

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

| <i>Race/ethnicity</i> | <i>N</i> | <i>%</i> |
|--|-----------------|-----------------|
| White (Not Hispanic) | 104 | 92% |
| African American or Black (Not Hispanic) | 3 | 3% |
| Asian | 3 | 3% |
| American Indian or Alaskan Native | 1 | 1% |
| <i>Gender</i> | <i>N</i> | <i>%</i> |
| Male | 24 | 21% |
| Female | 89 | 79% |
| <i>Age group</i> | <i>N</i> | <i>%</i> |
| 30-39 | 7 | 6% |
| 40-49 | 32 | 28% |
| 50-59 | 43 | 38% |
| 60-69 | 30 | 27% |
| 70+ | 1 | 1% |
| <i>Certification/ Credentials</i> | <i>N</i> | <i>%</i> |
| 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% |
| <i>Current faculty status</i> | <i>N</i> | <i>%</i> |
| Program Director | 10 | 9% |
| Academic Faculty | 35 | 30% |
| Professor | 21 | 18% |
| Assistant Professor | 19 | 17% |

| | | |
|---------------------|----|-----|
| Associate Professor | 18 | 16% |
| Not Applicable | 1 | 1% |
| Other | 11 | 10% |

| | | |
|---|-----------------|-----------------|
| <i>Total Number of Years in Academic Education</i> | <i>N</i> | <i>%</i> |
|---|-----------------|-----------------|

| | | |
|------------------|----|-----|
| 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% |

| | | |
|---|-----------------|-----------------|
| <i>Total Number of Years Practicing Physical Therapy</i> | <i>N</i> | <i>%</i> |
|---|-----------------|-----------------|

| | | |
|------------------|----|-----|
| 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% |

| | | |
|--|-----------------|-----------------|
| <i>Entry-level Physical Therapy Education</i> | <i>N</i> | <i>%</i> |
|--|-----------------|-----------------|

| | | |
|-------------------------------|----|-----|
| Baccalaureate | 46 | 39% |
| Entry-level master's | 38 | 32% |
| DPT | 31 | 26% |
| Postbaccalaureate certificate | 1 | 1% |
| Other | 2 | 2% |

| | | |
|---|-----------------|-----------------|
| <i>Primary geographic area of academic program as primary faculty member</i> | <i>N</i> | <i>%</i> |
|---|-----------------|-----------------|

| | | |
|---|----|-----|
| 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

| <i>Role(s) in education</i> | 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% |
| <i>Teaching program(s)</i> | 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% |
| <i>Type of educational institution</i> | 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 |
| Keep | 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 |

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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%:

| | M % | SD % | Counts within Percentage Bands | | | |
|----------------------------|------------|-------------|--------------------------------|-----------|-----------|------------|
| | | | 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 | 8.70 |
| Middle Atlantic (NJ, NY, PA) | 0 | 0.00 |
| East North Central (IL, IN, MI, OH, WI) | 1 | 4.35 |
| West North Central (IA, KS, MN, MO, NE, ND, SD) | 2 | 8.70 |
| South Atlantic (DE, DC, FL, GA, MD, NC, PR, SC, VA, WV) | 8 | 34.78 |
| East South Central (AL, KY, MS, TN) | 2 | 8.70 |
| West South Central (AR, LA, OK, TX) | 0 | 0.00 |
| Mountain (AZ, CO, ID, MT, NV, NM, UT, WY) | 3 | 13.04 |
| Pacific (AK, CA, HI, OR, WA) | 5 | 21.74 |

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?

| | 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 academic 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 | 23.81 |
| APTA Advanced Credentialed Clinical Instructor (Level 2) | 1 | 4.76 |
| Other (please specify) | 2 | 9.52 |

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

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

| | Frequency | Percent |
|-----------------------------|-----------|---------|
| Academic Faculty | 18 | 38.30 |
| 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 |

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

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

| | Frequency | Percent |
|------------------------|-----------|---------|
| Adjunct Faculty | 1 | 4.35 |
| Assistant Professor | 5 | 21.74 |
| Associate Professor | 8 | 34.78 |
| Professor | 8 | 34.78 |
| Other (please specify) | 1 | 4.35 |

Total 23

Note: other was: retired as full professor

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

| | Frequency | Percent |
|---|-----------|---------|
| Physical Therapist Professional Program | 23 | 60.53 |
| Physical Therapist Assistant Professional Program | 0 | 0.00 |
| Post-professional Graduate Program | 3 | 7.89 |
| Post-professional Transition DPT Program | 1 | 2.63 |
| Post-doctoral Program | 2 | 5.26 |
| Clinical Residency Program | 5 | 13.16 |
| Clinical Fellowship Program | 2 | 5.26 |
| ABPTRFE-accredited Faculty Residency Program | 2 | 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 | |



Faculty Residency Revalidation Pilot Survey 2022

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.

Faculty Residency Revalidation Pilot Survey 2022

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.

Faculty Residency Revalidation Pilot Survey 2022

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

Level of Judgment Definitions - 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:

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

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

1.1.1.3 Developing program learning objectives and content.

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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).

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

1.1.1.5 Implementing curriculum and/or program.

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

| | | | |
|---|----------------------|----------------------|----------------------|
| | Frequency | Importance | Level of Judgment |
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

| | | | |
|---|----------------------|----------------------|----------------------|
| | Frequency | Importance | Level of Judgment |
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Faculty Residency Revalidation Pilot Survey 2022

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.

| | Frequency | Importance | Level of Judgment |
|--------------------------------------|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

1.2 THEORIES OF TEACHING/LEARNING

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.

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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1.3 INSTRUCTION DELIVERY METHODOLOGIES

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.

1.3 INSTRUCTIONAL DELIVERY METHODOLOGIES

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

| | Frequency | Importance | Level of Judgment |
|--------------------------------------|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

| | Frequency | Importance | Level of Judgment |
|--------------------------------------|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

| | Frequency | Importance | Level of Judgment |
|--------------------------------------|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

| | | | |
|---|----------------------|----------------------|----------------------|
| | Frequency | Importance | Level of Judgment |
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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.

| | | | |
|---|----------------------|----------------------|----------------------|
| | Frequency | Importance | Level of Judgment |
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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.

| | | | |
|---|----------------------|----------------------|----------------------|
| | Frequency | Importance | Level of Judgment |
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

| | | | |
|---|----------------------|----------------------|----------------------|
| | Frequency | Importance | Level of Judgment |
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

| | | | |
|---|----------------------|----------------------|----------------------|
| | Frequency | Importance | Level of Judgment |
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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.

| | | | |
|---|----------------------|----------------------|----------------------|
| | Frequency | Importance | Level of Judgment |
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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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.

| | Frequency | Importance | Level of Judgment |
|--------------------------------------|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

1.4.3 Assess learning outcomes, curriculum, and/or assessment practices for continuous improvement considering a variety of sources.

| | | | |
|---|----------------------|----------------------|----------------------|
| | Frequency | Importance | Level of Judgment |
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

| | | | |
|---|----------------------|----------------------|----------------------|
| | Frequency | Importance | Level of Judgment |
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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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

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:

1.5.1.1 Confidentiality.

| | Frequency | Importance | Level of Judgment |
|--------------------------------------|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

1.5.1.2 Exploitation.

| | Frequency | Importance | Level of Judgment |
|--------------------------------------|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

1.5.1.3 Discrimination.

| | Frequency | Importance | Level of Judgment |
|--------------------------------------|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

1.5.1.4 Equity.

| | Frequency | Importance | Level of Judgment |
|--------------------------------------|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

1.5.1.5 Inclusion.

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

1.5.1.6 Autonomy.

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

1.5.1.7 Beneficence.

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

1.5.1.8 Fidelity.

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

1.5.1.9 Justice.

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

1.5.1.10 Malpractice.

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

1.5.1.11 Negligence.

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

1.5.1.12 Non-maleficence.

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

1.5.1.13 Veracity.

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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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.

| | Frequency | Importance | Level of Judgment |
|--------------------------------------|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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.

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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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).

| | Frequency | Importance | Level of Judgment |
|--------------------------------------|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

Choose answers from drop down menus.

| | | |
|----------------------|----------------------|----------------------|
| Frequency | Importance | Level of Judgment |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

Choose answers from drop down menus.

| | | |
|----------------------|----------------------|----------------------|
| Frequency | Importance | Level of Judgment |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |

PART 1 TEACHING DOMAIN OTHER

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

Faculty Residency Revalidation Pilot Survey 2022

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

Level of Judgment Definitions - 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).

| | Frequency | Importance | Level of Judgment |
|--------------------------------------|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

2.2.1 CITI training.

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

2.2.2 Ethics.

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

2.2.3 Conflict of interest.

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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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 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.

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

| | Frequency | Importance | Level of Judgment |
|--------------------------------------|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

| | Frequency | Importance | Level of Judgment |
|--------------------------------------|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

| | | | |
|---|----------------------|----------------------|----------------------|
| | Frequency | Importance | Level of Judgment |
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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).

| | | | |
|---|----------------------|----------------------|----------------------|
| | Frequency | Importance | Level of Judgment |
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

| | | | |
|---|----------------------|----------------------|----------------------|
| | Frequency | Importance | Level of Judgment |
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

| | | | |
|---|----------------------|----------------------|----------------------|
| | Frequency | Importance | Level of Judgment |
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

PART 2 SCHOLARSHIP DOMAIN OTHER

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

Faculty Residency Revalidation Pilot Survey 2022

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

Level of Judgment Definitions - 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.

| | Frequency | Importance | Level of Judgment |
|--------------------------------------|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

3.1.2 College/school.

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

3.1.3 University.

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

3.1.4 Professions.

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

3.1.5 Community.

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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).

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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).

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

3.5 Discuss the impact of involvement in external service on the institution.

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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:

Faculty Residency Revalidation Pilot Survey 2022

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

Level of Judgment Definitions - 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.

| | Frequency | Importance | Level of Judgment |
|--------------------------------------|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

4.1.2 Faculty governance.

| | | | |
|---|----------------------|----------------------|----------------------|
| | Frequency | Importance | Level of Judgment |
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

4.1.3 Regional/specialized accreditation.

| | | | |
|---|----------------------|----------------------|----------------------|
| | Frequency | Importance | Level of Judgment |
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

4.1.4 Budget/finance.

| | | | |
|---|----------------------|----------------------|----------------------|
| | Frequency | Importance | Level of Judgment |
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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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. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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 | Importance | Level of Judgment |
|--------------------------------------|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

| | | | |
|---|----------------------|----------------------|----------------------|
| | Frequency | Importance | Level of Judgment |
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

| | | | |
|---|----------------------|----------------------|----------------------|
| | Frequency | Importance | Level of Judgment |
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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.

4.7 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. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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.

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

| | Frequency | Importance | Level of Judgment |
|---|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

| | Frequency | Importance | Level of Judgment |
|--------------------------------------|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

| | Frequency | Importance | Level of Judgment |
|--------------------------------------|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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.

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

| | Frequency | Importance | Level of Judgment |
|--------------------------------------|----------------------|----------------------|----------------------|
| Choose answers from drop down menus. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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. | <input type="text"/> | <input type="text"/> | <input type="text"/> |

PART 4 GOVERNANCE AND LEADERSHIP DOMAIN OTHER

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:

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 current 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)

8.8 What is your current faculty status in your program?

(Check one category only)

- Adjunct Faculty
- Lecturer
- Instructor
- Assistant Professor
- Associate Professor
- Professor
- Not Applicable
- Other (please specify)

PART 8 DEMOGRAPHIC INFORMATION, CONT.**Part 8 - Demographic Information, cont.**

8.9 In which programs do you currently teach? **(Check all that apply)**

- Physical Therapist Professional Program
- Physical Therapist Assistant Professional Program
- Post-professional Graduate Program
- Post-professional Transition DPT Program
- Post-doctoral Program
- Clinical Residency Program
- Clinical Fellowship Program
- ABPTRFE-accredited Faculty Residency Program

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?

- Public
- Private, not-for-profit
- Private, proprietary

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 likely 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 unlikely to be critical | 4. Daily | | |

| Freq | Import | Item/Label | Frequency | | | Importance | | | Level of Judgement/Mastery | | |
|------|--------|------------|-----------|------|----|------------|------|----|----------------------------|------|----|
| | | | N | Mean | SD | N | Mean | SD | N | Mean | SD |

I. Areas of knowledge expected of a Faculty Resident

Item/Label

PART 1: TEACHING DOMAIN

| Item/Label | N | Mean | SD | N | Mean | SD | N | Mean | SD |
|--|----|------|------|----|------|------|----|------|------|
| L H 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 H 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 H 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 H 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 H 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 H 1.1.1.6 Assessing instruction and translation of learning objectives to achieve established competencies | 23 | 2.30 | 1.02 | 23 | 3.00 | 0.00 | 23 | 2.91 | 0.29 |
| L H 1.1.1.7 Using assessment and evaluation information (e.g., program, course, peer) to make changes to | 23 | 1.35 | 0.71 | 23 | 2.74 | 0.45 | 23 | 2.61 | 0.50 |
| L H 1.1.1.8 Analyzing curriculum, program and instructional strategies that foster diversity, equity and inclus | 23 | 1.83 | 0.98 | 23 | 2.83 | 0.39 | 23 | 2.78 | 0.42 |
| L H 1.1.2 Comply with pertinent regulations that influence curricular development, including but not limited to | 23 | 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 H 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 H 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 H 1.3.2 Determine optimal instructional approaches (e.g., lecture, small-group, project-based, inter/intra pi | 23 | 2.52 | 0.99 | 23 | 2.74 | 0.45 | 23 | 2.83 | 0.39 |
| L H 1.3.3 Determine optimal instructional settings (e.g., clinic, bedside, patient simulation, classroom/labora | 23 | 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 be imposed by the institution that impact instructor | 23 | 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/c | 23 | 1.35 | 0.65 | 23 | 2.26 | 0.45 | 23 | 2.39 | 0.58 |
| H H 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 H 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 |
| H H 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 H 1.3.9 Provide feedback to learners based on relevant theories (e.g., motivational theory), and leverage f | 23 | 2.96 | 0.82 | 23 | 2.91 | 0.29 | 23 | 2.43 | 0.66 |
| L H 1.4.1 Evaluate students using appropriate assessment methods that are aligned with instructional meth | 23 | 2.78 | 0.74 | 23 | 3.00 | 0.00 | 23 | 2.57 | 0.51 |
| L H 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 H 1.4.3 Assess learning outcomes, curriculum, and/or assessment practices for continuous improvement o | 23 | 1.57 | 0.66 | 23 | 2.83 | 0.39 | 23 | 2.83 | 0.39 |
| L H 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 |
| H H 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 H 1.5.1.3 Discrimination. | 23 | 2.43 | 1.34 | 23 | 2.7 | 0.7 | 23 | 2.36 | 0.66 |
| L H 1.5.1.4 Equity. | 23 | 2.96 | 1.26 | 23 | 2.83 | 0.39 | 23 | 2.48 | 0.51 |
| H H 1.5.1.5 Inclusion. | 23 | 3.13 | 1.18 | 23 | 2.87 | 0.34 | 23 | 2.48 | 0.51 |
| L H 1.5.1.6 Autonomy. | 23 | 2.78 | 1.28 | 23 | 2.52 | 0.51 | 23 | 2.3 | 0.56 |
| L H 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 H 1.5.1.9 Justice. | 23 | 2.65 | 1.23 | 23 | 2.61 | 0.5 | 23 | 2.43 | 0.66 |
| L H 1.5.1.10 Malpractice. | 23 | 1.96 | 1.26 | 23 | 2.61 | 0.5 | 23 | 2.3 | 0.63 |
| L H 1.5.1.11 Negligence. | 23 | 1.91 | 1.31 | 23 | 2.57 | 0.51 | 23 | 2.43 | 0.66 |
| L H 1.5.1.12 Non-maleficence. | 23 | 2.39 | 1.47 | 23 | 2.57 | 0.51 | 23 | 2.39 | 0.72 |
| L H 1.5.1.13 Veracity. | 23 | 2.74 | 1.36 | 23 | 2.57 | 0.51 | 23 | 2.39 | 0.66 |
| L H 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 H 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 | H | 1.5.5 Analyze policies and practices related to diversity, equity and inclusion and their impact on physics | 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 | H | 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 | H | 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

| | | | | | | | | | | | |
|---|---|--|----|------|------|----|------|------|----|------|------|
| L | 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 |
| L | L | 2.2.1 CITI training. | 23 | 1.13 | 0.46 | 23 | 2.35 | 0.71 | 23 | 1.48 | 0.59 |
| L | H | 2.2.2 Ethics. | 23 | 1.91 | 1.24 | 23 | 2.78 | 0.42 | 23 | 2.26 | 0.69 |
| L | H | 2.2.3 Conflict of interest. | 23 | 1.18 | 0.5 | 23 | 2.59 | 0.5 | 23 | 1.91 | 0.61 |
| L | 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 | L | 2.2.5 Grantsmanship training (e.g., GAMER, TIGRR, university specific program). | 23 | 1 | 0 | 23 | 2.09 | 0.6 | 23 | 2.22 | 0.67 |
| L | H | 2.3 Identify the elements of a scholarly agenda that may include original research, scholarship of teachi | 22 | 1.41 | 0.67 | 23 | 2.5 | 0.51 | 23 | 1.73 | 0.77 |
| L | H | 2.4 Learn the process of obtaining IRB (institutional review board) approval, and other resources availa | 23 | 1 | 0 | 23 | 2.52 | 0.59 | 23 | 1.7 | 0.56 |
| L | 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 | 0.65 | 23 | 2 | 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 co | 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 developmer | 23 | 1.09 | 0.29 | 23 | 2.04 | 0.64 | 23 | 1.78 | 0.67 |

PART 3: SERVICE DOMAIN

| | | | | | | | | | | | |
|---|---|---|----|------|------|----|------|------|----|------|------|
| L | H | 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 | H | 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 | H | 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 |

PART 4: GOVERNANCE AND LEADERSHIP DOMAIN

| | | | | | | | | | | | |
|---|---|---|----|------|------|----|------|------|----|------|------|
| L | L | 4.1.1 Institutional infrastructure and hierarchy. | 23 | 1.48 | 0.99 | 23 | 2 | 0.69 | 23 | 1.87 | 0.92 |
| L | L | 4.1.2 Faculty governance. | 23 | 1.7 | 0.93 | 23 | 2.39 | 0.58 | 23 | 2.13 | 0.76 |
| L | L | 4.1.3 Regional/specialized accreditation. | 23 | 1 | 0.52 | 23 | 2.09 | 1 | 23 | 1.83 | 1.03 |
| L | L | 4.1.4 Budget/finance. | 23 | 1.26 | 0.75 | 23 | 2.26 | 0.96 | 23 | 2.04 | 1.02 |
| L | H | 4.2 Analyze organizational culture and its impact on achieving institutional mission and goals. | 23 | 1.26 | 0.69 | 23 | 2.57 | 0.66 | 23 | 2.7 | 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 | 0.63 | 23 | 2.17 | 0.72 | 23 | 1.96 | 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 | H | 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 | H | 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 | H | 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 | H | 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 | H | 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 |
| H | H | 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 advanci | 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 |

| | | | | | | | | | | | | |
|--|-------------------|----|---|----|----|----|----|------|------|------|------|------|
| | Importance | 23 | 0 | 1 | 7 | 15 | 0 | 0.0 | 4.3 | 30.4 | 65.2 | 0.0 |
| | Level of Judgment | 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 expectations | 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 | 0.0 | 17.4 | 82.6 | 0.0 |
| | Level of Judgment | 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 department | 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 Judgment | 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 contracts | 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 Judgment | 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 teaching | 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 Judgment | 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 strategies | 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 | 0.0 | 30.4 | 69.6 | 0.0 |
| | Level of Judgment | 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 university | 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 Judgment | 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 Judgment | 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 improvement | Frequency | 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 Judgment | 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 conflict | 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 Judgment | 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 within | 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 Judgment | 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 | 0.0 | 4.3 | 8.7 | 34.8 | 52.2 |
| | Importance | 23 | 0 | 0 | 3 | 20 | 0 | 0.0 | 0.0 | 13.0 | 87.0 | 0.0 |
| | Level of Judgment | 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 educating | Frequency | 23 | 2 | 12 | 5 | 4 | 0 | 8.7 | 52.2 | 21.7 | 17.4 | 0.0 |
| | Importance | 23 | 0 | 4 | 15 | 4 | 0 | 0.0 | 17.4 | 65.2 | 17.4 | 0.0 |
| | Level of Judgment | 23 | 2 | 0 | 7 | 14 | 0 | 8.7 | 0.0 | 30.4 | 60.9 | 0.0 |
| 4.14.2 Describe how academic freedom is interpreted and applied by governing | Frequency | 23 | 5 | 12 | 5 | 1 | 0 | 21.7 | 52.2 | 21.7 | 4.3 | 0.0 |
| | Importance | 23 | 2 | 4 | 12 | 5 | 0 | 8.7 | 17.4 | 52.2 | 21.7 | 0.0 |
| | Level of Judgment | 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: |
|---|---|
| 1 | The wording of some of these KSAs were difficult to interpret without a stem or context. |
| 2 | Comments: 1.1.1.5 - I found this 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 "exploration" of these principles? Or teaching them? May consider adding brief definitions for the ethical principles. |
| 3 | Strongly suggest that all faculty that teach patient management courses actually manage patients. There is nothing in the Teaching Domain that mentions this. |
| 4 | 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 |
| 5 | 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. |
| 6 | 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 |
| 3 | 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? |
| 6 | 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: |
|---|---|
| 1 | This stem: "3.1 Identify the services, professional activities, and administrative roles that enhance the program on multiple levels:" was difficult to interpret 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. |
| 4 | 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 - hould it be "relate" instead of "related"? |
| 3 | 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". |

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

| | |
|---|---|
| 1 | I was surprised that navigating organization dynamics, communication skills including the provision and receipt of feedback was minimally present. |
| 2 | 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. |
| 3 | 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) |
| 4 | 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 and less often others. |
| 5 | 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.) |
| 4 | 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 |
| 5 | 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 bolded or in larger font size may help. |
| 6 | 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 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. |
| 7 | 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, 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 |

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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%:

| | M % | SD % | Counts within Percentage Bands | | | |
|----------------------------|------------|-------------|--------------------------------|-----------|-----------|------------|
| | | | 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 | 8.70 |
| Middle Atlantic (NJ, NY, PA) | 0 | 0.00 |
| East North Central (IL, IN, MI, OH, WI) | 1 | 4.35 |
| West North Central (IA, KS, MN, MO, NE, ND, SD) | 2 | 8.70 |
| South Atlantic (DE, DC, FL, GA, MD, NC, PR, SC, VA, WV) | 8 | 34.78 |
| East South Central (AL, KY, MS, TN) | 2 | 8.70 |
| West South Central (AR, LA, OK, TX) | 0 | 0.00 |
| Mountain (AZ, CO, ID, MT, NV, NM, UT, WY) | 3 | 13.04 |
| Pacific (AK, CA, HI, OR, WA) | 5 | 21.74 |
| 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?

| | Frequency | Percent |
|---------------|-----------|-------------|
| DPT | 3 | 13.04347826 |
| tDPT | 3 | 13.04347826 |
| Baccalaureate | 0 | 0 |
| Master's | 0 | 0 |
| PhD | 17 | 73.91304348 |
| Other | 0 | 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 | 0.00 |
| Total | 23 | |

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 | 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 | 23.81 |
| APTA Advanced Credentialed Clinical Instructor (Level 2) | 1 | 4.76 |
| Other (please specify) | 2 | 9.52 |
| Note: other was: Fellowship in Higher Education Leadership, FAPTA | 21 | |

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

| | Frequency | Percent |
|-----------------------------|-----------|---------|
| Academic Faculty | 18 | 38.30 |
| 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 |

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

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

| | Frequency | Percent |
|------------------------|-----------|---------|
| Adjunct Faculty | 1 | 4.35 |
| Assistant Professor | 5 | 21.74 |
| Associate Professor | 8 | 34.78 |
| Professor | 8 | 34.78 |
| Other (please specify) | 1 | 4.35 |
| Total | 23 | |

Note: other was: retired as full professor

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

| | Frequency | Percent |
|---|-----------|---------|
| Physical Therapist Professional Program | 23 | 60.53 |
| Physical Therapist Assistant Professional Program | 0 | 0.00 |
| Post-professional Graduate Program | 3 | 7.89 |
| Post-professional Transition DPT Program | 1 | 2.63 |
| Post-doctoral Program | 2 | 5.26 |
| Clinical Residency Program | 5 | 13.16 |
| Clinical Fellowship Program | 2 | 5.26 |
| ABPTRFE-accredited Faculty Residency Program | 2 | 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 | |

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 ~~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 program/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.

