



2022

17th Annual Physical Therapy Education Leadership Conference

October 28-30 | Milwaukee, WI



a collaborative effort by:



AMERICAN COUNCIL OF
ACADEMIC PHYSICAL THERAPY



APTA
Academy of Education.

A Component of the American
Physical Therapy Association

CREATING A CULTURE OF BELONGING IN HEALTHCARE EDUCATION: LONG TERM TARGETED DEI DEVELOPMENT FOR ALL

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she/her/hers

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she/her/hers

SESSION KEY POINTS

- Developing Intercultural competence is an individual and organizational responsibility
- Culturally competent organizations foster a sense of belonging and promote life-long learning and development for all stakeholders.
- Culturally competent academic healthcare institutions develop educators who use culturally responsive teaching strategies and graduate healthcare providers who are equipped to...
 - 1) meet the health care needs of a culturally diverse society
 - 2) advocate for health equity and access in systems and communities

Learning Activities

- Land Acknowledgement
- Centering Activity
- The Why?
- Discussion of Bennett's Developmental Model of Intercultural Sensitivity
- Building a Culture of Belonging
- DPT Student Intercultural Development Inventory Changes
- Faculty Development & Culturally Responsive Teaching
- Becoming a Culturally Responsive Academic Institution

We acknowledge in Milwaukee that we are on traditional Potawatomi, Ho-Chunk and Menominee homeland along the southwest shores of Michigami, North America's largest system of freshwater lakes, where the Milwaukee, Menominee and Kinnickinnic rivers meet and the people of Wisconsin's sovereign Anishinaabe, Ho-Chunk, Menominee, Oneida and Mohican nations remain present.

LAND ACKNOWLEDGEMENT





Exploration: Who Belongs?



- Identify who needs to be engaged
- Identify how to value and enable engagement

“In a democracy belonging is the most important endowment we share with one another. Only those who fully belong may select who belongs, may participate to define the rights of members, and which needs must be met by the community.”

John A. Powell, Director, Other & Belonging Institute, Professor of Law, UC Berkeley

The Circle of Human Concern:

<https://www.youtube.com/watch?v=O9UaVaKtr7c>



The Why: Education & training may not prepare health care professionals for real-world demands (Sheikh)



Inefficiencies

Misalignment
with the needs of
populations or
market demand



Underserved & Under-resourced populations

Aggregation
of professionals in
geographical regions or
specialties



Expensive Care

Curative care
is incentivized over
preventative care

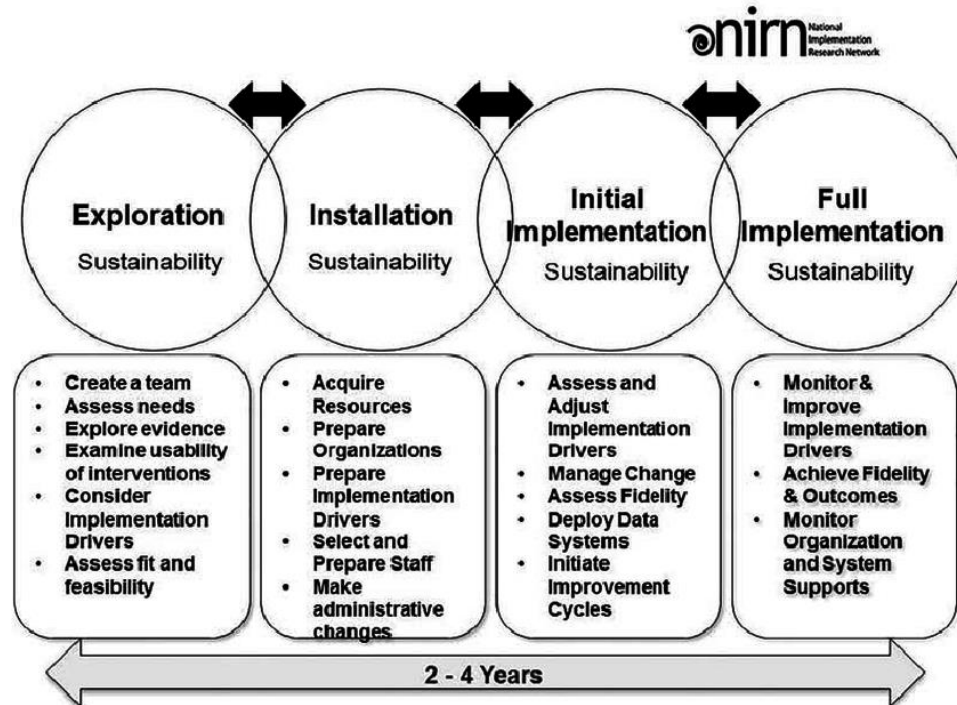


Creating a Culture A Belonging

Steps to Institutional Change

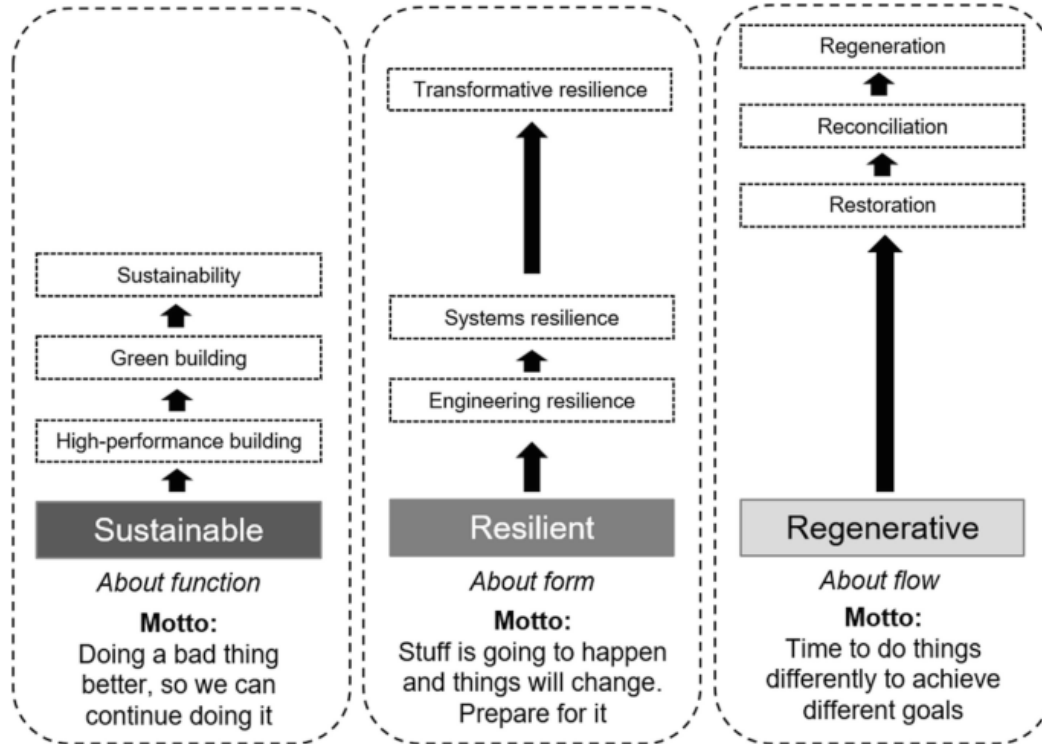


Implementation Science Framework



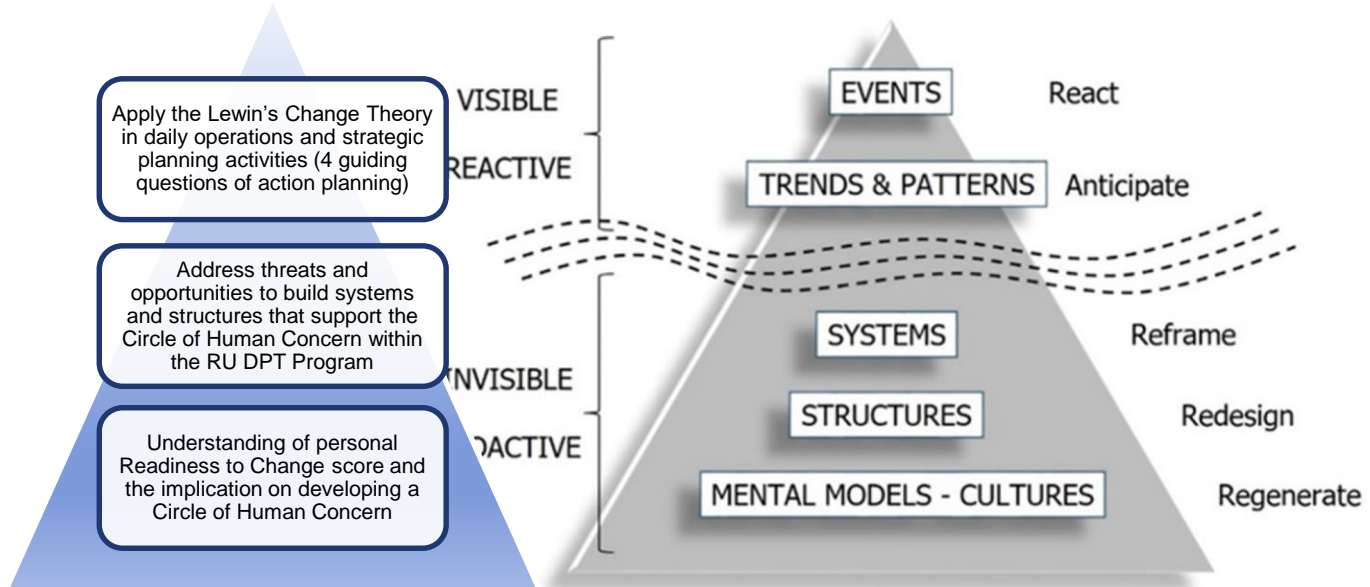
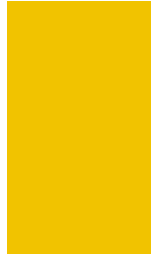


Regenerative Risk





SYSTEMS THINKING



University Mission

- ▶ Regis seeks to build a more **just and humane world** through transformative education at the frontiers of faith, reason and culture.

