AOTA Academic Leadership Institute (ALI)

Overview

The AOTA Academic Leadership Institute (ALI) is designed to develop academic leaders across all levels of occupational therapy education programs. The Institute will begin with an introductory online intensive 3-day workshop\* (August 16–18, 2023), followed by 6 monthly online learning modules (September 2023–March 2024) paired with monthly facilitated group mentoring sessions. Participants will also create a leadership action plan.

\*The workshop will meet virtually for 4 ½ hours each day, August 16-18, 2023.

# Background

With an increase in the number of new academic programs, the expected retirement of current leaders, and the increasing complexity of academic environment, there was a call from the academic community for opportunities to learn and develop academic leadership skills (Task Force, Future of Education, 2014). ALI was first offered in 2016 and has since trained 171 leaders across six training programs. The Institute program responds to ongoing changes and challenges in higher education as reflected in the evolving curriculum and content that is offered.

The overall goal of the program is to develop an ongoing cadre of individuals who have a defined skill set that prepares them for leadership positions in academic institutions. The Institute provides active learning opportunities, mentorship experiences, and network activities to engage occupational therapy faculty, program directors and department chairs seeking to advance their skills and knowledge in academic leadership.

Specifically, ALI participants engage in active learning, including mastering self-directed, self- initiated asynchronous and synchronous materials, participating in mentoring sessions, and completing relevant readings and learning exercises that are individualized to their needs. The Academic Leadership Institute is delivered by recognized experts in occupational therapy education.

**Workshop** (August 16, 17 & 18, 2023 online)

Faculty members will facilitate the workshop using interactive learning experiences. The primary objectives of the workshop are to: (1) introduce the ALI curriculum, (2) initiate the development of a community of scholars, and (3) provide a foundation of knowledge about the academic world, academic career trajectories, and leadership in academic environments that will unfold in monthly online learning modules.

**Modules** (September 2023 – March 2024)

Modules will be delivered online and will include:

* Learning objectives
* Key terms
* Reading assignments, pre-meetings and/or interactive learning activities (small group and individual)
* Subject content (PowerPoint presentations)
* Assessment of learner’s competency related to objectives
* Surveys, polling questions and discussion opportunities

**Note:** Content is subject to change in response to changes in higher education trends and policy.

## Module 1: Advancing as a Leader: Personal, Institutional and Fiscal Considerations

At the completion of this module, participants will:

* Understand the multiple factors that facilitate and constrain career trajectories.
* Differentiate and understand implications of faculty appointments, ranks and titles

and the implications of tenure in different academic environments (e.g., research versus non-research institutions).

* Understand career development and strategies for effectively growing faculty including clinical faculty who wish to enter academe as well as those seeking promotion and growth opportunities.
* Understand the role of an academic leader in recruiting, retaining, developing, managing and mentoring diverse faculty in both bargaining and non-bargaining units.
* Differentiate and demonstrate administrative and management skills as they effect

personnel, time management and communication within an academic unit.

* Creating a realistic fiscal picture for your program including its current status,

opportunities and challenges, as well as implications for future growth and development.

## Module 2: Understanding the Landscape of Higher Education

At the completion of this module, participants will:

* Recognize the regulatory and policy environments impacting higher education in the United States.
* Differentiate the mission(s), funding and regulations impacting public, private and

proprietary higher education institutions.

* Understand the internal resources and constraints of leading an academic program in higher education institutions.
* Understand the external resources and constraints of leading an academic program in higher education institutions.
* Appraise their ability to successfully lead an academic program(s) in the higher education context identifying skill sets and needs.

## Module 3: Developing Alliances and Facilitating Change

At the completion of this module, participants will:

* Be able to recognize the need for change to respond to immediate and/or potential threats.
* Identify where the natural connections (and disconnects) are within the academic setting to facilitate change.
* Identify existing and potential opportunities and possible types of innovations.
* Demonstrate the ability to map out an effective strategy to seed change and build your brand.
* Appraise their ability to develop alliances and be a change agent and develop a profile of skill sets and needs.
* Understand the role of transparency and development of trust in developing alliances and facilitating change.
* Understand the critical nature of negotiation and mediation as it impacts tuition, enrollment, faculty, budgeting and effective Department growth.

## Module 4: Academic Program Development

At the completion of this module, participants will:

* Articulate the key steps and elements in designing an effective curriculum.
* Articulate the key steps and elements in a strategic planning process that supports a dynamic program to address the changing demands of higher education and health care.
* Develop effective mechanisms to measure key student learning outcomes as it relates to the curriculum design.
* Identify the role of fieldwork and/or the capstone or baccalaureate project and how to ensure it is consistent with the curriculum design.
* Appraise their ability to engage in program development, management, and evaluation,

and develop a profile of skill sets needed.

* Identify the impact of competency based curriculum models on health care education.

## Module 5: Scholarship of Teaching and Learning: Identifying and Measuring Outcomes

At the completion of this module, participants will:

* Explain the Boyer’s Model of Scholarship in academe.
* Apply Boyer’s model in OT/OTA programs.
* Understand how to align scholarship agenda to the program’s design and mission.
* Construct a scholarship agenda that aligns with a program.
* Identify leadership strategies when faculty/resources do not support the scholarship

agenda.

* Understand how the scholarship agenda aligns to other key aspects of the program.

## Module 6: Students and Faculty: Developing a Learning and Working Climate that Honors Diversity, Equity, and Inclusion

At the completion of this module, participants will:

* Understand the issues impacting diversity, equity, and inclusion in the profession.
	+ Recorded ALC keynote presentation on colonization of the OT curriculum
	+ Recorded ALC panel discussion with faculty members of color working in OT/OTA

programs

* Articulate the key principles of a Trauma-Informed Care Model.
* Identify key elements in developing a learning environment that honors diversity, equity and inclusion.
	+ Recruitment – admissions/ pipeline/ barriers
	+ Retention – inclusion
		- Curriculum
		- Setting competencies
		- Delivery models: M-F
		- Environment
		- Who is in the classroom?
* Identify key elements in developing a work climate that honors diversity, equity and

inclusion.

* + Hiring practices
	+ Faculty mentorship
	+ Tenure and promotion, career advancement

# Mentoring Sessions

Mentoring sessions will be conducted by Zoom calls for one hour each month with a facilitator. Participants will be placed in groups. Topics will include reflection on the monthly module content as well as real-time problem solving related to higher education issues.

# Leadership Action Plan

Beginning in the Workshop and continuing throughout the Institute, participants will be developing individual leadership action plans. The action plan will be based on content from each module (take aways) that are selected as particularly relevant to the participant and can be applied to a specific challenge being faced. The action plan provides an opportunity for self-assessment of current abilities and provides strategies for acquiring skills and achieving outcomes.

# Facilitators:

Janice P. Burke, PhD, OTR/L, FAOTA Florence Clark, PhD, OTR/L, FAOTA Sabrina Salvant, EdD, MPH, OTR/L, FAOTA

Neil Harvison, PhD, OTR/L, FNAP, FAOTA