1.2 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 be 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 self-reflection 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)*

- 1.5.1 ~~Understand the importance of~~ Explore contemporary ~~the~~ ethical principles associated with teaching and learning, ~~including: (not scored)~~

~~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.~~

~~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.~~

- 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).
- 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 OutlineDiscuss 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 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?

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

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

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 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 be 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 self-reflection 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)*

- 1.5.1 Understand the importance of contemporary ethical principles associated with teaching and 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).
- 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.

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?

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

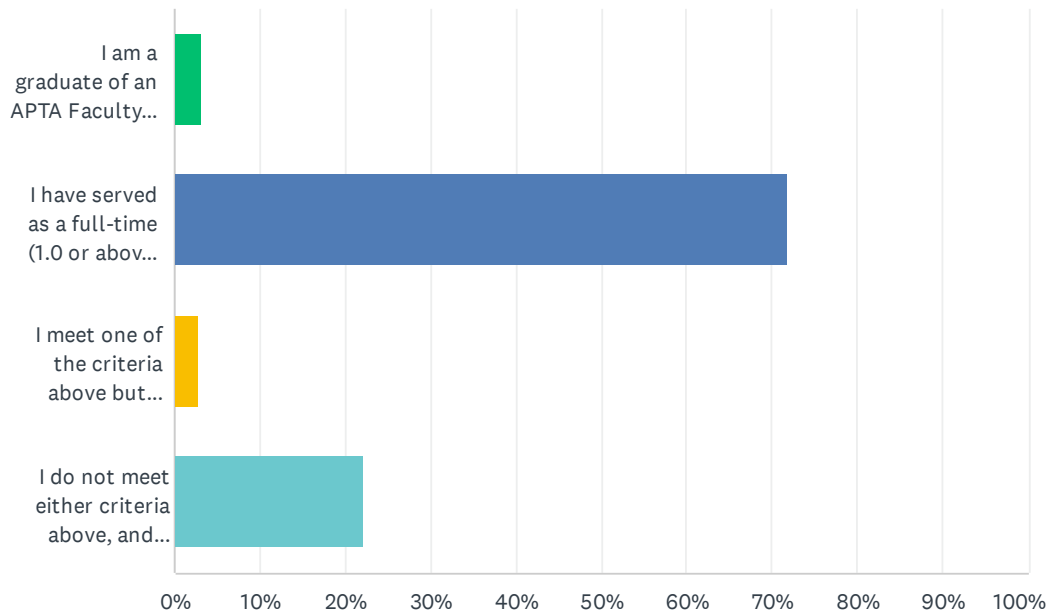
PART 9: OTHER INFORMATION

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:

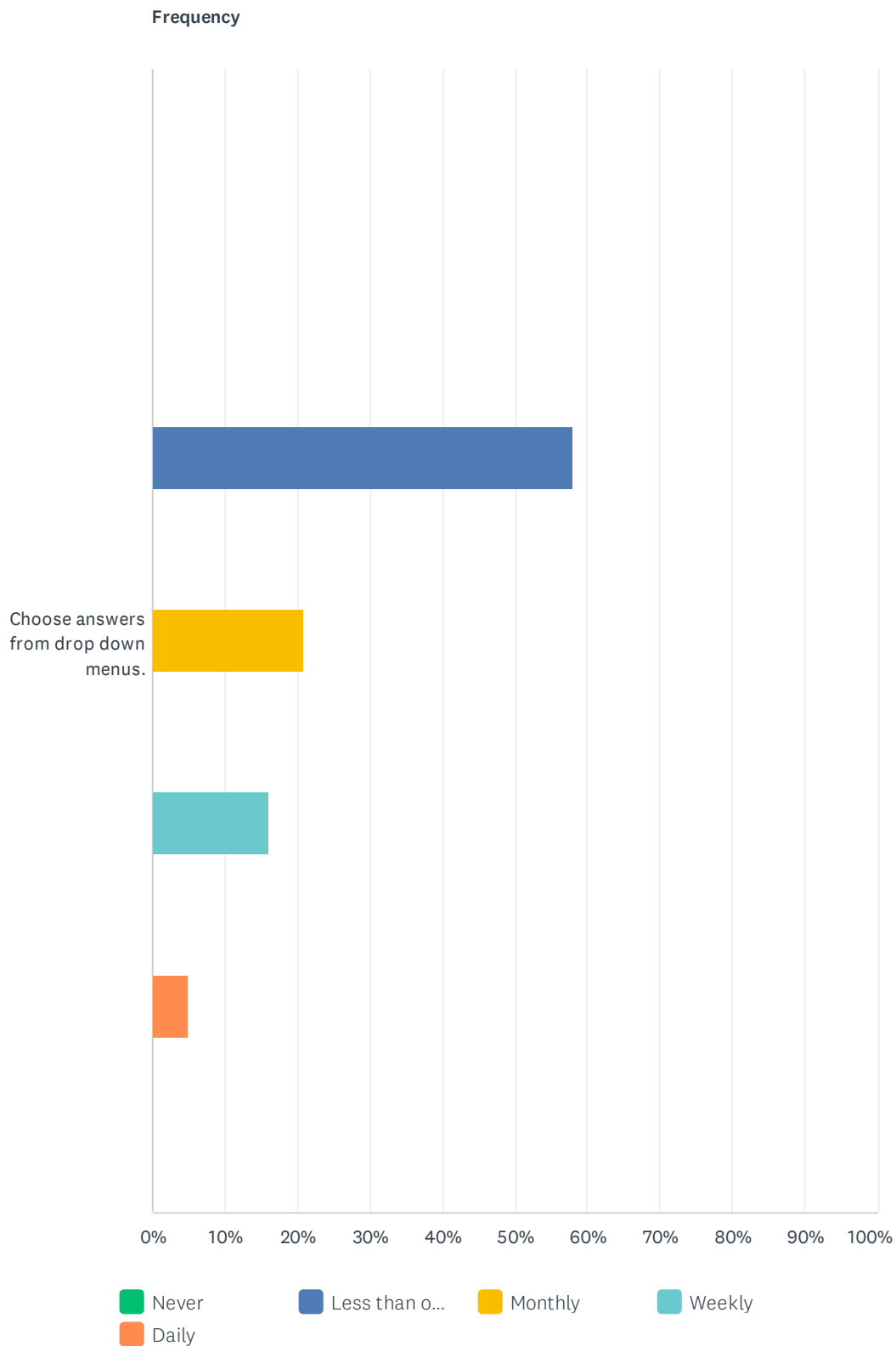
Answered: 185 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|--|-----------|------------|
| 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 |

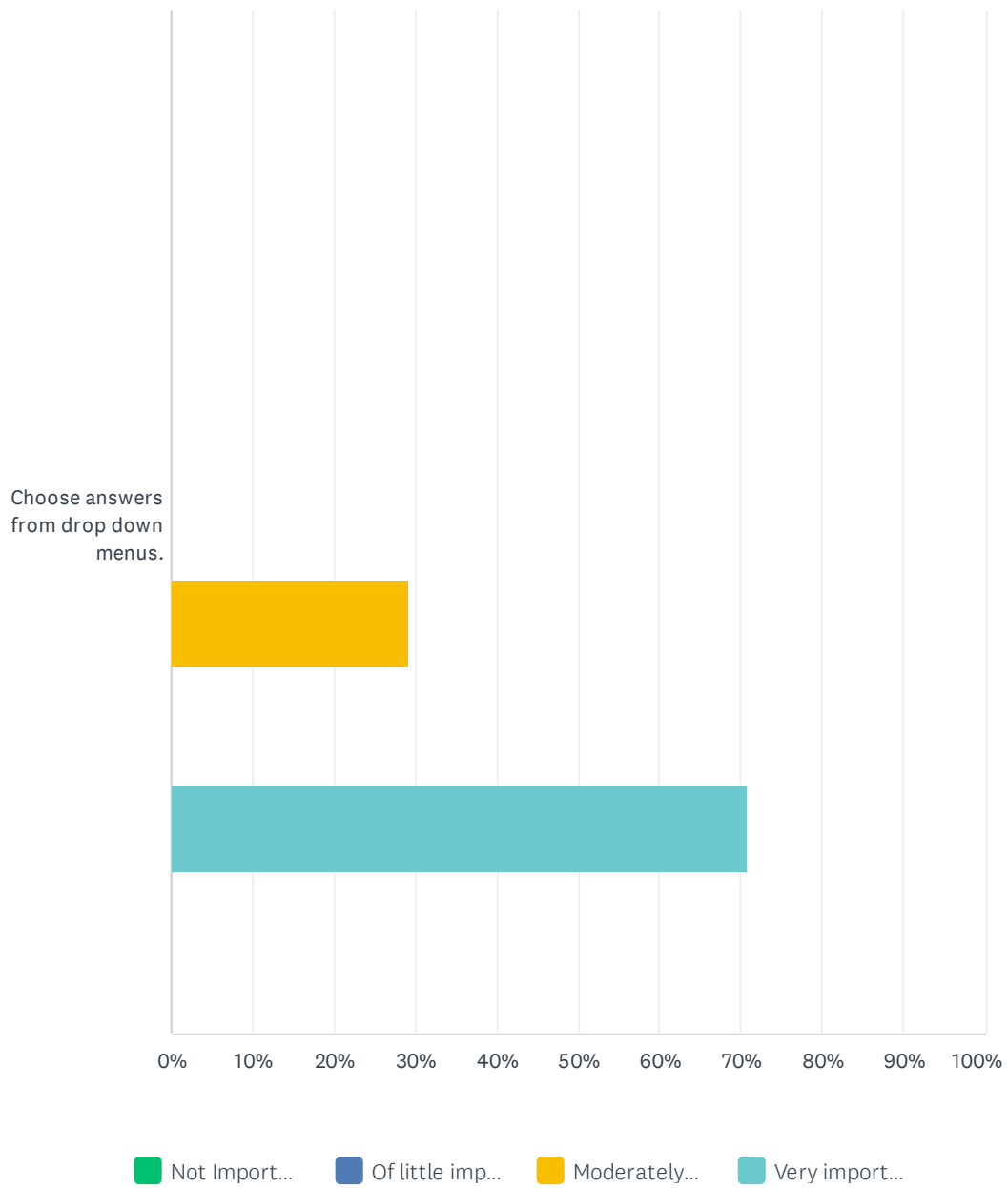
Q2 1.1.1.1 Conducting a needs assessment of curriculum, program, and learner(s).

Answered: 81 Skipped: 104



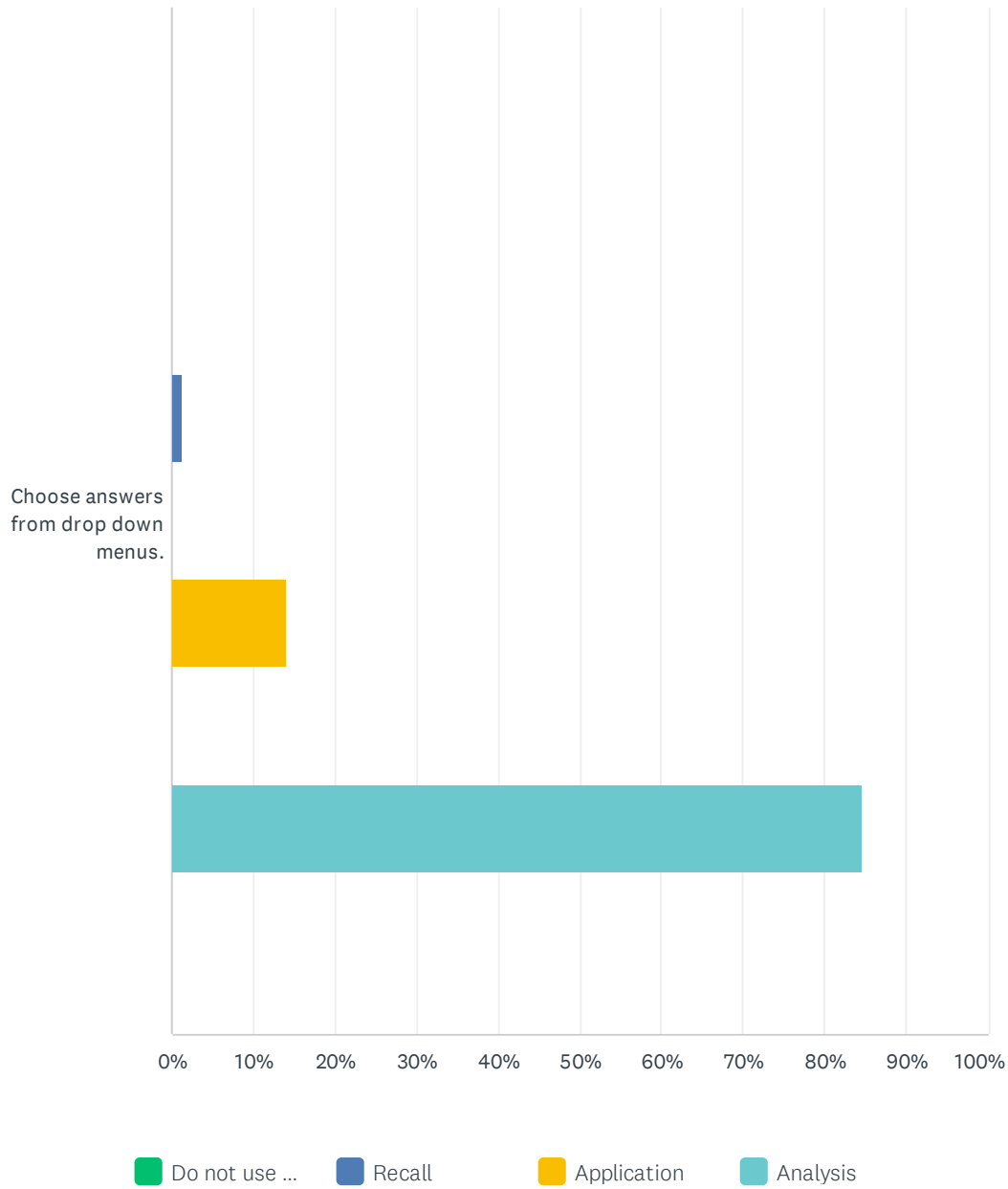
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|--------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 58.02% 47 | 20.99% 17 | 16.05% 13 | 4.94% 4 | 81 |

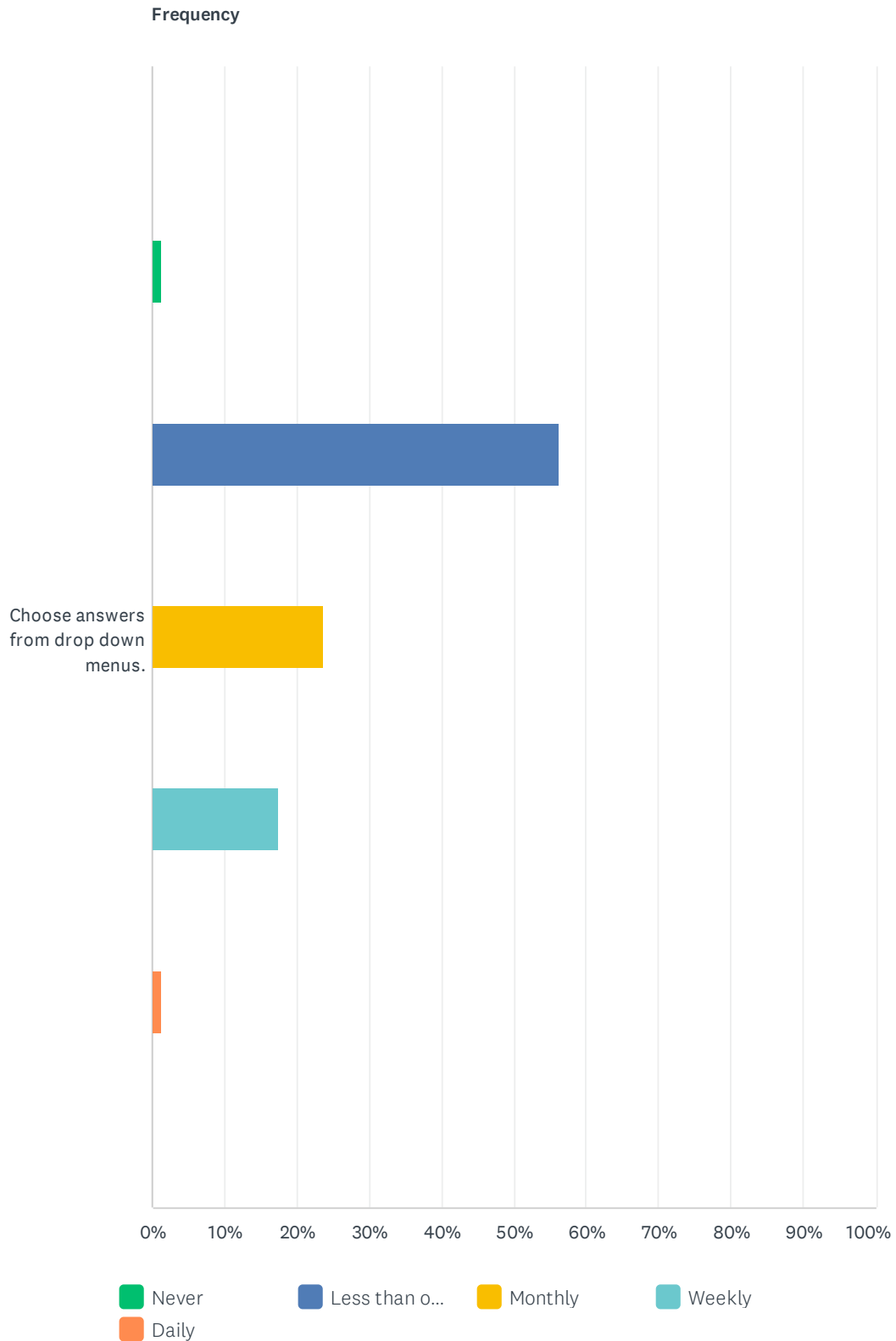
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 0.00% 0 | 29.11% 23 | 70.89% 56 | 79 |

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

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

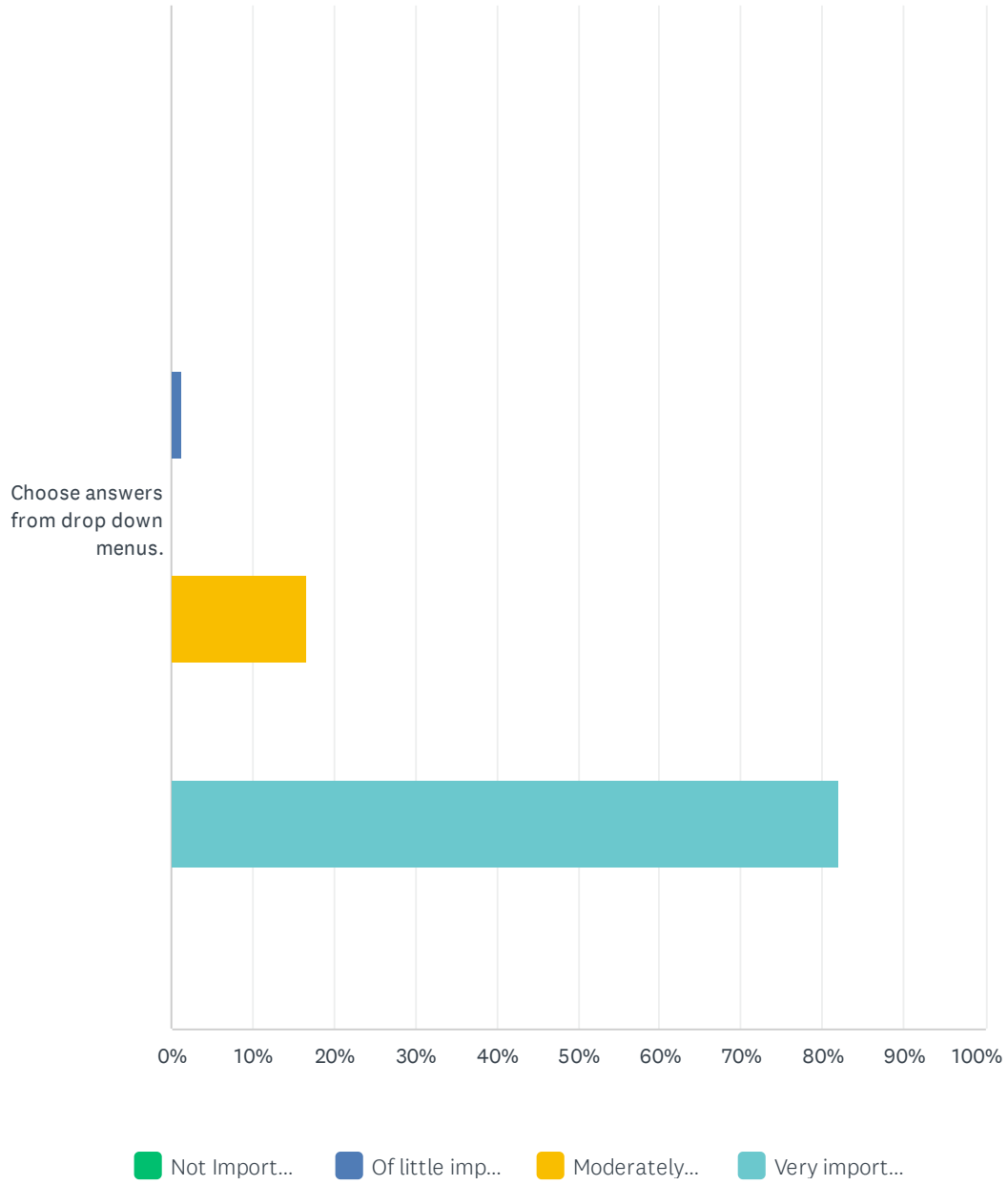
Q3 1.1.1.2 Designing curricula and/or program(s) including both didactic and clinical education.