School of Physical Therapy Strategic Planning Committees

May 2021



Climate

Community of Belonging

Safety

Diversity representation

Inclusive excellence



Curriculum

Substantive Change

Culturally Responsive Teaching

Population Health

Social Justice

Intercultural leadership & advocacy



Community

Partnerships & Social Responsibility

Clinical Experiences

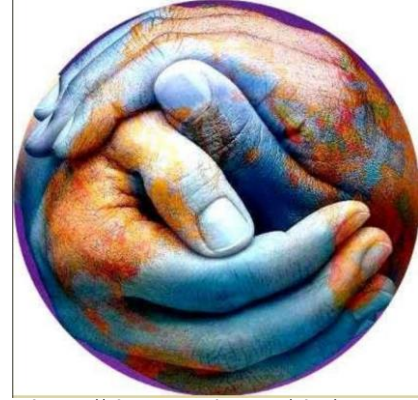
Community Outreach

Intra & Inter Professional Engagement

Health Systems



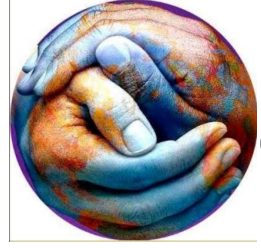
APTA 2017 House of Delegates



CDC definition of Cultural competence:

“ a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations.”

<https://sites.google.com/site/cross-culturalcompetence/>

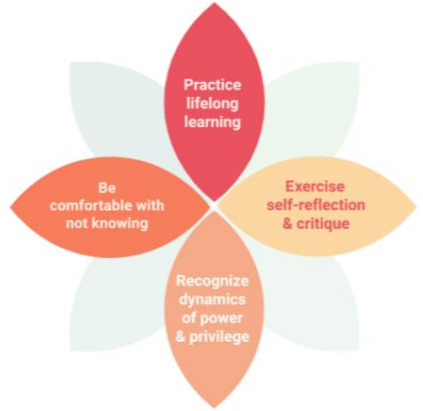
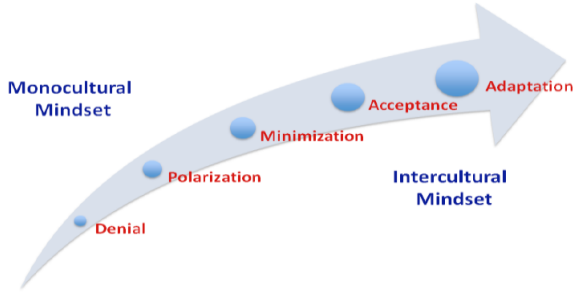


Cultural competence requires that organizations

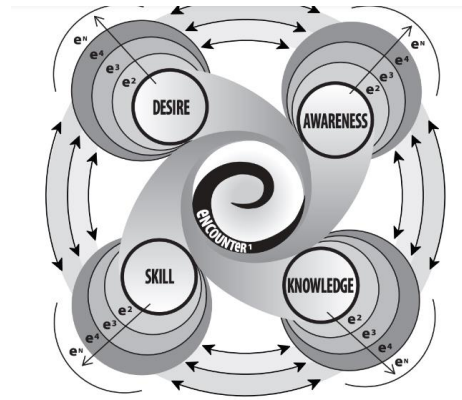
have the capacity to...

- a. value diversity
- b. conduct self-assessment
- c. manage the dynamics of difference
- d. acquire and institutionalize cultural knowledge
- e. adapt to diversity and the cultural contexts of the communities they serve.
- f. incorporate the above in all aspects of policy making, administration, practice, service delivery, and involve consumers and communities.

Intercultural Development Continuum



Cultural Humility

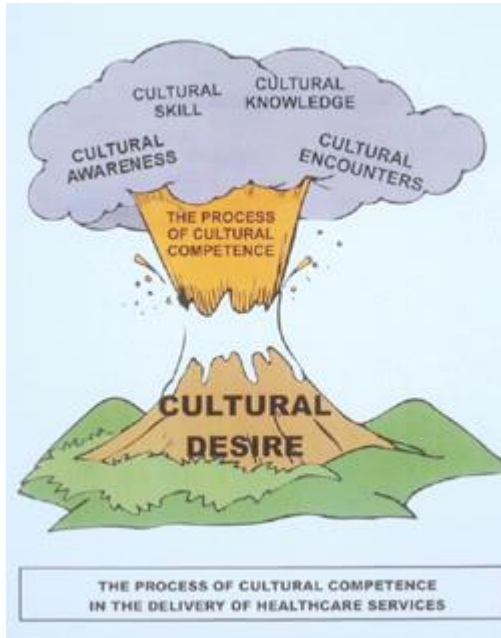


https://www.researchgate.net/figure/Purnells-Model-for-Cultural-Competence-19_fig1_312205887
<http://transculturalcare.net/the-process-of-cultural-competence-in-the-delivery-of-healthcare-services/>



Campinha-Bacote (2002)

Expanded Cultural Groups beyond race/ethnicity/culture to include...



<https://doi.org/10.3912/OJIN.Vol18No01Man02>

- Multiple Diversity Dimensions
 - Sexual orientation
 - Age
 - Dis-ability
 - Gender
 - Religion
 - Language
 - Political orientation
 - SES
- Commitment to Social Justice in Healthcare



Bangs (2022) *JOPTE*

Becoming **culturally competent** and practicing **cultural humility** are ongoing processes that change in response to new situations, experiences and relationships. Cultural competence is a necessary foundation for cultural humility.

CULTURAL HUMILITY

HOLDING SYSTEMS ACCOUNTABLE

How can I work on an institutional level to ensure that the systems I'm part of move toward greater inclusion and equity?

UNDERSTANDING AND REDRESSING POWER IMBALANCES

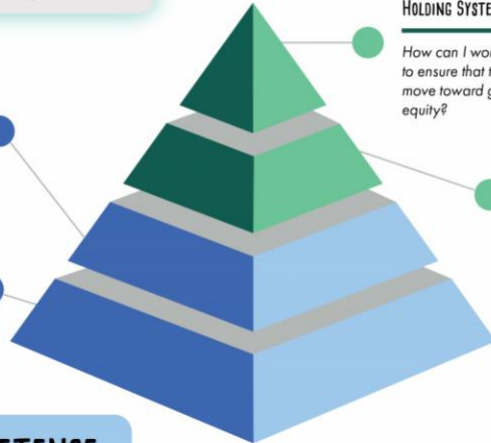
How can I use my understanding of my own and others' cultures to identify and work to disrupt inequitable systems?

GAINING CULTURAL KNOWLEDGE

What are other cultures like, and what strengths do they have?

DEVELOPING CULTURAL SELF-AWARENESS

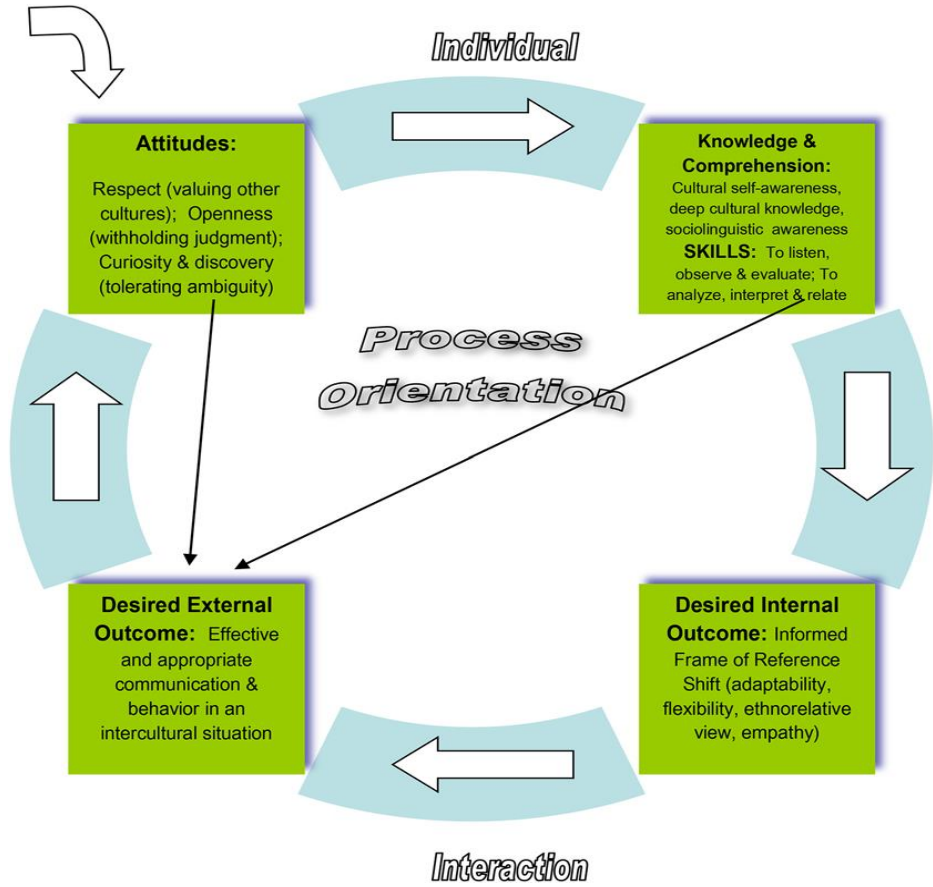
What is my culture, and how does it influence the ways I view and interact with others?



