Faculty Residency Full Technical Report



Content Experts

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Survey Procedures

The practice analysis team established a list of 51 physical therapists who were considered subject matter experts in faculty to complete the pilot survey. Of those surveyed, 30 answered the eligibility survey question, one did not meet eligibility requirements to participate in the survey, four exited after the first question, two completed more than half of the survey, which resulted in 24 complete responses to the pilot survey.

The full practice analysis survey was sent out to all APTA Academy of Physical Therapy Education members. Among the 1,913 individuals who opened the survey, 359 responded to the survey eligibility question. Of those respondents, seven opted not to participate, and 85 were found to be ineligible. Among the 267 eligible respondents who initiated the survey, 97 exited after the first question. Of the remaining 158 respondents, 124 (78%) completed more than half of the survey, while 115 (73%) completed more than 90%.

Additionally, 15% (N=23) of the eligible survey respondents answered the demographic questions. Appendix 1 outlines the demographic data for those survey respondents.

Pilot Survey

A copy of the pilot survey is provided in Appendix 2. The description of responses from the pilot survey is provided in Appendix 3. Please review Appendix 4 for a description of changes made to the pilot survey with the team's rationale for the changes.

Practice Analysis Survey

Description of the Final Survey

The final survey consisted of 75 questions related to faculty physical therapist practice content areas (Appendix 5) and 13 demographic questions regarding respondents' education, training, and practice experience. The content areas covered in the survey were (1) Teaching Competency, (2) Scholarship Competency, (3) Service Competency, (4) Governance and Leadership Competency, and (5) Recommendations for Curriculum Instruction. Each Competency section of the survey included the knowledges, skills, abilities, and tasks of a physical therapist in faculty. Respondents rated each knowledge, skill, or ability on its importance, frequency of use, and level of judgment required. The Recommendations for Curriculum Instruction section included respondents identifying the minimum number of residency curriculum hours that should be devoted to each competency. The survey was divided into two smaller subsets to improve response rates, with respondents having the option to complete the full practice analysis survey. The raw data is provided in Appendix 6 and 7.

Data Cleaning and Screening

The survey data analysis involved several steps to maintain data integrity and appropriateness. This included screening responses to identify ineligible participants and detect abnormal response behaviors such as flat responses.

Table 1 presents participant counts by the percentage of the survey completed. It captures instances of skipped questions, indicating a dropout trend and participants omitting specific survey items. This trend is evident from the progressively decreasing responses to each consecutive survey question, as shown in Appendix 8. Survey dropout, a common phenomenon observed in research studies, tends to increase with the survey's length (e.g., Lozar Manfreda & Vehovar, 2002).

Table 1. Survey Response Counts by Percentage of Survey Completed

> 90%	76% - 90%	51% - 75%	26% - 50%	10% - 25%	< 10%
115	118	124	132	150	154

Note. The numbers here include only respondents who answered more than the first survey question.

Description of the Final Survey Data for Analyses

Table 2 presents descriptive demographic information on the final sample of survey respondents. The table details frequencies and percentages for the subset of respondents who provided demographic information. Notably, the demographic data revealed that the majority of participants who responded to the demographic questions identified as non-Hispanic white (92%), with females comprising 79% of the respondents. The most common age group reported was 50-to-59 years (38%). Similarly, all respondents who completed the background and experience survey provided answers. Furthermore, the majority of these respondents (52%) have their ABPTS Specialist Certification. Notably, almost half of the surveyed individuals (44%) reported having practiced physical therapy for 31 years or more.

Table 2. Demographic Descriptive Statistics of Survey Respondents

Race/ethnicity	N	%
White (Not Hispanic)	104	92%
African American or Black (Not Hispanic)	3	3%
Asian	3	3%
American Indian or Alaskan Native	1	1%
Gender	N	%
Male	24	21%
Female	89	79%
Age group	N	%
30-39	7	6%
40-49	32	28%
50-59	43	38%
60-69	30	27%
70+	1	1%
Certification/ Credentials	N	%
ABPTS Specialist Certification	66	52%
APTA Credentialed Clinical Instructor (Level 1)	37	29%
APTA Advanced Credentialed Clinical Instructor (Level 2)	9	7%
Certified Athletic Trainer	5	4%
CEEAA	2	2%
Other	9	7%
Current faculty status	N	%
Program Director	10	9%
Academic Faculty	35	30%
Professor	21	18%
Assistant Professor	19	17%

ABPTRFE

Associate Professor	18	16%
Not Applicable	1	1%
Other	11	10%
Total Number of Years in Academic Education	N	%
1 - 2 years	1	1%
3 - 5 years	14	12%
6 - 10 years	21	18%
11 - 15 years	25	21%
16 - 20 years	18	15%
21 - 30 years	31	26%
31 or more years	7	6%
Total Number of Years Practicing Physical Therapy	N	%
1 - 2 years	2	2%
3 - 5 years	0	0%
6 – 10 years	6	5%
11 – 15 years	10	8%
16 - 20 years	12	10%
21 - 30 years	36	31%
31 or more years	52	44%
Entry-level Physical Therapy Education	N	%
Baccalaureate	46	39%
Entry-level master's	38	32%
DPT	31	26%
Postbaccalaureate certificate	1	1%
Other	2	2%
Primary geographic area of academic program as primary faculty member	N	%

ABPTRFE

East North Central (IL, IN, MI, OH, WI)	11	10%
East South Central (AL, KY, MS, TN)	7	6%
Middle Atlantic (NJ, NY, PA)	10	9%
Mountain (AZ, CO, ID, MT, NV, NM, UT, WY)	9	8%
New England (CT, ME, MA, NH, RI, VT)	1	1%
Pacific (AK, CA, HI, OR, WA)	8	7%
South Atlantic (DE, DC, FL, GA, MD, NC, PR, SC, VA, WV)	29	27%
West North Central (IA, KS, MN, MO, NE, ND, SD)	16	15%
West South Central (AR, LA, OK, TX)	17	16%



Table 3 presents descriptive statistics for the respondents' role and setting in higher education leadership. The data reveals that Academic faculty is the most common role, with 31% of respondents spending much of their time in this capacity. Additionally, 76% of respondents work in Physical Therapist Professional Programs. Further analysis shows that most respondents (51%) work in a private, not-for-profit educational institute.

Table 3. Teaching Role and Teaching Setting

Role(s) in education	N	%
Academic Faculty	91	49%
Program Director ¹	42	23%
Department Chair	13	7%
Residency Faculty	10	5%
Other	9	5%
Clinical Educator	8	4%
ACCE/DCE	7	4%
Dean	4	2%
Teaching program(s)	N	%
Physical Therapist Professional Program	108	76%
Clinical Residency Program	9	6%
Post-professional Graduate Program	9	6%
Physical Therapist Assistant Professional Program	6	4%
ABPTRFE-accredited Faculty Residency Program	6	4%
Post-professional Transition DPT Program	3	2%
Post-doctoral Program	1	1%
Clinical Fellowship Program	1	1%
Type of educational institution	N	%
Private, not-for-profit	59	52%
Private, proprietary	10	9%
Public	45	40%

Program's primary mode of delivery	N	%
Hybrid/Blended	22	19%
Residential/Traditional	92	81%

¹Note. Includes Program Director, Residency Program Director, Assistant Program Director.

Analyses and Results

The survey sought input from participants on how important each knowledge, skill, ability, or task is to the higher education fellowship practice, how frequently it is utilized, and the level of proficiency needed to apply it effectively. For each survey item, we calculated the means and standard deviations for frequency, importance, and level of judgment. Table 4 outlines the rating scales utilized in the survey and their respective numerical values. During analysis, respondents' ratings (e.g., "Moderately important," or "Weekly") were converted to their corresponding numerical values (as shown in Table 4).

Table 4. Ratings Used to Assess Inclusion of Items as Part of Specialty Practice

Frequency: How frequently do faculty in Higher Education utilize this characteristic?
0 – Never
1 – Less than once a month
2 – Monthly
3 – Weekly
4 - Daily
Importance: Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday faculty practice?
0 – Not important
1 – Of little importance
2 – Moderately important
3 – Very important



Level of Judgment: Which of the following statements best describes the level of judgment faculty across higher education institutions exercise when they use information from this knowledge area?

- 0 Do not use in their work
- 1 Recall: requires the ability to recall or recognize specific information only
- 2 Application: requires the ability to comprehend, interpret, or apply knowledge to new or changing situations
- 3 Analysis: requires the ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution

To facilitate and aid in the review's organization, mean ratings for each item were categorized using the cut-off points shown in Table 5. Before the review, content experts were provided descriptive statistics for each item (number of respondents, mean response, standard deviation of the mean response), which were marked as belonging to one of the four rating categories described in Table 5.

Table 5. Initial Criteria for Categorizing Survey Results

Rating Criteria	Rating Category
High frequency (>= 3.0), high importance (>= 2.2)	Very likely to be critical
Low frequency (< 3.0), high importance (>= 2.2)	May be critical
High frequency (>= 3.0), low importance (< 2.2)	Less likely to be critical
Low frequency (< 3.0), low importance (< 2.2)	Very unlikely to be critical

Before evaluating the survey items and their ratings, a group of content experts established decision rules to guide their assessment. Their objective was to achieve consensus on which items to retain, revise, or eliminate. Items labeled as "Delete" were to be removed, while those labeled "Keep" were to be retained. If the group of experts felt strongly about keeping an item, they provided justification for doing so. Additionally, the experts agreed that importance ratings would carry more weight during the review process than frequency ratings. The experts would rely on their judgment if importance and frequency ratings were unclear. Table 6 describes the decision-making process used by the content experts during their review.

Table 6. Content Expert Review Decision Rules

Average Rating	Decision
Delete	Eliminate item
Кеер	Retain item

Content experts endorsed the majority of items (67%) as "Keep" with no challenge, which aligned with the survey analysis that rated their importance above 2.2. For the remaining items, there were 15 items that were designated as "Delete" which was in line with the results of the survey. There were also 10 items that did reach the threshold, but content experts deemed as appropriate to "Keep," and gave justification for doing so. The justifications generally centered around what content experts deemed as key principles to curricular design, core responsibilities, in alignment with the literature, and critical aspects to success.

Appendix 8 lists each survey item and provides a synopsis of the practice analysis team's decisions based on the decision rules applied.

Confidence in Survey Results

There was representation from all geographical areas, although slightly more than in the South Atlantic areas (27%). Respondents were also very experienced, with a majority (75%) with 21 or more years of experience physical therapy practice and almost half (48%) of them with 16 or more years of experience in academic education. However, most respondent identified as White (92%) and Female (79%) indicating a lack of representation from minority groups and male participants. Overall, while the results offer valuable insights, it is important to acknowledge that they may not reflect a comprehensive perspective on current practices due to potential biases caused by the sample composition. Though, after each iteration of the survey (pilot and final), a panel of subject matter experts in faculty residency physical therapy met and consulted to provide additional insights and enhance clarity on current practices.

Recommendations for Future Practice Analysis Surveys

To ensure the success of future practice analyses, it's crucial to implement methods that enhance survey response rates and guarantee a varied pool of participants. One approach to achieve this is by using prompts that encourage respondents to answer all questions, including demographic ones, before completing the survey. These prompts can be especially effective towards the end of the survey when respondents may be more inclined to abandon it. Lastly, recruitment strategies that emphasize inclusivity and diversity are crucial to ensure that all voices are heard, resulting in a more comprehensive and insightful analysis.

References

Lozar Manfreda, K., & Vehovar, V. (2002). Survey design features influencing response rates in web surveys [Paper presentation]. International Conference on Improving Surveys, Copenhagen, Denmark.

Responses to Demographic Questions

Please select one of the following survey options:				
	Frequency	Percent		
I am a graduate of an APTA Faculty Residency and have served on faculty in a physical therapy program within the last two years				
at any faculty rank, full-time (1.0 or above FTE).	1	4.347826087		
I have served as a full-time (1.0 or above FTE) faculty member with a primary appointment in a physical therapy education				
program for at least two years at a rank of assistant professor or higher.	22	95.65217391		
I meet one of the criteria above but decline to participate in this survey at this time.	0	0		
I do not meet either criteria above, and therefore I am not eligible to participate in this survey at this time.	0	0		

23

6.1 Please indicate the minimum percentage of time should be devoted to each competency within a residency program's curriculum (both educational hours and practice hours). The percentage must total 100%:

		Counts within Percentage Bands				
	M %	SD %	0 to 25%	26 to 50%	51 to 75%	76 to 100%
Teaching:	52.826087	14.44630237	1	14	6	2
Scholarship:	21.0869565	7.531226168	19	4	0	0
Service:	13.6956522	5.269421071	23	0	0	0
Governance and Leadership:	12.3913044	7.209457995	22	1	0	0

7.2 In which geographic region is the academic program for which you are a primary faculty member: Frequency Percent New England (CT, ME, MA, NH, RI, VT) 8.70 Middle Atlantic (NJ, NY, PA) 0.00 East North Central (IL, IN, MI, OH, WI) 4.35 West North Central (IA, KS, MN, MO, NE, ND, SD) 8.70 South Atlantic (DE, DC, FL, GA, MD, NC, PR, SC, VA, WV) 34.78 East South Central (AL, KY, MS, TN) 8.70 0.00 West South Central (AR, LA, OK, TX) Mountain (AZ, CO, ID, MT, NV, NM, UT, WY) 3 13.04 21.74 Pacific (AK, CA, HI, OR, WA) Total 23

8.1 What is your entry-level physical therapy education?		
	Frequency	Percent
Baccalaureate	7	30.43478261
Entry-level master's	10	43.47826087
DPT	6	26.08695652
Total	23	3

8.2 What is your highest earned academic degree in any area of study?		
	Frequency	Percent
DPT	3	13.04347826
tDPT	3	13.04347826
Baccalaureate	0	0
Master's	0	0
PhD	17	73.91304348
Other		0
Total	23	•

8.3 What is the total number of years you have been a practicing physical therapist?		
	Frequency	Percent
31 or more years	9	39.13
21 - 30 years	9	39.13
16 - 20 years	3	13.04
11 - 15 years	1	4.35
6 - 10 years	1	4.35
3 - 5 years		0.00
Total	23	

8.4 What is the total number of years you have been involved in a	cademic education?		
	Frequency	Percent	
31 or more years	5		21.74
21 - 30 years	5		21.74
16 - 20 years	5		21.74
11 - 15 years	4		17.39
6 - 10 years	3		13.04
3 - 5 years	1		4.35
Total	. 23	-	

8.6 Do you hold any of the following certifications or credentials?			
	Frequency	Percent	
ABPTS Specialist Certification	12		57.14
Certified Athletic Trainer	1		4.76
APTA Credentialed Clinical Instructor (Level 1)	5	i	23.81
APTA Advanced Credentialed Clinical Instructor (Level 2)	1		4.76
Other (please specify)	2		9.52

Note: other was: Fellowship is Higher Education Leadership, FAPTA

Academic Faculty
Department Chair

8.7 What is your current role(s) in education? (Check all that apply)

Department Chair	3	6.38
ACCE/DCE	3	6.38
Residency Program Director	2	4.26
Fellowship Program Director	0	0.00
Residency Faculty	7	14.89
Fellowship Faculty	0	0.00
Clinical Educator	1	2.13
Not Applicable	0	0.00
Other (please specify)	13	27.66

Frequency

Percent

38.30

4.35

18

47

1

Note: other was: Interim Dean, Associate Director. Faculty Residency Coordinator, Assistant PD, Associate Department Chair, Dean, administrative roles, Vice Provost - learning and assessment, Coordinator, Faculty Development Residency, Director of Student Affairs (within DPT program), Recently retired as Assistant Chair of Curriculum and then Student Affairs, Currently retired but my most recent position was as program director

Total 23

Note: other was: retired as full professor

Other (please specify)

8.9 In which programs do you currently teach? (Check all that apply) Frequency Percent Physical Therapist Professional Program 60.53 23 Physical Therapist Assistant Professional Program 0.00 Post-professional Graduate Program 7.89 Post-professional Transition DPT Program 2.63 Post-doctoral Program 5.26 Clinical Residency Program 13.16 Clinical Fellowship Program 5.26 ABPTRFE-accredited Faculty Residency Program 5.26

Total 38

8.10 What is your program's primary mode of delivery?			
	Frequency	Percent	
Residential/Traditional	16		69.57
Hybrid/Blended	7		30.43
Total	23		

8.11 In what type of educational institution do you currently teach?			
	Frequency	Percent	
Private, not-for-profit	20		86.96
Public	3		13.04
Total	23	•	•

8.12 What is your sex?			
	Frequency	Percent	
Male	9		39.13
Female	14		60.87
Total	23		

8.13 What is your age?		
	Frequency	Percent
70+	3	13.04
60-69	6	26.09
50-59	8	34.78
40-49	4	17.39
30-39	2	8.70
20-29	0	0.00
Total	23	

8.14 Which of the following best describes your race/ethnic origin?			
	Frequency	Percent	
White (Not Hispanic)	22		95.65
African-American or Black (Not Hispanic)	1		4.35
Other	0)	0.00
Total	23		



Introduction

Survey Purpose:

The purpose of this survey is to distinguish competencies required of leaders in physical therapy within the faculty residency practice. The results of this survey will establish an updated Description of Residency Practice (DRP) for Faculty residency education. The questions are based on:

- the 2015 practice analysis (needs assessment) for faculty,
- the existing 2015 Description of Residency Practice for Faculty
- the opinion of a content expert workgroup pertaining to changes to the knowledge, skills, abilities, and tasks needed by faculty in higher education over the past seven years,
- the opinion of a content expert workgroup pertaining to trends and changes that are likely to affect the knowledge, skills, abilities, and tasks needed by faculty in higher education in the next 10 years, and
- professional literature on higher education faculty to include theses, studies, books, etc.

Survey Guidelines:

The faculty residency revalidation survey addresses specific knowledge, skills, and abilities that faculty in higher education possess, and the tasks they perform. Your responses will help us validate and clarify those characteristics. The survey is apportioned into sections by content domains. The content domains comprise a core set of competencies identified and defined by the practice analysis team members. The competencies identified cover 4 broad areas: Teaching, Scholarship, Service, and Governance and Leadership. You will be asked to assess each individual knowledge, skill, ability, and task identified within each content domain based upon three categories: the frequency in which the characteristic is performed or utilized, the importance of having such a characteristic, and the level of judgment faculty in higher education exercise when they use information from the knowledge areas.

You may provide additional characteristics that you feel are relevant to the residency in the identified area following each section of the survey.



Survey Response Eligibility

*	Please select one of the following survey options:	
	I am a graduate of an APTA Faculty Residency and have served on faculty in a physical therapy program within the last two years at any faculty rank, full-time (1.0 or above FTE).	
	I have served as a full-time (1.0 or above FTE) faculty member with a primary appointment in a physical therapy education program for at least two years at a rank of assistant professor or higher.	
	I meet one of the criteria above but decline to participate in this survey at this time.	
	I do not meet either criteria above, and therefore I am not eligible to participate in this survey at this time.	



PART 1: TEACHING DOMAIN / 1.1 CURRICULUM MODELS/DESIGNS

Part 1 - Teaching Domain

This section focuses on qualities of the teaching domain of competence that faculty in higher education roles possess. The teaching domain encompasses those institutional processes and individual skills required for higher education. Representative elements may include curriculum models/designs, theories of teaching/learning, instructional design and delivery methodology, assessment, etc.

You are asked to rate each item in Part 1 on the following three scales:

Frequency - How frequently do faculty in higher education utilize this characteristic?

- 0 Never
- 1 Less than once a month;
- 2 Monthly;
- 3 Weekly;
- 4 Daily

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday faculty practice?

- 0 Not important;
- 1 Minimally important;
- 2 Moderately important;
- 3 Very important

Level of Judgment - Which of the following statements best describes the level of judgment faculty in higher education exercise when they use information from this knowledge area?

- 0 Do not use in their work;
- 1 Recall;
- 2 Application;
- 3 Analysis

<u>Level of Judgment Definitions</u> - Please keep the following definitions for the skill levels indicated in the Level of Judgment scale in mind when completing the survey:

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations.

Analysis: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

1.1 CURRICULUM MODELS/DESIGNS

1.1.1 Create, implement, and assess curricula/programs using principles of curriculum design such as:

rogram, and l	Frequency	Importance	Level of Judgment
hoose answers from drop down menus.	\$	\$	\$
_		d/or program(s)	including both
dactic and cl	inical educatior		
hoose answers from	Frequency	Importance	Level of Judgment
drop down menus.	\$	•	▼
1.1.3 Develo	ping program le	earning objective	es and content.
noose answers from	Frequency	Importance	Level of Judgment
loose answers from	\$	+	+
1.1.4 Develo trategies) tha echnology and	ping instruction	nal materials and e learning, includ ns (e.g., hybrid,	ling the use of
1.1.4 Develo trategies) tha echnology and emote).	ping instruction	e learning, includ	ling the use of
trategies) tha	ping instruction at best facilitate d delivery optio	e learning, includ ns (e.g., hybrid,	ling the use of blended,
1.1.4 Develo trategies) that echnology and emote).	ping instruction at best facilitated delivery option	e learning, includins (e.g., hybrid, Importance	ling the use of blended, Level of Judgment
1.1.4 Develo trategies) that echnology and emote).	ping instruction at best facilitated delivery option	ns (e.g., hybrid,	ling the use of blended, Level of Judgment
1.1.4 Develo trategies) that echnology and emote).	ping instruction at best facilitated delivery options frequency	e learning, includens (e.g., hybrid, Importance the learning includence in the learning in the learning includence in the learning includence in the learning includence in the learning includence in the learning in the lear	ling the use of blended, Level of Judgment
1.1.4 Develor trategies) that echnology and emote). noose answers from drop down menus. 1.1.5 Implementation down menus.	ping instruction at best facilitated delivery option Frequency Prequency Prequency Prequency Prequency	Importance um and/or progra	Level of Judgment Level of Judgment Level of Judgment Level of Judgment
1.1.4 Develont rategies) that echnology and emote). noose answers from drop down menus. 1.1.5 Implementation down menus. 1.1.6 Assess	ping instruction at best facilitated delivery option Frequency henting curricul Frequency ing instruction a	e learning, includens (e.g., hybrid, Importance wm and/or programments Importance wm and/or programments	Level of Judgment Level of Judgment Level of Judgment Am. Level of Judgment \$ f learning
1.1.4 Develont rategies) that echnology and emote). noose answers from drop down menus. 1.1.5 Implementation down menus. 1.1.6 Assess Djectives to a	ping instruction at best facilitated delivery option Frequency and the properties of the properties	Importance Importance Importance Importance Importance Importance Importance Importance Importance	Level of Judgment Level of Judgment Level of Judgment f learning E. Level of Judgment Level of Judgment
1.1.4 Develont rategies) that echnology and emote). noose answers from drop down menus. 1.1.5 Implementation down menus. 1.1.6 Assess	ping instruction at best facilitated delivery option Frequency The enting curricule frequency The ing instruction at the establis of the establish of the establ	Importance um and/or progra Importance and translation of the discompetencies	Level of Judgment Level of Judgment Level of Judgment The state of
1.1.4 Develont rategies) that chnology and c	ping instruction at best facilitated delivery option Frequency and the properties of the properties	Importance Importance Importance Importance Importance Importance Importance Importance Importance	Level of Judgment Level of Judgment Level of Judgment f learning Level of Judgment Level of Judgment

rogram(s).	_					
Choose answers from drop down menus.	Frequency	‡	Importance	•	Level of Judgment	‡
drop down menus.						
.1.1.8 Analyz	ing curriculu	ım, prog	ram and	instruc	ctional	
trategies that	t foster dive	rsity, eq	uity and	inclusio	on.	
Choose answers from	Frequency		Importance		Level of Judgment	
drop down menus.		\$		\$		‡



1.1 CURRICULUM MODELS/DESIGNS; CONT. / 1.2 THEORIES OF TEACHING/LEARNING

Frequency - How frequently do faculty in higher education utilize this characteristic?

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday faculty practice?

Level of Judgment - Which of the following statements best describes the level of judgment faculty in higher education exercise when they use information from this knowledge area?

Level of Judgment Definitions

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations.

Analysis: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

1.1 CURRICULUM MODELS/DESIGNS, CONT.

1.1.2 Comply with pertinent regulations that influence curricular development, including but not limited to regulators (i.e., regional accreditation, CAPTE, state practice acts), stakeholders (i.e., APTA, FSBPT), specialized areas of practice (i.e., ABPTRFE, APTA Academies/Sections, ACAPT), and payers.



1.2 THEORIES OF TEACHING/LEARNING

bout teachir	Frequency	<i></i>	Importance		Level of Judgm	ent
hoose answers from drop down menus.		\$		\$		‡
.2.2 Incorpo	rate domains	s and ta	xonomies	of lea	rning	
	nitive, affect					to
	ricular desig	n, instru	ctional m	ethod	s and	
rategies.	Frequency		Importance		Level of Judgm	ont
hoose answers from	Frequency	\$	Ппроглапсе	\$	Level of Judgin	\$



Choose answers from drop down menus.

Faculty Residency Revalidation Pilot Survey 2022

1.3 INSTRUCTION DELIVERY METHODOLOGIES

Frequency - How frequently do	faculty in higher education	utilize this characteristic?	
Importance - Regardless of the faculty practice?	frequency of occurrence or	prevalence, how important is t	his characteristic in the everyday
Level of Judgment - Which of t exercise when they use informat	9	, ,	ent faculty in higher education
Level of Judgment Definitions Recall: requires ability to recall Application: requires ability to analysis: requires ability to analysis to the solution.	comprehend, interpret or a	oply knowledge to new or chang	
1.3 INSTRUCTIONAL DELIVER	Y METHODOLOGIES		
1.3.1 Determine	optimal instru	uctional delivery	/ methods (e.g.,
face-to-face, onl	ine, hybrid).		
	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.	\$	\$	\$
1.3.2 Determine lecture, small-gr	•		
problem-based,	team-based, d	case-based).	
	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.	\$	\$	\$
1.3.3 Determine bedside, patient	•		
standardized pa	tients).		
1	Frequency	Importance	Level of Judgment

	Frequency		Importance		Level of Judgm	nent
drop down menus.		•		•	% E	‡
.3.5 Develop	plans for c	onvertin	g a class	sessio	n or cour	se
om one deliv	ery method	d, appro	ach and/d	or sett	ing to a n	ew
nethod, appro	ach and/or	setting				
	Frequency		Importance		Level of Judgm	nent
choose answers from drop down menus.		\$		\$		\$
.3.6 Select in	structional	strategi	es that fa	cilitat	e critical	
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ppropriate le	vel, ranging	g from n	ovice lear	ner to	expert	
ractitioner.						
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.3.7 Incorpora	ate a variet	y of tea	ching and	d learn	ing styles	into
.3.7 Incorpora						
nstruction tha	t are aligne		course ob		es.	
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1.4 ASSESSMENT

Frequency - How frequently do faculty in higher education utilize this characteristic?

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday faculty practice?

Level of Judgment - Which of the following statements best describes the level of judgment faculty in higher education exercise when they use information from this knowledge area?

Level of Judgment Definitions

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations.

Analysis: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

1.4 ASSESSMENT

1.4.1 Evaluate students using appropriate assessment methods that are aligned with instructional methodologies and with the type of course. Examples include simulation, live patient examination, competency-based assessments, verbal and written learner reflection, performance-based practical exams and skill checks, multiple choice exams, written assignments, critically appraised topics, alternative assessments, and gamification testing.



1.4.2 Design, implement, and evaluate grading scales to be used for various assessment methods (e.g., rubrics, checklists).

	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.	\$	\$	\$

Choose answers from drop down menus.	Frequency			
		Import		Level of Judgment
		\$	*	\$
.4.4 Implem	ent the use of	best practi	ces to miti	gate bias in
ssessment s	trategies.			
hoose answers from	Frequency	Import		Level of Judgment
drop down menus.		\$	+	+



1.5 LEGAL, ETHICAL, AND POLICY ISSUES

Frequency - How frequently do faculty in higher education utilize this characteristic?

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday faculty practice?

Level of Judgment - Which of the following statements best describes the level of judgment faculty in higher education exercise when they use information from this knowledge area?

Level of Judgment Definitions

1.5.1.4 Equity.

Choose answers from drop down menus.

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations.

Analysis: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

1.5 LEGAL, ETHICAL, AND POLICY ISSUES

1.5.1 Explore the ethical principles associated with teaching and learning, including:

Frequency

1.5.1.1 Confidentiality.

	rrequericy	importance	Level of Judgillelli	
Choose answers from drop down menus.			\$	
1 [1] [La Liana			
1.5.1.2 Exploi	tation.			
	Frequency	Importance	Level of Judgment	
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1.5.1.3 Discri	mination.			
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l.5.1.7 Benefic	cence.		
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L F 1 0 Justico			
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1.5 LEGAL, ETHICAL, AND POLICY ISSUES; CONT.

Frequency - How frequently do faculty in higher education utilize this characteristic?

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday faculty practice?

Level of Judgment - Which of the following statements best describes the level of judgment faculty in higher education exercise when they use information from this knowledge area?

Level of Judgment Definitions

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations.

Analysis: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

1.5 LEGAL, ETHICAL, AND POLICY ISSUES, CONT.

1.5.2 Examine the importance of academic integrity and use of tools (e.g., browser lockdown, scanning, and plagiarism software) in order to develop strategies that discourage and address unwanted behaviors, including cheating, falsification, plagiarism.



1.5.3 Develop strategies that discourage and address unwanted behaviors (e.g., harassment, theft, vandalism, stalking, disruptive behavior, physical or verbal altercations, and use of prohibited substances).

	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.	\$	•	\$

L.5.4 Delinea standards tha				accreditation urity,
		'		ations in the
	9 ,			nily Educational
				ance Portability ith Disabilities Act
ADA), Title 9			illelledits w	itii Disabilities Act
7 (27 (), 1100 3	Frequency		Importance	Level of Judgment
Choose answers from drop down menus.		\$	+	\$
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1.5 LEGAL, ETHICAL, AND POLICY ISSUES; CONT.

Frequency - How frequently do faculty in higher education utilize this characteristic?

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday faculty practice?

Level of Judgment - Which of the following statements best describes the level of judgment faculty in higher education exercise when they use information from this knowledge area?

Level of Judgment Definitions

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations.

Analysis: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

1.5 LEGAL, ETHICAL, AND POLICY ISSUES, CONT.

1.5.7 Illustrate the potential ethical implications of the power imbalance that exists between teacher and student (e.g., authoritarian classroom, befriending students on social media, out-of-class interactions, acceptance of favors from students, having students babysit children, sexual harassment).



1.5.8 Analyze the importance of adherence to nondiscriminatory policies related to race, sex, gender identity, sexual orientation, disability, religion, culture, etc.

	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.	\$	\$	\$

	Frequency		Importance		Level of Judgment	
choose answers from drop down menus.		‡		•		‡
.5.10 Analyze			es relate	d to fac	ulty, staff,	
nd student us	Frequency	media.	Importance		Level of Judgment	
Choose answers from drop down menus.		\$		\$		\$



PART 1 TEACHING DOMAIN OTHER

	y additional knowledge, skills, abilities, or
tasks for the Teachir this survey:	ng Domain you feel should be included in



PART 2 SCHOLARSHIP DOMAIN

Part 2 - Scholarship Domain

This section focuses on qualities of the scholarship domain of competence that faculty in higher education roles possess. The scholarship domain encompasses those institutional processes and individual skills required for higher education.

You are asked to rate each item in Part 2 on the following three scales:

Frequency - How frequently do faculty in higher education utilize this characteristic?

- 0 Never;
- 1 Less than once a month;
- 2 Monthly;
- 3 Weekly;
- 4 Daily

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday faculty practice?

- 0 Not important;
- 1 Minimally important;
- 2 Moderately important;
- 3 Very important

Level of Judgment - Which of the following statements best describes the level of judgment faculty in higher education exercise when they use information from this knowledge area?

- 0 Do not use in their work;
- 1 Recall;
- 2 Application;
- 3 Analysis

<u>Level of Judgment Definitions</u> - Please keep the following definitions for the skill levels indicated in the Level of Judgment scale in mind when completing the survey:

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations.

Analysis: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

2.1 Identify and discuss definitions and models for scholarship/research (e.g., Boyer's, UniSCOPE).



2.2 Explore training expectations and resources for preparing a scholarly agenda:

	Frequency	Importance	Level of Judgment
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.2.2 Ethics.			
	Frequency	Importance	Level of Judgment
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2.3 Conflict	of interest		
2.5 Commet			
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PART 2 SCHOLARSHIP DOMAIN; CONT.

Frequency - How frequently do faculty in higher education utilize this characteristic?	
Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everydate faculty practice?	ìУ
Level of Judgment - Which of the following statements best describes the level of judgment faculty in higher education exercise when they use information from this knowledge area?	
Level of <u>Judgment Definitions</u> Recall: requires ability to recall or recognize specific information only. Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations. Analysis: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.	à.
2.3 Identify the elements of a scholarly agenda that may include original research, scholarship of teaching and learning book chapter, abstract, etc.	Э,

Choose answers from drop down menus.

Importance

Level of Judgment

2.4 Learn the process of obtaining IRB (institutional review board) approval, and other resources available at your institution that support scholarship.

Frequency

	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.	\$	\$	\$

2.5 Identify appropriate venues for dissemination of scholarship (e.g., peer-reviewed journals, non-peer reviewed publications, abstracts/platform presentations).

	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.	\$	•	\$

7 Compare/contrast the various roles in research project ranagement and grant submissions (e.g. principal vestigator, co-investigator, consultant, research assistant, roject coordinator). Frequency Importance Level of Judgment rocedures related to obtaining grants and contracts. Frequency Importance Level of Judgment rocedures related to obtaining grants and contracts. Frequency Importance Level of Judgment rocedures and rocedures related to obtaining grants and contracts. Frequency Importance Level of Judgment research, faculty research development and other planned cholarship activities. Frequency Importance Level of Judgment research, faculty research development and other planned cholarship activities.	oles within th	Frequency		Importance		Level of	udgment
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vestigator, co-investigator, consultant, research assistant, roject coordinator). Frequency Importance Level of Judgment drop down menus. 8 Identify institutions' and funding sources' policies and rocedures related to obtaining grants and contracts. Frequency Importance Level of Judgment drop down menus. 9 Identify potential funding sources (intramural, extramural) or research, faculty research development and other planned cholarship activities. Frequency Importance Level of Judgment development and other planned cholarship activities.	•						'
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PART 2 SCHOLARSHIP DOMAIN OTHER

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PART 3 SERVICE DOMAIN

Part 3 - Service Domain

This section focuses on qualities of the service domain of competence that faculty in higher education roles possess. The service domain encompasses those institutional processes and individual skills required for higher education.

You are asked to rate each item in Part 3 on the following three scales:

Frequency - How frequently do faculty in higher education utilize this characteristic?

- 0 Never;
- 1 Less than once a month;
- 2 Monthly;
- 3 Weekly;
- 4 Daily

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday faculty practice?

- 0 Not important;
- 1 Minimally important;
- 2 Moderately important;
- 3 Very important

Level of Judgment - Which of the following statements best describes the level of judgment faculty in higher education exercise when they use information from this knowledge area?

- 0 Do not use in their work;
- 1 Recall;
- 2 Application;
- 3 Analysis

<u>Level of Judgment Definitions</u> - Please keep the following definitions for the skill levels indicated in the Level of Judgment scale in mind when completing the survey:

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations.

Analysis: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

3.1 Identify the services, professional activities, and administrative roles that enhance the program on multiple levels:

3.1.1 Department/program.



Choose answers from	Frequency	Importance	Level of Judgment
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r. I. J. Offiversity	y . Frequency	Importance	Level of Judgment
Choose answers from drop down menus.	\$	\$	\$
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8.1.4 Profession	NS.		
	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.	\$	\$	+
.1.5 Communi	ty.		
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drop down menus. 3.3 Identify me vithin and outs development or interprofession education). Choose answers from drop down menus. 3.4 Identify and effect on departs enate, interna	mbership and side the univer f systems for inal education, Frequency d discuss service the and/or I review comment and/or	leadership of consity that result in improvement in himphysical therapis	nmittees both creation or ealth care t professional Level of Judgment that may have a (e.g., faculty
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8.3 Identify me within and outs development or interprofession education). Choose answers from drop down menus. 8.4 Identify and effect on departing and d	mbership and side the univer f systems for inal education, Frequency d discuss service the and/or I review comment and/or	leadership of consity that result in improvement in himphysical therapis Importance ice contributions to program policies.	nmittees both creation or ealth care t professional Level of Judgment that may have a (e.g., faculty

ne institution	Frequency		Importance		Level of Judgment	
hoose answers from drop down menus.		\$		\$		‡
.6 Recognize	how differe	nt asped	cts of ser	vice ca	n influence	<u>_</u>
ffective teacl						
hoose answers from	Frequency	‡	Importance	•	Level of Judgment	‡
drop down menus.		•		•		•



PART 3 SERVICE DOMAIN OTHER

3.7 Please list any additional knowledge, skills, abilities, or tasks for the Service Domain you feel should be included in this survey:



PART 4 GOVERNANCE AND LEADERSHIP DOMAIN

Part 4 - Governance and Leadership Domain

This section focuses on qualities of the governance and leadership domain of competence that faculty in higher education roles possess. The governance and leadership domain encompasses those institutional processes and individual skills required for higher education.

You are asked to rate each item in Part 3 on the following three scales:

Frequency - How frequently do faculty in higher education utilize this characteristic?

- 0 Never
- 1 Less than once a month;
- 2 Monthly;
- 3 Weekly;
- 4 Daily

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday faculty practice?

- 0 Not important;
- 1 Minimally important;
- 2 Moderately important;
- 3 Very important

Level of Judgment - Which of the following statements best describes the level of judgment faculty in higher education exercise when they use information from this knowledge area?

- 0 Do not use in their work;
- 1 Recall;
- 2 Application;
- 3 Analysis

<u>Level of Judgment Definitions</u> - Please keep the following definitions for the skill levels indicated in the Level of Judgment scale in mind when completing the survey:

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations.

Analysis: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

4.1 Analyze the structures/functions of the "academy" including:

4.1.1 Institutional infrastructure and hierarchy.



1.3 Regional/specialized accreditation. Frequency Importance Level of Judgment 1.4 Budget/finance. Frequency Importance Level of Judgment 1.4 Budget/finance.	1.3 Regional/specialized accreditation. Frequency Importance Level of Judgment oose answers from rop down menus. 1.4 Budget/finance. Frequency Importance Level of Judgment oose answers from	1.3 Regional/specialized accreditation. Frequency Importance Level of Judgment frop down menus. 1.4 Budget/finance. Frequency Importance Level of Judgment Level of Judgmen
1.3 Regional/specialized accreditation. Frequency Importance Level of Judgment 1.4 Budget/finance. Frequency Importance Level of Judgment Level of Judgment Level of Judgment	1.3 Regional/specialized accreditation. Frequency Importance Level of Judgment oose answers from rop down menus. 1.4 Budget/finance. Frequency Importance Level of Judgment oose answers from	1.3 Regional/specialized accreditation. Frequency Importance Level of Judgment oose answers from Irop down menus. 1.4 Budget/finance. Frequency Importance Level of Judgment oose answers from
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Frequency Importance Level of Judgment	Frequency Importance Level of Judgment	Frequency Importance Level of Judgment oose answers from
noose answers from	oose answers from	oose answers from
nop down menus.	Top down menus.	nop down menus.



PART 4 GOVERNANCE AND LEADERSHIP DOMAIN; CONT.

Frequency - How frequently do faculty in higher education utilize this characteristic? Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday faculty practice? Level of Judgment - Which of the following statements best describes the level of judgment faculty in higher education exercise when they use information from this knowledge area? Level of Judgment Definitions **Recall**: requires ability to recall or recognize specific information only. Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations. Analysis: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution. 4.2 Analyze organizational culture and its impact on achieving institutional mission and goals. Frequency Importance Level of Judgment **Choose answers from** drop down menus. 4.3 Describe the roles and functions of the multiple systems and processes of governance (e.g., budgeting, performance management, faculty senate) that must be navigated to function effectively within the academy. Frequency Level of Judgment Choose answers from drop down menus. 4.4 Understand the Carnegie Classification as a way of

describing academic institution diversity, as well as the relationship of this classification to institution/program mission and vision.

	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.	\$	\$	\$

thoose answers from drop down menus. .6 Identify strategies to balance workload, effort all nd faculty expectation. Frequency Importance Level 1.	d, effort allocation,
.6 Identify strategies to balance workload, effort al nd faculty expectation. Frequency Importance Level Choose answers from	Level of Judgment
Choose answers from	Level of Judgment
Frequency Importance Lev	
hoose answers from	



PART 4 GOVERNANCE AND LEADERSHIP DOMAIN; CONT.

Frequency - How frequently do faculty in higher education utilize this characteristic?

Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday faculty practice?

Level of Judgment - Which of the following statements best describes the level of judgment faculty in higher education exercise when they use information from this knowledge area?

Level of Judgment Definitions

Recall: requires ability to recall or recognize specific information only.

Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations.

Analysis: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

4.7 Outline the processes associated with student and academic affairs departments/units within the academy at various levels. For example: recruitment/admissions, enrollment, alumni affairs, registration, financial aid, diversity, equity and inclusion, disability services, policies/handbook, advising, student government, retention, conduct/discipline, wellness, and academic standing, program and curriculum review, etc.

	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.	(\$	*

4.8 Outline the processes associated with promotion, rank, tenure, continuing contracts, and faculty recognition/incentives within the academy.

	Frequency	Importance	Level of Judgment
Choose answers from drop down menus.	\$	*	\$

hoose answers from	Frequency	\$	Important	ce 🛊	Level of Jud	dgment
drop down menus.		•		•		▼)
.10 Analyze th	ie role of f	aculty	in stude	nt advi	ising/supe	ervision
nd the strateg	ies neede	d to fa	cilitate s	tudent	success a	and
dvancement.	Frequency		Important	ce	Level of Ju	dament
hoose answers from drop down menus.	- 14-1-15	\$				•
hoose answers from drop down menus.	Frequency	\$		\$		\$
		\$		\$		\$
		\$		\$		\$
		\$		\$		\$
		\$		\$		\$
		\$		•		\$
		\$		•		\$



Choose answers from drop down menus.

Faculty Residency Revalidation Pilot Survey 2022

PART 4 GOVERNANCE AND LEADERSHIP DOMAIN; CONT.

Frequency - How frequently do faculty in higher education utilize this characteristic? Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday faculty practice? Level of Judgment - Which of the following statements best describes the level of judgment faculty in higher education exercise when they use information from this knowledge area? Level of Judgment Definitions **Recall**: requires ability to recall or recognize specific information only. Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations. Analysis: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution. 4.12 Explore concepts of leadership in the context of academia: 4.12.1 Understand leadership theories and philosophies as applied to academic roles. Frequency Importance Level of Judgment Choose answers from drop down menus. 4.12.2 Evaluate personal leadership style including strengths and areas of improvement. Frequency Importance Level of Judgment Choose answers from drop down menus. 4.12.3 Apply conflict-resolution strategies to effectively prevent and manage conflict among students and peers. Frequency Level of Judgment

4.12.4 Relate leadership concepts to the various faculty administrative roles within an academic institution. Frequency Importance Level of Judgment **Choose answers from** * # **‡** drop down menus.



PART 4 GOVERNANCE AND LEADERSHIP DOMAIN; CONT.

Frequency - How frequently do faculty in higher education utilize this characteristic?
Importance - Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday faculty practice?
Level of Judgment - Which of the following statements best describes the level of judgment faculty in higher education exercise when they use information from this knowledge area?
Level of <u>Judgment Definitions</u> **Recall: requires ability to recall or recognize specific information only. **Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations. **Analysis: requires ability to analyze information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.
4.13 Demonstrate collaboration/collegiality as attributes
important to functioning within the academy.
Frequency Importance Level of Judgment
Choose answers from drop down menus.
4.14 Explore the concept of academic freedom:
4.14.1 Analyze how academic freedom fulfills the academy's
mission of educating students and advancing knowledge.
Frequency Importance Level of Judgment
Choose answers from drop down menus.
4.14.2 Describe how academic freedom is interpreted and
applied by governance structures such as faculty senates and
unions.
Frequency Importance Level of Judgment
Choose answers from drop down menus.



PART 4 GOVERNANCE AND LEADERSHIP DOMAIN OTHER

4.15 Please tasks for the				
should be in	cluded in th	is survey:		



PART 5 OTHER DOMAINS, KNOWLEDGE, SKILLS, ABILITIES, AND TASKS
5.1 Please list any other domains and related knowledge, skills, abilities, and tasks you feel should be included in this survey:



PART 6 RECOMMENDATIONS FOR CURRICULUM INSTRUCTION

FART O RECOMMENDATIONS FOR CORRICOLOM INSTRUCTION	
6.1 Please indicate the minimum percentage of time should be	
devoted to each competency within a residency program's	
curriculum (both educational hours and practice hours). The	
percentage must total 100%:	
Teaching	
Scholarship	
Service	
Governance and Leadership	



a renewalip Education
Faculty Residency Revalidation Pilot Survey 2022
PART 7 PRACTICE
 7.1 Please indicate the state/jurisdiction that you reside in: 7.2 In which geographic region is the academic program for which you are a primary faculty member:



PART 8 DEMOGRAPHIC INFORMATION

Part 8 - Demographic Information
Please answer each item by selecting the option that most clearly describes you or your professional activities. Demographic information is collected for purposes of group analysis. Individual responses are confidential.
8.1 What is your entry-level physical therapy education? •
8.2 What is your highest earned academic degree in any area of study? •
8.3 What is the total number of years you have been a practicing physical therapist?
8.4 What is the total number of years you have been involved in academic education? •
8.5 How long have you been a full-time faculty member (1.0 or above FTE):



PART 8 DEMOGRAPHIC INFORMATION, CONT.
Part 8 - Demographic Information, Cont.
8.6 Do you hold any of the following certifications or
credentials?
ABPTS Specialist Certification
Certified Athletic Trainer
APTA Credentialed Clinical Instructor (Level 1)
APTA Advanced Credentialed Clinical Instructor (Level 2)
Other (please specify)
8.7 What is your <u>current</u> role(s) in education? (Check all that
apply)
Program Director
Academic Faculty
Department Chair
ACCE/DCE
Residency Program Director
Fellowship Program Director
Residency Faculty
Fellowship Faculty
Clinical Educator
Not Applicable
Other (please specify)

Adjunct Faculty			
Lecturer			
Instructor			
Assistant Professor	r		
Associate Professo	ır		
Professor			
Not Applicable			
Other (please spec	ify)		



	Information, cont.
8.9 In which	ch programs do you currently teach? (Check all that
apply)	
Physical Thera	pist Professional Program
Physical Thera	pist Assistant Professional Program
Post-professio	nal Graduate Program
Post-professio	nal Transition DPT Program
Post-doctoral I	Program
Clinical Reside	ency Program
Clinical Fellow	ship Program
ABPTRFE-accre	edited Faculty Residency Program
8.10 What	is your program's primary mode of delivery?
Residential/Tra	aditional
Hybrid/Blende	d
0 11 ln wh	at type of adjugational institution do you surrently
	at type of educational institution do you currently
teach?	
Public	
Private, not-fo	r-profit
Private, propri	etary



PART 8 DEMOGRAPHIC INFORMATION, CONT.
Part 8 - Demographic Information, cont.
8.12 What is your sex?
•
8.13 What is your age?
•
8.14 Which of the following best describes your race/ethnic
origin?
American Indian or Alaskan Native
Asian
African-American or Black (Not Hispanic)
White (Not Hispanic)
○ Hispanic/Latino
Pacific Islander or Native Hawaiian
Other



PART 9 OTHER INFORMATION
9.1 Please use the space below to share any concerns you
have or additional items that you feel should be included in
this survey:
Thank you for your professional time and thought to complete this survey.

	Response Scales										
	Frequency	Importance	Level of Judgment/Mastery								
Key	0. Never	0. Not important	0. Do not use/ Advanced beginner skill level								
High frequency (>= 3.0), high importance (>= 2.5) tasks. Very <u>likely</u> to be critical	1. Less than once a month	1. Minimally important	1. Recall/ Competent skill level								
Low frequency (< 3.0), high importance (>= 2.5) tasks. May be critical	2. Monthly	2. Moderately important	2. Application/ Proficient skill level								
High frequency (>= 3.0), low importance (, 2.5)tasks. Less likely to be critical	3. Weekly	3. Very important	3. Analysis/Expert skill level								
Low frequency (< 3.0), low importance (< 2.5) tasks. Very <u>unlikely</u> to be critical	4. Daily										

		Low frequency (< 5.0), fow importance (< 2.3) tasks. Very diffice to be critical	4. Dally											
Freq	Import	1		requency			mportance		Level of Judgement/Mastery					
		I. Areas of knowledge expected of a Faculty Resident												
		Item/Label	N	Mean	SD	N	Mean	SD	N	Mean	SD			
		PART 1: TEACHING DOMAIN												
L	Н	1.1.1.1 Conducting a needs assessment of curriculum, program, and learner(s).	23	1.74	0.86	23	2.70	0.56	23	2.78	0.60			
L	Н	1.1.1.2 Designing curricula and/or program(s) including both didactic and clinical education.	23	1.48	0.67	23	2.83	0.39	23	2.65	0.49			
L	Н	1.1.1.3 Developing program learning objectives and content.	23	1.70	1.02	23	2.91	0.29	23	2.52	0.67			
L	Н	1.1.1.4 Developing instructional materials and methods (strategies) that best facilitate learning, including	23	2.65	0.98	23	2.96	0.21	23	2.70	0.47			
L	Н	1.1.1.5 Implementing curriculum and/or program.	23	2.87	1.29	23	2.87	0.34	23	2.35	0.49			
L	Н	1.1.1.6 Assessing instruction and translation of learning objectives to achieve established competencies		2.30	1.02	23	3.00	0.00	23	2.91	0.29			
L	Н	1.1.1.7 Using assessment and evaluation information (e.g., program, course, peer) to make changes to		1.35	0.71	23	2.74	0.45	23	2.61	0.50			
L	Н	1.1.1.8 Analyzing curriculum, program and instructional strategies that foster diversity, equity and inclus		1.83	0.98	23	2.83	0.39	23	2.78	0.42			
L	Н	1.1.2 Comply with pertinent regulations that influence curricular development, including but not limited to		1.83	1.03	23	2.91	0.29	23	2.05	0.79			
L	L	1.2.1 Compare/contrast learning theories in terms of how they conceptualize learning, including the role	23	1.52	0.85	23	2.48	0.59	23	2.70	0.56			
L	Н	1.2.2 Incorporate domains and taxonomies of learning including cognitive, affective, psychomotor, and s	23	2.57	1.12	23	2.78	0.42	23	2.52	0.59			
L	Н	1.3.1 Determine optimal instructional delivery methods (e.g., face-to-face, online, hybrid).	23	1.87	1.06	23	2.61	0.50	23	2.70	0.47			
L	Н	1.3.2 Determine optimal instructional approaches (e.g., lecture, small-group, project-based, inter/intra pl	23	2.52	0.99	23	2.74	0.45	23	2.83	0.39			
L	Н	1.3.3 Determine optimal instructional settings (e.g., clinic, bedside, patient simulation, classroom/laboral		1.78	0.90	23	2.61	0.50	23	2.70	0.47			
L	L	1.3.4 Consider the supports and limitations that may by imposed by the institution that impact instruction		1.74	1.01	23	2.39	0.50	23	2.09	0.73			
L	L	1.3.5 Develop plans for converting a class session or course from one delivery method, approach and/o	23	1.35	0.65	23	2.26	0.45	23	2.39	0.58			
Н	Н	1.3.6 Select instructional strategies that facilitate critical thinking, clinical reasoning and self-reflection at	23	3.00	1.00	23	3.00	0.00	23	2.91	0.29			
L	Н	1.3.7 Incorporate a variety of teaching and learning styles into instruction that are aligned with course of	23	2.96	0.98	23	2.78	0.42	23	2.48	0.51			
Н	Н	1.3.8 Adapt instructional strategies to meet the needs of diverse learners.	23	3.09	1.04	23	2.83	0.39	23	2.43	0.59			
L	Н	1.3.9 Provide feedback to learners based on relevant theories (e.g., motivational theory), and leverage	23	2.96	0.82	23	2.91	0.29	23	2.43	0.66			
L	Н	1.4.1 Evaluate students using appropriate assessment methods that are aligned with instructional methods	23	2.78	0.74	23	3.00	0.00	23	2.57	0.51			
L	Н	1.4.2 Design, implement, and evaluate grading scales to be used for various assessment methods (e.g.	23	2.13	0.81	23	2.83	0.39	23	2.48	0.51			
L	Н	1.4.3 Assess learning outcomes, curriculum, and/or assessment practices for continuous improvement	23	1.57	0.66	23	2.83	0.39	23	2.83	0.39			
L	Н	1.4.4 Implement the use of best practices to mitigate bias in assessment strategies.	23	2.22	1.04	23	2.78	0.42	23	2.52	0.59			
Н	Н	1.5.1.1 Confidentiality.	23	3.17	1.15	23	2.91	0.29	23	2.26	0.69			
L	L	1.5.1.2 Exploitation.	23	1.96	1.4	23	2.43	0.66	23	2.17	0.83			
L	Н	1.5.1.3 Discrimination.	23	2.43	1.34	23	2.7	0.7	23	2.36	0.66			
L	Н	1.5.1.4 Equity.	23	2.96	1.26	23	2.83	0.39	23	2.48	0.51			
Н	Н	1.5.1.5 Inclusion.	23	3.13	1.18	23	2.87	0.34	23	2.48	0.51			
L	Н	1.5.1.6 Autonomy.	23	2.78	1.28	23	2.52	0.51	23	2.3	0.56			
L	Н	1.5.1.7 Beneficence.	23	2.83	1.3	23	2.65	0.49	23	2.39	0.58			
L	L	1.5.1.8 Fidelity.	23	2.61	1.23	23	2.43	0.51	23	2.35	0.57			
L	Н	1.5.1.9 Justice.	23	2.65	1.23	23	2.61	0.5	23	2.43	0.66			
L	Н	1.5.1.10 Malpractice.	23	1.96	1.26	23	2.61	0.5	23	2.3	0.63			
L	Н	1.5.1.11 Negligence.	23	1.91	1.31	23	2.57	0.51	23	2.43	0.66			
L	Н	1.5.1.12 Non-maleficence.	23	2.39	1.47	23	2.57	0.51	23	2.39	0.72			
L	Н	1.5.1.13 Veracity.	23	2.74	1.36	23	2.57	0.51	23	2.39	0.66			
L	Н	1.5.2 Examine the importance of academic integrity and use of tools (e.g., browser lockdown, scanning,	23	1.83	0.78	23	2.57	0.59	23	2.3	0.7			
L	L	1.5.3 Develop strategies that discourage and address unwanted behaviors (e.g., harassment, theft, van	23	1.61	1.03	23	2.35	0.71	23	2.26	0.69			
L	Н	1.5.4 Delineate the legal (federal/state) and accreditation standards that govern issues of privacy, secur	23	1.83	0.89	23	2.78	0.52	23	2.26	0.75			

L	Н	1.5.5 Analyze policies and practices related to diversity, equity and inclusion and their impact on physical	23	1.7	0.7	23	2.78	0.52	23	2.7	0.56
L	L	1.5.6 Understand the importance of compliance with copyright laws, including the TEACH (Technology,	23	1.7	1.02	23	2.43	0.59	23	1.78	0.67
L	Н	1.5.7 Illustrate the potential ethical implications of the power imbalance that exists between teacher and	23	2.26	1.21	23	2.7	0.56	23	2.35	0.65
L	Н	1.5.8 Analyze the importance of adherence to nondiscriminatory policies related to race, sex, gender ide	23	2.35	1.19	23	2.83	0.49	23	2.61	0.58
L	L	1.5.9 Examine institutions' policies related to records management and destruction, and the basis for su	23	1.04	0.21	23	2.13	0.55	23	1.65	0.65
L	L	1.5.10 Analyze institutions' policies related to faculty, staff, and student use of social media.	23	1.22	0.67	23	2.13	0.69	23	2.26	0.92
		PART 2: SCHOLARSHIP DOMAIN									_
1	L	2.1 Identify and discuss definitions and models for scholarship/research (e.g., Boyer's, UniSCOPE).	23	1.09	0.51	23	2	0.74	23	1.61	0.78
ī	Ĺ	2.2.1 CITI training.	23	1.13	0.46	23	2.35	0.71	23	1.48	0.59
-	H	2.2.2 Ethics.	23	1.91	1.24	23	2.78	0.42	23	2.26	0.69
-	н	2.2.3 Conflict of interest.	23	1.18	0.5	23	2.59	0.5	23	1.91	0.61
-	L	2.2.4 Appropriate CAPTE forms required in planning a faculty scholarly agenda.	23	0.96	0.21	23	2.04	0.77	23	1.61	0.66
	L	2.2.5 Grantsmanship training (e.g., GAMER, TIGRR, university specific program).	23	0.90	0.21	23	2.04	0.77	23	2.22	0.67
L	Н	2.3 Identify the elements of a scholarly agenda that may include original research, scholarship of teaching	23	1.41	0.67	23	2.09	0.51	23	1.73	0.07
	Н	2.4 Learn the process of obtaining IRB (institutional review board) approval, and other resources availal	23	1.41	0.07	23	2.52	0.59	23	1.73	
	L							0.59		2	0.56
L .	_	2.5 Identify appropriate venues for dissemination of scholarship (e.g., peer-reviewed journals, non-peer	23	1.13	0.34	23	2.35		23		0.67
L	L	2.6 Navigate the institutional processes associated with research, funding, determining authorship, and	23	1.04	0.37	23	2.26	0.81	23	1.74	0.69
L	L .	2.7 Compare/contrast the various roles in research project management and grant submissions (e.g. pr	23	1	0.3	23	1.91	0.67	23	1.74	0.81
L	L	2.8 Identify institutions' and funding sources' policies and procedures related to obtaining grants and col	23	1	0.43	23	2	0.74	23	1.39	0.66
L	L	2.9 Identify potential funding sources (intramural, extramural) for research, faculty research developmen	23	1.09	0.29	23	2.04	0.64	23	1.78	0.67
		PART 3: SERVICE DOMAIN									
L	Н	3.1.1 Department/program.	23	2.74	0.96	23	2.7	0.56	23	1.96	0.64
L	L	3.1.2 College/school.	23	1.83	0.72	23	2.26	0.54	23	1.91	0.6
L	L	3.1.3 University.	23	1.39	0.5	23	2.09	0.6	23	1.87	0.63
L	Н	3.1.4 Professions.	23	1.91	0.73	23	2.65	0.49	23	2.13	0.63
L	L	3.1.5 Community.	23	1.32	0.57	23	2.18	0.5	23	2	0.69
L	Н	3.2 Identify service contributions and roles that are aligned to the individual's faculty development plan.	23	1.43	0.59	23	2.52	0.59	23	2.3	0.56
L	L	3.3 Identify membership and leadership of committees both within and outside the university that result	23	1.17	0.39	23	2.26	0.62	23	2.17	0.65
L	L	3.4 Identify and discuss service contributions that may have an effect on department and/or program po	23	1.17	0.49	23	2.48	0.51	23	2.26	0.69
L	L	3.5 Discuss the impact of involvement in external service on the institution.	23	1.09	0.42	23	1.87	0.87	23	1.96	0.88
L	L	3.6 Recognize how different aspects of service can influence effective teaching and learning and schola	23	1.61	0.66	23	2.39	0.72	23	2.43	0.59
ı	L	PART 4: GOVERNANCE AND LEADERSHIP DOMAIN 4.1.1 Institutional infrastructure and hierarchy.	23	1.48	0.99	23	2	0.69	23	1.87	0.92
	L	4.1.2 Faculty governance.	23	1.48	0.93	23	2.39	0.58	23	2.13	0.76
		4.1.3 Regional/specialized accreditation.	23	1.7	0.52	23	2.09	0.58	23	1.83	1.03
-	L	4.1.4 Budget/finance.	23	1.26	0.32	23	2.09	0.96	23	2.04	1.03
-	Н		23								
		4.2 Analyze organizational culture and its impact on achieving institutional mission and goals.		1.26	0.69 0.63	23	2.57 2.17	0.66	23	2.7 1.96	0.63
L .	L	4.3 Describe the roles and functions of the multiple systems and processes of governance (e.g., budget	23	1.3		23		0.72	23		0.93
L	L	4.4 Understand the Carnegie Classification as a way of describing academic institution diversity, as well	23	0.78	0.42	23	1.52	0.73	23	1.57	0.66
L	Н	4.5 Differentiate the primary roles and responsibilities of faculty, including teaching, scholarship, adminis	23	2.09	0.95	23	2.61	0.58	23	2.13	0.76
L	Н	4.6 Identify strategies to balance workload, effort allocation, and faculty expectation.	23	2.39	1.03	23	2.83	0.39	23	2.7	0.56
L	L	4.7 Outline the processes associated with student and academic affairs departments/units within the ac	23	2	0.85	23	2.48	0.79	23	2.22	0.74
L	Н	4.8 Outline the processes associated with promotion, rank, tenure, continuing contracts, and faculty rec	23	1.17	0.49	23	2.61	0.58	23	2.13	0.63
L	L	4.9 Identify how the primary roles and responsibilities of faculty, including teaching, scholarship, adminis	23	1.04	0.37	23	2.45	0.6	23	2.14	0.71
L	Н	4.10 Analyze the role of faculty in student advising/supervision and the strategies needed to facilitate st	23	2.35	0.93	23	2.7	0.47	23	2.57	0.59
L	L	4.11 Describe the role and function of faculty in departmental, college, and university strategic planning	23	1.22	0.42	23	2.36	0.73	23	2.09	0.67
L	L	4.12.1 Understand leadership theories and philosophies as applied to academic roles.	23	1.35	0.88	23	1.87	0.69	23	1.78	0.8
L	L	4.12.2 Evaluate personal leadership style including strengths and areas of improvement.	23	1.78	1.24	23	2.43	0.66	23	2.7	0.56
L	Н	4.12.3 Apply conflict-resolution strategies to effectively prevent and manage conflict among students an	23	2.74	0.92	23	2.83	0.49	23	2.52	0.59

L	L	4.12.4 Relate leadership concepts to the various faculty administrative roles within an academic instituti	23	1.7	1.06	23	2.17	0.83	23	2.39	0.78
Н	Н	4.13 Demonstrate collaboration/collegiality as attributes important to functioning within the academy.	23	3.35	0.83	23	2.87	0.34	23	2.3	0.63
L	L	4.14.1 Analyze how academic freedom fulfills the academy's mission of educating students and advance	23	1.48	0.9	23	2	0.6	23	2.43	0.9
L	L	4.14.2 Describe how academic freedom is interpreted and applied by governance structures such as fac	23	1.09	0.79	23	1.87	0.87	23	1.57	0.99