Answered: 80 Skipped: 105



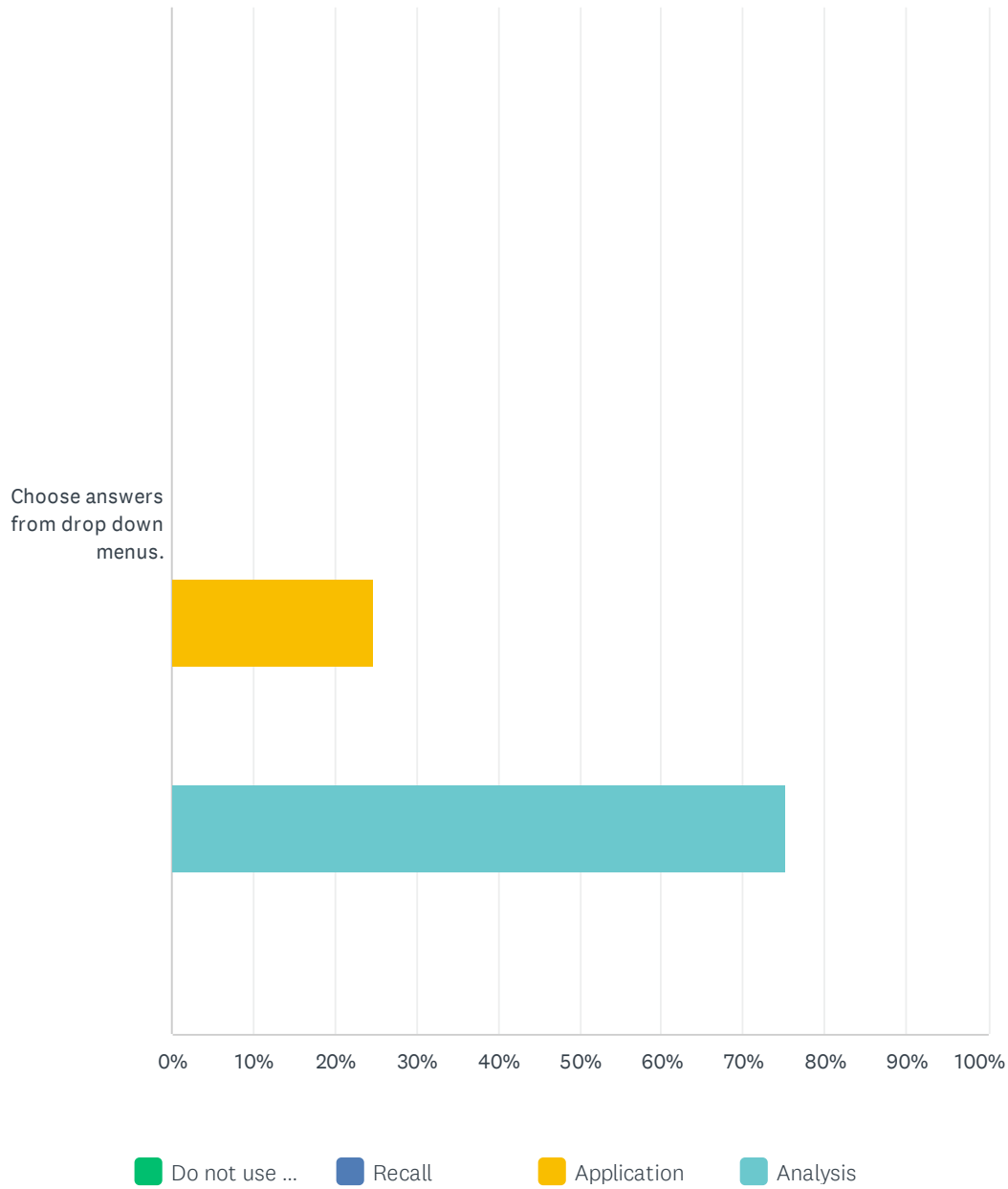
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|--------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 1.25% 1 | 56.25% 45 | 23.75% 19 | 17.50% 14 | 1.25% 1 | 80 |

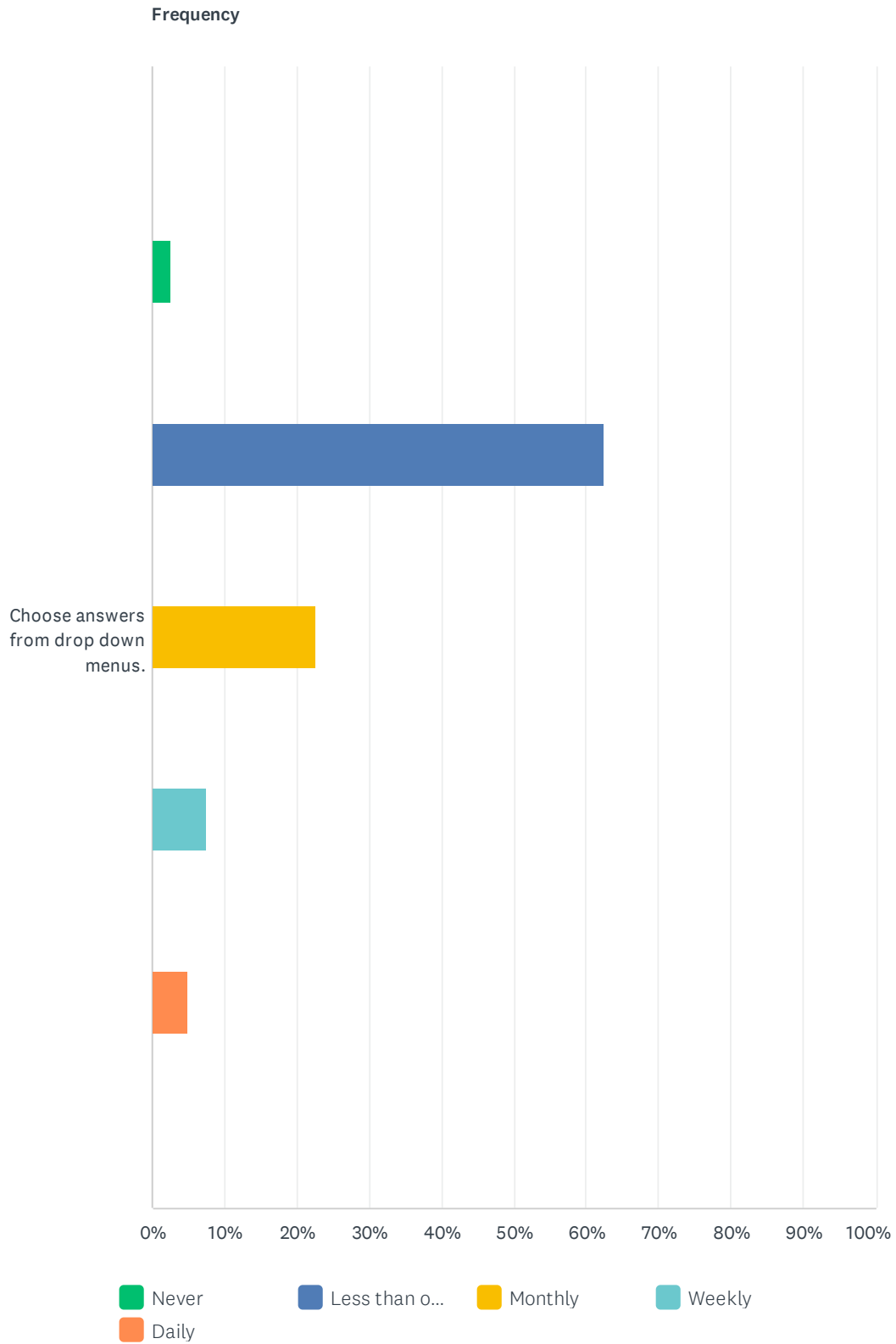
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 1.28% 1 | 16.67% 13 | 82.05% 64 | 78 |

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

| Level of Judgment | | | | | |
|--------------------------------------|--------------------------|------------|--------------|--------------|-------|
| | DO NOT USE IN THEIR WORK | RECALL | APPLICATION | ANALYSIS | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 0.00% 0 | 24.68% 19 | 75.32% 58 | 77 |

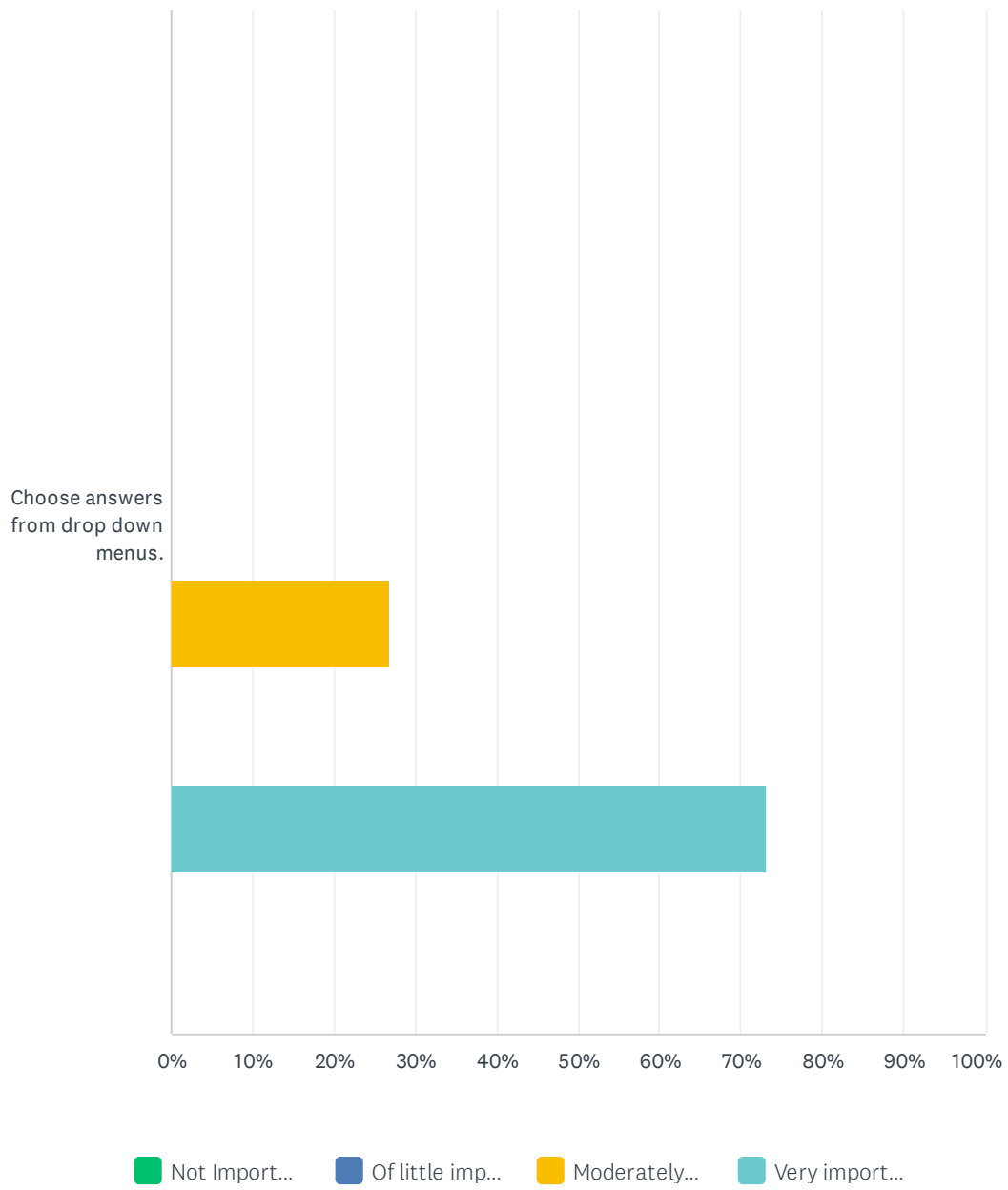
Q4 1.1.1.3 Developing program learning objectives and content.

Answered: 80 Skipped: 105



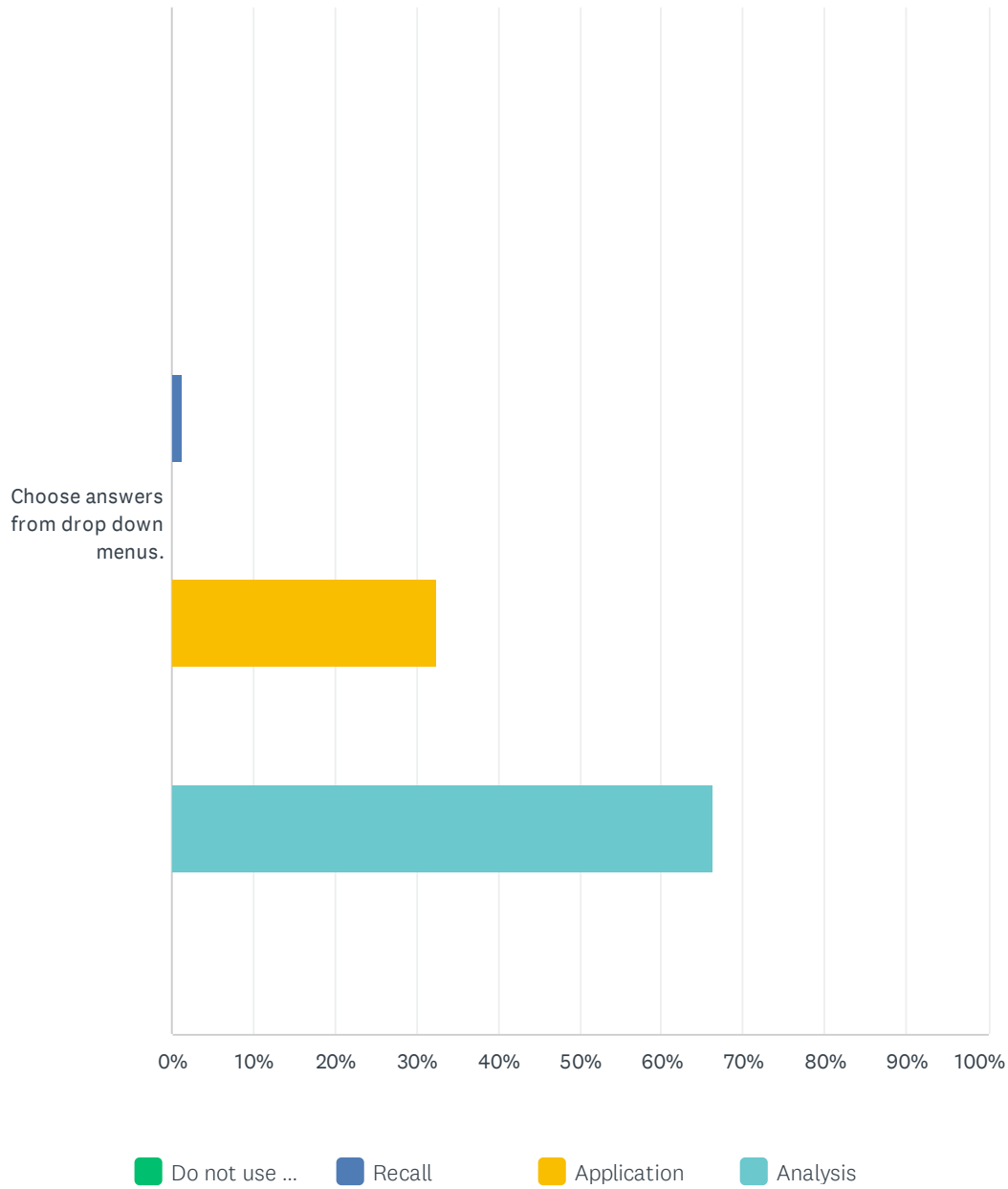
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 2.50% 2 | 62.50% 50 | 22.50% 18 | 7.50% 6 | 5.00% 4 | 80 |

| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 0.00% 0 | 26.92% 21 | 73.08% 57 | 78 |

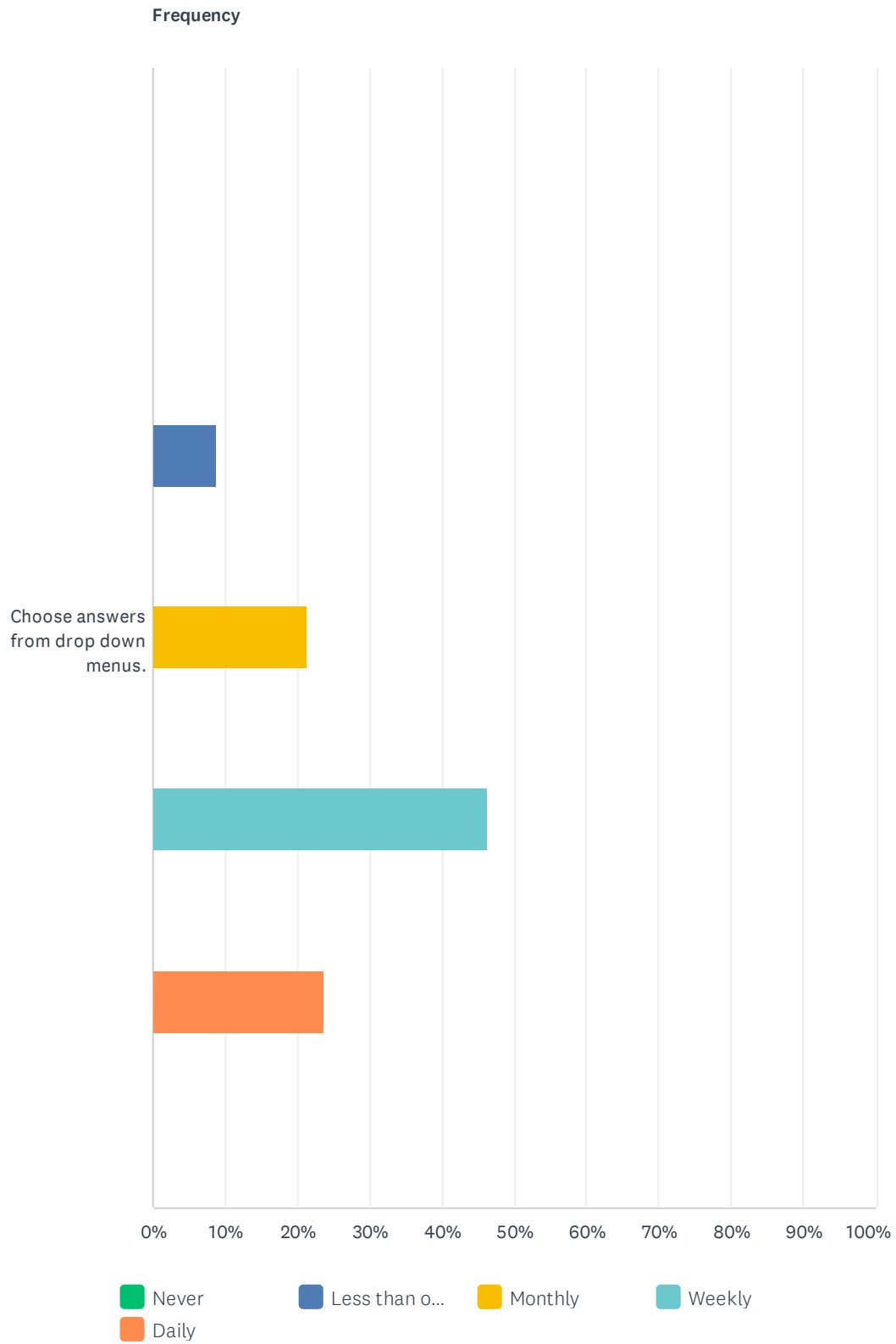
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

| 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).

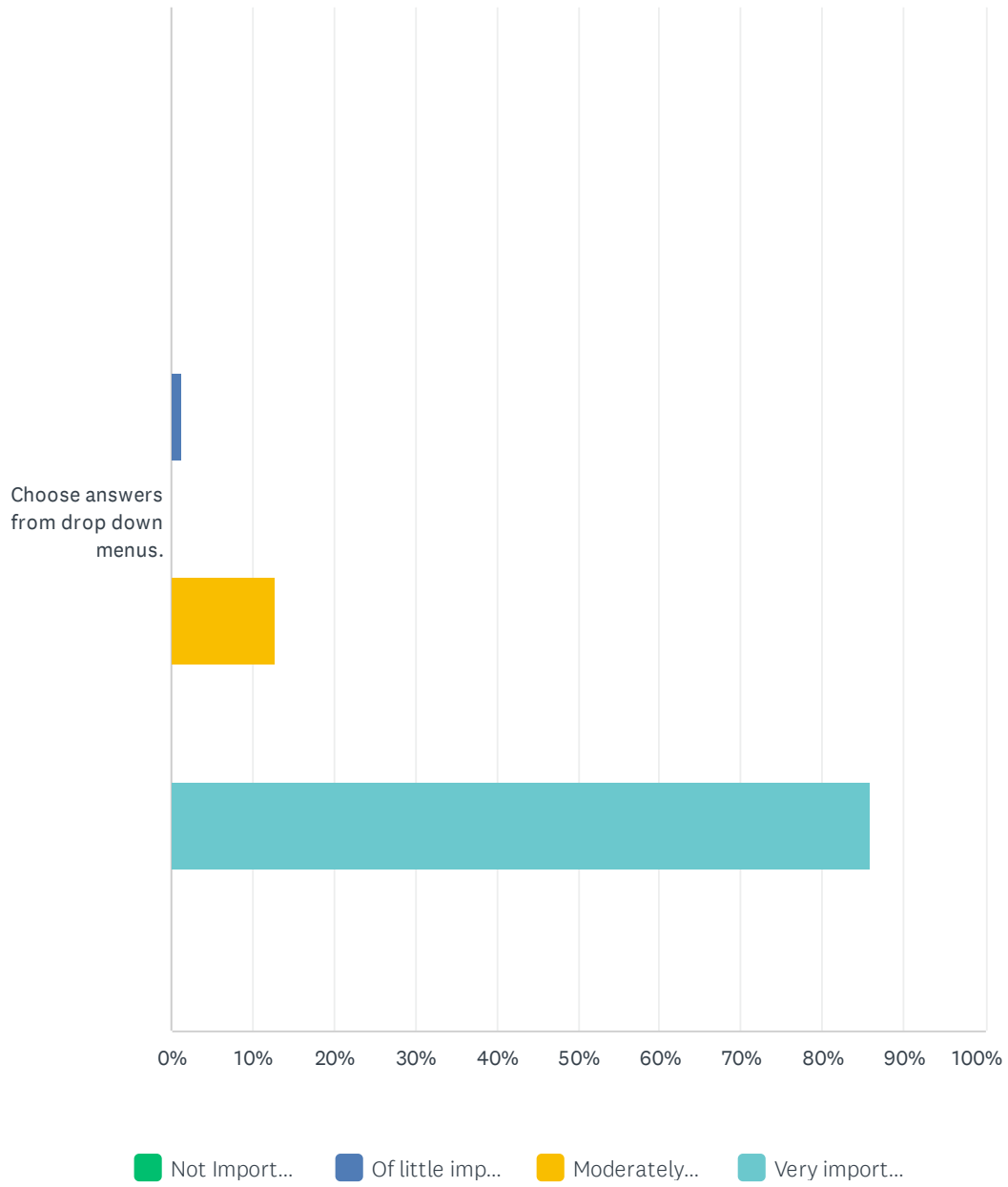
Answered: 80 Skipped: 105

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)