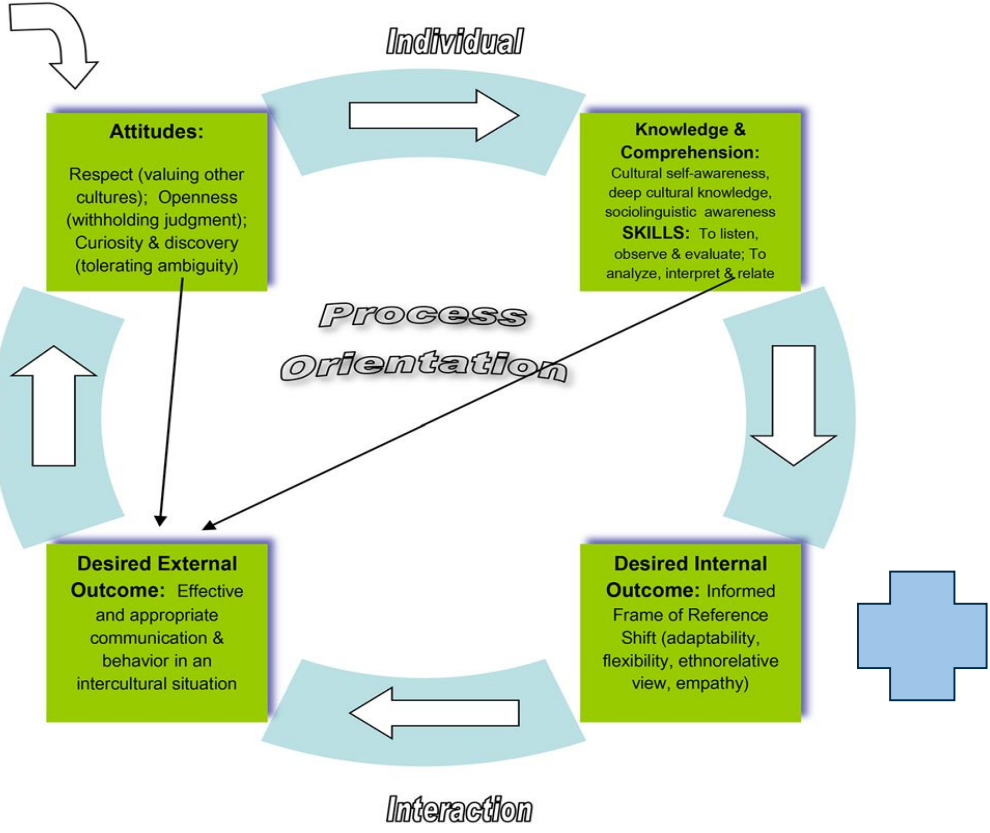
CULTURAL COMPETENCE



Process Model of Intercultural Competence

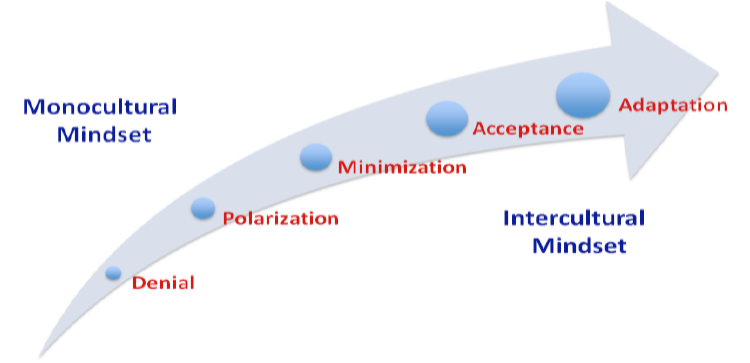


Deardorff, D.K. (2018), Exploring the Significance of Culture in Leadership. New Directions for Student Leadership, 2018: 41-51. <https://doi.org/10.1002/ys.20309>

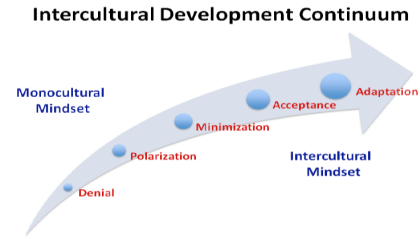


Intercultural Development Inventory (IDI)

Intercultural Development Continuum

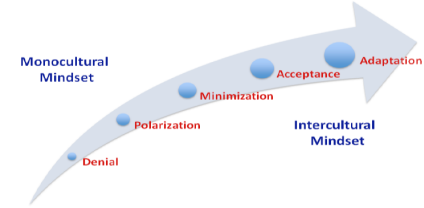


Intercultural Development



The capability to **shift** cultural perspective and adapt—or bridge--behavior to cultural commonality & difference

1. Deep cultural self-awareness
2. Deep understanding of the experiences of people from different cultural communities—in perceptions, values, beliefs, behavior and practices
3. Perspective shifts and behavior adaptation across these various cultural differences



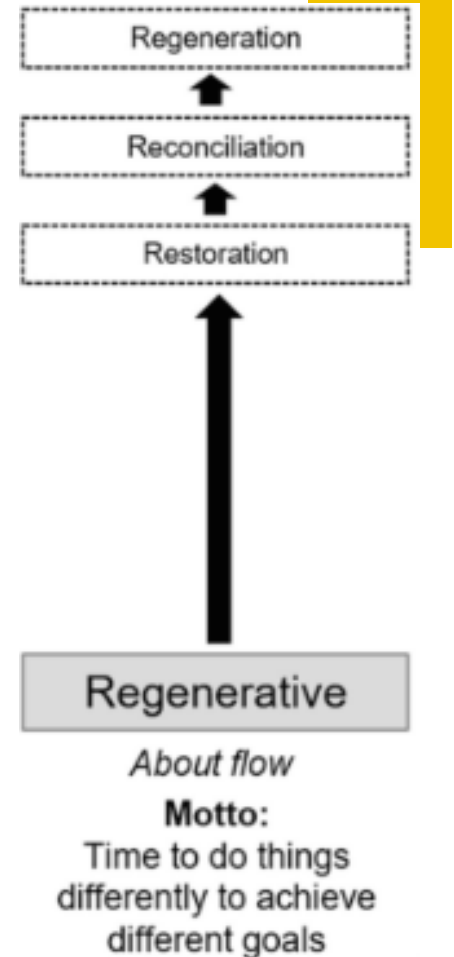
Development of the (IDI®)

The (IDI®) was developed using rigorous psychometric protocols with over 10,000 respondents from a wide range of cultures.

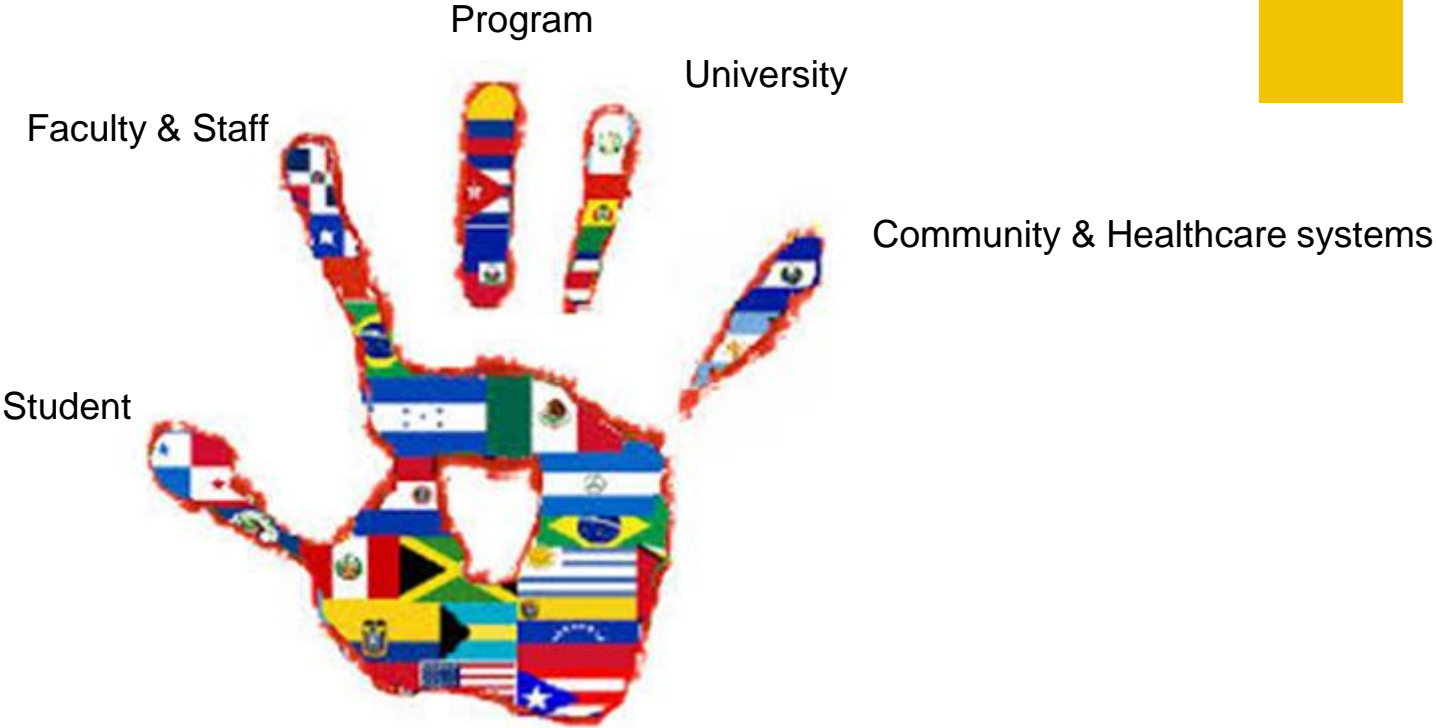
- Demonstrated content, construct and predictive validity in organizations and in educational institutions
- Used for guided advisement by 2400 qualified administrators in 45 countries in health, business, spiritual care, community development and education
- Generates individualized development plans based on identified mindset
- Sensitive to change over time

+ Installation and Initial Implementation

1. Pre-Consultation: Post CAPTE 10 yr re-accreditation ERA
 - Intercultural Leadership Development Curricular Thread (Established Model)
 - May 2021
 - Strategic Plan incorporating DEI
 - Faculty & Staff Intercultural Self-Assessment
1. Consultation: Dr. VanHoose (January & May 2022)
 - Reflection on past success
 - Assess readiness for change
 - Create sense of urgency
 - Align DEI goals with Strategic Plan
 - Identification of Resources



