

APTA Academy of Education Fellowship in Higher Education Leadership Fellows Manual

American Board of Physical Therapy Residency
and Fellowship Education Accredited Program

SAMPLE

APTA Academy of Education Fellowship in Higher Education Leadership Fellows Manual

Welcome to the APTA Academy of Education Fellowship in Higher Education Leadership! The Fellowship provides current and aspiring directors or leaders in physical therapy education programs with the skills and resources they need to be innovative, influential, and visionary leaders who can function within a rapidly evolving, politico-sociocultural environment.

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Overview

Accreditation and History

- The Fellowship was first accredited in 2012 by the American Board of Physical Therapy Residency and Fellowship Education (ABPTRFE) and was reaccredited in 2017 through 2027. For additional information please review [the ABPTRFE Quality Standards](#).
- In 2019, the Fellowship earned a "Power of A" Silver Award from the American Society of Association Executives.

Mission

The mission of the APTA Academy of Education Fellowship in Higher Education Leadership is to develop a community of visionary, innovative, and influential directors in physical therapist and physical therapist assistant educational programs to advance the health of society.

Fellowship Program Outcomes

Upon successful completion of the Fellowship, the fellows will:

1. Demonstrate expertise in management and administration skills required of directors in physical therapy educational programs.
2. Strategize and create action plans to implement and adapt innovative solutions within interprofessional contexts.
3. Effectively leverage relationships and feedback to improve program and/or leadership performance.
4. Reflect critically on and improve personal leadership skills and abilities.
5. Be prepared to advance in a variety of academic administration leadership roles.

Fellowship Program Goals

The Fellowship will:

1. Provide consistent curriculum delivery over time by recruiting and retaining quality faculty/mentors.
2. Prepare graduates who provide advanced management and leadership skills in their real-world leadership contexts.
3. Offer a high-quality, contemporary curriculum and operations.
4. Produce successful graduates.
5. Establish a professional community whose members support each other's development after graduation.

The Fellowship mission, goals, and objectives determine the structure of the program and its curriculum.

Program Description

The APTA Academy of Education Fellowship in Higher Education Leadership:

- Is a blended learning program intended for current and aspiring directors and leaders in physical therapy education programs. The 52-week program is delivered across a 13-month time frame.
- Allows fellows to connect theory with practice and enables direct application of knowledge learned through the Fellowship to their everyday work in physical therapy education.
- Provides mentoring by high quality, experienced physical therapy education academic administrators, taught by qualified content expert faculty, and peer networking and support to

provide a community of educational leaders.

Curriculum Content

- Guided by the leadership frames of Bolman and Deal, additional theoretical frameworks are included in the Fellowship's collaborative exploration of personal and institutional leadership.
- The Fellowship is organized in a trimester format that includes nine online modules.
 - Modules are delivered by content expert faculty via the Learning Management System (LMS) platform and via a video web conferencing platform.
 - Modules address the breadth and depth of knowledge required to function in the role of a director or other leadership position in a physical therapy education program as well as leadership within higher education.

Program Outline

- In early July, fellows and mentors participate in a virtual orientation to meet others in the cohort, ask questions, and acquire more insight about the program.
- Fellowship outline:
 - Module 1: Personal Leadership and Management
 - Module 2: Institutional Leadership and Management
 - Module 3: Higher Education, Health Care Systems, and Society
 - **Trimester 1 Virtual Office Hour**
 - **Immersive Session 1**
 - Module 4: Student Affairs
 - Module 5: Legal and Policy Issues
 - Module 6: Human Resource Management
 - **Trimester 2 Virtual Office Hour**
 - **Immersive Session 2**
 - Module 7: Resources/Financial Management
 - Module 8: Program Development and Outcomes Assessment
 - Module 9: The Leadership Journey
 - **Trimester 3 Virtual Office Hour**
 - **Immersive Session 3**
- Fellows will participate in monthly mentor color group virtual meetings. (See Appendix A for details on the mentors and the Fellowship's mentorship model.)
- Immersive sessions:
 - Three 1.5-day sessions are held in October, March, and July based on the developmental integrative curriculum.
 - These sessions enable fellows to receive focused mentoring and cohort support to:
 - Integrate curricular content of the Fellowship via case vignettes and real-life situations.
 - Refine and enhance leadership development plans, explore, and advance leadership development projects.
 - Engage in an environment that supports a congenial, supportive, confidential leadership community.