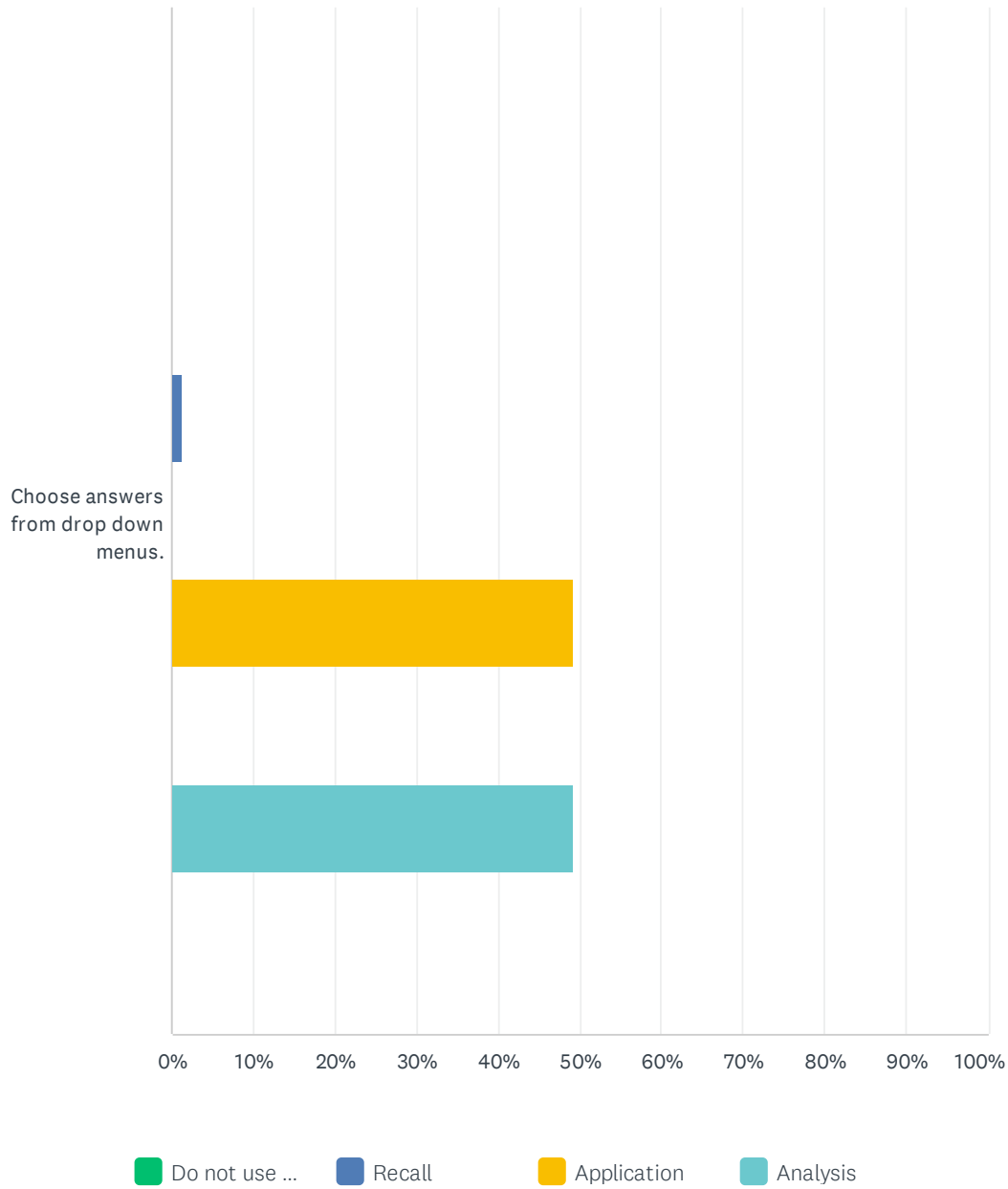
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|--------------|--------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 8.75% 7 | 21.25% 17 | 46.25% 37 | 23.75% 19 | 80 |

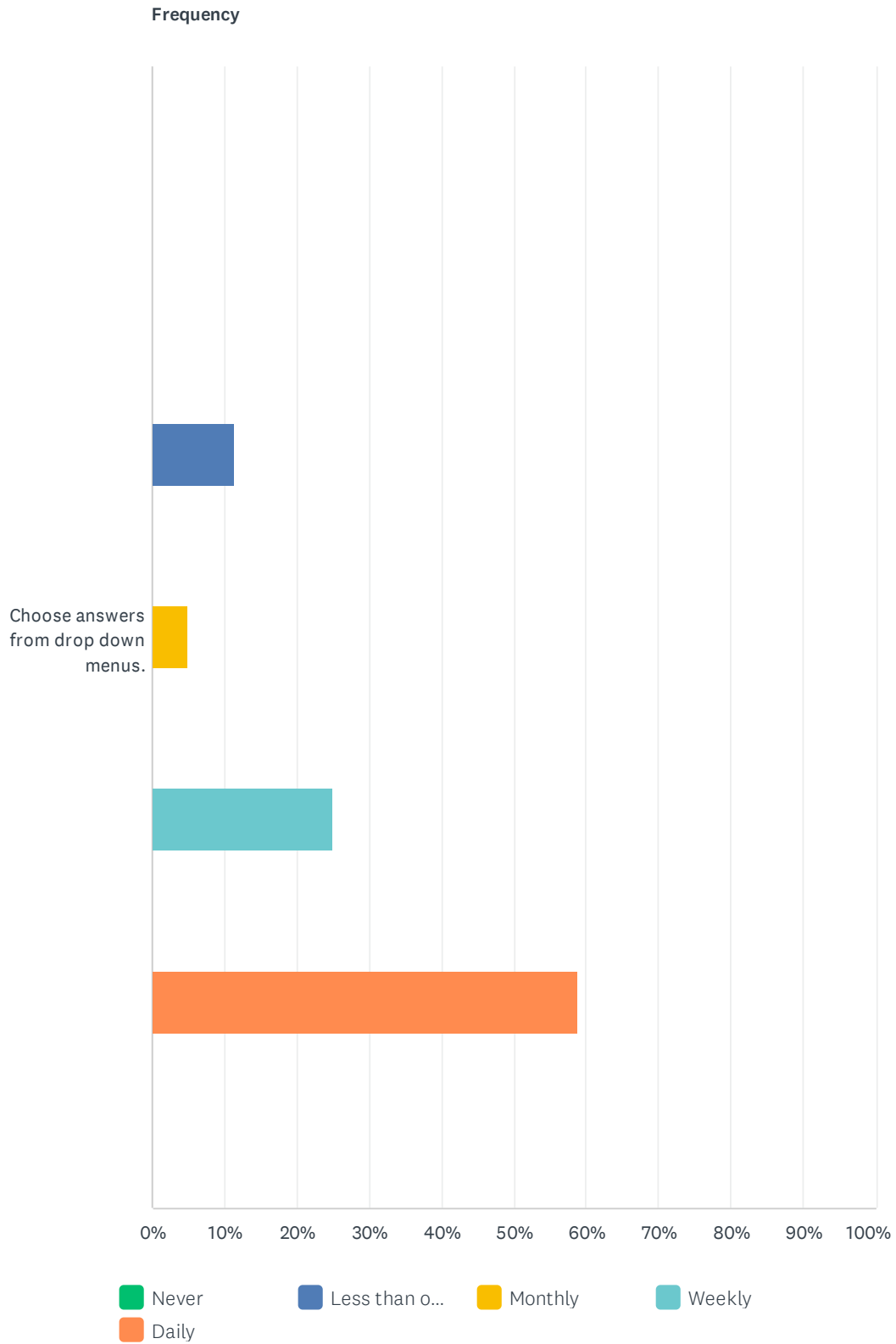
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 1.28% 1 | 12.82% 10 | 85.90% 67 | 78 |

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

| 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 | 49.35% 38 | 49.35% 38 | 77 |

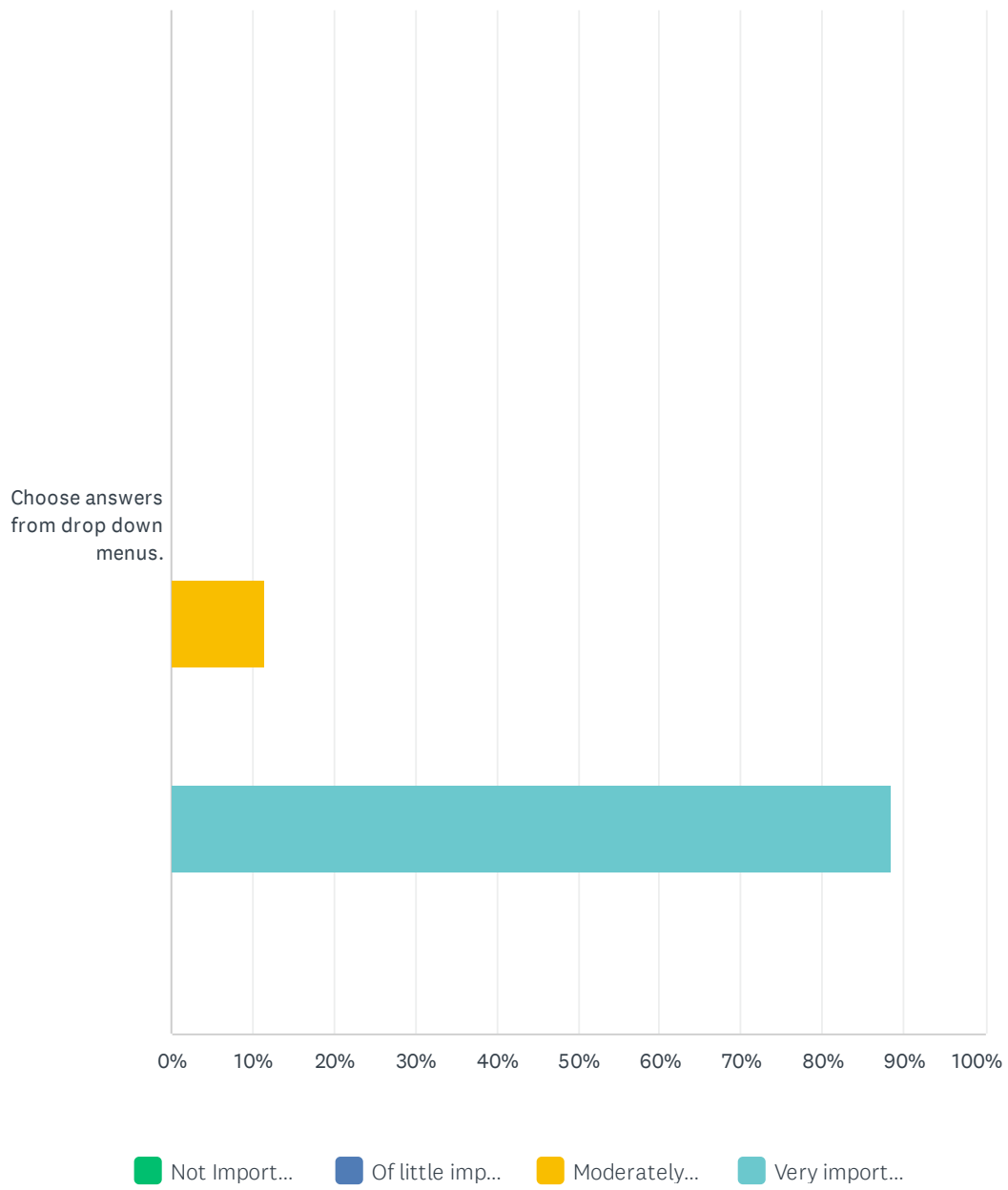
Q6 1.1.1.5 Implementing curriculum and/or course.

Answered: 80 Skipped: 105



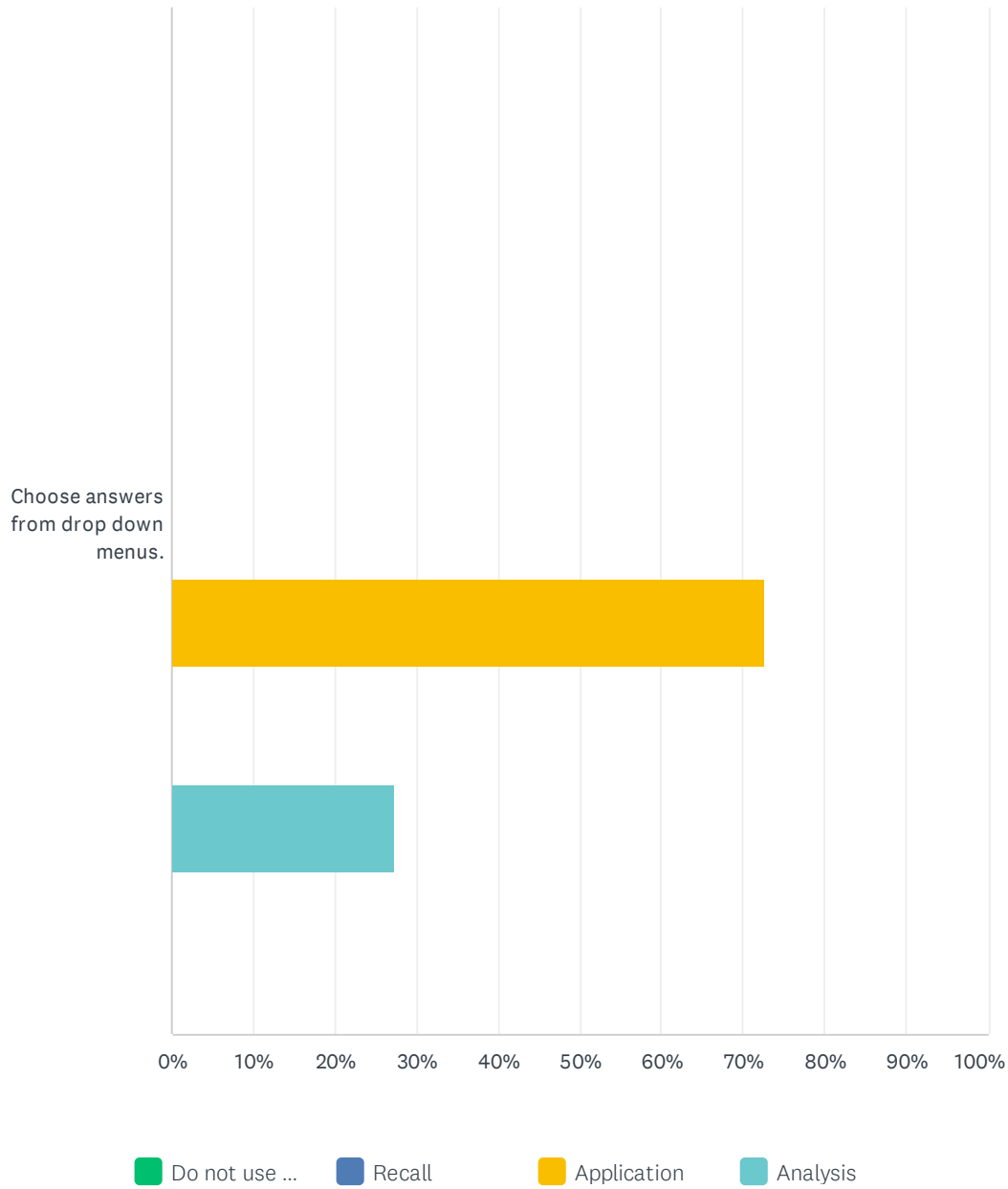
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|------------|--------------|--------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 11.25% 9 | 5.00% 4 | 25.00% 20 | 58.75% 47 | 80 |

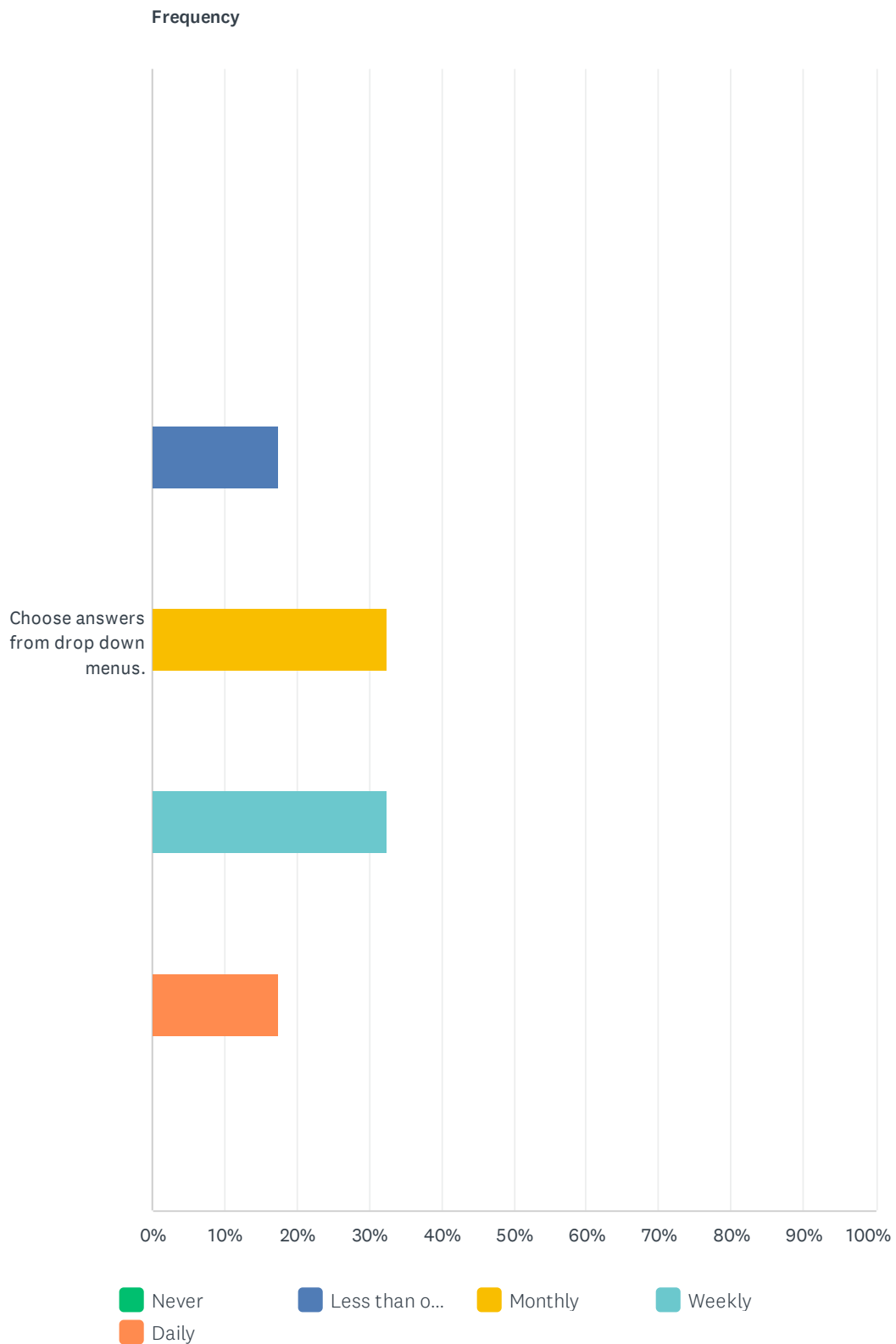
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 0.00% 0 | 11.54% 9 | 88.46% 69 | 78 |

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

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

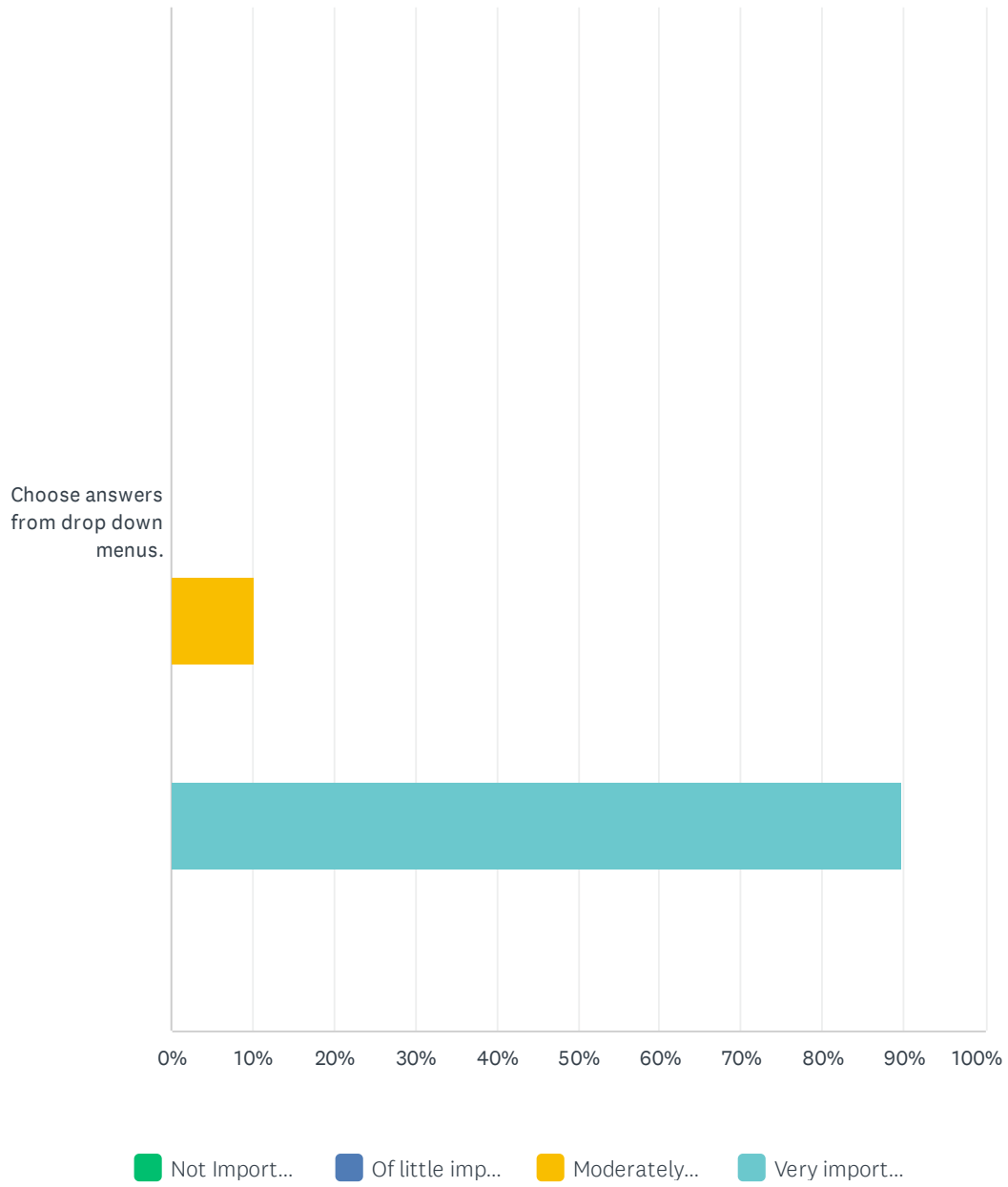
Q7 1.1.1.6 Assessing instruction and translation of learning objectives to achieve established competencies.