+ Installation and Initial Implementation



Student Intercultural Development

Curriculum & Clinical Experience

Community
Engagement

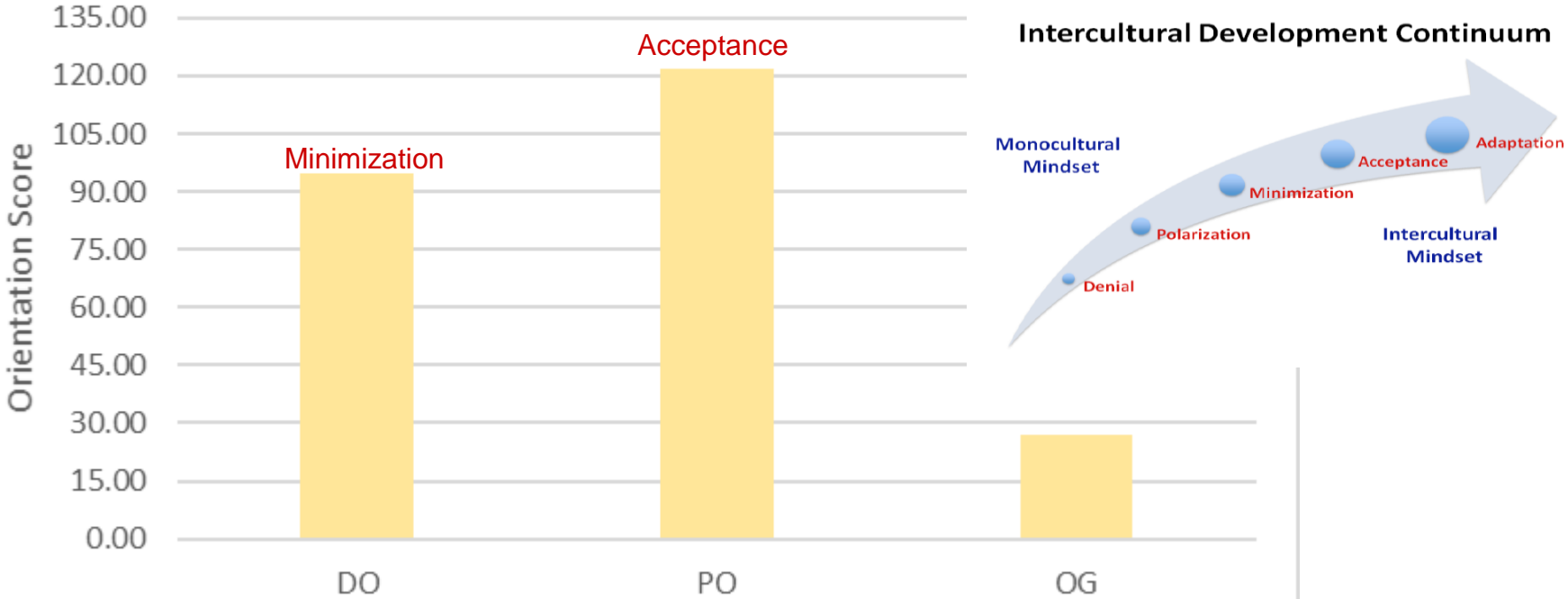
Admissions & Retention

Professional
Responsibility

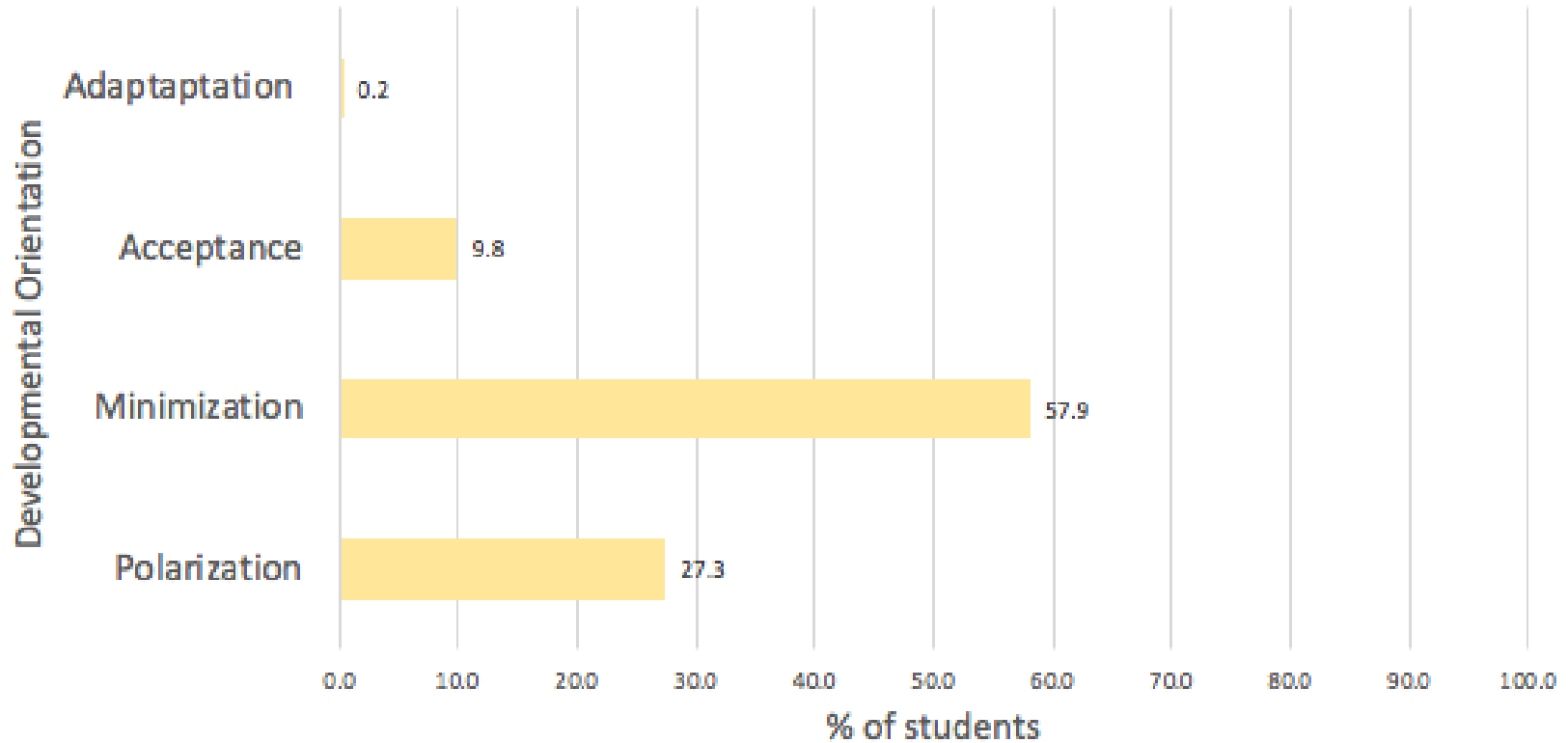
Circle of Human Concern



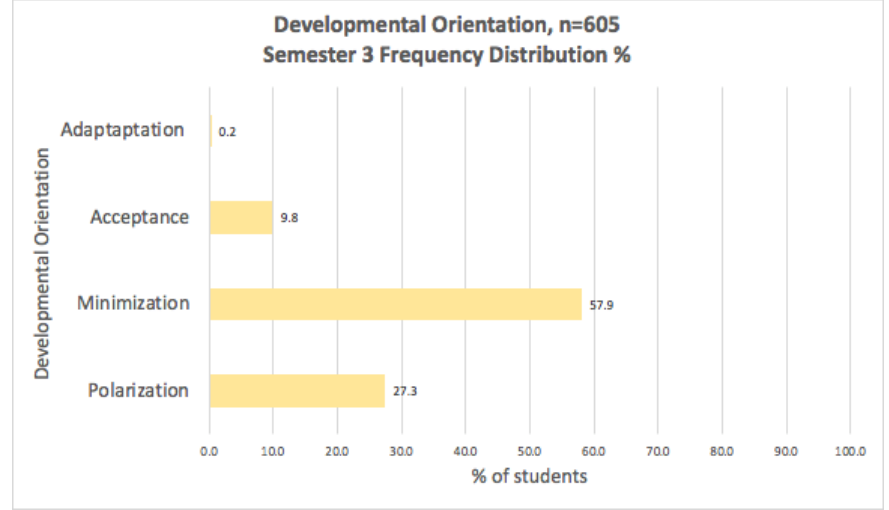
Developmental (DO) & Perceived (PO) & Orientation Gap (OG) Semester 3 n=605



Developmental Orientation, n=605 Semester 3 Frequency Distribution %



Ethnocentric Orientations

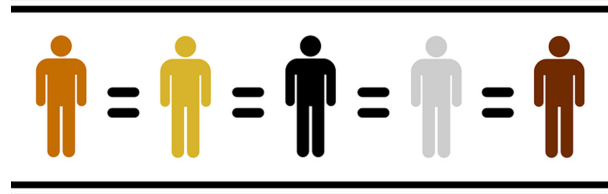


Polarization: (27%) Views cultural differences in terms of “us” and “them”.
(Diversity feels “uncomfortable”)

Defense: *An uncritical view toward one’s own cultural values and practices and an overly critical view toward other cultural values and practices.*

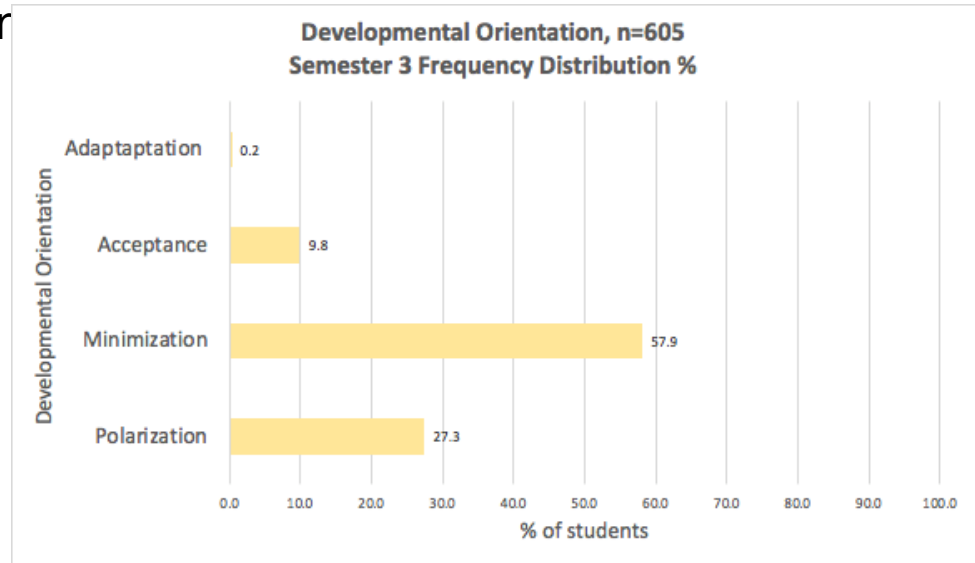
Reversal: *An overly critical orientation toward one’s own cultural values and practices and an uncritical view toward other cultural values and practices.*