Program Deliverables

The Fellowship has the following major deliverables:

- **Leadership development reflections worksheet and journaling.** Fellows participate in ongoing self-assessment and reflection to refine and enhance a personal leadership development plan to advance their knowledge, abilities, and skills within their academic institution and higher education.
- **Leadership project.** Based on a need within the participant's academic institution, the applicant identifies a project topic that directly benefits the sponsoring institution. Throughout the program these projects are further developed and refined with feedback from peers, mentors, and institutional mentors and supervisors. Though these projects are fully defined and presented at the third immersive session, some projects may extend past the end of the Fellowship. A rubric for the leadership project components is utilized.
- **Mentorship logs**
 - Weekly record of time spent with mentors and on other Fellowship responsibilities.
 - Submitted at the end of each trimester.
 - Log template made available to fellows.
- **Virtual office hours**
 - Three virtual office hours are offered per module.
 - Fellows are expected to participate in at least one of the three live webinars per module and view recordings of missed webinars (posted on LMS Platform).
 - A cumulative mandatory virtual office hour occurs at the end of each trimester.
- **Module activities**
 - Review reading, materials, and resources.
 - Journaling.
 - Discussion boards.
 - Institutional expert activities.
- **Assessments**
 - Fellows must successfully pass nine module quizzes with a 70% or greater score (permitted to take up to two times).
- **Evaluations** (may be adapted due to need)
 - Nine module evaluations (due by end of each trimester).
 - Three immersion session evaluations (due after each).
 - Fellow evaluation of two mentors (after each trimester).
 - Mentor team evaluation of each fellow (after each trimester).
 - Institutional mentor evaluation of fellow (one at completion of program).
 - Fellow evaluation of institutional mentor (one at midterm; one at completion of program).
 - Evaluation of program director (one at completion of program).
 - Postgraduation surveys (at graduation, three years, five years).

Overview of Involved Parties

Faculty. These content experts are responsible for annually reviewing module learning objectives, slides, references, assignments, readings, and posttest assessments. They engage fellows via three virtual office hours, during which they pose and respond to questions, clarify information, discuss assignments, and promote reflective thinking and learning.

Fellows. These individuals must fulfill all required components of the Fellowship.

Fellowship advisory council. This group is responsible for advising the program director related to management, implementation, and evaluation of the program, including the applicant review process; curriculum content and revision; selection of faculty, mentors, and facilitators/moderators. Why this group is a stakeholder group.

Fellowship mentors. Mentors are PTs and PTAs recognized for their leadership in physical therapy education. They work in pairs and serve as cohort facilitators and guides. They provide regular, timely, and close interaction with fellows through coaching, advising, and asking thought-provoking questions on an individual level as well as through their assigned small group during the fellowship.

Graduates. They are responsible for completing their leadership project, if it is not finalized at the time of graduation, and for responding to postgraduation surveys after one, three, and five years. Graduates also may be asked to provide ad hoc feedback on selected components of the Fellowship and to help promote it to future applicants.

Institutional experts. Fellows will be instructed in some modules to meet with selected experts at the institution, including in the areas of finance, student affairs, and human resources. Time spent with these other institutional experts does not count toward the requirement of 75 hours of institutional mentorship.

Institutional mentors. They are selected by the fellow and must have expertise in higher education administration. The institutional mentor does not need to be a physical therapist or an expert on all module content areas. Institutional mentors do not travel to any immersive sessions, nor do they interact with fellows at other institutions.

Program director. The Program Director strategically leads and manages the Fellowship and determines Fellowship passing status. With input from stakeholders, responsibilities include, but are not limited to, managing all aspects of the Fellowship and ensuring the program's compliance with the provisions of the current version of the ABPTRFE Evaluative Criteria and Rules of Practice and Procedure. The program director provides documents as part of APTA's annual budget review process.

