Personal Philosophy
My role as an athletic training program director for 15 years and department chair for a rather large academic unit (for nine of those years) has helped me to refine my leadership style and personal philosophy. I have learned that people need to feel valued and heard in order to achieve cohesiveness. Inevitably, there will be conversations and decisions that are unpopular. Thus, building an environment that makes people feel as if they can safely voice their opinions, ensuring processes are transparent and tempering judgment until all information is gathered are paramount for effective organizational leadership. I see the CAATE in the same light—the varied stakeholders need to feel valued and understood, and the processes need to be clear. Sometimes the decisions required of the leaders are between solutions that are better and BEST. The best answers are often sharpened by those individuals who disagree with us, but for whom we can trust their motivations and opinions. My philosophy involves seeking counsel from others who help me discern the best answers (even if the ultimate solution causes me to abandon my own initial thoughts). The future of athletic training education requires people who can process and differentiate between varied viewpoints and act in transparent and trustworthy ways. Constructing the aforementioned environment will build a future for athletic training that is progressive, transformative and innovative.

Rationale for Candidacy
As I look at the current make-up of the CAATE, I believe that the Commission needs diversity to ensure the ideas and challenges of the nearly 100 accredited smaller schools can be understood. While there are several Commissioners with a past background in small schools, there is no one who currently works in a small, independent, liberal arts institution. I feel passionately that professional programs can coexist in liberal arts schools and still produce very strong and successful athletic training graduates. Therefore, I believe my background as a seasoned program director and academic chair, my understanding of the challenges of balancing the needs of large general education requirements and limited resources with accreditation Standards, and my understanding of the necessity for positive outcomes achievements could be highly valuable to the CAATE. In addition to my understanding of smaller liberal arts institutions, I also contribute significant experience with the CAATE. I have spent eight years serving the CAATE in a variety of positions. During those years, I have learned and helped to refine the processes whereby programs are deemed compliant or non-compliant with the CAATE accreditation Standards (i.e. with the Review and Site Visitor Committees). I would like to take this next step of involvement with the CAATE to share my perspectives and more acutely influence the continued transformation of athletic training education. My desire is to ensure that all stakeholders have equitable access to voice their opinions. For the aforementioned reasons, I feel as if I have the aptitude, attitude and motivation to be an effective candidate for the Commission. I would be humbled and honored to represent athletic training educators from smaller programs during the important discussions of the future of athletic training education.

Contributions to the Future Success of the Profession and CAATE
As an athletic training program director I have learned to understand the role of the CAATE in athletic training education. An accreditation body such as CAATE exists to define Standards for accreditation, ensure fair and consistent interpretation of Standards, articulate the required Knowledge, Skills and Abilities required for program curricula, respect institutional autonomy in the application of the curriculum, assure that all stakeholders are consulted and aware of decisions that impact athletic training education, and influence the application of healthcare through enhancing the education process of future professionals. The reputation of the CAATE has changed from an enforcer of procedures to an organization that promotes outcomes and vision within athletic training education. The 2012 Standards of Professional Education mimic the change in focus of the CAATE. The new Standards allow for
institutional autonomy to dictate compliance. The progression from details to outcomes is natural as all programs understand the expectations for fair and safe athletic training education. Simultaneously, the CAATE has been involved in automating accreditation processes through the implementation of eAccreditation. My current work with the CAATE has allowed me to be involved in all aspects of the aforementioned areas. I often find myself asking the question, “How do you know that?” meaning, are we making assumptions and being clear in delivering information to the stakeholders. Just as preparation for site visitors and review committee members has been enhanced, the CAATE must enhance strategies for helping program directors and other administrators to more clearly understand the requirements for accreditation. Once program administrators become better educated about requirements, student learning, program effectiveness and quality of instruction, outcomes will be impacted.

The future of the athletic training profession will be influenced by the CAATE. Whether the CAATE branches into the accreditation of international education programs and/or defines the degree level for entry into the profession, the CAATE will impact the profession of athletic training. My diverse clinical and educational experiences allow me a unique perspective to ask questions and seek answers that will help map the pathway for our profession. The tagline, “transforming the profession through quality education” is relevant for now and visionary for the future. The current debate about degree level is one such landmark decision that will have long-lasting impact on constituents. Commissioners need to engage in positive discourse with people of varying backgrounds before such impactful decisions are made. All stakeholders, especially program directors, need to get involved in this conversation. The CAATE must provide continued options for this dialogue. If selected as a Commissioner, I intend to be passionately involved in this and other important discussions to ensure the viewpoints of all types of educational programs are represented.