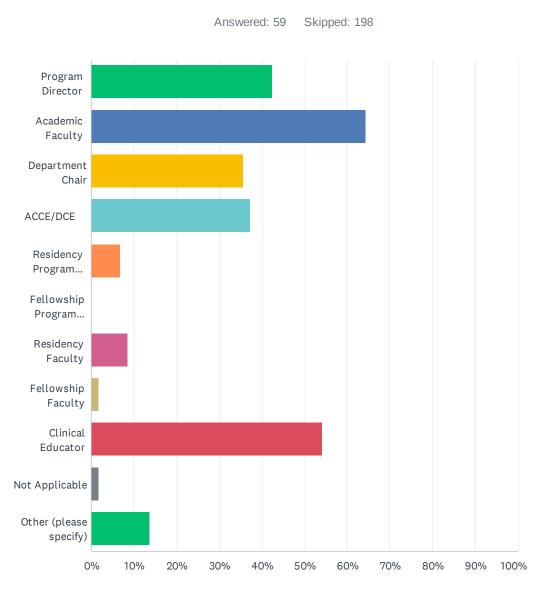
ANSWER CHOICES	RESPONSES	
Program Director	38.10%	24
Academic Faculty	52.38%	33
Department Chair	14.29%	9
ACCE/DCE	7.94%	5
Residency Program Director	9.52%	6
Fellowship Program Director	1.59%	1
Residency Faculty	7.94%	5
Fellowship Faculty	1.59%	1
Clinical Educator	4.76%	3
Not Applicable	3.17%	2
Other (please specify)	42.86%	27
Total Respondents: 63		

#	OTHER (PLEASE SPECIFY)	DATE
1	Associate Dean	10/16/2023 7:47 PM
2	Provost	10/16/2023 5:58 PM
3	Chair Promotion and Tenure Committee	10/10/2023 5:49 PM
4	Recently Retired Department Chair	10/2/2023 7:48 PM
5	Assistant to the Program Director	9/29/2023 1:17 PM
6	Associate Program Director	9/28/2023 3:49 PM
7	Executive Director for Faculty and Academic Affairs	9/28/2023 1:59 PM
8	Dean	9/28/2023 8:55 AM
9	College Dean (8 depts plus School of Nursing)	9/28/2023 8:40 AM
10	Assistant Director in area of program	9/28/2023 8:29 AM
11	Associate Chair	9/26/2023 9:02 PM
12	Dean of Student Affairs	9/25/2023 2:58 PM
13	College Dean, Accreditation Liaison Officer (ALO) for Institution	9/25/2023 1:29 PM
14	Dean	9/25/2023 12:59 PM
15	Retired dept chair, program director, and assoc dean	9/25/2023 8:31 AM
16	Associate Dean of Rehab Sciences	9/25/2023 8:22 AM
17	Dean	9/25/2023 7:43 AM
18	retired as Department Director 1 year ago	9/12/2023 11:56 AM
19	Provost	9/11/2023 8:24 PM
20	recently retired	9/11/2023 6:22 PM
21	Dean; was Program Director for 21 yrs.	9/11/2023 1:37 PM
22	I provider guidance and leadership for current Chair and Assoc Chair	9/11/2023 12:31 PM

Higher Education Leadership Revalidation Practice Analysis Survey 2023 (Parts 2 & 4)

23	Assistant Chair	9/11/2023 11:48 AM
24	Association director	9/11/2023 9:41 AM
25	Associate Dean for Academic Affairs	9/11/2023 8:48 AM
26	Associate Dean	9/11/2023 8:02 AM
27	Retired	9/11/2023 7:37 AM

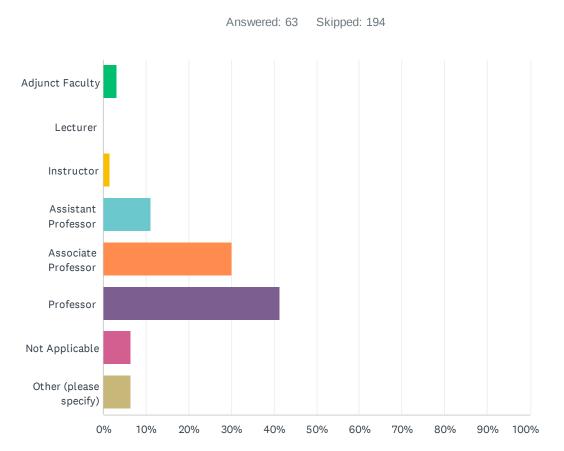
Q44 7.12 What were your previous role(s) in education (not currently service)? (Check all that apply)