Program Policies

Nondiscrimination

The Fellowship follows the [APTA Nondiscrimination statement](#). APTA prohibits preferential or adverse discrimination based on race, creed, color, gender, gender expression, gender identity, age, national or ethnic origin, sexual orientation, disability, or health status in all areas, including, but not limited to, its qualifications for membership, rights of members, policies, programs, activities, and employment practices.

Professional Conduct

The Fellowship follows APTA's position on the [Core Values for the Physical Therapist and Physical Therapist Assistant](#).

Engagement in the Profession — Building a Community

The Fellowship encourages leadership opportunities not only at their academic institution, but within physical therapy education and the profession.

Americans with Disabilities Act

If you have a documented disability that will impact your work in this program, please contact the program director to discuss your needs.

Privacy

Applicants

Application data and materials submitted by or on behalf of an applicant are used for the application process. APTA Academy of Education protects the application information provided and does not share applicant data with other parties.

Accepted and Enrolled Fellows

Upon acceptance, demographic data is shared with current mentors. Fellows may choose to share their Fellowship status with others via press releases and are invited to attend possible Fellowship-related events at APTA Combined Sections Meeting, Education Leadership Conference, and other events. As a result, the identity of the fellows may be indirectly revealed to others affiliated with and outside of the Fellowship.

- Fellowship Confidentiality Agreement
All accepted fellows, mentors, and faculty sign an agreement to provide a safe environment for open communication — protecting the confidentiality of fellows and mentors with respect to all shared information provided throughout the course of the Fellowship.

Fellowship Graduates

Upon completion of the program, the names and credentials of Fellowship graduates are published by APTA Academy of Education and shared with the physical therapy education community. Publications may include the following information: fellows' goals, fellows' expectations, and a short synopsis of each fellow's leadership project. The information is also made available to prospective and new fellows to assist them in developing their own leadership projects.

Copyright and Ownership

All faculty content developed and delivered as part of a Fellowship module is considered to be "work for hire." APTA Academy of Education retains the copyright to the module content, regardless of a faculty member's affiliation with the APTA Fellowship in Higher Education Leadership or with other organizations.

All Fellowship modules and recorded faculty webinars are protected under United States copyright law and may not be reproduced in any manner without the written permission of APTA Academy of Education. Viewing or purchasing a module or faculty webinar entitles the fellow to download and print only one copy of any module material. If the module is presented in a downloadable format, it may be downloaded and stored on a single computer or moved to and used on another computer. The module and faculty webinar and any portion thereof may not be copied or disseminated in any print or electronic form without the express written consent of APTA Academy of Education.

Tuition and Commitment

Institution Statement of Commitment

At the time of application, the institution pledges a year-long commitment of time for the fellow to participate in this program and support that includes, but is not limited to:

- Allowing approximately nine administrative leave days for three immersive sessions.
- Assisting the fellow in developing a leadership project that responds to a need within the institution.
- Providing an institutional mentor with allowing of time to meeting and to coordinating consultations with institutional experts.
- Participating in ongoing evaluation of the fellow and the Fellowship program.

Tuition

- Tuition payments must be received by APTA Academy of Education by the stated deadlines.
- Fellows will not be able to access Fellowship modules before tuition payment is arranged.
- Individuals who withdraw from the Fellowship prior to the orientation are eligible for a full tuition refund.
- APTA Academy of Education does not issue full or partial tuition refunds to individuals who are dismissed from the program due to failure to complete the program requirements.
- Requests for tuition deferrals or refunds due to health or personal issues will be considered by APTA Academy of Education on a case-by-case basis.

Attendance

All time related to the Fellowship should be recorded in the mentorship log.