Frequency	, of	Resnons	os in	Survey	Order

Frequency of Responses in Survey Order					requency					Percentage		
				Less than once a	requency			Never / Not	Less than once a	rercentage		
			Never / Not Important / Do	month / Minimally	Monthly / Moderately	Weekly / Very		Important / Do not use	month / Minimally		Weekly / Very	
	-		not use in their work	Important / Recall	Important / Application		Daily	in their work	Important / Recall	Application		Daily
Please select one of the following survey options: PART 1: TEACHING DOMAIN	Response	Responses	(0	1	2		4
1.1.1.1 Conducting a needs assessment of curriculum, program, and learner(s)	Importance	23 23	C			17	0	0.0	47.8 4.3	34.8 21.7	13.0 73.9	4.3 0.0
1.1.1.2 Designing curricula and/or program(s) including both didactic and clinical	Level of Judgment Frequency	23 23				20 2		0.0	8.7 60.9	4.3 30.4	87.0 8.7	0.0
	Importance Level of Judgment	23 23	Ċ			19 15		0.0	0.0	17.4 34.8	82.6 65.2	0.0
1.1.1.3 Developing program learning objectives and content.	Frequency Importance	23 23				3 21		0.0	60.9 0.0	17.4 8.7	13.0 91.3	8.7 0.0
1.1.1.4 Developing instructional materials and methods (strategies) that best fac	Level of Judgment Frequency	23 23				14 8		0.0	8.7 13.0	30.4 30.4	60.9 34.8	0.0 21.7
	Importance Level of Judgment	23 23	C	0	7	22 16	0	0.0	0.0	4.3 30.4	95.7 69.6	0.0
1.1.1.5 Implementing curriculum and/or program.	Frequency Importance	23 23				6 20		4.3 0.0	17.4 0.0	8.7 13.0	26.1 87.0	43.5 0.0
1.1.1.6 Assessing instruction and translation of learning objectives to achieve es	Level of Judgment Frequency	23 23				8 10		0.0 0.0	0.0 30.4	65.2 17.4	34.8 43.5	0.0 8.7
	Importance Level of Judgment	23 23	C	0	2	23 21		0.0	0.0	0.0 8.7	100.0 91.3	0.0
1.1.1.7 Using assessment and evaluation information (e.g., program, course, pe	Frequency Importance	23 23				0 17		0.0	73.9 0.0	21.7 26.1	0.0 73.9	0.0
1.1.1.8 Analyzing curriculum, program and instructional strategies that foster div		23 23	c) 11	7	14 3	0	0.0	0.0 47.8	39.1 30.4	60.9 13.0	0.0
	Importance Level of Judgment	23 23	C	0	5	19 18		0.0 0.0	0.0	17.4 21.7	82.6 78.3	0.0 0.0
1.1.2 Comply with pertinent regulations that influence curricular development, in	Frequency Importance	23 23				4 21		0.0	52.2 0.0	21.7 8.7	17.4 91.3	8.7 0.0
1.2.1 Compare/contrast learning theories in terms of how they conceptualize lea	Level of Judgment Frequency	23 23	c	16	2		0	0.0	26.1 69.6	39.1 8.7	30.4 21.7	0.0 0.0
	Importance Level of Judgment	23 23	C	1		12 17		0.0	4.3 4.3	43.5 21.7	52.2 73.9	0.0
1.2.2 Incorporate domains and taxonomies of learning including cognitive, affect		23 23	0	0		6 18	6 0	0.0	21.7 0.0	26.1 21.7	26.1 78.3	26.1 0.0
1.3.1 Determine optimal instructional delivery methods (e.g., face-to-face, online	Level of Judgment Frequency	23 23	C	12	4	13 5	2	0.0 0.0	4.3 52.2	39.1 17.4	56.5 21.7	0.0 8.7
	Importance Level of Judgment	23 23	C			14 16		0.0	0.0	39.1 30.4	60.9 69.6	0.0 0.0
1.3.2 Determine optimal instructional approaches (e.g., lecture, small-group, pro	Frequency Importance	23 23				11 17		0.0 0.0	21.7 0.0	17.4 26.1	47.8 73.9	13.0 0.0
1.3.3 Determine optimal instructional settings (e.g., clinic, bedside, patient simul		23 23				19 4		0.0	0.0 47.8	17.4 30.4	82.6 17.4	0.0 4.3
	Importance Level of Judgment	23 23				14 16		0.0 0.0	0.0	39.1 30.4	60.9 69.6	0.0
1.3.4 Consider the supports and limitations that may by imposed by the institution	Frequency Importance	23 23	Ċ			6 9		0.0	60.9 0.0	8.7 60.9	26.1 39.1	4.3 0.0
1.3.5 Develop plans for converting a class session or course from one delivery r	Level of Judgment Frequency	23 23						0.0 0.0	21.7 73.9	47.8 17.4	30.4 8.7	0.0
	Importance Level of Judgment	23 23				6 10		0.0	0.0 4.3	73.9 52.2	26.1 43.5	0.0
1.3.6 Select instructional strategies that facilitate critical thinking, clinical reason	Importance	23 23	c	0	0		0	0.0	8.7 0.0	21.7 0.0	30.4 100.0	39.1 0.0
1.3.7 Incorporate a variety of teaching and learning styles into instruction that ar	Level of Judgment Frequency	23 23	1			21 13		0.0 4.3	0.0 4.3	8.7 8.7	91.3 56.5	0.0 26.1
	Importance Level of Judgment	23 23	C		12		0	0.0	0.0	21.7 52.2	78.3 47.8	0.0
1.3.8 Adapt instructional strategies to meet the needs of diverse learners.	Frequency Importance	23 23	C	0	4		0	0.0	13.0 0.0	8.7 17.4	34.8 82.6	43.5 0.0
1.3.9 Provide feedback to learners based on relevant theories (e.g., motivational	Level of Judgment Frequency	23 23	C) 2	2	14	5	0.0	4.3 8.7	47.8 8.7	47.8 60.9	0.0 21.7
	Importance Level of Judgment	23 23	C	2	9	21 12	0	0.0 0.0	0.0 8.7	8.7 39.1	91.3 52.2	0.0
1.4.1 Evaluate students using appropriate assessment methods that are aligned	Importance	23 23	C	0	0		0	0.0	8.7 0.0	13.0 0.0	69.6 100.0	8.7 0.0
1.4.2 Design, implement, and evaluate grading scales to be used for various ass		23 23	C) 5	11	6	1	0.0	0.0 21.7	43.5 47.8	56.5 26.1	0.0 4.3
	Importance Level of Judgment	23 23	c	0	12	11	0	0.0 0.0	0.0 0.0	17.4 52.2	82.6 47.8	0.0
1.4.3 Assess learning outcomes, curriculum, and/or assessment practices for c	Importance	23 23	C	0	4		0	0.0 0.0	52.2 0.0	39.1 17.4	8.7 82.6	0.0
1.4.4 Implement the use of best practices to mitigate bias in assessment strateç	Level of Judgment Frequency	23 23	C	7	7	6		0.0	0.0 30.4	17.4 30.4	82.6 26.1	0.0 13.0
	Importance Level of Judgment	23 23	C) 1	9	18		0.0	0.0 4.3	21.7 39.1	78.3 56.5	0.0
1.5.1.1 Confidentiality.	Frequency Importance	23 23	C	0	2	21	0	0.0	13.0 0.0	17.4 8.7	8.7 91.3	60.9 0.0
1.5.1.2 Exploitation.	Level of Judgment Frequency	23 23	1	. 13	1	2	6	0.0 4.3	13.0 56.5	47.8 4.3	39.1 8.7	0.0 26.1
454000	Importance Level of Judgment	23 23	1	. 3	10	9	0	0.0 4.3	8.7 13.0	39.1 43.5	52.2 39.1	0.0
1.5.1.3 Discrimination.	Frequency Importance	23	1	. 0	4	18	0	4.3	30.4 0.0	13.0 17.4	78.3	30.4 0.0
1.5.1.4 Equity.	Level of Judgment Frequency	23	Ċ) 5	3	3	12	0.0	8.7 21.7	43.5 13.0	43.5 13.0	0.0 52.2
45451.1.3	Importance Level of Judgment	23	C) 0	12	11	0	0.0	0.0	17.4 52.2	82.6 47.8	0.0
1.5.1.5 Inclusion.	Importance	23	C) 0	3	20	0	0.0	17.4 0.0	8.7 13.0	17.4 87.0	56.5 0.0
1.5.1.6 Autonomy.	Level of Judgment Frequency	23	c) 6	3		10	0.0	0.0 26.1	52.2 13.0	47.8 17.4	0.0 43.5
1.5.1.7 Beneficence.	Importance Level of Judgment	23 23	C	1	14	8	0	0.0	0.0 4.3	47.8 60.9	52.2 34.8	0.0
1.5.1.7 Denencence.	Frequency Importance	23	C	0	8	15	0	0.0	26.1 0.0	13.0 34.8	13.0 65.2	47.8 0.0
1.5.1.8 Fidelity.	Level of Judgment Frequency	23	c) 6	5		8	0.0	4.3 26.1	52.2 21.7	43.5 17.4	0.0 34.8
	Importance Level of Judgment	23 23	C) 1	13	9	0	0.0	0.0 4.3	56.5 56.5	43.5 39.1	0.0
1.5.1.9 Justice.	Frequency Importance	23	C	0	9	14	0	0.0	26.1 0.0	17.4 39.1	21.7 60.9	34.8 0.0
1.5.1.10 Malpractice.	Level of Judgment Frequency	23 23	1	. 10	6	12	5	0.0 4.3	8.7 43.5	39.1 26.1	52.2 4.3	0.0 21.7
45 444 Novince	Importance Level of Judgment	23	C) 2	12	9	0	0.0	0.0 8.7	39.1 52.2	60.9 39.1	0.0
1.5.1.11 Negligence.	Frequency Importance	23	C) 0	10	13	0	4.3 0.0	52.2 0.0	13.0 43.5	8.7 56.5	0.0
1.5.1.12 Non-maleficence.	Level of Judgment Frequency	23	1	. 9	2		9	0.0 4.3	8.7 39.1	39.1 8.7	52.2 8.7	0.0 39.1
45.440.V	Importance Level of Judgment	23 23	1	. 0	11	11	0	0.0 4.3	0.0	43.5 47.8	56.5 47.8	0.0
1.5.1.13 Veracity.	Frequency Importance	23	C	0	10	13	0	0.0	30.4 0.0	13.0 43.5	56.5	47.8 0.0
1.5.2 Examine the importance of academic integrity and use of tools (e.g., brown	Level of Judgment Frequency	23 23						0.0 0.0	8.7 39.1	43.5 39.1	47.8 21.7	0.0

	Importance	23	0	1	8	14	0	0.0	4.3	34.8	60.9
1.5.3 Develop strategies that discourage and address unwanted behaviors (e.g.	Level of Judgment Frequency	23 23 23	0	3 16	10 2	10	0 2	0.0	13.0 69.6	43.5 8.7	43.5 13.0
.o. bevelop strategies triat discourage and address univarited behaviors (e.g.	Importance	23 23	0	3	9	11 9	0	0.0	13.0 13.0	39.1 47.8	47.8 39.1
1.5.4 Delineate the legal (federal/state) and accreditation standards that govern	Level of Judgment Frequency	23	0	11	5	7	0	0.0	47.8	21.7	30.4
	Importance Level of Judgment	23 23	0	4	3 9	19 10	0	0.0 0.0	4.3 17.4	13.0 39.1	82.6 43.5
1.5.5 Analyze policies and practices related to diversity, equity and inclusion and	Frequency Importance	23 23	0	10 1	10 3	3 19	0	0.0	43.5 4.3	43.5 13.0	13.0 82.6
1.5.6 Understand the importance of compliance with copyright laws, including the	Level of Judgment Frequency	23 23	0	1 14	5 4	17 3	0	0.0	4.3 60.9	21.7 17.4	73.9 13.0
	Importance Level of Judgment	23 23	0	1 8	11 12	11 3	0	0.0 0.0	4.3 34.8	47.8 52.2	47.8 13.0
1.5.7 Illustrate the potential ethical implications of the power imbalance that exis	Frequency	23	0	9	4	5	5	0.0	39.1	17.4	21.7
	Importance Level of Judgment	23 23	0	1 2	5 11	17 10	0	0.0 0.0	4.3 8.7	21.7 47.8	73.9 43.5
1.5.8 Analyze the importance of adherence to nondiscriminatory policies related	Frequency Importance	23 23	0	8	4	6 20	0	0.0	34.8 4.3	17.4 8.7	26.1 87.0
1.5.9 Examine institutions' policies related to records management and destruct	Level of Judgment	23 23	0	1 22	7	15 0	0	0.0	4.3 95.7	30.4 4.3	65.2 0.0
2.0 Examine institutions policies related to records management and destruct	Importance	23	0	2	16	5	0	0.0	8.7	69.6	21.7
1.5.10 Analyze institutions' policies related to faculty, staff, and student use of s	Level of Judgment Frequency	23 23	0 1	10 18	11 2	2	0	0.0 4.3	43.5 78.3	47.8 8.7	8.7 8.7
	Importance Level of Judgment	23 23	1 1	1 4	15 6	6 12	0	4.3 4.3	4.3 17.4	65.2 26.1	26.1 52.2
PART 2: SCHOLARSHIP DOMAIN	-										
1 Identify and discuss definitions and models for scholarship/research (e.g., E	Frequency Importance	23 23	2	17 3	4 14	0 5	0	8.7 4.3	73.9 13.0	17.4 60.9	0.0 21.7
	Level of Judgment	23	2	7	12	2	0	8.7	30.4	52.2	8.7
2.1 CITI training.	Frequency Importance	23 23	0	21 3	1 9	1 11	0	0.0	91.3 13.0	4.3 39.1	4.3 47.8
2.2 Ethics.	Level of Judgment Frequency	23 23	1 0	10 13	12 4	0	0 5	4.3 0.0	43.5 56.5	52.2 17.4	0.0 4.3
	Importance Level of Judgment	23 23	0	0	5 11	18 9	0	0.0	0.0 13.0	21.7 47.8	78.3 39.1
2.3 Conflict of interest.	Frequency	22	0	19 0	2	1	0	0.0	86.4	9.1	4.5
	Importance Level of Judgment	22 22	0	5	9	13	0	0.0	0.0 22.7	40.9 63.6	59.1 13.6
2.4 Appropriate CAPTE forms required in planning a faculty scholarly agenda.	Frequency Importance	23 23	1 0	22 6	0 10	0 7	0	4.3 0.0	95.7 26.1	0.0 43.5	0.0 30.4
2.5 Grantsmanship training (e.g., GAMER, TIGRR, university specific program	Level of Judgment Frequency	23 23	1	8 23	13 0	1 0	0	4.3 0.0	34.8 100.0	56.5 0.0	4.3 0.0
, U. T. G., E	Importance Level of Judgment	23 23	0	3	15 12	5	0	0.0	13.0 13.0	65.2 52.2	21.7 34.8
3 Identify the elements of a scholarly agenda that may include original research	Frequency	22	0	15	5	2	0	0.0	68.2	22.7	9.1
	Importance Level of Judgment	22 22	0	0 10	11 8	11 4	0	0.0 0.0	0.0 45.5	50.0 36.4	50.0 18.2
4 Learn the process of obtaining IRB (institutional review board) approval, and	Frequency Importance	23 23	0	23 1	0 9	0 13	0	0.0	100.0 4.3	0.0 39.1	0.0 56.5
5 Identify appropriate venues for dissemination of scholarship (e.g., peer-revie	Level of Judgment	23 23	1 0	8 20	14 3	1	0	4.3 0.0	34.8 87.0	60.9 13.0	4.3 0.0
	Importance	23 23	0	2	11 13	10 5	0	0.0	8.7 21.7	47.8 56.5	43.5 21.7
6 Navigate the institutional processes associated with research, funding, dete		23	1	20	2	0	0	4.3	87.0	8.7	0.0
	Importance Level of Judgment	23 23	1 1	2 6	10 14	10 2	0	4.3 4.3	8.7 26.1	43.5 60.9	43.5 8.7
7 Compare/contrast the various roles in research project management and gr.	Frequency Importance	23 23	1	21 3	1 16	0	0	4.3 4.3	91.3 13.0	4.3 69.6	0.0 13.0
8 Identify institutions' and funding sources' policies and procedures related to	Level of Judgment Frequency	23 23	1	8	10	4	0	4.3	34.8 82.6	43.5 8.7	17.4
.8 Identify institutions' and funding sources' policies and procedures related to	Frequency Importance	23 23	1 2 1	8 19 3	10 2 14	4 0 5	0 0 0	4.3 8.7 4.3	82.6 13.0	8.7 60.9	0.0 21.7
	Frequency Importance Level of Judgment Frequency	23 23 23 23 23	1 2 1 1	8 19 3 13 21	10 2 14 8 2	4 0 5 1	0 0 0 0	4.3 8.7 4.3 4.3 0.0	82.6 13.0 56.5 91.3	8.7 60.9 34.8 8.7	0.0 21.7 4.3 0.0
	Frequency Importance Level of Judgment	23 23 23	1 2 1	8 19 3 13	10 2 14 8	4 0 5 1	0 0 0	4.3 8.7 4.3 4.3	82.6 13.0 56.5	8.7 60.9 34.8	0.0 21.7 4.3
9 Identify potential funding sources (intramural, extramural) for research, facu PART 3: SERVICE DOMAIN	Frequency Importance Level of Judgment Frequency Importance Level of Judgment	23 23 23 23 23 23 23	1 2 1 1 0 0	8 19 3 13 21 4 8	10 2 14 8 2 14 12	4 0 5 1 0 5 3	0 0 0 0 0 0	4.3 8.7 4.3 4.3 0.0 0.0	82.6 13.0 56.5 91.3 17.4 34.8	8.7 60.9 34.8 8.7 60.9 52.2	0.0 21.7 4.3 0.0 21.7 13.0
9 Identify potential funding sources (intramural, extramural) for research, facu PART 3: SERVICE DOMAIN	Frequency Importance Level of Judgment Frequency Importance Level of Judgment Frequency Importance Level of Judgment	23 23 23 23 23 23 23 23	1 2 1 1 0 0 0	8 19 3 13 21 4 8	10 2 14 8 2 14 12	4 0 5 1 0 5 3	0 0 0 0 0 0 0	4.3 8.7 4.3 4.3 0.0 0.0 0.0	82.6 13.0 56.5 91.3 17.4 34.8	8.7 60.9 34.8 8.7 60.9 52.2 21.7 21.7	0.0 21.7 4.3 0.0 21.7 13.0 43.5 73.9
9 Identify potential funding sources (intramural, extramural) for research, facu PART 3: SERVICE DOMAIN 1.1 Department/program.	Frequency Importance Level of Judgment Frequency Importance Level of Judgment	23 23 23 23 23 23 23	1 2 1 1 0 0	8 19 3 13 21 4 8	10 2 14 8 2 14 12	4 0 5 1 0 5 3	0 0 0 0 0 0	4.3 8.7 4.3 4.3 0.0 0.0 0.0	82.6 13.0 56.5 91.3 17.4 34.8	8.7 60.9 34.8 8.7 60.9 52.2	0.0 21.7 4.3 0.0 21.7 13.0
9 Identify potential funding sources (intramural, extramural) for research, facu PART 3: SERVICE DOMAIN 1.1 Department/program.	Frequency Importance Level of Judgment Frequency Importance Inportance	23 23 23 23 23 23 23 23 23 23 23 23 23	1 2 1 1 0 0 0	8 19 3 13 21 4 8	10 2 14 8 2 14 12 5 5	4 0 5 1 0 5 3	0 0 0 0 0 0 0	4.3 8.7 4.3 4.3 0.0 0.0 0.0 0.0	82.6 13.0 56.5 91.3 17.4 34.8	8.7 60.9 34.8 8.7 60.9 52.2 21.7 21.7 60.9	0.0 21.7 4.3 0.0 21.7 13.0 43.5 73.9 17.4
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1.1.1 Department/program. 1.1.2 College/school. 1.1.3 University. 1.1.4 Professions. 1.1.5 Community. 1.2 Identify service contributions and roles that are aligned to the individual's fac. 1.3 Identify membership and leadership of committees both within and outside to the individual's fac. 1.4 Identify and discuss service contributions that may have an effect on depart to the individual's fac. 1.5 Discuss the impact of involvement in external service on the institution. 1.6 Recognize how different aspects of service can influence effective teaching.	Frequency Importance Level of Judgment	23	1 1 2 2 1 1 1 1 0 0 0 0 0 0 0 0 0 0 0 0	8 19 3 13 121 4 8 8 1 1 5 7 1 1 5 14 1 3 3 6 6 7 7 0 3 3 10 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	10 2 14 8 2 14 12 5 5 14 15 9 15 14 15 19 15 14 11 11 11 11 15 7 8 11 11 15 7 8 11 11 15 7 9 11 11 11 11 15 7 9 11 11 11 15 7 9 11 11 11 15 7 9 9 11 11 11 11 15 7 9 9 11 11 11 11 11 11 11 11 11 11 11 11	4 0 0 5 1 1 0 0 5 3 3 1 1 0 1 1 7 4 1 1 7 7 3 0 0 5 5 3 5 1 5 5 6 6 1 1 1 3 8 8 7 7 0 0 1 1 1 2 1 1 1 1 1 1 2 9 9	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	4.3 8.7 4.3 4.3 4.3 4.3 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0	82.6 13.0 56.5 91.3 17.4 34.8 13.0 4.3 21.7 30.4 4.3 21.7 30.4 0.0 13.0 66.6 4.3 21.7 60.9 13.0 66.6 8.7 13.0 4.3 4.3 21.7 60.9 4.3 21.7 60.9 4.3 21.7 60.9 4.3 21.7 60.9 4.3 21.7 60.9 4.3 21.7 60.9 4.3 21.7 60.9 4.3 21.7 60.9 4.3 21.7 60.9 4.3 21.7 60.9 4.3 21.7 60.9 4.3 21.7 60.9 4.3 21.7 60.9 4.3 21.7 60.9 4.3 21.7 60.9 4.3 21.7 60.9 4.3 21.7 60.9 4.3 4.3 21.7 60.9 4.3 4.3 4.3 21.7 60.9 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3	8.7 60.9 34.8 8.7 60.9 52.2 21.7 21.7 60.9 65.2 65.2 65.2 39.1 66.9 65.2 66.9 67.2 47.8 34.8 39.1 60.9 17.4 55.2 47.8 39.1 52.2 47.8 43.5 52.2 47.8 43.5 52.2 47.8 43.5 53.6 53.6 53.6 53.6 53.6 53.6 53.6 5	0.0 0.0 21.7 4.3 3.0 4.3 5.2 2.2 47.8 4.3 30.4 0.0 47.8 39.1 17.4 4.3 39.1 30.0 4.3 5.3 6.5 6.5 6.5 6.5 6.5 6.5 6.5 6.5 6.5 6.5
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PART 3: SERVICE DOMAN 1.1 Department/program. 1.2 College/school. 1.3 University. 2. Identify service contributions and roles that are aligned to the individual's fact dentify membership and leadership of committees both within and outside to dentify and discuss service contributions that may have an effect on depart dentify and discuss service contributions that may have an effect on depart dentify and discuss service contributions that may have an effect on depart dentify and discuss service and the individual's fact dentify and discuss service contributions that may have an effect on depart dentify and discuss dentify and discuss dentify and discuss dentify and discuss service contributions that may have an effect on depart dentify and discuss dentify and dentify a	Frequency Importance Level of Judgment	23	1 2 2 1 1 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0	8 19 3 13 121 4 8 8 11 5 7 11 5 14 1 15 16 17 0 3 19 4 4 3 11 13 1 11 12 2 8 8 8 1 1 2 2 2 19 1 2 2 18 4 4 4 4	10 2 14 8 2 14 12 5 5 14 15 15 16 16 17 18 18 14 11 11 13 13 13 13 13 13 14 15 16 17 18 18 19 19 10 10 10 10 10 10 10 10 10 10	4 0 0 5 1 1 0 5 5 1 1 1 1 3 8 0 8 8 7 7 0 1 1 1 1 1 2 1 1 1 1 1 1 2 8 7 7	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	4.3 8.7 4.3 4.3 4.3 4.3 4.3 4.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0	82.6 13.0 56.5 91.3 17.4 34.8 13.0 4.3 21.7 30.4 4.3 21.7 60.9 13.0 13.0 69.6 8.7 13.0 82.6 17.4 13.0 43.3 82.6 8.7 13.0 43.3 82.6 8.7 8.7 8.7 8.7 8.7 8.7 8.7 8.7 8.7 8.7	8.7 60.9 34.8 8.7 60.9 52.2 21.7 21.7 60.9 65.2 65.2 65.2 69.9 47.8 36.9 21.7 69.6 52.2 43.8 39.1 60.9 17.4 56.5 52.2 43.8 39.1 56.5 21.7 21.7 21.7 21.7 21.7 21.7 21.7 21.7	0.0 0.0 21.7 4.3 3.0 4.3 5.0 5.2 2.6 1.1 4.3 3.0 4.0 6.2 2.7 7.3 4.8 3.0 4.2 1.7 2.6 1.1 6.5 2.2 4.7 8.3 3.0 4.3 5.5 2.2 4.7 8.3 3.0 4.3 5.5 2.2 4.7 8.3 3.0 4.3 5.5 3.0 4.5 3.0 6.2 5.0 6.2 7.8 3.3 8.3 4.3 3.5 2.2 7.8 3.3 8.3 4.3 3.4 3.3 4.3 3.4 3.3 4.3 3.4 3.3 4.3 3.4 3.3 4.3 3.4 3.3 4.3 3.4 3.3 4.3 3.4 3.3 4.3 3.4 3.3 4.3 4
PART 3: SERVICE DOMAN 1.1 Department/program. 1.2 College/school. 1.3 University. 1.4 Professions. 1.5 Community. 2 Identify service contributions and roles that are aligned to the individual's factoristic service contributions and roles that are aligned to the individual's factoristic service contributions and roles that are aligned to the individual's factoristic service contributions that may have an effect on depart a lidentify and discuss service contributions that may have an effect on depart becomes the impact of involvement in external service on the institution. 6 Recognize how different aspects of service can influence effective teaching part 4: GOVERNANCE AND LEADERSHIP DOMAI 1.1 Institutional infrastructure and hierarchy. 1.2 Faculty governance. 1.3 Regional/specialized accreditation. 1.4 Budget/finance.	Frequency Importance Level of Judgment	23	1	8 19 3 3 13 3 21 4 8 8 3 1 5 7 1 5 14 3 6 6 7 0 3 3 16 1 5 5 14 1 1 1 9 2 2 3 3 17 0 3 3 19 4 3 3 11 3 3 1 1 1 6 2 8 8 8 1 2 2 2 2 17 4 8 8 12 2 2 2 19 2 2 2 18 8 4	10 2 14 8 2 14 12 5 5 14 15 9 15 14 11 8 14 15 16 17 8 18 19 14 11 11 11 11 11 15 7 8 11 11 11 11 11 11 11 11 11 11 11 11 1	4 0 0 5 1 1 0 1 7 4 1 1 7 7 3 0 5 5 1 5 5 1 1 3 8 8 0 0 8 7 7 0 1 1 1 9 0 0 5 6 6 2 1 2 1 1 1 1 1 4 4 7 7 5 1 0 0 1 0 1 0 1 0 1 0 1 0 1 1 1 2 9 0 0 1 1 1 1 2 9 0 0 1 1 1 1 2 9 0 0 1 1 1 1 2 8 8 8 9 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	4.3 8.7 4.3 4.3 4.3 4.3 4.3 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0	82.6 13.0 56.5 91.3 17.4 34.8 13.0 4.3 21.7 30.4 4.3 21.7 60.9 13.0 26.1 30.4 0.0 13.0 69.6 4.3 21.7 60.9 4.3 21.7 60.9 4.3 21.7 60.9 4.3 21.7 60.9 4.3 21.7 60.9 4.3 21.7 60.9 4.3 21.7 60.9 4.3 4.3 21.7 60.9 4.3 4.3 21.7 60.9 4.3 4.3 21.7 60.9 4.3 4.3 21.7 60.9 4.3 4.3 21.7 60.9 4.3 4.3 4.3 21.7 60.9 4.3 4.3 4.3 4.3 21.7 60.9 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3	8.7 60.9 34.8 8.7 60.9 52.2 21.7 21.7 60.9 65.2 65.2 65.2 65.2 66.9 21.7 69.6 52.2 60.9 17.4 56.5 21.7 69.6 52.2 47.8 34.8 39.1 60.9 17.4 56.5 21.7 56.5 21.7 69.6 52.2 47.8 34.8 39.1 60.9 60.9 60.9 60.9 60.9 60.9 60.9 60.9	0.0 0.0 21.7 43.5 73.9 9.1 74.4 43.3 9.1 74.6 74.8 74.8 74.8 74.8 74.8 74.8 74.8 74.8

Importance		23	0	1	7	15	0	0	.0 4.3	30.4	65.2	0.0
Level of Jud	dgment	23	0	5	10	8	0	0	.0 21.7	43.5	34.8	0.0
4.6 Identify strategies to balance workload, effort allocation, and faculty expectat Frequency		23	0	5	8	6	4	0	.0 21.7	34.8	26.1	17.4
Importance		23	0	0	4	19	0	0	0.0	17.4	82.6	0.0
Level of Jud	dgment	23	0	1	5	17	0	0	.0 4.3	21.7	73.9	0.0
4.7 Outline the processes associated with student and academic affairs departir Frequency		23	0	7	10	5	1	0	.0 30.4	43.5	21.7	4.3
Importance		23	1	1	7	14	0	4	.3 4.3	30.4	60.9	0.0
Level of Jud	dgment	23	0	4	10	9	0	0	.0 17.4	43.5	39.1	0.0
4.8 Outline the processes associated with promotion, rank, tenure, continuing of Frequency		23	0	20	2	1	0	0	.0 87.0	8.7	4.3	0.0
Importance		23	0	1	7	15	0	0	.0 4.3	30.4	65.2	0.0
Level of Jud	dgment	23	0	3	14	6	0	0	.0 13.0	60.9	26.1	0.0
4.9 Identify how the primary roles and responsibilities of faculty, including teachi Frequency		23	1	20	2	0	0	4	.3 87.0	8.7	0.0	0.0
Importance		23	0	1	10	11	0	0	.0 4.3	43.5	47.8	0.0
Level of Jud	dgment	23	0	4	11	7	0	0	.0 17.4	47.8	30.4	0.0
4.10 Analyze the role of faculty in student advising/supervision and the strategie Frequency		23	0	4	10	6	3	0	.0 17.4	43.5	26.1	13.0
Importance		23	0	0	7	16	0	0	0.0	30.4	69.6	0.0
Level of Jud	dgment	23	0	1	8	14	0	0	.0 4.3	34.8	60.9	0.0
4.11 Describe the role and function of faculty in departmental, college, and unive Frequency		23	0	18	5	0	0	0	.0 78.3	21.7	0.0	0.0
Importance		23	0	3	8	11	0	0	.0 13.0	34.8	47.8	0.0
Level of Jud	dgment	23	0	4	13	6	0	0	.0 17.4	56.5	26.1	0.0
4.12.1 Understand leadership theories and philosophies as applied to academic Frequency		23	1	17	2	2	1	4	.3 73.9	8.7	8.7	4.3
Importance		23	1	4	15	3	0	4	.3 17.4	65.2	13.0	0.0
Level of Jud	dgment	23	2	4	14	3	0	8	.7 17.4	60.9	13.0	0.0
4.12.2 Evaluate personal leadership style including strengths and areas of impro		23	1	13	3	2	4	4	.3 56.5	13.0	8.7	17.4
Importance		23	0	2	9	12	0	0	.0 8.7	39.1	52.2	0.0
Level of Jud	dgment	23	0	1	5	17	0	0	.0 4.3	21.7	73.9	0.0
4.12.3 Apply conflict-resolution strategies to effectively prevent and manage con Frequency		23	0	2	7	9	5	0	.0 8.7	30.4	39.1	21.7
Importance		23	0	1	2	20	0	0	.0 4.3	8.7	87.0	0.0
Level of Jud	dgment	23	0	1	9	13	0	0	.0 4.3	39.1	56.5	0.0
4.12.4 Relate leadership concepts to the various faculty administrative roles with Frequency		23	1	12	5	3	2	4	.3 52.2	21.7	13.0	8.7
Importance		23	1	3	10	9	0	4	.3 13.0	43.5	39.1	0.0
Level of Jud	dgment	23	1	1	9	12	0	4	.3 4.3	39.1	52.2	0.0
4.13 Demonstrate collaboration/collegiality as attributes important to functioning Frequency		23	0	1	2	8	12	0		8.7	34.8	52.2
Importance		23	0	0	3	20	0	0		13.0	87.0	0.0
Level of Jud	dgment	23	0	2	12	9	0	0	.0 8.7	52.2	39.1	0.0
4.14.1 Analyze how academic freedom fulfills the academy's mission of educatir Frequency		23	2	12	5	4	0	8		21.7	17.4	0.0
Importance		23	0	4	15	4	0	0		65.2	17.4	0.0
Level of Jud	dgment	23	2	0	7	14	0	8		30.4	60.9	0.0
4.14.2 Describe how academic freedom is interpreted and applied by governanc Frequency		23	5	12	5	1	0	21	.7 52.2	21.7	4.3	0.0
Importance		23	2	4	12	5	0	8		52.2	21.7	0.0
Level of Jud	dgment	23	5	3	12	3	0	21	.7 13.0	52.2	13.0	0.0

1.5.11 Please list any additional knowledge, skills, abilities, or tasks for the Teaching Domain you feel should be included in this survey:

The wording of some of these KSAs were difficult to interpret without a stem or context.

Comments: 1.1.1.5 - I found thie header confusing with "&/or program" added at the end. 1.1.1.6 Does this refer to assessing your own instruction? or that of others? Is this really 2 items (assess instruction/translate objectives)? 1.4.3 Unsure what you mean by a "variety of sources". Perhaps give examples. 1.5 - this section flowed differently and I was unsure how to approach it with just the single word headers. Were you seeking information on personal 2 "exploration" of these principles? Or teaching them? May consider adding brief definitions for the ethical principles.

Strongly suggest that all faculty that teach patient management courses actually manage patients. There is nothing in the Teaching Domain that mentions this.

Learning theories applied/integrated to teaching and learning - and learning progression Test design Elements of assessment (formative, summative) - including workplace assessment; psychometric soundness Managing learner remediation - feedback, coaching Education research, SoTL, role of evidence of student learning as central to the work of teachers

Separation of asynchronous and synchronous activities as different skills. Engagement of learners. 2 to community/global society. The verbs that start each statement also bias the survey taker in the level of skill required.

faculty questions) are not judged by faculty or other students (safe and open communication in the teaching environment). Comments: Frequency needs another response. There is a huge gap between 1 and 0. I suggest something like "every year or two" between the top two existing frequency terms. I think the entire survey (or at least thus far) would benefit from sharing with the respondent who the target is. The responses, for example, could vary substantively between adjunct faculty, faculty without a leadership role, and faculty with a leadership role. I responded for the 'average' FT faculty member. I don't know what suggestion to make on this one. Maybe it should be included in assumptions (as in the suggestion re: "average faculty" that curricular, course, and session planning are done based on 'best practices' in timing. Ideally, a course is FULLY PLANNED prior to the start of a semester. I assumed that the course (and associated teaching sessions) were done at least a month in advance. If a respondent is used to planning only a few days at a time, '4' and '3' will come up a LOT more. In Section 1.5, brief definitions that help the respondent discriminate between the various terms (as done for 'level of judgment'). Some of the terms are sufficiently interactive that there is a tendency to answer the same way to all of them - thereby diminishing the value of the responses.

2.10 Please list any additional knowledge, skills, abilities, or tasks for the Scholarship Domain you feel should be included in this survey:

- 1 Knowledge and skill doing literature searches and review; library and database skills
- 2 Design of a scholarly agenda

This domain depends on the faculty members role within the program. If they are actually focused on best practice clinical care and maintaining their clinical acumen, then this is less important.

- 4 separate presentations from published works
- 5 perhaps a question related to different research methods?

Section 2 absolutely needs a 'frequency' between 'less than 2' and '0'. As written now, Scholarship is probably 'less than 2' for the 'average' faculty member but probably should be a consideration annually for most if not all faculty. I believe it's important to capture that recognition that scholarly activities (and related skills/knowledge etc.) should be part of a faculty's annual plan and annual goals. I'm unclear what "0" means. It is highly unlikely that any of the items aren't used by any faculty. What does "work" refer to? Is "work" a typical faculty role, the work of scholarship?? Too vague to be useful as a response.

3.7 Please list any additional knowledge, skills, abilities, or tasks for the Service Domain you feel should be included in this survey:

This stem: "3.1 Identify the services, professional activities, and administrative roles that enhance the program on multiple levels:" was difficult to interpret 1 given the KSAs which followed in the first section.

- 2 Section 3.1 I again struggled a little with how to approach the single words in this section.
 - 3 Level of judgment category does not make as much sense for the service domain.

I found the items to be so broad as to make it difficult to determine frequency or level of judgment. This is particularly true for all of 3.1 - to the point where I doubt my responses are even useful. 3.2 items tap into many (all?) of the same areas as 3.1 but are somewhat more specific. I felt more confident that my responses to 3.2 might be more useful. As previously noted, I found "do not use in my work" useless due to lack of clarity. If I'm guessing right, maybe it should be "not applicable at my institution"?

4.15 Please list any additional knowledge, skills, abilities, or tasks for the Governance and Leadership Domain you feel should be included in this survey:

- 1 These areas are 3 but I don't think survey will help unwrap
- 2 4.1.3 I wasn't sure what this meant. 4.9 I think there is a typo hsould it be "relate" instead of "related"?

Identifying the target person whose activities are being described - as noted previously - is important to describing both frequency and level of judgement ('average faculty' vs. a faculty member in a leadership role). 4.7 and 4.8 use "outline". In my mind, that lowers the level to '1'. I believe the levels should be raised by - perhaps - changing "outline" to "describe" or "discuss".

I was surprised that navigating organization dynamics, communication skills including the provision and receipt of feedback was minimally present.

I am stunned that there were no domains of actually knowing the subject matter you are teaching by being actively engaged in the practice of PT. This seems like standard academic stuff instead of focused on the creation of competent clinicians to serve society. Strongly urge that there is a greater emphasis on clinical science as prerequisite to continuing in faculty roles.

the list of ethical principles in this document has no context and appears to be merely listing ethical terms; there has been continued work in HE around development of a code for faculty (much like professions codes - AERA has one)

Not really additional but my responses kept thinking about what is the situation... so many of the items are by the minute.. some may be 4 some of the time

For most of the sections (2-4), it is difficult to identify what is missing because of the breadth (or vagueness) of the items. As noted previously, "Do not use in their job" wasn't useful to me. Does that mean "not in their position" where whether something is used on one's job is entirely based on the role within the department, college or university. What are you trying to tap into here?

9.1 Please use the space below to share any concerns you have or additional items that you feel should be included in this survey: 1 Teaching content areas for developing professionalism and evidence based practice should be included in a residency program. 2 This survey is way too long and I am concerned you will get valid data. 3 8.12 - wondering if you should have some alternative options here (sex vs gender, etc.) I made a comment earlier about the laundry list of ethics terms; also looking for ways to integrate learning theories in a meaningful way as one cannot separate teaching from learning this is 3 work for the profession and needed This survey is very long, which contributes to survey fatigue and possible biased results. I suggest consolidating similar items. I also recommend more clearly describing what the domains are related to and what the survey taker is actually judging. Most will think about their personal situations. This survey is likely to measure personal situations rather than the faculty member's perspective of all faculty. More clear instructions at the top of each section that is 5 bolded or in larger font size may help. I had a difficult time answering the questions on this survey. I found the three rating areas to be difficult to apply across the domains and was sometimes confused about how to apply them. For example, I was unsure how to rate "judgement" for something like "Department service activities." Overall, there was also an assumption that the survey respondent has in-depth knowledge and 1 of all of these competencies and what they are which I will admit I did 6 not off the top of my head. If there was a document or a resource that could be reviewed before taking the survey that might be helpful. Being an academic is fluid. You need to be prepared for constant changes in student needs and the environment while still meeting the stated objectives, 7 mission, goals etc.

8 I used the comments field after each section to share my concerns.

Responses to Demographic Questions

Please select one of the following survey options:		
	Frequency	Percent
I am a graduate of an APTA Faculty Residency and have served on faculty in a physical therapy program within the last two years at any faculty rank, full-time (1.0		
or above FTE).	1	4.347826087
I have served as a full-time (1.0 or above FTE) faculty member with a primary appointment in a physical therapy education program for at least two years at a rank		
of assistant professor or higher.	22	95.65217391
I meet one of the criteria above but decline to participate in this survey at this time.	0	0
I do not meet either criteria above, and therefore I am not eligible to participate in this survey at this time.	0	0
<u> </u>	22	

6.1 Please indicate the minimum percentage of time should be devoted to each competency within a residency program's curriculum (both educational hours and practice hours). The percentage must total 100%:

		Counts within Percentage Bands					
	М%	SD %	0 to 25%	26 to 50%	51 to 75%	76 to 100%	
Teaching:	52.826087	14.44630237	1	14	6	. 2	
Scholarship:	21.0869565	7.531226168	19	4	0	0	
Service:	13.6956522	5.269421071	23	0	0	0	
Governance and Leadership:	12.3913044	7.209457995	22	1	0	0	

7.2 In which geographic region is the academic program for which you are a primary faculty member:			
	Frequency	Percent	
New England (CT, ME, MA, NH, RI, VT)	2	. 8	3.70
Middle Atlantic (NJ, NY, PA)	0	0	0.00
East North Central (IL, IN, MI, OH, WI)	1	. 4	1.35
West North Central (IA, KS, MN, MO, NE, ND, SD)	2	. 8	3.70
South Atlantic (DE, DC, FL, GA, MD, NC, PR, SC, VA, WV)	8	34	1.78
East South Central (AL, KY, MS, TN)	2	8	3.70
West South Central (AR, LA, OK, TX)	0	0	0.00
Mountain (AZ, CO, ID, MT, NV, NM, UT, WY)	3	13	3.04
Pacific (AK, CA, HI, OR, WA)	5	21	1.74
Total	23		

8.1 What is your entry-level physical therapy education?		
	Frequency	Percent
Baccalaureate	7	30.43478261
Entry-level master's	10	43.47826087
DPT	6	26.08695652
Total	23	

8.2 What is your highest earned academic degree in any area of study?			
	Frequen	су	Percent
DPT		3	13.04347826
tDPT		3	13.04347826
Baccalaureate		0	0
Master's		0	0
PhD		17	73.91304348
Other			0
Total		23	

8.3 What is the total number of years you have been a practicing physical therapist?			
	Frequency	Percent	
31 or more years	9	9	39.13
21 - 30 years	9	9	39.13
16 - 20 years	3	3	13.04
11 - 15 years	1	1	4.35
6 - 10 years	1	L	4.35
3 - 5 years			0.00
Total	23	3	

8.4 What is the total number of years you have been involved in academic education?			
	Frequency	Percent	
31 or more years	5	;	21.74
21 - 30 years	5	i	21.74
16 - 20 years	5	i	21.74
11 - 15 years	4	ļ	17.39
6 - 10 years	3	j	13.04
<u>3</u> - 5 years	1		4.35
Total	23	,	

8.6 Do you hold any of the following certifications or credentials?			
	Frequency	Percent	
ABPTS Specialist Certification	12	!	57.14
Certified Athletic Trainer	1		4.76
APTA Credentialed Clinical Instructor (Level 1)	5	;	23.81
APTA Advanced Credentialed Clinical Instructor (Level 2)	1		4.76
Other (please specify)	2	!	9.52
Note: other was: Fellowship is Higher Education Leadership, FAPTA	21		

8.7 What is your current role(s) in education? (Check all that apply)			
	Frequency	Percent	
Academic Faculty	18	3	38.30
Department Chair	3	3	6.38
ACCE/DCE	3	3	6.38
Residency Program Director	2	2	4.26
Fellowship Program Director	C		0.00
Residency Faculty	7	7	14.89

Cincia Efection 1				
Content Person	Fellowship Faculty	0		0.00
100st referes specify 13 27.5				2.13
Note other was interim Dean, Associate Director, Faculty Residency Conditionar, Associate Department Chair, Dean, administrative raises, Vice Provestlearning and discussment, Conditionar, Pacific Development Residency, Director of Justient Affairs, Currently, reterd 6 and my mart recent position was an pragram director 8.8 What its your current faculty status in your program? (Check one category only) **Residency Program** **Advanced Faculty				27.66
Set What is your current faculty stabs in your program? (Check one category only)	Other (piease specify)	13		27.00
Set What is your current faculty stabs in your program? (Check one category only)	Note: other was: Interim Dean, Associate Director. Faculty Residency Coordinator, Assistant PD, Associate Department Chair, Dean, administrative roles, Vice Provost			
B.B. What is your current faculty status in your program? (Check one category only)				
Aguinet Faculity	Curriculum and then Student Affairs , Currently retired but my most recent position was as program director	47		
Aguinet Faculity				
Aguinet Faculity				
Aguinet Faculity				
Aguinet Faculity	8.8 What is your current faculty status in your program? (Check one category only)	1		
Adjunct Floating 1	o. What is your current racing status in your program: (Oricox one category only)	Frequency	Percent	
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Associate Professor 8 8 34. 1 1 1 1 1 1 1 1 1				21.74
1		8		34.78
Total 23 Note: other was: retired as full professor Residency was: retired as full professor 8.9 in which programs do you currently teach? (Check all that apply) Frequency Percent Physical Theraptic Professorial Program 23 60 0		8		34.78
So In which programs do you currently teach? (Check all that apply)		1		4.35
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Prequency Precent Prequency Precent Preguency Precent Preguency Precent Preguency Present Preguency Present Preguency Present Preguency Pregue				
Prequency Precent Prequency Precent Preguency Precent Preguency Precent Preguency Present Preguency Present Preguency Present Preguency Pregue	8.9 In which programs do you currently teach? (Check all that apply)			
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Other 0 0.0.				95.65
				0.00
				0.00
		23		

Faculty Residency Practice Analysis Survey



Conducted by the Practice Analysis Team for Revalidation of the Description of Residency Practice for Faculty Practice

Introduction

Survey Purpose

The purpose of this survey is to distinguish competencies required of leaders in physical therapy within the faculty residency practice. The results of this survey will establish an updated *Description of Residency Practice* (DRP) for Faculty residency education. The questions are based on:

- the 2015 practice analysis (needs assessment) for faculty,
- the existing 2015 Description of Residency Practice for Faculty
- the opinion of a content expert workgroup pertaining to changes to the knowledge, skills, abilities, and tasks needed by faculty in higher education over the past seven years,
- the opinion of a content expert workgroup pertaining to trends and changes that are likely to affect the knowledge, skills, abilities, and tasks needed by faculty in higher education in the next 10 years, and
- professional literature on higher education faculty to include theses, studies, books, etc.

Survey Guidelines

The faculty residency revalidation survey addresses specific knowledge, skills, and abilities that faculty in higher education possess, and the tasks they perform. Your responses will help us validate and clarify those characteristics. The survey is apportioned into sections by content domains. The content domains comprise a core set of competencies identified and defined by the practice analysis team members. The competencies identified cover 4 broad areas: Teaching, Scholarship, Service, and Governance and Leadership. You will be asked to assess each individual knowledge, skill, ability, and task identified within each content domain based upon three categories: the frequency in which the characteristic is performed or utilized, the importance of having such a characteristic, and the level of judgment faculty in higher education exercise when they use information from the knowledge areas.

You may provide additional characteristics that you feel are relevant to the residency in the identified area following each section of the survey.



Survey Response Eligibility

Please select one of the following survey options:

- I am a graduate of an APTA Faculty Residency and have served on faculty in a physical therapy program within the last two years at any faculty rank, full-time (1.0 or above FTE).
- I have served as a full-time (1.0 or above FTE) faculty member with a primary appointment in a physical therapy education program for at least two years at a rank of assistant professor or higher.
- I meet one of the criteria above but decline to participate in this survey at this time. (re-direct out)
- I do not meet either criteria above, and therefore I am not eligible to participate in this survey at this time. (re-direct out)

Survey Instructions for Each Section

This section focuses on qualities of the teaching domain of competence that faculty in higher education roles possess. The teaching domain encompasses those institutional processes and individual skills required for higher education. Representative elements may include curriculum models/designs, theories of teaching/learning, instructional design and delivery methodology, assessment, etc.

You are asked to rate each item in Part 1 on the following three scales:

Frequency

How frequently do faculty in higher education utilize this characteristic?

- 0. Never:
- 1. Less than once a month;
- 2. Monthly;
- 3. Weekly;
- 4. Daily.

Importance

Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday faculty practice?

- 0. Not important;
- 1. Minimally important;
- 2. Moderately important;
- 3. Very important.

Level of Judgement

Which of the following statements best describes the level of judgment faculty <u>acrossin</u> higher education <u>institutions</u> exercise when they use information from this knowledge area?

- 0. Do not use in their work;
- 1. Recall: requires ability to recall or recognize specific information only;
- 2. Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations;



3. Analysis: requires ability to evaluate information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

PART 1: TEACHING DOMAIN

- CURRICULUM MODELS/DESIGNS (not scored)
 - 1.1.1 Create, implement, and assess curricula/programs using principles of curriculum design such as: (not scored)
 - 1.1.1.1 Conducting a needs assessment of curriculum, program, and learner(s).
 - 1.1.1.2 Designing curricula and/or program(s) including both didactic and clinical education.
 - 1.1.1.3 Developing program learning objectives and content.
 - 1.1.1.4 Developing instructional materials and methods (strategies) that best facilitate learning, including the use of technology and delivery options (e.g., hybrid, blended, remote).
 - 1.1.1.5 Implementing curriculum and/or programcourse.
 - 1.1.1.6 Assessing instruction and translation of learning objectives to achieve established competencies.
 - 1.1.1.7 Using assessment and evaluation information (e.g., program, course, peer) to make changes to curriculum and/or program(s).
 - 1.1.1.8 Analyzing curriculum, program and instructional strategies that foster diversity, equity and inclusion.
 - 1.1.2 Comply with pertinent regulations that influence curricular development, including but not limited to regulators (i.e., regional accreditation, CAPTE, state practice acts), stakeholders (i.e., APTA, FSBPT), specialized areas of practice (i.e., ABPTRFE, APTA Academies/Sections, ACAPT), and payers.
- 1.2 THEORIES OF TEACHING/LEARNING (not scored)
 - 1.2.1 Compare/contrast learning theories in terms of how they conceptualize learning, including the role of the instructor and student (e.g., behaviorist, cognitivist, constructivist, humanist, and connectivist theories) in order to develop a philosophy about teaching and learning.
 - 1.2.2 Incorporate domains and taxonomies of learning including cognitive, affective, psychomotor, and spiritual, to align with curricular design, instructional methods and strategies.
- 1.3 INSTRUCTIONAL DELIVERY METHODOLOGIES (not scored)
 - 1.3.1 Determine optimal instructional delivery methods (e.g., face-to-face, online, hybrid).
 - 1.3.2 Determine optimal instructional approaches (e.g., lecture, small-group, project-based, inter/intra professional problem-based, team-based, case-based).

- 1.3.3 Determine optimal instructional settings (e.g., clinic, bedside, patient simulation, classroom/laboratory, standardized patients).
- 1.3.4 Consider the supports and limitations that may by imposed by the institution that impact instruction.
- 1.3.5 Develop plans for converting a class session or course from one delivery method, approach and/or setting to a new method, approach and/or setting.
- 1.3.6 Select instructional strategies that facilitate critical thinking, clinical reasoning and selfreflection at the appropriate level, ranging from novice learner to expert practitioner.
- 1.3.7 Incorporate a variety of teaching and learning styles into instruction that are aligned with course objectives.
- 1.3.8 Adapt instructional strategies to meet the needs of diverse learners.
- 1.3.9 Provide feedback to learners based on relevant theories (e.g., motivational theory), and leverage timing, location, level of questioning, and type of feedback for optimal student learning.

1.4 ASSESSMENT (not scored)

- 1.4.1 Evaluate students using appropriate assessment methods that are aligned with instructional methodologies and with the type of course. Examples include simulation, live patient examination, competency-based assessments, verbal and written learner reflection, performance-based practical exams and skill checks, multiple choice exams, written assignments, critically appraised topics, alternative assessments, and gamification testing.
- 1.4.2 Design, implement, and evaluate grading scales to be used for various assessment methods (e.g., rubrics, checklists).
- 1.4.3 Assess learning outcomes, curriculum, and/or assessment practices for continuous improvement considering a variety of sources.
- 1.4.4 Implement the use of best practices to mitigate bias in assessment strategies.
- 1.5 LEGAL, ETHICAL, AND POLICY ISSUES (not scored)
 - Understand the importance of Explore contemporary the ethical principles associated with teaching and learning, including: (not scored)

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1.5.1.1. Confidentiality.
1.5.1.2. Exploitation.
1.5.1.3. Discrimination.
1.5.1.4. Equity.
1.5.1.5. Inclusion.
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- 1.5.1.6. Autonomy. 1.5.1.7. Beneficence. 1.5.1.8. Fidelity. 1.5.1.9. Justice. 1.5.1.10. Malpractice. 1.5.1.11. Negligence. 1.5.1.12. Non-maleficence. 1.5.1.13. Veracity.
- Examine the importance of academic integrity and use of tools (e.g., browser lockdown, scanning, and plagiarism software) in order to develop strategies that discourage and address unwanted behaviors, including cheating, falsification, plagiarism.
- 1.5.3 Develop strategies that discourage and address unwanted behaviors (e.g., harassment, theft, vandalism, stalking, disruptive behavior, physical or verbal altercations, and use of prohibited substances).
- 1.5.4 Delineate the legal (federal/state) and accreditation standards that govern issues of privacy, security, discrimination, and other important considerations in the teaching and learning process, including Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), Americans with Disabilities Act (ADA), Title 9 and CAPTE.
- 1.5.5 Analyze policies and practices related to diversity, equity and inclusion and their impact on physical therapy education and practice.
- 1.5.6 Understand the importance of compliance with copyright laws, including the TEACH (Technology, Education, and Copyright Harmonization) Act.
- 1.5.7 Illustrate the potential ethical implications of the power imbalance that exists between teacher and student (e.g., authoritarian classroom, befriending students on social media, out-of-class interactions, acceptance of favors from students, having students babysit children, sexual harassment).
- 1.5.8 Analyze the importance of adherence to nondiscriminatory policies related to race, sex, gender identity, sexual orientation, disability, religion, culture, etc.
- 1.5.9 Examine institutions' policies related to records management and destruction, and the basis for such policies.
- 1.5.10 Analyze institutions' policies related to faculty, staff, and student use of social media.
- 1.5.11 Please list any additional knowledge, skills, abilities, or tasks for the Teaching Domain you feel should be included in this survey:

PART 2: SCHOLARSHIP DOMAIN

- 2.1 Identify and discuss definitions and models for scholarship/research (e.g., Boyer's, UniSCOPE).
- 2.2 Explore training expectations and resources for preparing a scholarly agenda: (not scored)
 - 2.2.1 CITI training.
 - 2.2.2 Ethics.
 - 2.2.3 Conflict of interest.
 - 2.2.4 Appropriate CAPTE forms required in planning a faculty scholarly agenda.
 - 2.2.5 Grantsmanship training (e.g., GAMER, TIGRR, university specific program).
- 2.3 Identify the elements of a scholarly agenda that may include original research, scholarship of teaching and learning, book chapter, abstract, etc.
- 2.4 Learn the process of obtaining IRB (institutional review board) approval, and other resources available at your institution that support scholarship.
- 2.5 Identify appropriate venues for dissemination of scholarship (e.g., peer-reviewed journals, non-peer reviewed publications, abstracts/platform presentations).
- 2.6 Navigate the institutional processes associated with research, funding, determining authorship, and clarification of roles within the research process.
- 2.7 Compare/contrast the various roles in research project management and grant submissions (e.g. principal investigator, co-investigator, consultant, research assistant, project coordinator).
- 2.8 Identify institutions' and funding sources' policies and procedures related to obtaining grants and contracts.
- 2.9 Identify potential funding sources (intramural, extramural) for research, faculty research development and other planned scholarship activities.
- 2.10 Please list any additional knowledge, skills, abilities, or tasks for the Scholarship Domain you feel should be included in this survey:

PART 3: SERVICE DOMAIN

- 3.1 Identify the services, professional activities, and administrative roles that enhance the program on multiple levels: (not scored)
 - 3.1.1 Department/program.
 - 3.1.2 College/school.
 - 3.1.3 University.
 - 3.1.4 Professions.

- 3.1.5 Community.
- 3.2 Identify service contributions and roles that are aligned to the individual's faculty development plan.
- 3.3 Identify membership and leadership of committees both within and outside the university that result in creation or development of systems for improvement in health care (interprofessional education, physical therapist professional education).
- 3.4 Identify and discuss service contributions that may have an effect on department and/or program policies. (e.g., faculty senate, internal review committees, policy review committee, student affairs).
- 3.5 Discuss the impact of involvement in external service on the institution.
- 3.6 Recognize how different aspects of service can influence effective teaching and learning and scholarship.
- 3.7 Please list any additional knowledge, skills, abilities, or tasks for the Service Domain you feel should be included in this survey:

PART 4: GOVERNANCE AND LEADERSHIP DOMAIN

- 4.1 Analyze the structures/functions of the "academy" including: (not scored)
 - 4.1.1 Institutional infrastructure and hierarchy.
 - 4.1.2 Faculty governance.
 - 4.1.3 Regional/specialized accreditation.
 - 4.1.4 Budget/finance.
- 4.2 Analyze organizational culture and its impact on achieving institutional mission and goals.
- 4.3 Describe the roles and functions of the multiple systems and processes of governance (e.g., budgeting, performance management, faculty senate) that must be navigated to function effectively within the academy.
- 4.4 Understand the Carnegie Classification as a way of describing academic institution diversity, as well as the relationship of this classification to institution/program mission and vision.
- 4.5 Differentiate the primary roles and responsibilities of faculty, including teaching, scholarship, administration, governance and service.
- 4.6 Identify strategies to balance workload, effort allocation, and faculty expectation.
- 4.7 Outline Discuss the processes associated with student and academic affairs departments/units within the academy at various levels. For example: recruitment/admissions, enrollment, alumni affairs, registration, financial aid, diversity, equity and inclusion, disability services, policies/handbook, advising, student government, retention, conduct/discipline, wellness, and academic standing, program and curriculum review, etc.



- 4.8 Outline Discuss the processes associated with promotion, rank, tenure, continuing contracts, and faculty recognition/incentives within the academy.
- 4.9 Identify how the primary roles and responsibilities of faculty, including teaching, scholarship, administration, governance and service related to contract, promotion, tenure and how these change with rank and/or faculty track.
- 4.10 Analyze the role of faculty in student advising/supervision and the strategies needed to facilitate student success and advancement.
- 4.11 Describe the role and function of faculty in departmental, college, and university strategic planning processes.
- 4.12 Explore concepts of leadership in the context of academia: (not scored)
 - 4.12.1 Understand leadership theories and philosophies as applied to academic roles.
 - 4.12.2 Evaluate personal leadership style including strengths and areas of improvement.
 - 4.12.3 Apply conflict-resolution strategies to effectively prevent and manage conflict among students and peers.
 - 4.12.4 Relate leadership concepts to the various faculty administrative roles within an academic institution.
- 4.13 Demonstrate collaboration/collegiality as attributes important to functioning within the academy.
- 4.14 Explore the concept of academic freedom: (not scored)
 - 4.14.1 Analyze how academic freedom fulfills the academy's mission of educating students and advancing knowledge.
 - 4.14.2 Describe how academic freedom is interpreted and applied by governance structures such as faculty senates and unions.
- 4.15 Please list any additional knowledge, skills, abilities, or tasks for the Governance and Leadership Domain you feel should be included in this survey:

PART 5: OTHER DOMAINS, KNOWLEDGE, SKILLS, ABILITIES, AND TASKS

5.1 Please list any other domains and related knowledge, skills, abilities, and tasks you feel should be included in this survey:

PART 6: RECOMMENDATIONS FOR CURRICULUM INSTRUCTION

6.1 Please indicate the minimum percentage of time should be devoted to each competency within a residency program's curriculum (both educational hours and practice hours). The percentage must total 100%:

Teaching: Scholarship: Service:

Governance and Leadership:

PART 7: PRACTICE

- 7.1 Please indicate the state/jurisdiction that you reside in:
- 7.2 In which geographic region is the academic program for which you are a primary faculty member:
 - New England (CT, ME, MA, NH, RI, VT)
 - Middle Atlantic (NJ, NY, PA)
 - East North Central (IL, IN, MI, OH, WI)
 - West North Central (IA, KS, MN, MO, NE, ND, SD)
 - South Atlantic (DE, DC, FL, GA, MD, NC, PR, SC, VA, WV)
 - East South Central (AL, KY, MS, TN)
 - West South Central (AR, LA, OK, TX)
 - Mountain (AZ, CO, ID, MT, NV, NM, UT, WY)
 - Pacific (AK, CA, HI, OR, WA)

PART 8: DEMOGRAPHIC INFORMATION

- 8.1 What is your entry-level physical therapy education?
- 8.2 What is your highest earned academic degree in any area of study?
- 8.3 What is the total number of years you have been a practicing physical therapist
- 8.4 What is the total number of years you have been involved in academic education?
- 8.5 How long have you been a full-time faculty member (1.0 or above FTE):
- 8.6 Do you hold any of the following certifications or credentials?
- 8.7 What is your <u>current</u> role in education? (Check all that apply)
- 8.8 What is your current faculty status in your program? (Check all that apply)
- 8.9 In what programs do you currently teach? (Check all that apply)
- What is your program's primary mode of delivery? 8.10
 - Residential/Traditional
 - Hybrid/Blended
- 8.11 In what type of educational institution do you currently teach? (Check all that apply)
- 8.12 What is your sex?
- 8.13 What is your age?
- 8.14 Which of the following best describes your race/ethnic origin?



PART 9: OTHER INFORMATION

Please use this space below to share any concerns you have or additional items that you feel 9.1 should be included in this survey.

Thank you for your professional time and thought to complete this survey

Faculty Residency Practice Analysis Survey



Conducted by the Practice Analysis Team for Revalidation of the Description of Residency Practice for Faculty Practice

Introduction

Survey Purpose

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- I do not meet either criteria above, and therefore I am not eligible to participate in this survey at this time. (re-direct out)

Survey Instructions for Each Section

This section focuses on qualities of the teaching domain of competence that faculty in higher education roles possess. The teaching domain encompasses those institutional processes and individual skills required for higher education. Representative elements may include curriculum models/designs, theories of teaching/learning, instructional design and delivery methodology, assessment, etc.

You are asked to rate each item in Part 1 on the following three scales:

Frequency

How frequently do faculty in higher education utilize this characteristic?

- 0. Never:
- 1. Less than once a month;
- 2. Monthly;
- 3. Weekly;
- 4. Daily.

Importance

Regardless of the frequency of occurrence or prevalence, how important is this characteristic in the everyday faculty practice?

- 0. Not important;
- 1. Minimally important;
- 2. Moderately important;
- 3. Very important.

Level of Judgement

Which of the following statements best describes the level of judgment faculty across higher education institutions exercise when they use information from this knowledge area?

- 0. Do not use in their work;
- 1. Recall: requires ability to recall or recognize specific information only;
- 2. Application: requires ability to comprehend, interpret or apply knowledge to new or changing situations;



3. Analysis: requires ability to evaluate information, to put information together to arrive at a solution, and/or to evaluate the usefulness of the solution.

PART 1: TEACHING DOMAIN

- 1.1 CURRICULUM MODELS/DESIGNS (not scored)
 - 1.1.1 Create, implement, and assess curricula/programs using principles of curriculum design such as: (not scored)
 - 1.1.1.1 Conducting a needs assessment of curriculum, program, and learner(s).
 - 1.1.1.2 Designing curricula and/or program(s) including both didactic and clinical education.
 - 1.1.1.3 Developing program learning objectives and content.
 - 1.1.1.4 Developing instructional materials and methods (strategies) that best facilitate learning, including the use of technology and delivery options (e.g., hybrid, blended, remote).
 - 1.1.1.5 Implementing curriculum and/or course.
 - 1.1.1.6 Assessing instruction and translation of learning objectives to achieve established competencies.
 - 1.1.1.7 Using assessment and evaluation information (e.g., program, course, peer) to make changes to curriculum and/or program(s).
 - 1.1.1.8 Analyzing curriculum, program and instructional strategies that foster diversity, equity and inclusion.
 - 1.1.2 Comply with pertinent regulations that influence curricular development, including but not limited to regulators (i.e., regional accreditation, CAPTE, state practice acts), stakeholders (i.e., APTA, FSBPT), specialized areas of practice (i.e., ABPTRFE, APTA Academies/Sections, ACAPT), and payers.
 - 1.1.3 Integrate contemporary clinical evidence-based approaches of care and translation of current research into curricula.

1.2 THEORIES OF TEACHING/LEARNING (not scored)

- 1.2.1 Compare/contrast learning theories in terms of how they conceptualize learning, including the role of the instructor and student (e.g., behaviorist, cognitivist, constructivist, humanist, and connectivist theories) in order to develop a philosophy about teaching and learning.
- 1.2.2 Incorporate domains and taxonomies of learning including cognitive, affective, psychomotor, and spiritual, to align with curricular design, instructional methods and strategies.
- 1.3 INSTRUCTIONAL DELIVERY METHODOLOGIES (not scored)
 - 1.3.1 Determine optimal instructional delivery methods (e.g., face-to-face, online, hybrid).



- 1.3.2 Determine optimal instructional approaches (e.g., lecture, small-group, project-based, inter/intra professional problem-based, team-based, case-based).
- 1.3.3 Determine optimal instructional settings (e.g., clinic, bedside, patient simulation, classroom/laboratory, standardized patients).
- 1.3.4 Consider the supports and limitations that may by imposed by the institution that impact instruction.
- 1.3.5 Develop plans for converting a class session or course from one delivery method, approach and/or setting to a new method, approach and/or setting.
- 1.3.6 Select instructional strategies that facilitate critical thinking, clinical reasoning and selfreflection at the appropriate level, ranging from novice learner to expert practitioner.
- 1.3.7 Incorporate a variety of teaching and learning styles into instruction that are aligned with course objectives.
- 1.3.8 Adapt instructional strategies to meet the needs of diverse learners.
- 1.3.9 Provide feedback to learners based on relevant theories (e.g., motivational theory), and leverage timing, location, level of questioning, and type of feedback for optimal student learning.

1.4 ASSESSMENT (not scored)

- 1.4.1 Evaluate students using appropriate assessment methods that are aligned with instructional methodologies and with the type of course. Examples include simulation, live patient examination, competency-based assessments, verbal and written learner reflection, performance-based practical exams and skill checks, multiple choice exams, written assignments, critically appraised topics, alternative assessments, and gamification testing.
- 1.4.2 Design, implement, and evaluate grading scales to be used for various assessment methods (e.g., rubrics, checklists).
- 1.4.3 Assess learning outcomes, curriculum, and/or assessment practices for continuous improvement\.
- 1.4.4 Implement the use of best practices to mitigate bias in assessment strategies.

1.5 LEGAL, ETHICAL, AND POLICY ISSUES (not scored)

- Understand the importance of contemporary ethical principles associated with teaching and 1.5.1 learning.
- 1.5.2 Examine the importance of academic integrity and use of tools (e.g., browser lockdown, scanning, and plagiarism software, and the use of artificial intelligence) in order to develop strategies that discourage and address unwanted behaviors, including cheating, falsification, and plagiarism.



- 1.5.3 Develop strategies that discourage and address unwanted behaviors (e.g., harassment, theft, vandalism, stalking, disruptive behavior, physical or verbal altercations, and use of prohibited substances).
- 1.5.4 Delineate the legal (federal/state) and accreditation standards that govern issues of privacy, security, discrimination, and other important considerations in the teaching and learning process, including Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), Americans with Disabilities Act (ADA), Title 9 and CAPTE.
- 1.5.5 Analyze policies and practices related to diversity, equity and inclusion and their impact on physical therapy education and practice.
- 1.5.6 Understand the importance of compliance with copyright laws, including the TEACH (Technology, Education, and Copyright Harmonization) Act.
- 1.5.7 Illustrate the potential ethical implications of the power imbalance that exists between teacher and student (e.g., authoritarian classroom, befriending students on social media, out-of-class interactions, acceptance of favors from students, having students babysit children, sexual harassment).
- Analyze the importance of adherence to nondiscriminatory policies related to race, sex, gender identity, sexual orientation, disability, religion, culture, etc.
- 1.5.9 Examine institutions' policies related to records management and destruction, and the basis for such policies.
- 1.5.10 Analyze institutions' policies related to faculty, staff, and student use of social media.

PART 2: SCHOLARSHIP DOMAIN

- 2.1 Identify and discuss definitions and models for scholarship/research (e.g., Boyer's, UniSCOPE).
- 2.2 Explore training expectations and resources for preparing a scholarly agenda: (not scored)
 - 2.2.1 CITI training.
 - 2.2.2 Ethics.
 - 2.2.3 Conflict of interest.
 - 2.2.4 Appropriate CAPTE forms required in planning a faculty scholarly agenda.
 - 2.2.5 Grantsmanship training (e.g., GAMER, TIGRR, university specific program).
- 2.3 Identify the elements of a scholarly agenda that may include original research, scholarship of teaching and learning, book chapter, abstract, etc.
- 2.4 Learn the process of obtaining IRB (institutional review board) approval, and other resources available at your institution that support scholarship.



- 2.5 Identify appropriate venues for dissemination of scholarship (e.g., peer-reviewed journals, non-peer reviewed publications, abstracts/platform presentations).
- 2.6 Navigate the institutional processes associated with research, funding, determining authorship, and clarification of roles within the research process.
- 2.7 Compare/contrast the various roles in research project management and grant submissions (e.g. principal investigator, co-investigator, consultant, research assistant, project coordinator).
- 2.8 Identify institutions' and funding sources' policies and procedures related to obtaining grants and contracts.
- 2.9 Identify potential funding sources (intramural, extramural) for research, faculty research development and other planned scholarship activities.

PART 3: SERVICE DOMAIN

- 3.1 Identify the impact on the program of faculty service across multiple institutional levels(e.g., Department/program, College/school, University;).
- 3.2 Identify the impact on the program of faculty service external to the institution (e.g., profession, community, society).
- 3.3 Identify service contributions and roles that are aligned to the individual's faculty development plan.
- 3.4 Identify membership and leadership of committees both within and outside the university that result in creation or development of systems for improvement in health care (interprofessional education, physical therapist professional education).
- 3.5 Identify and discuss service contributions that may have an effect on department and/or program policies. (e.g., faculty senate, internal review committees, policy review committee, student affairs).
- 3.6 Recognize how different aspects of service can influence effective teaching and learning and scholarship.

PART 4: GOVERNANCE AND LEADERSHIP DOMAIN

- 4.1 Analyze the structures/functions of the "academy" including: (not scored)
 - 4.1.1 Institutional infrastructure and hierarchy.
 - 4.1.2 Faculty governance.
 - 4.1.3 Regional/specialized accreditation.
 - 4.1.4 Budget/finance.
- 4.2 Analyze organizational culture and its impact on achieving institutional mission and goals.
- 4.3 Describe the roles and functions of the multiple systems and processes of governance (e.g., budgeting, performance management, faculty senate) that must be navigated to function effectively within the academy.