Transitional Orientation

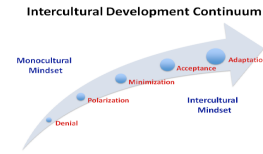


Minimization: (58%) Highlights cultural commonality and universal values that may also mask deeper recognition

(Diversity feels “unheard”)



Ethnorelative Orientations

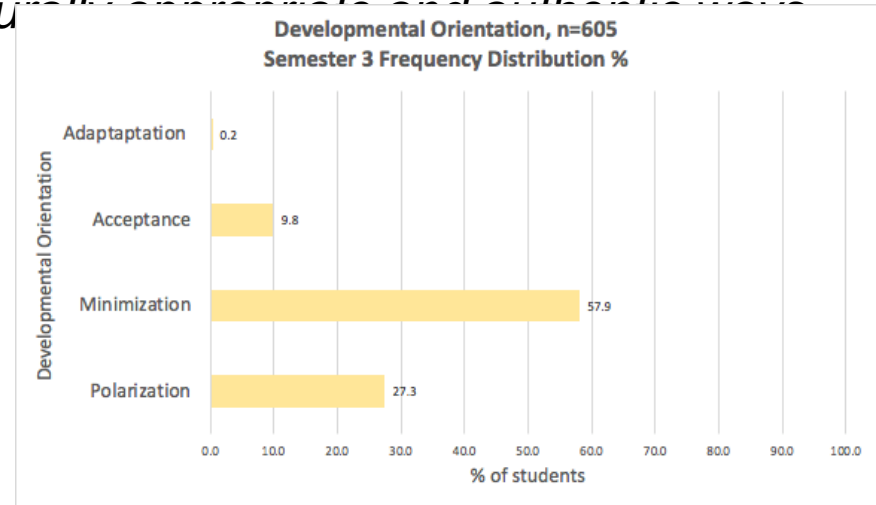


Acceptance: (10%) Recognizes and appreciates patterns of cultural difference and commonality in one's own and other cultures.

(Diversity feels “understood”)

Adaptation: (.2%, n=1) An orientation that is capable of shifting cultural perspective and changing behavior in culturally appropriate and authentic ways.

(Diversity feels “valued and involved”)





Implications of operating in a Minimization orientation

- Providers who are functioning from a Minimization orientation, may be tempted to enter into an intercultural exchange by oversimplifying the obvious similarities of people's physical biology
- Generalizations may be transferred to a subconscious assumption of similarities in healthcare needs, desires, behaviors and motivations.
- A Minimization mindset in healthcare providers has the potential to result in a healthcare system that insists on correcting an individual's healthcare values, beliefs and lifestyle choices to fit with the dominant culture expectations



Interventions & Assessment based on Student IDI-Learning Needs



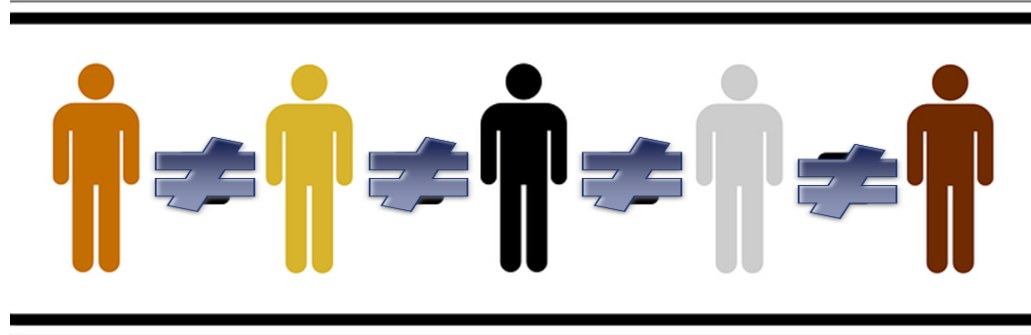
Building Culturally Safe Environments n=150

How comfortable do you feel discussing the following diversity dimensions relative to health outcomes, movement habits, or access to medical services from your personal experience? (1= Not very comfortable, 4=Very Comfortable)

Diversity Dimension	2025 avg	Diversity Dimension	2024 avg
Politics	2.84	Politics	2.65
Religion/Spirituality	3.11	Trauma	3.08
Trauma	3.12	Sexuality	3.12
Income	3.32	Religion/Spirituality	3.15
Sexuality	3.39	Gender	3.24
Physical Safety	3.42	Race	3.33
Race	3.43	Income	3.37
Gender	3.49	Mental or Physical Ability	3.41
Mental or Physical Ability	3.53	Physical Safety	3.48
Mental Health	3.55	Mental Health	3.49



From Polarization & Minimization to Acceptance





IDI Guided Advisement

https://regis365-my.sharepoint.com/personal/tmcgee001_regis_edu/layouts/15/stream.aspx?id=%2Fpersonal%2Ftmcgee001%5Fregis%5Fedu%2FDocuments%2FAttachments%2FMcGee%5FIDI%20vid%2Emov&ga=1



Individual IDI Development Plan

1. Describe your culture. (4 sentences max)
2. Describe how your family's beliefs and behaviors around health, education, spirituality, community and relationships have influenced your cultural identity and your health and wellness beliefs and behaviors?
3. What is your overall IDI Developmental Orientation?
4. What new information from the IDI was most meaningful to you and why?
5. Compose 2 intercultural knowledge goals and 1 intercultural experience goal
 - a. (Relate goals to specific populations of interest, recognized bias, and a population you will likely work with in your upcoming clinical experiences)
 - b. Describe one strategy to address each of the above goals



Intercultural Development Plan Learning Opportunities

- **Guided Advisement & IDI Plan: IDI**
 - Zipcode analysis: Clinical Sites
 - **Qualified Administrator**
- Educational Websites
 - **Culture of Health Panel**
- Book Club
- **Simulations & Case Studies**
 - **Motivational Interviewing: CARE measure**
 - Tutorial Case
 - Interprofessional Cases
 - Implicit Bias
- University & Community DEI events
 - Attend a community support group
 - Campus Events, speakers and Dialogs
 - Service Learning
- **Aesthetic Expression**
- Theatre, Film Arts
 - Student Diversity sponsored Film nights
- Clinical Experiences & Intercultural Immersions
 - Domestic and International
 - Global Health Pathway
- Capstone Reflection



Heidi Eigsti

2022-06-07 09:54:43

12:50 / 1:20:06

1x

The image shows a video player interface. The main video frame displays a man in a white shirt and a dark face mask on the left, and a woman with blonde hair on the right. A large play button is centered over the video. A name tag is visible on the man's shirt. The video player includes a progress bar at the bottom with a timestamp of 12:50 / 1:20:06, and a volume icon. The video title 'Heidi Eigsti' and a timestamp '2022-06-07 09:54:43' are overlaid on the video frame. A blue plus sign is in the top left corner, and a yellow vertical bar is on the right side of the page.



Culture of Health Panel



Aesthetic Expression: Student Example





Called to Care (www.caremeasure.org)

Student CARE score =43.46, Physiotherapist CARE score=47.5
Normative values for all Physiotherapists

This table compares your score for each of the ten CARE Measure questions to those of other Physiotherapists. It tells you your average score for each question, the baseline (the average across all Physiotherapists) and where your average falls as a percentile compared to all other Physiotherapists.

	Measure	Your Score	Baseline	Your Percentile
	Making you feel at ease	4.2625	4.7751	Below the 5th percentile.
	Letting you tell your story	4.2000	4.7245	Below the 5th percentile.
	Really listening	4.4000	4.7597	Below the 5th percentile.
Strengths	Being interested in you as a whole person	4.5000	4.7044	Between the 10th and 25th percentiles.
	Fully understanding your concerns	4.3625	4.7325	Between the 5th and 10th percentiles.
	Showing care and compassion	4.6125	4.7554	Between the 10th and 25th percentiles.
	Being positive	4.5125	4.7632	Between the 5th and 10th percentiles.
	Explaining things clearly	4.2405	4.7899	Below the 5th percentile.
	Helping you to take control	4.2250	4.7373	Below the 5th percentile.
	Making a plan of action with you	4.1392	4.7595	Below the 5th percentile.
	Score	43.4625	47.4993	Below the 5th percentile.



Clinical Education & Intercultural Immersion

1. Share Clinical stories of intercultural encounters where you learned something about yourself or others that will impact your future practice?

1. Were safety, comfort and needs of patients from diverse populations considered in planning your patient services?

NOTE: Consider all diversity dimensions: generational, SES, political, spirituality, ethnic, racial, mental health, abilities, shelter...)



Student Intercultural Clinical Reflection

As I reflect on CE I and look ahead to my next clinical experience, I have noted some of the stress points that I, at times, struggle to appropriately navigate.

- managing conflict around conversations that include differing views from different cultural communities, effectively voicing concerns I have that are needed to support my own cultural identity in workplace environments
- ensuring all perspectives and communities are heard when making team decisions.



Student goals for upcoming clinical experience

1. increase the advocacy for my own cultural community, especially in the professional light.
2. identify 1-3 actionable steps that I have taken to increase awareness of Black and Brown voices, especially in the physical therapy profession.
3. use my leadership skills in the clinical environment to challenge the process of diversity, equity, and inclusion efforts
4. engage in conversations with colleagues about the structure, support, and resources the clinical environment provides (or does not) for those who are a part of marginalized communities.

I look forward to seeing how my upcoming inpatient clinical in Denver supports my goals and enables me to challenge the process in a way that supports underserved populations.