- **Orientation**
 - Fellows must participate in a two-part orientation (self-paced and synchronous virtual). Participants who are excused from the synchronous webinar must notify the Fellowship program director and mentors and watch the webinar recording.
- **Module virtual office hours**
 - A fellow who is unable to synchronously join a virtual office hour for a particular module should notify the Fellowship program director.
 - If all three webinars are missed, the fellow will be required to complete an additional 1.5 hours of one-on-one time with the participant's institutional mentor to discuss that module's content and related questions.
 - Unless technologically unavailable — all fellows must turn on their webcam during virtual office hours.
- **Trimester virtual office hours**
 - Attendance at the trimester virtual office hours is mandatory (unless excused by the program director). The excused fellow is still responsible to provide questions for the virtual office hours and to watch the recording.
- **Immersive sessions**
 - Fellows are required to attend and actively participate in all immersive sessions. Participants are not permitted to arrive late, leave early, or miss any part of these sessions due to professional or personal conflicts.
 - If an absence is excused by the program director due to family or health emergency, the fellow may attend virtually. Any missed hours may be made up with a meeting with the program director, institutional mentor, or fellowship mentor. The meeting(s) must focus on the related module content. No fellow can miss more than one immersive session, excused or not.
 - An unexcused absence is grounds for dismissal from the program.
- **Monthly mentorship group calls**
 - Fellows agree to participate in one-hour monthly web conferencing calls with their mentorship group, comprised of two fellowship mentors and fellows within the group. To

maintain group cohesion and dynamic, it is very important to attend these sessions. Fellowship mentors will take attendance at each call.

- Fellows who have any unexcused (and greater than two excused) monthly calls must contact the program director. Mentors also may contact the program director to report absences. If a call is missed, the fellow will be required to complete an additional hour of time as directed by the mentors.

- **Institutional mentor meetings**

- Fellows must meet with their institutional mentor as described in Appendix A. All hours must be completed prior to completion of the program.

Academic Remediation

Areas in which remediation could be required are associated with completion of coursework; completion of a leadership development plan description; implementation and ongoing evaluation of a leadership project throughout the Fellowship; active participation in three face-to-face sessions and the orientation webinar; and completion of required assessments.

Should a fellow not successfully complete an online module assessment by the deadline with a score of 70% or greater the first time, the fellow is entitled to retake the assessment once more to achieve a passing score. If they do not then achieve a passing score, they will be required to participate in and successfully complete a remediation.

The program director monitors timely completion of Fellowship deliverables and will follow-up with a personal communication requesting completion of a specific assessment within a defined time frame if deadlines are not met.

All makeup assignments and meetings must be completed and confirmed at least one week prior to graduation from the program.

Educational Advising

The Fellowship program director may act as the fellows' educational advisor during the Fellowship. The fellowship mentors also are an essential component throughout the entire program, providing guidance to fellows in a focused learner-centered environment. Institutional mentors also are expected to nurture and support their fellow throughout the program.

Deferral

Deferral to transfer to the next cohort may be considered due to a personal, health, or family emergency.

Dismissal

Dismissal may occur upon repeated failure to complete program assignments; repeated failure on assessments; lack of participation in didactic, self-directed, and mentoring activities; and/or failure to plan the final project.

Withdrawal

Individuals who withdraw from the program for health or personal reasons must provide an explanation to the program director. The program director and Advisory Council will determine whether an individual who withdraws for personal or health reasons is eligible for a refund or deferral.

Counseling

A fellow seeking counseling for personal issues will be referred to the individual's affiliated institution or an organization utilized for program participant education that assumes a continuing obligation to provide related services to the individual, should these types of problems arise.

Grievances and Appeals

Fellows should first contact the Fellowship program director in the event of questions or concerns about the program or its compliance with ABPTRFE Rules of Practice and Procedure. The program director will attempt to promptly address any concerns and may choose to bring the issues to the appropriate Fellowship stakeholder groups for additional review or discussion. The program director will communicate to the fellow what actions will be or were taken. If a fellow is unsatisfied with a decision or the action taken by the Program Director, the fellow may appeal. Appeals will be considered on a case-by-case basis. Fellows are instructed during the orientation to contact ABPTRFE directly and to follow the instructions on the complaint webpage regarding submission of a formal complaint against the Fellowship, if they are unsatisfied with the response from the program director and Advisory Council.

Transfer Credit

Transfer credit policies are not applicable to the Fellowship.

Benefits

A benefits package is not applicable to the Fellowship because fellows are not employees of APTA Academy of Education, nor are they practicing as licensed physical therapists as part of the Fellowship program. There are, therefore, no policies related to the following items: leave, health and professional liability insurance, parking, probationary period, salary, stipends, or workers' compensation.

Immersive Session: Logistics

Attire

Business casual attire. Business/evening attire is required for graduation. Casual attire is permitted via webcam during virtual office hours.