Answered: 80 Skipped: 105



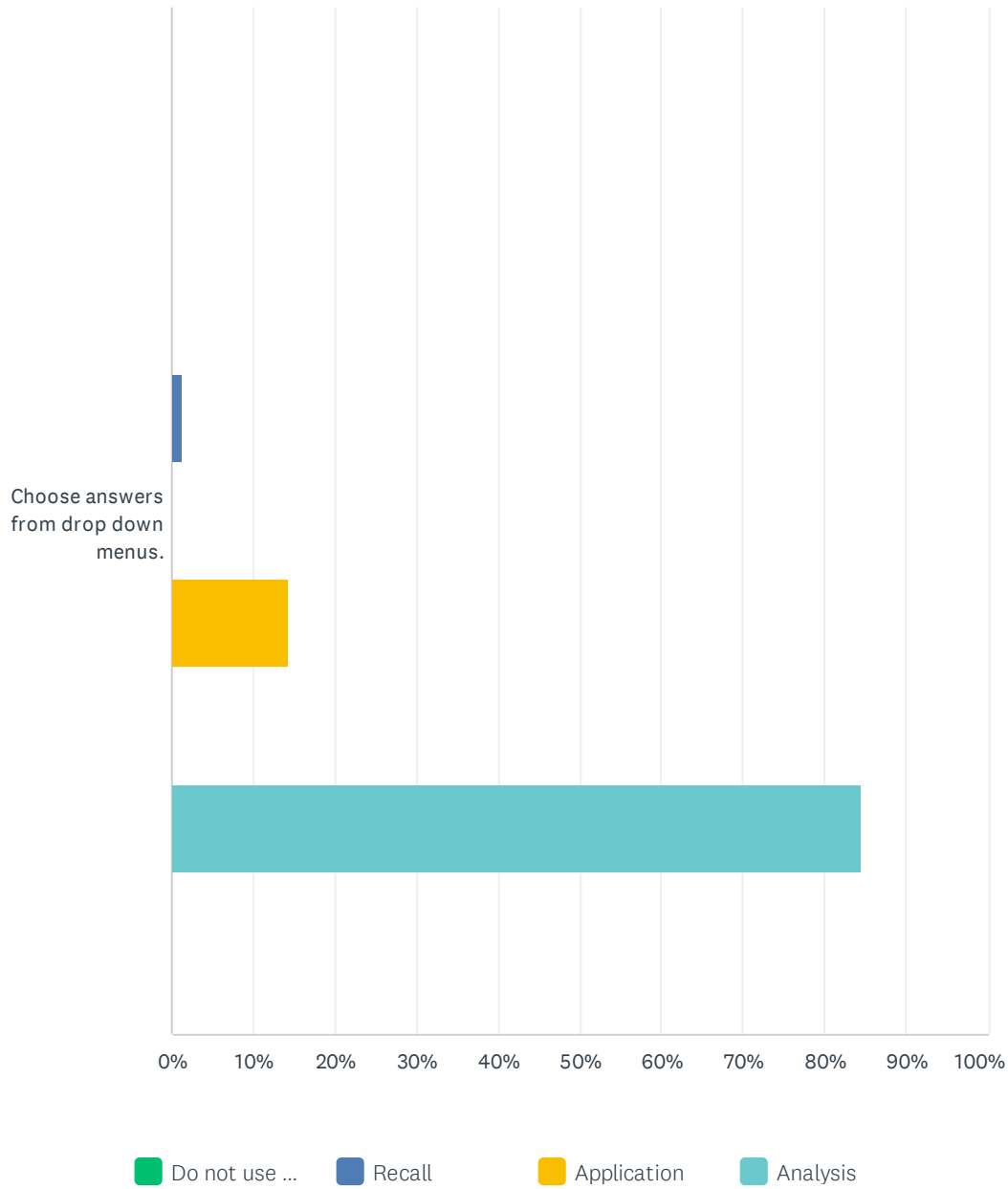
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|--------------|--------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 17.50% 14 | 32.50% 26 | 32.50% 26 | 17.50% 14 | 80 |

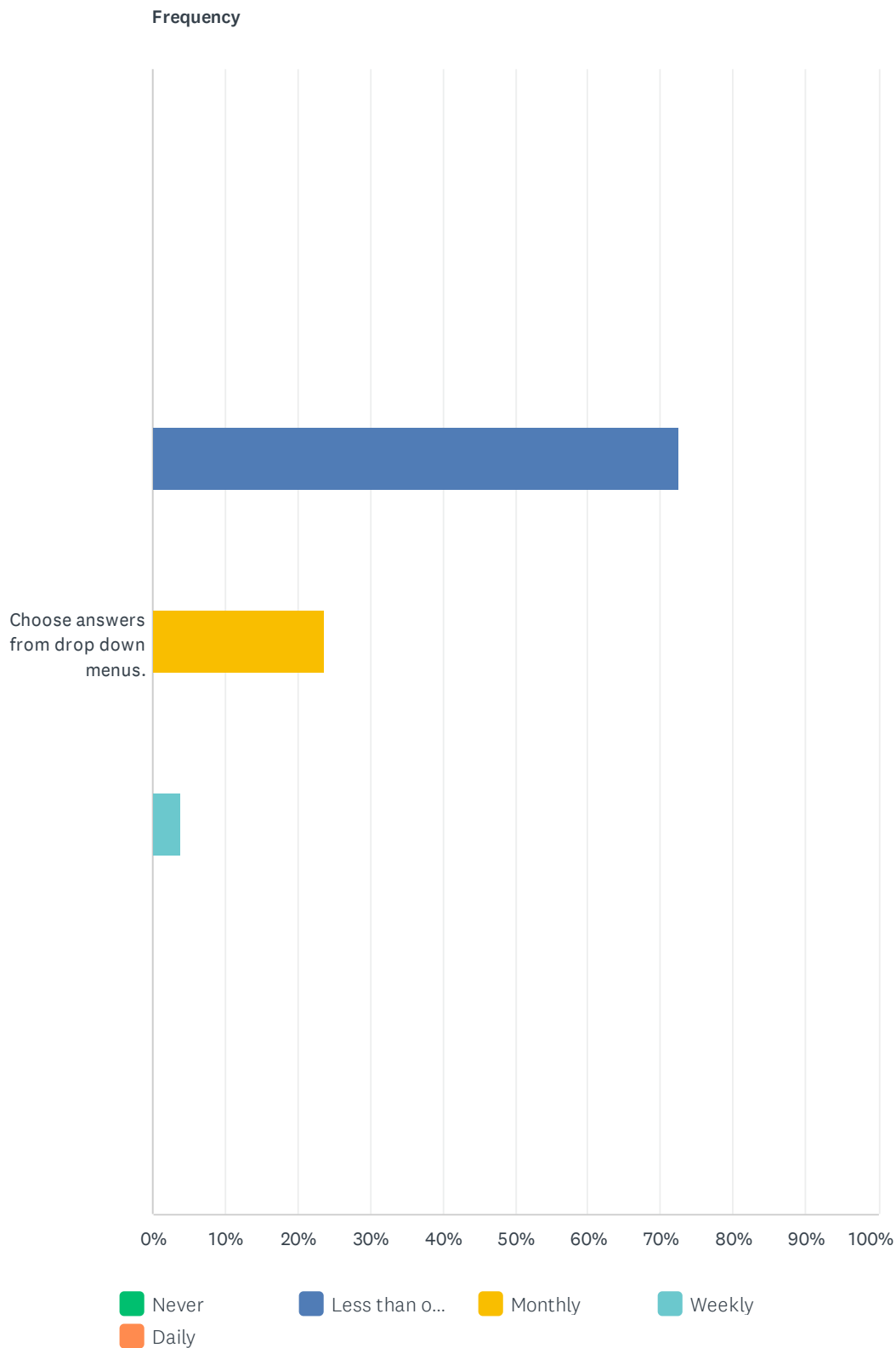
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 0.00% 0 | 10.26% 8 | 89.74% 70 | 78 |

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

| 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 | 14.29% 11 | 84.42% 65 | 77 |

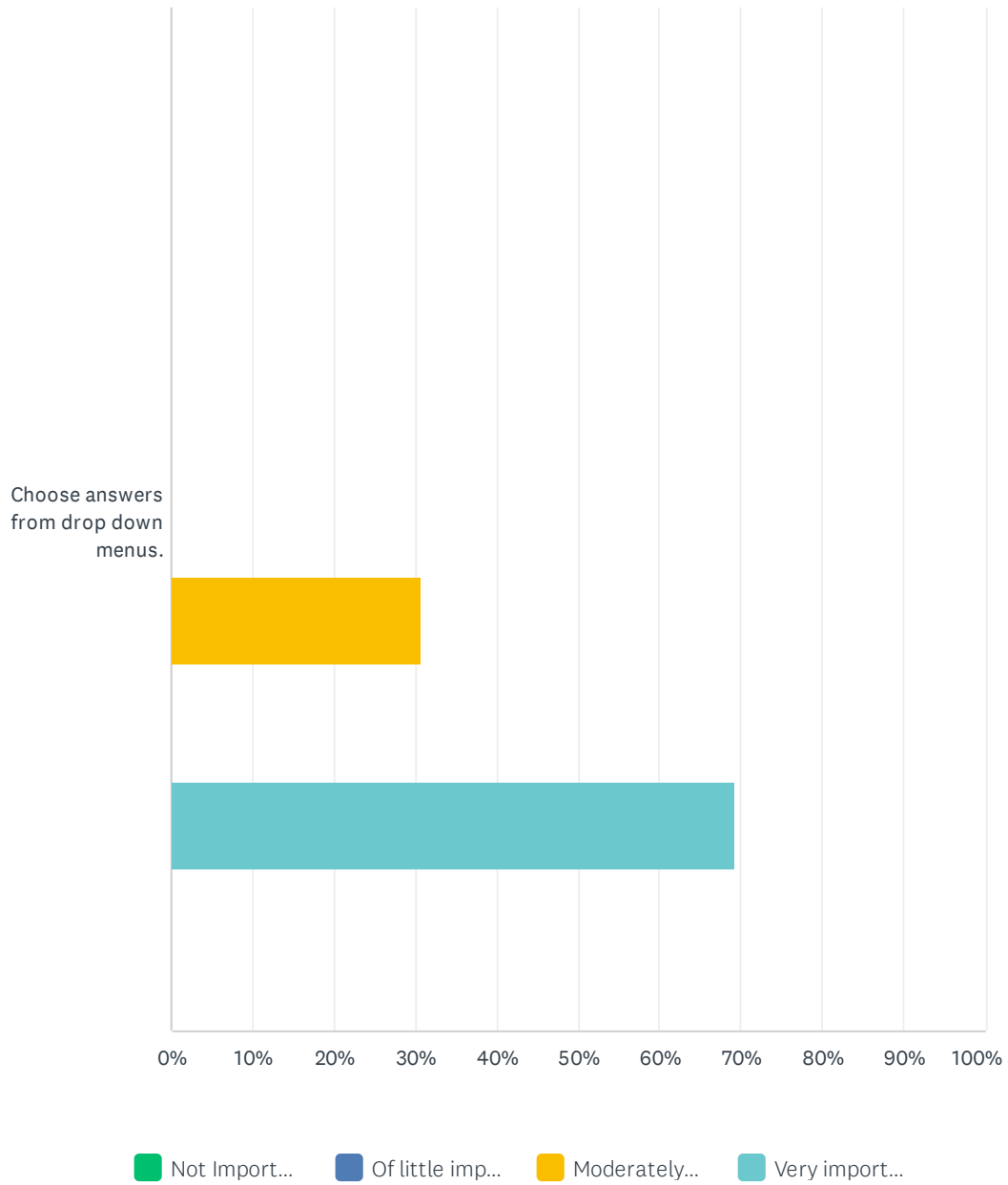
Q8 1.1.1.7 Using assessment and evaluation information (e.g., program, course, peer) to make changes to curriculum and/or program(s).

Answered: 80 Skipped: 105



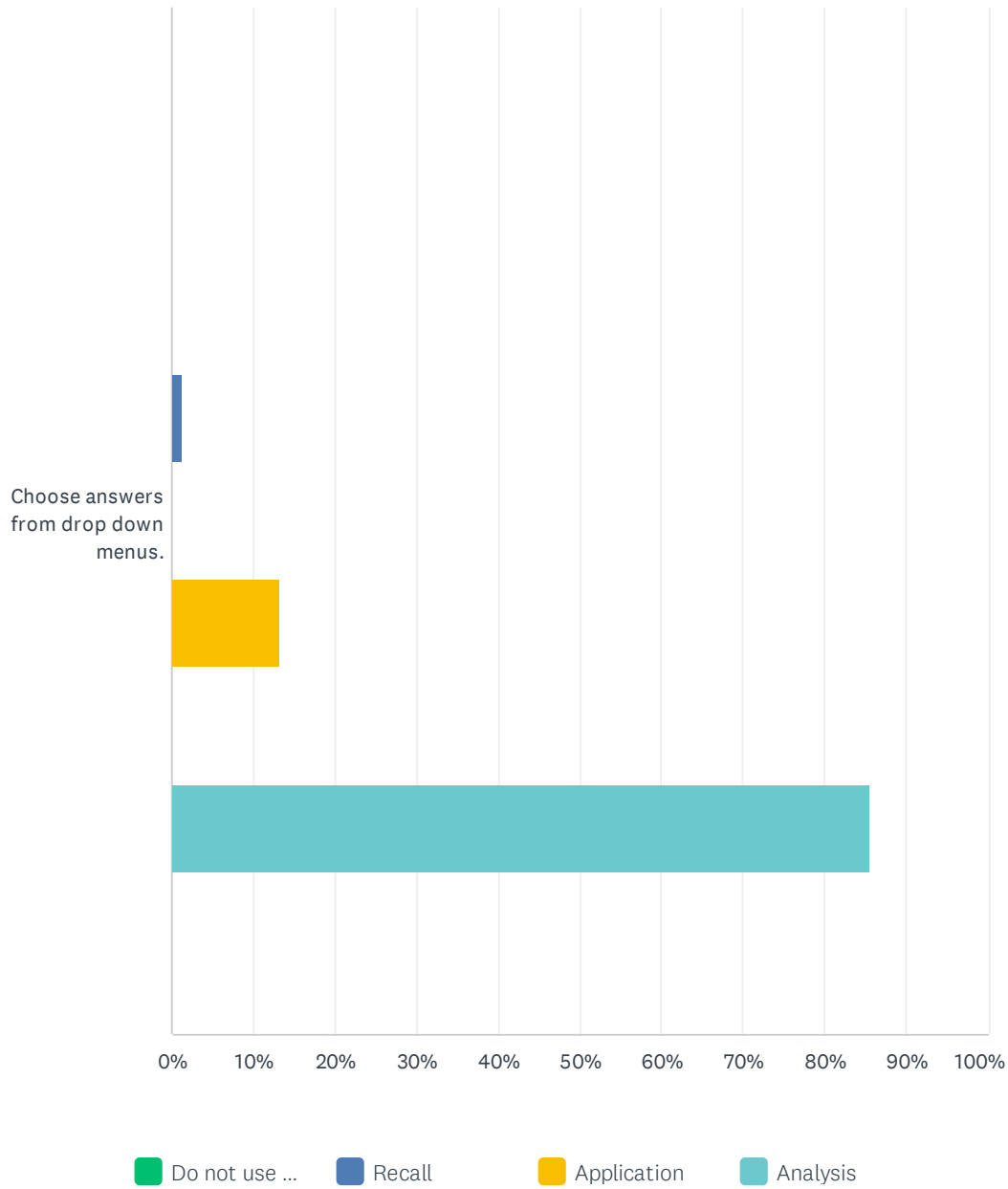
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 72.50% 58 | 23.75% 19 | 3.75% 3 | 0.00% 0 | 80 |

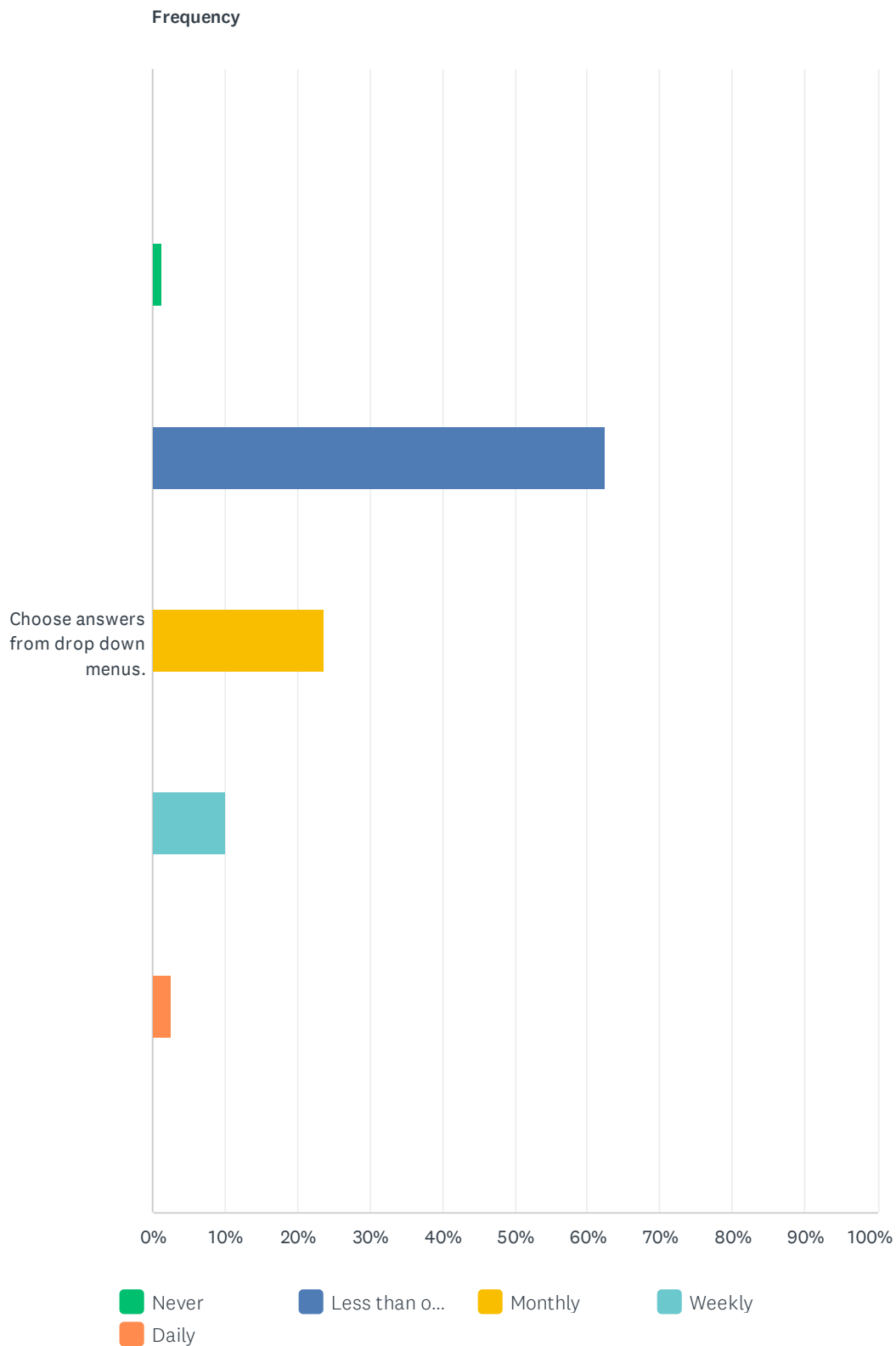
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 0.00% 0 | 30.77% 24 | 69.23% 54 | 78 |

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

| Level of Judgment | | | | | |
|--------------------------------------|--------------------------|--------|-------------|----------|-------|
| | DO NOT USE IN THEIR WORK | RECALL | APPLICATION | ANALYSIS | TOTAL |
| Choose answers from drop down menus. | 0.00% | 1.32% | 13.16% | 85.53% | |
| | 0 | 1 | 10 | 65 | 76 |

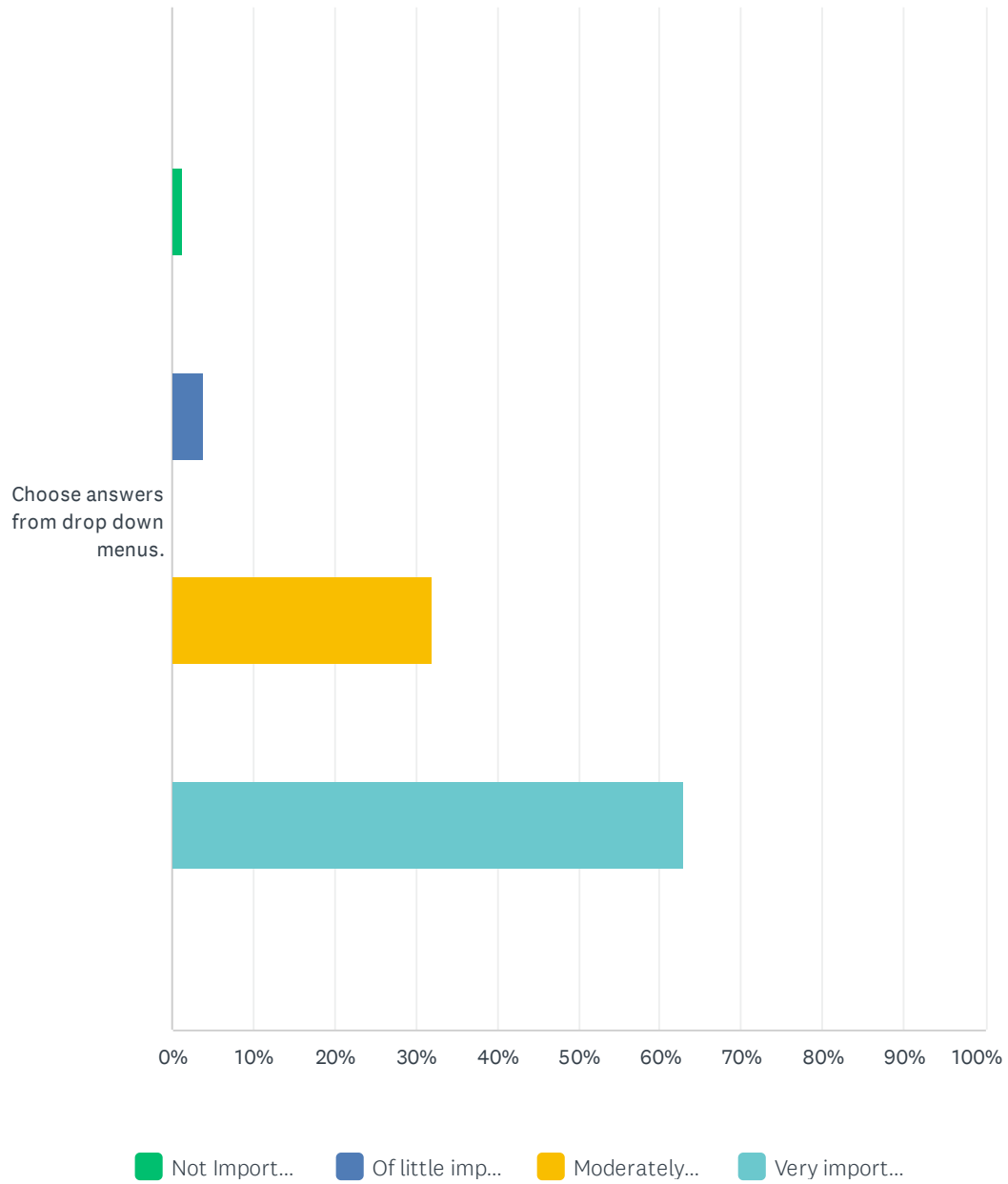
Q9 1.1.1.8 Analyzing curriculum, program and instructional strategies that foster diversity, equity and inclusion.