Capstone Intercultural Journey

A dónde vas?

Self
assessment &
Reflection



The Leadership Advocacy Diversity Inclusion and Equity Rubric

		Exemplary Leader (12.5)	Leading Teams (10)	Leading Others (9)	Leading Self (8)
Exemplary Practice					
L1. Model the Way		Leads others in exploring values, and beliefs and affirming individual contributions	Recognizes difference in values and beliefs and analyzes the origins of diversity.	Expresses personal values, recognizes biases and requests alternative perspectives from others.	Identifies personal and professional values/ethics
L2. Inspire a Shared Vision		Helps team move forward by articulating the merits of alternative ideas and works collaboratively towards a common goal.	Works with others toward developing a shared vision within a group.	Explores opportunities to learn about others and seeks feedback on how personal behavior impacts team function.	Explores opportunities for personal growth and develops personal mission statement.

1.

Adapted from works of Kouzes JM, Posner BZ. *Learning Leadership: The Five Fundamentals of Becoming an Exemplary Leader*. 1 edition. Wiley; 2016. And Bennett M. Toward a developmental model of intercultural sensitivity. In: *Education for the Intercultural Experience*. Intercultural Press; 2001.

The Leadership Advocacy Diversity Inclusion and Equity Rubric

		Exemplary Leader (12.5)	Leading Teams (10)	Leading Others (9)	Leading Self (8)
Exemplary Practice					
L3. Challenge the Process		Demonstrates commitment to advocacy efforts at an individual and societal level in the professional organization, community and clinical setting.	Engages others in an advocacy activity related to professional practice, social justice, health equity	Demonstrates advocacy for a patient in a clinical setting.	Identifies advocacy issues related to professional practice, social justice and health equity
		Integrates alternative, divergent or contradictory perspectives to create a new solution or new knowledge.	Incorporates alternate, divergent or contradictory perspectives in a exploratory way	Recognizes the value of alternate, divergent or contradictory perspectives and seeks feedback for a solution	Identifies a problem and seeks a solution.

1.

Adapted from works of Kouzes JM, Posner BZ. *Learning Leadership: The Five Fundamentals of Becoming an Exemplary Leader*. 1 edition. Wiley; 2016. And Bennett M. Toward a developmental model of intercultural sensitivity. In: *Education for the Intercultural Experience*. Intercultural Press; 2001.

The Leadership Advocacy Diversity Inclusion and Equity Rubric

		Exemplary Leader (12.5)	Leading Teams (10)	Leading Others (9)	Leading Self (8)
Exemplary Practice					
L4. Enable Others to Act		Addresses destructive conflict directly and helps to manage/resolve it in a way that strengthens relational cohesiveness and effectiveness	Identifies and acknowledges conflict and stays engaged with it.	Identifies conflict and redirects focus toward common ground, toward task at hand (away from conflict)	Privately accepts alternate viewpoints/ideas/opinions
		Engages team members in a way that facilitates their contributions by constructively building upon or synthesizing the contributions and noticing when someone is not participating and inviting them to engage	Engages team in ways that facilitate their contributions by restating the views of others and or asking for clarification.	Engages team members by taking turns and listening to others.	Share own ideas and offers feedback to others.

The Leadership Advocacy Diversity Inclusion and Equity Rubric

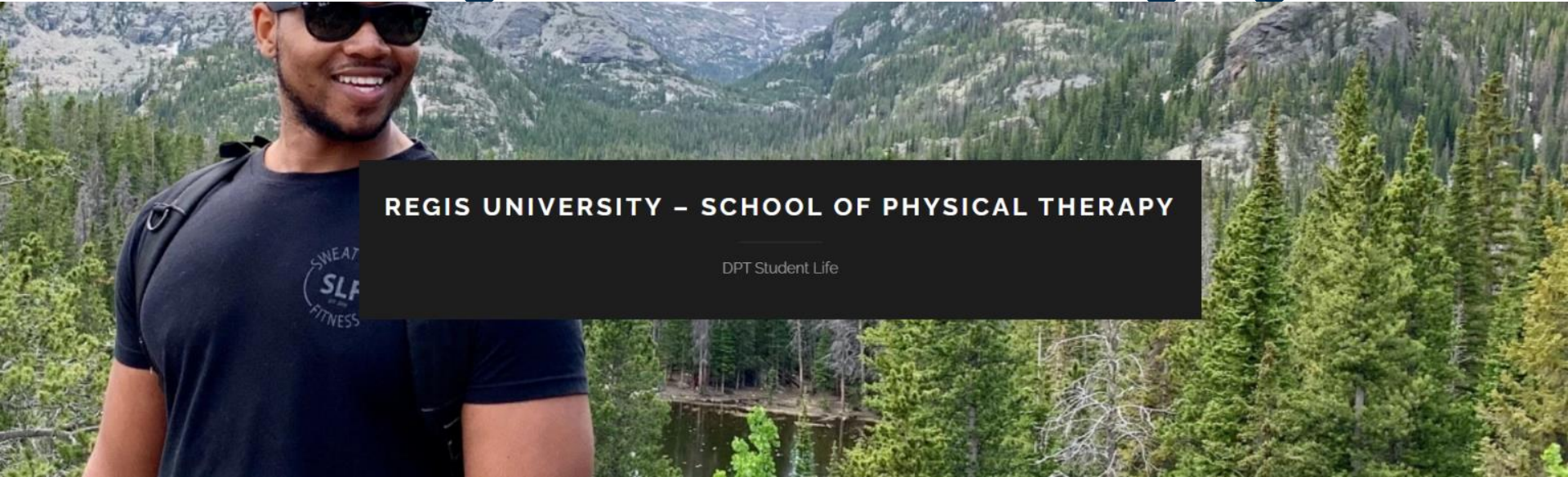
		Exemplary Leader (12.5)	Leading Teams (10)	Leading Others (9)	Leading Self (8)
Exemplary Practice					
L5. Encourage the Heart		Motivates teammates by expressing confidence in members contributions and the importance of the task to the team's ability to accomplish goals	Motivates most team members by expressing confidence about the importance of the task and the team members ability to accomplish it.	Motivates one member of the team by expressing confidence in their ability to contribute to a task.	Contributes to the team by completing a component of the task.
		Articulates a complex understanding of cultural differences & is able to skillfully negotiate a shared understanding.	Recognizes and participates in cultural difference and begins to explore behaviors to negotiate a shared understanding.	Identifies cultural differences and seeks understanding of the complexity of another culture in relation to its history, SSDOH, values, communication, economics, beliefs and practices and health outcomes.	Seeks to understand the complexity and emergence of their own cultural orientation and evolution. Views the experience of others but does so through own cultural perspective.

1.

Adapted from works of Kouzes JM, Posner BZ. *Learning Leadership: The Five Fundamentals of Becoming an Exemplary Leader*. 1 edition. Wiley; 2016. And Bennett M. Toward a developmental model of intercultural sensitivity. In: *Education for the Intercultural Experience*. Intercultural Press; 2001.



Student Directed DEI Initiatives: Creating a Culture of Belonging



REGIS UNIVERSITY – SCHOOL OF PHYSICAL THERAPY

DPT Student Life

- ▶ Affinity groups
- ▶ Mentor junior high and highschool students from under-resourced communities
- ▶ Medical Spanish lunch
- ▶ Book clubs, movie nights, community events.
- ▶ DEI blog <https://regisdnt.org/diversity-and-inclusion/>

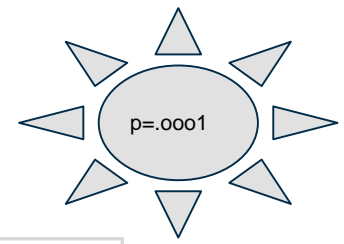


Graduate Exit Survey

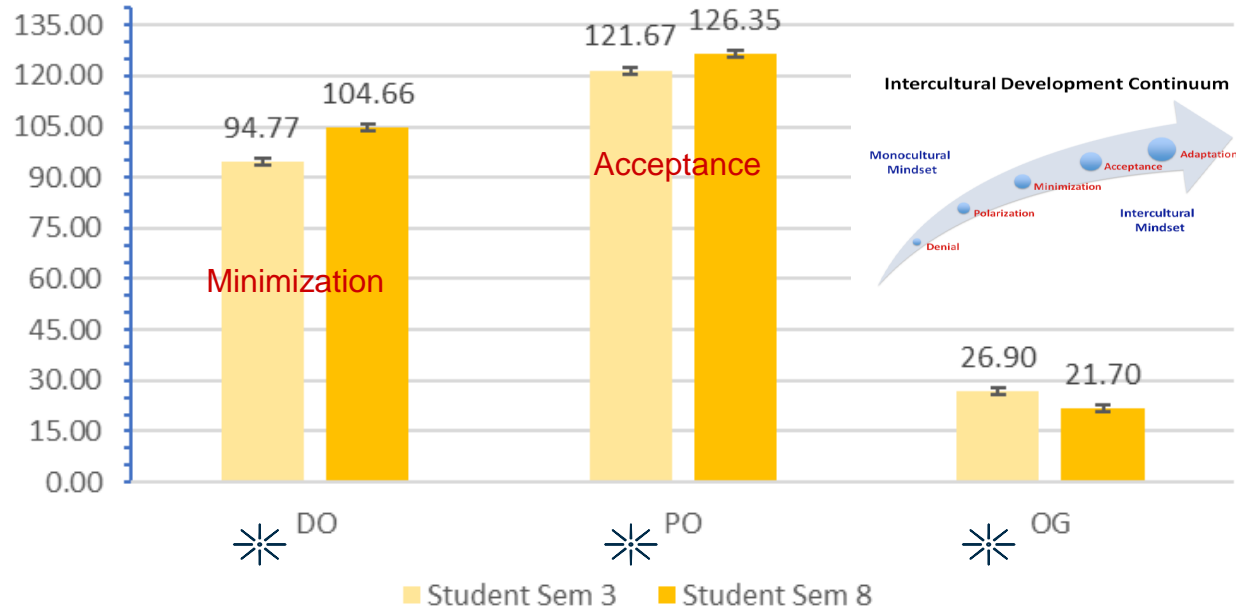
#	Field	Well Prepared	Adequately Prepared	Inadequately Prepared	Total
1	1. I am aware of the complex nature of my own culture and how it influences my worldview	70.83% 51	29.17% 21	0.00% 0	72
2	2. I can Identify patterns of cultural similarity and cultural difference during a patient encounter.	62.50% 45	36.11% 26	1.39% 1	72
3	3. I seek to understand the complexity of another person's culture as it relates to history, values, beliefs, lifestyle choices, communication and resources.	77.46% 55	21.13% 15	1.41% 1	71
4	4. I am capable of navigating most intercultural encounters in order to build a therapeutic alliance.	63.89% 46	34.72% 25	1.39% 1	72
5	5. I actively acknowledge values, perspectives and victories in diverse groups by creating a spirit of community.	66.67% 48	33.33% 24	0.00% 0	72