Travel Expenses

Fellows are responsible for their own travel arrangements and expenses.

Graduation

Fellows must successfully complete all requirements prior to graduation.

Fellowship Designations

APTA's 2016 House of Delegates revised its position, Consumer Protection Through Licensure of Physical Therapists and Physical Therapist Assistants (HOD P06-14-08-18, Principle II), limiting use of abbreviated designations after a PT's or PTA's name. Graduation certificates and programs, therefore, do not display specialty abbreviations for individuals. (View [the APTA policy](#).) As such, while enrolled in the Fellowship, participants will be referred to as fellows. Fellows who successfully complete the program are referred to as Fellowship graduates. There is no appropriate acronym or abbreviation for graduates of the Fellowship. Graduates should not reference their graduation status in their signature line. Instead, they

are encouraged to reference their Fellowship credentials in subsequent lines and in the education section of their curriculum vitae.

Examples:

- 2023-2024 Fellow, APTA Academy of Education Fellowship in Higher Education Leadership.
- Graduate, APTA Academy of Education Fellowship in Higher Education Leadership (2024).

The Fellowship designation policy is consistent with those of other nonclinical, academic fellowships, including leadership programs at Harvard University and the American Council on Education, in which participants are referred to as fellows while enrolled. Use of the term fellow after graduation traditionally is limited to honorary fellowships that require ongoing membership dues and engagement, such as Catherine Worthingham Fellow of the American Physical Therapy Association and Fellow of the American Academy of Orthopedic Manual Physical Therapists.

Certificate

Each fellow who fulfills all program requirements will receive a certificate during the graduation ceremony indicating that the individual met the requirements of the American Board of Physical Therapy Residency and Fellowship Education Accredited Program.

Graduates Summary Booklet

Graduates are required to complete a one-page summary that includes their three personal goals, three lessons learned, and a summary of their leadership project. The booklet may be shared on the APTA Academy of Education website and at various events.

Graduation Announcements

APTA Academy of Education announces the names of new graduates following graduation in July. The fellows are also encouraged to provide this information to the public relations department at their universities.

Fellowship Alumni Networking Event

APTA Academy of Education may hold an alumni event in October during the Education Leadership Conference.

Appendix A

Mentorship

Mentorship is an integral part of the Fellowship experience. Mentors provide regular, timely, and close interaction with fellows through coaching, advising, and asking thought-provoking questions.

Types of Mentors

Fellows interact with two types of mentors during the Fellowship: fellowship mentors and institutional mentors.

Fellowship Mentors

Role

APTA selects six highly experienced PTs and PTAs who meet established criteria as recognized leaders within their academic institution, physical therapy education, and the profession to serve as fellowship mentors throughout the yearlong program. APTA assigns mentor pairs to one of three groups. Fellowship mentors attend the three immersive sessions and conduct monthly virtual meetings with their respective group.

Qualifications

Fellowship mentors are PTs who are active or retired faculty with significant experience and success as PT or PTA program directors or leaders in physical therapy education; are APTA members; and possess the following attributes:

- Exhibit strong interpersonal and communication skills, including listening, negotiating, conflict resolution, and facilitating creative thinking in others.
- Think strategically and analytically and be able to apply data in decision making.
- Show active and effective networking and the ability to identify and forge new relationships to promote physical therapy higher education programs.
- Embody a positive and optimistic view regarding the role of an academic administrator and the future of physical therapy education programs.
- Demonstrate balance in personal and professional roles and responsibilities and the ability to foster this in others.
- Empower others via active listening and facilitate discussions to elicit shared decision making.
- Foster application of learning theory, principles, and emerging concepts in higher education to the home institution.
- Articulate a clear view of the role of consumers/recipients of physical therapy education, including students and other stakeholders.
- Be observant of change in the environment and be able to impart a vision of the future.
- Understand organizational change in both the macroenvironment and microenvironment and manifest the ability to respond positively.
- Recognize emerging demands on physical therapists and physical therapist assistants in the 21st century.
- Show patience with learners who struggle to understand and adapt to new organizational challenges.
- Display skill in creating fiscal approaches to meet changing program demands.