- 4.4 Understand the Carnegie Classification as a way of describing academic institution diversity, as well as the relationship of this classification to institution/program mission and vision.
- 4.5 Differentiate the primary roles and responsibilities of faculty, including teaching, scholarship, administration, governance and service.
- 4.6 Identify strategies to balance workload, effort allocation, and faculty expectations.
- 4.7 Discuss the processes associated with student and academic affairs departments/units within the academy at various levels. For example: recruitment/admissions, enrollment, alumni affairs, registration, financial aid, diversity, equity and inclusion, disability services, policies/handbook, advising, student government, retention, conduct/discipline, wellness, and academic standing, program and curriculum review, etc.
- 4.8 Discuss the processes associated with promotion, rank, tenure, continuing contracts, and faculty recognition/incentives within the academy.
- 4.9 Identify how the primary roles and responsibilities of faculty, including teaching, scholarship, administration, governance and service relate to contract, promotion, tenure and how these change with rank and/or faculty track.
- 4.10 Analyze the role of faculty in student advising/supervision and the strategies needed to facilitate student success and advancement.
- 4.11 Describe the role and function of faculty in departmental, college, and university strategic planning processes.
- 4.12 Explore concepts of leadership in the context of academia: (not scored)
 - 4.12.1 Understand leadership theories and philosophies as applied to academic roles.
 - 4.12.2 Evaluate personal leadership style including strengths and areas of improvement.
 - 4.12.3 Apply conflict-resolution strategies to effectively prevent and manage conflict among students and peers.
 - 4.12.4 Relate leadership concepts to the various faculty administrative roles within an academic institution.
- 4.13 Demonstrate collaboration/collegiality as attributes important to functioning within the academy.
- 4.14 Explore the concept of academic freedom: (not scored)
 - 4.14.1 Analyze how academic freedom fulfills the academy's mission of educating students and advancing knowledge.
 - 4.14.2 Describe how academic freedom is interpreted and applied by governance structures such as faculty senates and unions.
- 4.15 Please list any additional knowledge, skills, abilities, or tasks for the Governance and Leadership Domain you feel should be included in this survey:

PART 5: OTHER DOMAINS, KNOWLEDGE, SKILLS, ABILITIES, AND TASKS

5.1 Please list any other domains and related knowledge, skills, abilities, and tasks you feel should be included in this survey:

PART 6: RECOMMENDATIONS FOR CURRICULUM INSTRUCTION

6.1 Please indicate the minimum percentage of time should be devoted to each competency within a residency program's curriculum (both educational hours and practice hours). The percentage must total 100%:

Teaching: Scholarship:

Service:

Governance and Leadership:

PART 7: PRACTICE

- 7.1 Please indicate the state/jurisdiction that you reside in:
- 7.2 In which geographic region is the academic program for which you are a primary faculty member:
 - New England (CT, ME, MA, NH, RI, VT)
 - Middle Atlantic (NJ, NY, PA)
 - East North Central (IL, IN, MI, OH, WI)
 - West North Central (IA, KS, MN, MO, NE, ND, SD)
 - South Atlantic (DE, DC, FL, GA, MD, NC, PR, SC, VA, WV)
 - East South Central (AL, KY, MS, TN)
 - West South Central (AR, LA, OK, TX)
 - Mountain (AZ, CO, ID, MT, NV, NM, UT, WY)
 - Pacific (AK, CA, HI, OR, WA)

PART 8: DEMOGRAPHIC INFORMATION

- 8.1 What is your entry-level physical therapy education?
- 8.2 What is your highest earned academic degree in any area of study?
- 8.3 What is the total number of years you have been a practicing physical therapist
- 8.4 What is the total number of years you have been involved in academic education?
- 8.5 How long have you been a full-time faculty member (1.0 or above FTE):
- 8.6 Do you hold any of the following certifications or credentials?
- 8.7 What is your current role in education? (Check all that apply)
- 8.8 What is your current faculty status in your program? (Check all that apply)
- 8.9 In what programs do you currently teach? (Check all that apply)



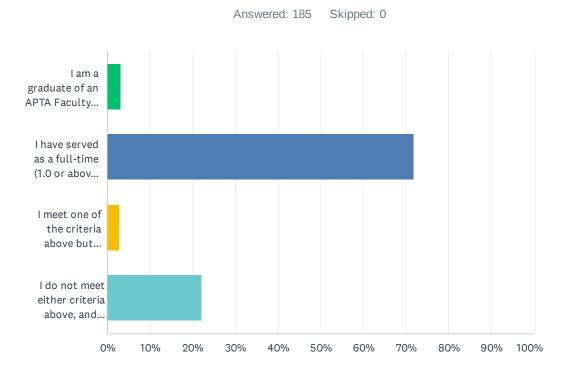
- 8.10 What is your program's primary mode of delivery?
 - Residential/Traditional
 - Hybrid/Blended
- 8.11 In what type of educational institution do you currently teach? (Check all that apply)
- 8.12 What is your sex?
- 8.13 What is your age?
- Which of the following best describes your race/ethnic origin? 8.14

PART 9: OTHER INFORMATION

9.1 Please use this space below to share any concerns you have or additional items that you feel should be included in this survey.

Thank you for your professional time and thought to complete this survey

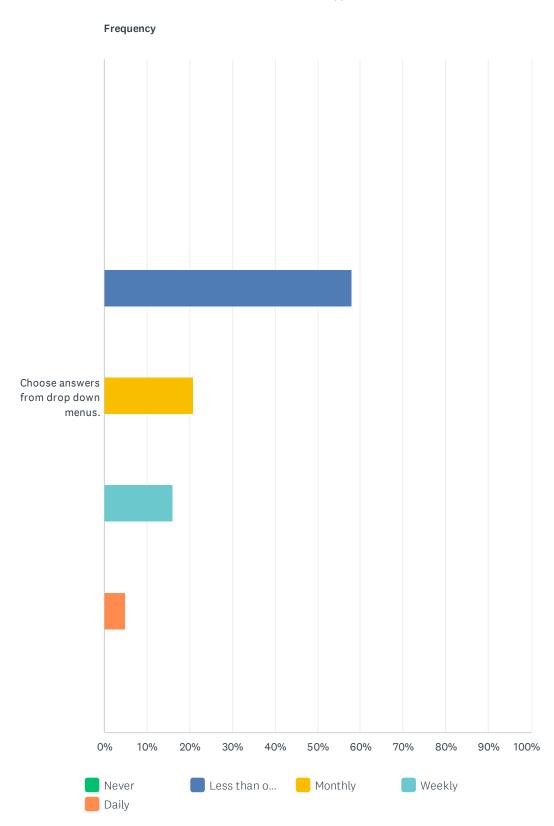
Q1 Please select one of the following survey options:

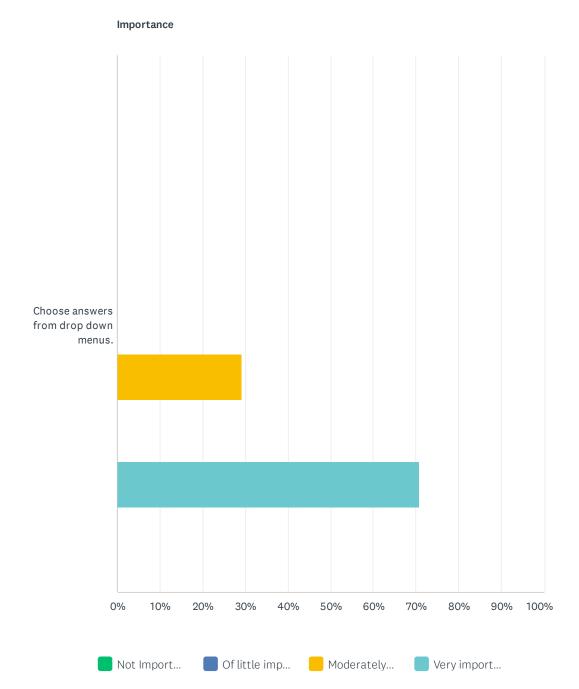


ANSWER CHOICES	RESPON	1SES
I am a graduate of an APTA Faculty Residency and have served on faculty in a physical therapy program within the last two years at any faculty rank, full-time (1.0 or above FTE).	3.24%	6
I have served as a full-time (1.0 or above FTE) faculty member with a primary appointment in a physical therapy education program for at least two years at a rank of assistant professor or higher.	71.89%	133
I meet one of the criteria above but decline to participate in this survey at this time.	2.70%	5
I do not meet either criteria above, and therefore I am not eligible to participate in this survey at this time.	22.16%	41
TOTAL		185

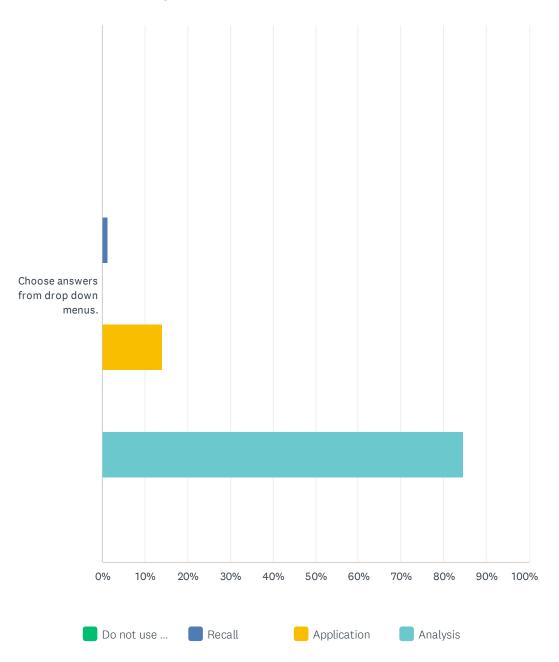
Q2 1.1.1.1 Conducting a needs assessment of curriculum, program, and learner(s).







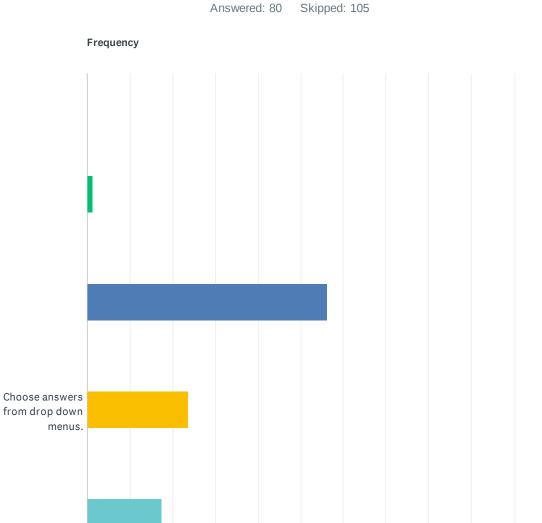




Frequency								
		NEVER	LESS THAN ONC	E A MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	0.00%		58.02% 47	20.99% 17	16.05% 13	4.94% 4	81
Importance								
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE		RATELY RTANT	VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		0.00%	0.0	00%	29.11 ²	% 23	70.89% 56	79

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	1.28% 1	14.10% 11	84.62% 66	78

Q3 1.1.1.2 Designing curricula and/or program(s) including both didactic and clinical education.



30%

Less than o...

0%

Never Daily

10%

20%

40%

50%

Monthly

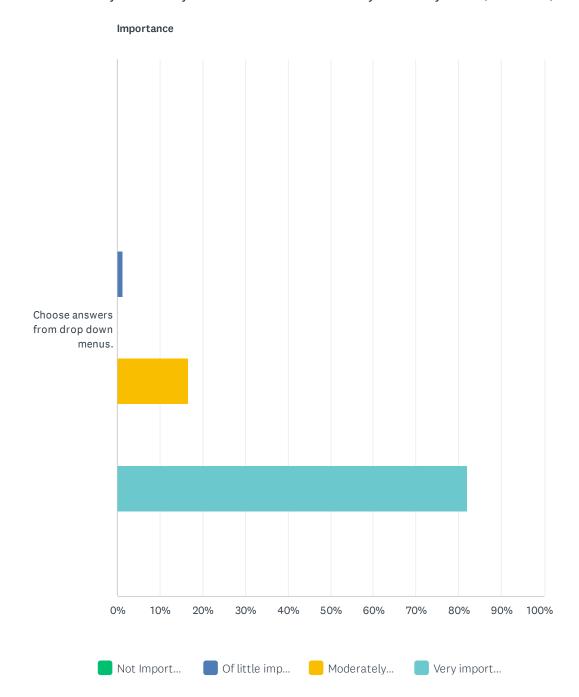
70%

80%

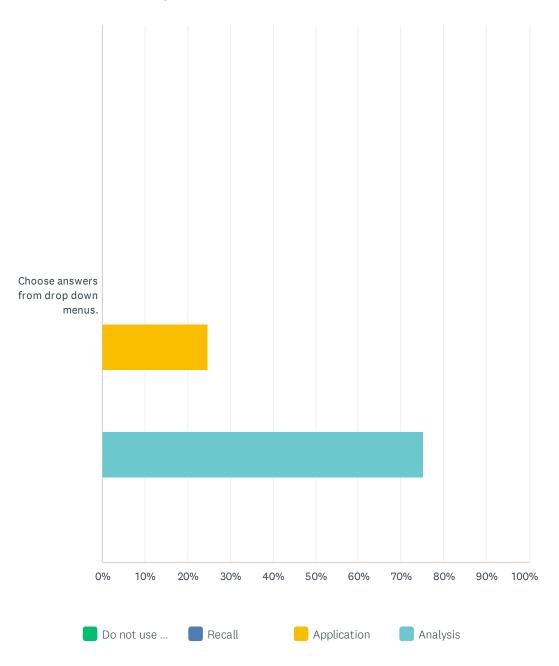
Weekly

90% 100%

60%



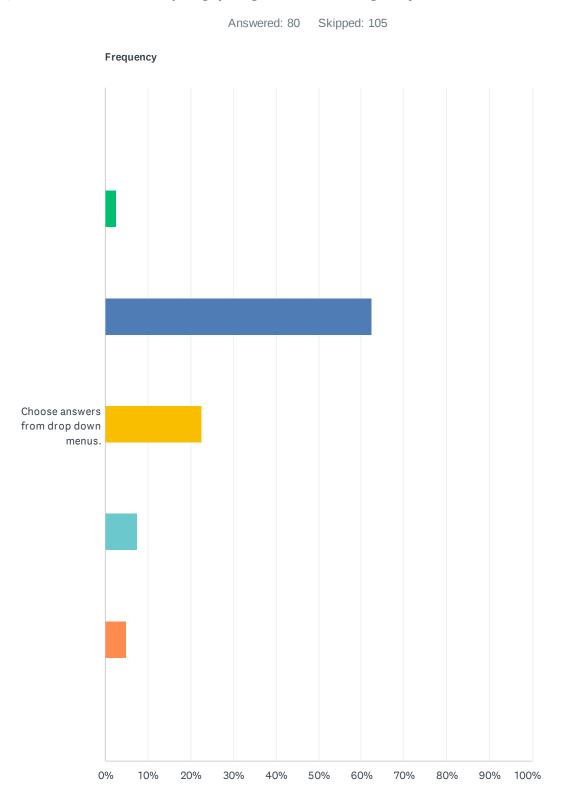




Frequency								
		NEVER	LESS THAN ONCE	E A MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	ienus.	1.25% 1		56.25% 45	23.75% 19	17.50% 14	1.25% 1	80
Importance								
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE	MODE IMPOR	RATELY RTANT	VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		0.00%	1.28	3%	16.67 ⁹	% 13	82.05% 64	78

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00%	0.00%	24.68% 19	75.32% 58	77

Q4 1.1.1.3 Developing program learning objectives and content.



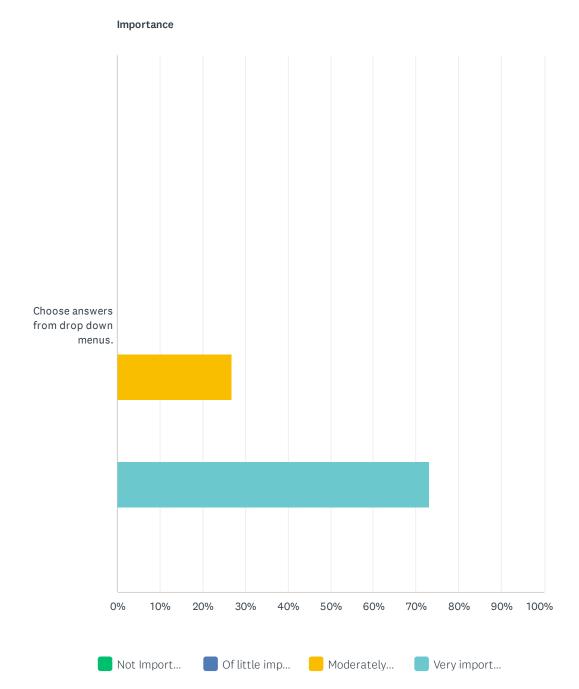
Monthly

Weekly

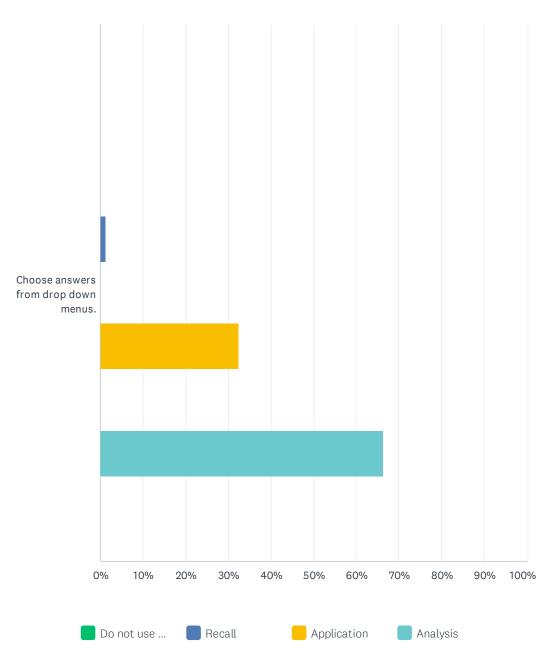
Less than o...

Never

Daily





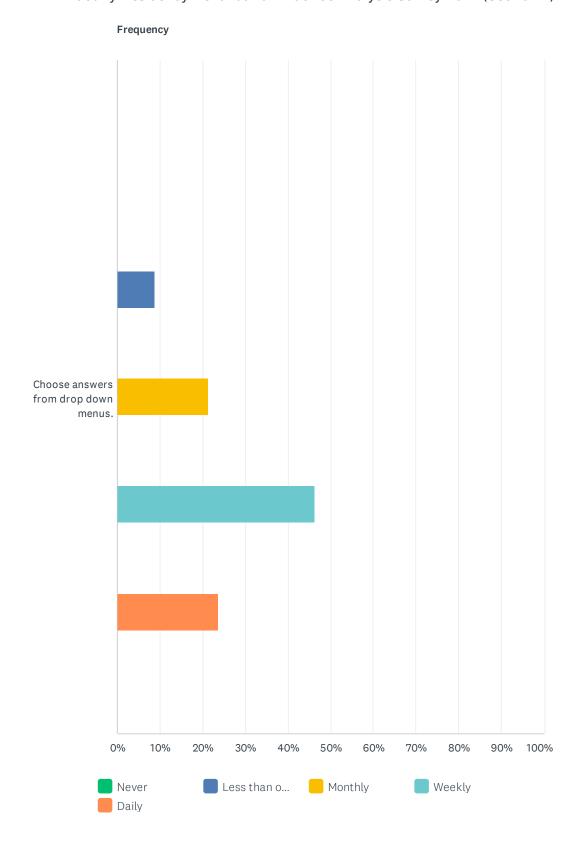


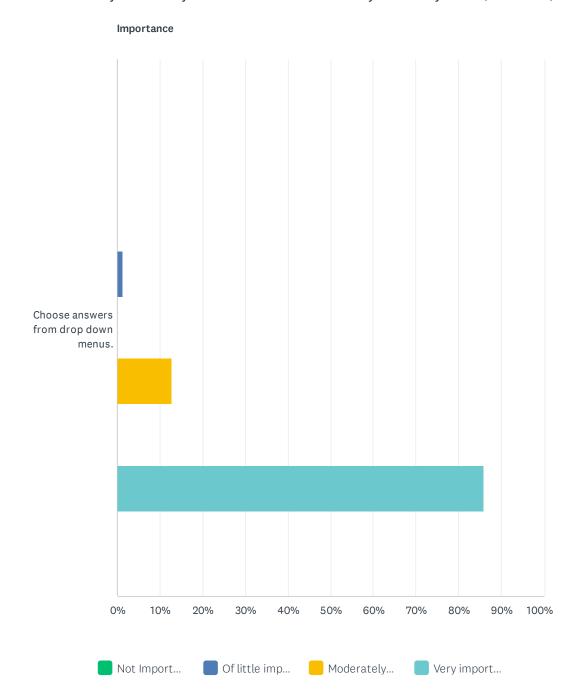
Frequency									
		NEVER	LESS THAN ONC	EAM	IONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	2.50% 2		(62.50% 50	22.50% 18	7.50% 6	5.00% 4	80
Importance									
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE		MODER IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		0.00%	0.0	00%		26.929 2	% 1	73.08% 57	78

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	1.30% 1	32.47% 25	66.23% 51	77

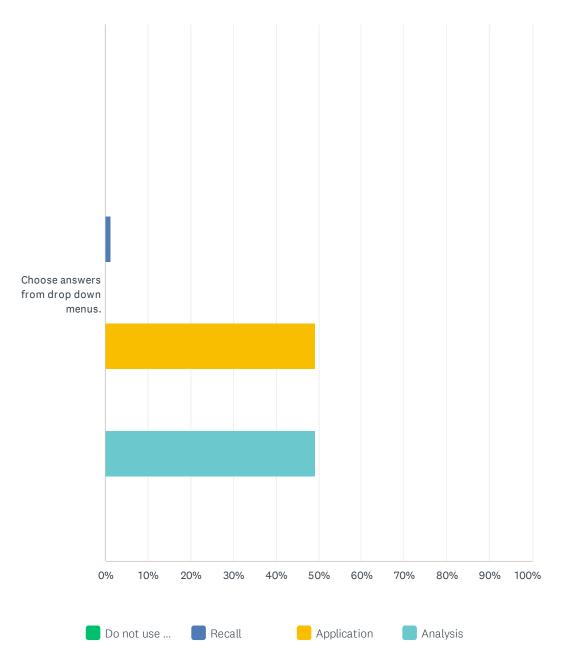
Q5 1.1.1.4 Developing instructional materials and methods (strategies) that best facilitate learning, including the use of technology and delivery options (e.g., hybrid, blended, remote).

Answered: 80 Skipped: 105







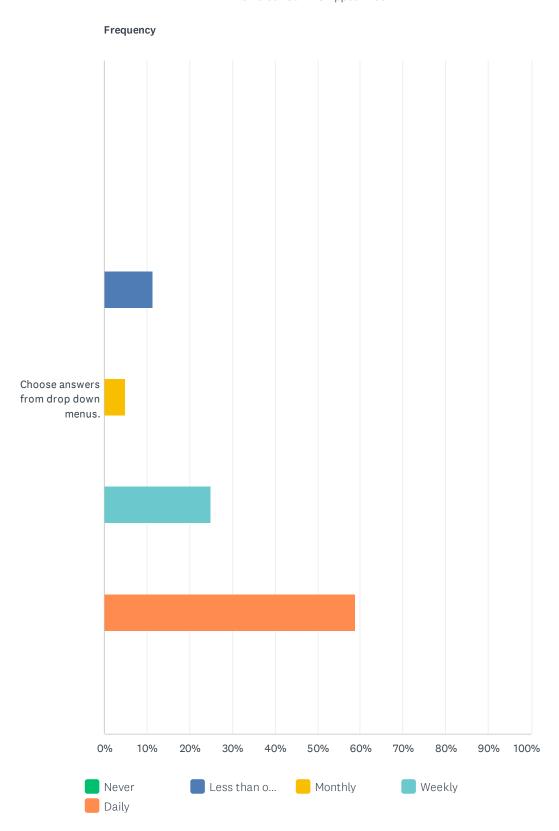


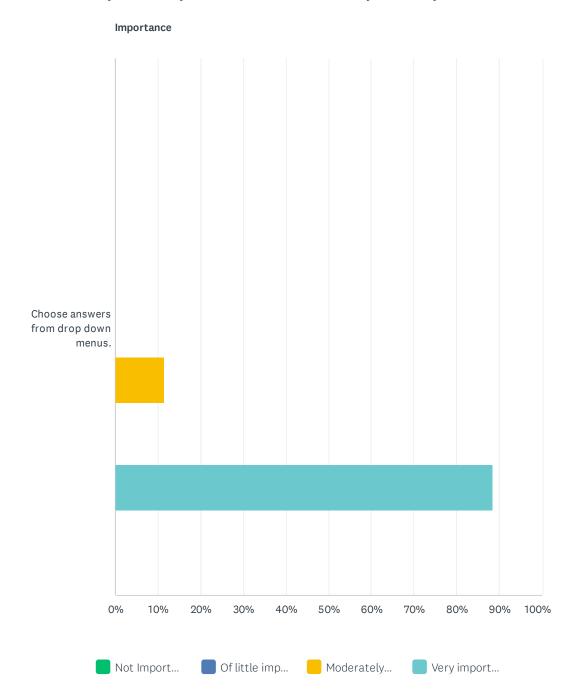
Farmer								
Frequency								
		NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	0.00%		8.75% 7	21.25% 17	46.25% 37	23.75% 19	80
Importance								
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE	MODE IMPOR	RATELY RTANT	VERY IMPOR	RTANT	TOTAL
Choose answers from drop down menus.		0.00%	1.28%	L	12.82	2%	85.90% 67	78

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00%	1.30% 1	49.35% 38	49.35% 38	77

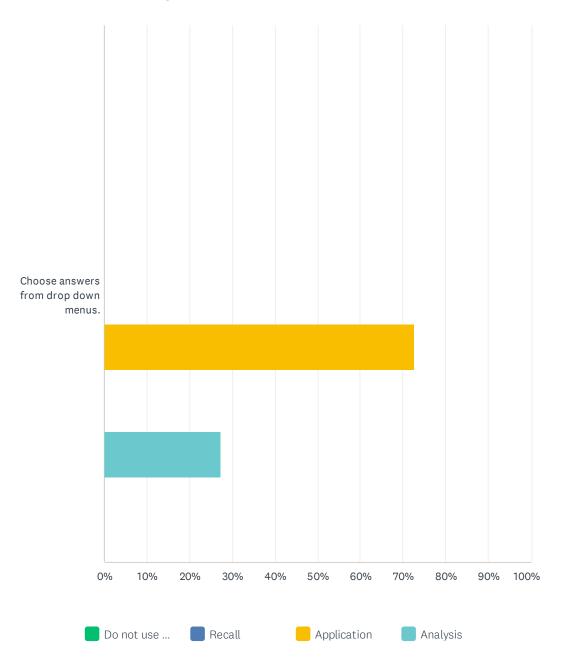
Q6 1.1.1.5 Implementing curriculum and/or course.







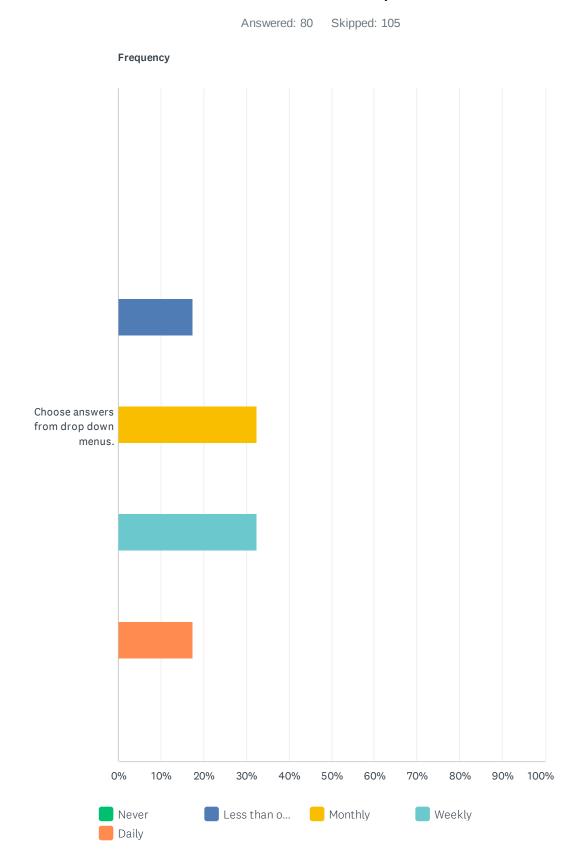


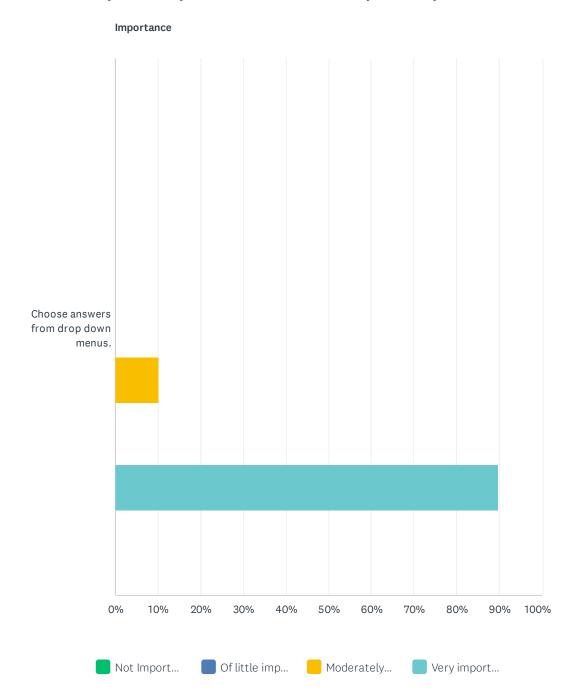


Frequency									
		NEVER	LESS THAN ONC	CE A M	ONTH	MONTHLY	WEEKL	Y DAILY	TOTAL
Choose answers from drop down m	enus.	0.00%		1	1.25%	5.00% 4	25.00 ⁹		80
Importance									
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE		MODE!	RATELY RTANT	VEF IMP	RY ORTANT	TOTAL
Choose answers from drop down menus.		0.00%	0.	00%		11.54	l% 9	88.46% 69	78

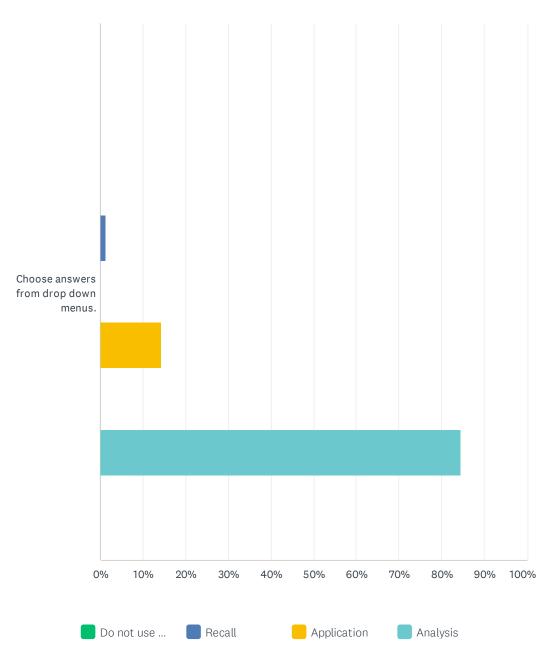
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	0.00%	72.73% 56	27.27% 21	77

Q7 1.1.1.6 Assessing instruction and translation of learning objectives to achieve established competencies.





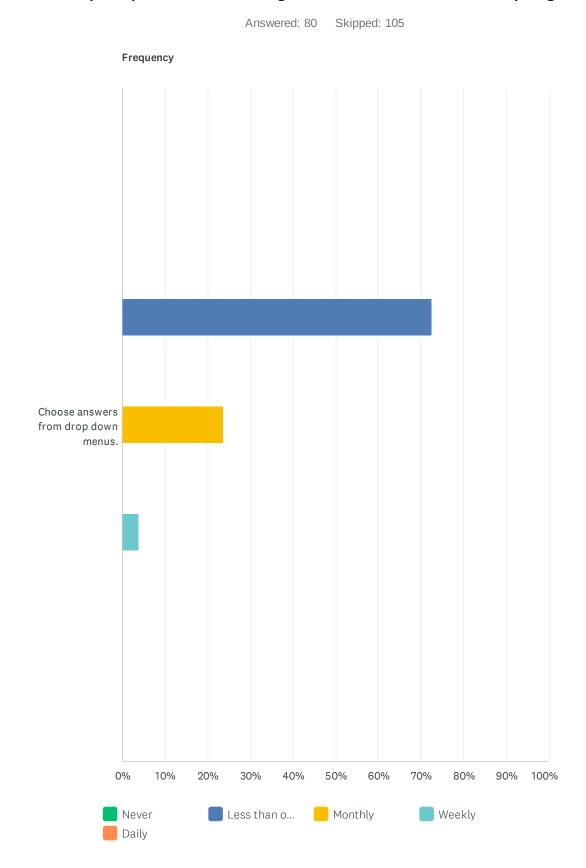


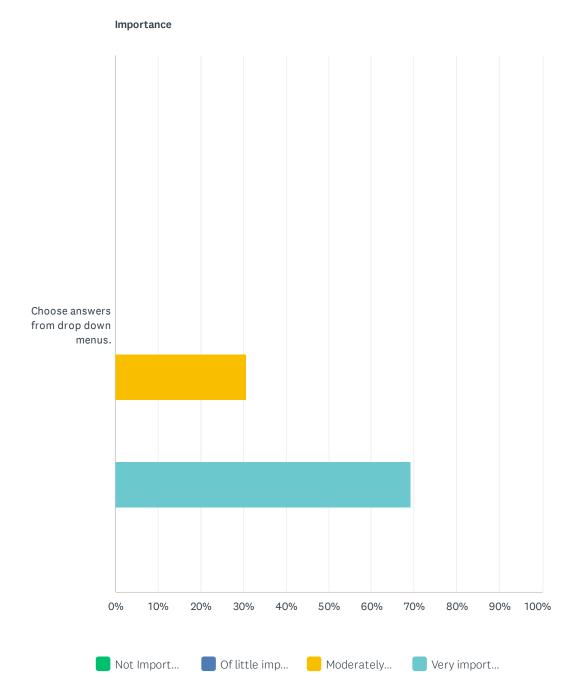


Frequency							
	NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus. 0.00% 0		17.50% 14	32.50% 26	32.50% 26	17.50% 14	80
Importance							
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODE IMPOF	RATELY RTANT	VERY IMPOR	RTANT	TOTAL
Choose answers from drop down menus.	0.00%	0.00%		10.26	8	89.74% 70	78

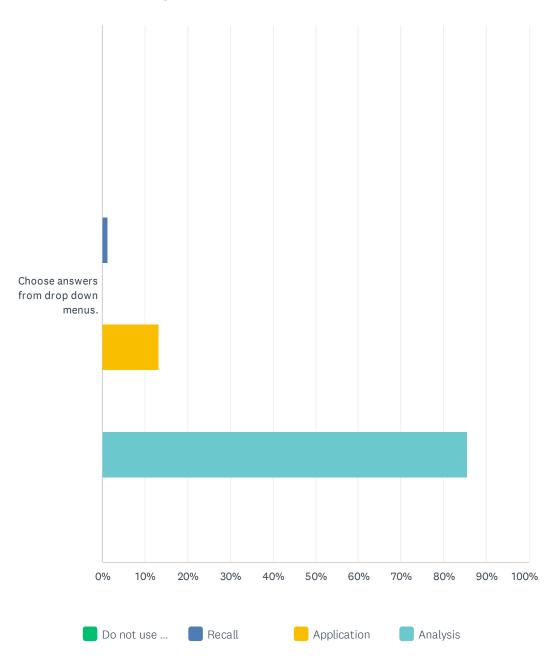
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00%	1.30% 1	14.29% 11	84.42% 65	77

Q8 1.1.1.7 Using assessment and evaluation information (e.g., program, course, peer) to make changes to curriculum and/or program(s).





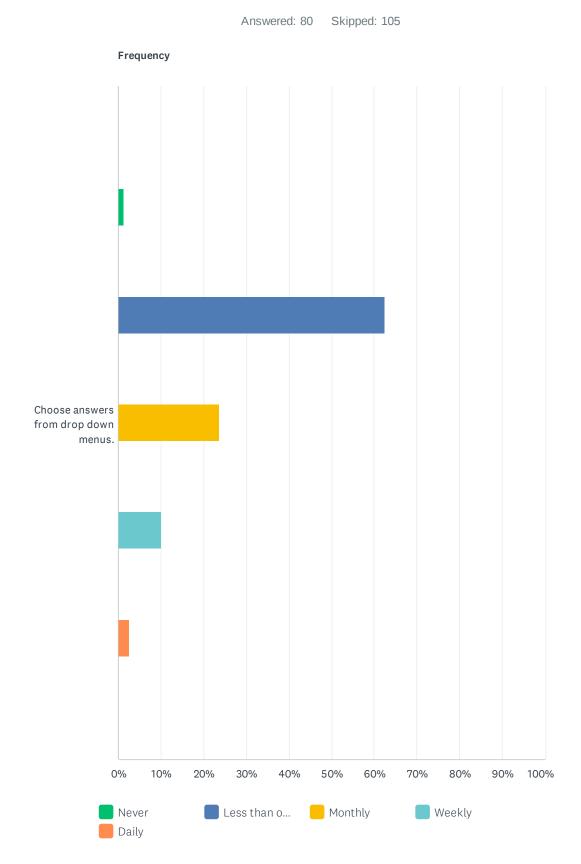


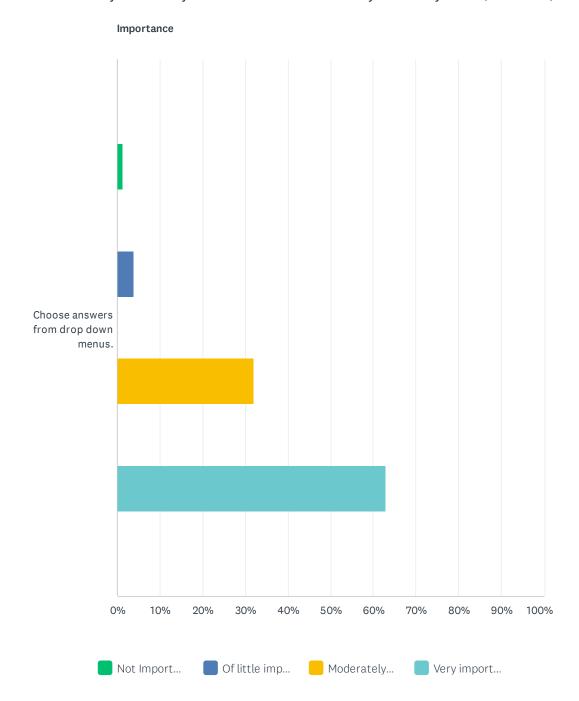


Frequency								
		NEVER	LESS THAN ONCE	A MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	0.00%		72.50% 58	23.75% 19	3.75% 3	0.00%	80
Importance								
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE	MODE!	RATELY TANT	VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		0.00%	0.00	0%	30.77 ⁹	% 24	69.23% 54	78

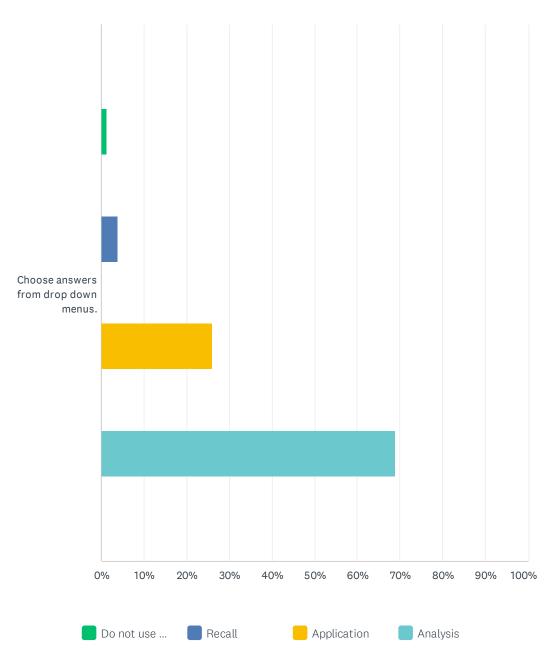
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00%	1.32% 1	13.16% 10	85.53% 65	76

Q9 1.1.1.8 Analyzing curriculum, program and instructional strategies that foster diversity, equity and inclusion.







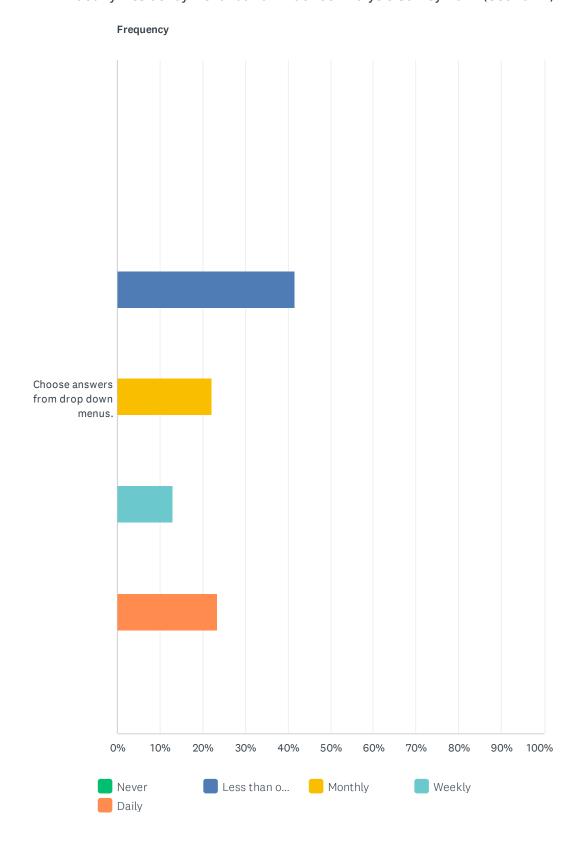


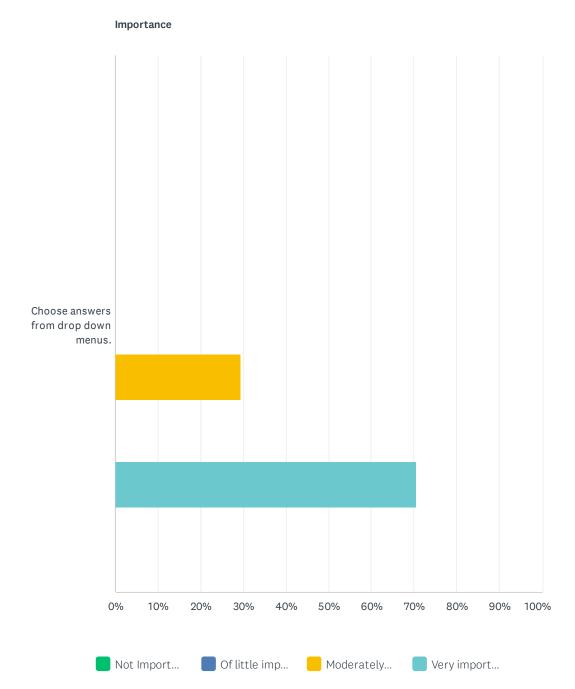
Frequency									
		NEVER	LESS THAN O	NCE A I	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	1.25% 1			62.50% 50	23.75% 19	10.00% 8	2.50% 2	80
Importance									
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE		MODER IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		1.28% 1	;	3.85%		32.05 ⁰	% 25	62.82% 49	78

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	1.30%	3.90%	25.97% 20	68.83% 53	77

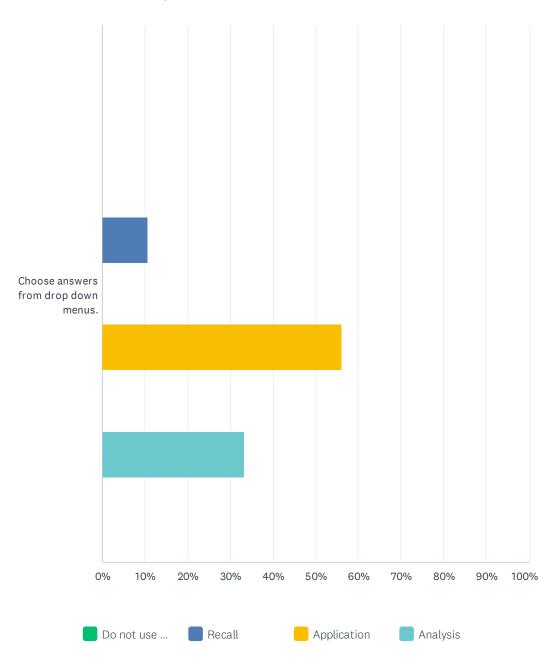
Q10 1.1.2 Comply with pertinent regulations that influence curricular development, including but not limited to regulators (i.e., regional accreditation, CAPTE, state practice acts), stakeholders (i.e., APTA, FSBPT), specialized areas of practice (i.e., ABPTRFE, APTA Academies/Sections, ACAPT), and payers.

Answered: 77 Skipped: 108





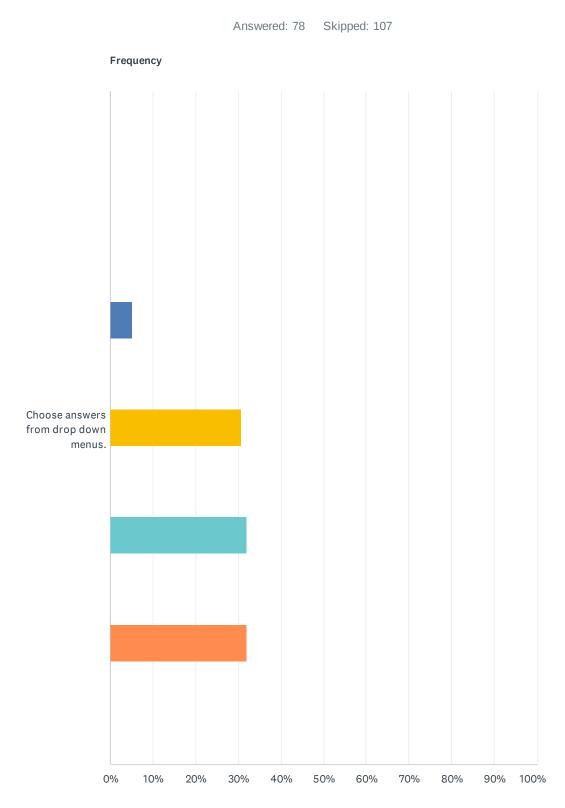




Frequency									
		NEVER	LESS THAN ONC	E A M	ONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	0.00%		4	1.56% 32	22.08% 17	12.99% 10	23.38% 18	77
Importance									
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE		MODE	RATELY TANT	VERY IMPO	RTANT	TOTAL
Choose answers from drop down menus.		0.00%	0.	00%		29.33	3% 22	70.67% 53	75

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00%	10.67% 8	56.00% 42	33.33% 25	75

Q11 1.1.3 Integrate contemporary clinical evidence-based approaches of care and translation of current research into curricula.

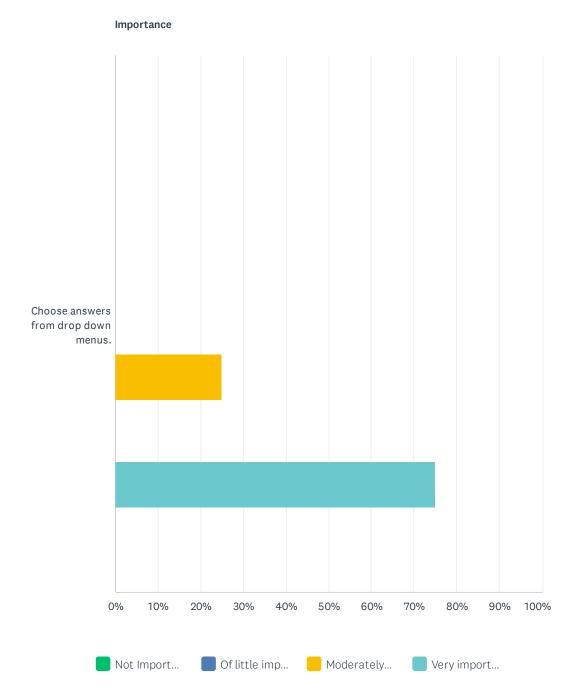


Monthly

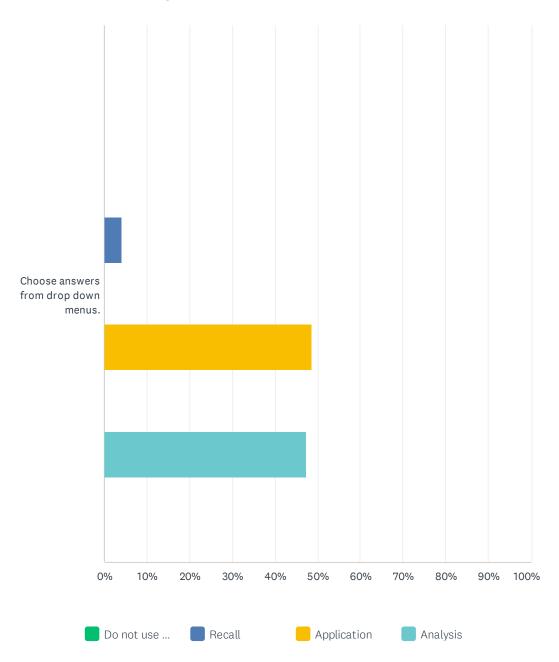
Weekly

Less than o...

Never Daily





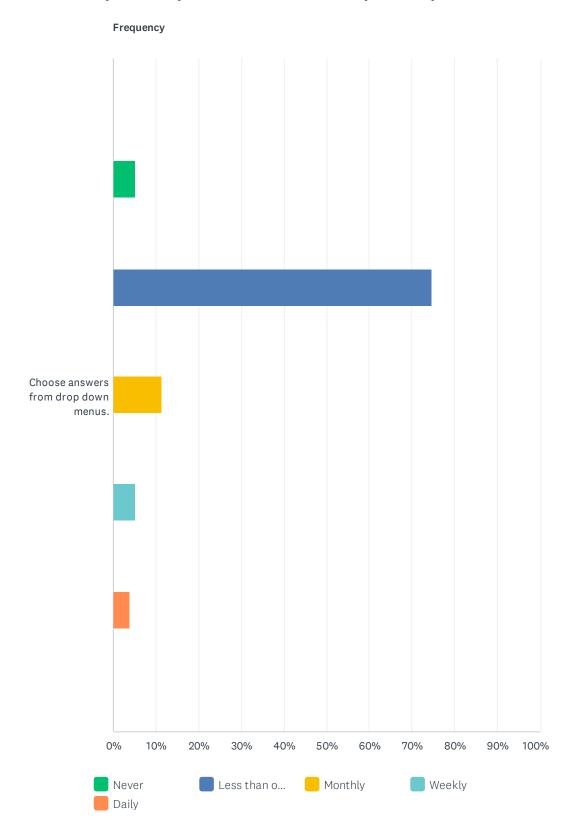


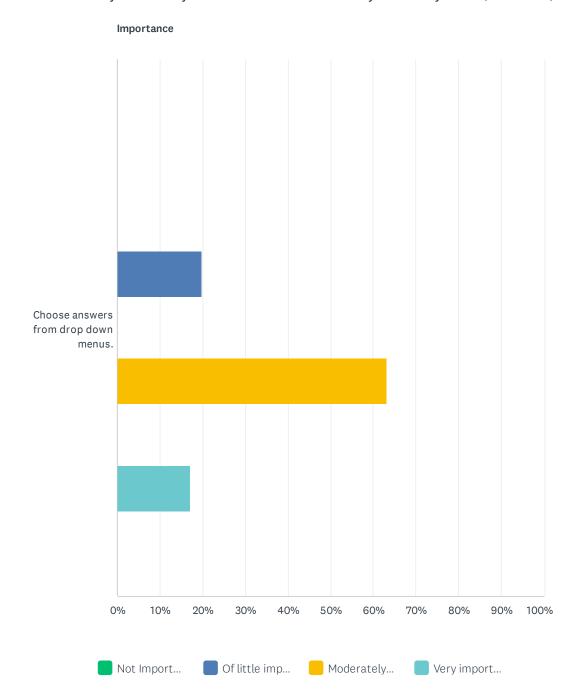
Frequency									
		NEVER	LESS THAN OF	NCE A M	IONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	0.00%			5.13% 4	30.77% 24	32.05% 2!		78
Importance									
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE		MODE!	RATELY RTANT	VER IMP	Y ORTANT	TOTAL
Choose answers from drop down menus.		0.00%		0.00%		25.00)% 19	75.00% 57	76

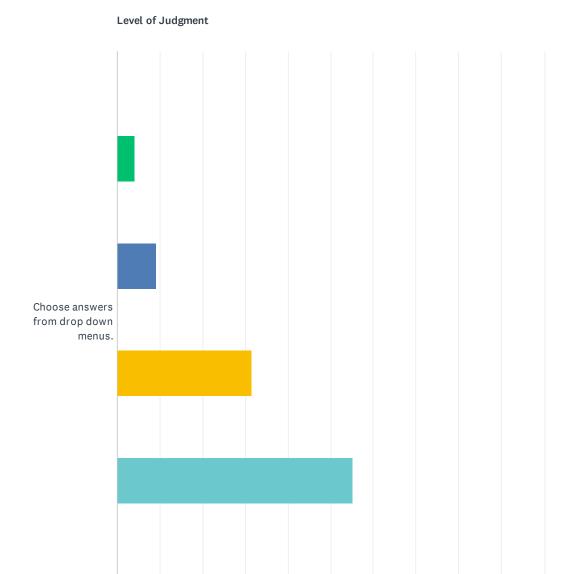
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	3.95% 3	48.68% 37	47.37% 36	76

Q12 1.2.1 Compare/contrast learning theories in terms of how they conceptualize learning, including the role of the instructor and student (e.g., behaviorist, cognitivist, constructivist, humanist, and connectivist theories) in order to develop a philosophy about teaching and learning.

Answered: 79 Skipped: 106







Frequency								
		NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	5.06% 4		74.68% 59	11.39% 9	5.06% 4	3.80%	79
Importance								
	NOT IMPOR	RTANT	OF LITTLE IMPORTANCE	MODEF		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		0.00%	19.74% 15		63.169 4	-	17.11% 13	76

60%

70%

80%

Analysis

50%

Application

90% 100%

0%

10%

Do not use ...

20%

30%

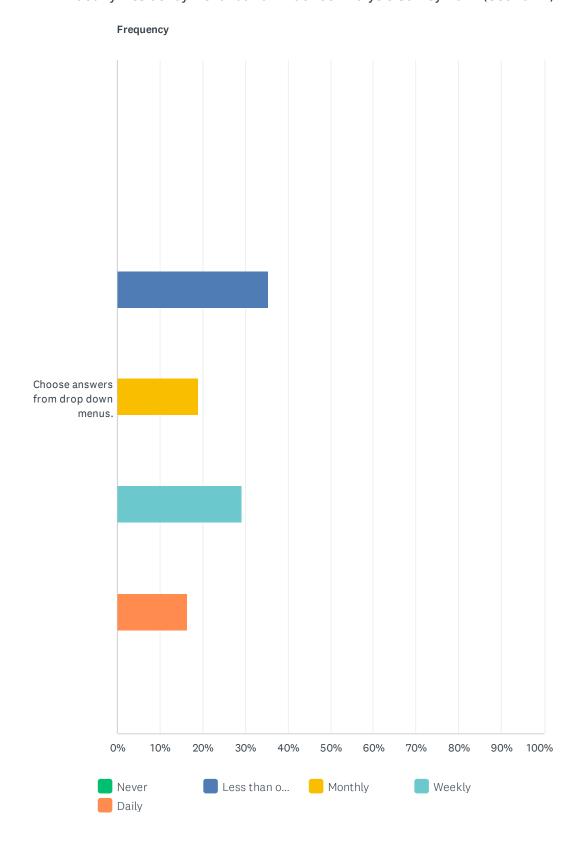
Recall

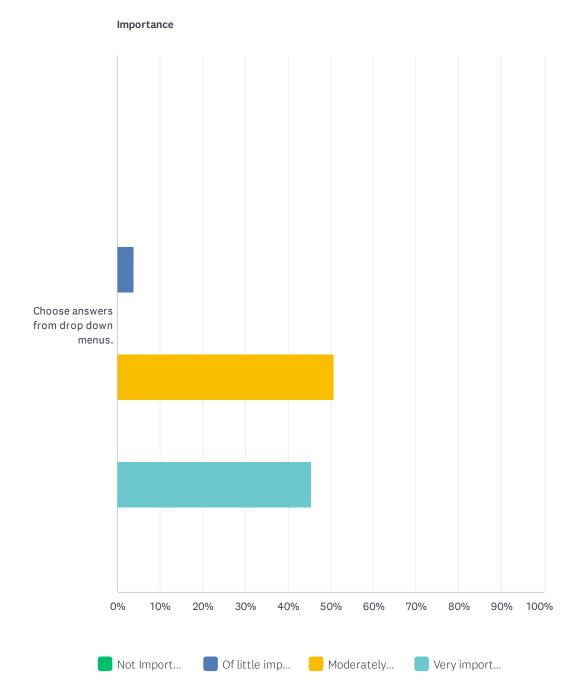
40%

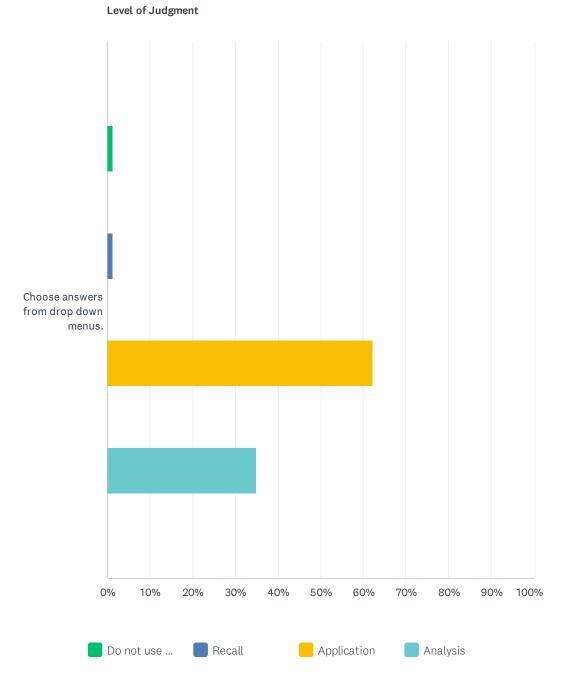
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	3.95% 3	9.21% 7	31.58% 24	55.26% 42	76

Q13 1.2.2 Incorporate domains and taxonomies of learning including cognitive, affective, psychomotor, and spiritual, to align with curricular design, instructional methods and strategies.

Answered: 79 Skipped: 106





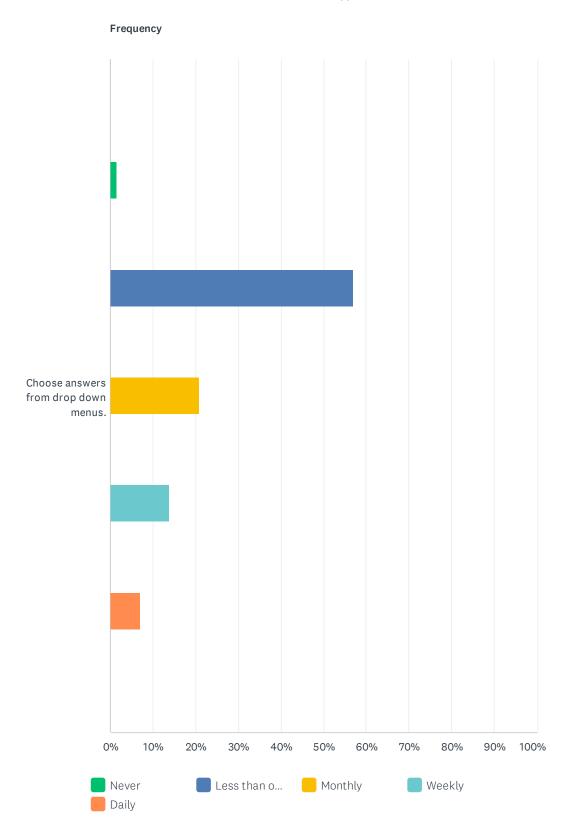


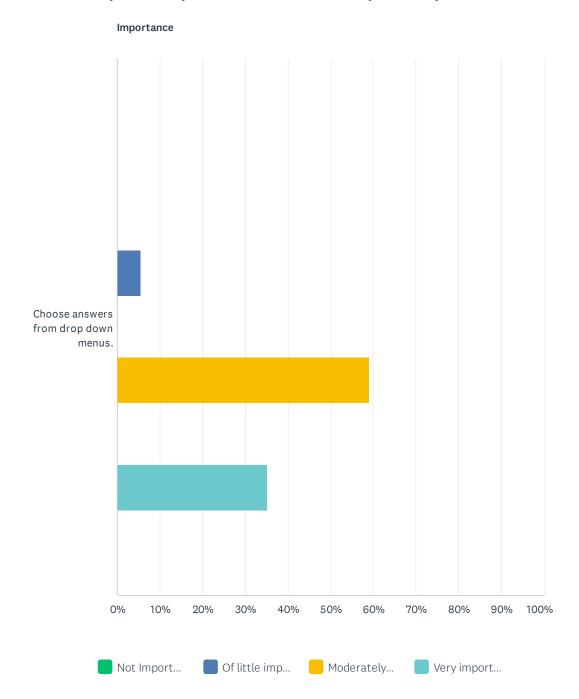
Frequency							
	NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus. 0.00% 0		35.44% 28	18.99% 15	29.11% 23	16.46% 13	79
Importance							
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODE IMPOR	RATELY RTANT	VERY IMPOR	RTANT	TOTAL
Choose answers from drop down menus.	0.00%	3.90%		50.65	5% 39	45.45% 35	77

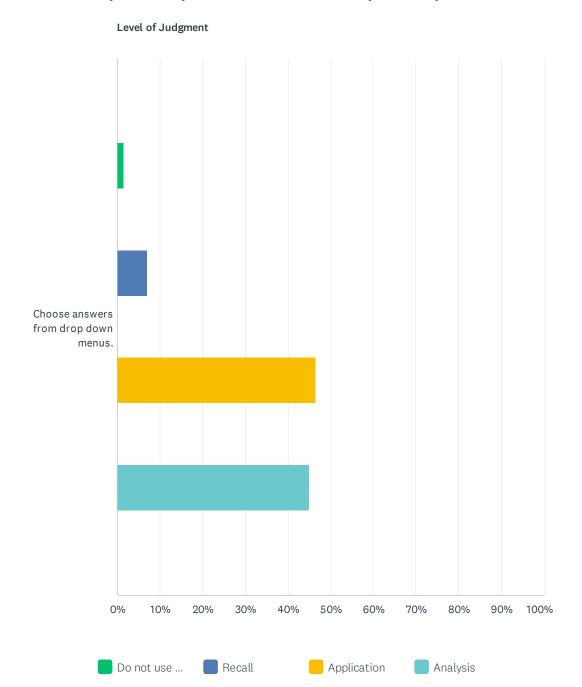
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	1.30% 1	1.30% 1	62.34% 48	35.06% 27	77

Q14 1.3.1 Determine optimal instructional delivery methods (e.g., face-to-face, online, hybrid).







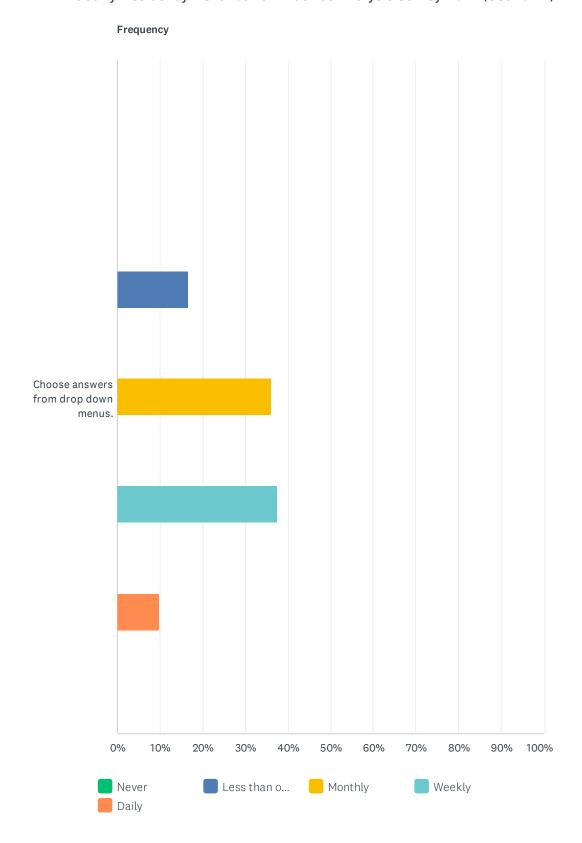


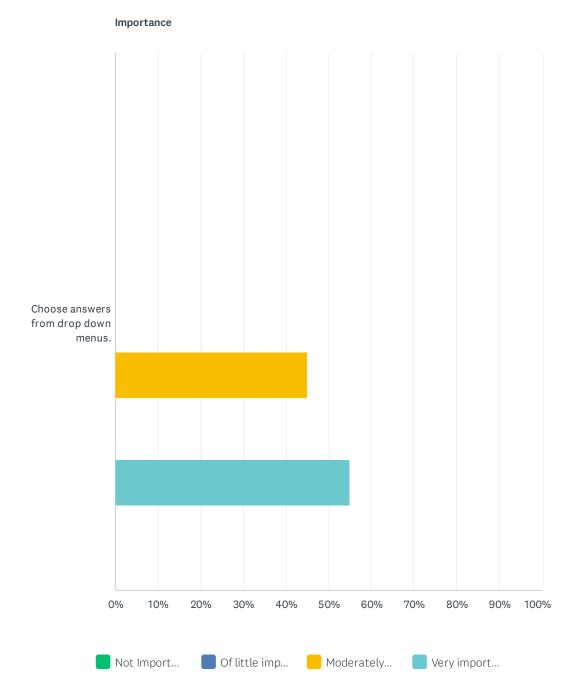
Frequency							
	NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus. 1.39% 1		56.94% 41	20.83% 15	13.89% 10	6.94% 5	72
Importance							
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODE	RATELY TANT	VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.	0.00%	5.63% 4		59.15% 4	-	35.21% 25	71

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	1.41% 1	7.04% 5	46.48% 33	45.07% 32	71

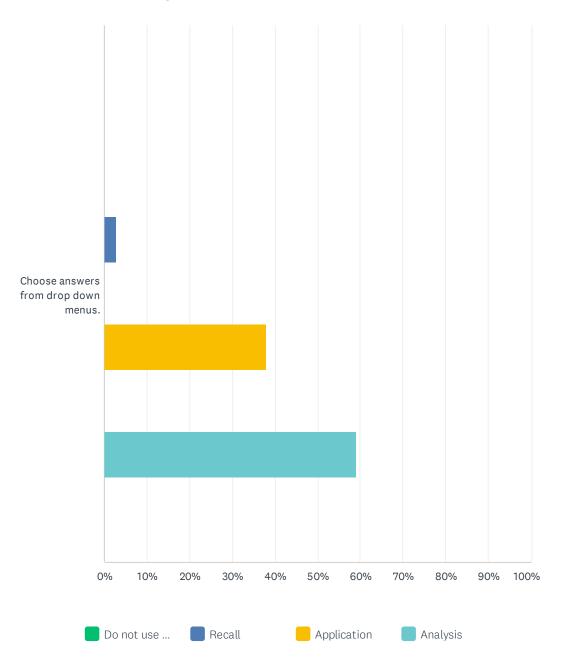
Q15 1.3.2 Determine optimal instructional approaches (e.g., lecture, small-group, project-based, inter/intra professional problem-based, team-based, case-based).