ANSWER CHOICES	RESPONSES	
Program Director	42.37%	25
Academic Faculty	64.41%	38
Department Chair	35.59%	21
ACCE/DCE	37.29%	22
Residency Program Director	6.78%	4
Fellowship Program Director	0.00%	0
Residency Faculty	8.47%	5
Fellowship Faculty	1.69%	1
Clinical Educator	54.24%	32
Not Applicable	1.69%	1
Other (please specify)	13.56%	8
Total Respondents: 59		

#	OTHER (PLEASE SPECIFY)	DATE
1	Associate Dean	10/10/2023 5:49 PM
2	Assistant Program Director	9/28/2023 3:49 PM
3	Provost, Dean	9/28/2023 8:35 AM
4	Assoc dean	9/25/2023 8:31 AM
5	Dean and Associate VP of Academics	9/25/2023 8:10 AM
6	Dean	9/11/2023 8:24 PM
7	Served as Interim Chair, Faculty President and other leadership positions in faculty governance, leadership in APTA at multiple levels	9/11/2023 12:31 PM
8	Dean	9/11/2023 9:41 AM

Q45 7.13 What is your current faculty status in your program? (Check one category only)

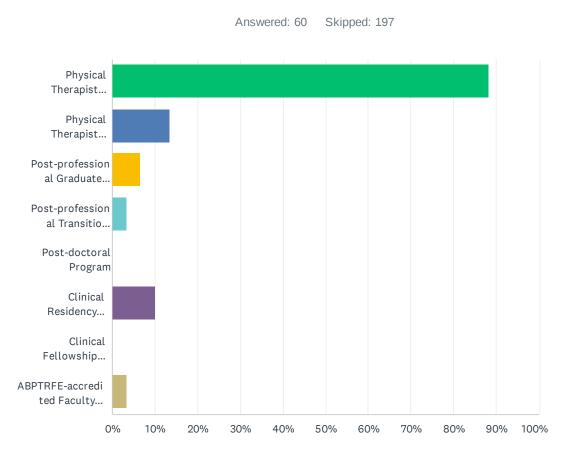


ANSWER CHOICES	RESPONSES	
Adjunct Faculty	3.17%	2
Lecturer	0.00%	0
Instructor	1.59%	1
Assistant Professor	11.11%	7
Associate Professor	30.16%	19
Professor	41.27%	26
Not Applicable	6.35%	4
Other (please specify)	6.35%	4
TOTAL		63

#	OTHER (PLEASE SPECIFY)	DATE
1	Professor Emeritus	9/25/2023 8:31 AM
2	Faculty - Lecture and Lab for up to 4 credits as Dean	9/25/2023 7:43 AM
3	Emerita	9/12/2023 11:56 AM

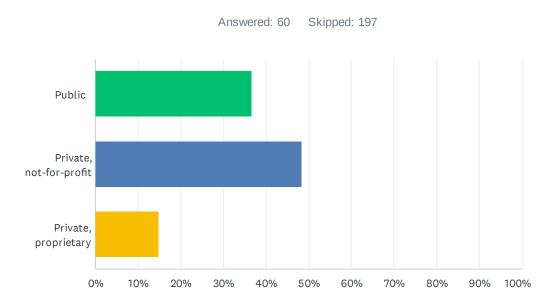
4	recently retired	9/11/2023 6:22 PM

Q46 7.14 In which programs do you currently teach? (Check all that apply)

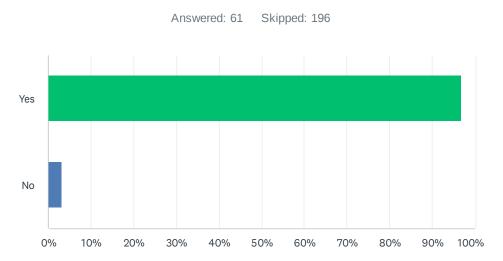


ANSWER CHOICES	RESPONSES	
Physical Therapist Professional Program	88.33%	53
Physical Therapist Assistant Professional Program	13.33%	8
Post-professional Graduate Program	6.67%	4
Post-professional Transition DPT Program	3.33%	2
Post-doctoral Program	0.00%	0
Clinical Residency Program	10.00%	6
Clinical Fellowship Program	0.00%	0
ABPTRFE-accredited Faculty Residency Program	3.33%	2
Total Respondents: 60		

Q47 7.14 In type of educational institution do you currently teach?