Answered: 80 Skipped: 105



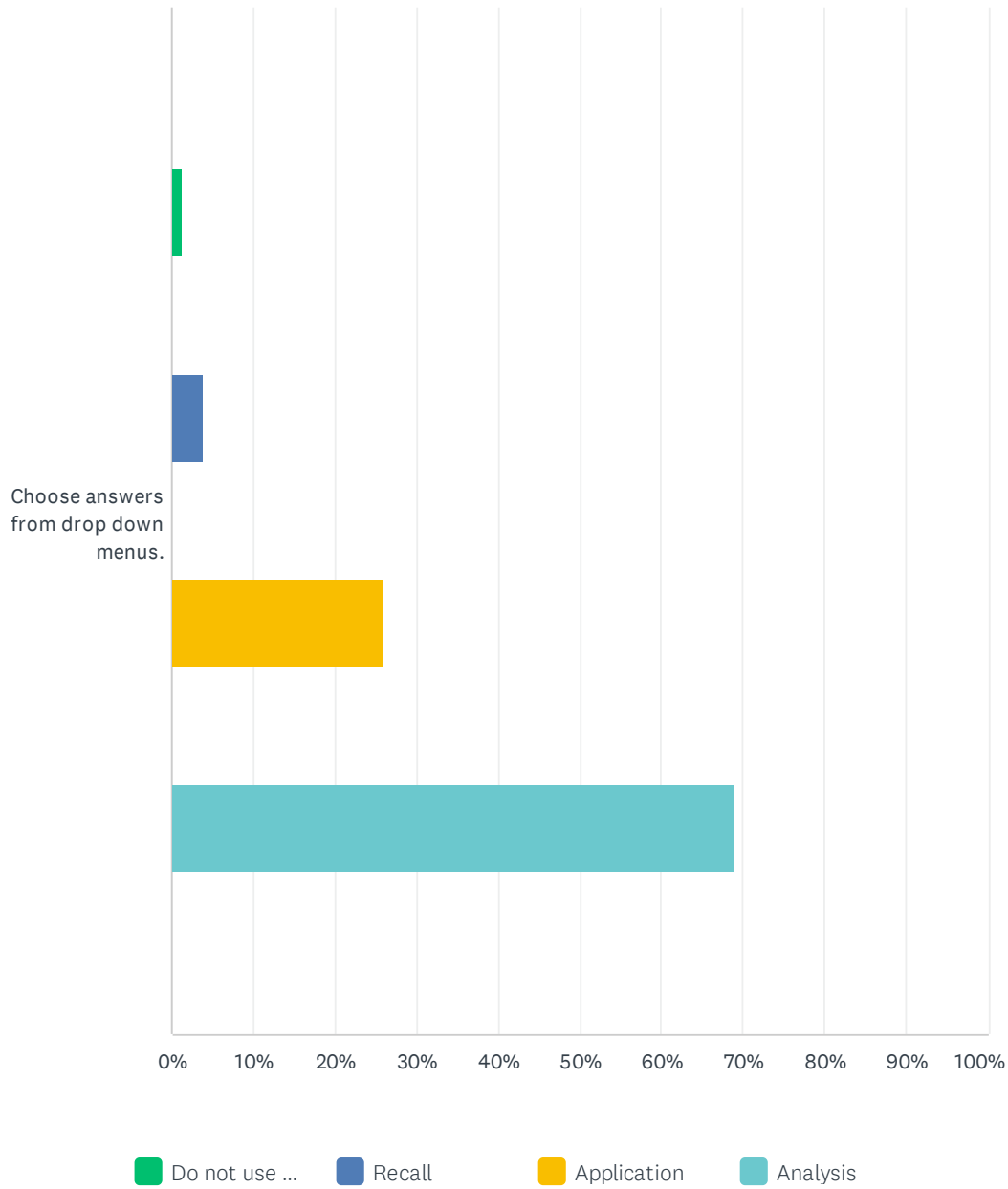
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|-------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 1.25% 1 | 62.50% 50 | 23.75% 19 | 10.00% 8 | 2.50% 2 | 80 |

| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 1.28% 1 | 3.85% 3 | 32.05% 25 | 62.82% 49 | 78 |

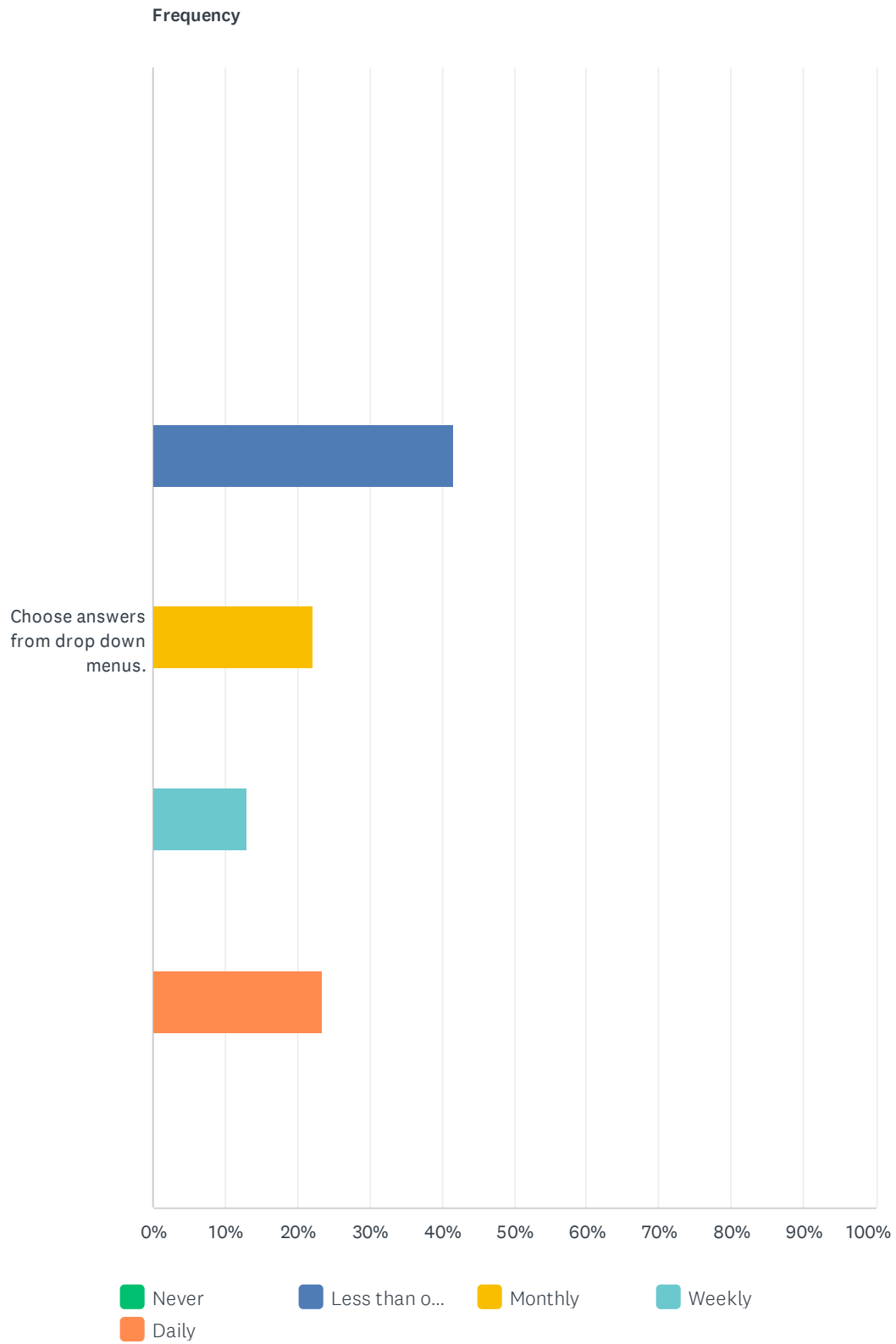
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

| 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% | 68.83% | |
| | 1 | 3 | 20 | 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.

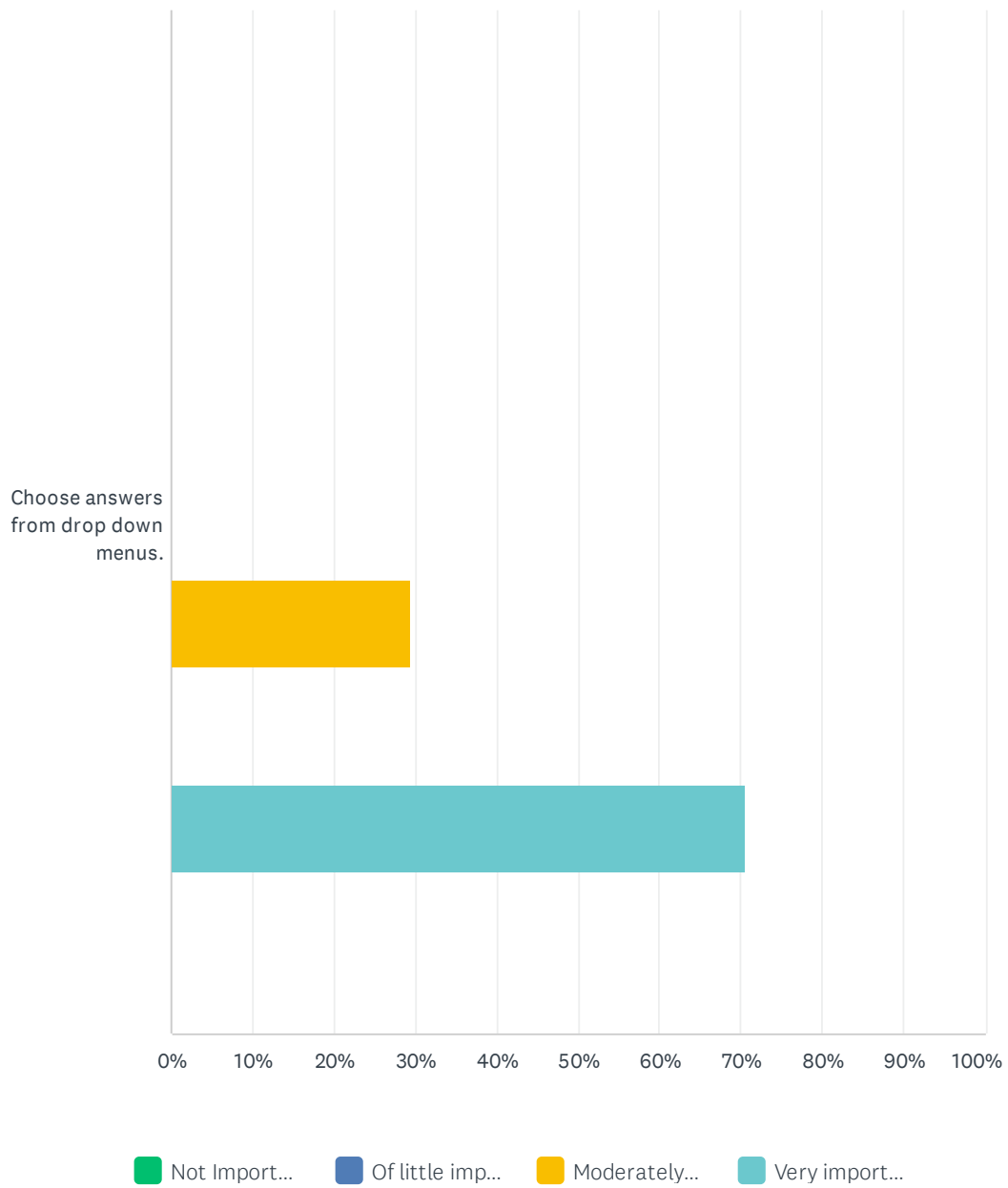
Answered: 77 Skipped: 108

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)



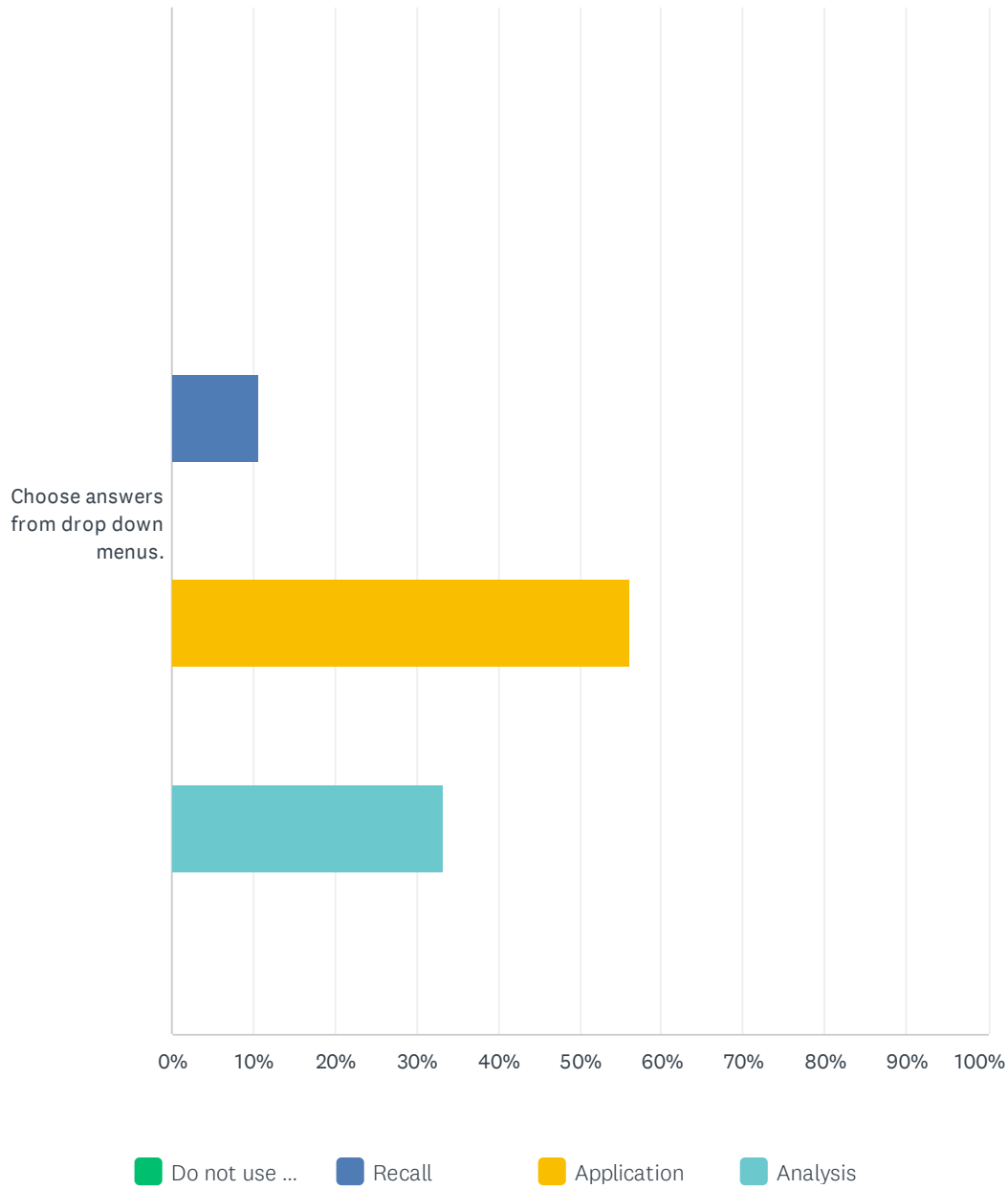
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|--------------|--------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 41.56% 32 | 22.08% 17 | 12.99% 10 | 23.38% 18 | 77 |

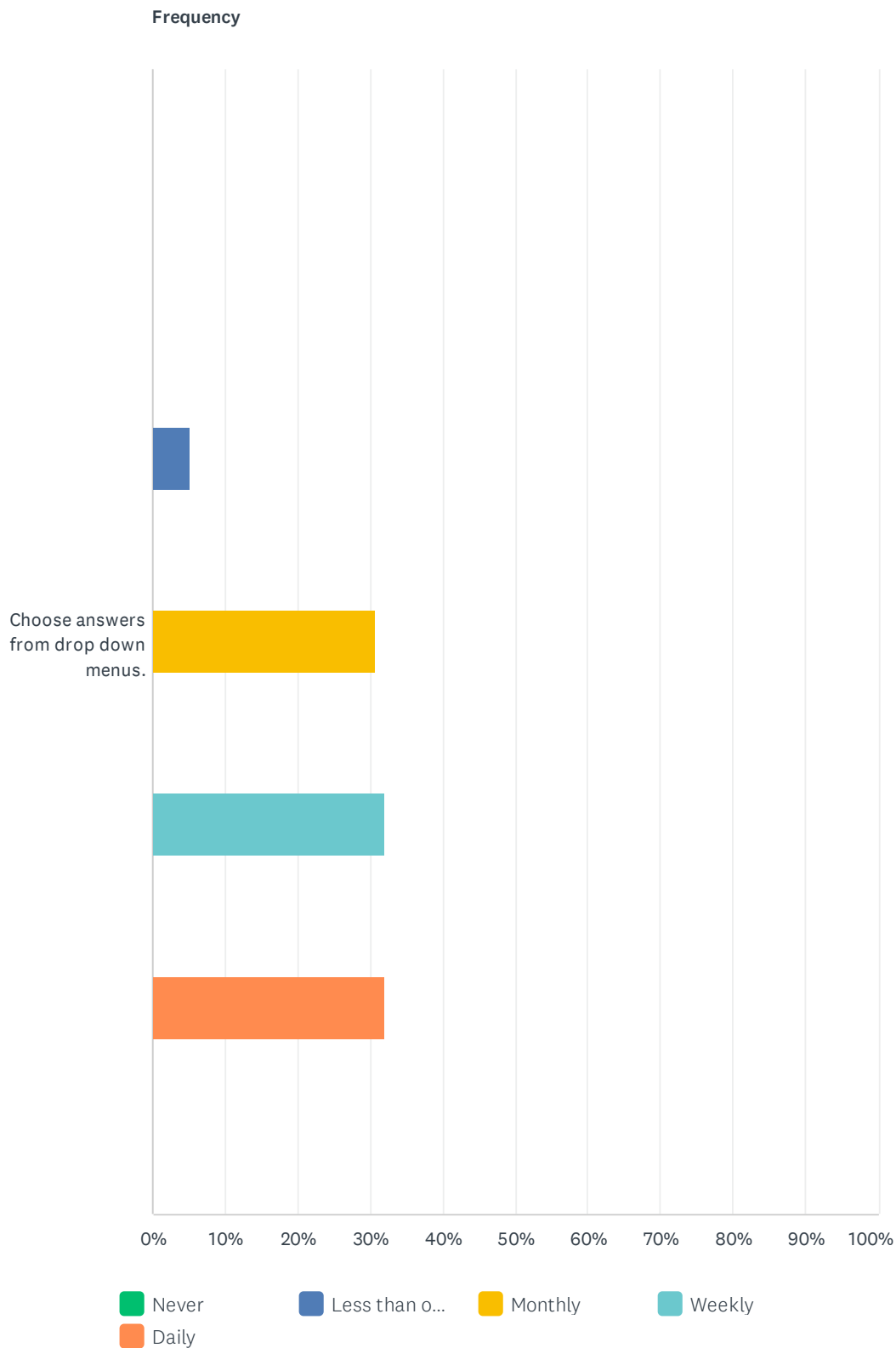
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 0.00% 0 | 29.33% 22 | 70.67% 53 | 75 |

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

| Level of Judgment | | | | | |
|--------------------------------------|--------------------------|-------------|--------------|--------------|-------|
| | DO NOT USE IN THEIR WORK | RECALL | APPLICATION | ANALYSIS | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 10.67% 8 | 56.00% 42 | 33.33% 25 | 75 |

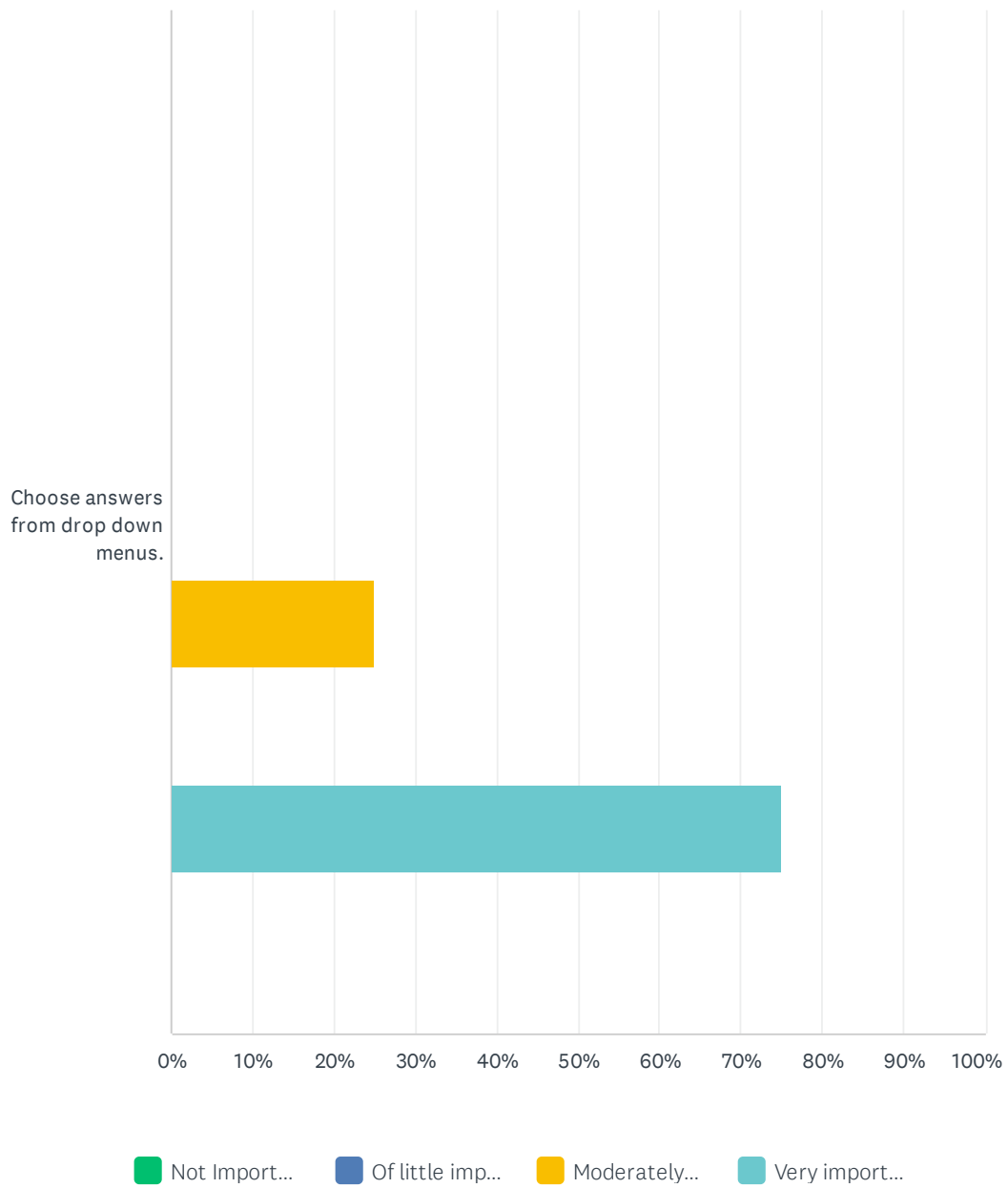
Q11 1.1.3 Integrate contemporary clinical evidence-based approaches of care and translation of current research into curricula.