Answered: 72 Skipped: 113





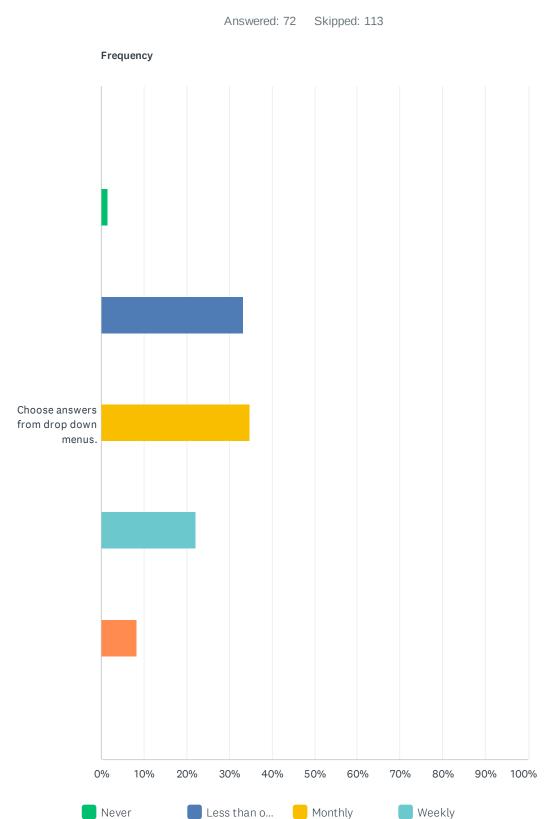




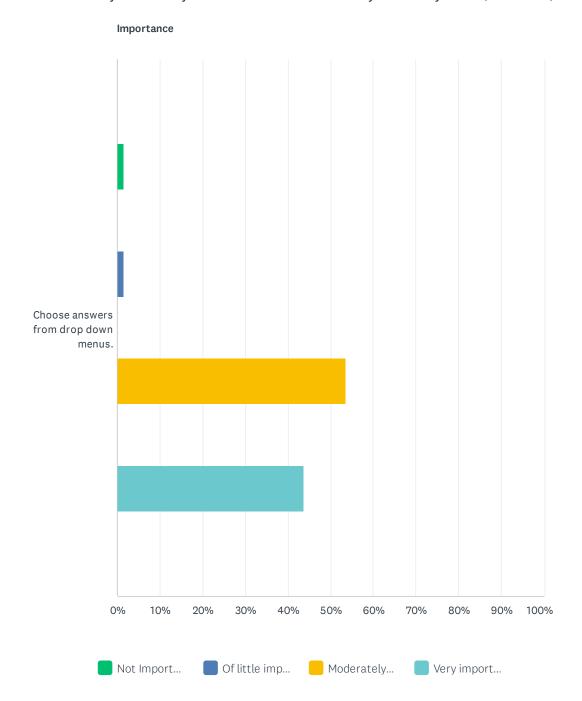
Frequency									
		NEVER	LESS THAN O	NCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	0.00%			16.67% 12	36.11% 26	37.50% 27	9.72% 7	72
Importance									
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE		MODER IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		0.00%		0.00%		45.07 ⁹	% 32	54.93% 39	71

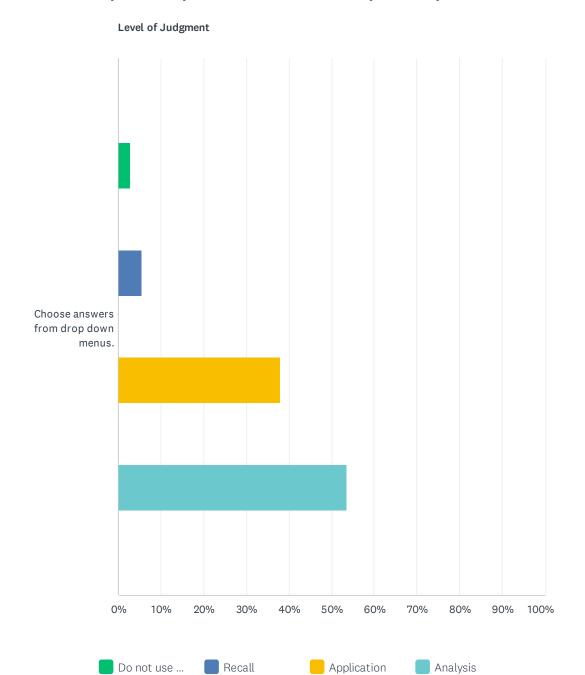
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00%	2.82%	38.03% 27	59.15% 42	71

Q16 1.3.3 Determine optimal instructional settings (e.g., clinic, bedside, patient simulation, classroom/laboratory, standardized patients).



Daily

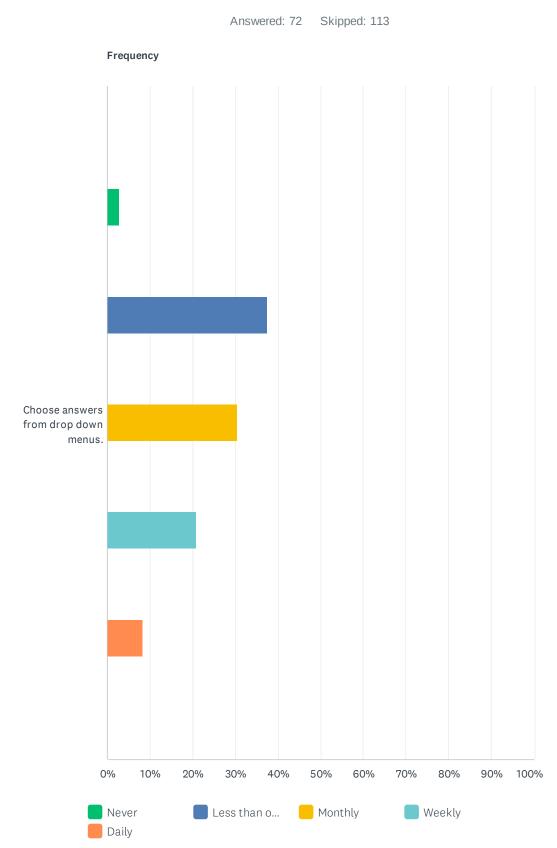


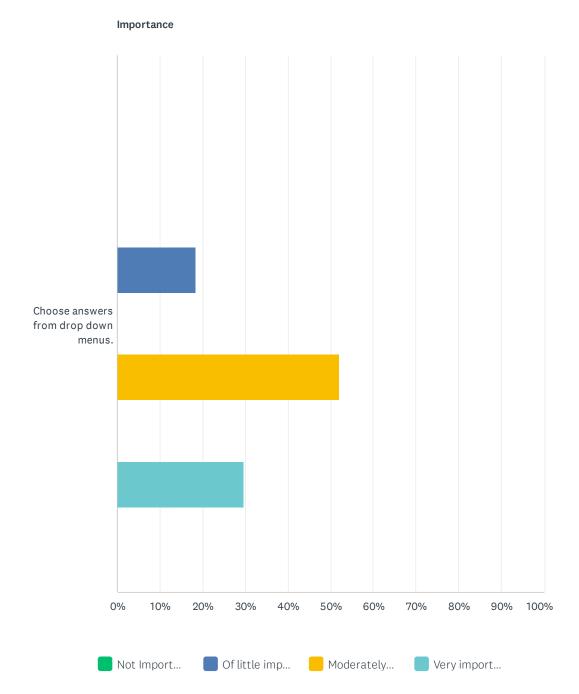


Frequency								
		NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	1.39% 1		33.33% 24	34.72% 25	22.22% 16	8.33% 6	72
Importance								
	NOT IMPOR	RTANT	OF LITTLE IMPORTANCE	MODER IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		1.41% 1	1.41% 1		53.52% 3	-	43.66% 31	71

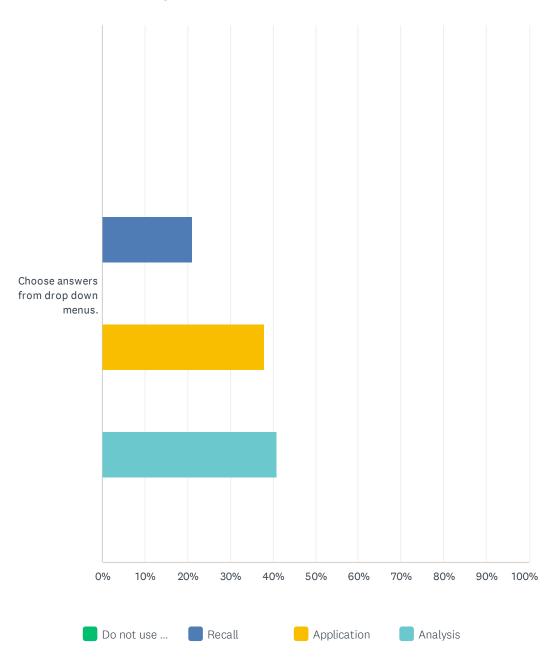
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	2.82% 2	5.63% 4	38.03% 27	53.52% 38	71

Q17 1.3.4 Consider the supports and limitations that may by imposed by the institution that impact instruction.







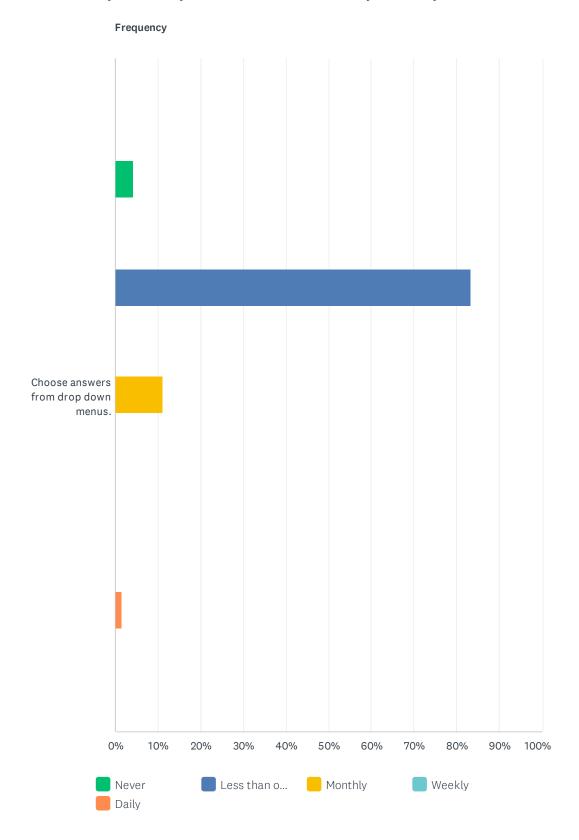


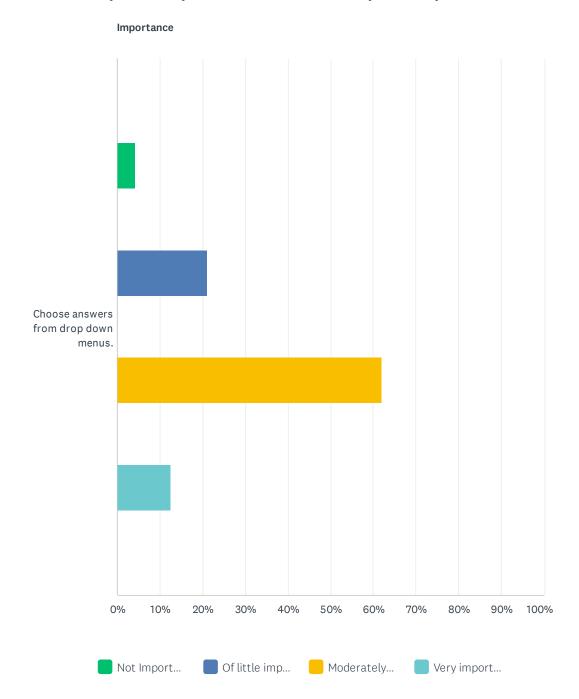
Frequency								
		NEVER	LESS THAN ONCE	HTNOM A	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	2.78%		37.50% 27	30.56% 22	20.83% 15	8.33% 6	72
Importance								
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE	MODEF IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		0.00%	18.31% 13		52.11 ⁰	% 37	29.58% 21	71

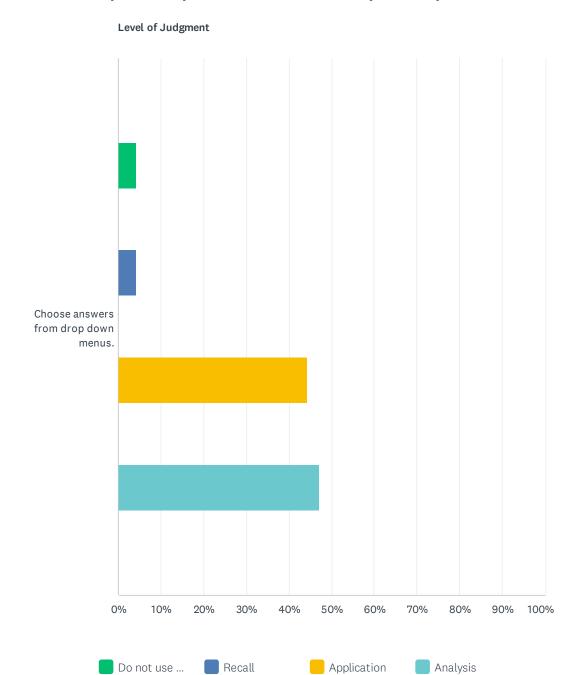
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00%	21.13% 15	38.03% 27	40.85% 29	71

Q18 1.3.5 Develop plans for converting a class session or course from one delivery method, approach and/or setting to a new method, approach and/or setting.

Answered: 72 Skipped: 113





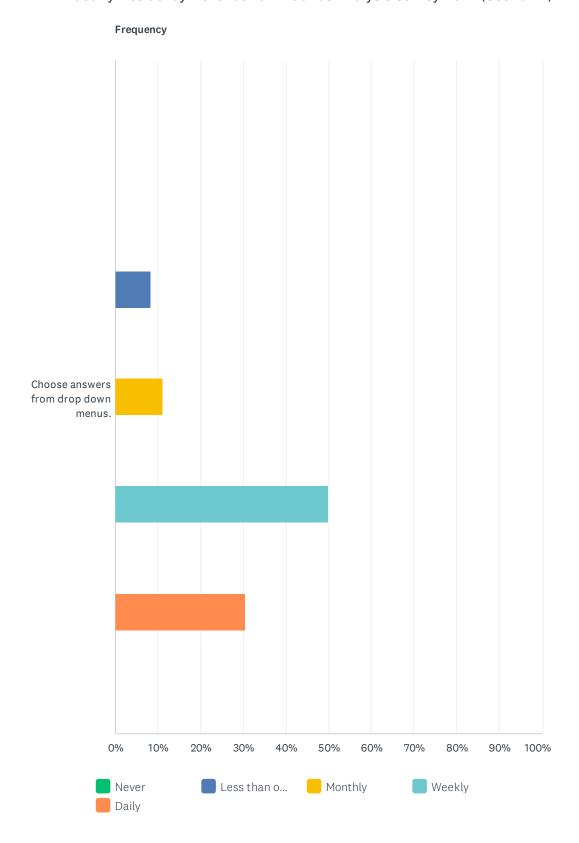


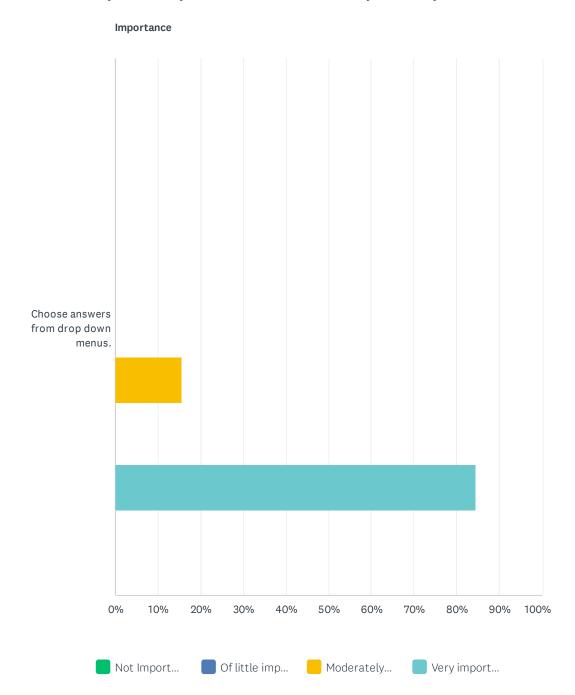
Frequency								
		NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	4.17% 3		83.33% 60	11.11% 8	0.00%	1.39% 1	72
Importance								
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE	MODEF IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		4.23% 3	21.13% 15		61.97 ⁹	% 4	12.68% 9	71

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	4.29% 3	4.29% 3	44.29% 31	47.14% 33	70

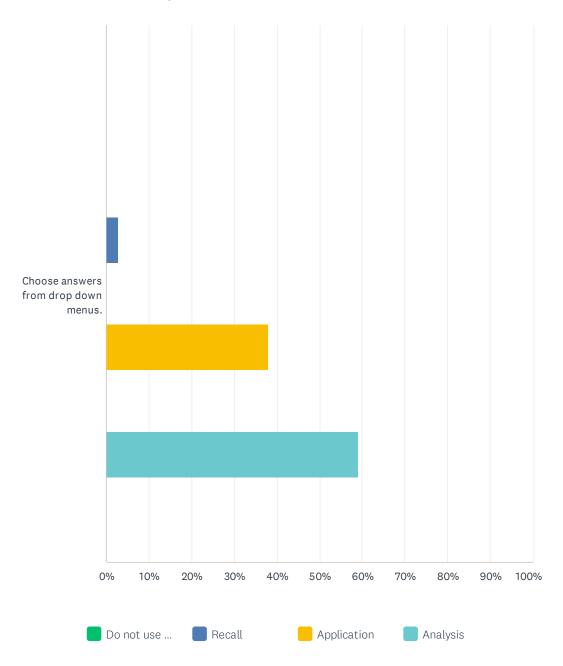
Q19 1.3.6 Select instructional strategies that facilitate critical thinking, clinical reasoning and self-reflection at the appropriate level, ranging from novice learner to expert practitioner.

Answered: 72 Skipped: 113







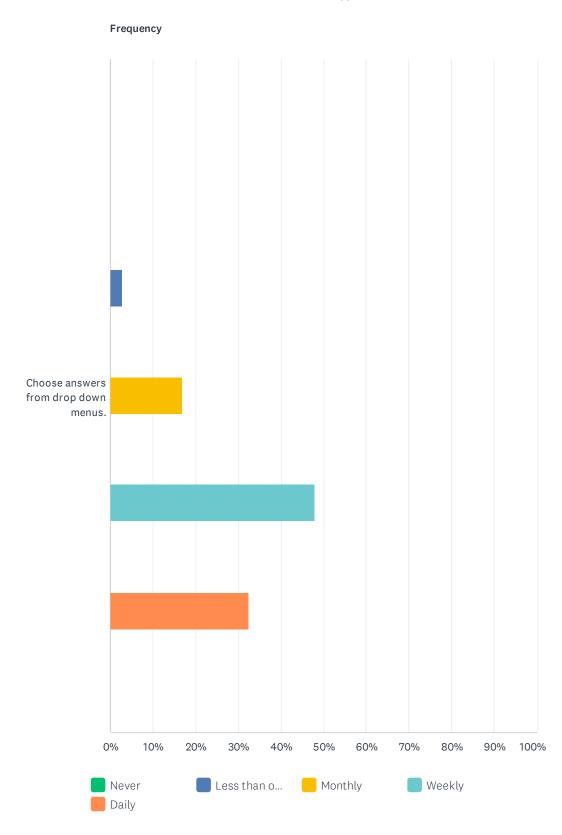


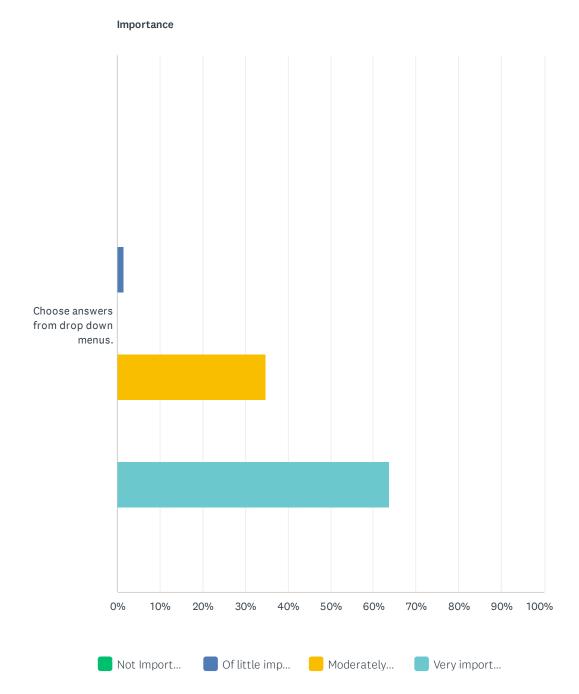
Frequency									
		NEVER	LESS THAN ON	CE A M	ONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	0.00%			8.33% 6	11.11% 8	50.00% 36	30.56% 22	72
Importance									
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE		MODE!	RATELY TANT	VERY IMPO	RTANT	TOTAL
Choose answers from drop down menus.		0.00%	0	0.00%		15.49	9% 11	84.51% 60	71

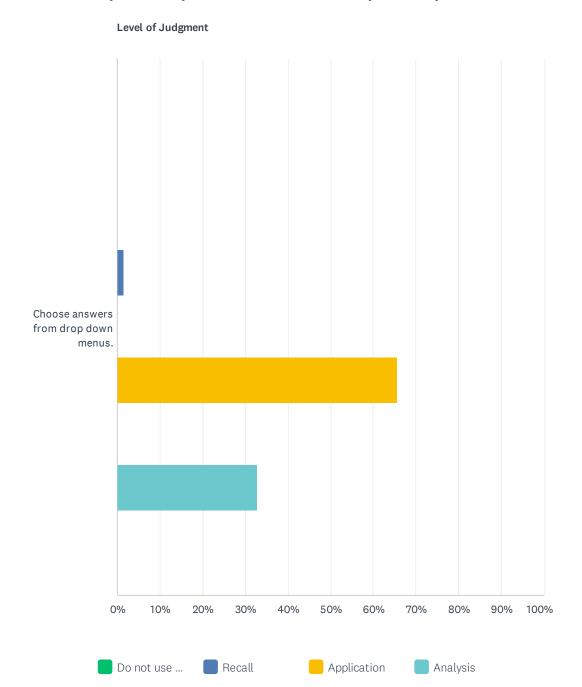
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00%	2.82%	38.03% 27	59.15% 42	71

Q20 1.3.7 Incorporate a variety of teaching and learning styles into instruction that are aligned with course objectives.







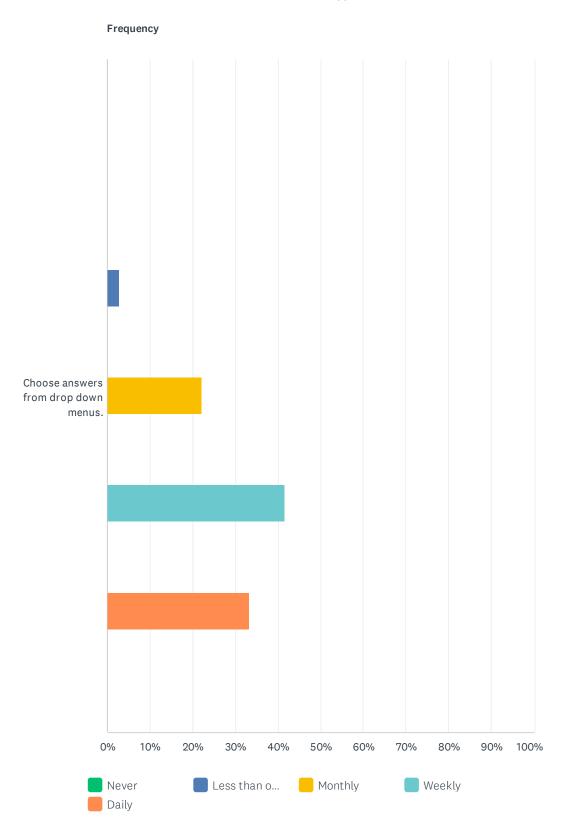


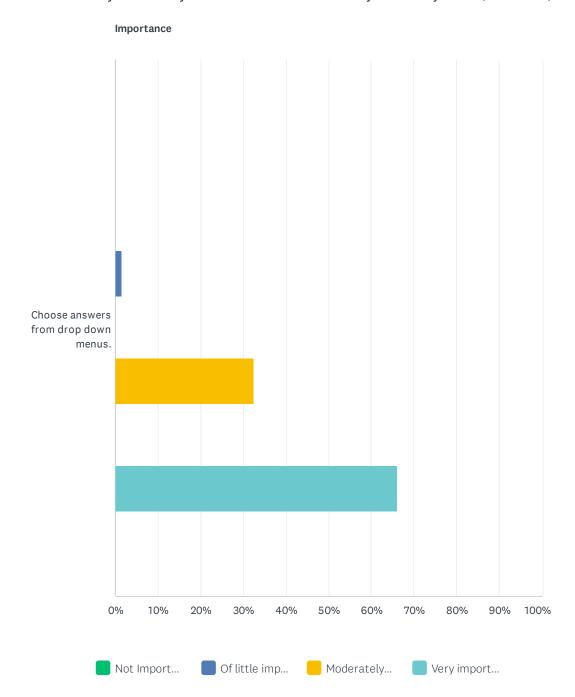
Frequency									
	NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL		
Choose answers from drop down m	enus. 0.00% 0		2.82%	16.90% 12	47.89% 34	32.39% 23	71		
Importance									
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODE	RATELY RTANT	VERY IMPOR	RTANT	TOTAL		
Choose answers from drop down menus.	0.00%	1.45% 1		34.78	% 24	63.77% 44	69		

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	1.43% 1	65.71% 46	32.86% 23	70

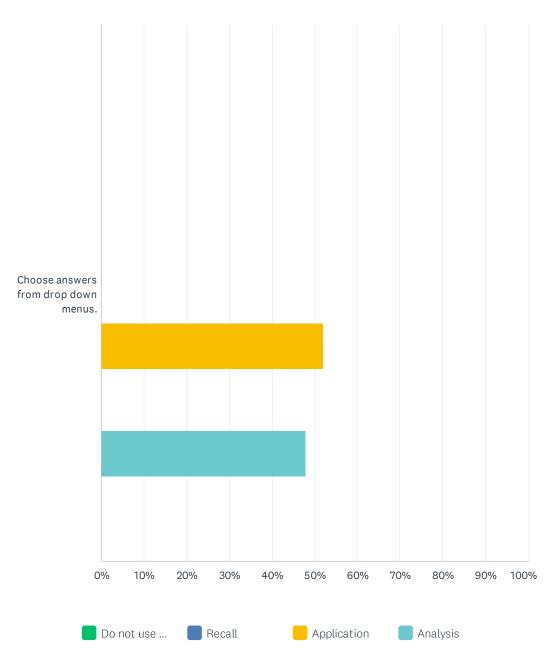
Q21 1.3.8 Adapt instructional strategies to meet the needs of diverse learners.









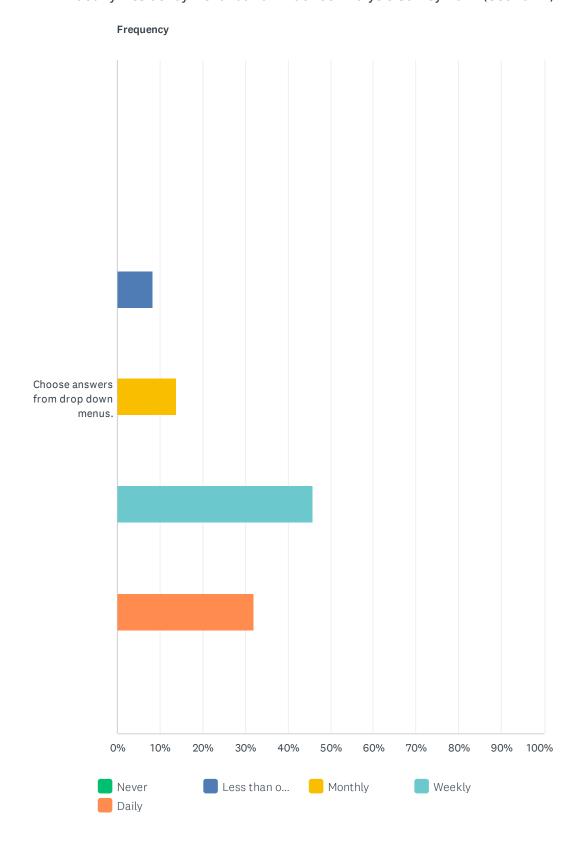


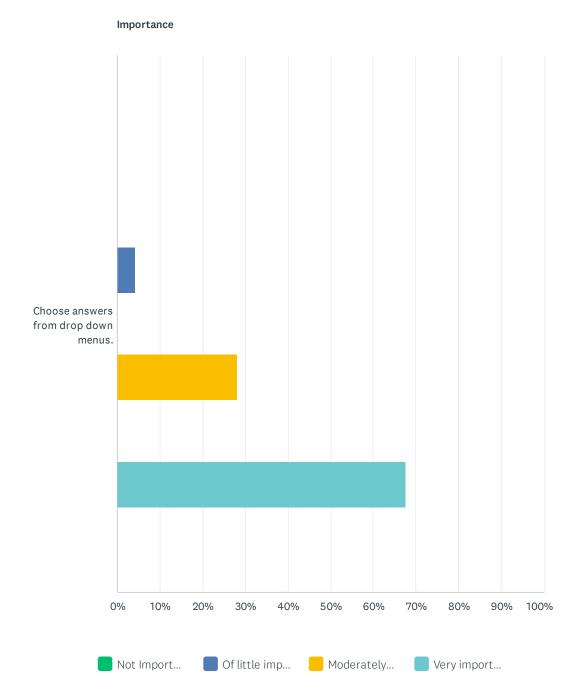
Frequency								
	NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL	
Choose answers from drop down m	enus. 0.00% 0		2.78%	22.22% 16	41.67% 30	33.33% 24	72	
Importance								
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODE	RATELY RTANT	VERY IMPOR	RTANT	TOTAL	
Choose answers from drop down menus.	0.00%	1.41% 1		32.39	9% 23	66.20% 47	71	

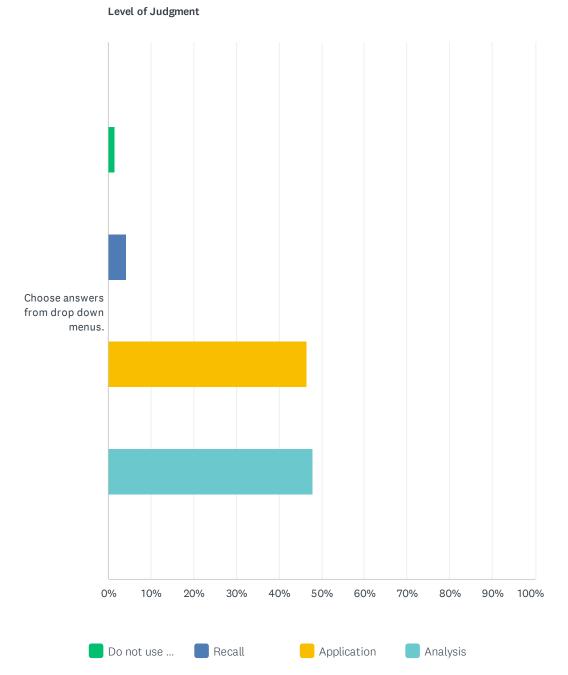
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00%	0.00%	52.11% 37	47.89% 34	71

Q22 1.3.9 Provide feedback to learners based on relevant theories (e.g., motivational theory), and leverage timing, location, level of questioning, and type of feedback for optimal student learning.

Answered: 72 Skipped: 113





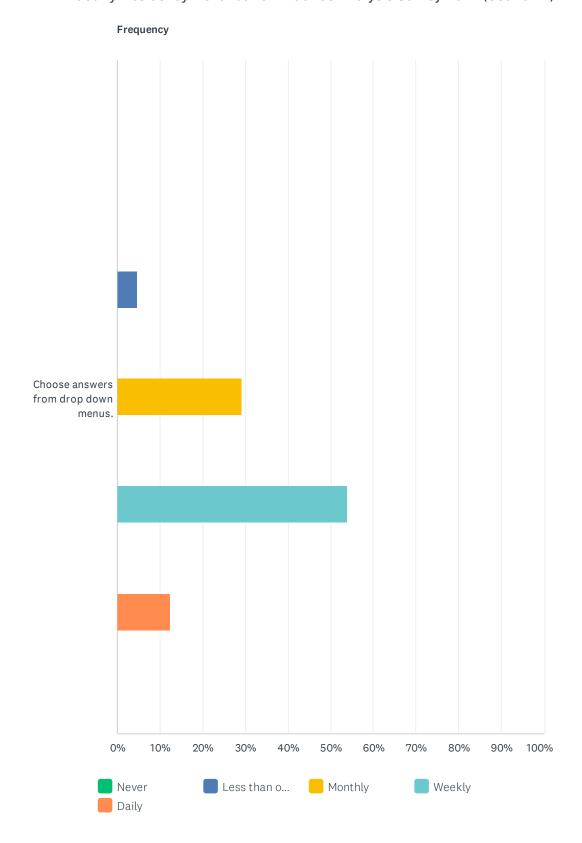


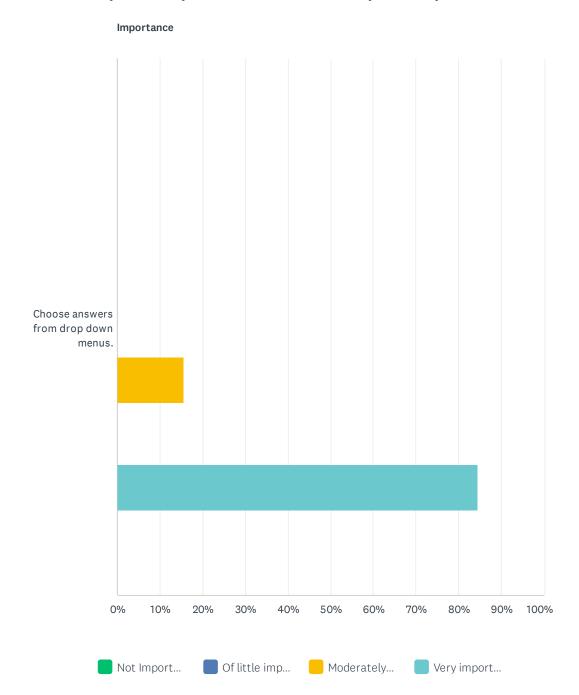
Frequency								
	NEVE	R LESS THAN O	NCE A MON	TH MONTHLY	WEEKLY	DAILY	TOTAL	
Choose answers from drop down m		6	8.33	3% 13.89% 6 10	45.83% 33	31.94% 23	72	
Importance								
	NOT IMPORTANT	OF LITTLE IMPORTANCE		DDERATELY PORTANT	VERY IMPOI	RTANT	TOTAL	
Choose answers from drop down menus.	0.00%	6 O	4.23%	28.1	17% 20	67.61% 48	71	

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	1.41% 1	4.23% 3	46.48% 33	47.89% 34	71

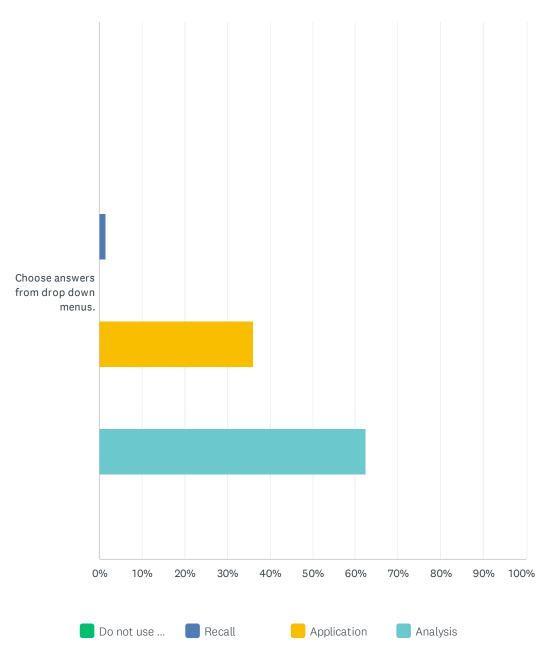
Q23 1.4.1 Evaluate students using appropriate assessment methods that are aligned with instructional methodologies and with the type of course. Examples include simulation, live patient examination, competency-based assessments, verbal and written learner reflection, performance-based practical exams and skill checks, multiple choice exams, written assignments, critically appraised topics, alternative assessments, and gamification testing.

Answered: 65 Skipped: 120





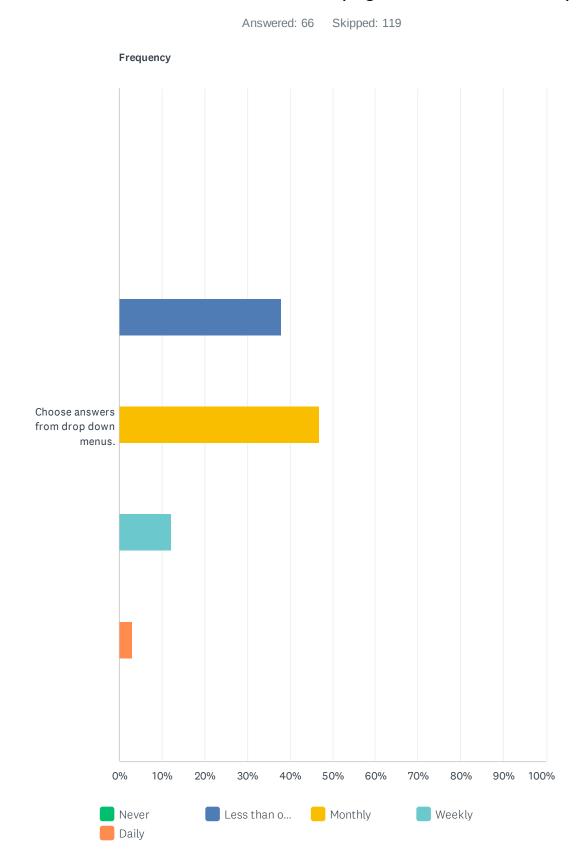


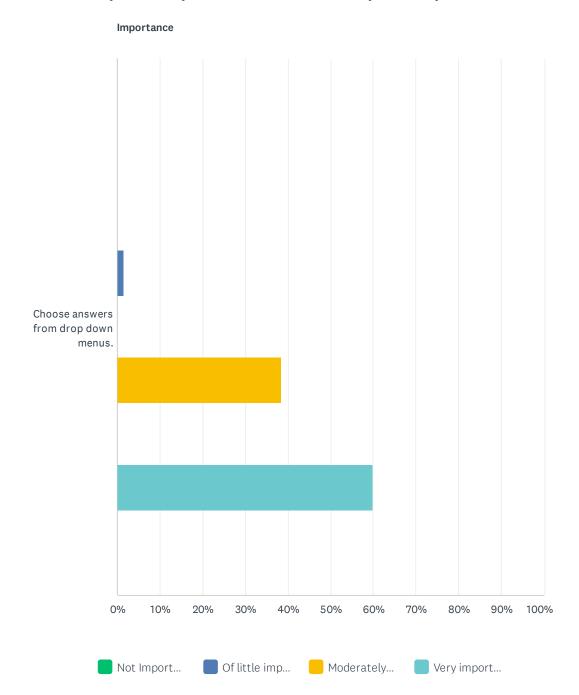


Frequency							
	NEVER	LESS THAN ONCE A N	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus. 0.00% 0		4.62% 3	29.23% 19	53.85% 35	12.31% 8	65
Importance							
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODE	RATELY RTANT	VERY IMPOR	RTANT	TOTAL
Choose answers from drop down menus.	0.00%	0.00%		15.63	2% 10	84.38% 54	64

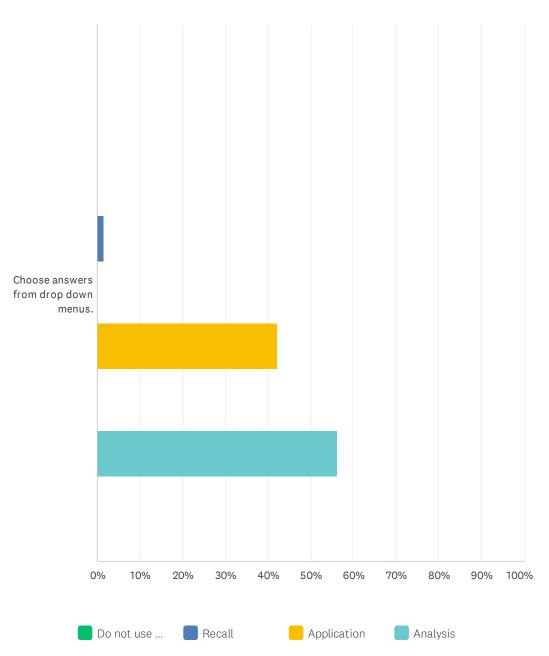
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00%	1.56% 1	35.94% 23	62.50% 40	64

Q24 1.4.2 Design, implement, and evaluate grading scales to be used for various assessment methods (e.g., rubrics, checklists).





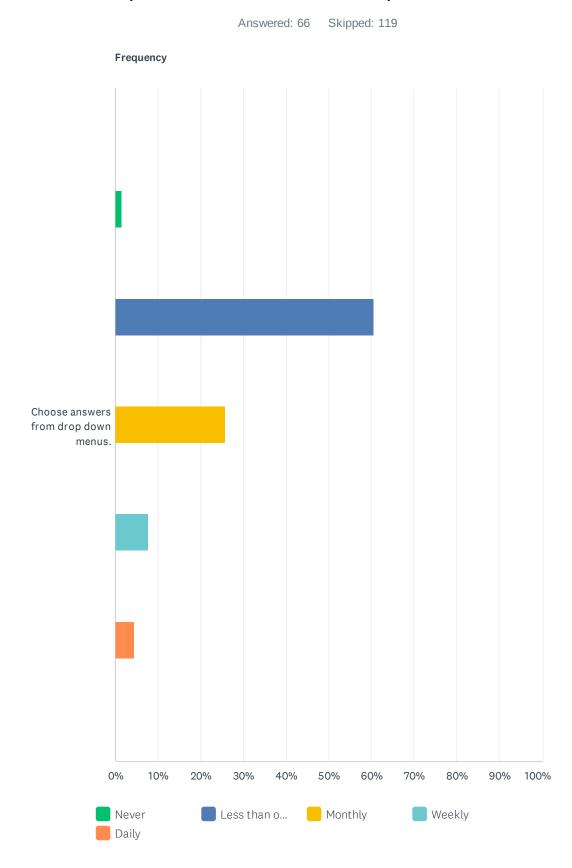


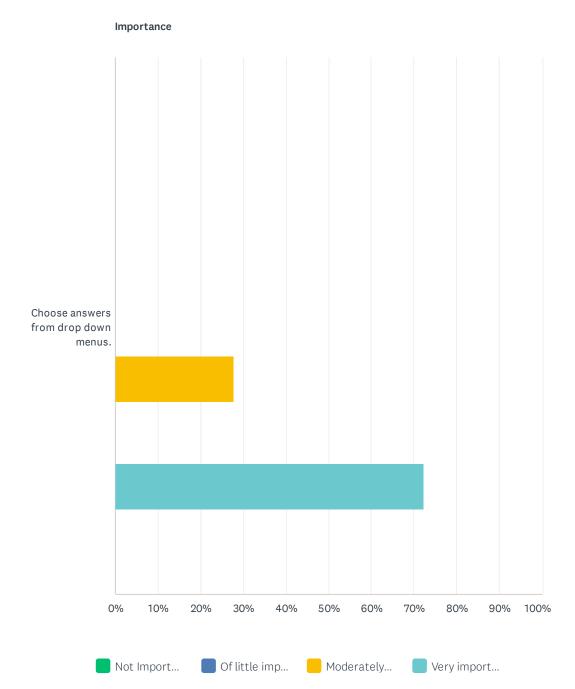


Frequency									
		NEVER	LESS THAN ON	CE A N	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	0.00%			37.88% 25	46.97% 31	12.12% 8	3.03%	66
Importance									
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE		MODER IMPORT		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		0.00%	1	.54% 1		38.46 ⁹	% 25	60.00% 39	65

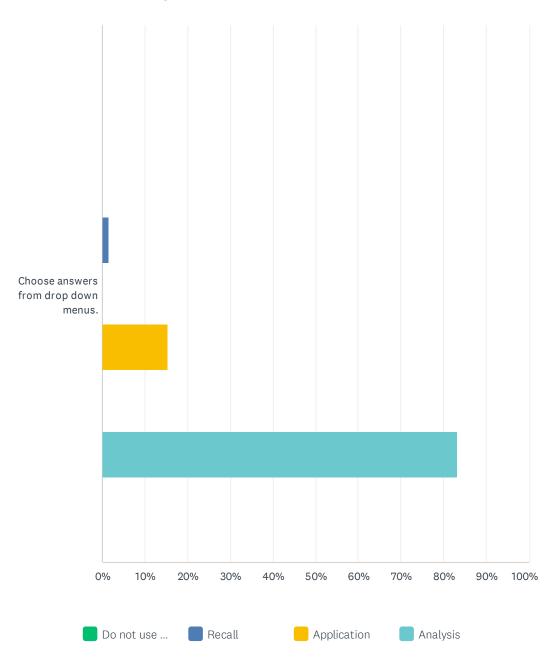
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	1.56% 1	42.19% 27	56.25% 36	64

Q25 1.4.3 Assess learning outcomes, curriculum, and/or assessment practices for continuous improvement.





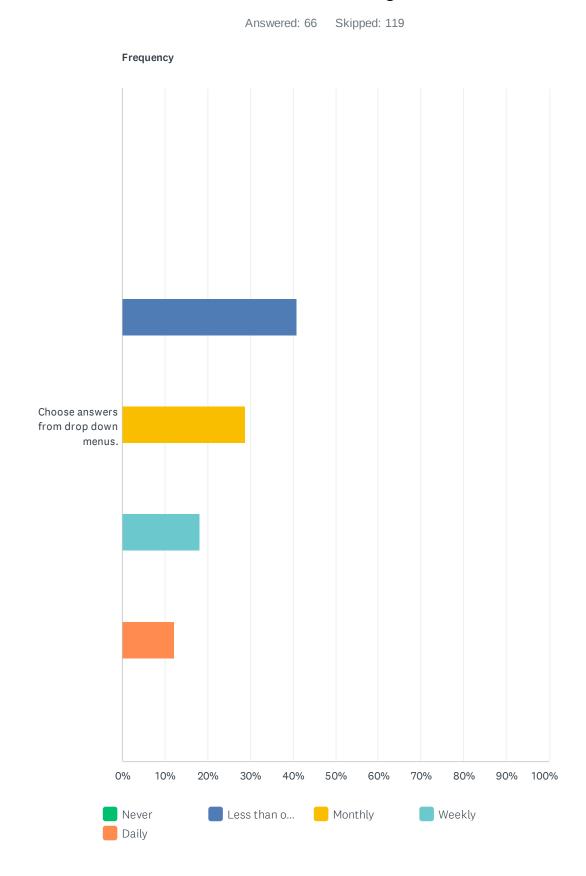


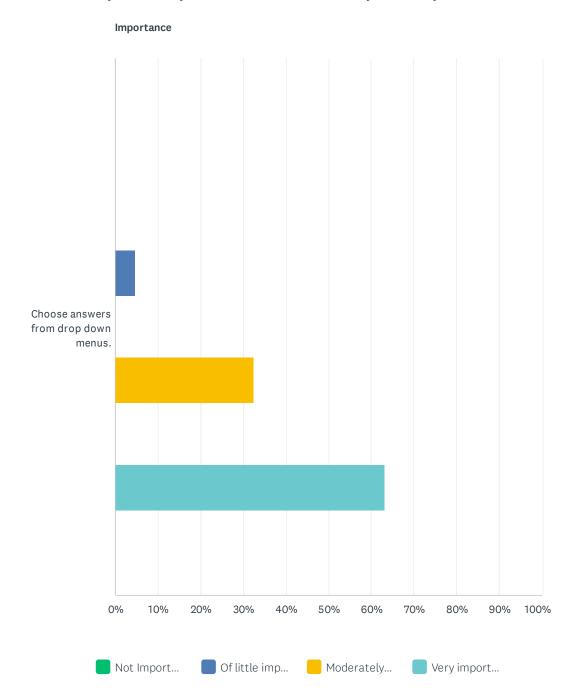


Frequency									
		NEVER	LESS THAN ON	NCE A N	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	ienus.	1.52% 1			60.61% 40	25.76% 17	7.58% 5	4.55% 3	66
Importance									
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE		MODER IMPORT		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		0.00%	(0.00%		27.69 ⁰	% .8	72.31% 47	65

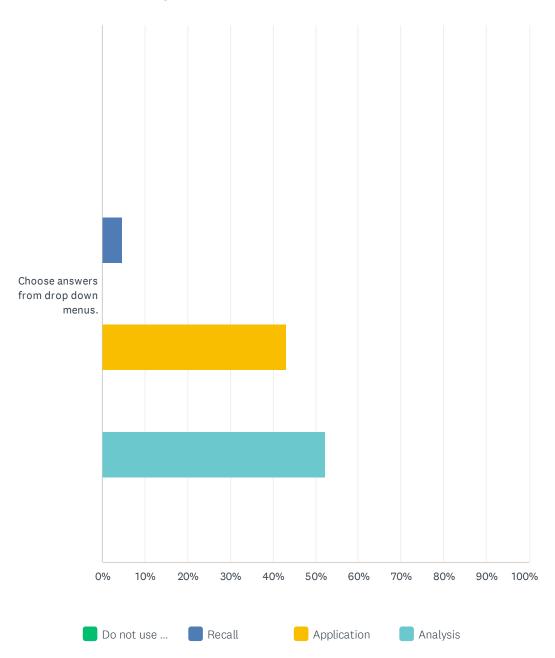
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00%	1.54% 1	15.38% 10	83.08% 54	65

Q26 1.4.4 Implement the use of best practices to mitigate bias in assessment strategies.





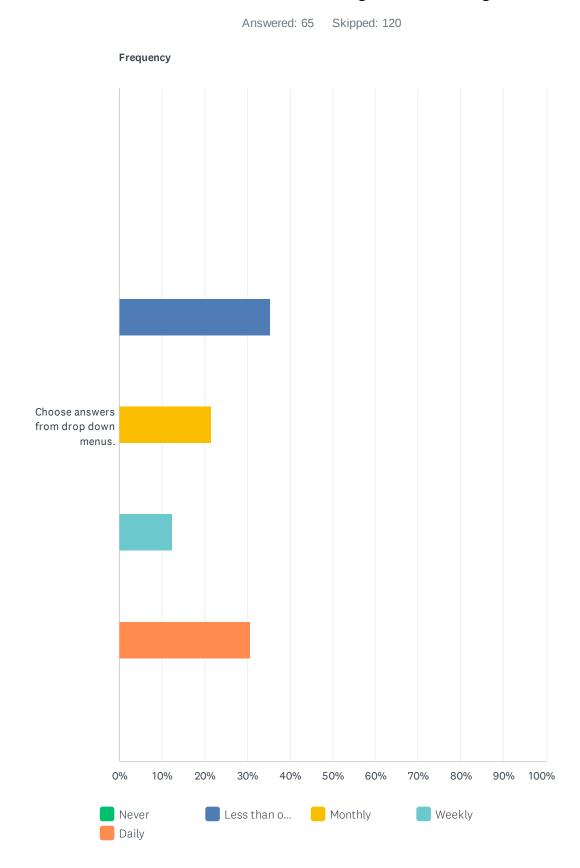


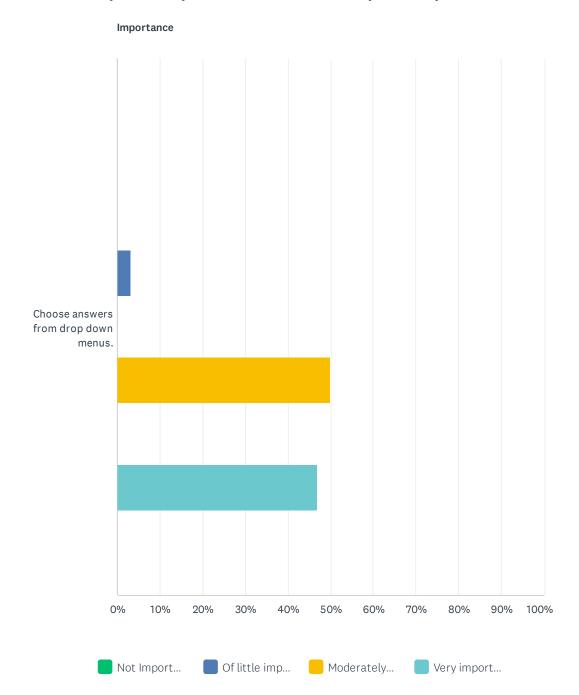


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Frequency								
		NEVER	LESS THAN ONCE	A MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	0.00%		40.91% 27	28.79% 19	18.18% 12	12.12% 8	66
Importance								
	NOT IMPOI	RTANT	OF LITTLE IMPORTANCE		RATELY RTANT	VERY IMPOR	RTANT	TOTAL
Choose answers from drop down menus.		0.00%	4.62	2%	32.31	L% 21	63.08% 41	65

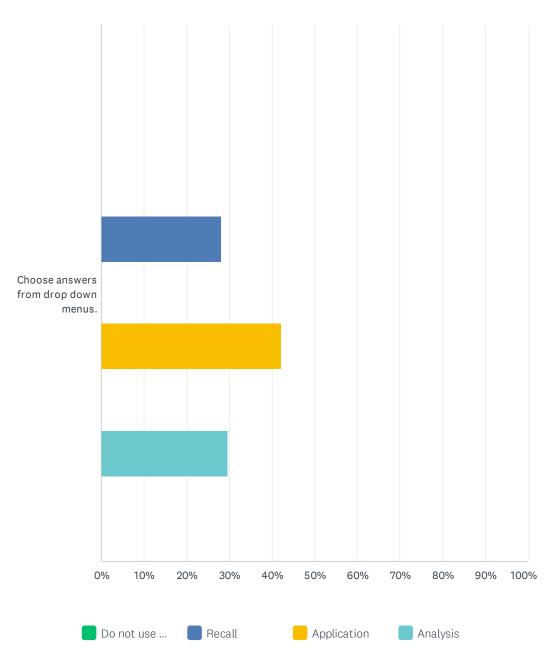
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	4.62% 3	43.08% 28	52.31% 34	65

Q27 1.5.1 Understand the importance of contemporary ethical principles associated with teaching and learning.







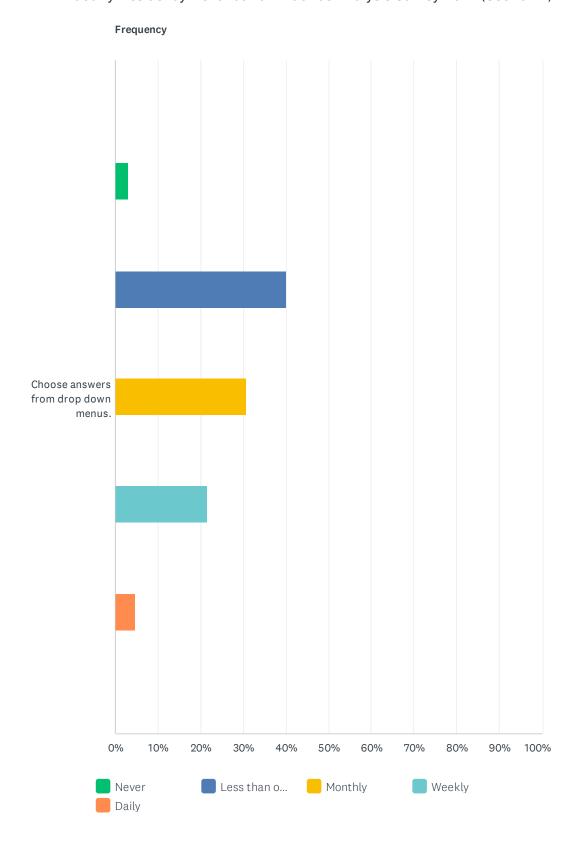


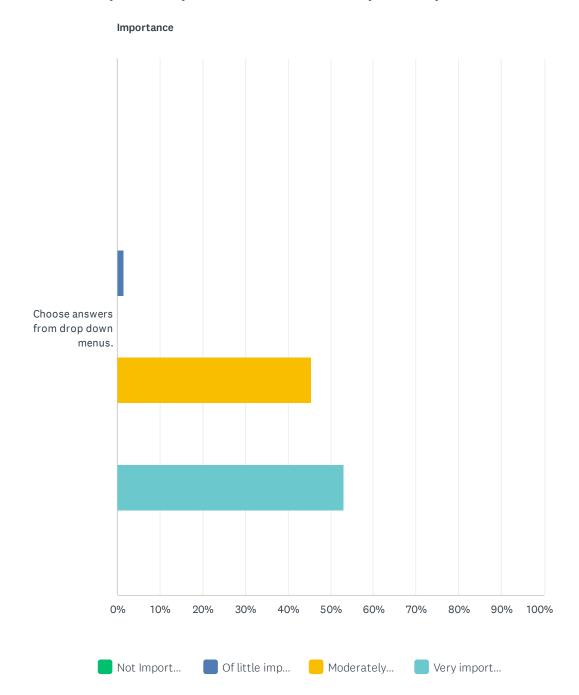
Frequency									
		NEVER	LESS THAN ON	ICE A M	IONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	0.00%		3	35.38% 23	21.54% 14	12.31% 8	30.77% 20	65
Importance									
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE		MODE!	RATELY TANT	VERY IMPOR	RTANT	TOTAL
Choose answers from drop down menus.		0.00%	3	3.13%		50.00	0% 32	46.88% 30	64

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	28.13% 18	42.19% 27	29.69% 19	64

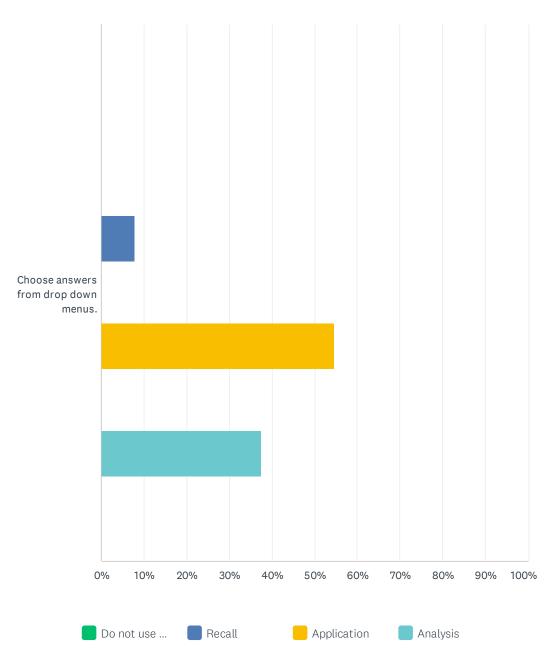
Q28 1.5.2 Examine the importance of academic integrity and use of tools (e.g., browser lockdown, scanning, and plagiarism software, and the use of artificial intelligence) in order to develop strategies that discourage and address unwanted behaviors, including cheating, falsification, and plagiarism.

Answered: 65 Skipped: 120







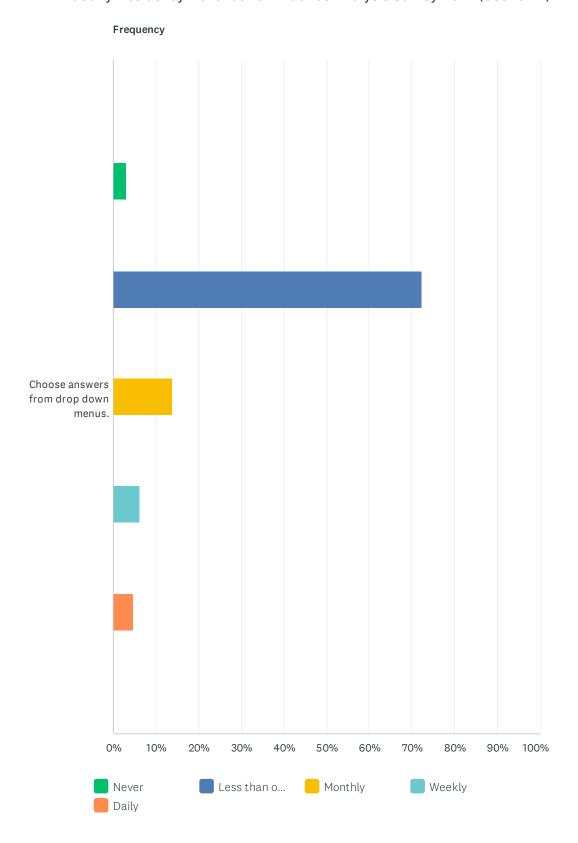


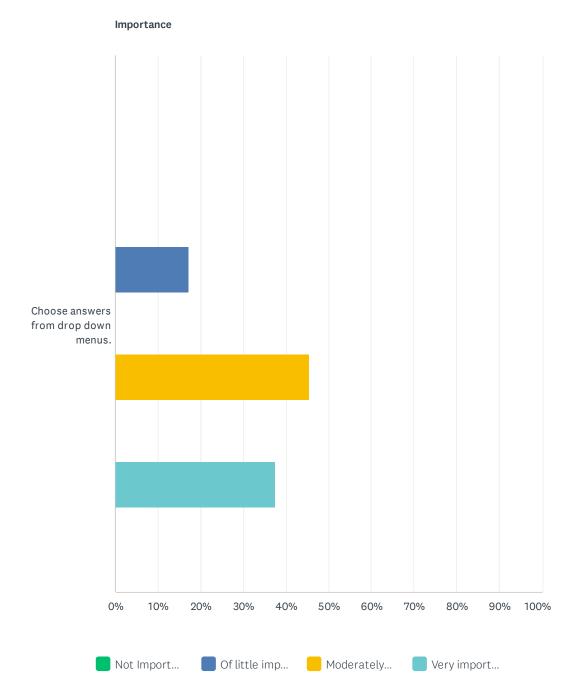
Frequency								
	1	NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	ienus.	3.08%		40.00% 26	30.77% 20	21.54% 14	4.62% 3	65
Importance								
	NOT IMPORT	TANT	OF LITTLE IMPORTANCE	MODEF IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		0.00%	1.56% 1		45.31 ⁹	% 9	53.13% 34	64

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00%	7.81% 5	54.69% 35	37.50% 24	64

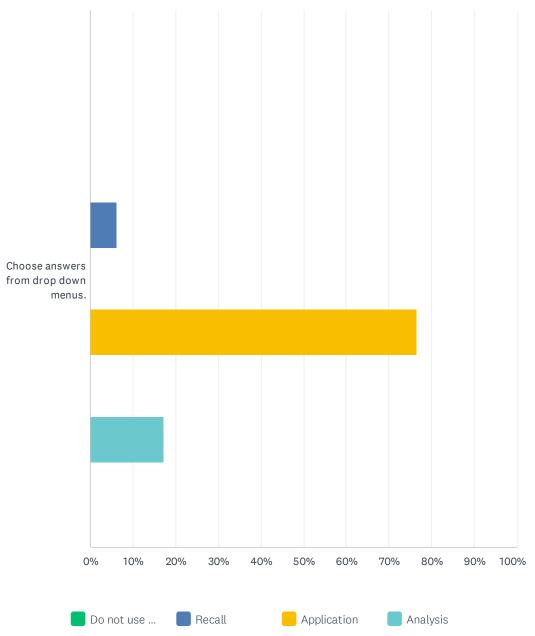
Q29 1.5.3 Develop strategies that discourage and address unwanted behaviors (e.g., harassment, theft, vandalism, stalking, disruptive behavior, physical or verbal altercations, and use of prohibited substances).

Answered: 65 Skipped: 120







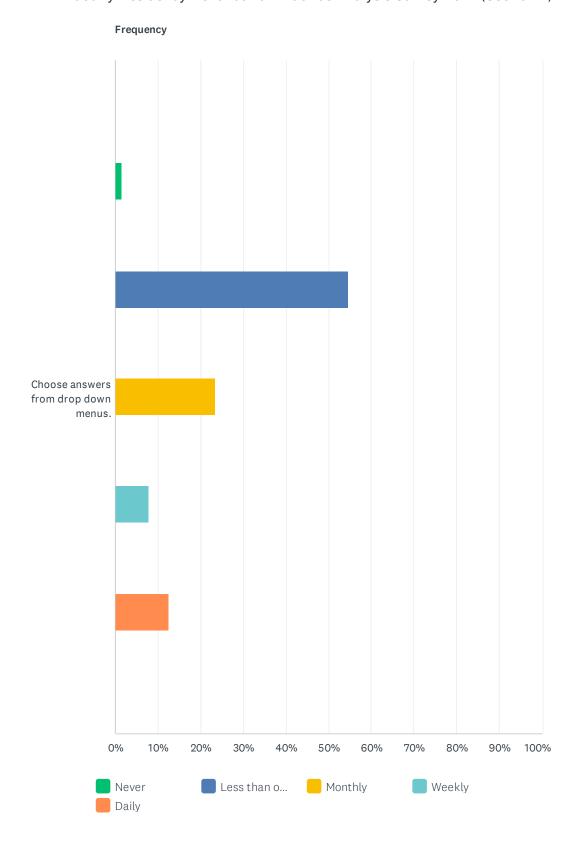


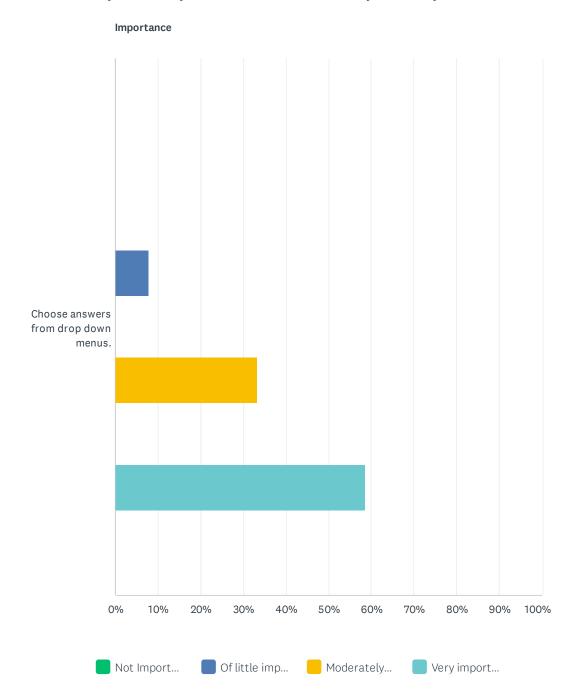
Frequency								
		NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	3.08%		72.31% 47	13.85% 9	6.15% 4	4.62% 3	65
Importance								
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE	MODEF IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		0.00%	17.19% 11		45.31 ⁹	-	37.50% 24	64

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	6.25% 4	76.56% 49	17.19% 11	64

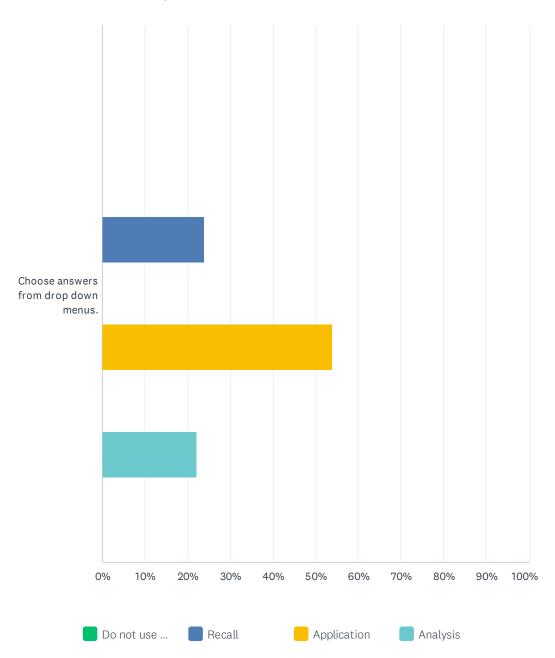
Q30 1.5.4 Delineate the legal (federal/state) and accreditation standards that govern issues of privacy, security, discrimination, and other important considerations in the teaching and learning process, including Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), Americans with Disabilities Act (ADA), Title 9 and CAPTE.