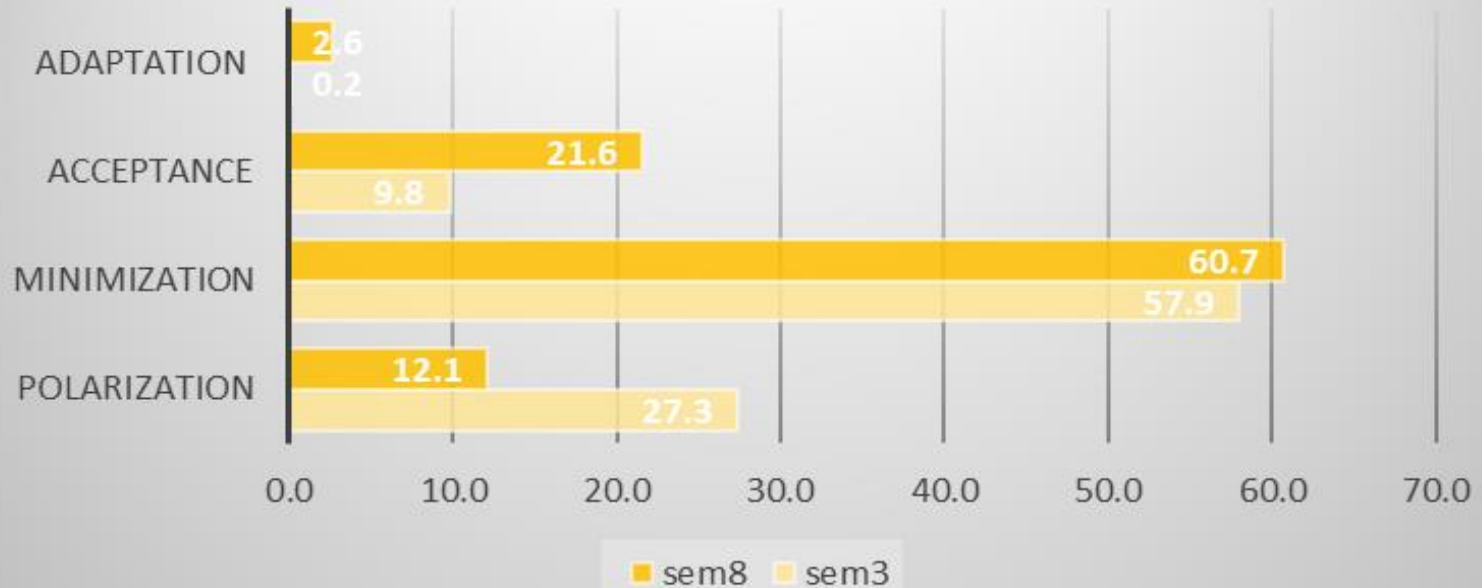
Student Composites n=605 (class 2015-2022)



Student IDI Composite Semester 3 & Semester 8



Developmental Orientation Frequency Distribution %





Questions and Answers

Faculty & Staff Intercultural Development

Curriculum & Clinical Development

Community Engagement

Recruitment, Hiring &
Retention

Scholarly Activity & Continual
Improvement

Circle of Human Concern



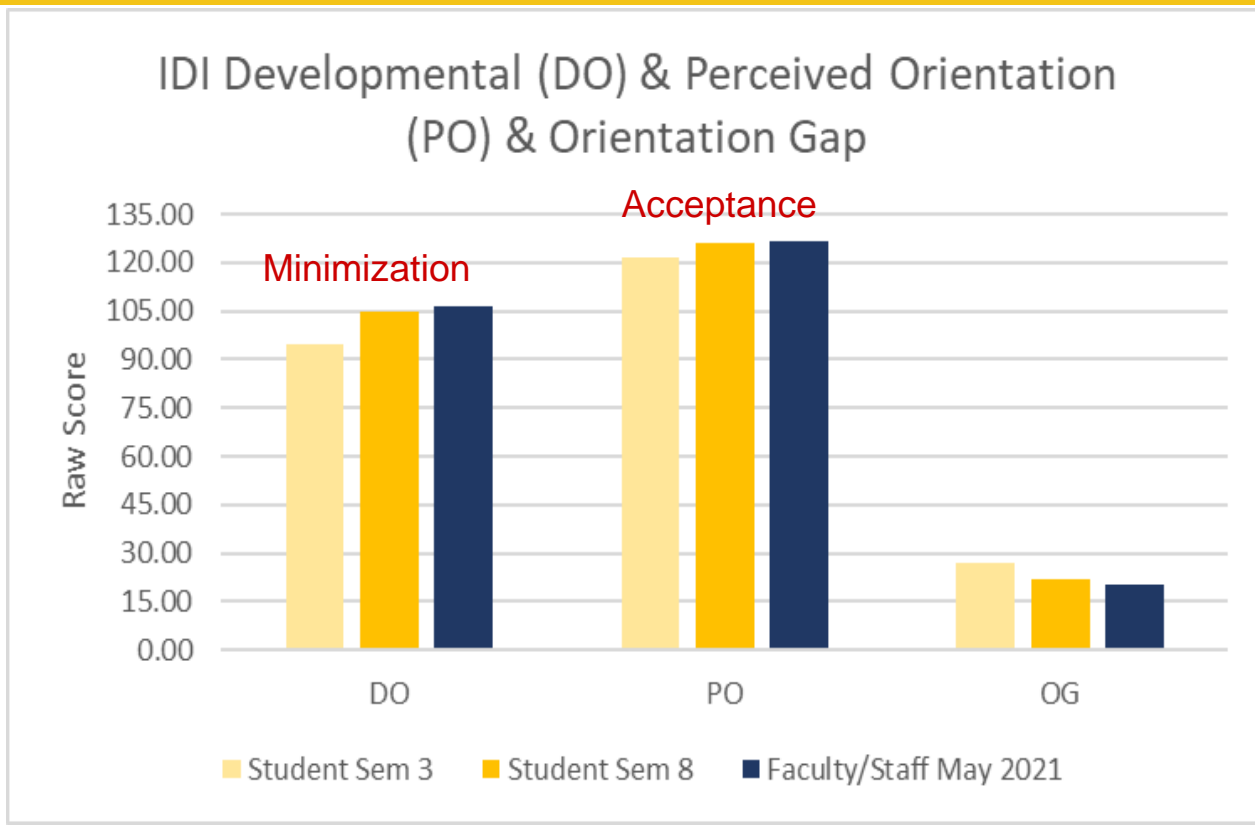


A cultural competent educator/trainer should...

- be familiar with literature.
- model application in life-long learning and practice.
- demonstrate use a wide variety of teaching methods and evaluative techniques and be able to flexibly adapt them to the learning situation and level of the trainees.
- skilled in facilitation and management of diverse opinions.
- recognize the limits of his/her knowledge and be ready to enrich the training with contributions from community members, traditional healers and educators from various disciplines.

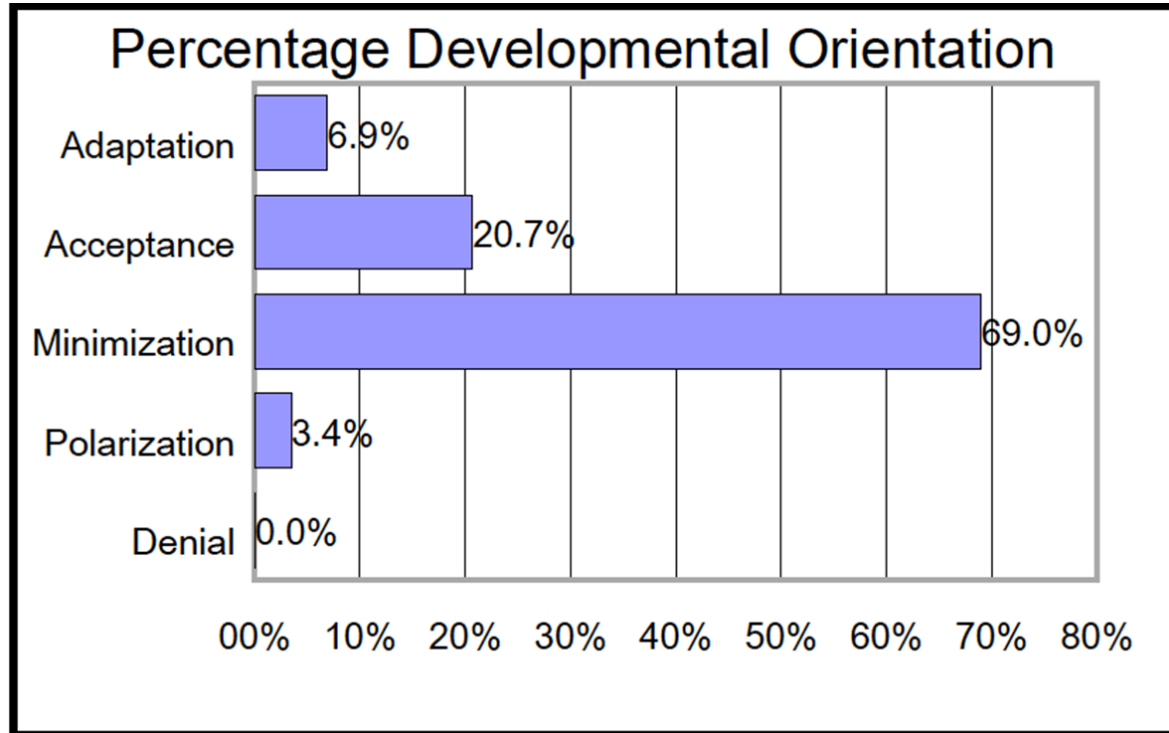
IDI Composites

Student (605), Faculty (21) & Staff (5)





Faculty & Staff





Minimization Orientation

“The group’s level of intercultural competence suggests they will likely be challenged to identify cross-culturally adaptive policies and practices that can guide common efforts across differences.”

