

ABPTRFE

American Board of Physical Therapy
Residency & Fellowship Education

Description of Fellowship Practice: Higher Education Leadership

March, 2024

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DFP Higher Education Leadership

Preamble

The American Board of Physical Therapy Residency & Fellowship Education, a board-appointed group of the American Physical Therapy Association, has created the following “Description of Fellowship Practice” to reduce unwarranted curriculum variability; provide fellows-in-training minimum consistency in learning experiences for that area of practice; and streamline the accreditation process for reporting.

This DFP is the product of collaborative work by ABPTRFE and the American Board of Physical Therapist Specialties through the practice analysis for subspecialty revalidation.

While all programs are required to meet the comprehensive curriculum and program requirements as outlined within “ABPTRFE Quality Standards for Non-Clinical Physical Therapist Residency and Fellowship Programs,” the purpose of the DFP is to 1. Establish a consistent curriculum expectation for fellowship programs within the same area of practice. 2. Provide consistency in program reporting for accreditation processes. The DFP allows flexibility for programs to incorporate additional learning experiences unique to the program’s environment that are beyond the minimum standard expectations.

The DFP for each fellowship area will undergo revalidation at least once every 10 years. The process for revalidation will be a collaborative process with ABPTS.

I. Type of Program

Higher Education Leadership is a non-clinical area of practice.

II. Learning Domain Expectations

A fellowship program must have a curriculum inclusive of the learning domains identified within that area’s current validated analysis of practice.

A. Capacity Domain of Competence in Higher Education Leadership

- Knowledge
 - Knowledge of institutional processes required for academic administration.
 - Knowledge of individual skills required for academic administration.
- Skills
 - Builds collaborative partnerships, alliances, and networks.
 - Delegates to improve efficiency and effectiveness.
 - Fosters academic excellence.
 - Assesses, implements, and adapts to necessary change.
 - Recruits and retains a qualified workforce.
 - Leads the development and implementation of the strategic planning process.
 - Cultivates leadership skills in others.
 - Fosters mentoring relationships.
 - Builds relationships with internal and external stakeholders.
 - Encourages innovation in scholarship, practice, service, and teaching.

- Cultivates a culture of inclusivity.
- Abilities
 - Leverages opportunities through entrepreneurial thinking.
- Tasks
 - Negotiates faculty workload.
 - Guides faculty in the process of advancement (promotion and tenure as applicable).
 - Oversees and assures implementation of the program assessment cycle.
 - Advocates program/institutional goals to all stakeholders.
 - Assures compliance with regulatory requirements.
 - Develops a vision for physical therapy higher education.

B. Systems Domain of Competence in Higher Education Leadership

- Knowledge
 - Knowledge of contemporary education landscape to include organizational behavior and culture.
 - Knowledge of contemporary global issues in healthcare and higher education.
 - Knowledge of resource management (personnel, finances, budgetary processes, fund-raising, and facilities).
- Skills
 - Navigates the structure of higher education.
 - Navigates legal, ethical, and regulatory issues in higher education.
 - Systems: Advocates to internal and external stakeholders.
 - Allocates and leverages resources (personnel, finances, budgetary processes, fund-raising, and facilities).
 - Champions and actively advances justice, diversity, equity, and inclusion.
 - Demonstrates systems level problem solving.
 - Promotes the exploration and integration of meaningful technology in higher education.
- Abilities
 - Recognizes and celebrates individual and group success.

C. Communication Domain of Competence in Higher Education Leadership

- Knowledge
 - Knowledge of various communication strategies and theories to engage multiple perspectives, disciplines, and constituencies.
 - Knowledge of various communication strategies and theories to engage collaboration, teamwork, and relationship building.
- Skills
 - Mediates conflict engagement.
 - Collaborates across stakeholders.
 - Promotes team relationships.
 - Promotes visibility and navigates publicity/public relations.
 - Leads meetings efficiently and effectively.
 - Engages in civil dialogue on contentious issues.
 - Cultivates effective communication among people with different perspectives.
 - Adapts communication for different situations, medium or modalities, and stakeholders.
- Abilities
 - Communicates in a manner which influences others.

D. Personal Leadership Domain of Competence in Higher Education Leadership

- Knowledge
 - Knowledge of leadership and management theoretical foundations.
 - Knowledge of behaviors and characteristics among faculty congruent with student needs and institutional mission.

- Skills
 - Models work-life integration.
 - Employs negotiation tactics.
 - Empowers others.
 - Learns from others.
- Abilities
 - Self-aware.
 - Change agent.
 - Acts with integrity.
 - Commits to lifelong development and learning.
 - Self-reflective.
 - Excellence-oriented.
 - Strategic thinker.
 - Inspirational.
 - Courageous.
 - Self-confident.

Last Updated: 03/13/2024

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