Answered: 64 Skipped: 121





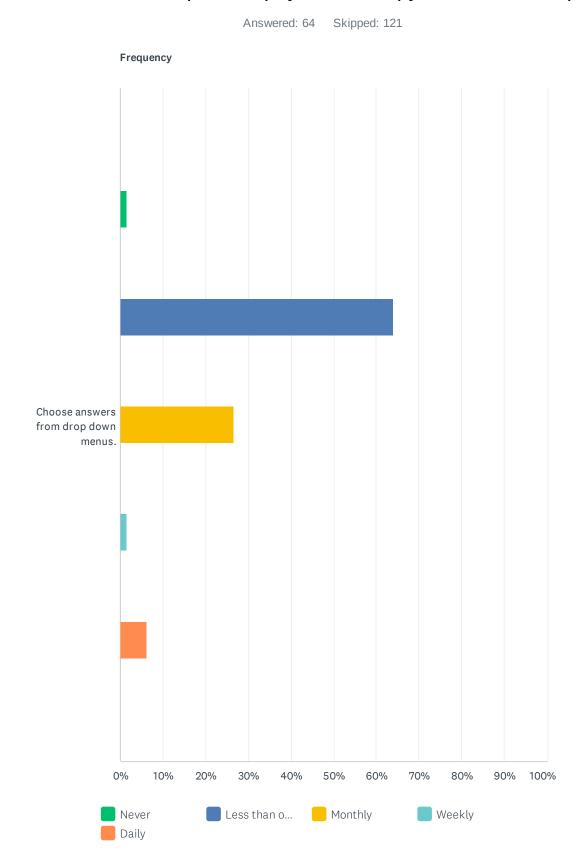


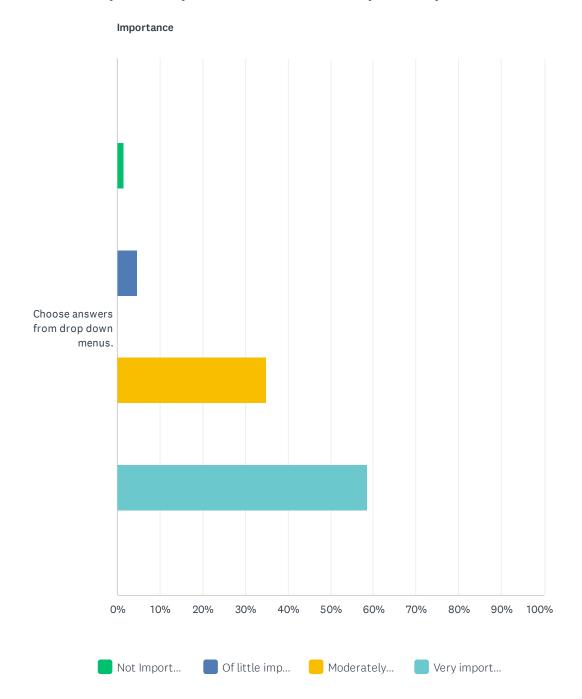


Formula								
Frequency								
	NEVER	LESS THAN ONCE A N	HTMON	MONTHLY	WEEKLY	DAILY	TOTAL	
Choose answers from drop down m	enus. 1.56% 1		54.69% 35	23.44% 15	7.81% 5	12.50% 8	64	
Importance								
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODE	RATELY RTANT	VERY IMPOR	RTANT	TOTAL	
Choose answers from drop down menus.	0.00%	7.94% 5		33.33	% 21	58.73% 37	63	

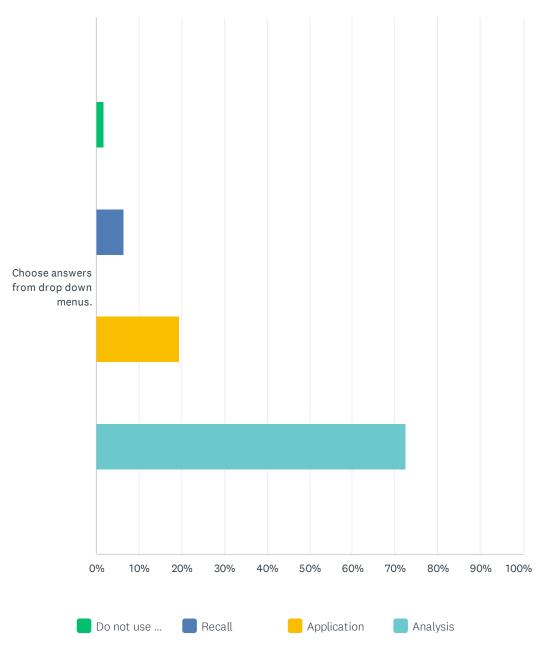
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00%	23.81% 15	53.97% 34	22.22% 14	63

Q31 1.5.5 Analyze policies and practices related to diversity, equity and inclusion and their impact on physical therapy education and practice.







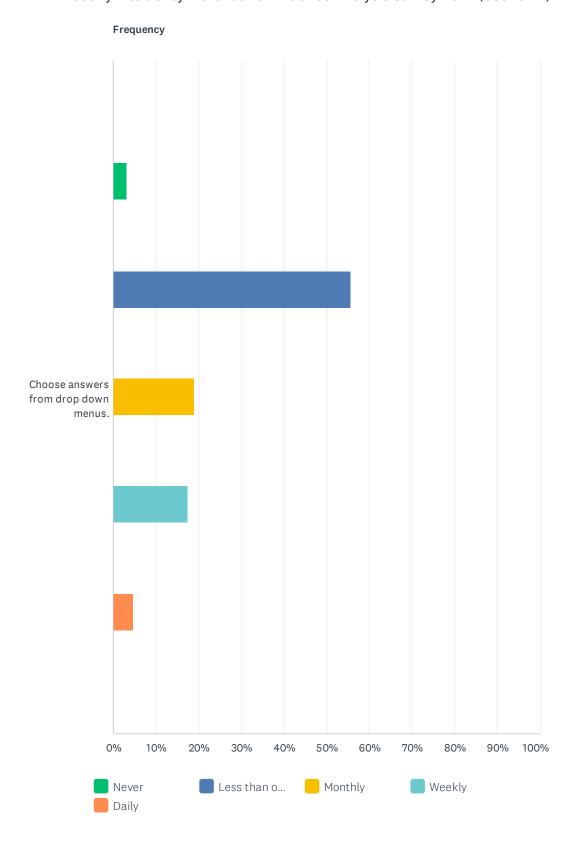


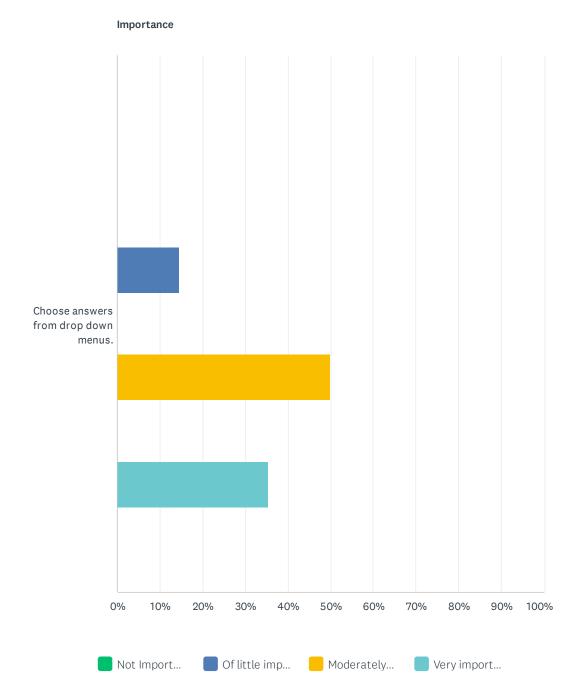
Frequency								
		NEVER	LESS THAN ONCE	HTNOM A	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	ienus.	1.56% 1		64.06% 41	26.56% 17	1.56% 1	6.25% 4	64
Importance								
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE	MODEF IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		1.59% 1	4.76%		34.929 2	% 22	58.73% 37	63

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	1.61% 1	6.45% 4	19.35% 12	72.58% 45	62

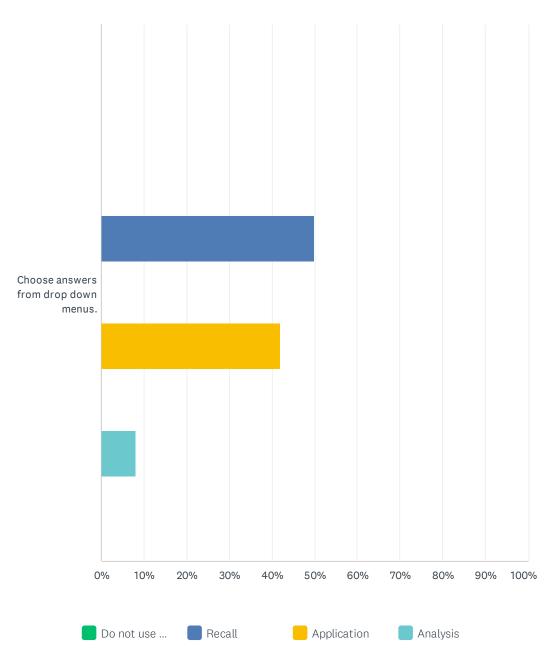
Q32 1.5.6 Understand the importance of compliance with copyright laws, including the TEACH (Technology, Education, and Copyright Harmonization) Act.

Answered: 63 Skipped: 122







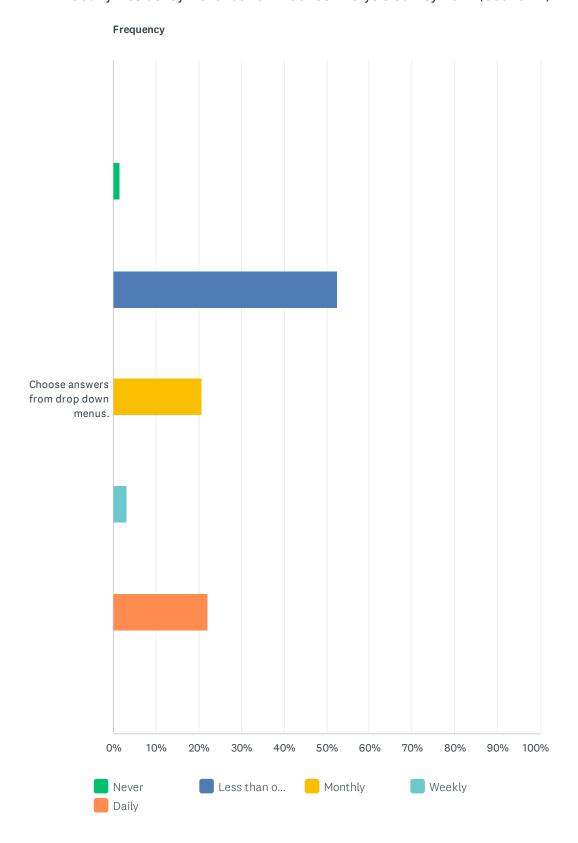


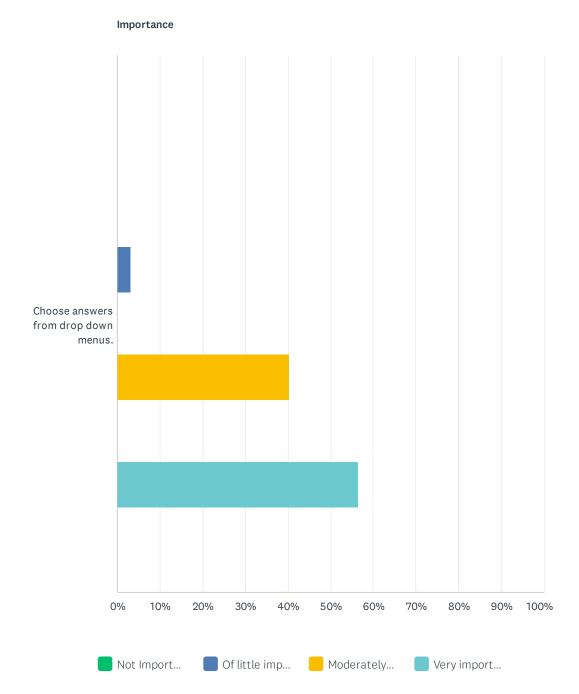
Frequency									
	N	NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL	
Choose answers from drop down m	enus.	3.17%		55.56% 35	19.05% 12	17.46% 11	4.76% 3	63	
Importance									
	NOT IMPORTA	ANT	OF LITTLE IMPORTANCE	MODEF IMPOR		VERY IMPOR	TANT	TOTAL	
Choose answers from drop down menus.	(0.00%	14.52% 9		50.00 ⁹	-	35.48% 22	62	

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	50.00% 31	41.94% 26	8.06% 5	62

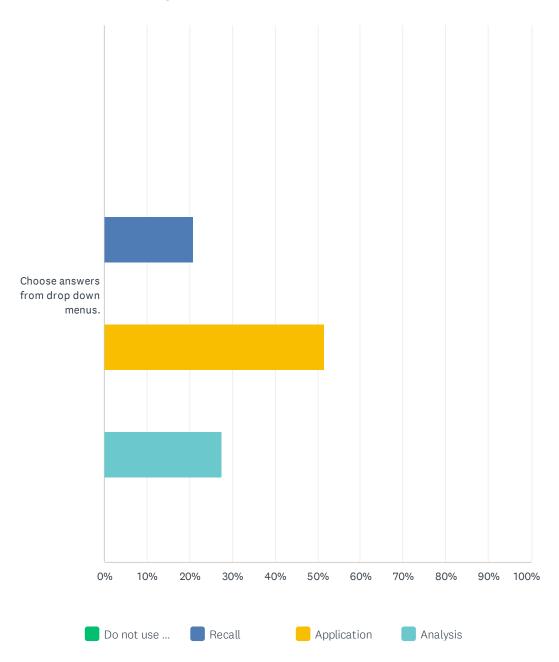
Q33 1.5.7 Illustrate the potential ethical implications of the power imbalance that exists between teacher and student (e.g., authoritarian classroom, befriending students on social media, out-of-class interactions, acceptance of favors from students, having students babysit children, sexual harassment).

Answered: 63 Skipped: 122







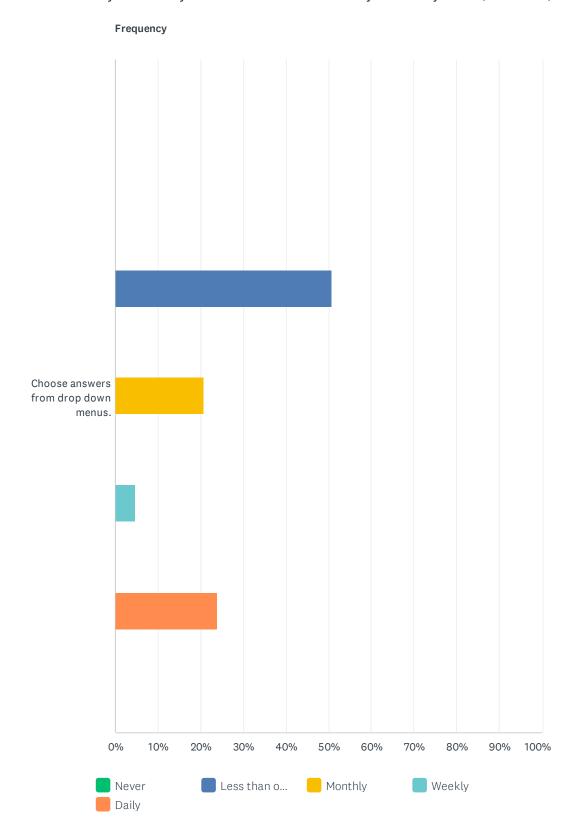


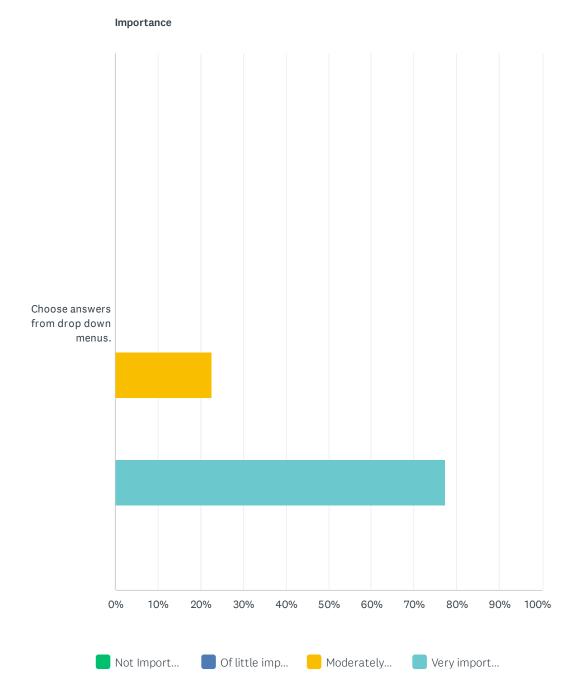
Frequency									
		NEVER	LESS THAN ONC	EAM	ONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	ienus.	1.59% 1		5	52.38% 33	20.63% 13	3.17%	22.22% 14	63
Importance									
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE		MODEI	RATELY TANT	VERY IMPO	RTANT	TOTAL
Choose answers from drop down menus.		0.00%	3.:	23% 2		40.32	2% 25	56.45% 35	62

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00%	20.97% 13	51.61% 32	27.42% 17	62

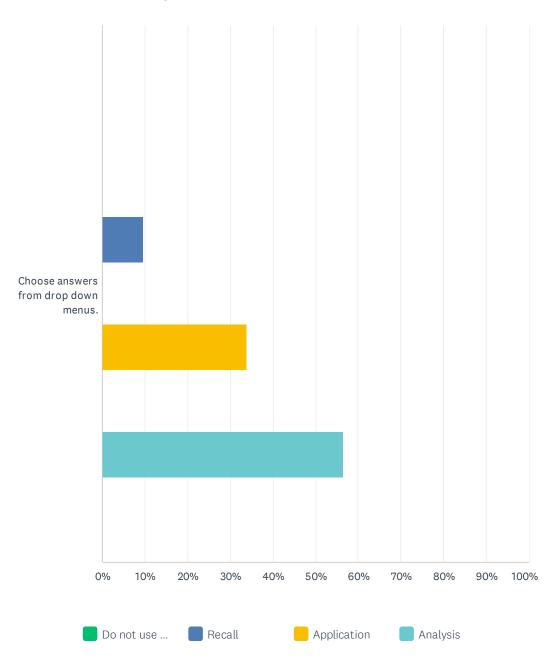
Q34 1.5.8 Analyze the importance of adherence to nondiscriminatory policies related to race, sex, gender identity, sexual orientation, disability, religion, culture, etc.

Answered: 63 Skipped: 122





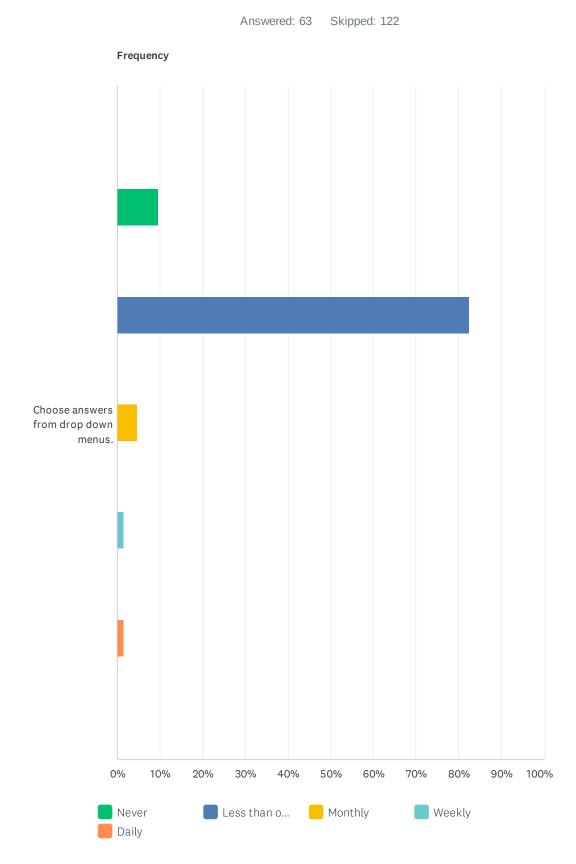


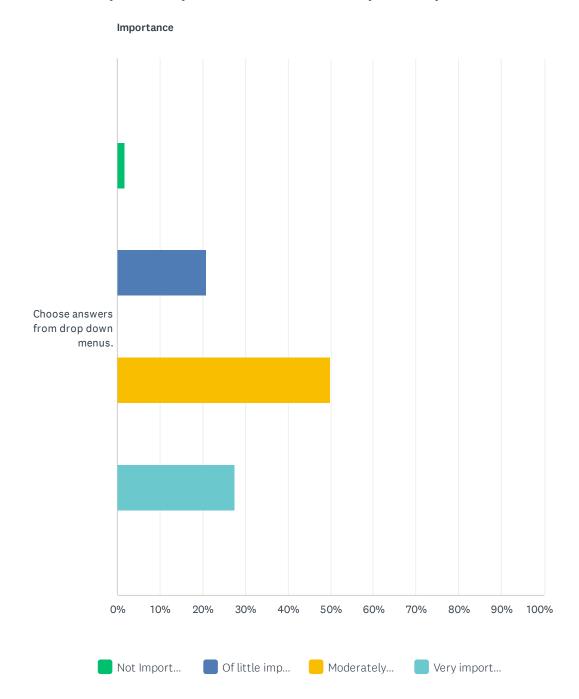


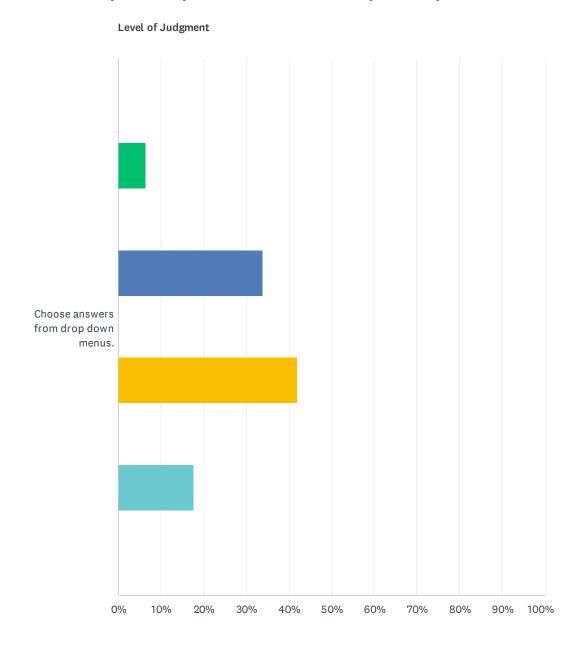
Frequency									
. requestey	NEVER	LESS THAN ONCE A N	ИОИТН	MONTHLY	WEEKLY	DAILY	TOTAL		
Choose answers from drop down m	enus. 0.00% 0		50.79% 32	20.63% 13	4.76% 3	23.81% 15	63		
Importance									
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODE	RATELY RTANT	VERY IMPOR	RTANT	TOTAL		
Choose answers from drop down menus.	0.00%	0.00%		22.58	% 14	77.42% 48	62		

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00%	9.68% 6	33.87% 21	56.45% 35	62

Q35 1.5.9 Examine institutions' policies related to records management and destruction, and the basis for such policies.







Frequency								
		NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	9.52% 6		82.54% 52	4.76% 3	1.59% 1	1.59% 1	63
Importance								
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE	MODEF IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		1.61% 1	20.97% 13		50.009		27.42% 17	62

Do not use ...

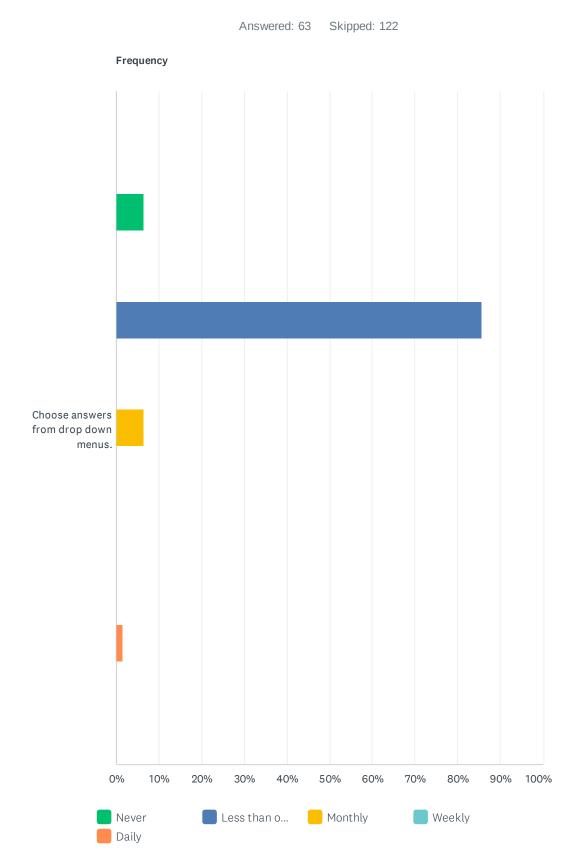
Recall

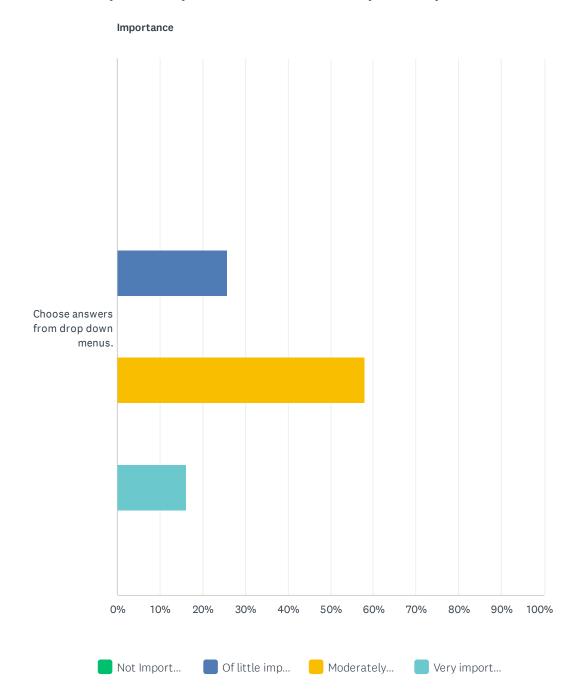
Application

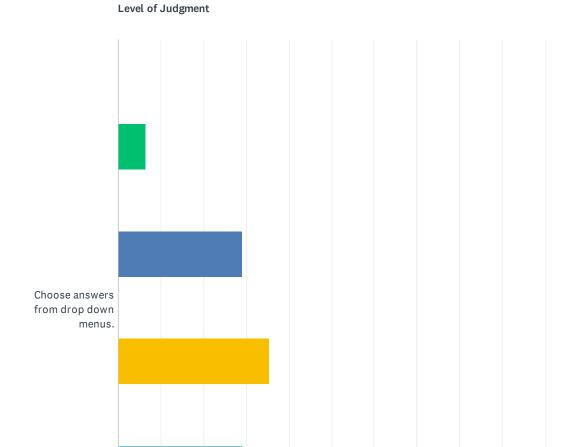
Analysis

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	6.45% 4	33.87% 21	41.94% 26	17.74% 11	62

Q36 1.5.10 Analyze institutions' policies related to faculty, staff, and student use of social media.







Frequency								
		NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	ienus.	6.35% 4		85.71% 54	6.35% 4	0.00%	1.59% 1	63
Importance								
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE	MODEF IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		0.00%	25.81% 16		58.06 ⁰	% 86	16.13% 10	62

90% 100%

0%

10%

Do not use ...

20%

30%

Recall

40%

50%

Application

60%

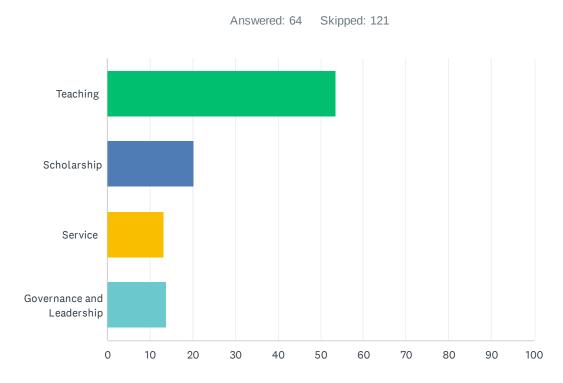
70%

80%

Analysis

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	6.45% 4	29.03% 18	35.48% 22	29.03% 18	62

Q37 5.1 Please indicate the minimum percentage of time should be devoted to each competency within a residency program's curriculum (both educational hours and practice hours). The percentage must total 100%:



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Teaching	53	3,420	64
Scholarship	20	1,255	62
Service	13	835	63
Governance and Leadership	14	890	64
Total Respondents: 64			

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34	10	3/14/2024 1:46 PM
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36	15	3/14/2024 1:16 PM
37	10	3/14/2024 12:59 PM
38	10	3/14/2024 11:59 AM
39	10	3/14/2024 11:40 AM
40	10	3/14/2024 10:49 AM
41	10	3/14/2024 10:37 AM
42	10	3/14/2024 10:16 AM
43	10	3/14/2024 10:14 AM
44	10	3/14/2024 10:07 AM
45	20	3/14/2024 9:58 AM
46	10	3/14/2024 9:46 AM
47	10	3/11/2024 1:01 PM
48	20	3/5/2024 2:18 PM
49	10	3/4/2024 5:02 PM
50	15	3/3/2024 11:37 AM
51	5	3/3/2024 6:49 AM
52	25	3/1/2024 10:07 AM
53	15	3/1/2024 9:00 AM
54	15	2/29/2024 4:22 PM
55	20	2/29/2024 12:44 PM
56	5	2/29/2024 10:42 AM
57	5	2/29/2024 10:23 AM
58	5	2/29/2024 9:16 AM
59	10	2/29/2024 9:14 AM
60	30	2/29/2024 8:47 AM
61	15	2/29/2024 8:31 AM
62	15	2/29/2024 8:21 AM
63	10	2/29/2024 8:16 AM
#	GOVERNANCE AND LEADERSHIP	DATE
1	20	5/10/2024 5:11 PM
2	20	5/3/2024 8:47 AM
3	10	5/2/2024 11:19 AM
4	10	5/1/2024 8:55 AM
5	5	4/30/2024 11:35 PM
6	20	4/30/2024 10:53 PM

8	0	4/30/2024 6:21 PM
9	15	4/30/2024 5:04 PM
10	10	4/30/2024 4:32 PM
11	10	4/30/2024 4:31 PM
12	10	4/30/2024 4:01 PM
13	10	4/30/2024 3:23 PM
14	15	4/30/2024 3:15 PM
15	5	4/30/2024 2:52 PM
16	10	4/30/2024 2:44 PM
17	10	4/5/2024 2:54 PM
18	15	4/2/2024 2:08 PM
19	10	3/19/2024 1:36 PM
20	5	3/19/2024 10:01 AM
21	20	3/18/2024 3:41 PM
22	40	3/18/2024 9:35 AM
23	5	3/18/2024 4:06 AM
24	15	3/17/2024 1:44 PM
25	20	3/15/2024 5:43 PM
26	10	3/15/2024 10:41 AM
27	10	3/14/2024 6:17 PM
28	15	3/14/2024 5:55 PM
29	15	3/14/2024 4:31 PM
30	20	3/14/2024 4:13 PM
31	15	3/14/2024 2:41 PM
32	15	3/14/2024 2:28 PM
33	10	3/14/2024 2:24 PM
34	10	3/14/2024 1:46 PM
35	10	3/14/2024 1:39 PM
36	20	3/14/2024 1:16 PM
37	10	3/14/2024 12:59 PM
38	20	3/14/2024 11:59 AM
39	15	3/14/2024 11:40 AM
40	5	3/14/2024 10:49 AM
41	25	3/14/2024 10:37 AM
42	25	3/14/2024 10:16 AM
43	10	3/14/2024 10:14 AM
44	10	3/14/2024 10:07 AM
45	50	3/14/2024 10:02 AM

46	10	3/14/2024 9:58 AM
47	20	3/14/2024 9:46 AM
48	10	3/11/2024 1:01 PM
49	20	3/5/2024 2:18 PM
50	5	3/4/2024 5:02 PM
51	20	3/3/2024 11:37 AM
52	10	3/3/2024 6:49 AM
53	25	3/1/2024 10:07 AM
54	25	3/1/2024 9:00 AM
55	15	2/29/2024 4:22 PM
56	10	2/29/2024 12:44 PM
57	10	2/29/2024 10:42 AM
58	5	2/29/2024 10:23 AM
59	5	2/29/2024 9:16 AM
60	10	2/29/2024 9:14 AM
61	0	2/29/2024 8:47 AM
62	15	2/29/2024 8:31 AM
63	15	2/29/2024 8:21 AM
64	10	2/29/2024 8:16 AM

Q38 6.1 Please indicate the state/jurisdiction that you reside in:

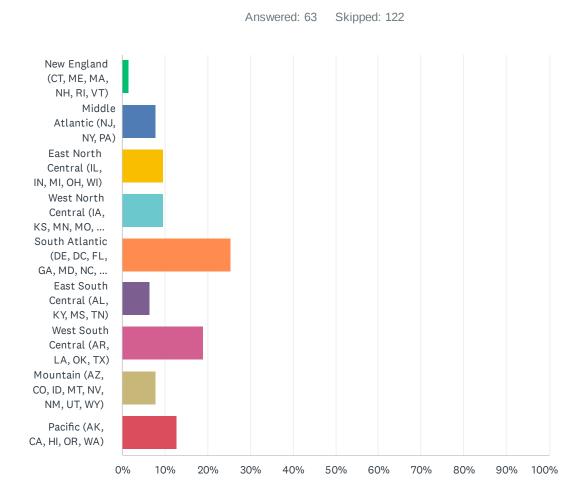
Answered: 63 Skipped: 122

#	RESPONSES	DATE
1	Montana	5/10/2024 5:11 PM
2	DC	5/3/2024 8:47 AM
3	IL	5/2/2024 11:19 AM
4	TX	5/1/2024 8:55 AM
5	Pennsylvania	4/30/2024 10:53 PM
6	TX	4/30/2024 6:21 PM
7	Texas	4/30/2024 5:04 PM
8	TX	4/30/2024 4:32 PM
9	Georgia	4/30/2024 4:31 PM
10	California	4/30/2024 4:02 PM
11	ОН	4/30/2024 3:24 PM
12	TN	4/30/2024 3:16 PM
13	MI	4/30/2024 2:52 PM
14	OH - I am not currently a faculty member but have been for mroe than 2 years in a past position os I started the survey. I did not complete due to length.	4/30/2024 2:47 PM
15	wi	4/30/2024 2:45 PM
16	Michigan	4/5/2024 2:54 PM
17	NC	4/2/2024 2:09 PM
18	FL	3/19/2024 1:36 PM
19	california	3/19/2024 10:01 AM
20	North Carolina	3/18/2024 3:42 PM
21	ME	3/18/2024 9:36 AM
22	со	3/18/2024 4:06 AM
23	NE	3/17/2024 1:45 PM
24	California	3/15/2024 5:43 PM
25	nj	3/15/2024 10:41 AM
26	Missouri	3/14/2024 6:18 PM
27	Maryland	3/14/2024 5:55 PM
28	California	3/14/2024 4:31 PM
29	FL	3/14/2024 4:14 PM
30	Utah	3/14/2024 2:42 PM
31	WA	3/14/2024 2:28 PM
32	MS	3/14/2024 2:24 PM

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

33	Georgia	3/14/2024 1:46 PM
34	WI	3/14/2024 1:40 PM
35	California	3/14/2024 1:16 PM
36	Texas	3/14/2024 12:59 PM
37	Iowa	3/14/2024 11:59 AM
38	AK	3/14/2024 11:40 AM
39	MD	3/14/2024 10:49 AM
40	Texas	3/14/2024 10:37 AM
41	Virginia	3/14/2024 10:16 AM
42	Colorado	3/14/2024 10:14 AM
43	Texas	3/14/2024 10:07 AM
44	FL	3/14/2024 10:02 AM
45	Missouri	3/14/2024 9:58 AM
46	FL	3/14/2024 9:46 AM
47	DC	3/11/2024 1:01 PM
48	Georgia	3/5/2024 2:19 PM
49	MO	3/4/2024 5:02 PM
50	Colorado	3/3/2024 11:37 AM
51	Pa	3/3/2024 6:50 AM
52	Oklahoma	3/1/2024 10:07 AM
53	Pennsylvania	3/1/2024 9:00 AM
54	New Mexico	2/29/2024 4:23 PM
55	TX	2/29/2024 12:45 PM
56	TX	2/29/2024 10:42 AM
57	KS	2/29/2024 10:23 AM
58	New York	2/29/2024 9:16 AM
59	Ohio	2/29/2024 9:15 AM
60	Texas	2/29/2024 8:47 AM
61	Тх	2/29/2024 8:32 AM
62	FL	2/29/2024 8:21 AM
63	PA	2/29/2024 8:17 AM

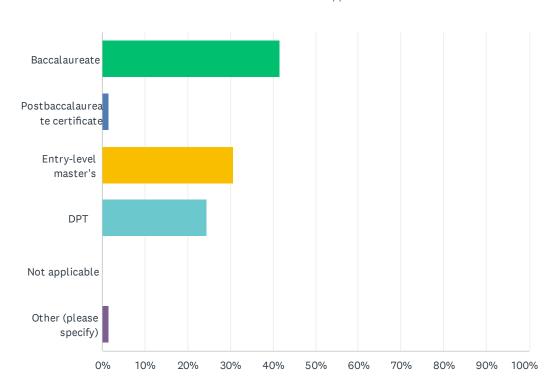
Q39 6.2 In which geographic region is the academic program for which you are a primary faculty member:



ANSWER CHOICES	RESPONSES	
New England (CT, ME, MA, NH, RI, VT)	1.59%	1
Middle Atlantic (NJ, NY, PA)	7.94%	5
East North Central (IL, IN, MI, OH, WI)	9.52%	6
West North Central (IA, KS, MN, MO, NE, ND, SD)	9.52%	6
South Atlantic (DE, DC, FL, GA, MD, NC, PR, SC, VA, WV)	25.40%	16
East South Central (AL, KY, MS, TN)	6.35%	4
West South Central (AR, LA, OK, TX)	19.05%	12
Mountain (AZ, CO, ID, MT, NV, NM, UT, WY)	7.94%	5
Pacific (AK, CA, HI, OR, WA)	12.70%	8
TOTAL		63

Q40 7.1 What is your entry-level physical therapy education?

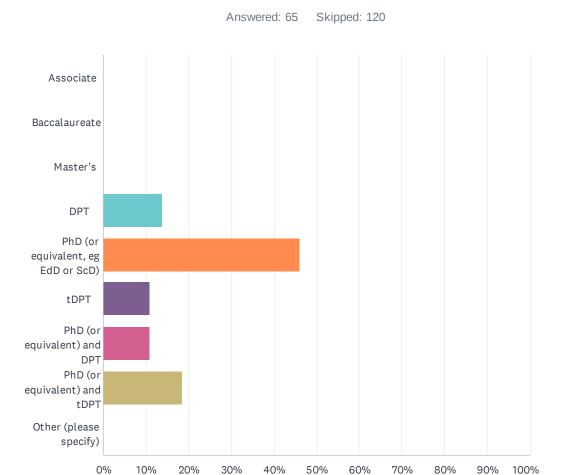




ANSWER CHOICES	RESPONSES	
Baccalaureate	41.54%	27
Postbaccalaureate certificate	1.54%	1
Entry-level master's	30.77%	20
DPT	24.62%	16
Not applicable	0.00%	0
Other (please specify)	1.54%	1
TOTAL		65

#	OTHER (PLEASE SPECIFY)	DATE
1	BS	2/29/2024 8:33 AM

Q41 7.2 What is your highest earned academic degree in any area of study?



ANSWER CHOICES	RESPONSES	
Associate	0.00%	0
Baccalaureate	0.00%	0
Master's	0.00%	0
DPT	13.85%	9
PhD (or equivalent, eg EdD or ScD)	46.15%	30
tDPT	10.77%	7
PhD (or equivalent) and DPT	10.77%	7
PhD (or equivalent) and tDPT	18.46%	12
Other (please specify)	0.00%	0
TOTAL		65

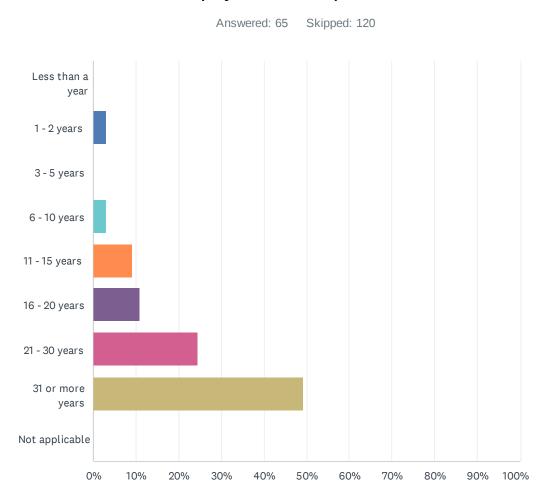
DATE

OTHER (PLEASE SPECIFY)

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

There are no responses.

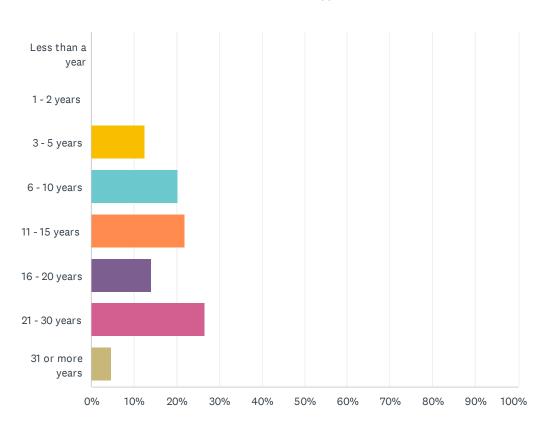
Q42 7.3 What is the total number of years you have been a practicing physical therapist?



ANSWER CHOICES	RESPONSES	
Less than a year	0.00%	0
1 - 2 years	3.08%	2
3 - 5 years	0.00%	0
6 - 10 years	3.08%	2
11 - 15 years	9.23%	6
16 - 20 years	10.77%	7
21 - 30 years	24.62%	16
31 or more years	49.23%	32
Not applicable	0.00%	0
TOTAL		65

Q43 7.4 What is the total number of years you have been involved in academic education?





ANSWER CHOICES	RESPONSES	
Less than a year	0.00%	0
1 - 2 years	0.00%	0
3 - 5 years	12.50%	8
6 - 10 years	20.31%	13
11 - 15 years	21.88%	14
16 - 20 years	14.06%	9
21 - 30 years	26.56%	17
31 or more years	4.69%	3
TOTAL		64

Q44 7.5 How long have you been a full-time faculty member (1.0 or above FTE):

Answered: 64 Skipped: 121

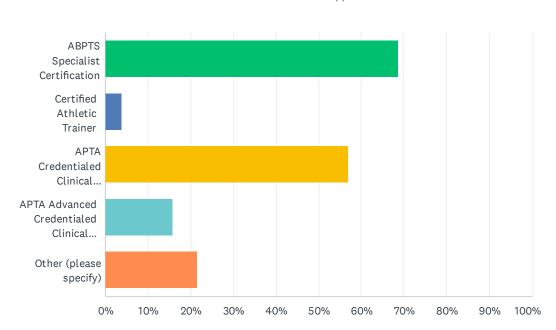
#	RESPONSES	DATE
1	7 years	5/10/2024 5:12 PM
2	4	5/3/2024 8:48 AM
3	25	5/2/2024 11:21 AM
4	15	5/1/2024 8:56 AM
5	2	4/30/2024 11:36 PM
6	4 years	4/30/2024 10:54 PM
7	20	4/30/2024 10:16 PM
8	3 years	4/30/2024 6:22 PM
9	25	4/30/2024 5:04 PM
10	6	4/30/2024 4:33 PM
11	31	4/30/2024 4:33 PM
12	20 years	4/30/2024 4:03 PM
13	16	4/30/2024 3:24 PM
14	11	4/30/2024 3:16 PM
15	15	4/30/2024 2:52 PM
16	3 years	4/30/2024 2:45 PM
17	3	4/5/2024 2:55 PM
18	0	4/2/2024 2:11 PM
19	16	3/19/2024 1:37 PM
20	9	3/19/2024 10:02 AM
21	25 years	3/18/2024 3:42 PM
22	20	3/18/2024 9:36 AM
23	26	3/18/2024 4:07 AM
24	10	3/17/2024 1:45 PM
25	3 yrs	3/15/2024 5:44 PM
26	38	3/15/2024 10:42 AM
27	20	3/14/2024 6:19 PM
28	12	3/14/2024 5:56 PM
29	10	3/14/2024 4:32 PM
30	27	3/14/2024 4:14 PM
31	8	3/14/2024 2:43 PM

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

32	10	3/14/2024 2:29 PM
33	10	3/14/2024 2:25 PM
34	8 years	3/14/2024 1:47 PM
35	4	3/14/2024 1:41 PM
36	6 years	3/14/2024 1:17 PM
37	4	3/14/2024 1:00 PM
38	17 years	3/14/2024 12:00 PM
39	28	3/14/2024 11:41 AM
40	19	3/14/2024 10:51 AM
41	4 years	3/14/2024 10:40 AM
42	20	3/14/2024 10:19 AM
43	8 years	3/14/2024 10:16 AM
44	3 years	3/14/2024 10:08 AM
45	11 years	3/14/2024 10:03 AM
46	15 years	3/14/2024 9:59 AM
47	22	3/14/2024 9:47 AM
48	14	3/11/2024 1:02 PM
49	25 years	3/5/2024 2:19 PM
50	4	3/4/2024 5:03 PM
51	20 years	3/3/2024 11:38 AM
52	10	3/3/2024 6:50 AM
53	12	3/1/2024 10:09 AM
54	28 years	3/1/2024 9:02 AM
55	20	2/29/2024 4:23 PM
56	10 years	2/29/2024 12:46 PM
57	15	2/29/2024 10:45 AM
58	2.5 years	2/29/2024 10:24 AM
59	8	2/29/2024 9:16 AM
60	7	2/29/2024 9:15 AM
61	6 years	2/29/2024 8:47 AM
62	11	2/29/2024 8:33 AM
63	26 years	2/29/2024 8:22 AM
64	22	2/29/2024 8:17 AM

Q45 7.6 Do you hold any of the following certifications or credentials?



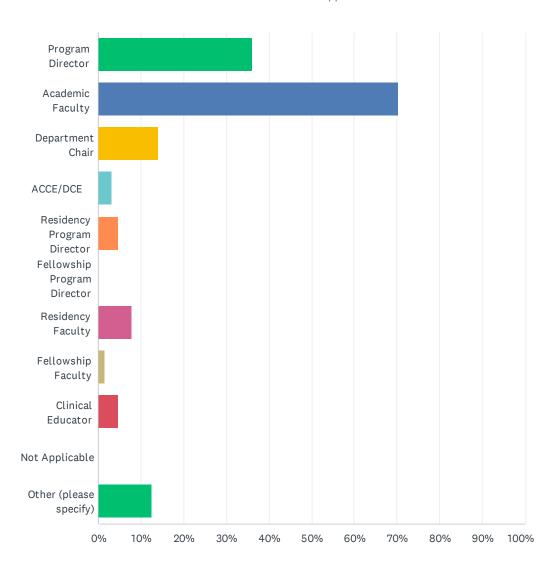


ANSWER CHOICES	RESPONSES	
ABPTS Specialist Certification	68.63%	35
Certified Athletic Trainer	3.92%	2
APTA Credentialed Clinical Instructor (Level 1)	56.86%	29
APTA Advanced Credentialed Clinical Instructor (Level 2)	15.69%	8
Other (please specify)	21.57%	11
Total Respondents: 51		

#	OTHER (PLEASE SPECIFY)	DATE
1	National Board Certified Health & Wellness Coach	4/30/2024 5:05 PM
2	Certified Healthcare Simulation Educator	4/30/2024 3:17 PM
3	CEEAA	3/19/2024 1:37 PM
4	CEEAA, AVPT	3/14/2024 5:57 PM
5	ABPTS emeritus	3/14/2024 4:15 PM
6	NSCA-Certified Strength and Conditioning Specialist	3/14/2024 2:44 PM
7	CEEAA	3/14/2024 2:27 PM
8	Manual therapy/spine certifications	3/14/2024 12:01 PM
9	CSCS	3/14/2024 10:51 AM
10	MBA	3/14/2024 10:19 AM
11	ABWM certification	3/14/2024 10:00 AM

Q46 7.7 What is your current role(s) in education? (Check all that apply)





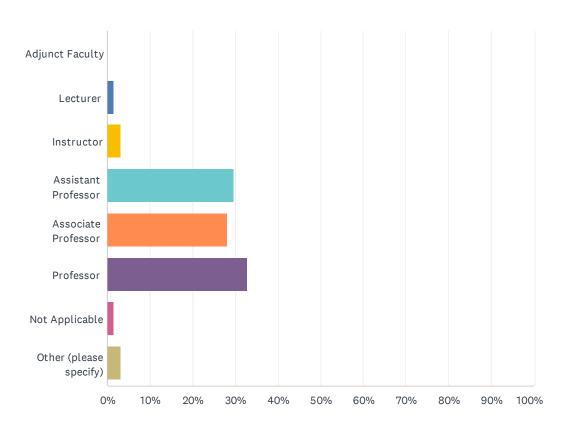
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

ANSWER CHOICES	RESPONSES	
Program Director	35.94%	23
Academic Faculty	70.31%	45
Department Chair	14.06%	9
ACCE/DCE	3.13%	2
Residency Program Director	4.69%	3
Fellowship Program Director	0.00%	0
Residency Faculty	7.81%	5
Fellowship Faculty	1.56%	1
Clinical Educator	4.69%	3
Not Applicable	0.00%	0
Other (please specify)	12.50%	8
Total Respondents: 64		

#	OTHER (PLEASE SPECIFY)	DATE
1	Retired	5/2/2024 11:22 AM
2	dean	5/1/2024 8:56 AM
3	Medical School faculty, education administration - not inclusive of PT academic program	4/30/2024 2:49 PM
4	Current Faculty Development Resident	4/2/2024 2:12 PM
5	Assistant DCE	3/14/2024 6:19 PM
6	Director for Academic Affairs (not program director)	3/14/2024 5:57 PM
7	Adjunct faculty	3/14/2024 4:15 PM
8	Director of College's Anatomy Lab and Director of University's Anatomical Gift Program	3/1/2024 9:03 AM

Q47 7.8 What is your current faculty status in your program? (Check one category only)



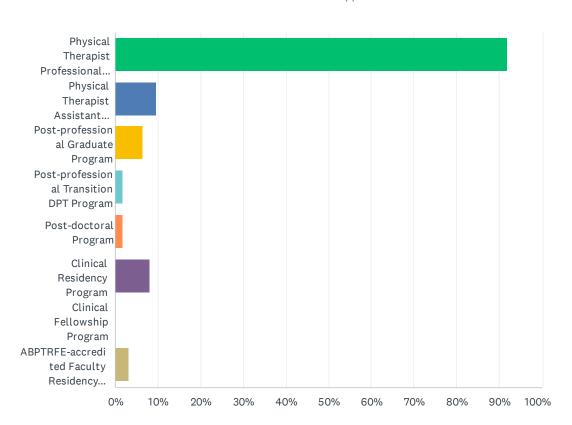


ANSWER CHOICES	RESPONSES	
Adjunct Faculty	0.00%	0
Lecturer	1.56%	1
Instructor	3.13%	2
Assistant Professor	29.69%	19
Associate Professor	28.13%	18
Professor	32.81%	21
Not Applicable	1.56%	1
Other (please specify)	3.13%	2
TOTAL		64

#	OTHER (PLEASE SPECIFY)	DATE
1	Consultant	5/2/2024 11:22 AM
2	x	4/30/2024 2:49 PM

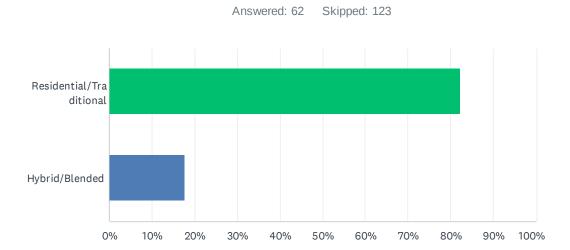
Q48 7.9 In which programs do you currently teach? (Check all that apply)





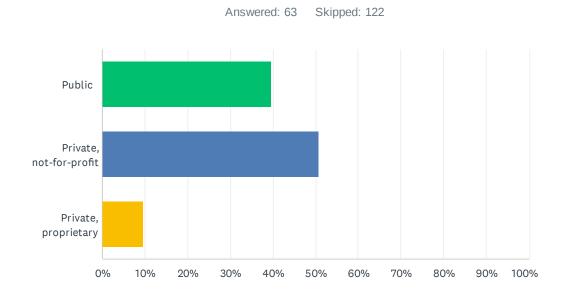
ANSWER CHOICES	RESPONSES	
Physical Therapist Professional Program	91.94%	57
Physical Therapist Assistant Professional Program	9.68%	6
Post-professional Graduate Program	6.45%	4
Post-professional Transition DPT Program	1.61%	1
Post-doctoral Program	1.61%	1
Clinical Residency Program	8.06%	5
Clinical Fellowship Program	0.00%	0
ABPTRFE-accredited Faculty Residency Program	3.23%	2
Total Respondents: 62		

Q49 7.10 What is your program's primary mode of delivery?



ANSWER CHOICES	RESPONSES	
Residential/Traditional	82.26%	51
Hybrid/Blended	17.74%	11
TOTAL		62

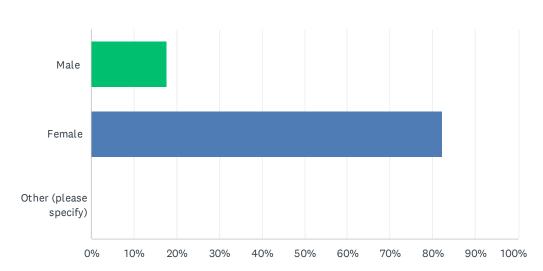
Q50 7.11 In what type of educational institution do you currently teach?



ANSWER CHOICES	RESPONSES	
Public	39.68%	25
Private, not-for-profit	50.79%	32
Private, proprietary	9.52%	6
TOTAL		63

Q51 7.12 What is your sex?



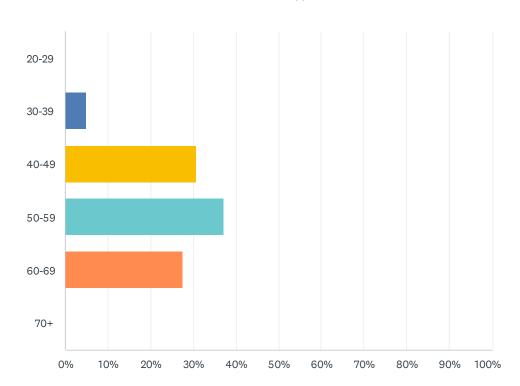


ANSWER CHOICES	RESPONSES	
Male	17.74%	11
Female	82.26%	51
Other (please specify)	0.00%	0
TOTAL		62

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q52 7.13 What is your age?

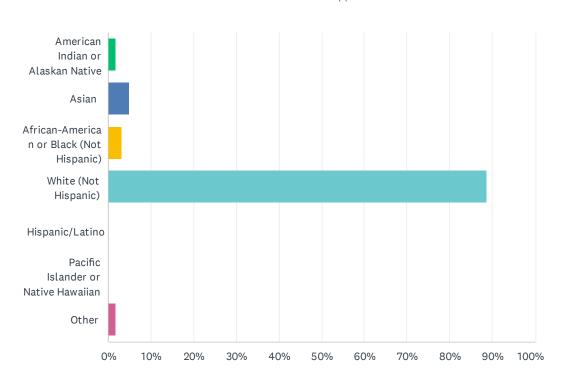
Answered: 62 Skipped: 123



ANSWER CHOICES	RESPONSES	
20-29	0.00%	0
30-39	4.84%	3
40-49	30.65%	19
50-59	37.10%	23
60-69	27.42%	17
70+	0.00%	0
TOTAL		62

Q53 7.14 Which of the following best describes your race/ethnic origin?

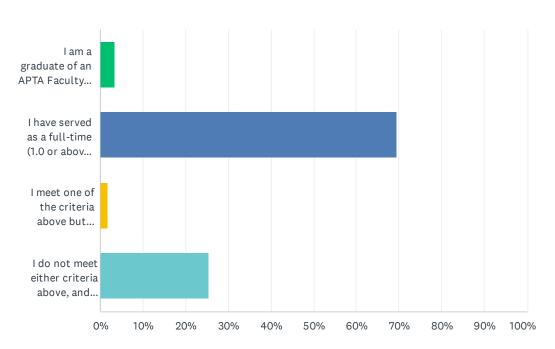




ANSWER CHOICES	RESPONSES	
American Indian or Alaskan Native	1.61%	1
Asian	4.84%	3
African-American or Black (Not Hispanic)	3.23%	2
White (Not Hispanic)	88.71%	55
Hispanic/Latino	0.00%	0
Pacific Islander or Native Hawaiian	0.00%	0
Other	1.61%	1
TOTAL		62

Q1 Please select one of the following survey options:

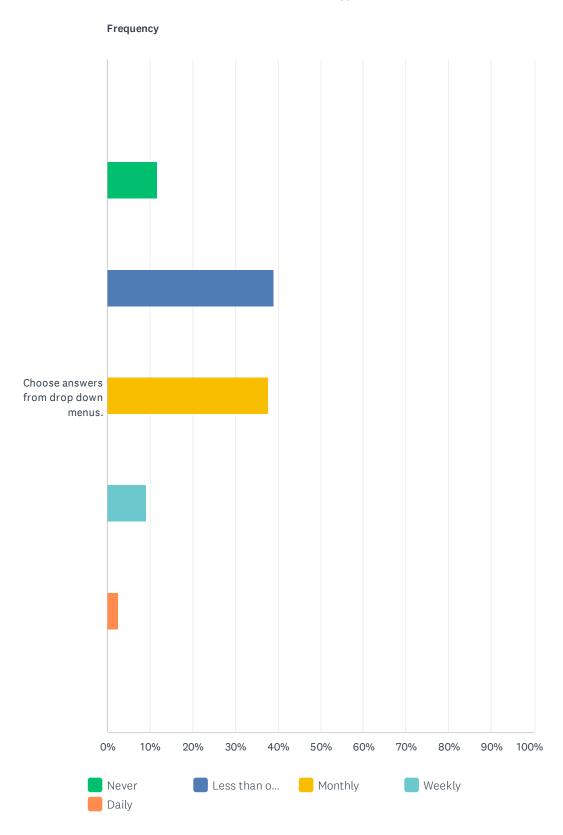


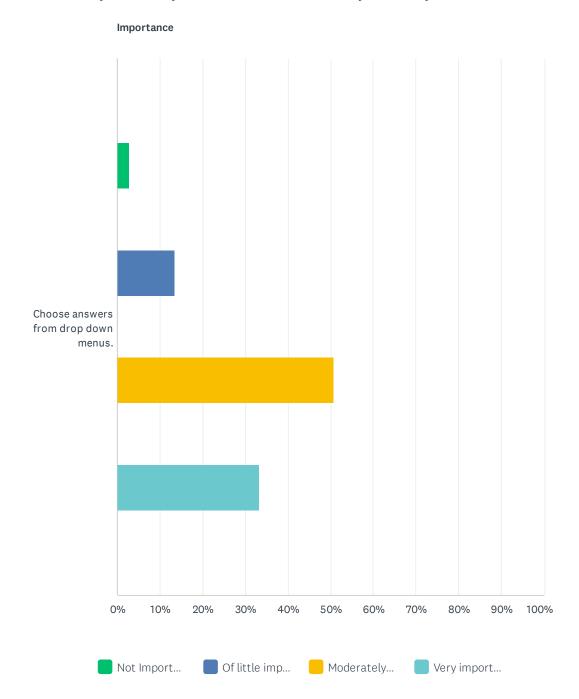


ANSWER CHOICES	RESPON	NSES
I am a graduate of an APTA Faculty Residency and have served on faculty in a physical therapy program within the last two years at any faculty rank, full-time (1.0 or above FTE).	3.45%	6
I have served as a full-time (1.0 or above FTE) faculty member with a primary appointment in a physical therapy education program for at least two years at a rank of assistant professor or higher.	69.54%	121
I meet one of the criteria above but decline to participate in this survey at this time.	1.72%	3
I do not meet either criteria above, and therefore I am not eligible to participate in this survey at this time.	25.29%	44
TOTAL		174

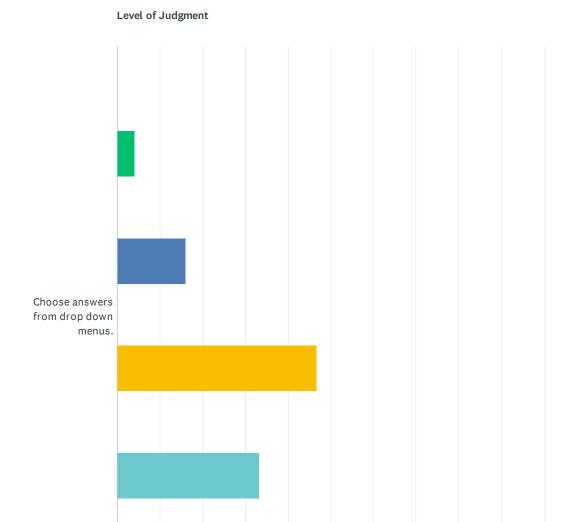
Q2 2.1 Identify and discuss definitions and models for scholarship/research (e.g., Boyer's, UniSCOPE).

Answered: 77 Skipped: 97





Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)



Frequency								
		NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	ienus.	11.69% 9		38.96% 30	37.66% 29	9.09% 7	2.60%	77
Importance								
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE	MODER		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		2.67%	13.33% 10		50.67 ⁹	-	33.33% 25	75

90% 100%

0%

10%

Do not use ...

20%

30%

Recall

40%

50%

Application

60%

70%

80%

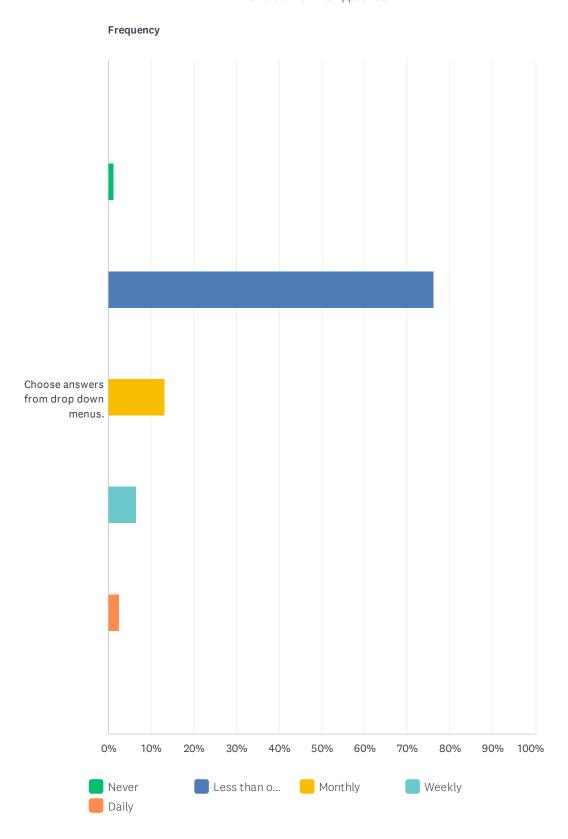
Analysis

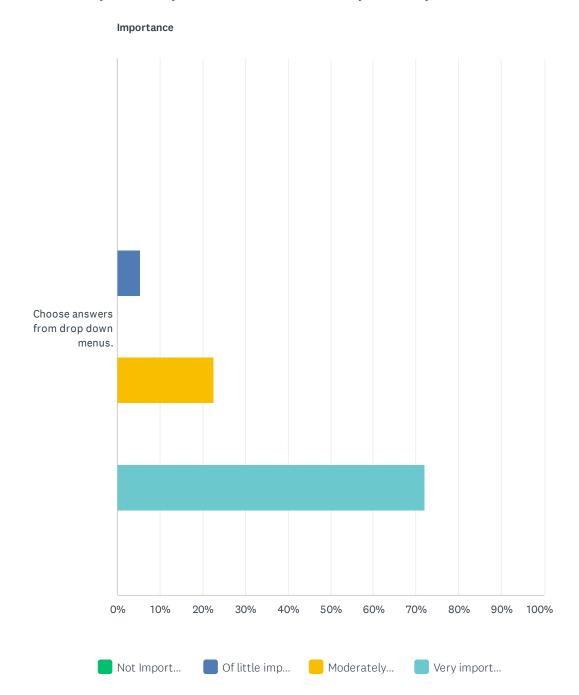
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	4.00% 3	16.00% 12	46.67% 35	33.33% 25	75

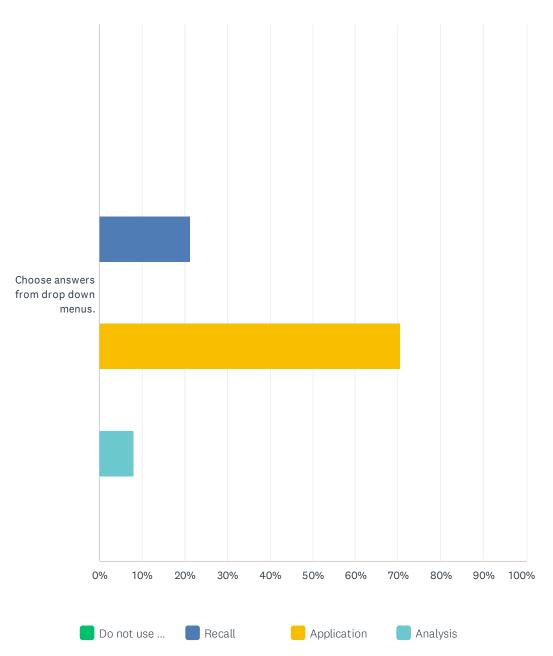
Q3 2.2.1 CITI training.