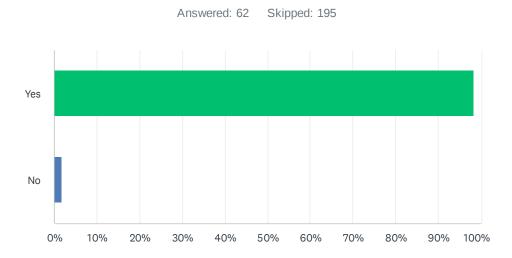
ANSWER CHOICES	RESPONSES	
Public	36.67%	22
Private, not-for-profit	48.33%	29
Private, proprietary	15.00%	9
TOTAL		60



Q48 7.15 Are you a member of the APTA?

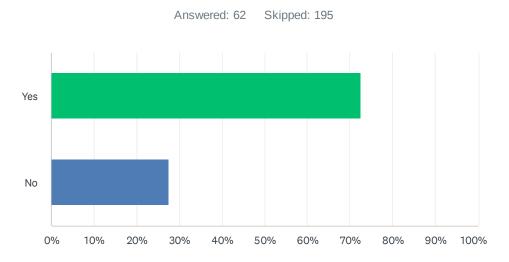
ANSWER CHOICES	RESPONSES	
Yes	96.72%	59
No	3.28%	2
TOTAL		61

Q49 7.16 Are you a member of the APTA Academy of Education?

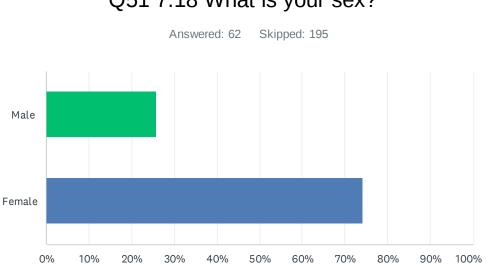


ANSWER CHOICES	RESPONSES	
Yes	98.39%	61
No	1.61%	1
TOTAL		62

Q50 7.17 Are you a member of the American Council of Academic Physical Therapy?

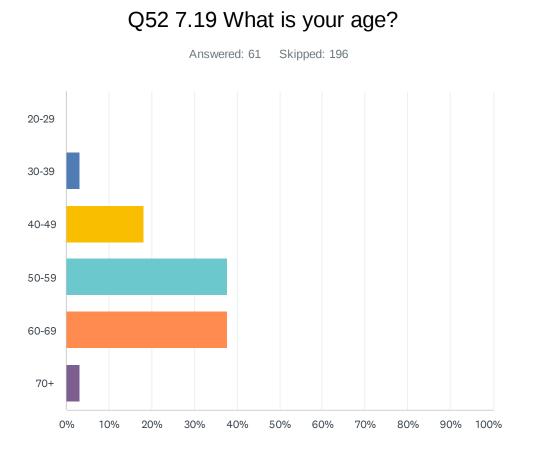


ANSWER CHOICES	RESPONSES	
Yes	72.58%	45
No	27.42%	17
TOTAL		62

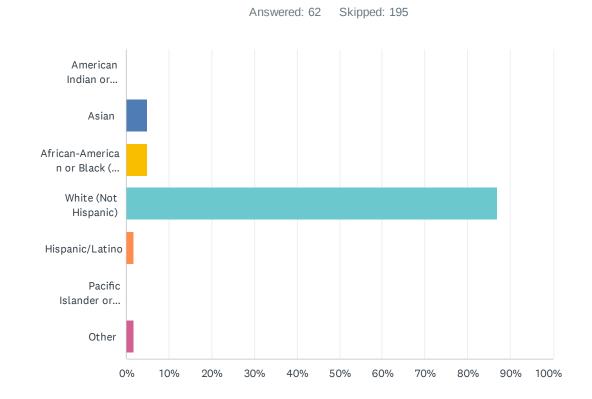


ANSWER CHOICES	RESPONSES	
Male	25.81%	16
Female	74.19%	46
TOTAL		62

Q51 7.18 What is your sex?



ANSWER CHOICES	RESPONSES
20-29	0.00% 0
30-39	3.28% 2
40-49	18.03% 11
50-59	37.70% 23
60-69	37.70% 23
70+	3.28% 2
TOTAL	61



Q53 7.20 Which of the following best describes your race/ethnic origin?