Answered: 78 Skipped: 107



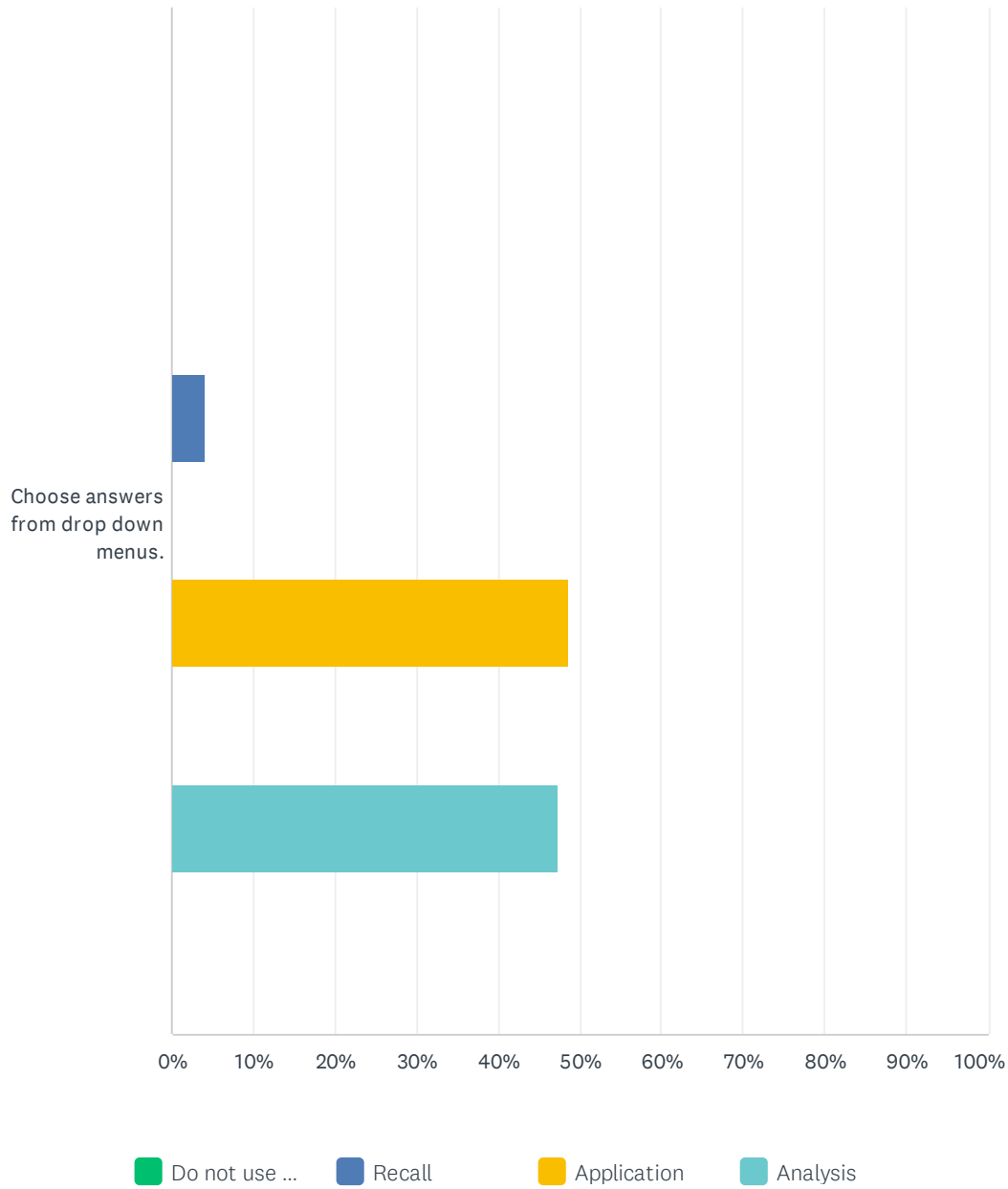
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|--------------|--------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 5.13% 4 | 30.77% 24 | 32.05% 25 | 32.05% 25 | 78 |

| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 0.00% 0 | 25.00% 19 | 75.00% 57 | 76 |

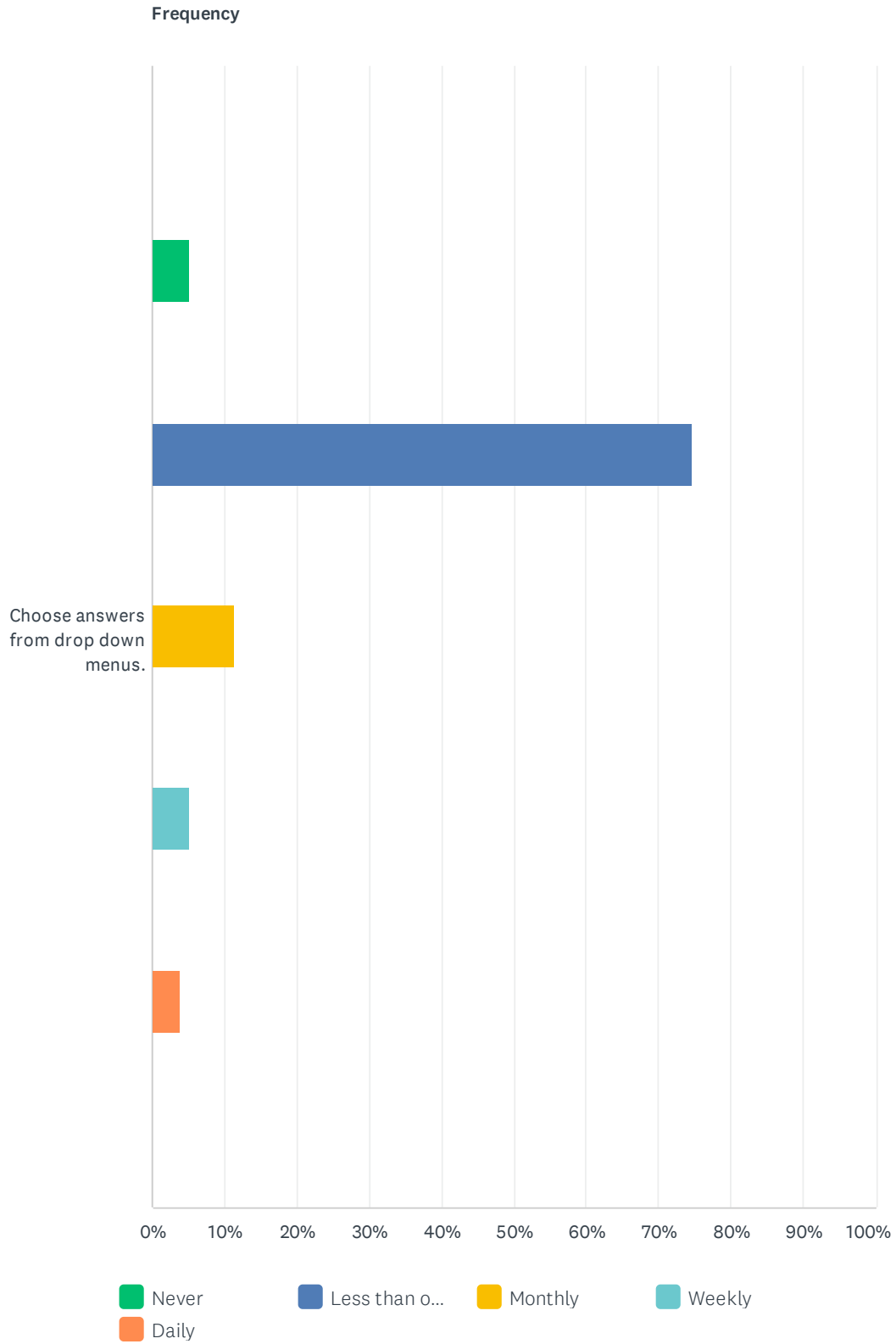
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

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

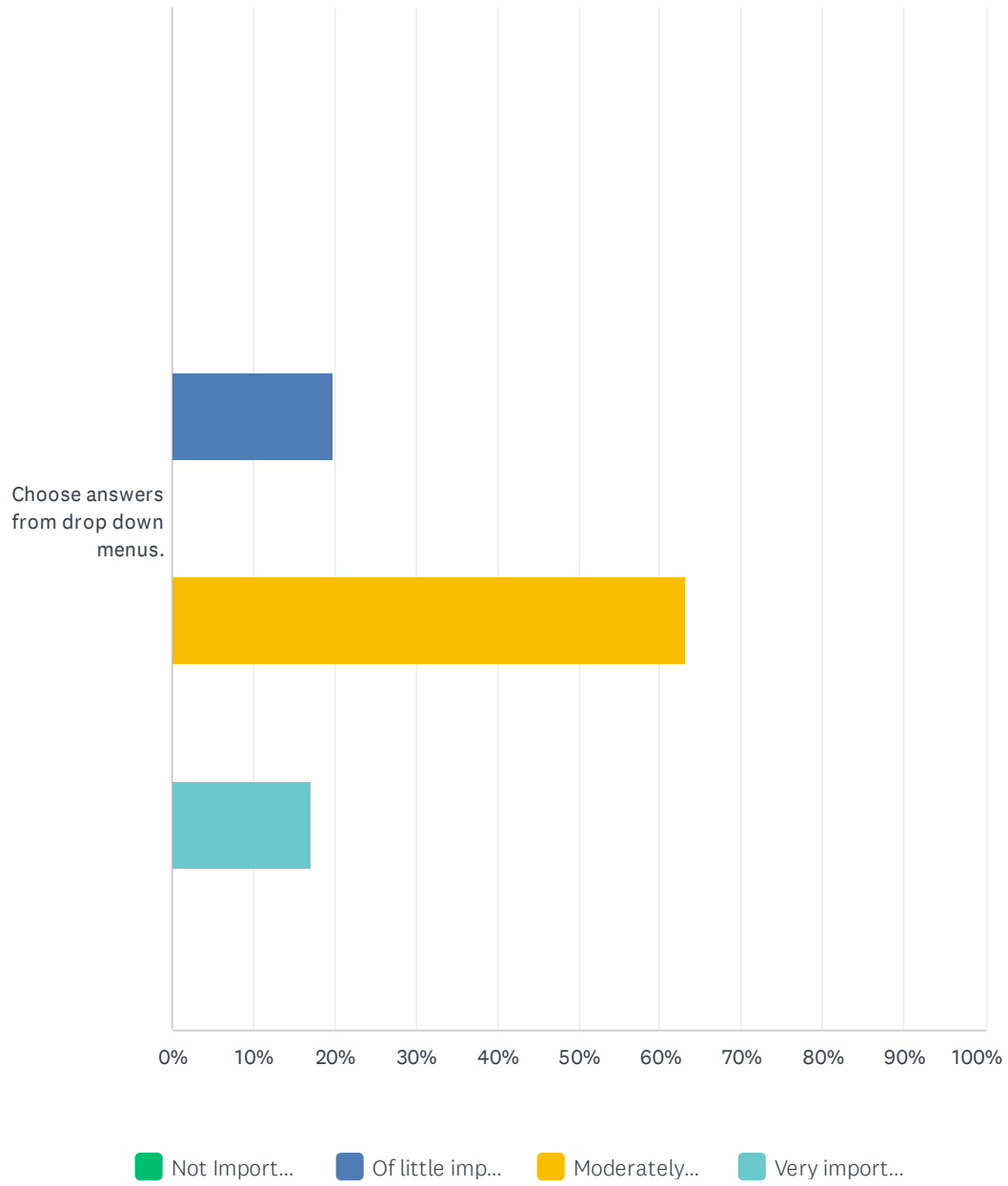
Answered: 79 Skipped: 106

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)



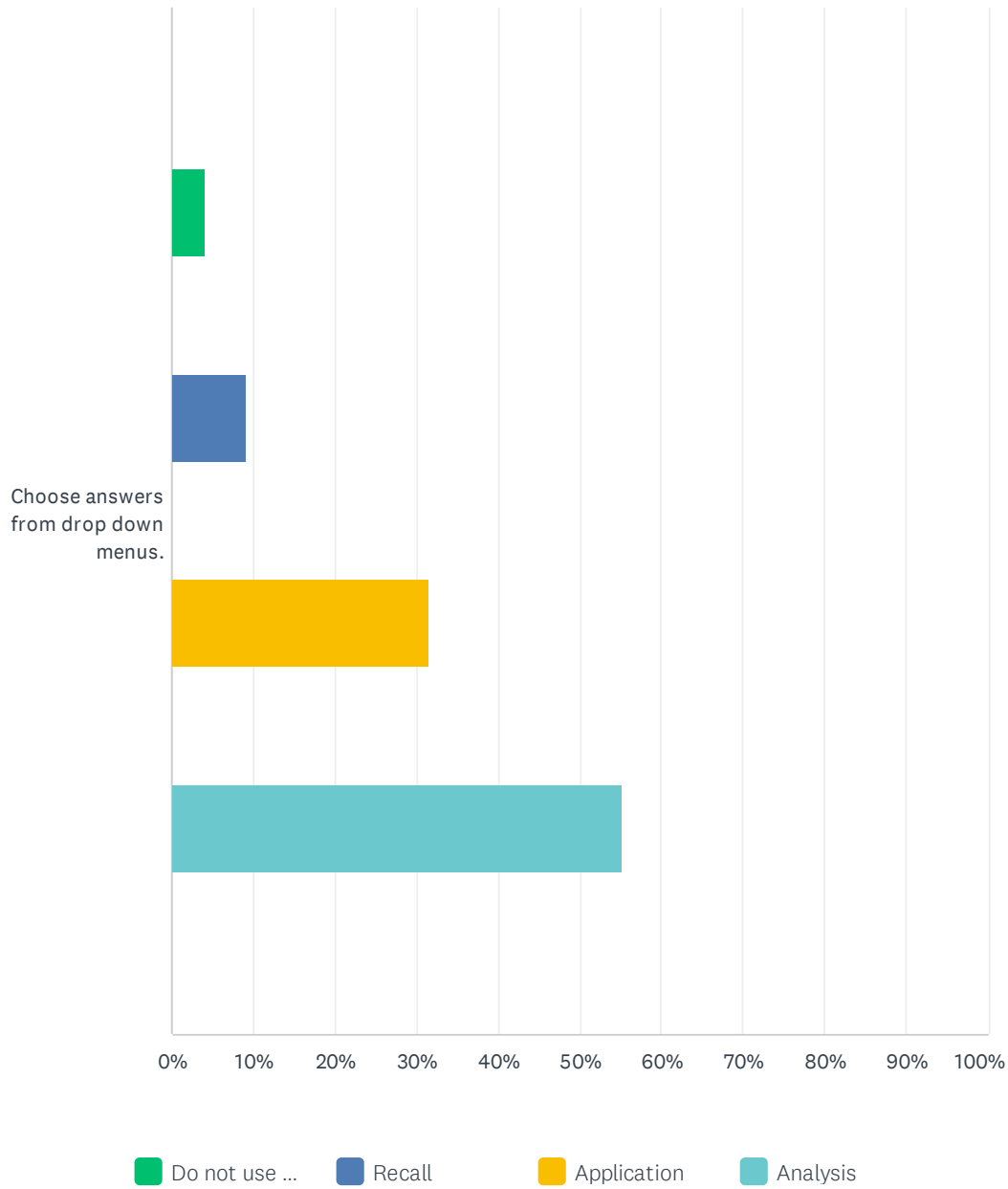
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|-------------|------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 5.06% 4 | 74.68% 59 | 11.39% 9 | 5.06% 4 | 3.80% 3 | 79 |

| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 19.74% 15 | 63.16% 48 | 17.11% 13 | 76 |

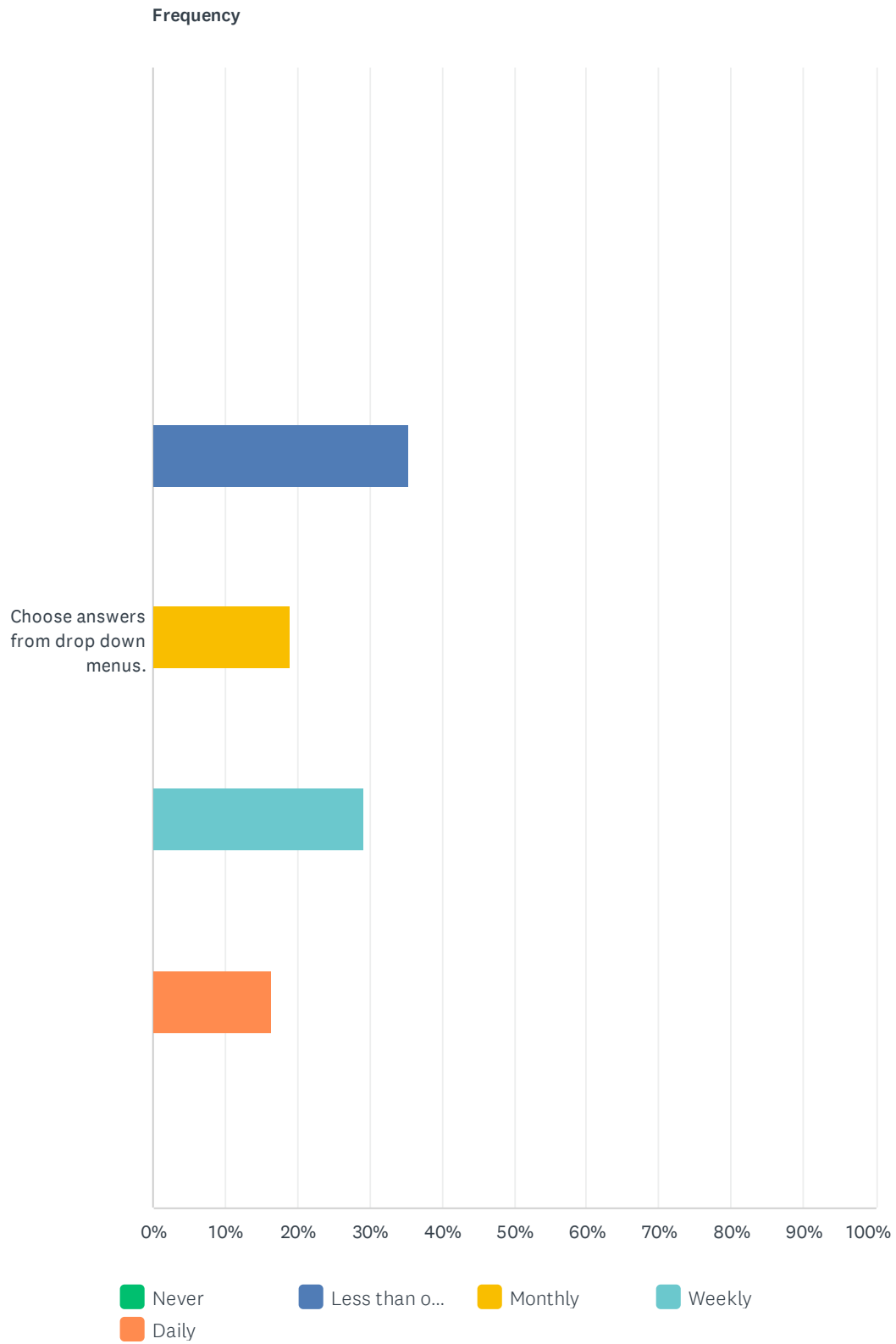
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

| 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.

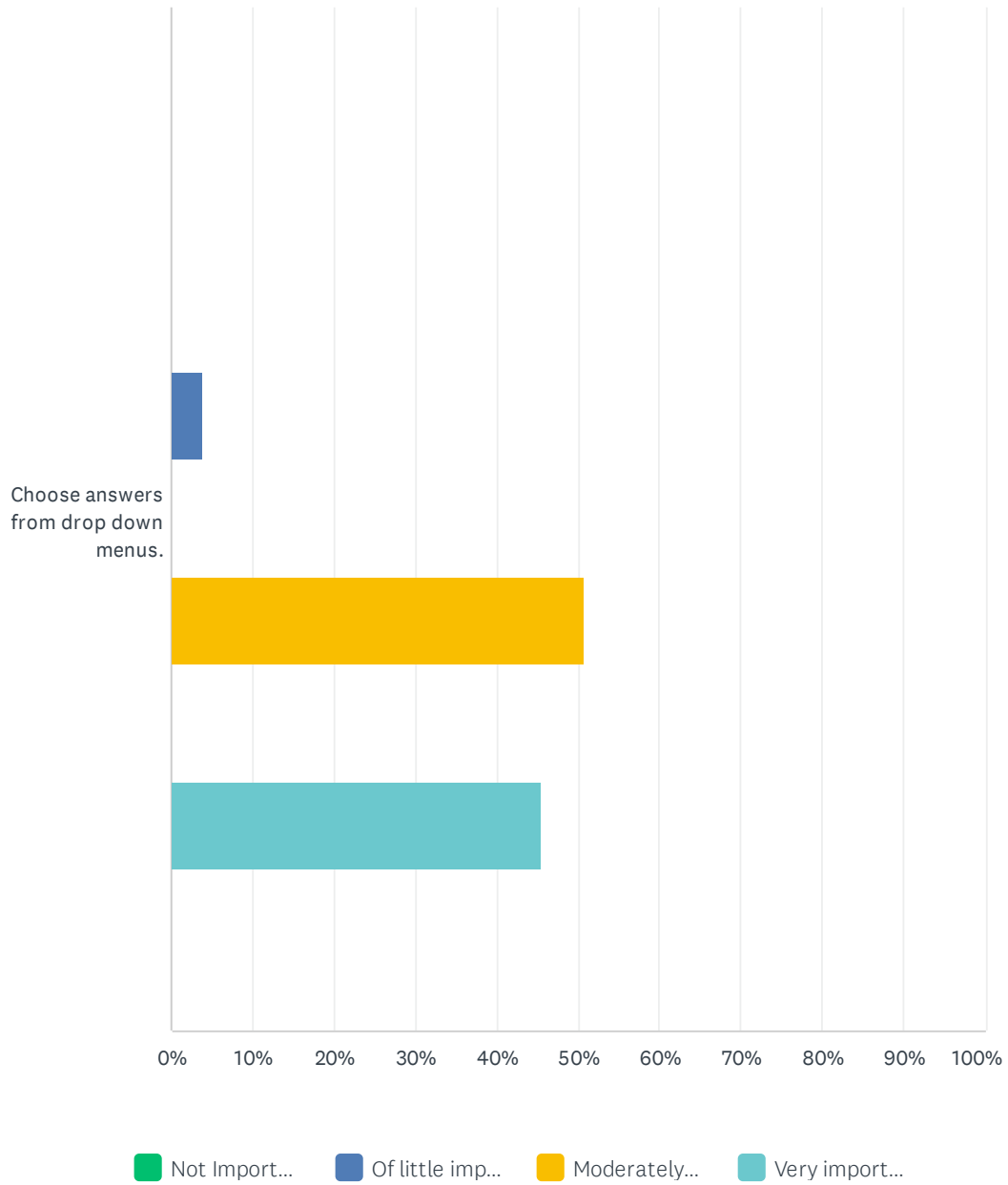
Answered: 79 Skipped: 106

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)