Answered: 76 Skipped: 98









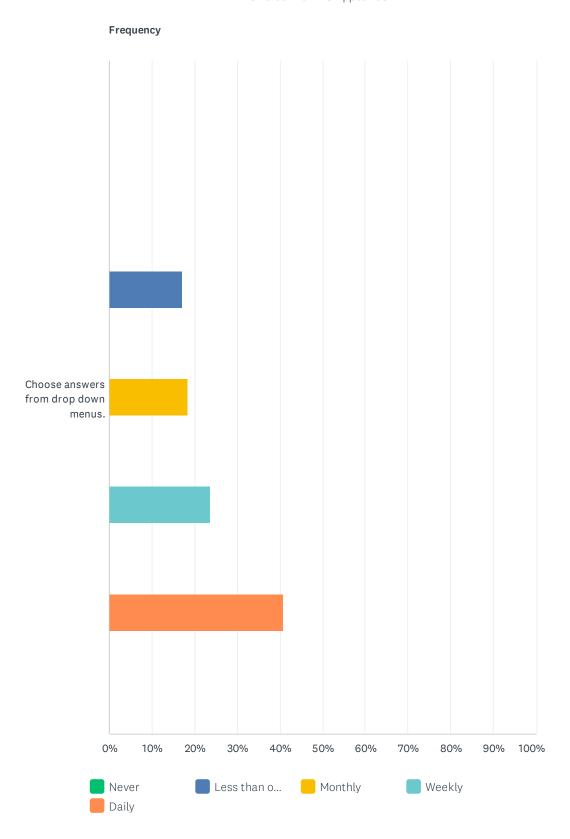
Frequency								
		NEVER	LESS THAN ONC	E A MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	ienus.	1.32% 1		76.32% 58	13.16% 10	6.58% 5	2.63% 2	76
Importance								
	NOT IMPOI	RTANT	OF LITTLE IMPORTANCE	MODE!		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		0.00%	5.33	3% 4	22.67 ⁹ 1	% .7	72.00% 54	75

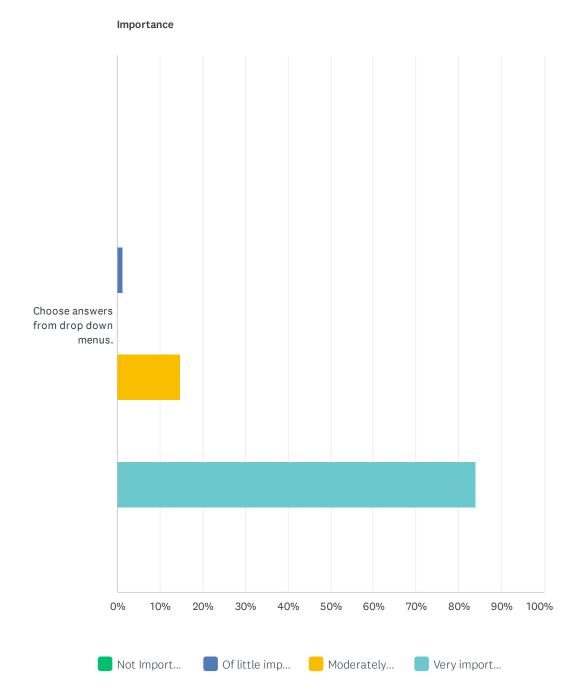
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	21.33% 16	70.67% 53	8.00% 6	75

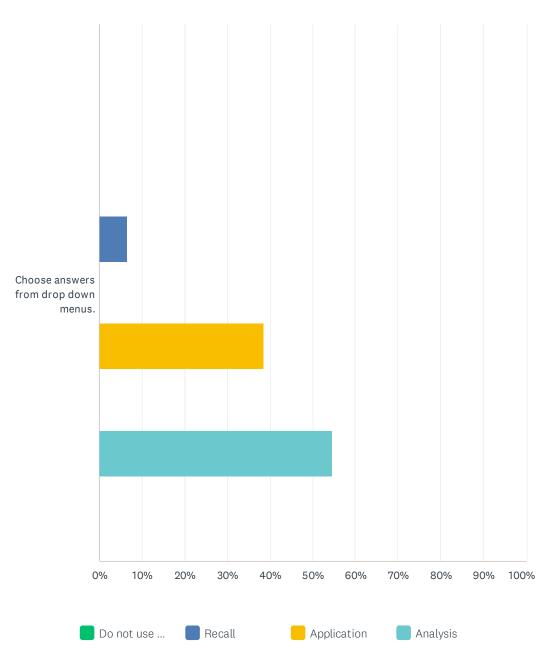
Q4 2.2.2 Ethics.

Answered: 76 Skipped: 98









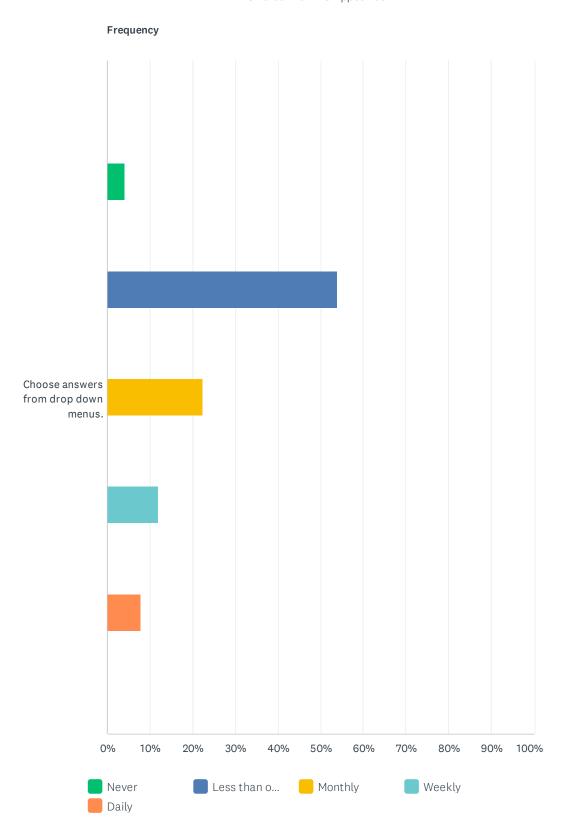
Frequency								
		NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	0.00%		17.11% 13	18.42% 14	23.68% 18	40.79% 31	76
Importance								
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE	MODE IMPOR	RATELY RTANT	VERY IMPOR	RTANT	TOTAL
Choose answers from drop down menus.		0.00%	1.33% 1		14.67	7% 11	84.00% 63	75

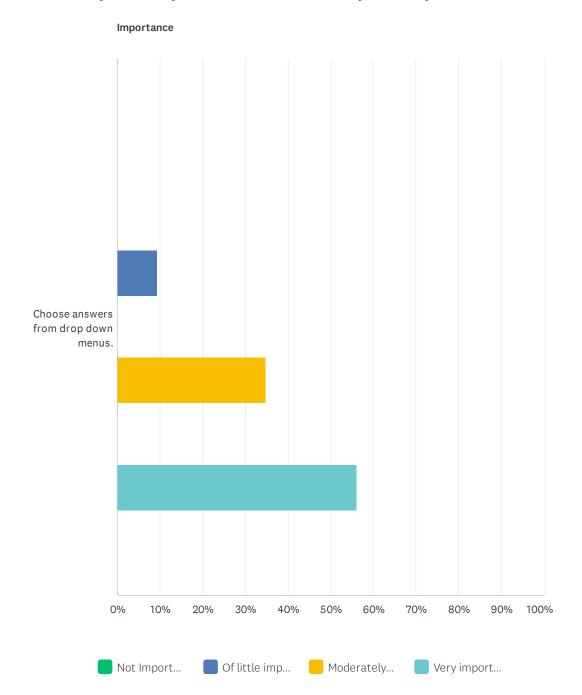
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	6.67% 5	38.67% 29	54.67% 41	75

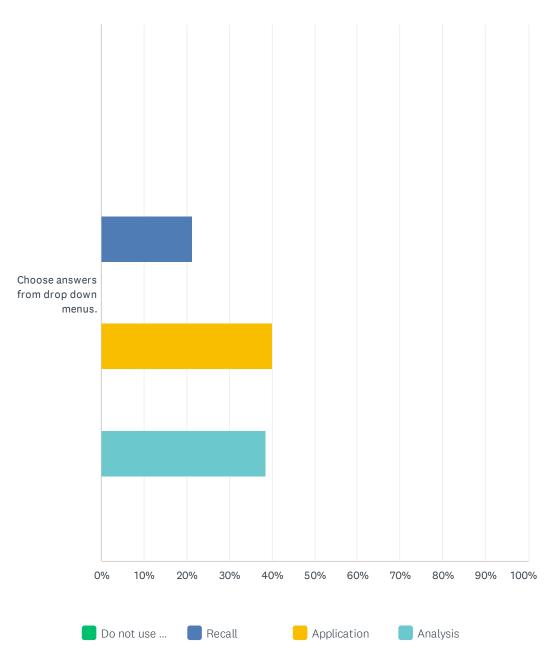
Q5 2.2.3 Conflict of interest.

Answered: 76 Skipped: 98





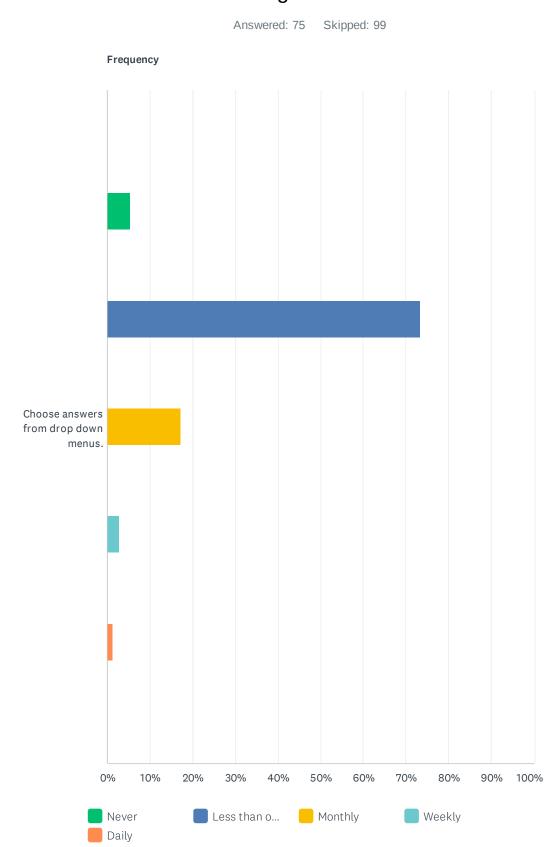


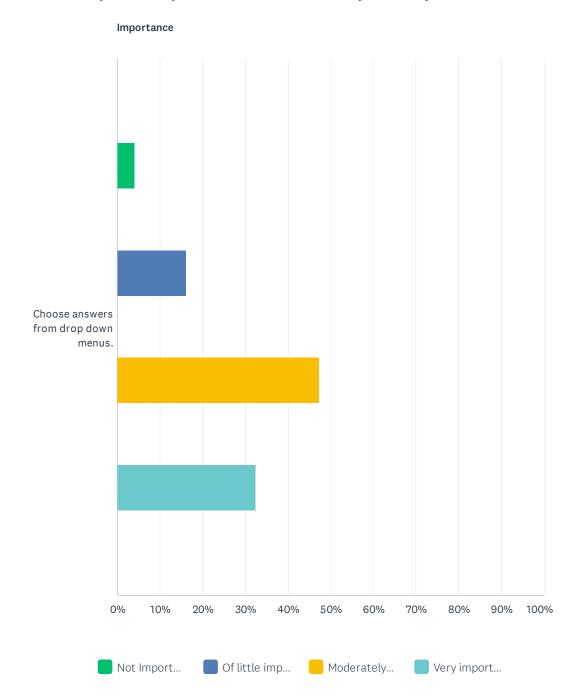


Frequency								
		NEVER	LESS THAN ONCE	A MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	3.95% 3		53.95% 41	22.37% 17	11.84% 9	7.89% 6	76
Importance								
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE	MODE!		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		0.00%	9.33%	6 7	34.679 2	% 26	56.00% 42	75

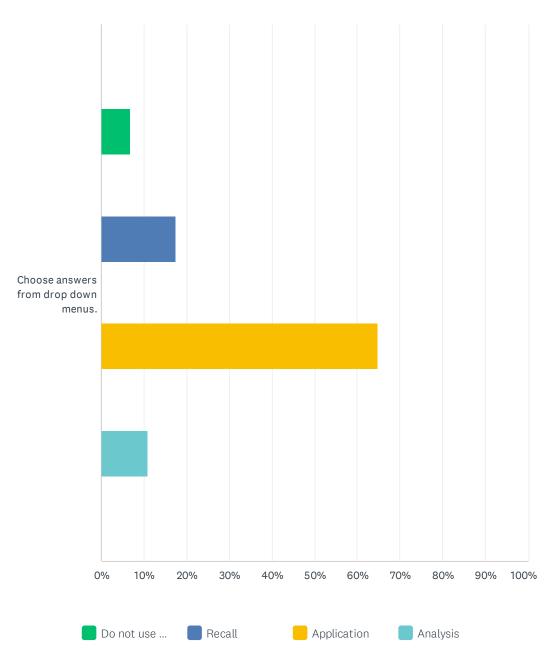
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00%	21.33% 16	40.00% 30	38.67% 29	75

Q6 2.2.4 Appropriate CAPTE forms required in planning a faculty scholarly agenda.







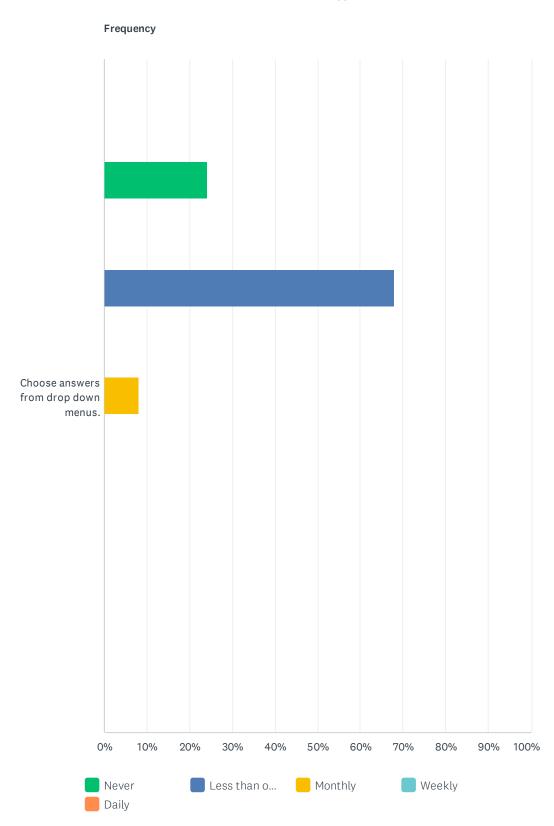


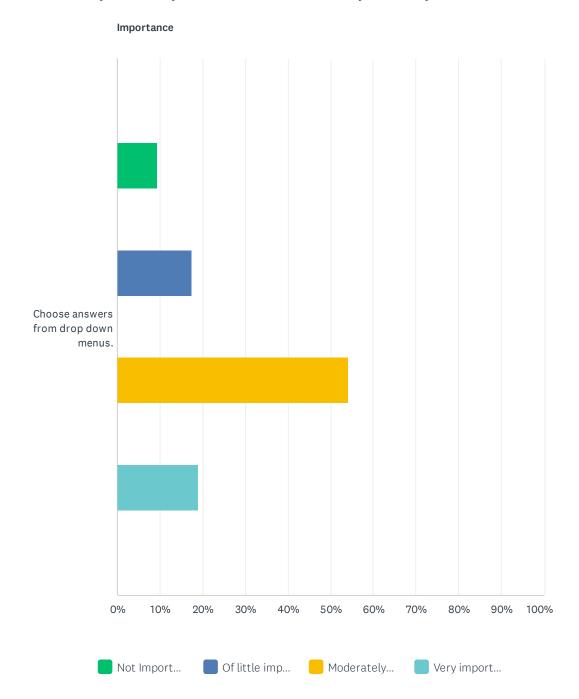
Frequency								
		NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	5.33% 4		73.33% 55	17.33% 13	2.67% 2	1.33% 1	75
Importance								
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE	MODEF IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		4.05% 3	16.22% 12		47.30 ⁹	% 5	32.43% 24	74

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	6.76% 5	17.57% 13	64.86% 48	10.81% 8	74

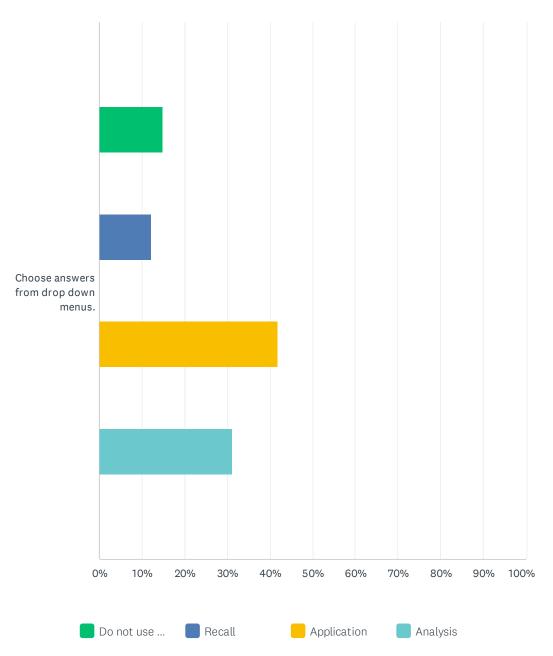
Q7 2.2.5 Grantsmanship training (e.g., GAMER, TIGRR, university specific program).







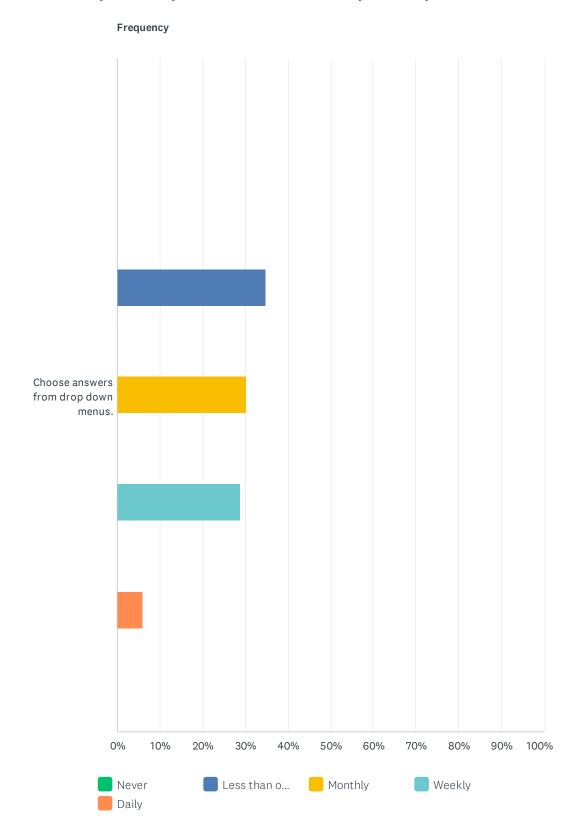


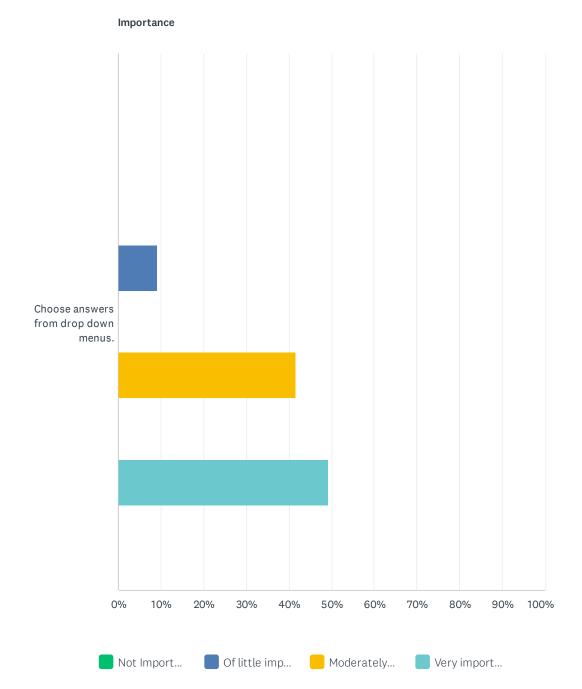


Frequency								
		NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	24.00% 18		68.00% 51	8.00% 6	0.00%	0.00%	75
Importance								
	NOT IMPOR	RTANT	OF LITTLE IMPORTANCE	MODEF IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		9.46% 7	17.57% 13		54.05 ⁹	-	18.92% 14	74

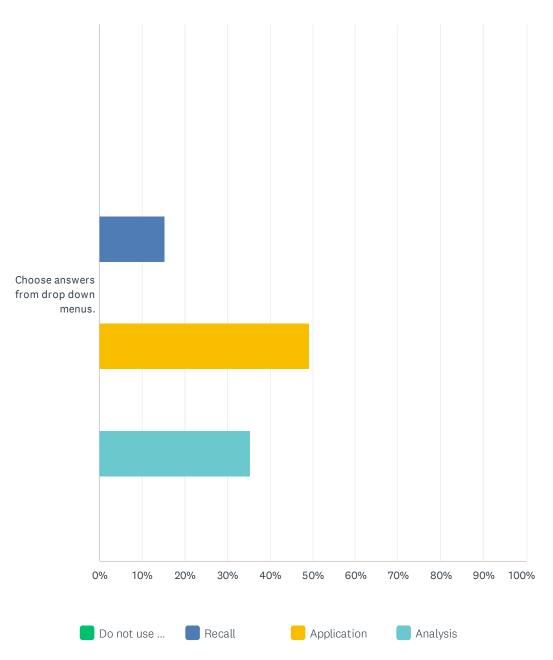
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	14.86% 11	12.16% 9	41.89% 31	31.08% 23	74

Q8 2.3 Identify the elements of a scholarly agenda that may include original research, scholarship of teaching and learning, book chapter, abstract, etc.





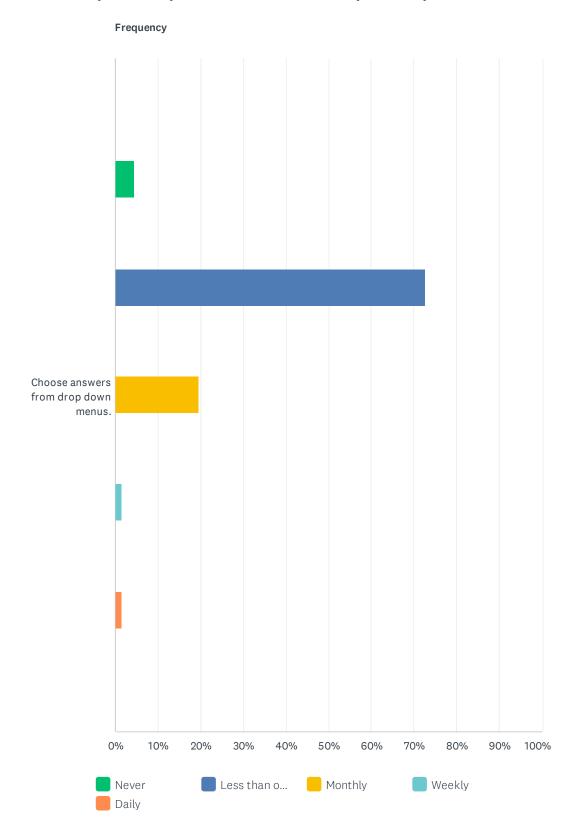


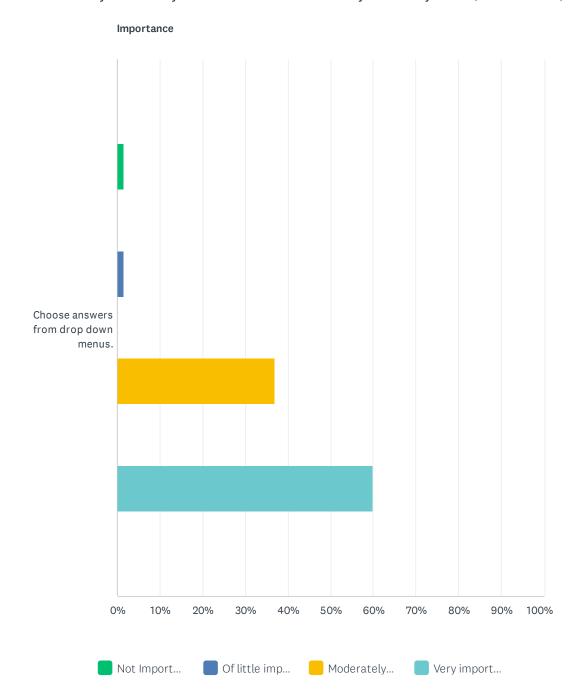


Frequency									
		NEVER	LESS THAN ON	ICE A N	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	0.00%			34.85% 23	30.30% 20	28.79% 19	6.06% 4	66
Importance									
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE		MODER IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		0.00%	g	9.23% 6		41.54 ²	% 27	49.23% 32	65

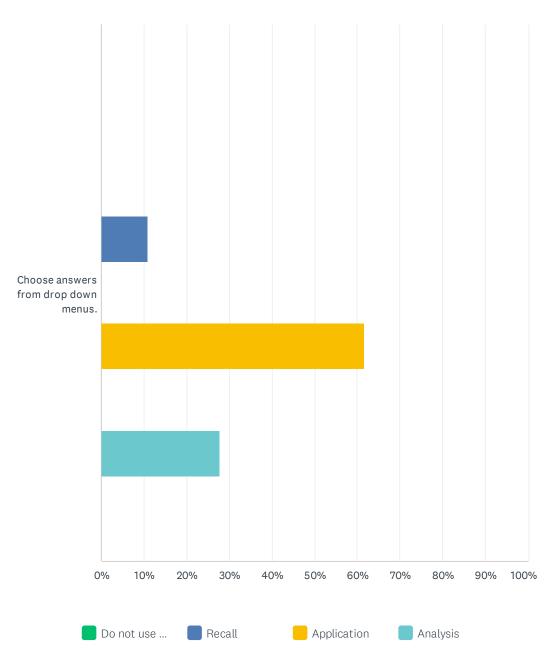
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	15.38% 10	49.23% 32	35.38% 23	65

Q9 2.4 Learn the process of obtaining IRB (institutional review board) approval, and other resources available at your institution that support scholarship.





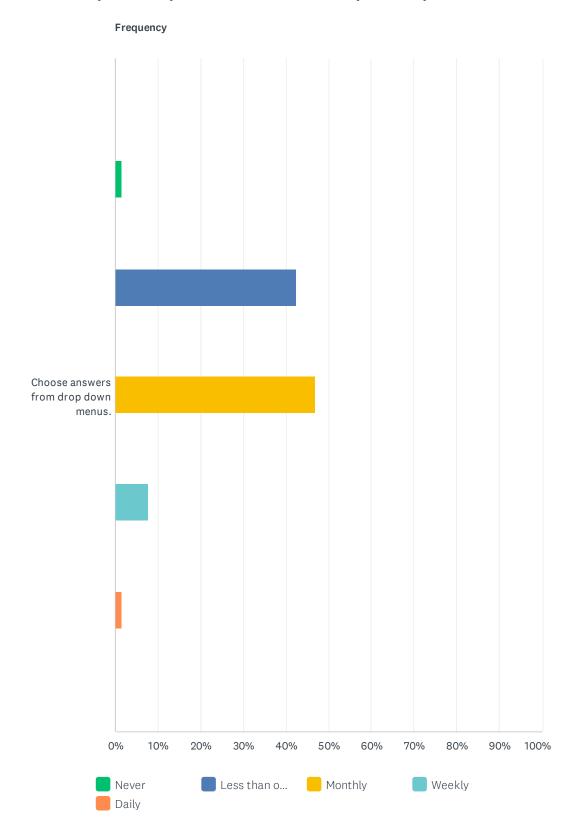


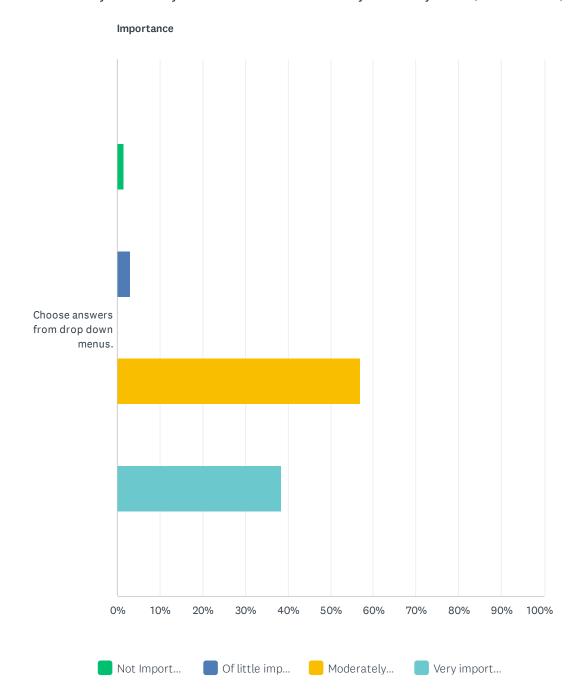


Frequency								
		NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	4.55% 3		72.73% 48	19.70% 13	1.52% 1	1.52% 1	66
Importance								
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE	MODEF IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		1.54% 1	1.54% 1		36.929 2	•	60.00% 39	65

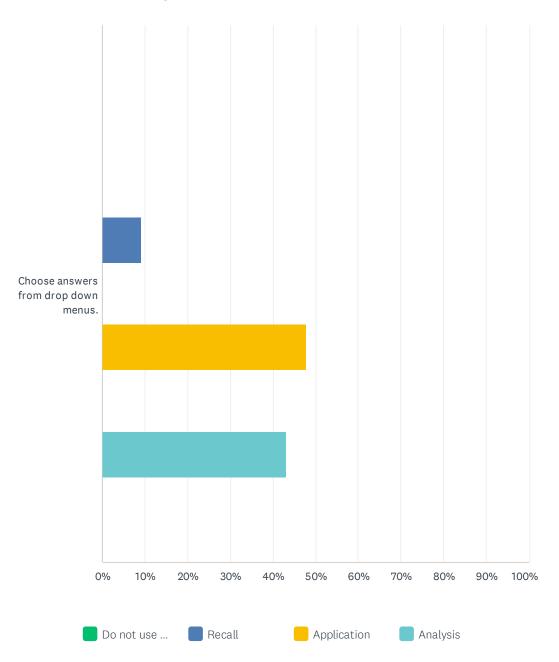
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	10.77% 7	61.54% 40	27.69% 18	65

Q10 2.5 Identify appropriate venues for dissemination of scholarship (e.g., peer-reviewed journals, non-peer reviewed publications, abstracts/platform presentations).





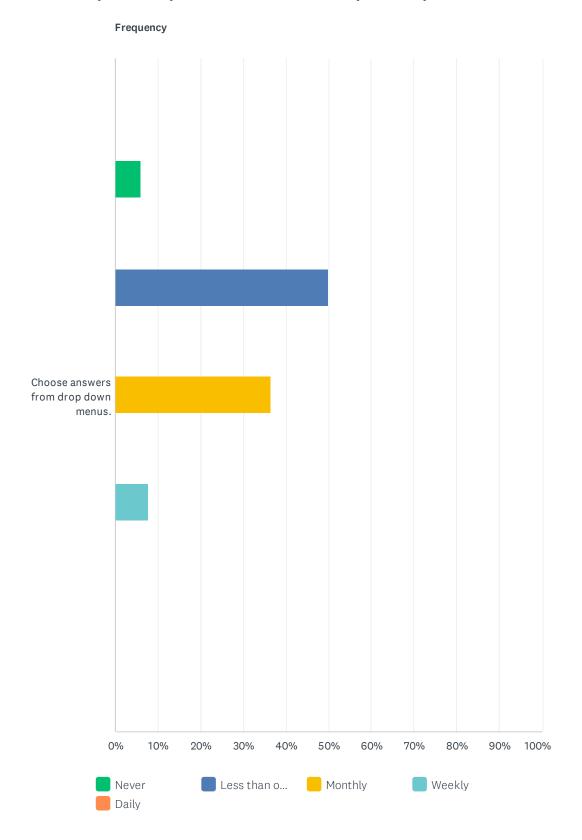


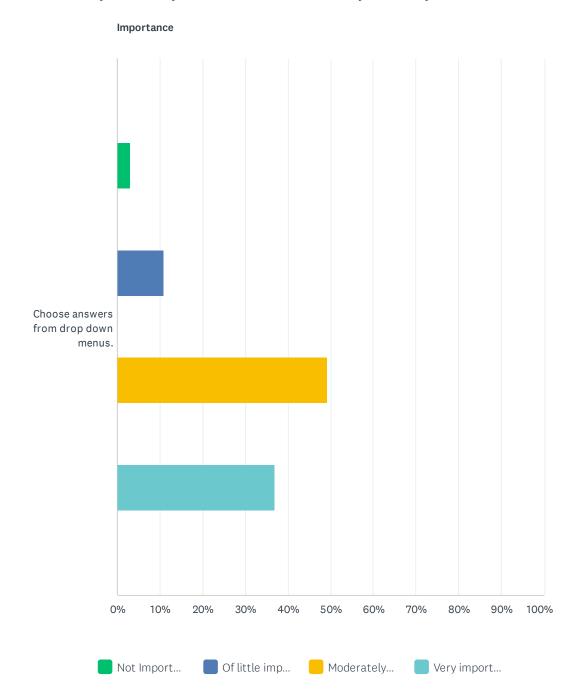


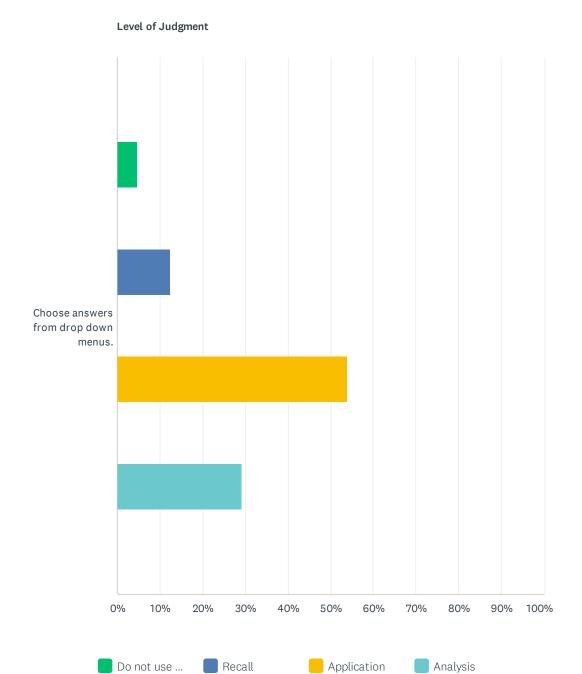
Frequency									
		NEVER	LESS THAN ON	CE A N	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	ienus.	1.52% 1			42.42% 28	46.97% 31	7.58% 5	1.52% 1	66
Importance									
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE		MODER IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		1.54% 1	3	.08%		56.92 ⁹	% 37	38.46% 25	65

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00%	9.23% 6	47.69% 31	43.08% 28	65

Q11 2.6 Navigate the institutional processes associated with research, funding, determining authorship, and clarification of roles within the research process.



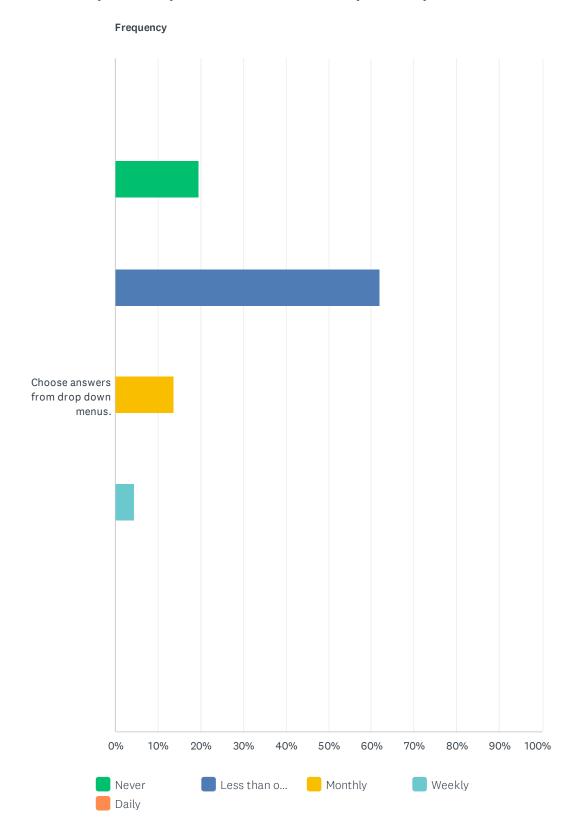


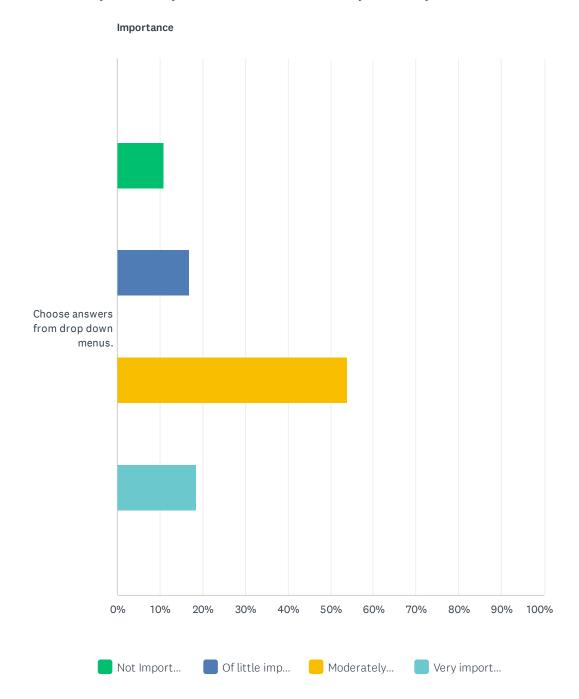


Frequency								
		NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	6.06% 4		50.00% 33	36.36% 24	7.58% 5	0.00%	66
Importance								
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE	MODEF		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		3.08%	10.77% 7		49.23% 3	•	36.92% 24	65

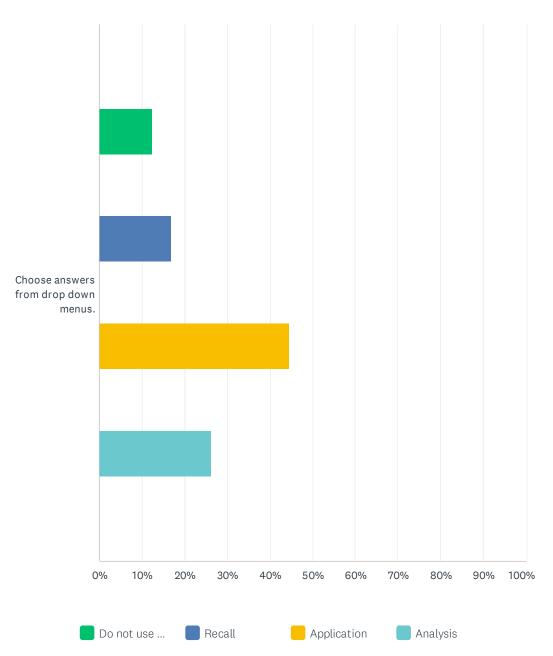
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	4.62% 3	12.31% 8	53.85% 35	29.23% 19	65

Q12 2.7 Compare/contrast the various roles in research project management and grant submissions (e.g. principal investigator, coinvestigator, consultant, research assistant, project coordinator).





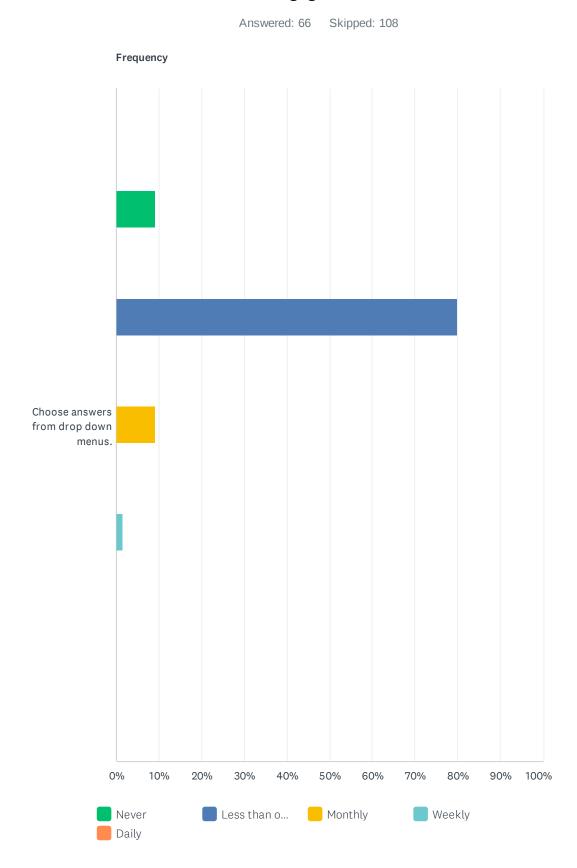


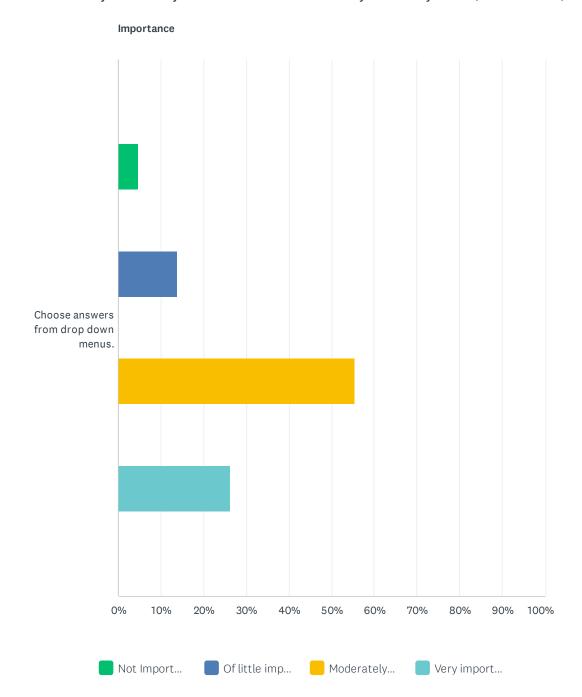


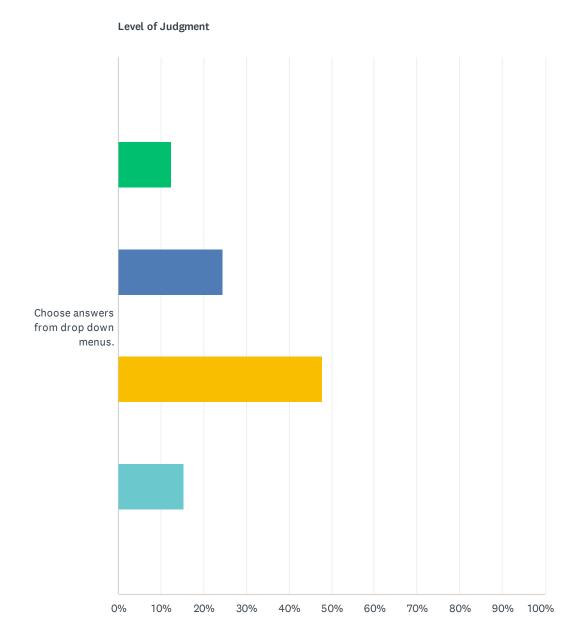
Frequency								
		NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	ienus.	19.70% 13		62.12% 41	13.64% 9	4.55% 3	0.00%	66
Importance								
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE	MODEF IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		10.77% 7	16.92% 11		53.85 ⁹	% 35	18.46% 12	65

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	12.31% 8	16.92% 11	44.62% 29	26.15% 17	65

Q13 2.8 Identify institutions' and funding sources' policies and procedures related to obtaining grants and contracts.







Frequency								
		NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	9.23% 6		80.00% 52	9.23% 6	1.54% 1	0.00%	65
Importance								
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE	MODEF IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		4.62% 3	13.85% 9		55.38 ⁹	-	26.15% 17	65

Do not use ...

Recall

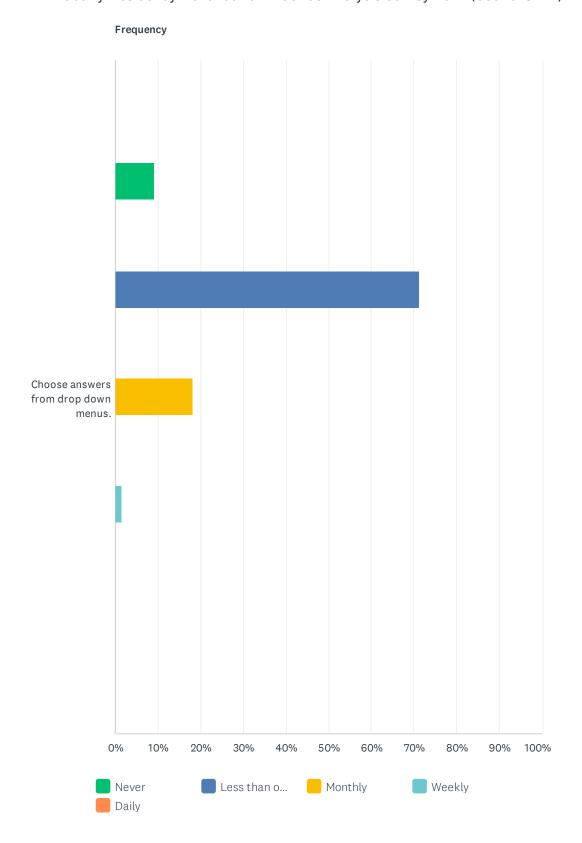
Application

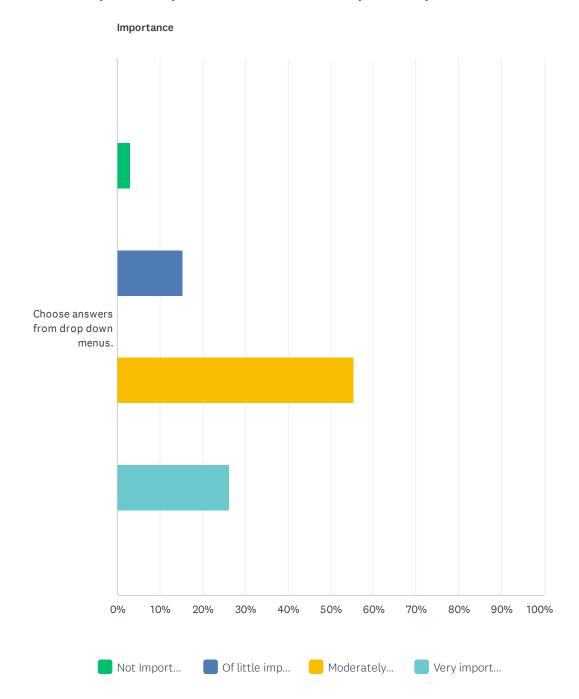
Analysis

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	12.31% 8	24.62% 16	47.69% 31	15.38% 10	65

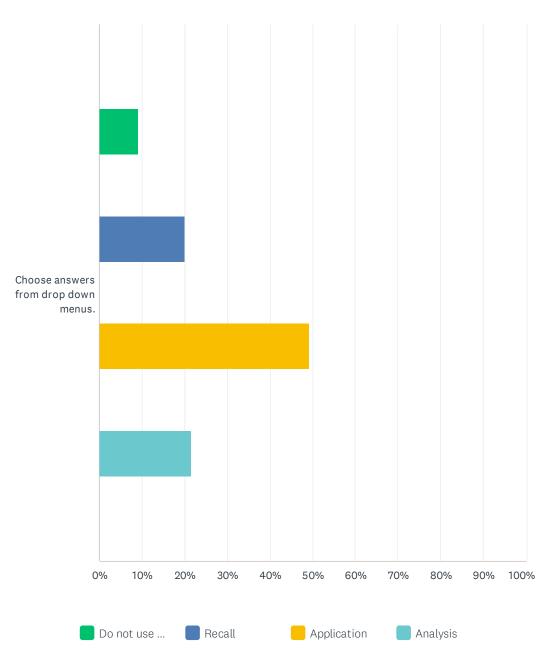
Q14 2.9 Identify potential funding sources (intramural, extramural) for research, faculty research development and other planned scholarship activities.

Answered: 66 Skipped: 108





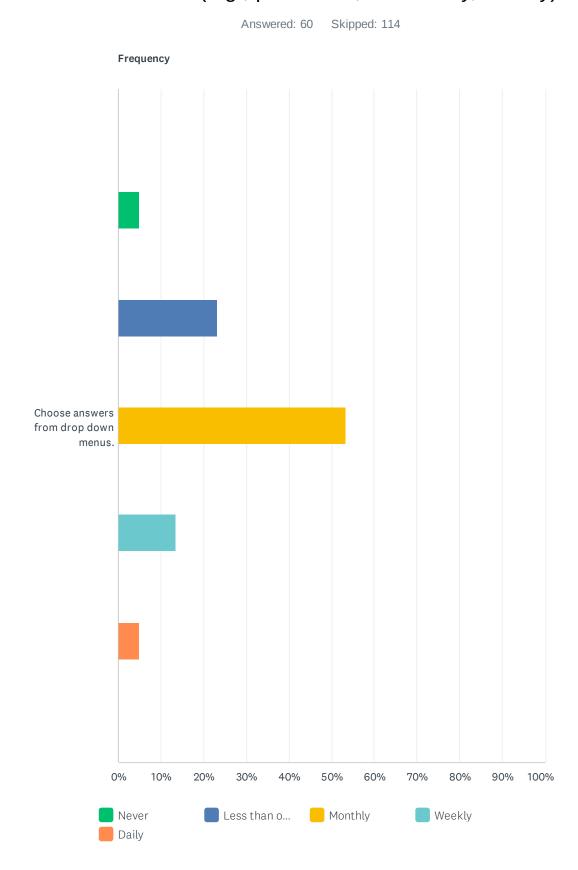


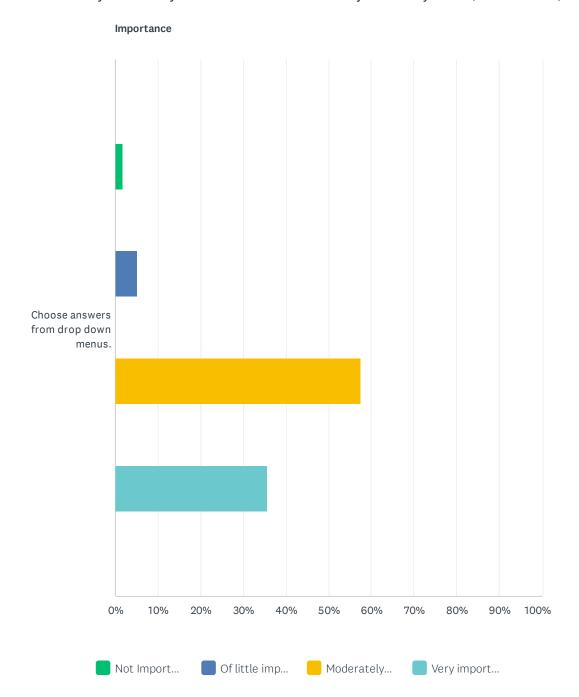


Frequency								
		NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	ienus.	9.09% 6		71.21% 47	18.18% 12	1.52% 1	0.00%	66
Importance								
	NOT IMPOR	RTANT	OF LITTLE IMPORTANCE	MODE!	RATELY TANT	VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		3.08%	15.38% 10		55.38 ⁹	% 6	26.15% 17	65

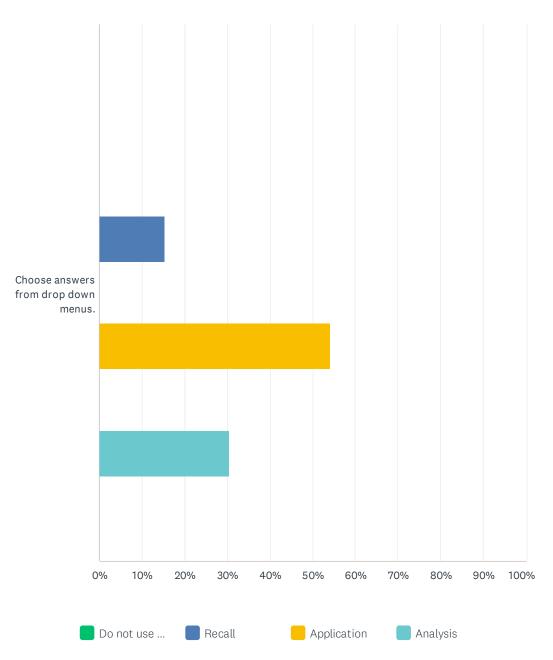
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	9.23% 6	20.00% 13	49.23% 32	21.54% 14	65

Q15 3.2 Identify the impact on the program of faculty service external to the institution (e.g., profession, community, society).







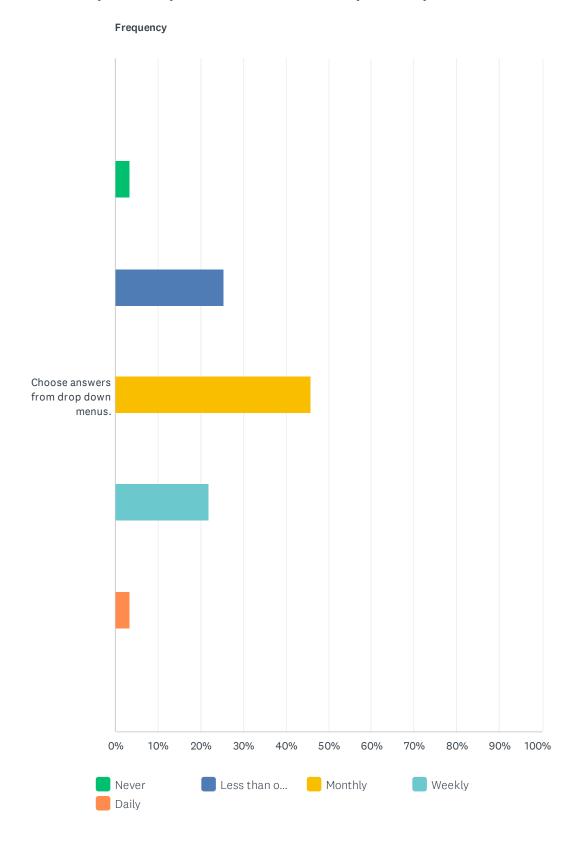


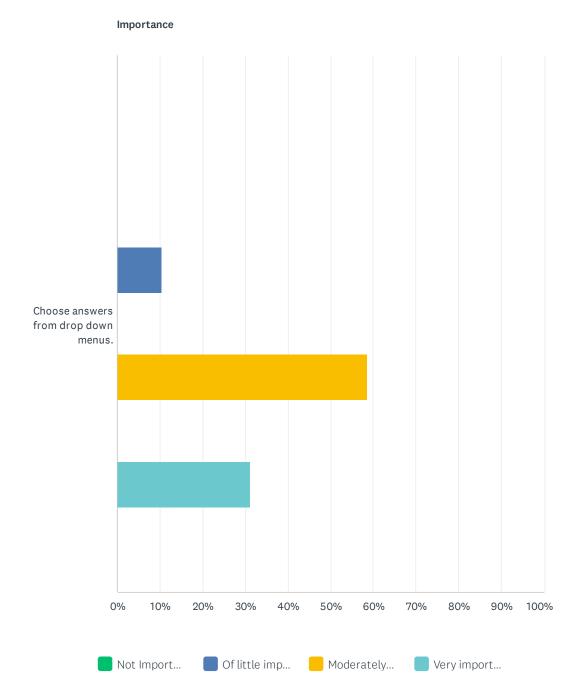
Frequency								
		NEVER	LESS THAN ONCE	A MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	5.00% 3		23.33% 14	53.33% 32	13.33% 8	5.00%	60
Importance								
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE	MODE!		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		1.69% 1	5.08	3	57.63 ⁰	% 34	35.59% 21	59

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00%	15.25% 9	54.24% 32	30.51% 18	59

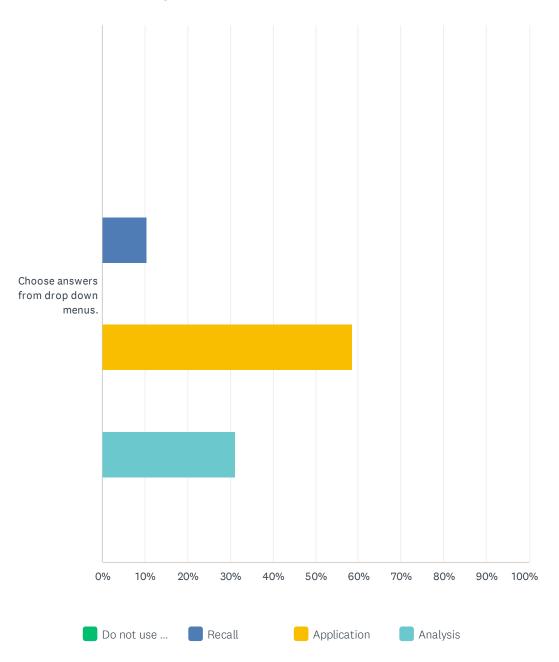
Q16 3.1 Identify the impact on the program of faculty service across multiple institutional levels (e.g., Department/program, College/school, University).

Answered: 59 Skipped: 115





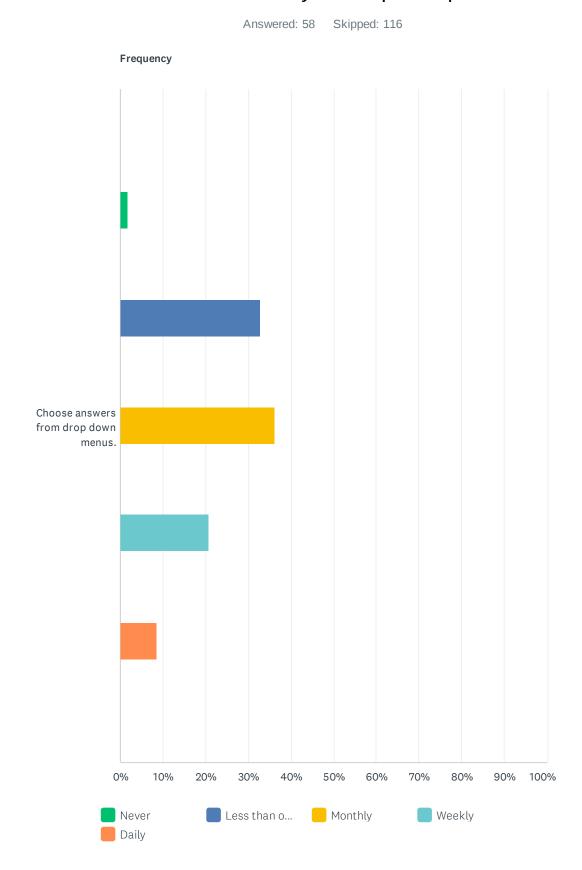


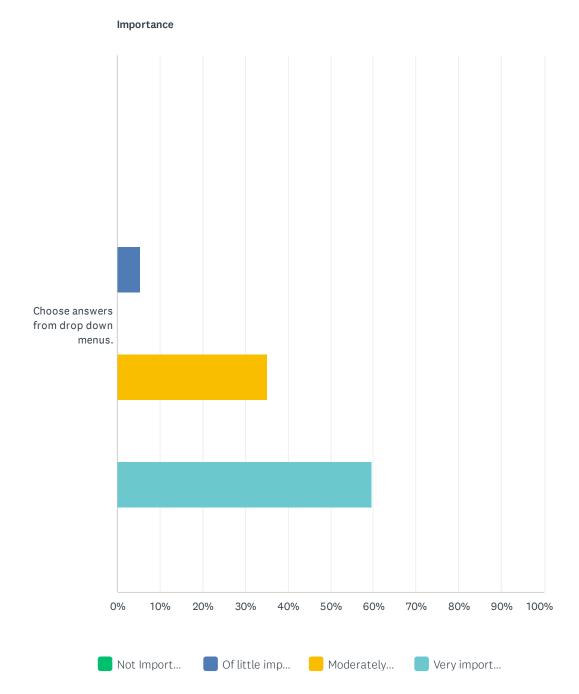


Frequency								
		NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	ienus.	3.39%		25.42% 15	45.76% 27	22.03% 13	3.39%	59
Importance								
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE	MODEF IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		0.00%	10.34% 6		58.629 3	-	31.03% 18	58

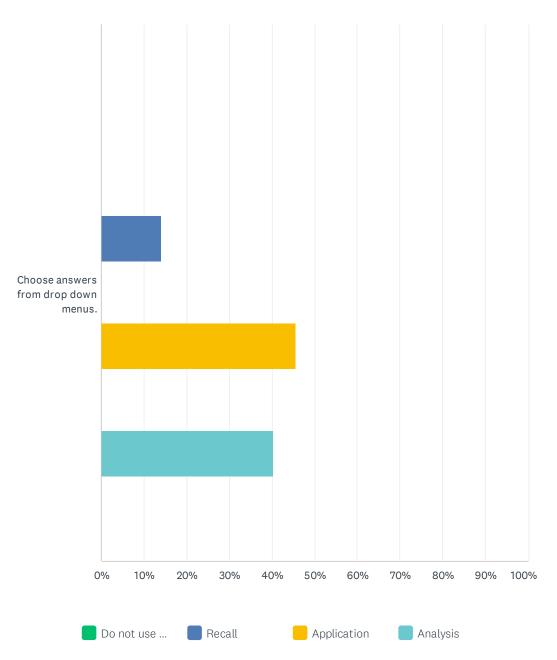
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	10.34% 6	58.62% 34	31.03% 18	58

Q17 3.3 Identify service contributions and roles that are aligned to the individual's faculty development plan.







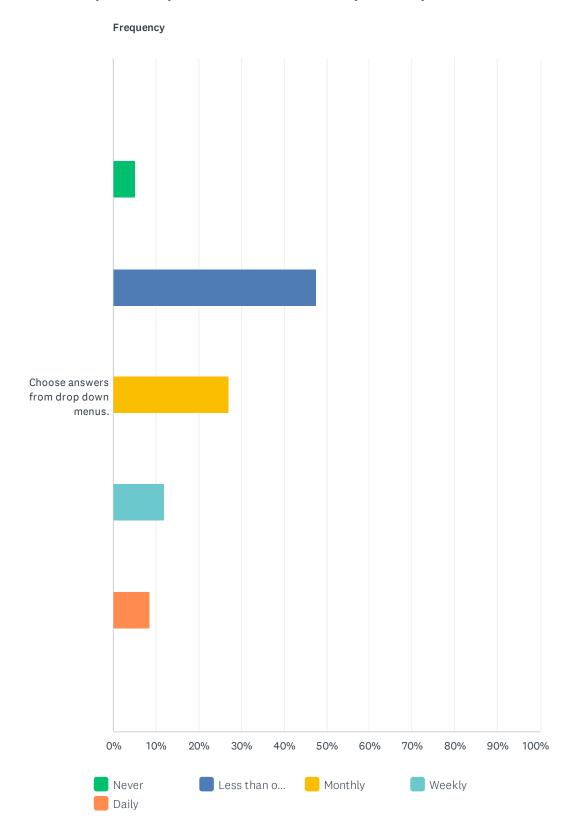


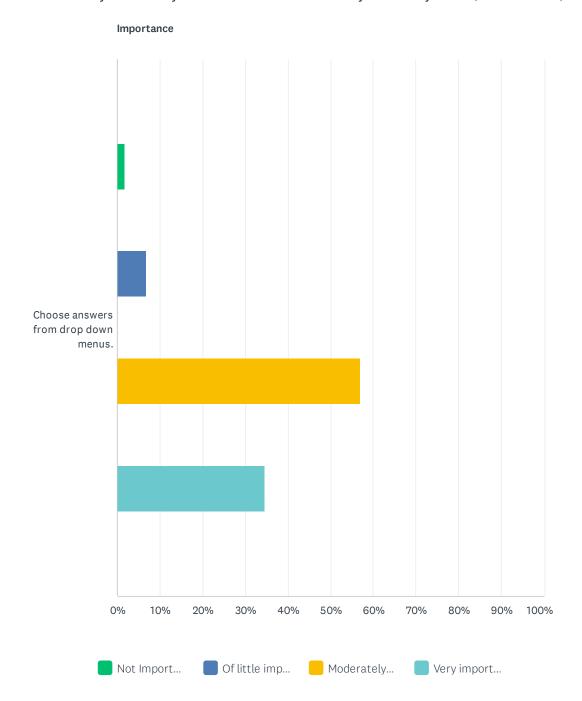
Frequency									
		NEVER	LESS THAN O	NCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	1.72% 1			32.76% 19	36.21% 21	20.69% 12	8.62% 5	58
Importance									
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE		MODER IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		0.00%	!	5.26% 3		35.09 ⁰	% 20	59.65% 34	57

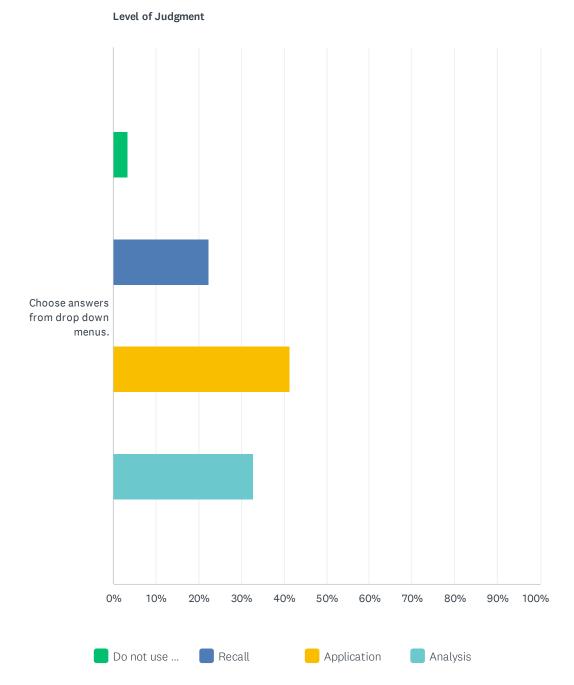
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	14.04% 8	45.61% 26	40.35% 23	57

Q18 3.4 Identify membership and leadership of committees both within and outside the university that result in creation or development of systems for improvement in health care (interprofessional education, physical therapist professional education).