ANSWER CHOICES	RESPONSES	
American Indian or Alaskan Native	0.00%	0
Asian	4.84%	3
African-American or Black (Not Hispanic)	4.84%	3
White (Not Hispanic)	87.10%	54
Hispanic/Latino	1.61%	1
Pacific Islander or Native Hawaiian	0.00%	0
Other	1.61%	1
TOTAL		62

Appendix 9: Synopsis of Decisions Based on Decision Rules Applied

Descriptives in Survey Order

Кеу	
High frequency (>= 3.0), high importance (>= 2.5) tasks. Very likely	28
Low frequency (< 3.0), high importance (>= 2.5) tasks. May be crit	23
High frequency (>= 3.0), low importance (< 2.5)tasks. Less likely t	0
Low frequency (< 3.0), low importance (< 2.5) tasks. Very unlikely	8

Response Scales				
Frequency	Importance	Level of Judgment/Mastery		
0. Never	0. Not important	0. Do not use/ Advanced beginner skill level		
1. Less than monthly	1. Of little importance	1. Recall/ Competent skill level		
2. Monthly	2. Moderately important	2. Application/ Proficient skill level		
3. Weekly	3. Very important	3. Analysis/Expert skill level		
4. Daily				

			Keep or Delete Content	Justification of Decision	General Comments
Part 1 - Capacity	1.1 KNOWLEDGES	1.1.1 Knowledge of institutional processes required for academic administration.	No challenge/Keep		
		1.1.2 Knowledge of individual skills required for academic administration.	No challenge/Keep		
	1.2 SKILLS	1.2.1 Builds collaborative partnerships, alliances, and networks.	Keep/Critical		
		1.2.2 Delegates to improve efficiency and effectiveness.	No challenge/Keep		
		1.2.3 Fosters academic excellence.	No challenge/Keep		
		1.2.4 Assesses, implements, and adapts to necessary change.	No challenge/Keep		
		1.2.5 Recruits and retains a qualified workforce.	No challenge/Keep		
		1.2.6 Leads the development and implementation of the strategic planning process.	No challenge/Keep		
		1.2.7 Cultivates leadership skills in others.	No challenge/Keep		
		1.2.8 Fosters mentoring relationships.	No challenge/Keep		
		1.2.9 Builds relationships with internal and external stakeholders.	No challenge/Keep		
		1.2.10 Encourages innovation in scholarship, practice, service, and teaching.	No challenge/Keep		
		1.2.11 Cultivates a culture of inclusivity.	No challenge/Keep		
	1.3 ABILITIES/ATTRIBUTES	1.3.1 Seize opportunities through entrepreneurial thinking. (Leverages opportunities through entrepreneurial thinking.)			
			Keep/Revised	Critical skill/Low	Revised language in bold text.
				frequency. Better prepare	
				graduates/professionals	
		1.4.1 Negotiates faculty workload.			Negotiating challenging conversations?
					Helping to professionally develop
				Management rather than	others? This is task oriented in the
			No challenge/Keep	Leadership?	current wording. Is this captured later?
				Leadership	Does the word negotiate belong with
					faculty workload (task)?
	1.4 TASKS				
		1.4.2 Guides faculty in the process of advancement (promotion and tenure as applicable).	No challenge/Keep		People investment
		1.4.3 Designs and implements program assessment cycle. (Oversees and assures implementation of the program assessment cycle.)			Unsure whether the leader needs to
					implement program assessment cycle.
					Should be a part of design and provide
			Keep/Revised	Management rather than	input. Is it oversee the implementation
				Leadership?	Empower others to implement the
					program? Assures implementation.
					Revised language in bold text.
		1.4.4 Advocates program/institutional goals to all stakeholders.	No challenge/Keep Keep/Revised		Be fredda o ser feleddau i
		1.4.5 Monitors and implements standards compliant with regulatory environment. (Assures compliance with regulatory requirements.)	Keep/Revised		Revised language in bold text.
		1.4.6 Develops a vision for professional physical therapy education. (Develops a vision for physical therapy higher education.)			Do we want to be restrictive to
			Keen (Deviced		professional physical therapist
			Keep/Revised		education (entry-level)? Or along the
					entire continuum? Revised language in
Dent 2. Custome		2.1.1 Knowledge of contemporary education landscape to include organizational behavior and culture.	No challenge/Keep		bold text.
Part 2 - Systems	2.1 KNOWLEDGES		No challenge/keep		The slabel lass has been as seen
		2.1.2 Knowledge of contemporary global issues in healthcare and higher education.	Keep/Critical		The global lens has become more critical over time. Big picture vs global?
			keep/critical		critical over time. Big picture vs globar
		2.1.3 Knowledge of resource management (personnel, finances, budgetary processes, fund-raising, and facilities).	No challenge/Keep	1	
	2,2 SKILLS	2.1 Navings the structure of higher education.	No challenge/Keep		1
		2.2.2 Applies legal, ethical, and regulatory issues in higher education. (Navigates legal, ethical, and regulatory issues in higher education.)		Important redundancy.	What does this add or distinguish from
		(1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1			above? Does not go far enough to
			Keep/Revised		clearly communicate the intent. Revised
					language in bold text.
					angaage in bold text.
		2.2.3 Systems: Advocates to internal and external stakeholders.		Different one is building	Trouble separating this from 22 above.
			No challenge/Keep	relationships for future	Not just systems but part of capacity as
			No enanenge/ keep	capital vs advocating for	
		2.2.4 Allocates and leverages resources (personnel, finances, budgetary processes, fund-raising, and facilities).	No challenge/Keep		bept, endit.
		2.2.4 Anotates and reverages resources (personner, finances, budgetary processes, fund-raising, and facinities).	No chanenge/ keep		