“It is likely that the group will struggle with making decisions and solving problems when cultural differences arise that demand creative solutions in ways that value the differences.”



Moving from Minimization & Acceptance

I

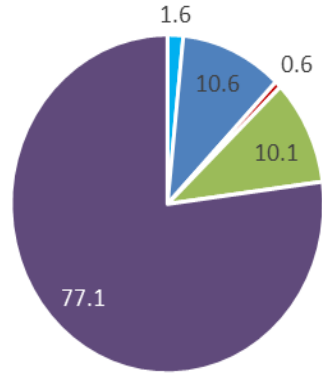




Admissions Task Force: Implications of a Minimization Orientation

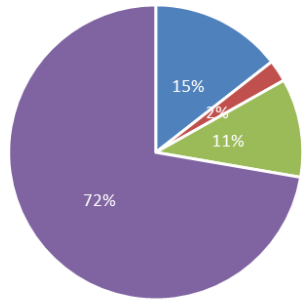
- **Short term:** Investigate resources for implementing an interview process that would be more equitable and accessible for students of diversity
 - Class 2025: changed interview questions/scoring
 - Class 2025: enhanced message of inclusion throughout admissions experience.
 - Class 2025: Four evening events highlighting program/student and alumni stories
 - DEI, leadership, global health/service, clinical education and research
- **Long term:**
 - Develop a Holistic Admissions Process for Admissions Cycle beginning July 1, 2022.
 - Create a proposal for a holistic admissions process and present to DPT faculty at RLM in January, 2022
 - Work with the Outcomes committee and Office of Admissions in developing an ongoing assessment plan to assess if the new Admissions Process is meeting the needs of the School and Program Outcomes by May 1, 2022.
 - Propose Student Success Model and Committee workload for AY 22-23 by April, 2022

Race/Ethnicity Percentile Class 2015-2022



■ American Indian/Alaska Native
 ■ Asian American Pacific Islander
 ■ Black
 ■ Hispanic
 ■ White

Class 2024

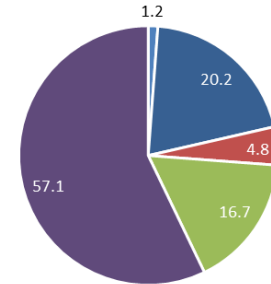


■ Asian
 ■ Black
 ■ Hispanic
 ■ White

Diversity representation $\chi^2=4.19$, $p=.049$



Class 2025



■ American Indian/Alaska Native
 ■ Asian
 ■ Black
 ■ Hispanic
 ■ White



SOPT DEI Committee

1. Develop a Comprehensive DEI assessment and development plan to address all four strategic planning team DEI goals Dec, 15, 2023.
 - a. Framework for Case Studies
 - b. Framework for Presenting Evidence
 - c. Presentation Aggregate outcomes associated with PT diagnosis and SSDOH

1. DEI committee members will participate in Ujima Institute's Community of Practice for Inclusive Excellence AY 22-23 program and bring resources to SOPT to support DEI goals and objectives. (September 2022-May 2022)

1. Compose a DEI statement, mission and vision with input and feedback from community partners by December 1, 2022.

1. Create a DEI SOPT advisory council composed of members from the university faculty and student body, community, and healthcare systems, who can bring diverse perspectives and recommendations to the committee (diversity dimensions include but not limited to sexual orientation, gender ID, generation, ability, race/ethnicity, spirituality, political, SES, mental health) August 1, 2023

1. Communicate DEI goals, objectives, implementation and assessment plan to extended community members via SOPT DEI webpage by February 28, 2023



Curriculum Committee Course Reviews

VI. Curricular Structure & Central Concepts

Curricular Framework	Comment on integration within the Course
Foundation/Application/Management	
Lifespan	
Motor Theory	
HOAC	
ICF	
The APTA Guide Terminology	
Biopsychosocial Model	
Diversity, Equity and Inclusion	



Professional Development Plan: Annual Assessment

PURPOSE

The purpose of this document is to guide faculty in setting short-term and long-term faculty development goals and annually assessing their progress toward these goals. This plan develops from a process of self-assessment through the reflections of the faculty member and dialogue with their assigned administrator(s). Using this collaborative approach, faculty members set professional goals that address both personal and unit needs, review progress towards goals and identify the resources that are needed to achieve these goals. The process is intended to appropriate preparation for promotion in rank.

The Faculty Self-Assessment and Professional Development Plan includes the following areas:

1. Teaching assessment
2. Service assessment
3. Scholarship assessment
4. Personal development assessment
5. Professional development plan



Professional Development Plan: Annual Assessment

Leading with Cultural Sensitivity

- a. Fosters an inclusive work climate
- b. Affirms diverse contributions to a shared vision
- c. Uses emotional intelligence & awareness of personal biases to effectively navigate personal and professional interactions
- d. Demonstrates commitment to being a part of the solution to dismantle disparities in health access and equity at an individual and societal level
- e. Addresses destructive conflict and helps to manage it in a way that strengthens relational cohesiveness and an inclusive climate.
- f. Establishes mentor/mentee relationships to support the development of inclusive leadership practices
- g. Uses culturally responsive teaching strategies
- h. Promotes inclusivity when conducting scholarly work and presenting evidence
- i. Seeks to understand disparities in educational preparation and outcomes in persons from minoritized populations and uses resources to support the academic success of all students
- j. Integrates knowledge of structural and societal determinants of health when teaching in content area of expertise.
- k. Recognizes leadership strengths/challenges and formulates a plan for leadership development



Added a Question to Student Evaluation of Affiliate Faculty

The faculty member...

	Strongly disagree	Disagree	Agree	Strongly Agree
	1	2	3	4
<p>promoted an inclusive learning environment. (if selected disagree or strongly disagree, please comment in text box provided)</p> <input type="text"/>				



Questions and Answers

Community Intercultural Development

Interprofessional
Collaborative Practice

Partnerships

Sustainability &
social Responsibility

Continual Improvement

Circle of Human Concern:
Needs Assessment





Building a Larger Ecosystem of Education

Students' education or professional development is bigger than our one program

We have to collectively develop and care for our students

- External programs
- External mentors
- External learning activities

Although it is external, it is part of the educational ecosystems



Community Partners

Ujima Institute Community of Practice: Regis Interdisciplinary team of 12

University: ODEIE

University: World Languages, Arts, Humanities

College of Health Professions: Diversity Committee

School of Physical Therapy: DEI Committee

Clinical Partners: Expanding Diversity & Training

Community Partners & Service Learning

Highschool and Junior Highschool Campus/School Outreach Programs

Global Health Pathway: Domestic & Intn'l immersions

Professional Engagement & Advocacy

Health System Collaboration

Q&A



*“It is my permanent **openness to life** that I give myself entirely, my critical thought, my feeling, my curiosity, my desire, all that I am. It is thus that I travel the road, knowing that I am learning to be who I am by **relating to what is my opposite**. And the more I give myself to the experience of living with what is different **without fear and without prejudice**, the more I come to know the self I am **shaping** and that is being shaped as I travel the road of life.” – Paulo Freire*

THANK YOU TO



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Platform presentations!

Join us for ELC 2023 in Philadelphia!

Save the date:

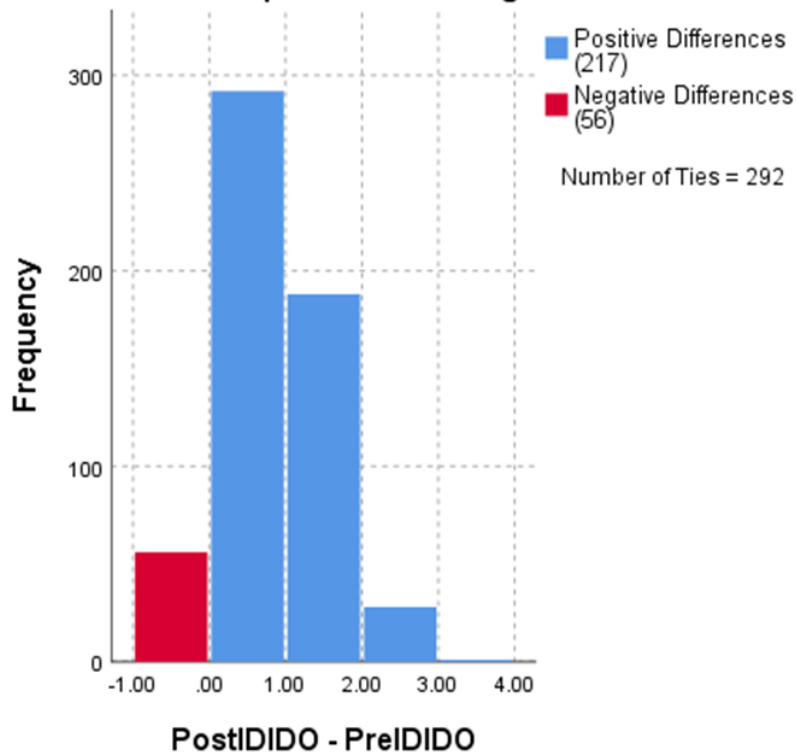
October 13-15, 2023

pteducationleadershipconference.org



Appendix

Related-Samples Wilcoxon Signed Rank Test



Class 2015 -Class 2022 Demographics n=616

Ethnicity/Race	percentile
American Indian/Alaska Native	1.6
Asian American Pacific Islander	10.6
Black	0.6
Hispanic	10.1
White	77.1
Gender ID	
Male	41.88
Female	57.95
Non-Binary	0.16
Age (years) Semester 1	years
	25.5
mean (SD)	(3.73)
range	21.1-43.5