Answered: 59 Skipped: 115





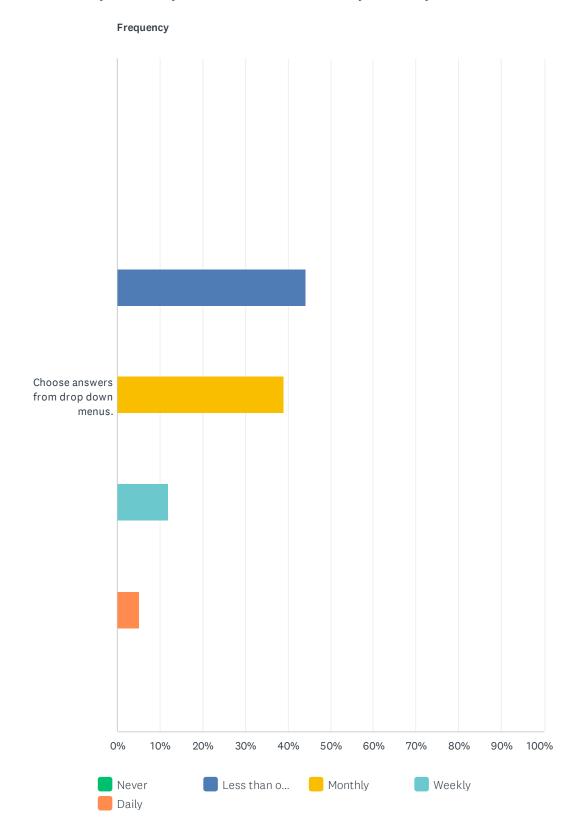


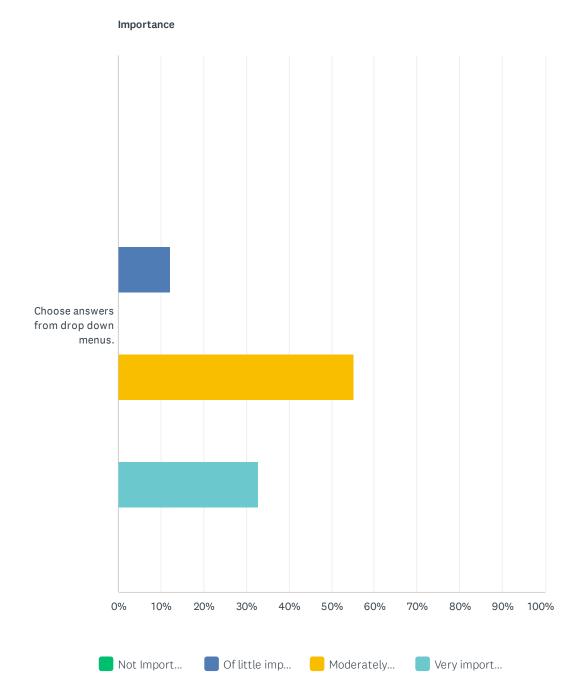
Frequency								
		NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	5.08% 3		47.46% 28	27.12% 16	11.86% 7	8.47% 5	59
Importance								
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE	MODEF IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		1.72% 1	6.90% 4		56.90 ⁹	% 33	34.48% 20	58

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	3.45% 2	22.41% 13	41.38% 24	32.76% 19	58

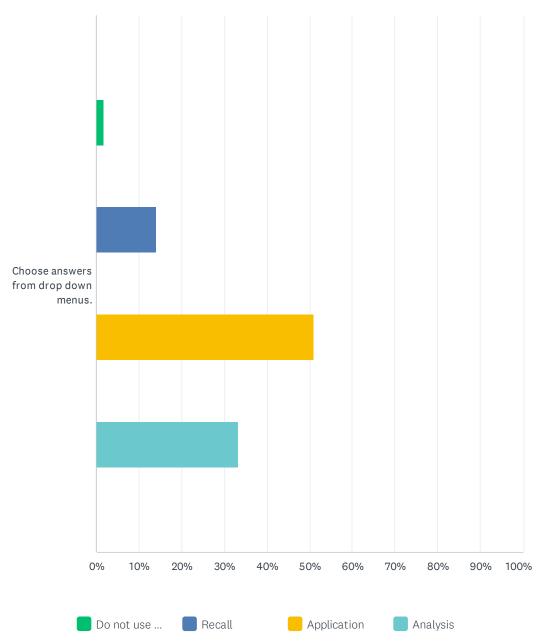
Q19 3.5 Identify and discuss service contributions that may have an effect on department and/or program policies. (e.g., faculty senate, internal review committees, policy review committee, student affairs).

Answered: 59 Skipped: 115





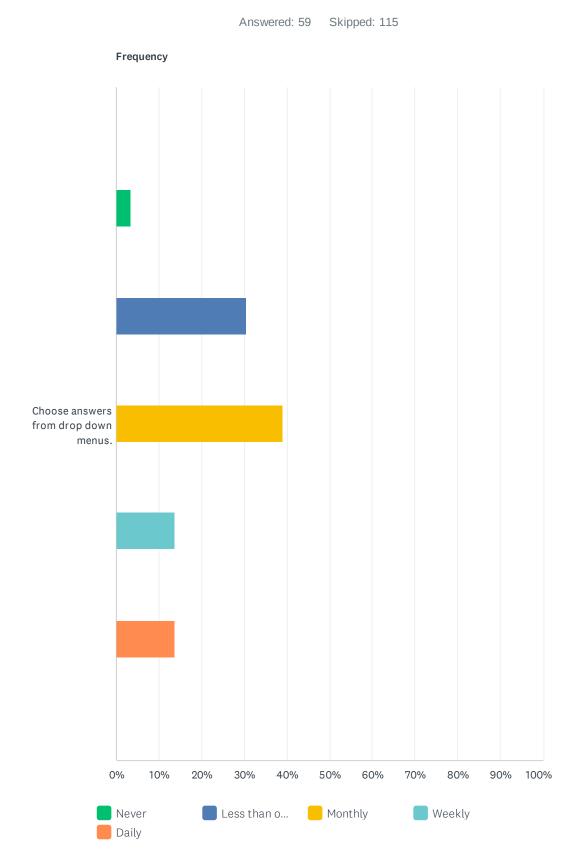


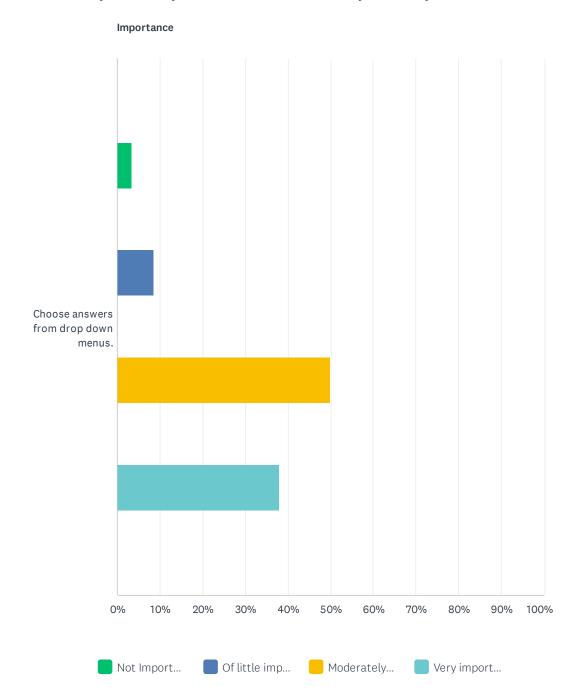


Frequency								
		NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	0.00%		44.07% 26	38.98% 23	11.86% 7	5.08% 3	59
Importance								
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE	MODEF IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		0.00%	12.07% 7		55.17 ⁹	% 32	32.76% 19	58

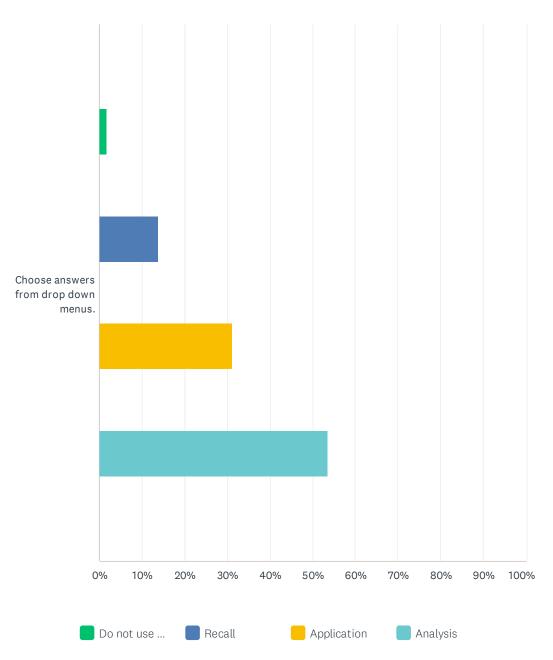
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	1.75% 1	14.04% 8	50.88% 29	33.33% 19	57

Q20 3.6 Recognize how different aspects of service can influence effective teaching and learning and scholarship.







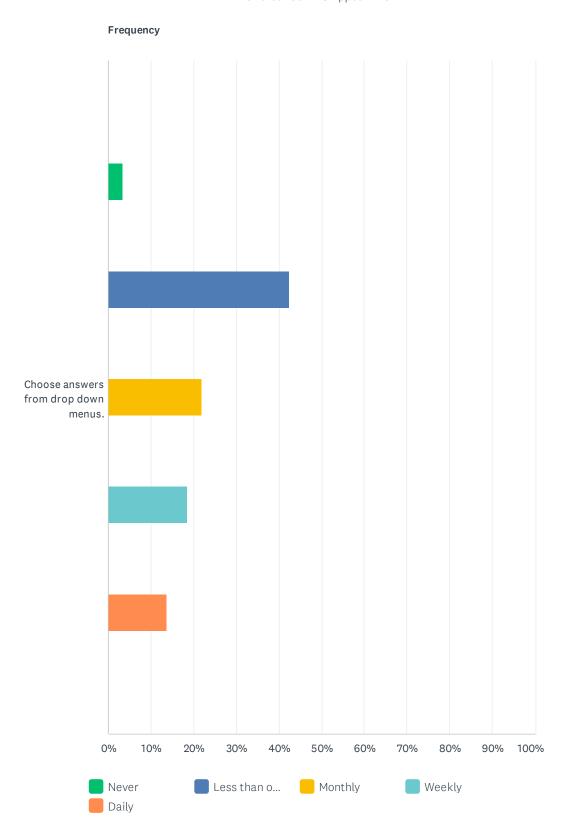


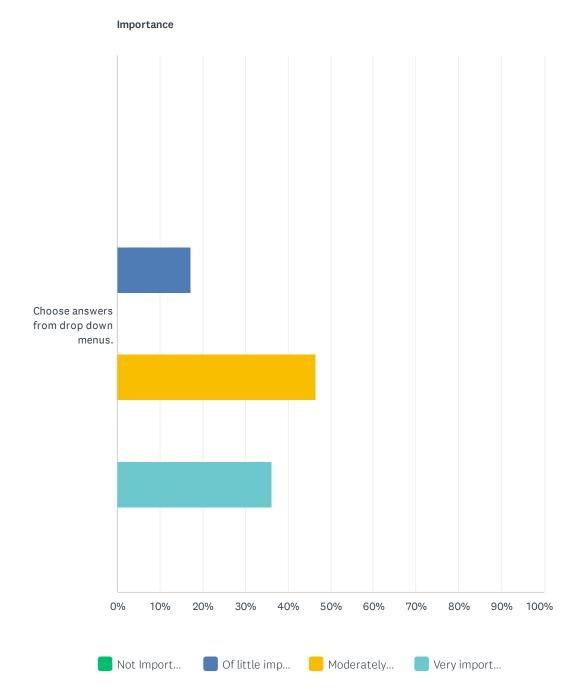
Frequency								
	NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL	
Choose answers from drop down me	enus. 3.39% 2		30.51% 18	38.98% 23	13.56% 8	13.56% 8	59	
Importance								
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODE	RATELY RTANT	VERY IMPOR	RTANT	TOTAL	
Choose answers from drop down menus.	3.45% 2	8.62% 5		50.00	0% 29	37.93% 22	58	

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	1.72% 1	13.79% 8	31.03% 18	53.45% 31	58

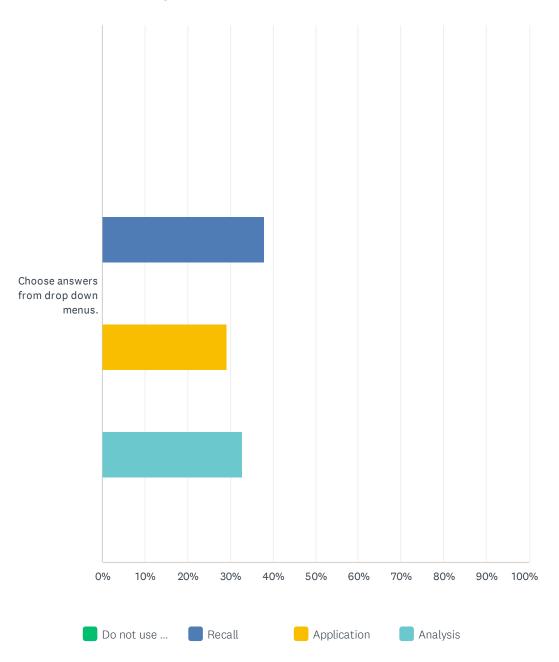
Q21 4.1.1 Institutional infrastructure and hierarchy.







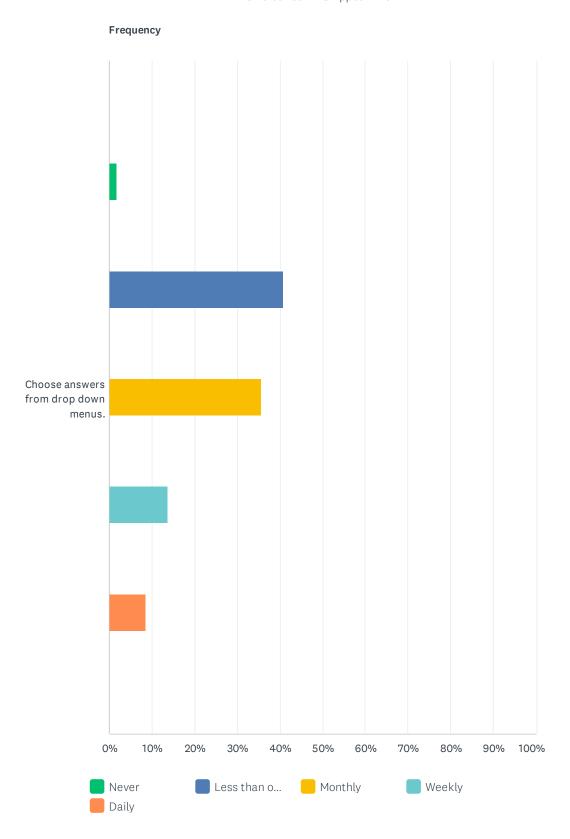


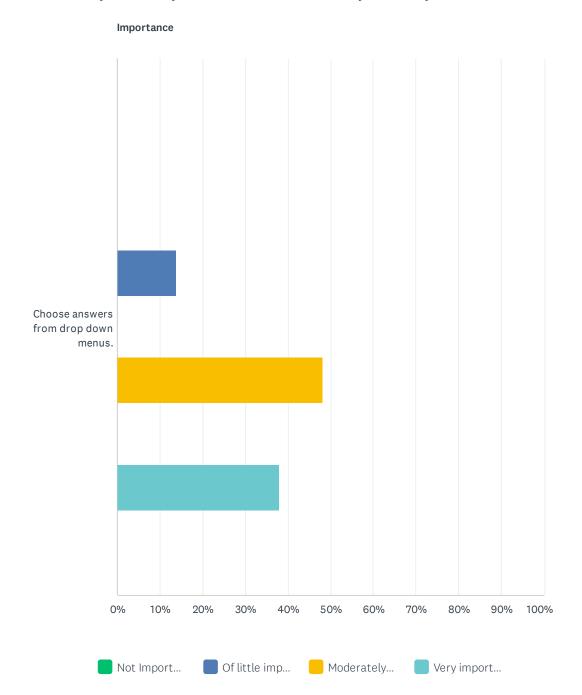


Frequency								
	NEVER	LESS THAN ONCE A N	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL	
Choose answers from drop down m	enus. 3.39% 2		42.37% 25	22.03% 13	18.64% 11	13.56% 8	59	
Importance								
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODE IMPOR	RATELY RTANT	VERY IMPOR	RTANT	TOTAL	
Choose answers from drop down menus.	0.00%	17.24% 10		46.55	5% 27	36.21% 21	58	

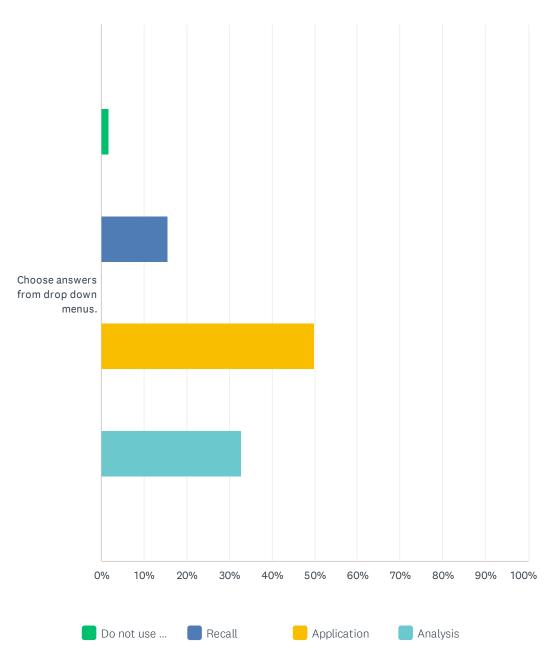
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	37.93% 22	29.31% 17	32.76% 19	58

Q22 4.1.2 Faculty governance.







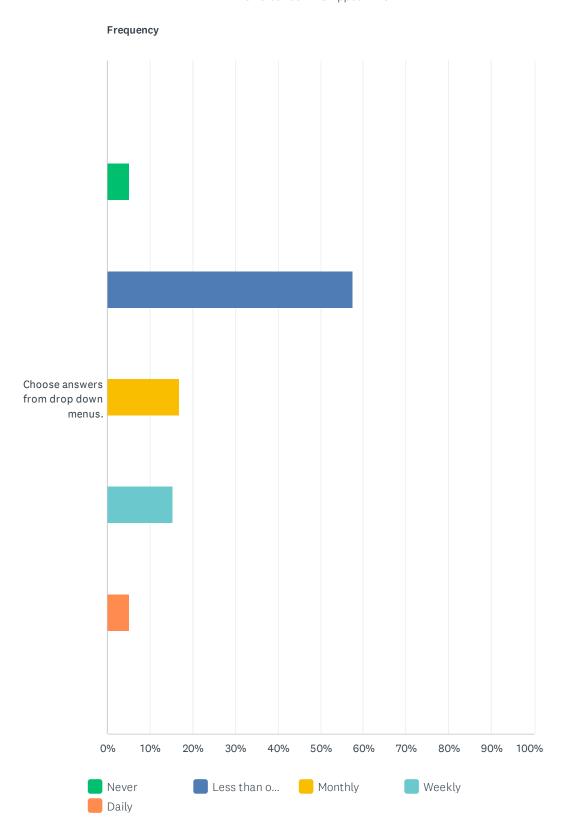


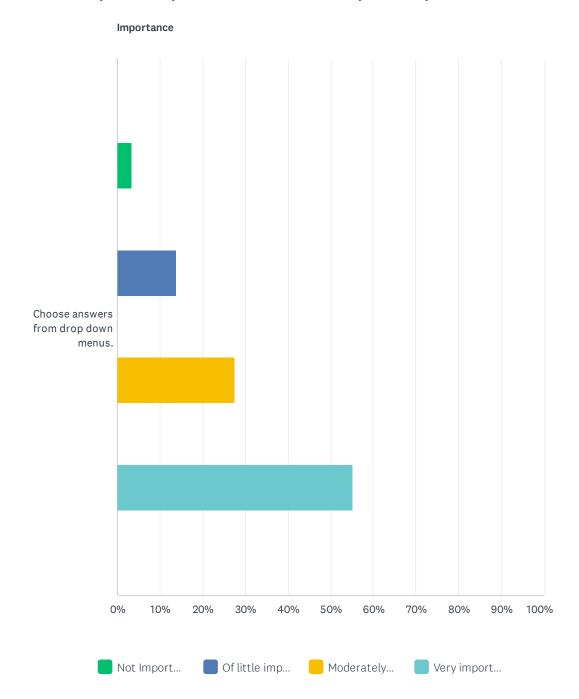
Frequency								
		NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	1.69% 1		40.68% 24	35.59% 21	13.56% 8	8.47% 5	59
Importance								
	NOT IMPOR	TANT	OF LITTLE IMPORTANCE	MODEF IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		0.00%	13.79% 8		48.28% 2	•	37.93% 22	58

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	1.72% 1	15.52% 9	50.00% 29	32.76% 19	58

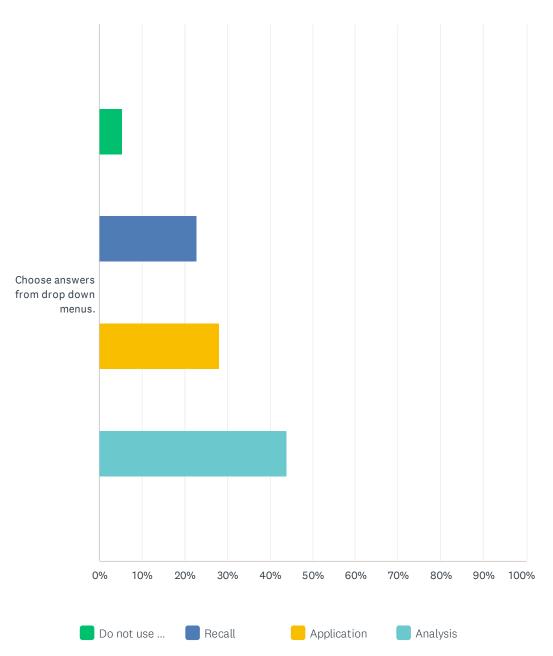
Q23 4.1.3 Regional/specialized accreditation.







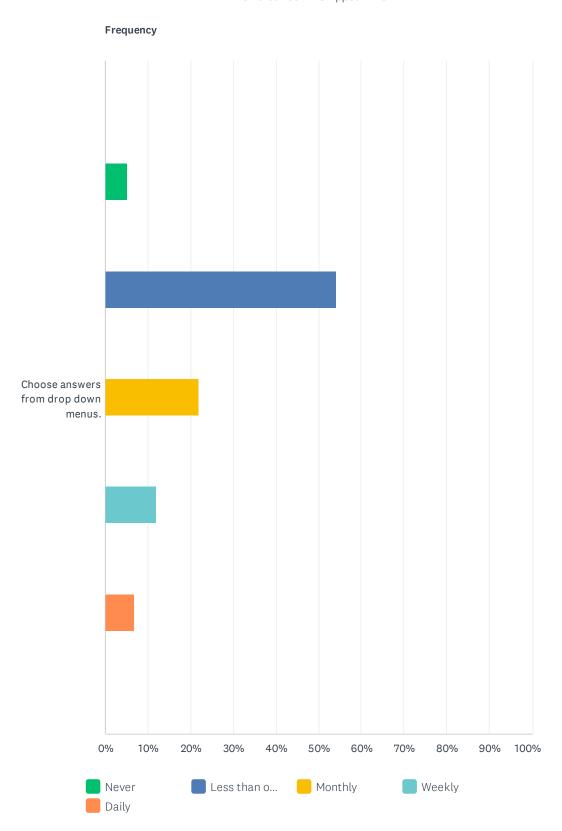


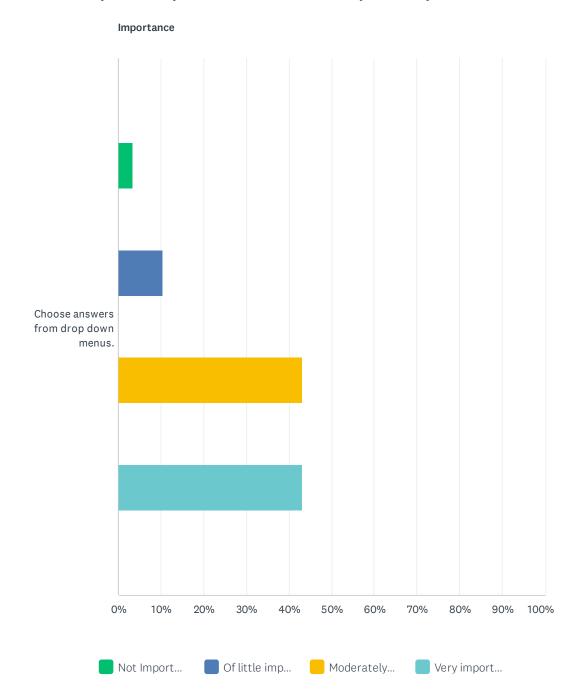


Frequency								
		NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	5.08% 3		57.63% 34	16.95% 10	15.25% 9	5.08% 3	59
Importance								
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE	MODEF IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		3.45% 2	13.79% 8		27.59 ⁹ 1	% 6	55.17% 32	58

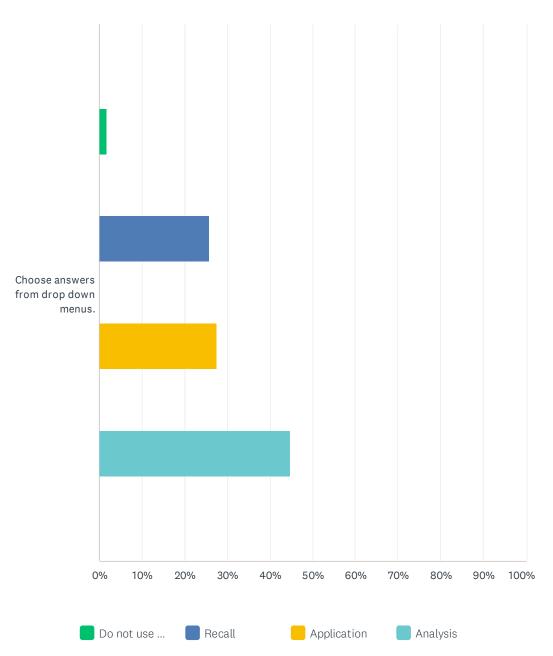
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	5.26% 3	22.81% 13	28.07% 16	43.86% 25	57

Q24 4.1.4 Budget/finance.





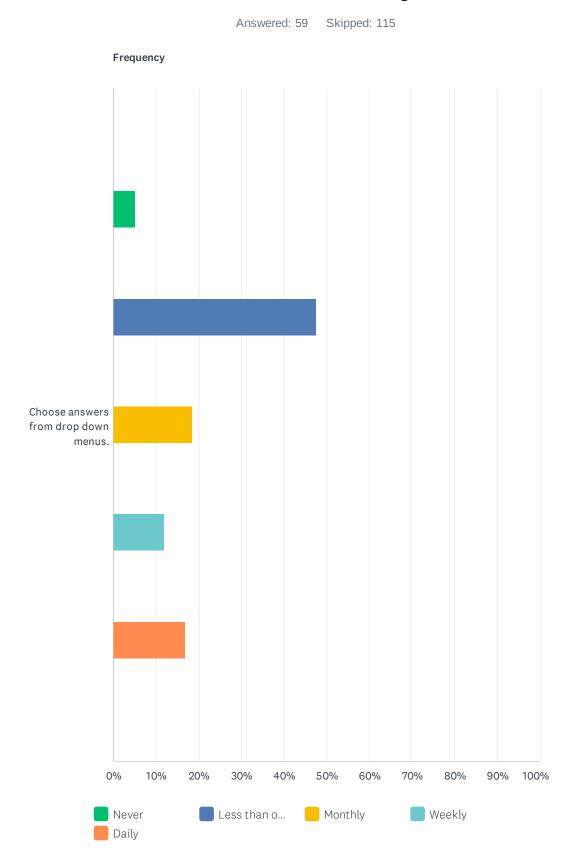


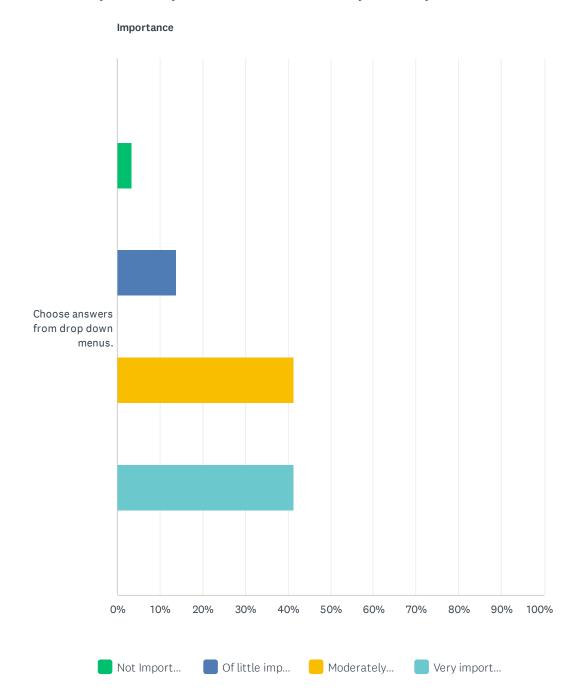


Frequency								
		NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	5.08%		54.24% 32	22.03% 13	11.86% 7	6.78% 4	59
Importance								
	NOT IMPOR	RTANT	OF LITTLE IMPORTANCE	MODER IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		3.45%	10.34% 6		43.10 ⁹ 2	-	43.10% 25	58

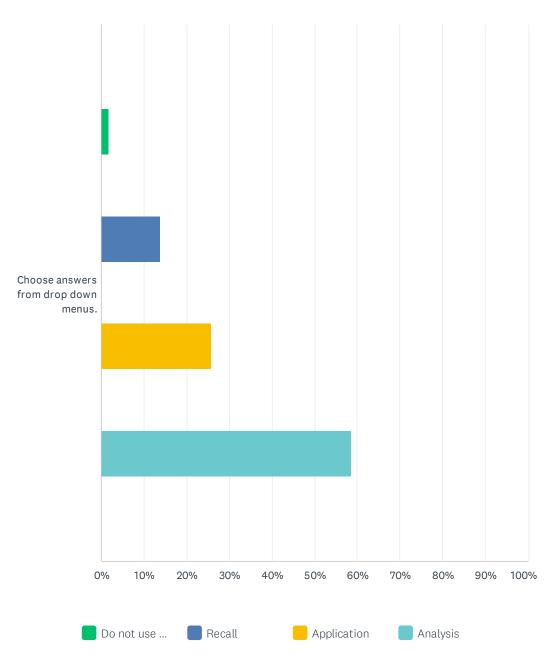
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	1.72% 1	25.86% 15	27.59% 16	44.83% 26	58

Q25 4.2 Analyze organizational culture and its impact on achieving institutional mission and goals.





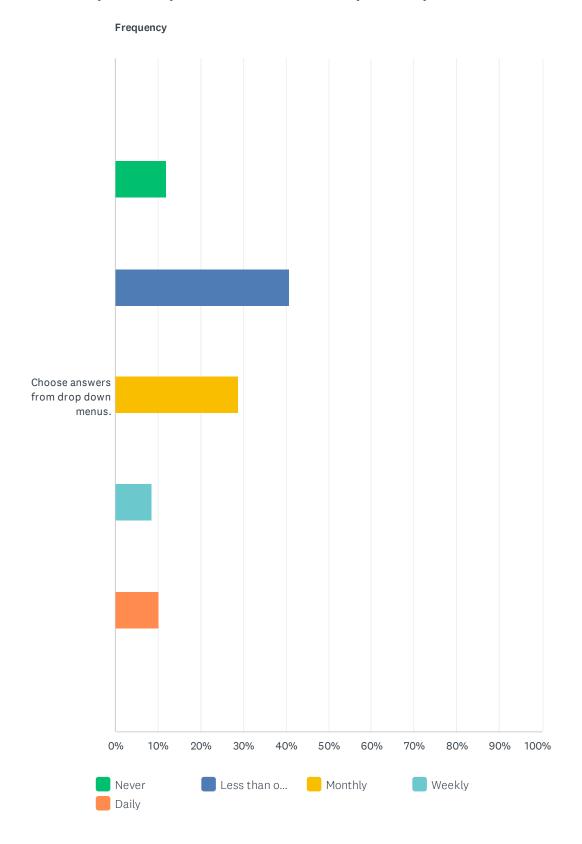


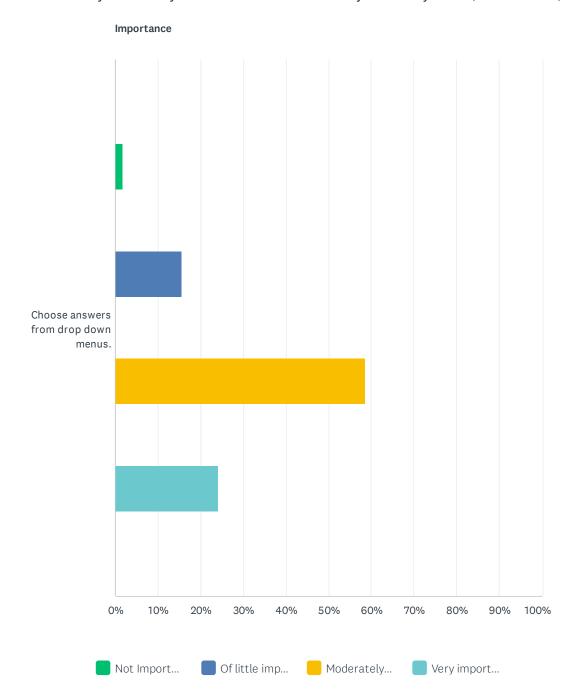


Frequency								
	NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL	
Choose answers from drop down m	enus. 5.08% 3		47.46% 28	18.64% 11	11.86% 7	16.95% 10	59	
Importance								
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODE	RATELY RTANT	VERY IMPOR	RTANT	TOTAL	
Choose answers from drop down menus.	3.45% 2	13.79% 8		41.38	% 24	41.38% 24	58	

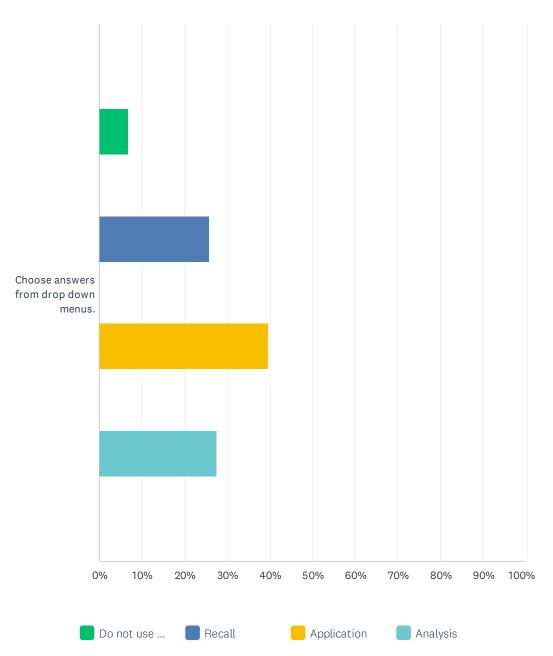
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	1.72% 1	13.79% 8	25.86% 15	58.62% 34	58

Q26 4.3 Describe the roles and functions of the multiple systems and processes of governance (e.g., budgeting, performance management, faculty senate) that must be navigated to function effectively within the academy.





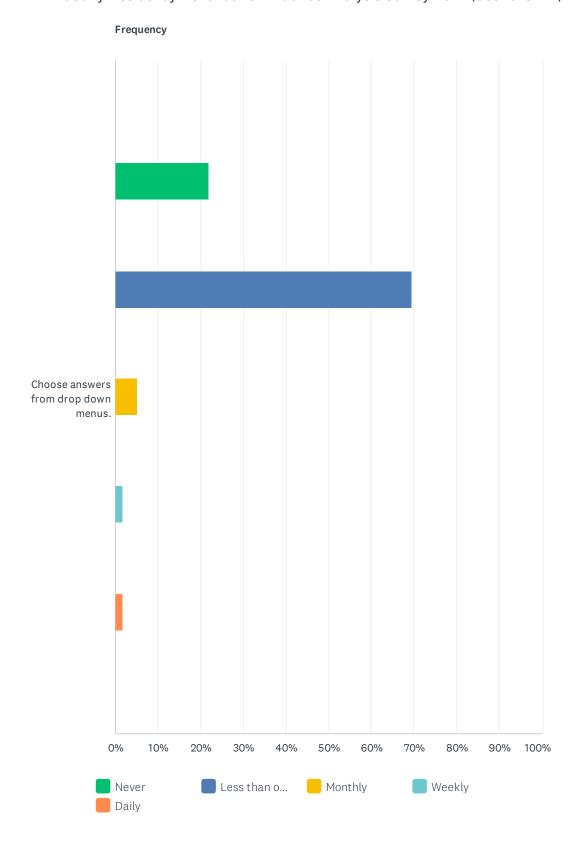


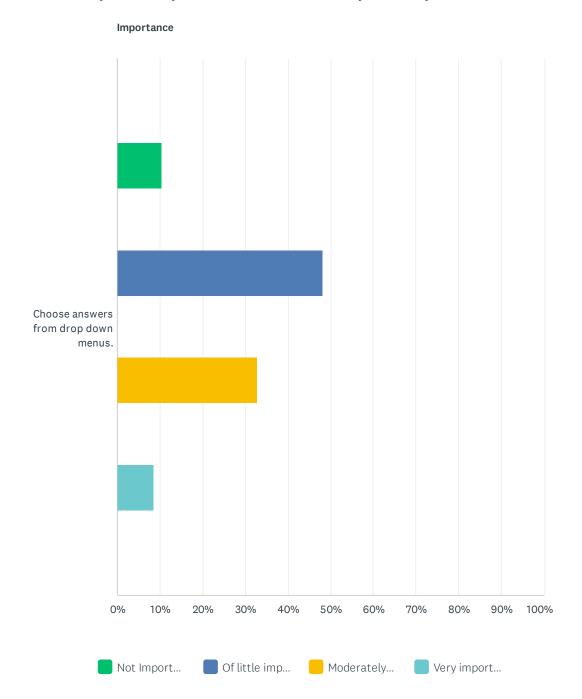


Frequency								
		NEVER	LESS THAN ONCE A	HTMON	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	11.86% 7		40.68% 24	28.81% 17	8.47% 5	10.17% 6	59
Importance								
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE	MODE IMPOR	RATELY RTANT	VERY IMPOR	RTANT	TOTAL
Choose answers from drop down menus.		1.72% 1	15.52% 9		58.62	2% 34	24.14% 14	58

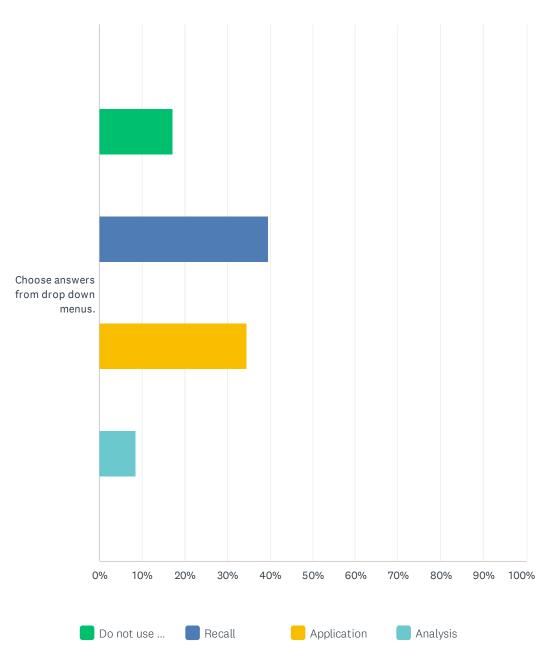
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	6.90% 4	25.86% 15	39.66% 23	27.59% 16	58

Q27 4.4 Understand the Carnegie Classification as a way of describing academic institution diversity, as well as the relationship of this classification to institution/program mission and vision.







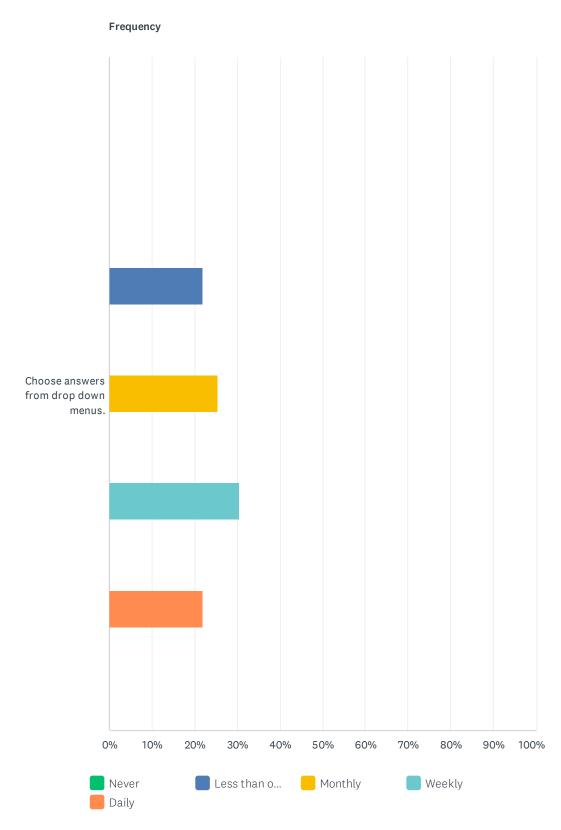


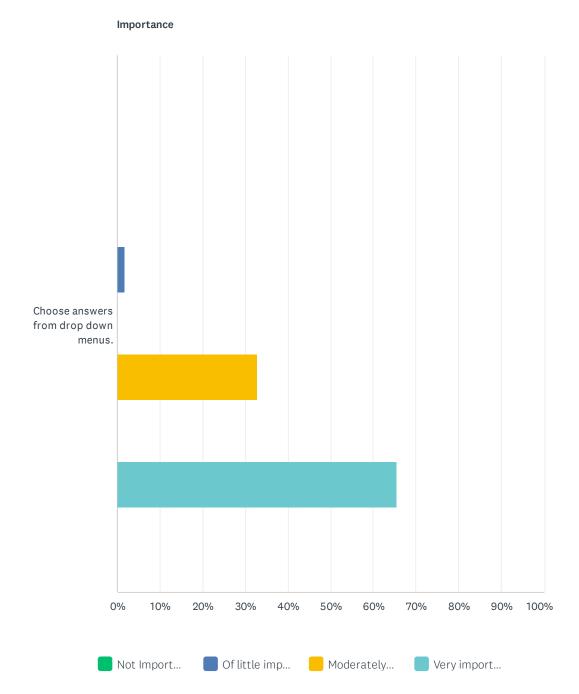
Frequency								
		NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	22.03% 13		69.49% 41	5.08%	1.69% 1	1.69% 1	59
Importance								
	NOT IMPOR	RTANT	OF LITTLE IMPORTANCE	MODER		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		10.34% 6	48.28% 28		32.769 1	-	8.62% 5	58

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	17.24% 10	39.66% 23	34.48% 20	8.62% 5	58

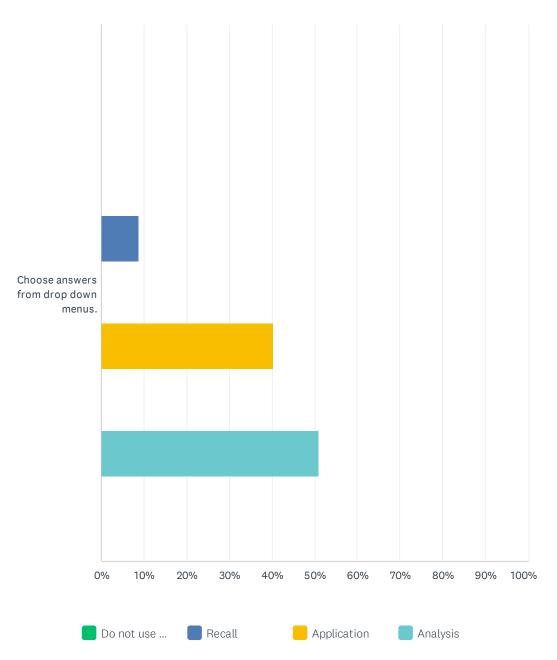
Q28 4.5 Differentiate the primary roles and responsibilities of faculty, including teaching, scholarship, administration, governance and service.









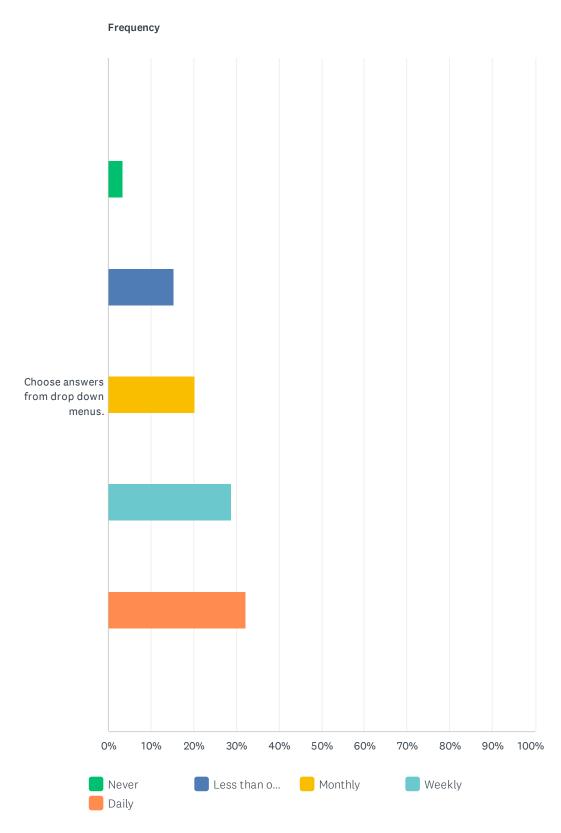


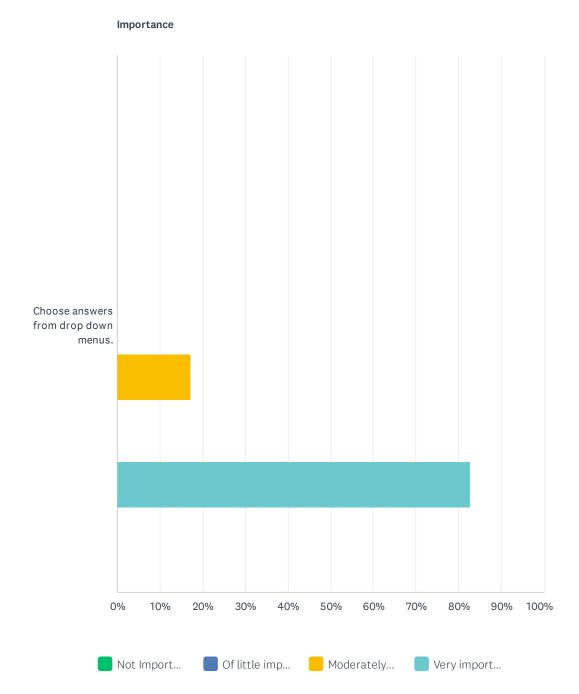
Frequency							
	NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus. 0.00% 0		22.03% 13	25.42% 15	30.51% 18	22.03% 13	59
Importance							
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODE IMPOF	RATELY RTANT	VERY IMPOR	RTANT	TOTAL
Choose answers from drop down menus.	0.00%	1.72% 1		32.76	6% 19	65.52% 38	58

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	8.77% 5	40.35% 23	50.88% 29	57

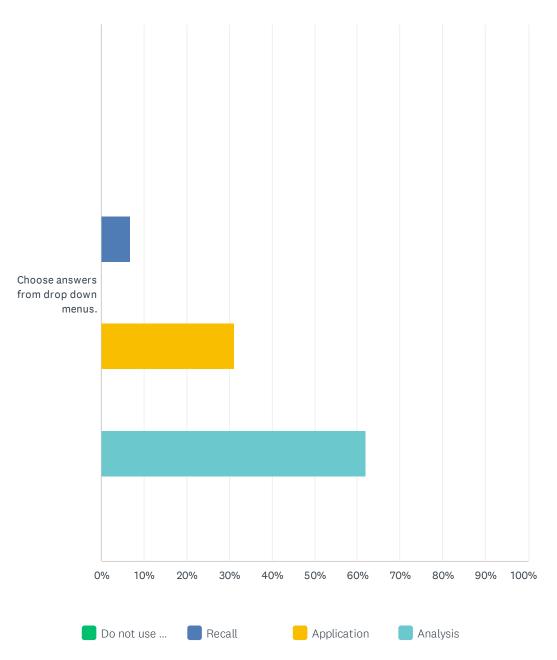
Q29 4.6 Identify strategies to balance workload, effort allocation, and faculty expectations.









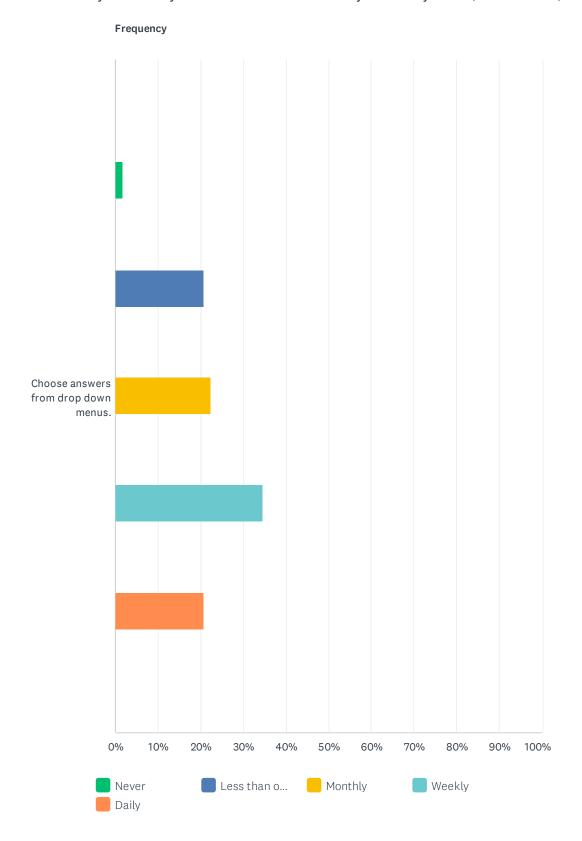


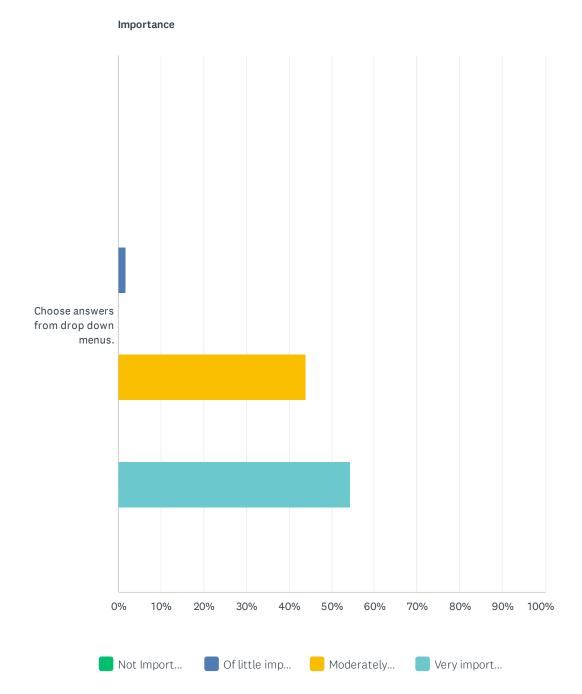
Frequency									
		NEVER	LESS THAN OF	NCE A M	IONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	3.39%		-	15.25% 9	20.34% 12	28.81% 17	32.20% 19	59
Importance									
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE		MODE!	RATELY RTANT	VERY IMPO	RTANT	TOTAL
Choose answers from drop down menus.		0.00%		0.00%		17.24	1% 10	82.76% 48	58

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00%	6.90% 4	31.03% 18	62.07% 36	58

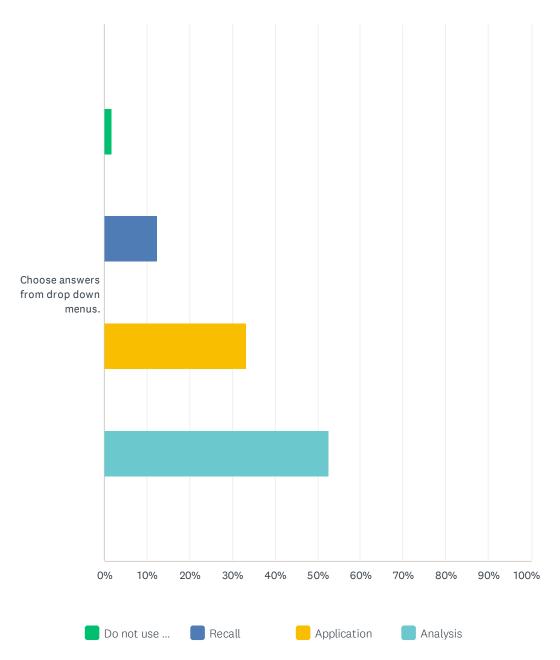
Q30 4.7 Discuss the processes associated with student and academic affairs departments/units within the academy at various levels. For example: recruitment/admissions, enrollment, alumni affairs, registration, financial aid, diversity, equity and inclusion, disability services, policies/handbook, advising, student government, retention, conduct/discipline, wellness, and academic standing, program and curriculum review, etc.

Answered: 58 Skipped: 116







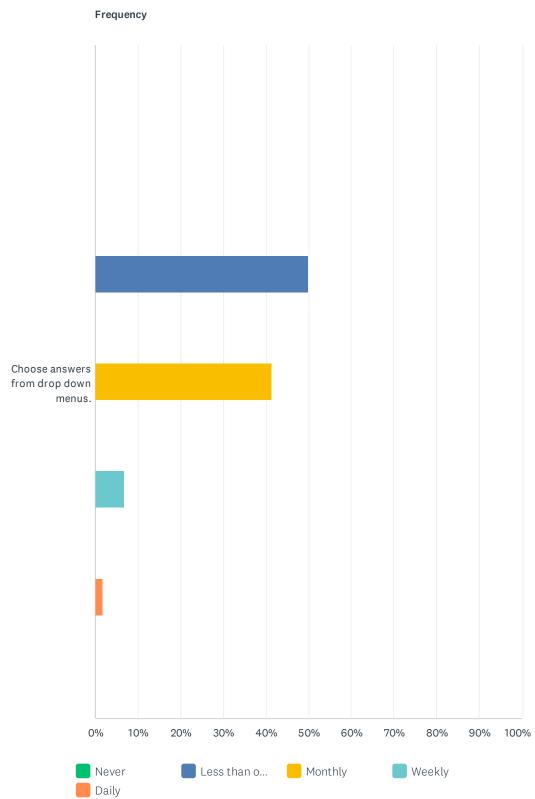


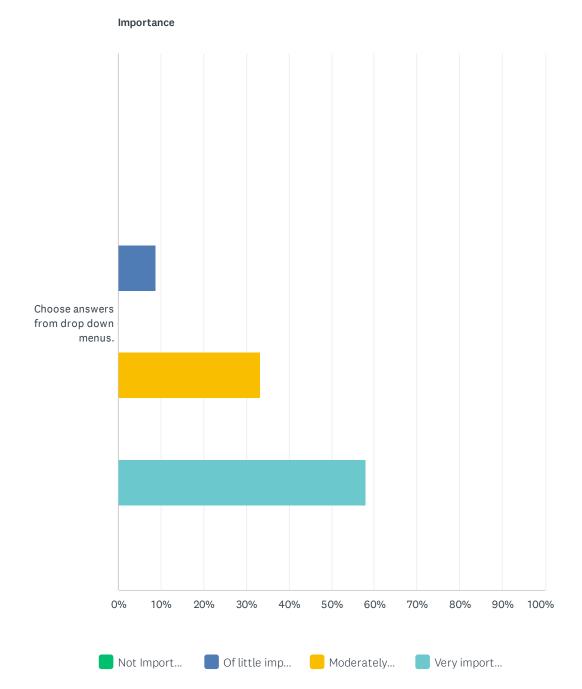
Frequency								
	NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL	
Choose answers from drop down m	enus. 1.72% 1		20.69%	22.41% 13	34.48% 20	20.69% 12	58	
Importance								
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODE	RATELY RTANT	VERY IMPOR	RTANT	TOTAL	
Choose answers from drop down menus.	0.00%	1.75% 1		43.86	6% 25	54.39% 31	57	

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	1.75% 1	12.28% 7	33.33% 19	52.63% 30	57

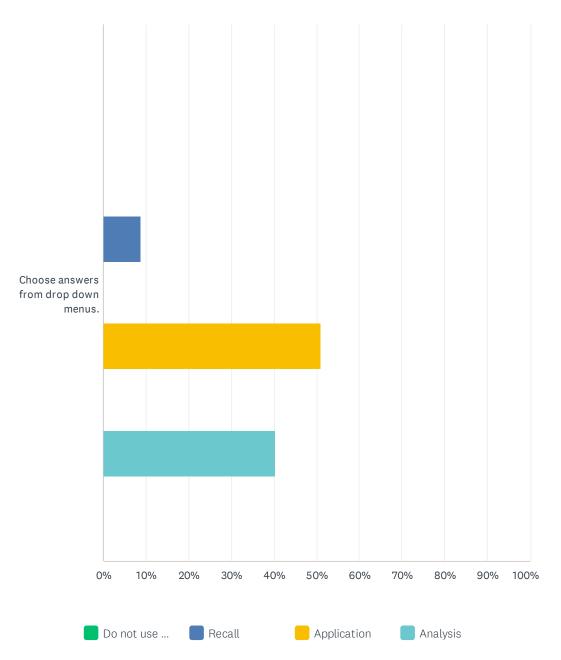
Q31 4.8 Discuss the processes associated with promotion, rank, tenure, continuing contracts, and faculty recognition/incentives within the academy.









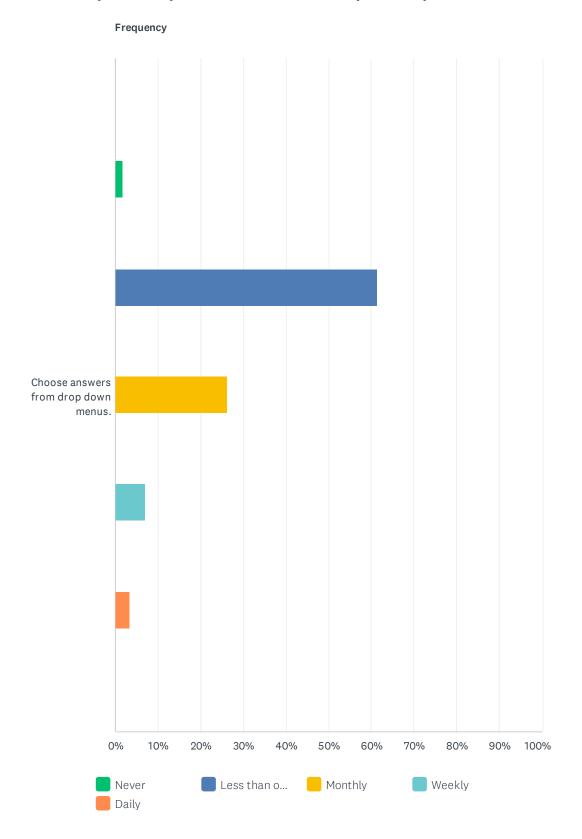


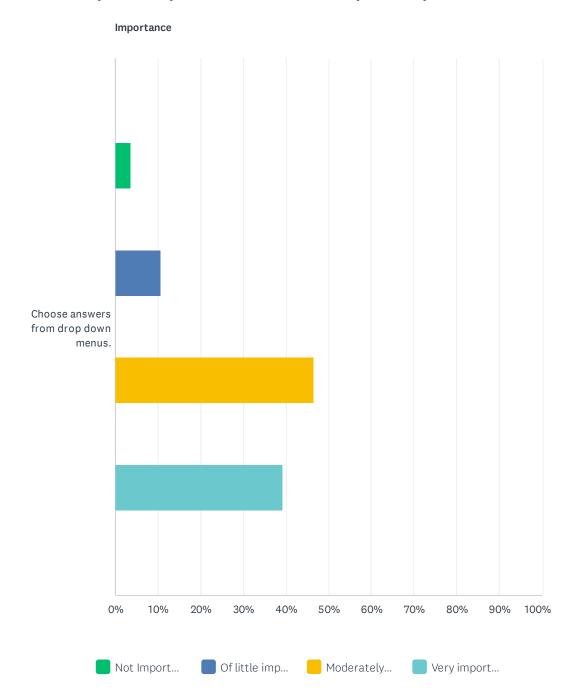
Frequency									
		NEVER	LESS THAN ON	ICE A N	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	0.00%			50.00% 29	41.38% 24	6.90% 4	1.72% 1	58
Importance									
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE		MODER IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		0.00%	8	3.77% 5		33.33 ¹	% .9	57.89% 33	57

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00% 0	8.77% 5	50.88% 29	40.35% 23	57

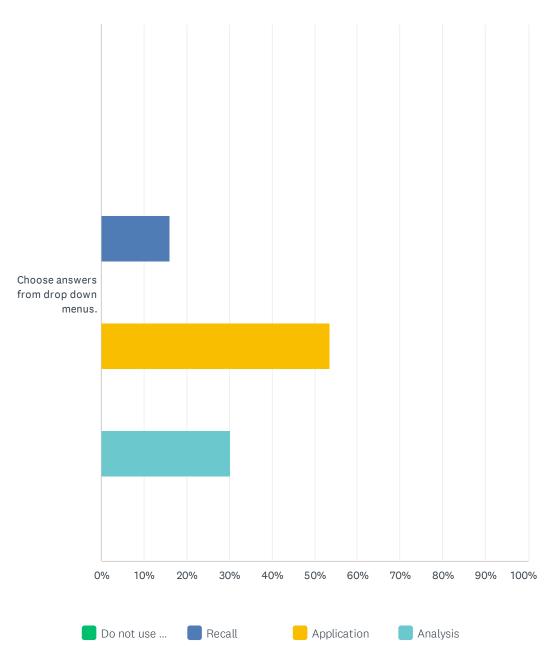
Q32 4.9 Identify how the primary roles and responsibilities of faculty, including teaching, scholarship, administration, governance and service related to contract, promotion, tenure and how these change with rank and/or faculty track.

Answered: 57 Skipped: 117





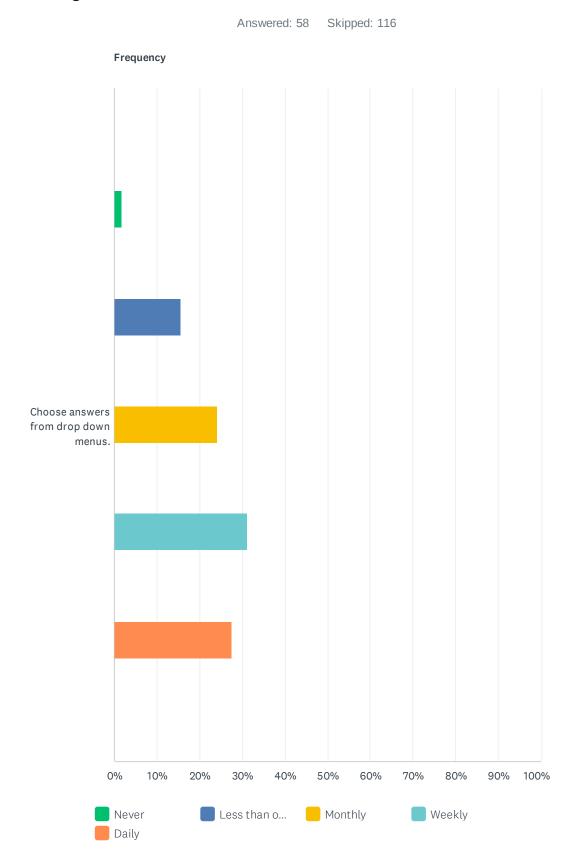


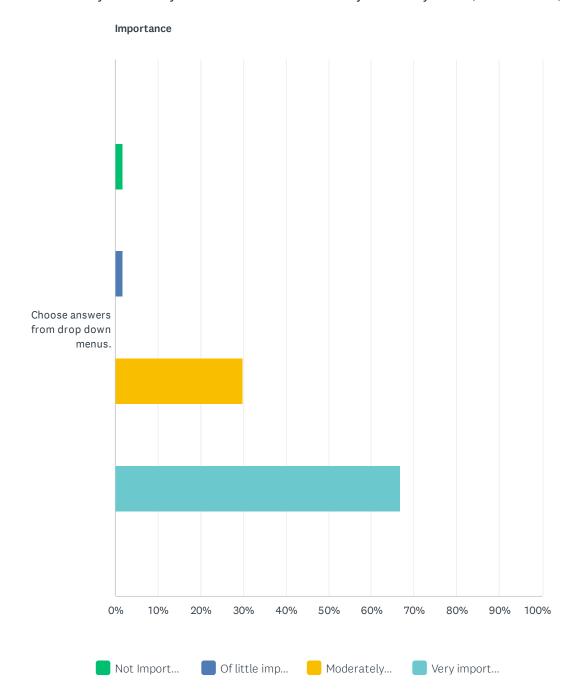


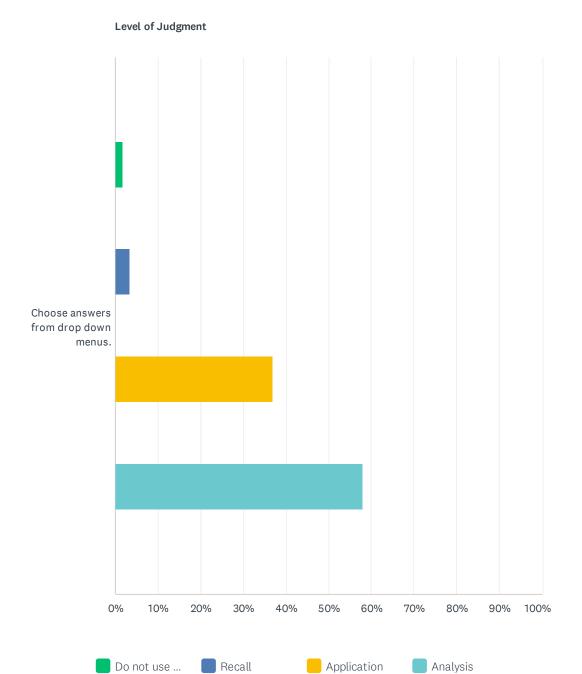
Frequency								
		NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	ienus.	1.75% 1		61.40% 35	26.32% 15	7.02% 4	3.51%	57
Importance								
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE	MODEF IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		3.57% 2	10.71% 6		46.43 ⁰	% 26	39.29% 22	56

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	0.00%	16.07% 9	53.57% 30	30.36% 17	56

Q33 4.10 Analyze the role of faculty in student advising/supervision and the strategies needed to facilitate student success and advancement.