		2.2.5 Champions and actively advances justice, diversity, equity, and inclusion.	No challenge/Keep		
		2.2.6 Advocates for modern technology knowledge in higher education.	Delete		
		2.2.7 Demonstrates systems level problem solving.	No challenge/Keep		
		2.2.8 Promotes the exploration and integration of meaningful technology in higher education.	Keep/Revised		Revised language in bold text.
		2.3.1 Recognizes and celebrates individual and group success.	No challenge/Keep		
PART 3 - Communication	3.1 KNOWLEDGES	3.1.1 Knowledge of various communication strategies and theories to engage multiple perspectives, disciplines, and constituencies.	Keep/Revised		Revised language in bold text.
		3.1.2 Knowledge of various communication strategies and theories to engage collaboration, teamwork, and relationship building.	Keep/Revised		Revised language in bold text.
		3.2.1 Mediates conflict engagement.	No challenge/Keep		
		3.2.2 Collaborates across stakeholders.	No challenge/Keep		Redundant? Do we repeat if in a different part?
		3.2.3 Promotes team relationships.	No challenge/Keep		Affirm importance and see where redundant.
		3.2.4 Navigates media relations/publicity. (Promotes visibility and navigates publicity/public relations.)	Keep/Revised		Redundant? See Line 54 A lot of people do not have control in this area. Promoting and enhancing visibility and navigating when something happens and have to manage the fall out (correct sources). Revised language in bold text.
		3.2.5 Leads meetings efficiently and effectively.	No challenge/Keep	Management rather than Leadership?	
		3.2.6 Engages in civil dialogue on controversial issues. (Engages in civil dialogue on contentious issues.)	Keep/Revised		Change controversial to contentions as it is more inclusive of a wide range of viewpoints. Revised language in bold text.
		3.2.7 Facilitates effective communication among people with different perspectives. (Cultivates effective communication among people with different perspectives.)	Keep/Revised		The term facilitates is more managerial versus cultivates is a leadership skill. Revised language in bold text.
		3.2.8 Adaptable communication for different situations, mediums or modalities, and stakeholders. (Adapts communication for different situations, medium or modalities, and stakeholders.)	Keep/Revised		Alignment of language by changing adaptable to adapts. Revised language in bold text.
	3.3 ABILITIES/ATTRIBUTES	3.3.1 Communicates in a manner which influences others.	No challenge/Keep		
PART 4 - Personal Leadership	4.1 KNOWLEDGES	4.1.1 Knowledge of leadership and management theoretical foundations.	Keep/Revised		Evidence-informed foundation/framework to apply to practice. Revised language in bold text.
·		4.1.2 Knowledge of individual behaviors and characteristics among faculty that supports students and institutional mission. (Knowledge of behaviors and characteristics among faculty congruent with student needs and institutional mission.)	Keep/Revised		Revised language in bold text.
	4.2 SKILLS	4.2.1 Practices work-life integration. (Models work-life integration.)	Keep/Revised		Revised language in bold text.
		4.2.2 Employs negotiation tactics.	Keep/Critical		
		4.2.3 Empowers others.	No challenge/Keep		
		4.2.4 Learns from others.	No challenge/Keep		
	4.3 ABILITIES	4.3.1 Self-aware.	No challenge/Keep		
		4.3.2 Change agent.	No challenge/Keep		
		A.3. Acts with integrity.	No challenge/Keep		
		4.3.4 Commits to lifelong development and learning.	No challenge/Keep		
		4.3.5 Self-reflective.	No challenge/Keep	1	
		A.3.6 Excellence-oriented.	No challenge/Keep		
		4.3.7 Strategic thinker.	No challenge/Keep		
		4.3.8 Inspirational.	No challenge/Keep	-	
		4.3.9 Courageous.	Keep/Critical		
		4.3.10 Self-confident.	No challenge/Keep		