- Demonstrate a value for understanding broad issues in health care that do or may affect the preparation of physical therapists and physical therapist assistants.
- Be open to learning about and facilitating the use of new ideas and approaches with fellows.
- Exemplify humility and integrity and a genuine interest in learning from others.

Requirements

Mentors commit to full participation in the program. They:

- Facilitate three immersive sessions through probing questions, reflective thinking, and problem-solving.
- Conduct conference calls or webinars with their cohort at least monthly.
- Meet with other program leaders for planning purposes.
- Are available to schedule a meeting to address issues, promote reflection, and apply principles and serve as consultants to fellows.
- Serve as a guide for fellows' leadership projects.
- Participate in ongoing assessment of the fellows, program, and mentors.
- Remain, in pairs, with same cohort of fellows throughout the program.

Institutional Mentor

Role

The institutional mentor (IM) is a critical component of the Fellowship experience. Institutional mentors are selected by the fellow and must have expertise in higher education administration. Though they may be the fellow's direct supervisor, fellows often find that an institutional mentor outside their department is helpful. The institutional mentor does not need to be a physical therapist or an expert on all module content areas. Institutional mentors do not travel to immersive sessions or interact with fellows at other institutions.

Specifically, the institutional mentor will be:

- A role model in academic leadership.
- An example in effective mentoring techniques.
- An individual professional resource who can serve as coach, sounding board, and guide to network at the home institution.

While leadership principles, values, and practices can otherwise be explored, the presence of a leadership role model and coach on campus is important to the learning experience of fellows as emerging academic leaders. To that end, the institutional mentor serves as a resource for leadership experience and an example of successful academic leadership. The role of the institutional mentor is not to direct or teach but to model and facilitate the learning process during the Fellowship experience. As with any mentoring relationship, success is based on the engagement and interest of both the mentor and the fellow. The mentor, however, must be prepared to promote this relationship by providing support, sharing experiences, and challenging the thinking of each fellow.

Requirements

Per the ABPTRFE evaluative criteria, fellows are required to meet for a total of at least 50 hours (approximately one hour per week) one-on-one in person with their IM. They must meet for at least an

additional 25 hours (approximately 30 minutes per week) in which synchronous video technology may be used. This time will be tracked by the mentor on the mentorship log. These conversations may be formal, informal, or ad hoc.

Topics may include, but are not limited to:

- Accreditation.
- Admissions.
- Assessment.
- Budget/finance.
- Diversity, equity, inclusion.
- Faculty duties and responsibilities.
- Human resources/personnel.
- Leadership.
- Legal issues.
- Management.
- Personal development.
- Policies/procedures.
- Reporting/outcomes.
- Strategic planning.
- Student affairs.
- Technology.
- Fellowship leadership project.
- Other Fellowship assignments.

Fellows are not required or expected to discuss every topic on the list with their IM, and meetings do not need to be earmarked for Fellowship purposes. Instead, these meetings may occur naturally as part of a normal working relationship.

Mentorship Hours

Per Part III: ABPTRFE Quality Standards for Non-Clinical Physical Therapist Residency and Fellowship Programs (Page 4):

2.2.3 Fellowship Program Hours: The program offers a comprehensive curriculum that meets minimum required hours within the program's defined area of practice.

- Fellowship programs require participants to complete a minimum of 1,000 total program hours including 150 educational hours (e.g., didactic, journal club, research, etc.) and 850 practice hours within the defined area of practice (e.g., leadership, faculty job activities) inclusive of 150 hours of 1:1 mentoring throughout the program. The participant is the primary individual completing non-clinical practice area tasks for 75 hours of the minimum 150 mentoring hours. Of these 75 hours:
 - At least 50 hours must occur in-person (1:1).
 - At least 25 hours may occur using synchronous video technology (1:1).

The remaining mentoring hours may occur in person or using synchronous or asynchronous methods without the participant being the primary individual completing nonclinical practice area tasks.

Other Institutional Experts

In some modules, fellows are instructed to meet with selected administrators at the institution, such as the areas of finance, student affairs, and human resources. They also will use the fellowship mentorship log to track their hours communicating with these individuals. Time spent with these institutional experts does not count toward the required hours of institutional mentorship, but it does count toward the total number of program educational hours

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