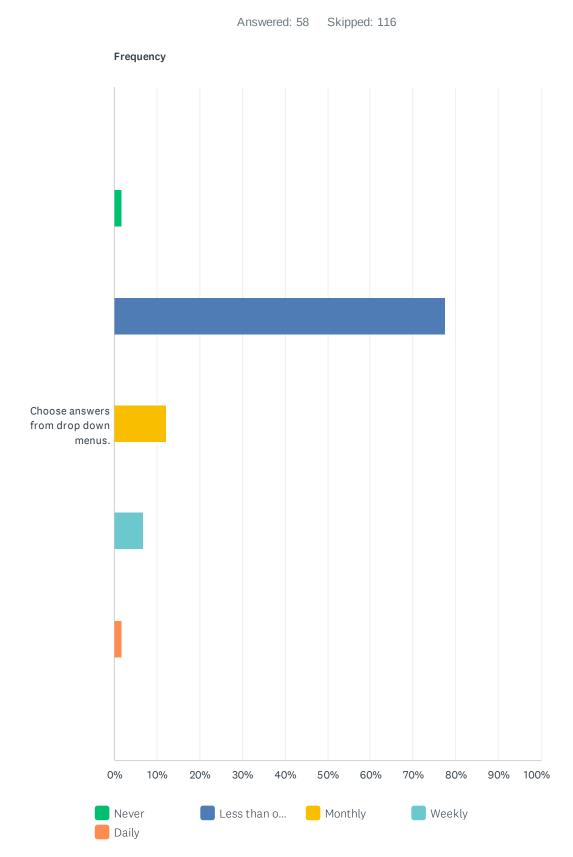


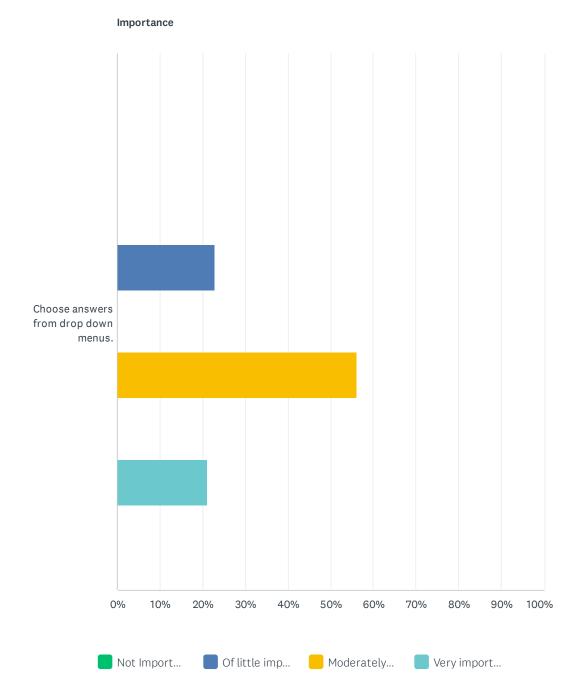


Frequency								
		NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	1.72% 1		15.52% 9	24.14% 14	31.03% 18	27.59% 16	58
Importance								
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE	MODE IMPOR	RATELY RTANT	VERY IMPO	RTANT	TOTAL
Choose answers from drop down menus.		1.75% 1	1.75% 1		29.82	2% 17	66.67% 38	57

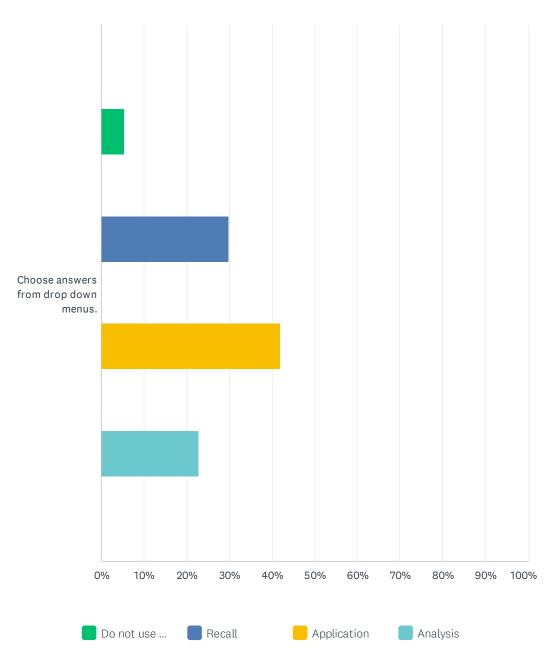
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	1.75% 1	3.51% 2	36.84% 21	57.89% 33	57

Q34 4.11 Describe the role and function of faculty in departmental, college, and university strategic planning processes.





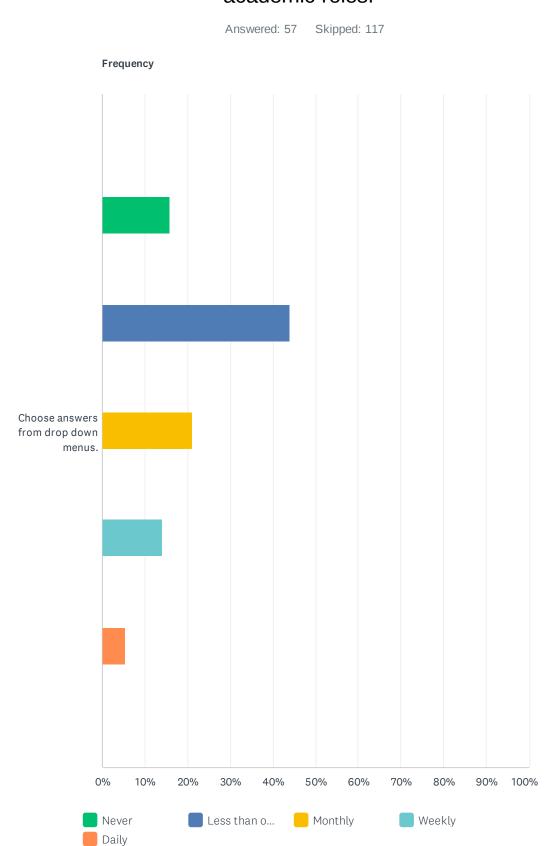


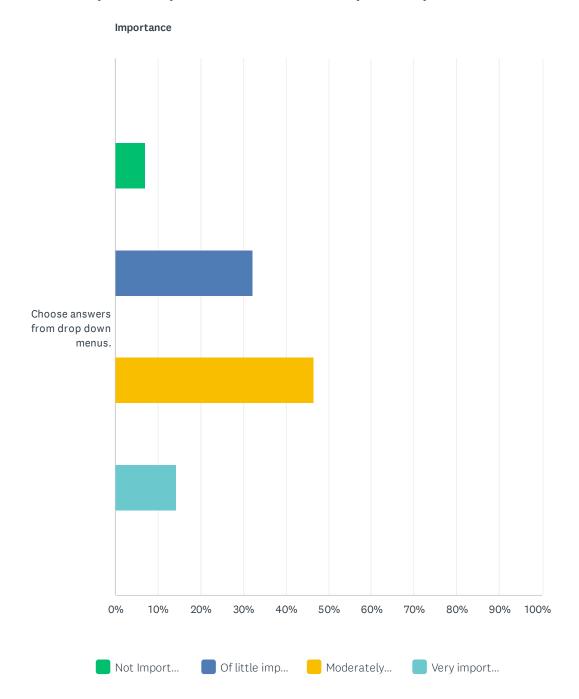


Frequency								
		NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	1.72% 1		77.59% 45	12.07% 7	6.90% 4	1.72% 1	58
Importance								
	NOT IMPOR	TANT	OF LITTLE IMPORTANCE	MODEF IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		0.00%	22.81% 13		56.14% 3		21.05% 12	57

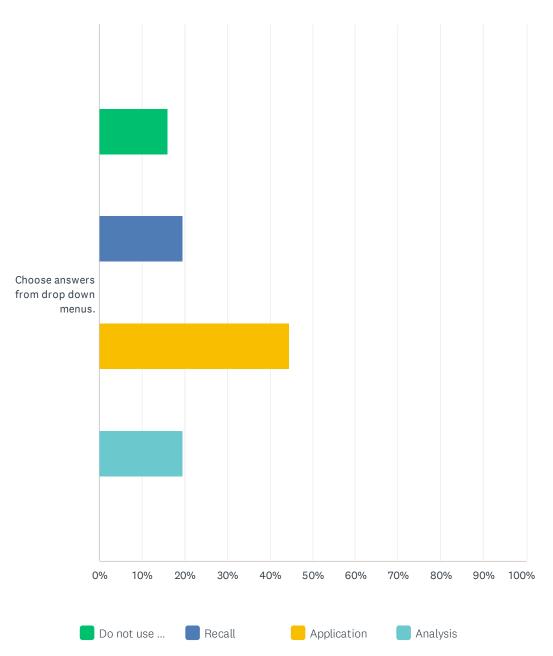
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	5.26% 3	29.82% 17	42.11% 24	22.81% 13	57

Q35 4.12.1 Understand leadership theories and philosophies as applied to academic roles.





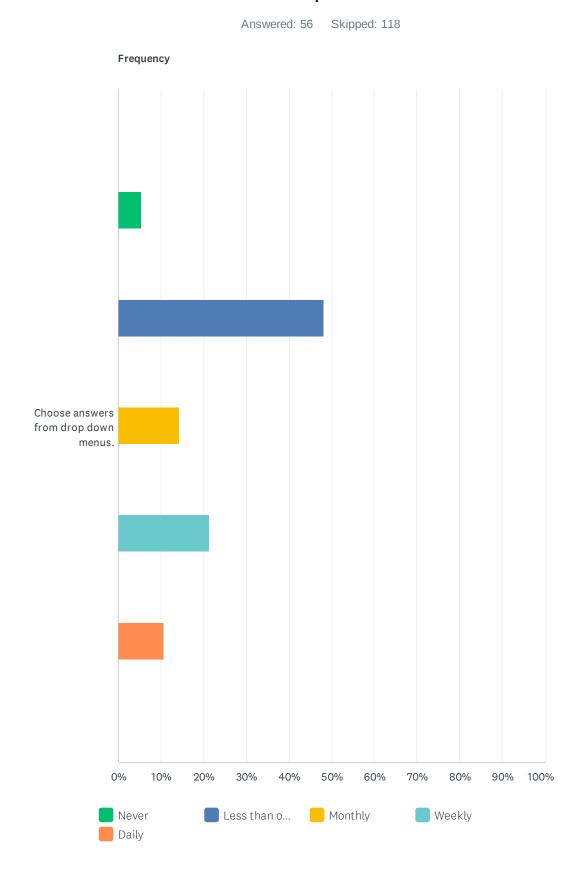


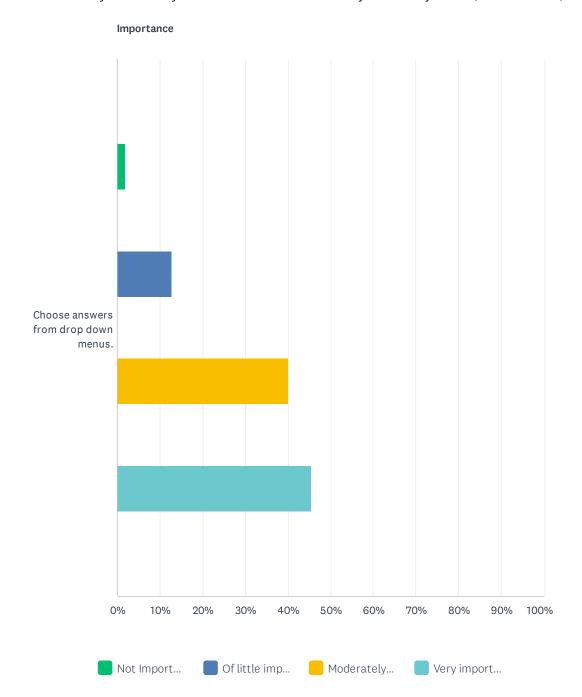


Frequency								
		NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	15.79% 9		43.86% 25	21.05% 12	14.04% 8	5.26% 3	57
Importance								
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE	MODEF IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		7.14% 4	32.14% 18		46.43 ⁹	% 26	14.29% 8	56

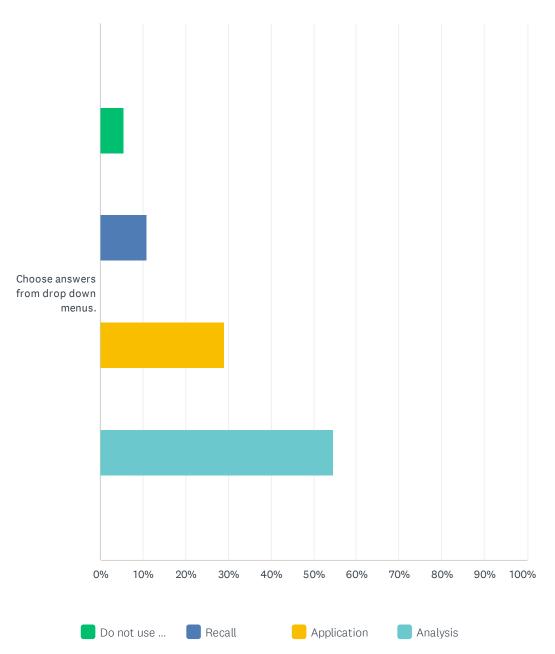
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	16.07% 9	19.64% 11	44.64% 25	19.64% 11	56

Q36 4.12.2 Evaluate personal leadership style including strengths and areas of improvement.





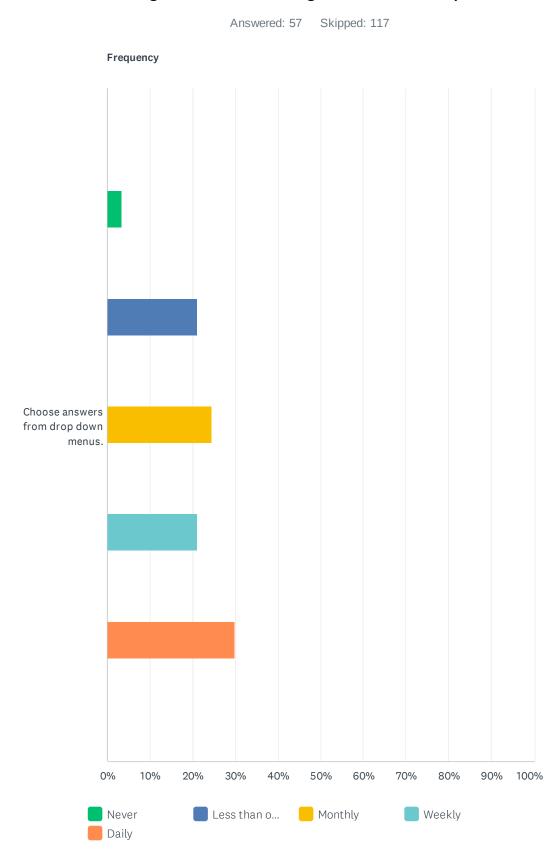


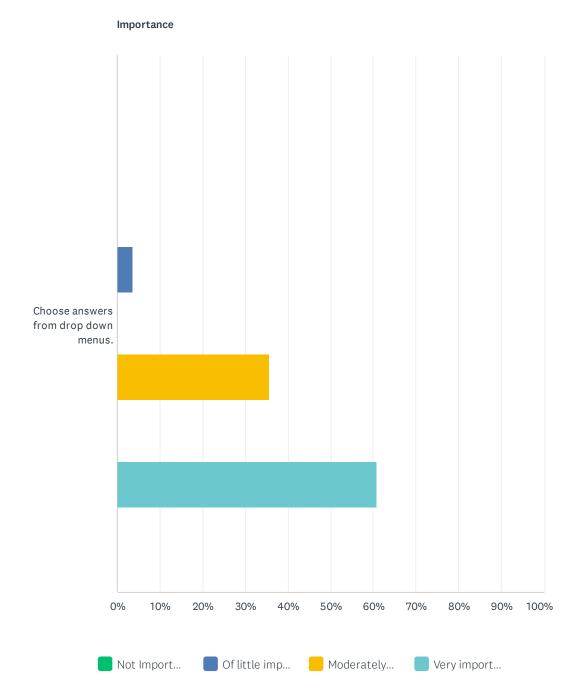


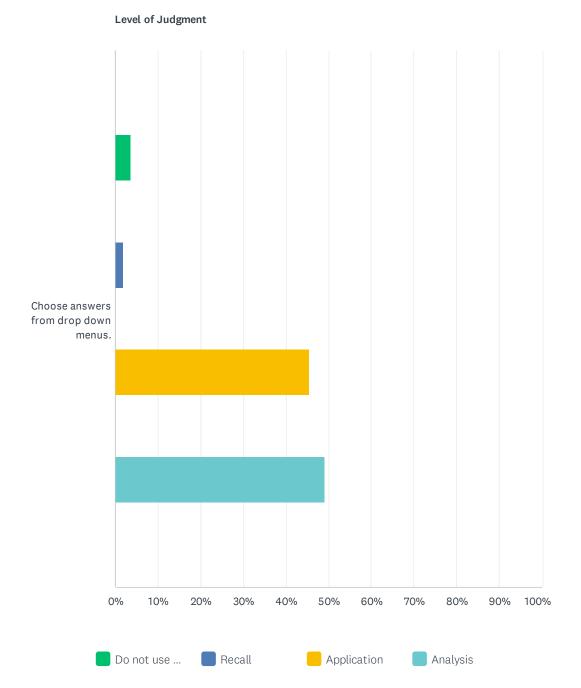
Frequency								
		NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	5.36% 3		48.21% 27	14.29% 8	21.43% 12	10.71% 6	56
Importance								
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE	MODE IMPOR	RATELY RTANT	VERY IMPOR	RTANT	TOTAL
Choose answers from drop down menus.		1.82% 1	12.73% 7		40.00	0% 22	45.45% 25	55

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	5.45% 3	10.91% 6	29.09% 16	54.55% 30	55

Q37 4.12.3 Apply conflict-resolution strategies to effectively prevent and manage conflict among students and peers.



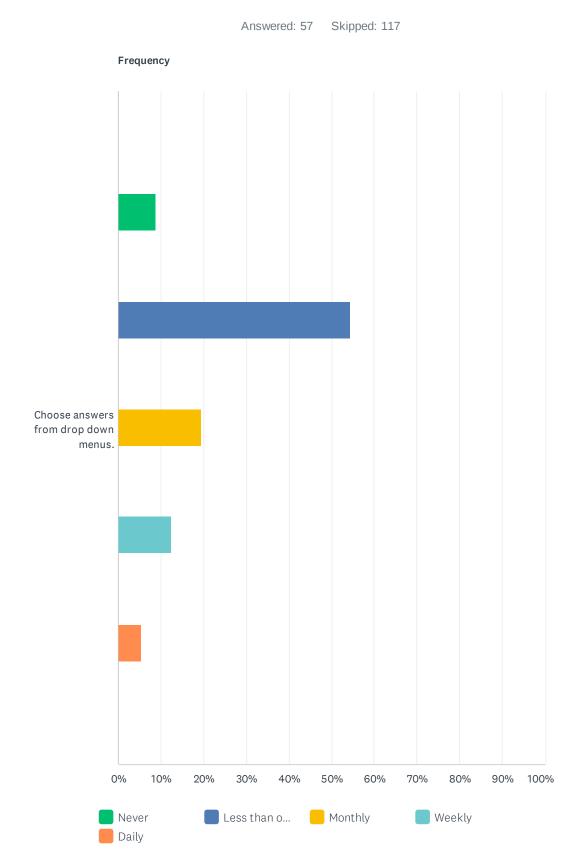


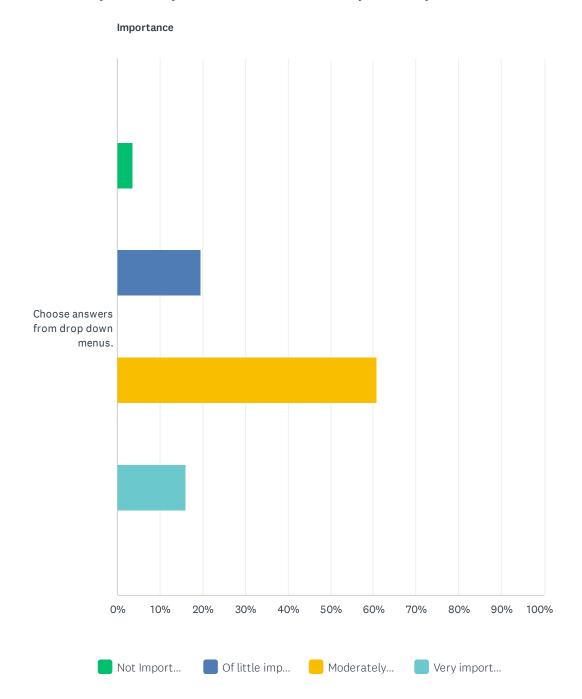


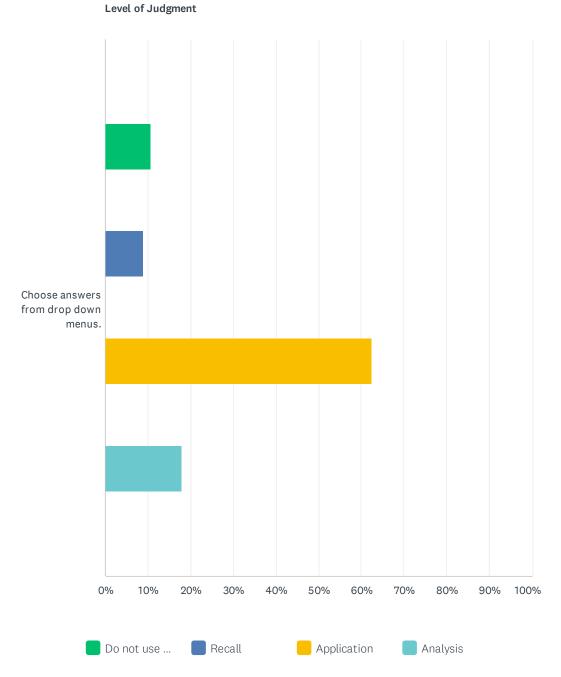
Frequency								
	NEVER	LESS THAN ONCE A N	ONTH	MONTHLY	WEEKLY	DAILY	TOTAL	
Choose answers from drop down me	enus. 3.51% 2		21.05% 12	24.56% 14	21.05% 12	29.82% 17	57	
Importance								
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODE	RATELY RTANT	VERY IMPOR	RTANT	TOTAL	
Choose answers from drop down menus.	0.00%	3.57% 2		35.71	.% 20	60.71% 34	56	

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	3.64% 2	1.82% 1	45.45% 25	49.09% 27	55

Q38 4.12.4 Relate leadership concepts to the various faculty administrative roles within an academic institution.





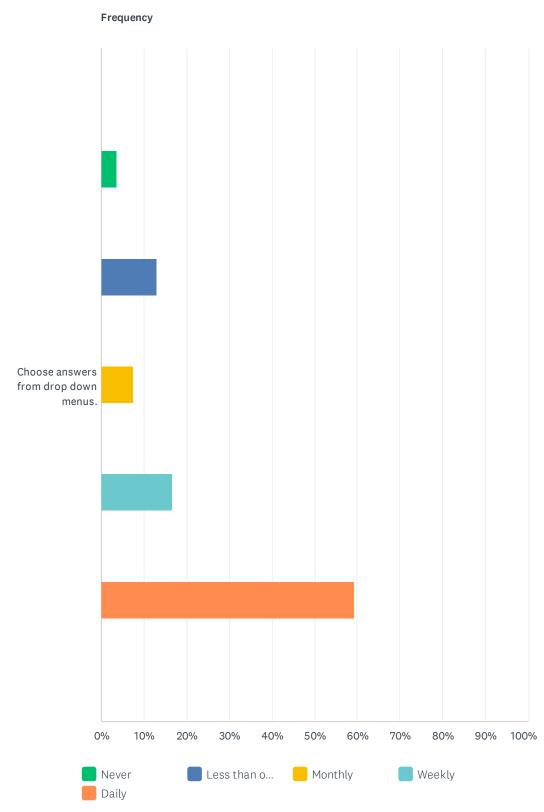


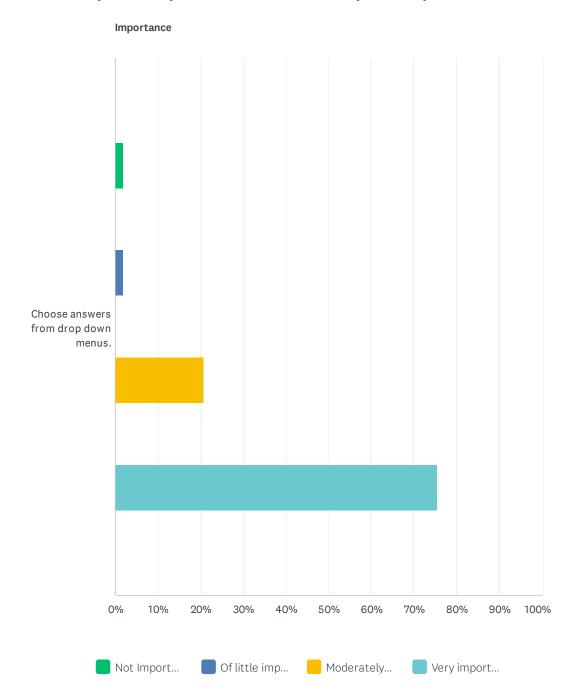
Frequency								
	NEV	/ER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus. 8.7	77% 5		54.39% 31	19.30% 11	12.28% 7	5.26% 3	57
Importance								
	NOT IMPORTANT	Т	OF LITTLE IMPORTANCE	MODER		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.	3.5	57% 2	19.64% 11		60.71 ⁹	•	16.07% 9	56

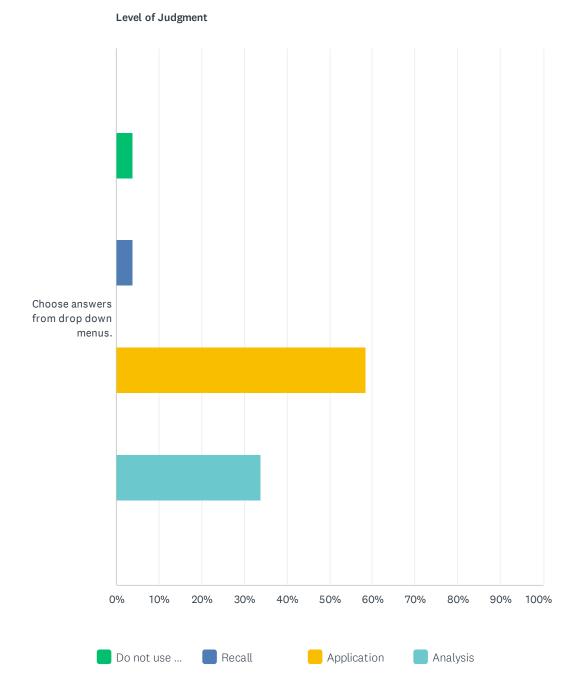
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	10.71% 6	8.93% 5	62.50% 35	17.86% 10	56

Q39 4.13 Demonstrate collaboration/collegiality as attributes important to functioning within the academy.





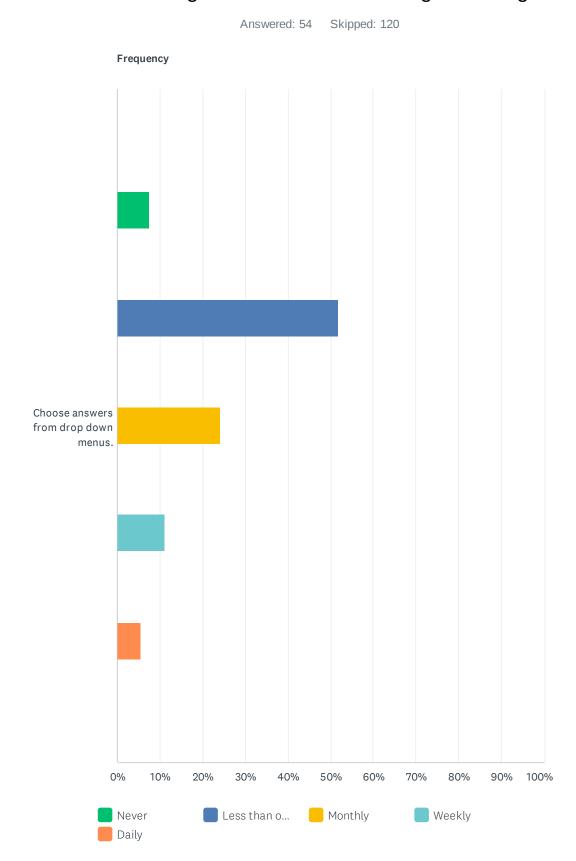


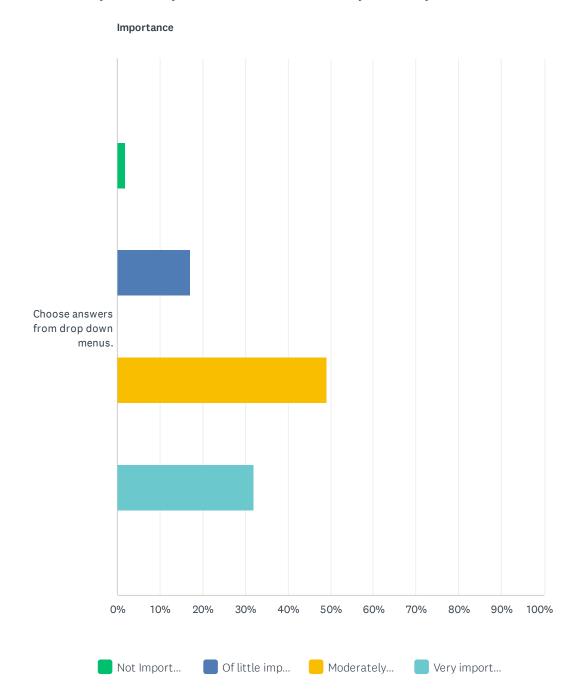


Frequency							
	NEVER	LESS THAN ONCE A N	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus. 3.70% 2		12.96% 7	7.41% 4	16.67% 9	59.26% 32	54
Importance							
	NOT IMPORTANT	OF LITTLE IMPORTANCE	MODE	RATELY RTANT	VERY IMPOR	RTANT	TOTAL
Choose answers from drop down menus.	1.89% 1	1.89% 1		20.75	% 11	75.47% 40	53

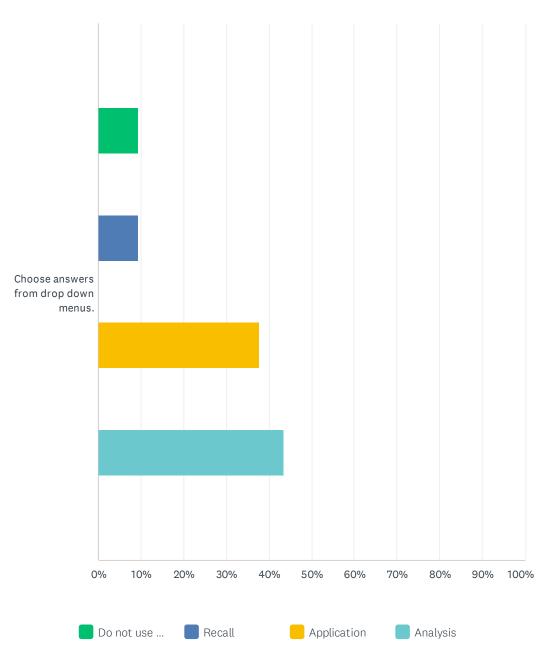
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	3.77% 2	3.77%	58.49% 31	33.96% 18	53

Q40 4.14.1 Analyze how academic freedom fulfills the academy's mission of educating students and advancing knowledge.





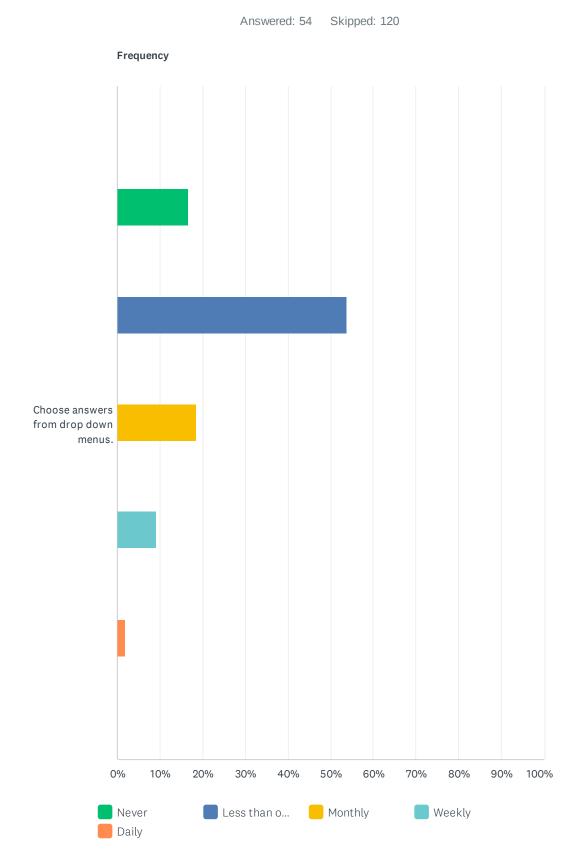


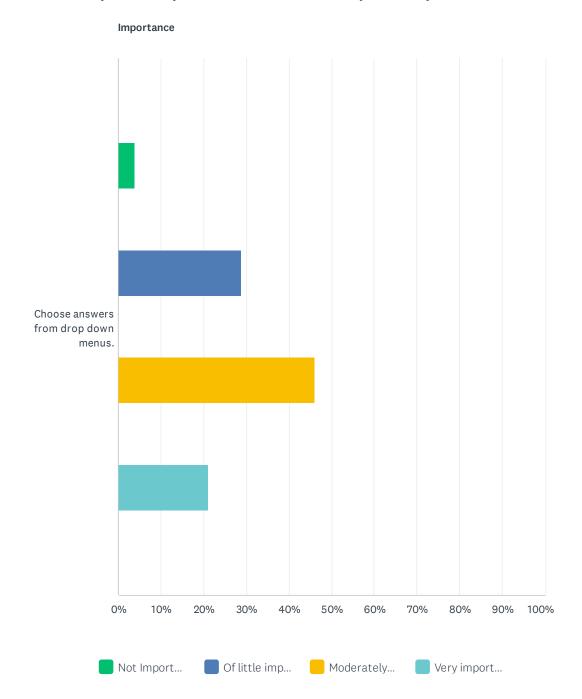


Frequency								
		NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	7.41% 4		51.85% 28	24.07% 13	11.11% 6	5.56% 3	54
Importance								
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE	MODEF IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		1.89% 1	16.98% 9		49.06% 2	-	32.08% 17	53

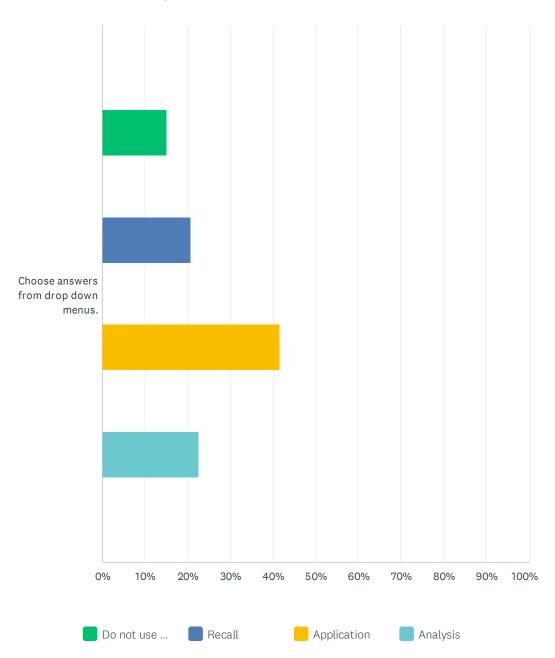
Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	9.43% 5	9.43% 5	37.74% 20	43.40% 23	53

Q41 4.14.2 Describe how academic freedom is interpreted and applied by governance structures such as faculty senates and unions.





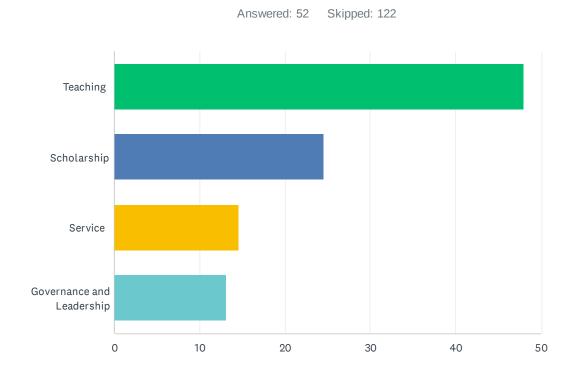




Frequency								
		NEVER	LESS THAN ONCE A	MONTH	MONTHLY	WEEKLY	DAILY	TOTAL
Choose answers from drop down m	enus.	16.67% 9		53.70%	18.52% 10	9.26% 5	1.85%	54
Importance								
	NOT IMPO	RTANT	OF LITTLE IMPORTANCE	MODEF IMPOR		VERY IMPOR	TANT	TOTAL
Choose answers from drop down menus.		3.85% 2	28.85% 15		46.159 2	% 44	21.15% 11	52

Level of Judgment					
	DO NOT USE IN THEIR WORK	RECALL	APPLICATION	ANALYSIS	TOTAL
Choose answers from drop down menus.	15.09% 8	20.75% 11	41.51% 22	22.64% 12	53

Q42 5.1 Please indicate the minimum percentage of time should be devoted to each competency within a residency program's curriculum (both educational hours and practice hours). The percentage must total 100%:



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Teaching	48	2,494	52
Scholarship	25	1,277	52
Service	15	761	52
Governance and Leadership	13	668	51
Total Respondents: 52			

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5	40	4/30/2024 6:52 PM
6	55	4/30/2024 6:05 PM
7	50	4/30/2024 4:52 PM
8	30	4/30/2024 4:42 PM
9	40	4/30/2024 3:23 PM

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11	25	4/30/2024 2:58 PM
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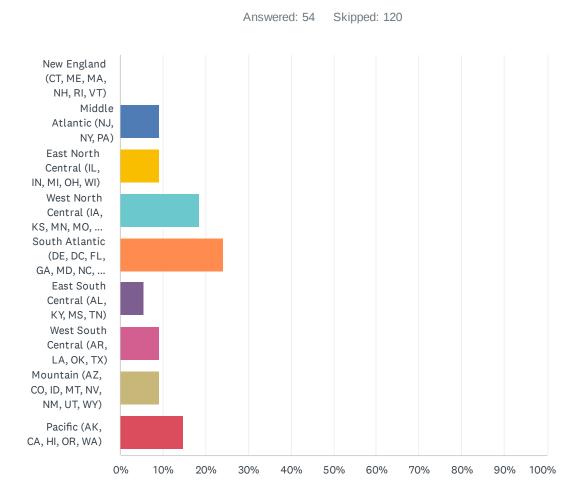
Q43 6.1 Please indicate the state/jurisdiction that you reside in:

Answered: 52 Skipped: 122

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34	Utah	3/7/2024 1:02 PM
35	СО	3/6/2024 1:46 PM
36	Mississippi	3/5/2024 11:24 AM
37	California	3/4/2024 12:07 AM
38	Iowa	3/1/2024 10:50 AM
39	MN	3/1/2024 8:39 AM
40	Florida	2/29/2024 9:33 PM
41	NC	2/29/2024 2:41 PM
42	CA	2/29/2024 1:16 PM
43	Colorado	2/29/2024 1:13 PM
44	New York	2/29/2024 12:29 PM
45	UT	2/29/2024 11:50 AM
46	ОК	2/29/2024 11:44 AM
47	Texas	2/29/2024 11:21 AM
48	FL	2/29/2024 10:49 AM
49	WI	2/29/2024 10:31 AM
50	TX	2/29/2024 9:44 AM
51	South Carolina	2/29/2024 9:38 AM
52	Georgia	2/29/2024 8:16 AM

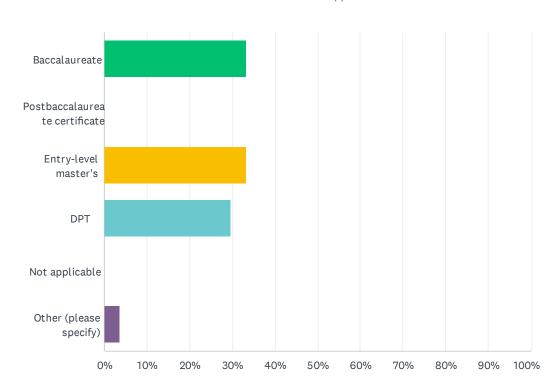
Q44 6.2 In which geographic region is the academic program for which you are a primary faculty member:



ANSWER CHOICES	RESPONSES	
New England (CT, ME, MA, NH, RI, VT)	0.00%	0
Middle Atlantic (NJ, NY, PA)	9.26%	5
East North Central (IL, IN, MI, OH, WI)	9.26%	5
West North Central (IA, KS, MN, MO, NE, ND, SD)	18.52%	10
South Atlantic (DE, DC, FL, GA, MD, NC, PR, SC, VA, WV)	24.07%	13
East South Central (AL, KY, MS, TN)	5.56%	3
West South Central (AR, LA, OK, TX)	9.26%	5
Mountain (AZ, CO, ID, MT, NV, NM, UT, WY)	9.26%	5
Pacific (AK, CA, HI, OR, WA)	14.81%	8
TOTAL		54

Q45 7.1 What is your entry-level physical therapy education?

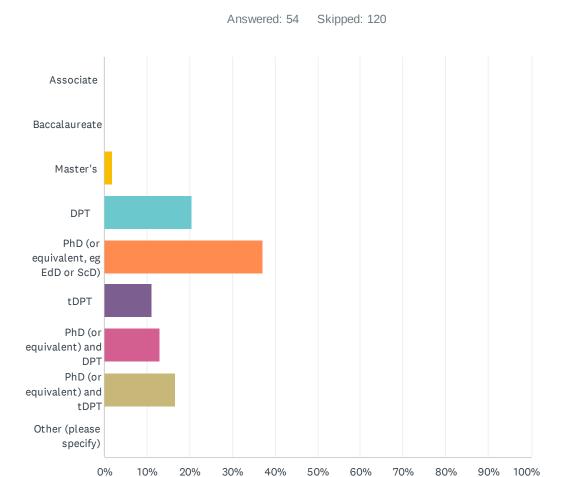




ANSWER CHOICES	RESPONSES	
Baccalaureate	33.33%	18
Postbaccalaureate certificate	0.00%	0
Entry-level master's	33.33%	18
DPT	29.63%	16
Not applicable	0.00%	0
Other (please specify)	3.70%	2
TOTAL		54

#	OTHER (PLEASE SPECIFY)	DATE
1	Baccalaureate plus tDPT	3/14/2024 6:57 PM
2	Certificate Columbia University	2/29/2024 10:50 AM

Q46 7.2 What is your highest earned academic degree in any area of study?



ANSWER CHOICES	RESPONSES	
Associate	0.00%	0
Baccalaureate	0.00%	0
Master's	1.85%	1
DPT	20.37%	11
PhD (or equivalent, eg EdD or ScD)	37.04%	20
tDPT	11.11%	6
PhD (or equivalent) and DPT	12.96%	7
PhD (or equivalent) and tDPT	16.67%	9
Other (please specify)	0.00%	0
TOTAL		54

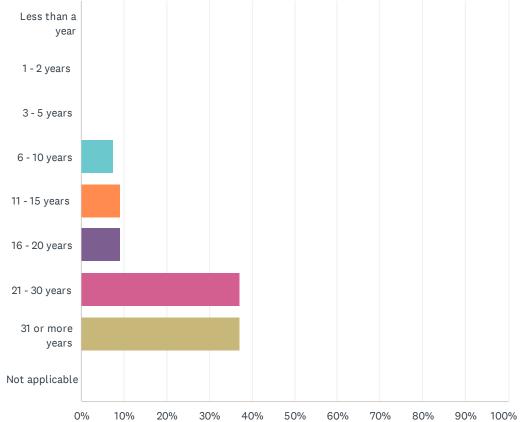
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OTHER (PLEASE SPECIFY)

There are no responses.

Q47 7.3 What is the total number of years you have been a practicing physical therapist?

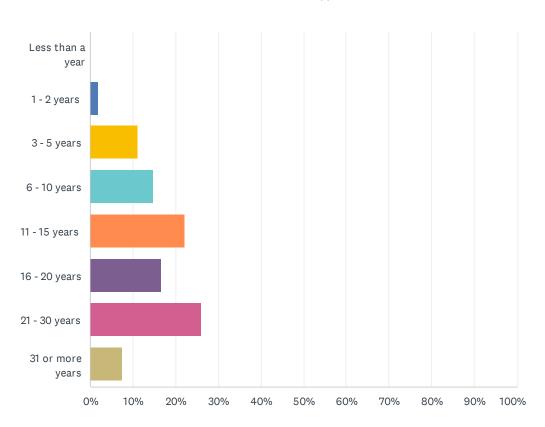




ANSWER CHOICES	RESPONSES	
Less than a year	0.00%	0
1 - 2 years	0.00%	0
3 - 5 years	0.00%	0
6 - 10 years	7.41%	4
11 - 15 years	9.26%	5
16 - 20 years	9.26%	5
21 - 30 years	37.04%	20
31 or more years	37.04%	20
Not applicable	0.00%	0
TOTAL		54

Q48 7.4 What is the total number of years you have been involved in academic education?





ANSWER CHOICES	RESPONSES	
Less than a year	0.00%	0
1 - 2 years	1.85%	1
3 - 5 years	11.11%	6
6 - 10 years	14.81%	8
11 - 15 years	22.22%	12
16 - 20 years	16.67%	9
21 - 30 years	25.93%	14
31 or more years	7.41%	4
TOTAL		54

Q49 7.5 How long have you been a full-time faculty member (1.0 or above FTE):

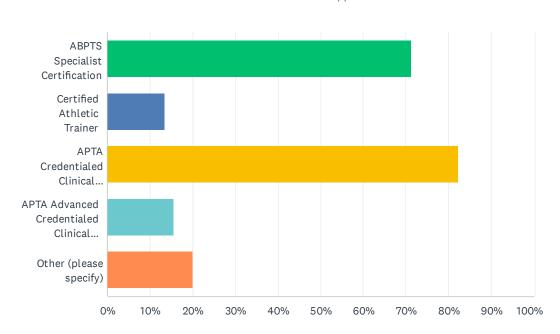
Answered: 52 Skipped: 122

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35	24 years	3/6/2024 1:48 PM
36	12 years	3/5/2024 11:25 AM
37	25	3/4/2024 12:09 AM
38	15 years	3/1/2024 10:51 AM
39	21 years	3/1/2024 8:41 AM
40	8	2/29/2024 9:34 PM
41	9	2/29/2024 2:42 PM
42	19 years	2/29/2024 1:17 PM
43	20	2/29/2024 1:13 PM
44	13 years	2/29/2024 12:30 PM
45	18	2/29/2024 11:50 AM
46	5	2/29/2024 11:44 AM
47	30	2/29/2024 11:21 AM
48	25	2/29/2024 10:50 AM
49	19	2/29/2024 10:32 AM
50	32	2/29/2024 9:46 AM
51	3 years	2/29/2024 9:39 AM
52	14	2/29/2024 8:17 AM

Q50 7.6 Do you hold any of the following certifications or credentials?



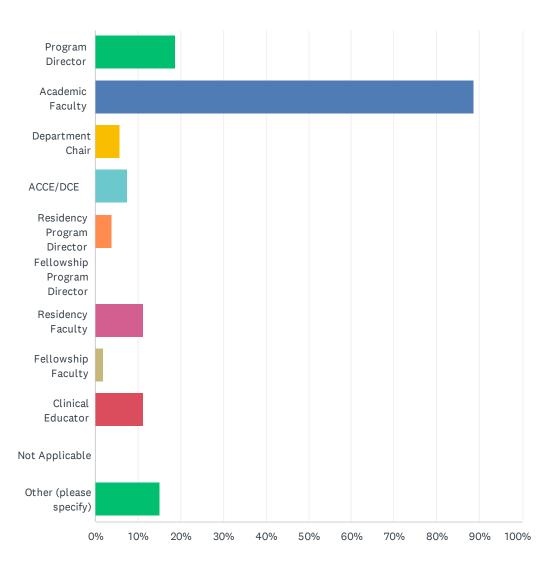


ANSWER CHOICES	RESPONSES	
ABPTS Specialist Certification	71.11%	32
Certified Athletic Trainer	13.33%	6
APTA Credentialed Clinical Instructor (Level 1)	82.22%	37
APTA Advanced Credentialed Clinical Instructor (Level 2)	15.56%	7
Other (please specify)	20.00%	9
Total Respondents: 45		

#	OTHER (PLEASE SPECIFY)	DATE
1	Fellow of amApplied Functional Science	4/30/2024 8:34 PM
2	NSCA-CSCS	3/15/2024 12:03 PM
3	APTA Fellowship in Higher Education Leadership	3/14/2024 2:28 PM
4	CEEAA	3/14/2024 1:10 PM
5	Advanced Credentialed Exercise Expert for Aging Adults; Sports Physical Therapy Certification	3/14/2024 10:54 AM
6	Lsvt big certified	3/14/2024 10:44 AM
7	CSCS	3/7/2024 1:04 PM
8	CEEAA	2/29/2024 11:22 AM
9	MPH	2/29/2024 10:51 AM

Q51 7.7 What is your current role(s) in education? (Check all that apply)



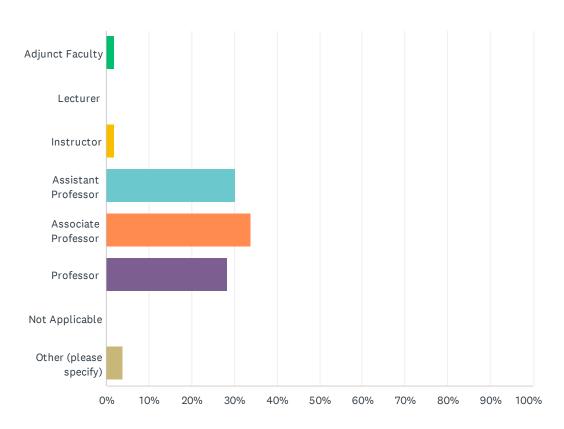


ANSWER CHOICES	RESPONSES	
Program Director	18.87%	10
Academic Faculty	88.68%	47
Department Chair	5.66%	3
ACCE/DCE	7.55%	4
Residency Program Director	3.77%	2
Fellowship Program Director	0.00%	0
Residency Faculty	11.32%	6
Fellowship Faculty	1.89%	1
Clinical Educator	11.32%	6
Not Applicable	0.00%	0
Other (please specify)	15.09%	8
Total Respondents: 53		

#	OTHER (PLEASE SPECIFY)	DATE
1	Dean	4/30/2024 4:54 PM
2	Associate Chair	3/15/2024 12:03 PM
3	College Dean	3/15/2024 7:36 AM
4	Director of Anatomy Laboratory Operations	3/14/2024 6:58 PM
5	tDPT director	3/14/2024 4:50 PM
6	Assistant Program Director	3/14/2024 10:44 AM
7	Retired	2/29/2024 9:34 PM
8	Dean of College	2/29/2024 11:51 AM

Q52 7.8 What is your current faculty status in your program? (Check one category only)



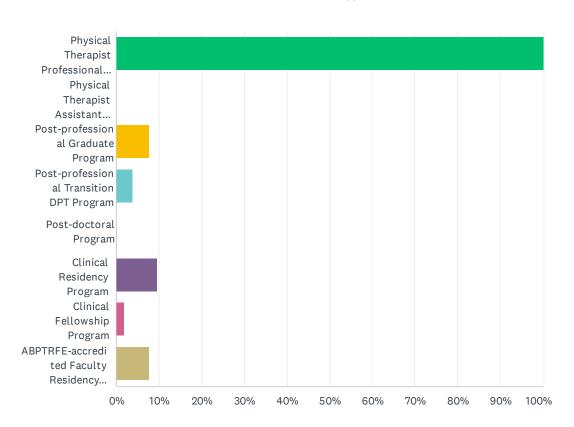


ANSWER CHOICES	RESPONSES	
Adjunct Faculty	1.89%	1
Lecturer	0.00%	0
Instructor	1.89%	1
Assistant Professor	30.19%	16
Associate Professor	33.96%	18
Professor	28.30%	15
Not Applicable	0.00%	0
Other (please specify)	3.77%	2
TOTAL		53

#	OTHER (PLEASE SPECIFY)	DATE
1	Professor Emeritus (retired)	3/4/2024 12:10 AM
2	Retired	2/29/2024 9:34 PM

Q53 7.9 In which programs do you currently teach? (Check all that apply)

Answered: 52 Skipped: 122



ANSWER CHOICES	RESPONSES	
Physical Therapist Professional Program	100.00%	52
Physical Therapist Assistant Professional Program	0.00%	0
Post-professional Graduate Program	7.69%	4
Post-professional Transition DPT Program	3.85%	2
Post-doctoral Program	0.00%	0
Clinical Residency Program	9.62%	5
Clinical Fellowship Program	1.92%	1
ABPTRFE-accredited Faculty Residency Program	7.69%	4
Total Respondents: 52		

Q54 7.10 What is your program's primary mode of delivery?

Residential/Tra ditional

Hybrid/Blended

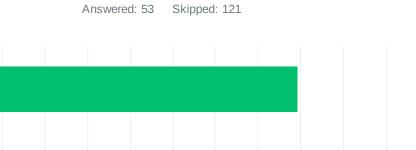
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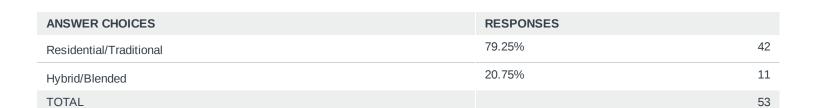
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70%

80%

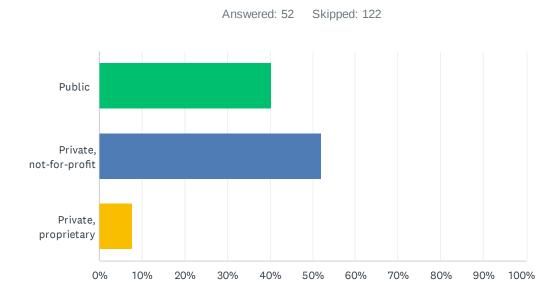
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100%



50%

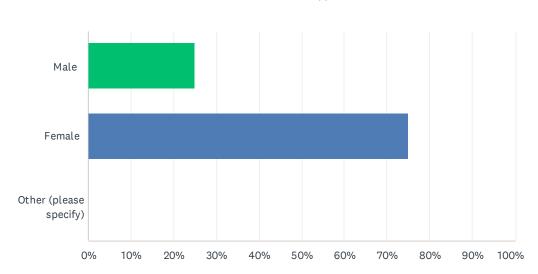
Q55 7.11 In what type of educational institution do you currently teach?



ANSWER CHOICES	RESPONSES	
Public	40.38%	21
Private, not-for-profit	51.92%	27
Private, proprietary	7.69%	4
TOTAL		52

Q56 7.12 What is your sex?



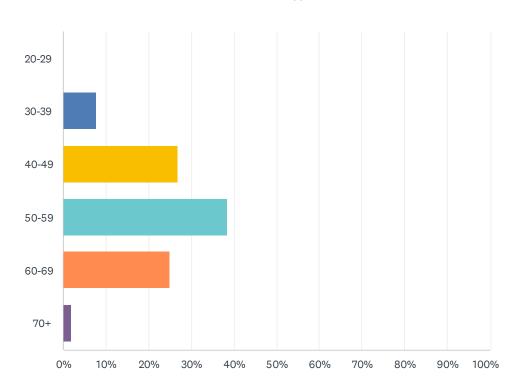


ANSWER CHOICES	RESPONSES	
Male	25.00%	13
Female	75.00%	39
Other (please specify)	0.00%	0
TOTAL		52

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q57 7.13 What is your age?

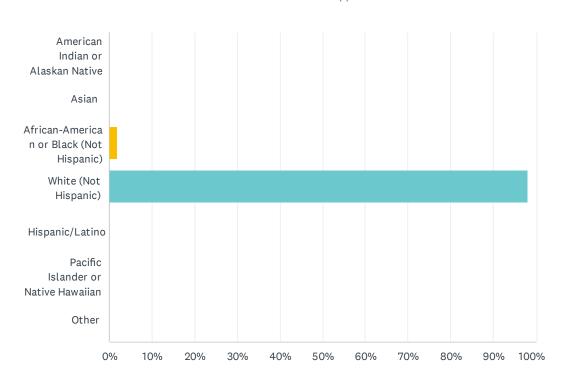
Answered: 52 Skipped: 122



ANSWER CHOICES	RESPONSES	
20-29	0.00%	0
30-39	7.69%	4
40-49	26.92%	14
50-59	38.46%	20
60-69	25.00%	13
70+	1.92%	1
TOTAL		52

Q58 7.14 Which of the following best describes your race/ethnic origin?





ANSWER CHOICES	RESPONSES	
American Indian or Alaskan Native	0.00%	0
Asian	0.00%	0
African-American or Black (Not Hispanic)	1.96%	1
White (Not Hispanic)	98.04%	50
Hispanic/Latino	0.00%	0
Pacific Islander or Native Hawaiian	0.00%	0
Other	0.00%	0
TOTAL		51

SYNOPSIS OF DECISIONS BASED ON DECISION RULES APPLIED

Descriptives in Survey Order

Кеу	# of items
High frequency (>= 3.0), high importance (>= 2.2) tasks. Very <u>likely</u> to be critical	1
Low frequency (< 3.0), high importance (>= 2.2) tasks. May be critical	49
High frequency (>= 3.0), low importance (< 2.2)tasks. Less likely to be critical	0
Low frequency (< 3.0), low importance (< 2.2) tasks. Very <u>unlikely</u> to be critical	25
Total	75

Response Scales		
Frequency	Importance	Level of Judgment/Mastery
0. Never	0. Not important	0. Do not use in their work/Advanced beginner skill level
1. Less than once a month	1. Of little importance	1. Recall/Competent skill level
2. Monthly	2. Moderately important	2. Application/Proficient skill level
3. Weekly	3. Very important	3. Analysis/Expert skill level
4. Daily		

SURVEY ITEM/LABEL	KEEP OR DELETE AND JUSTIFICATION OF DECISION
TEACHING DOMAIN OF COMPETENCE	
	KEEP: This is the first step of "creating and implementing curriculum" based on key principles of curricular design
1.1.1.1 Conducting a needs assessment of curriculum, program, and learner(s).	documented in the literature.
1.1.1.2 Designing curricula and/or program(s) including both didactic and clinical education.	KEEP
1.1.1.3 Developing program learning objectives and content.	KEEP
1.1.1.4 Developing instructional materials and methods (strategies) that best facilitate learning, including the use of technology	
and delivery options (e.g., hybrid, blended, remote).	KEEP
1.1.1.5 Implementing curriculum and/or course.	KEEP: Implemening a course is a core and regular responsibility of a faculty member in DPT education.
1.1.1.6 Assessing instruction and translation of learning objectives to achieve established competencies.	KEEP: Core responsibility of a course director in DPT education
1.1.1.7 Using assessment and evaluation information (e.g., program, course, peer) to make changes to curriculum and/or	
program(s).	KEEP
1.1.1.8 Analyzing curriculum, program and instructional strategies that foster diversity, equity and inclusion.	KEEP
1.1.2 Comply with pertinent regulations that influence curricular development, including but not limited to regulators (i.e., regional	
accreditation, CAPTE, state practice acts), stakeholders (i.e., APTA, FSBPT), specialized areas of practice (i.e., ABPTRFE, APTA	
Academies/Sections, ACAPT), and payers.	KEEP
1.1.3 Integrate contemporary clinical evidence-based approaches of care and translation of current research into curricula.	KEEP
1.2.1 Compare/contrast learning theories in terms of how they conceptualize learning, including the role of the instructor and	
student (e.g., behaviorist, cognitivist, constructivist, humanist, and connectivist theories) in order to develop a philosophy about	
teaching and learning.	DELETE. Needs Future Reivsion in next revalidation period by creating two separate objectives.
1.2.2 Incorporate domains and taxonomies of learning including cognitive, affective, psychomotor, and spiritual, to align with	KEEP: CAPTE requires all course objectives to consider domains of learning. Programs have lattitude to determine how
curricular design, instructional methods and strategies.	they apply domains and taxonomies. Needs future consideration of "spiritual".
1.3.1 Determine optimal instructional delivery methods (e.g., face-to-face, online, hybrid).	DELETE
1.3.2 Determine optimal instructional approaches (e.g., lecture, small-group, project-based, inter/intra professional problem-	
based, team-based, case-based).	KEEP
1.3.3 Determine optimal instructional settings (e.g., clinic, bedside, patient simulation, classroom/laboratory, standardized	
patients).	KEEP
1.3.4 Consider the supports and limitations that may by imposed by the institution that impact instruction.	KEEP
1.3.5 Develop plans for converting a class session or course from one delivery method, approach and/or setting to a new method,	
approach and/or setting.	KEEP
1.3.6 Select instructional strategies that facilitate critical thinking, clinical reasoning and self-reflection at the appropriate level,	
ranging from novice learner to expert practitioner.	KEEP
1.3.7 Incorporate a variety of teaching and learning styles into instruction that are aligned with course objectives.	KEEP
	KEEP: Level of Importance is 2.19. Ample evidence exists in the literature about the benefits of adapting to the needs of
1.3.8 Adapt instructional strategies to meet the needs of diverse learners.	diverse learners, as well as legal, ethical and ADA implications.
1.3.9 Provide feedback to learners based on relevant theories (e.g., motivational theory), and leverage timing, location, level of	
questioning, and type of feedback for optimal student learning.	KEEP

1.4.1 Evaluate students using appropriate assessment methods that are aligned with instructional methodologies and with the	
type of course. Examples include simulation, live patient examination, competency-based assessments, verbal and written	
learner reflection, performance-based practical exams and skill checks, multiple choice exams, written assignments, critically	
appraised topics, alternative assessments, and gamification testing.	KEEP
1.4.2 Design, implement, and evaluate grading scales to be used for various assessment methods (e.g., rubrics, checklists).	KEEP
1.4.3 Assess learning outcomes, curriculum, and/or assessment practices for continuous improvement.	KEEP
	KEEP: In Alignment with APTA's Commitment to Diversity, and ample evidence in the literature it is crucial for educators
1.4.4 Implement the use of best practices to mitigate bias in assessment strategies.	to learn to assess learners applying strategies that minimize bias.
1.5.1 Understand the importance of contemporary ethical principles associated with teaching and learning.	DELETE
1.5.2 Examine the importance of academic integrity and use of tools (e.g., browser lockdown, scanning, and plagiarism software,	
and the use of artificial intelligence) in order to develop strategies that discourage and address unwanted behaviors, including	
cheating, falsification, and plagiarism.	KEEP
1.5.3 Develop strategies that discourage and address unwanted behaviors (e.g., harassment, theft, vandalism, stalking, disruptive	
behavior, physical or verbal altercations, and use of prohibited substances).	KEEP
1.5.4 Delineate the legal (federal/state) and accreditation standards that govern issues of privacy, security, discrimination, and	
other important considerations in the teaching and learning process, including Family Educational Rights and Privacy Act (FERPA),	
	KEEP
1.5.5 Analyze policies and practices related to diversity, equity and inclusion and their impact on physical therapy education and	
practice.	KEEP
1.5.6 Understand the importance of compliance with copyright laws, including the TEACH (Technology, Education, and Copyright	NLLI
	KEEP
Harmonization) Act.	KLEP
1.5.7 Illustrate the potential ethical implications of the power imbalance that exists between teacher and student (e.g.,	
authoritarian classroom, befriending students on social media, out-of-class interactions, acceptance of favors from students,	
	KEEP
	KEEP: In Alignment with APTA's Commitment to Diversity, and ample evidence in the literature it is crucial for educators
	to uphold the importance of nondiscriminatory practicies.
	DELETE
1.5.10 Analyze institutions' policies related to faculty, staff, and student use of social media.	KEEP
SCHOLARSHIP DOMAIN OF COMPETENCE	
	KEEP: A critical aspect of understaning an academican's role in production and dissemination of scholarship and the
2.1 Identify and discuss definitions and models for scholarship/research (e.g., Boyer's, UniSCOPE).	instiution's use of them. This is content not taught in DPT education.
2.2.1 CITI training.	KEEP
2.2.2 Ethics.	KEEP
2.2.3 Conflict of interest.	KEEP
2.2.4 Appropriate CAPTE forms required in planning a faculty scholarly agenda.	DELETE
2.2.5 Grantsmanship training (e.g., GAMER, TIGRR, university specific program).	DELETE
2.3 Identify the elements of a scholarly agenda that may include original research, scholarship of teaching and learning, book	
chapter, abstract, etc.	KEEP
2.4 Learn the process of obtaining IRB (institutional review board) approval, and other resources available at your institution that	
support scholarship.	KEEP
2.5 Identify appropriate venues for dissemination of scholarship (e.g., peer-reviewed journals, non-peer reviewed publications,	
abstracts/platform presentations).	KEEP
2.6 Navigate the institutional processes associated with research, funding, determining authorship, and clarification of roles within	
the research process.	KEEP
2.7 Compare/contrast the various roles in research project management and grant submissions (e.g. principal investigator, co-	
	DELETE
	DELETE
2.0 lability institutions and futuring sources pources and procedures related to obtaining grants and contracts.	PERCIL

Old patific at a state of the direct control of the state	
2.9 Identify potential funding sources (intramural, extramural) for research, faculty research development and other planned	DELETE.
scholarship activities.	DELETE
SERVICE DOMAIN OF COMPETENCE	
3.1 Identify the impact on the program of faculty service across multiple institutional levels (e.g., Department/program,	
College/school, University).	KEEP
3.2 Identify the impact on the program of faculty service external to the institution (e.g., profession, community, society).	KEEP
3.3 Identify service contributions and roles that are aligned to the individual's faculty development plan.	KEEP
3.4 Identify membership and leadership of committees both within and outside the university that result in creation or	
development of systems for improvement in health care (interprofessional education, physical therapist professional education).	KEEP
3.5 Identify and discuss service contributions that may have an effect on department and/or program policies. (e.g., faculty senate,	
internal review committees, policy review committee, student affairs).	KEEP
3.6 Recognize how different aspects of service can influence effective teaching and learning and scholarship.	KEEP
GOVERNANCE AND LEADERSHIP DOMAIN OF COMPETENCE	
	KEEP: Key to the success of employment is understanding the infastructure in which one works and the chain of
4.1.1 Institutional infrastructure and hierarchy.	command of decision making authority.
4.1.2 Faculty governance.	KEEP
4.1.3 Regional/specialized accreditation.	KEEP
4.1.4 Budget/finance.	KEEP
4.2 Analyze organizational culture and its impact on achieving institutional mission and goals.	KEEP
4.3 Describe the roles and functions of the multiple systems and processes of governance (e.g., budgeting, performance	
management, faculty senate) that must be navigated to function effectively within the academy.	DELETE
4.4 Understand the Carnegie Classification as a way of describing academic institution diversity, as well as the relationship of this	
classification to institution/program mission and vision.	DELETE
4.5 Differentiate the primary roles and responsibilities of faculty, including teaching, scholarship, administration, governance and	
service.	KEEP
4.6 Identify strategies to balance workload, effort allocation, and faculty expectations.	KEEP
4.7 4.7 Discuss the processes associated with student and academic affairs departments/units within the academy at various	
levels. For example: recruitment/admissions, enrollment, alumni affairs, registration, financial aid, diversity, equity and inclusion,	
disability services, policies/handbook, advising, student government, retention, conduct/discipline, wellness, and academic	KEEP
4.8 Discuss the processes associated with promotion, rank, tenure, continuing contracts, and faculty recognition/incentives within	
the academy.	KEEP
4.9 Identify how the primary roles and responsibilities of faculty, including teaching, scholarship, administration, governance and	NELT
service relate to contract, promotion, tenure and how these change with rank and/or faculty track.	KEEP
4.10 Analyze the role of faculty in student advising/supervision and the strategies needed to facilitate student success and	INCL.
advancement.	KEEP
4.11 Describe the role and function of faculty in departmental, college, and university strategic planning processes.	DELETE
4.11 Describe the rote and function of racuty in departmental, codege, and university strategic planning processes. 4.12.1 Understand leadership theories and philosophies as applied to academic roles.	DELETE
4.12.1 Orderstand teadership theories and philosophies as applied to academic roles. 4.12.2 Evaluate personal leadership style including strengths and areas of improvement.	KEEP
4.12.2 Evaluate personal teadership style including strengths and areas of improvement. 4.12.3 Apply conflict-resolution strategies to effectively prevent and manage conflict among students and peers.	KEEP
4.12.4 Relate leadership concepts to the various faculty administrative roles within an academic institution.	DELETE
	KEEP
4.13 Demonstrate collaboration/collegiality as attributes important to functioning within the academy.	
4.4.4.4 Analysis have analysis for a days fulfills the analysis in the state of the	KEEP: Understanding the role of academic freedom in creating learning opporutnities for students within the contexts of
4.14.1 Analyze how academic freedom fulfills the academy's mission of educating students and advancing knowledge.	the institution, community, society, and the profesion is key to the role of an academic.
4.14.0 Describe how and one of weather in interrogated and applied by governous above the second of the second one in interrogated and applied by governous above the second one in interrogated and applied by governous above the second one in interrogated and applied by governous above the second one in interrogated and applied by governous above the second one in interrogated and applied by governous above the second one in interrogated and applied by governous above the second one in the seco	DELETE
4.14.2 Describe how academic freedom is interpreted and applied by governance structures such as faculty senates and unions.	DELETE