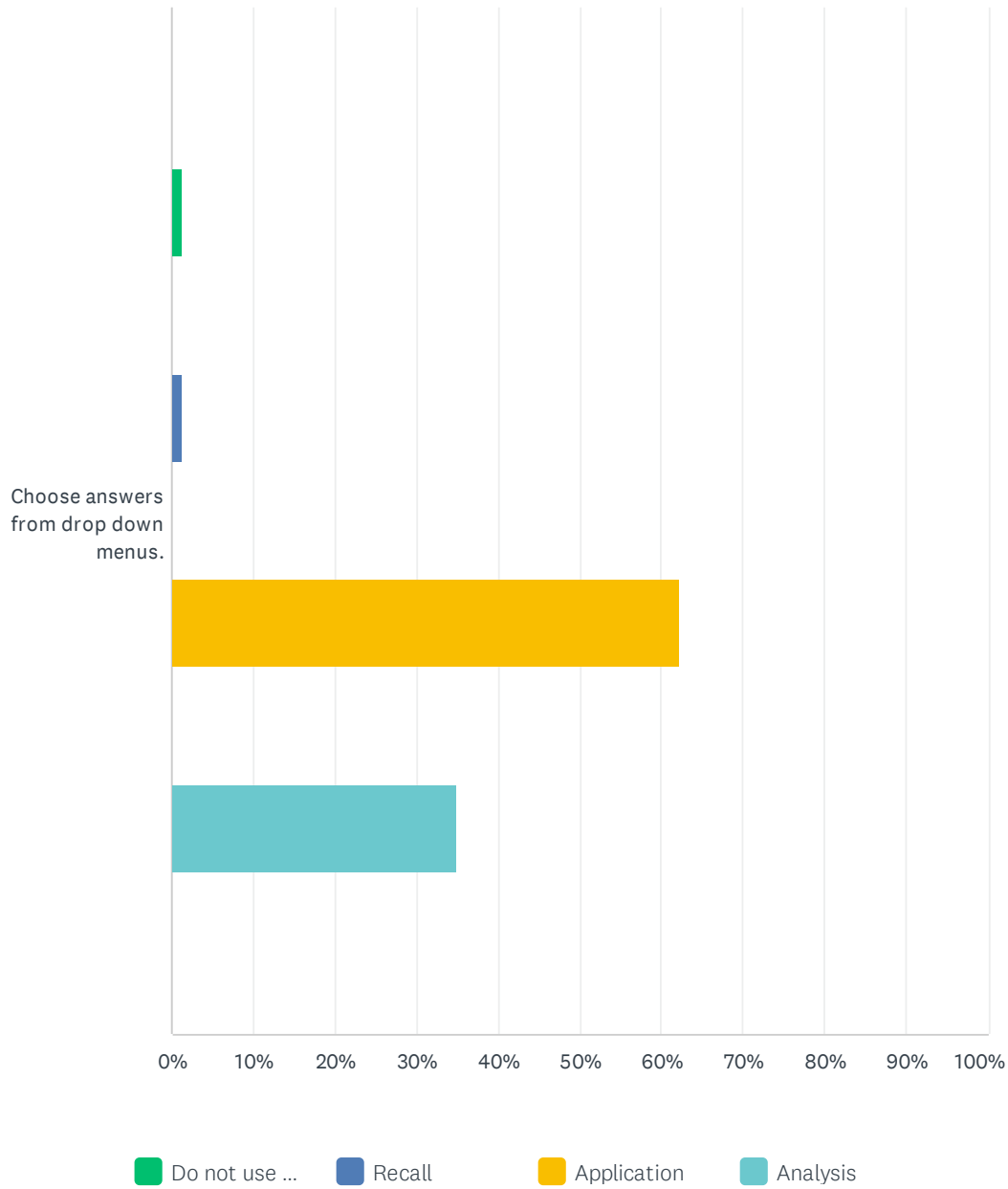
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|--------------|--------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 35.44% 28 | 18.99% 15 | 29.11% 23 | 16.46% 13 | 79 |

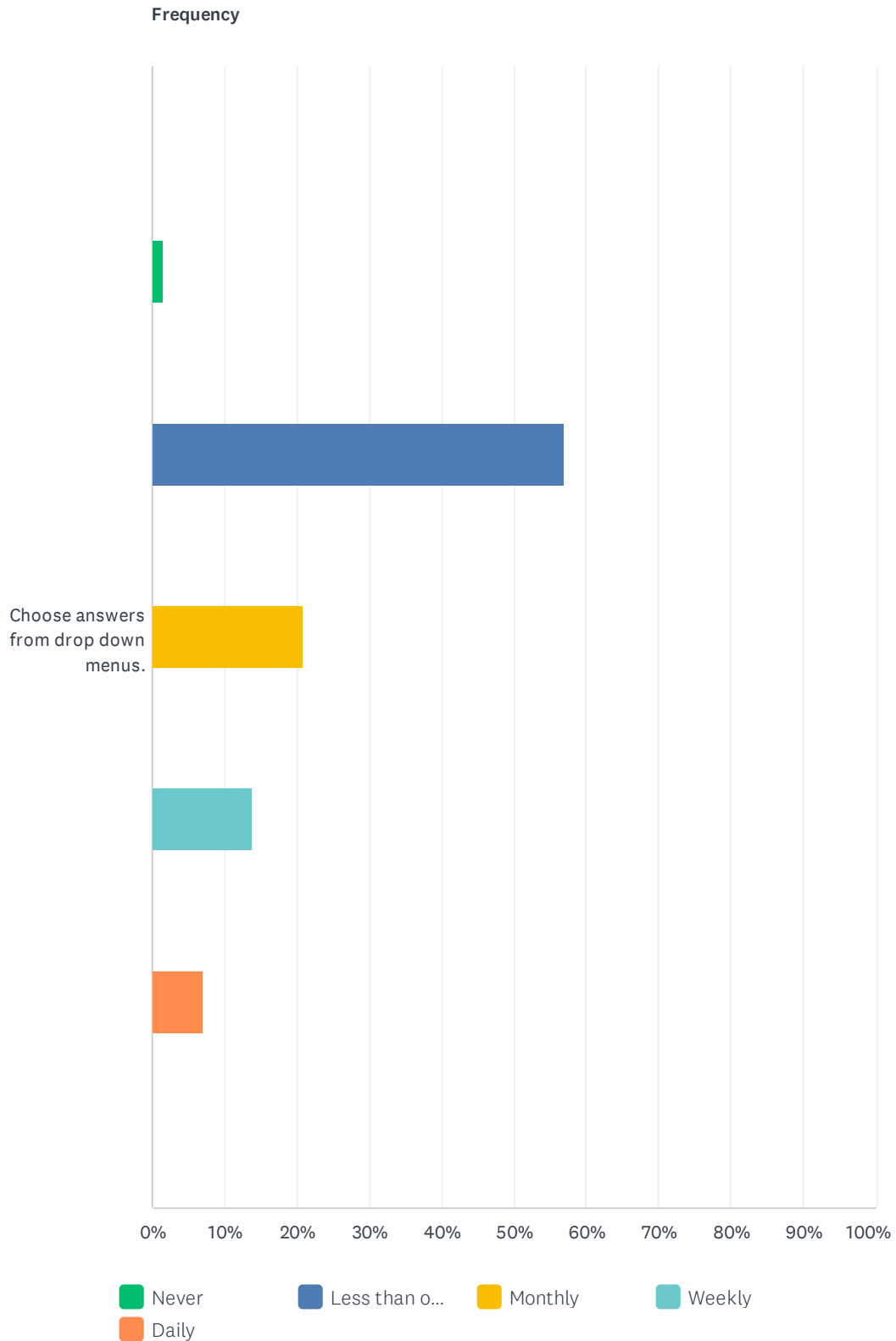
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 3.90% 3 | 50.65% 39 | 45.45% 35 | 77 |

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

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

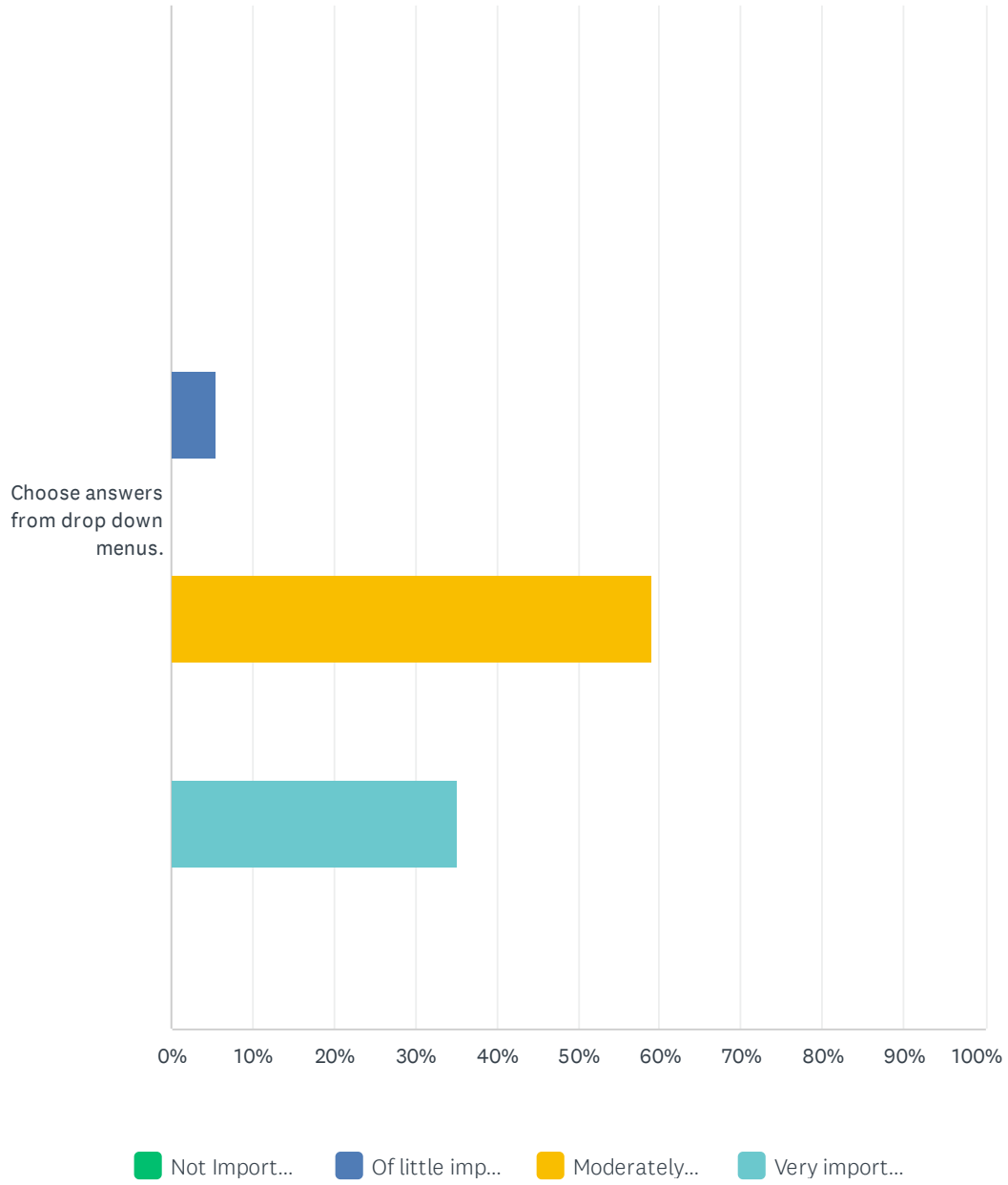
Q14 1.3.1 Determine optimal instructional delivery methods (e.g., face-to-face, online, hybrid).

Answered: 72 Skipped: 113



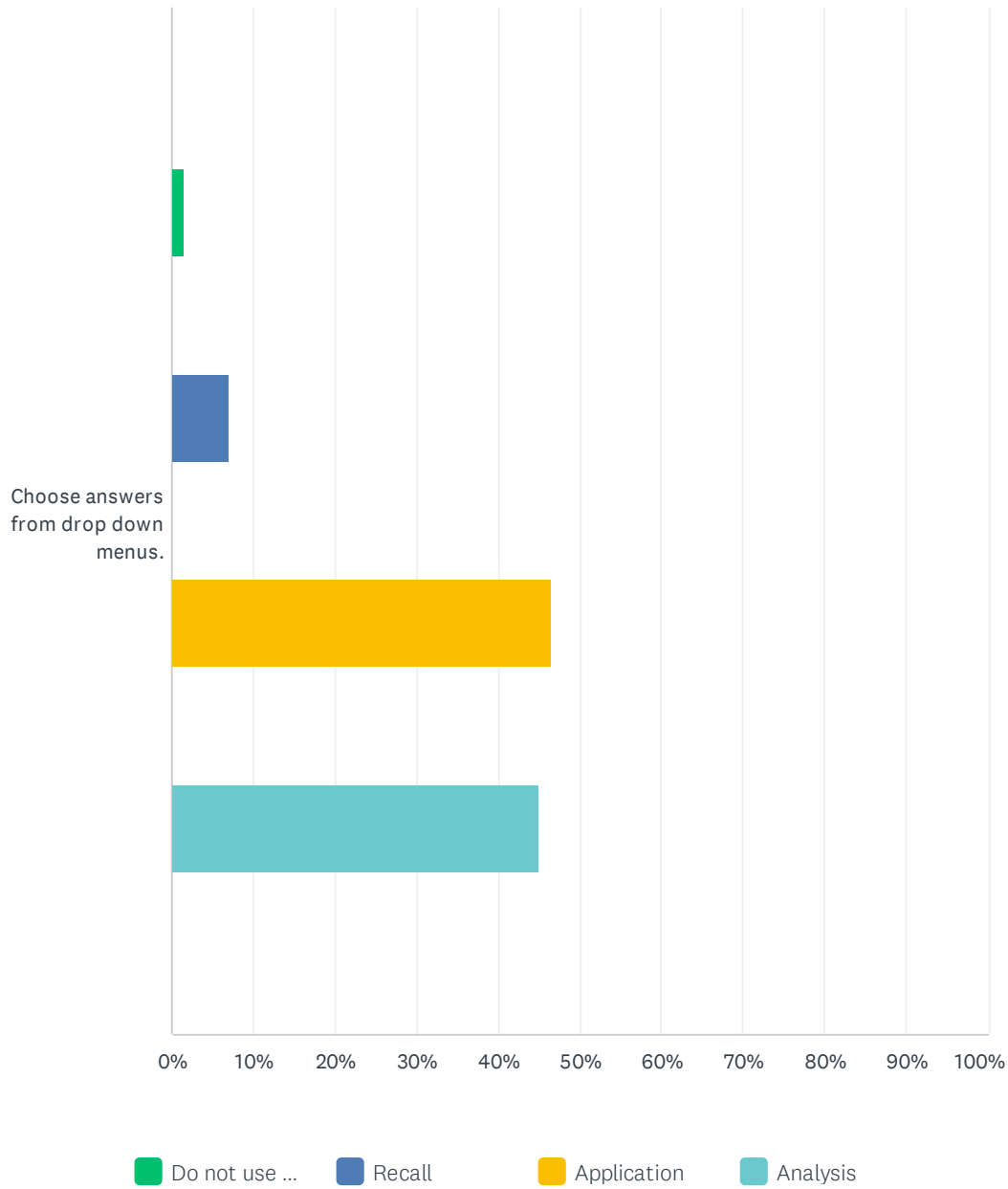
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|--------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 1.39% 1 | 56.94% 41 | 20.83% 15 | 13.89% 10 | 6.94% 5 | 72 |

| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 5.63% 4 | 59.15% 42 | 35.21% 25 | 71 |

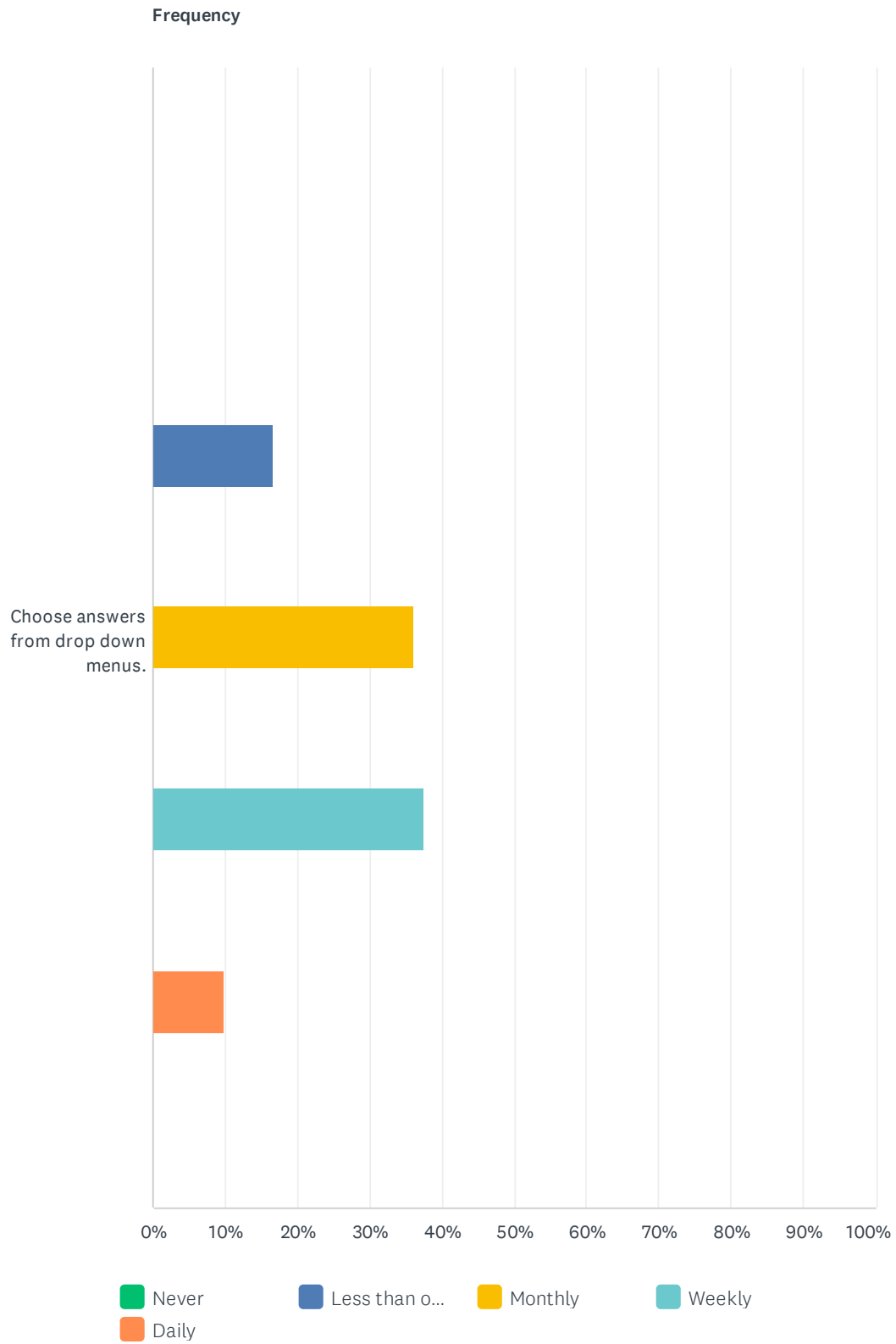
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

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

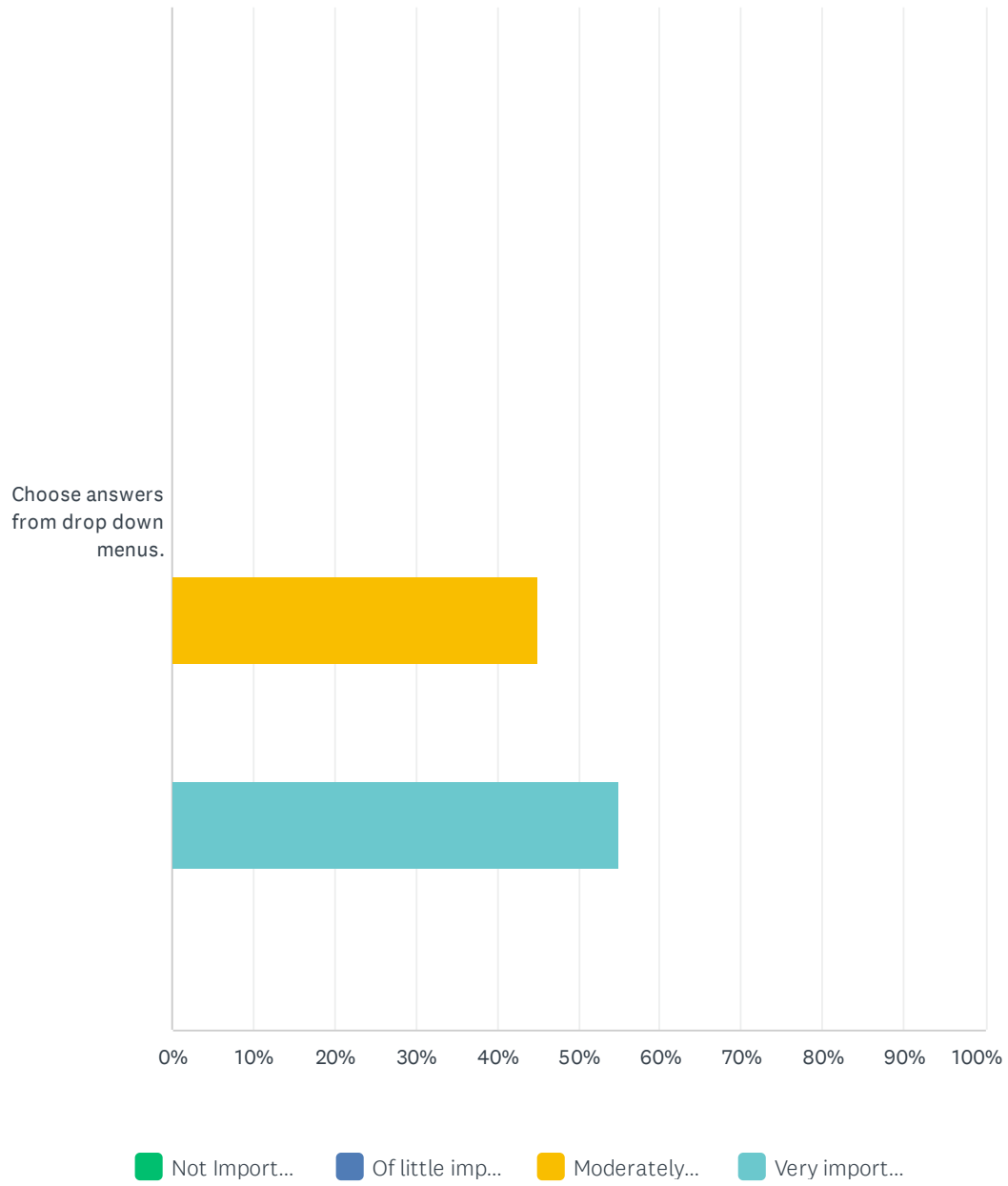
Answered: 72 Skipped: 113

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)



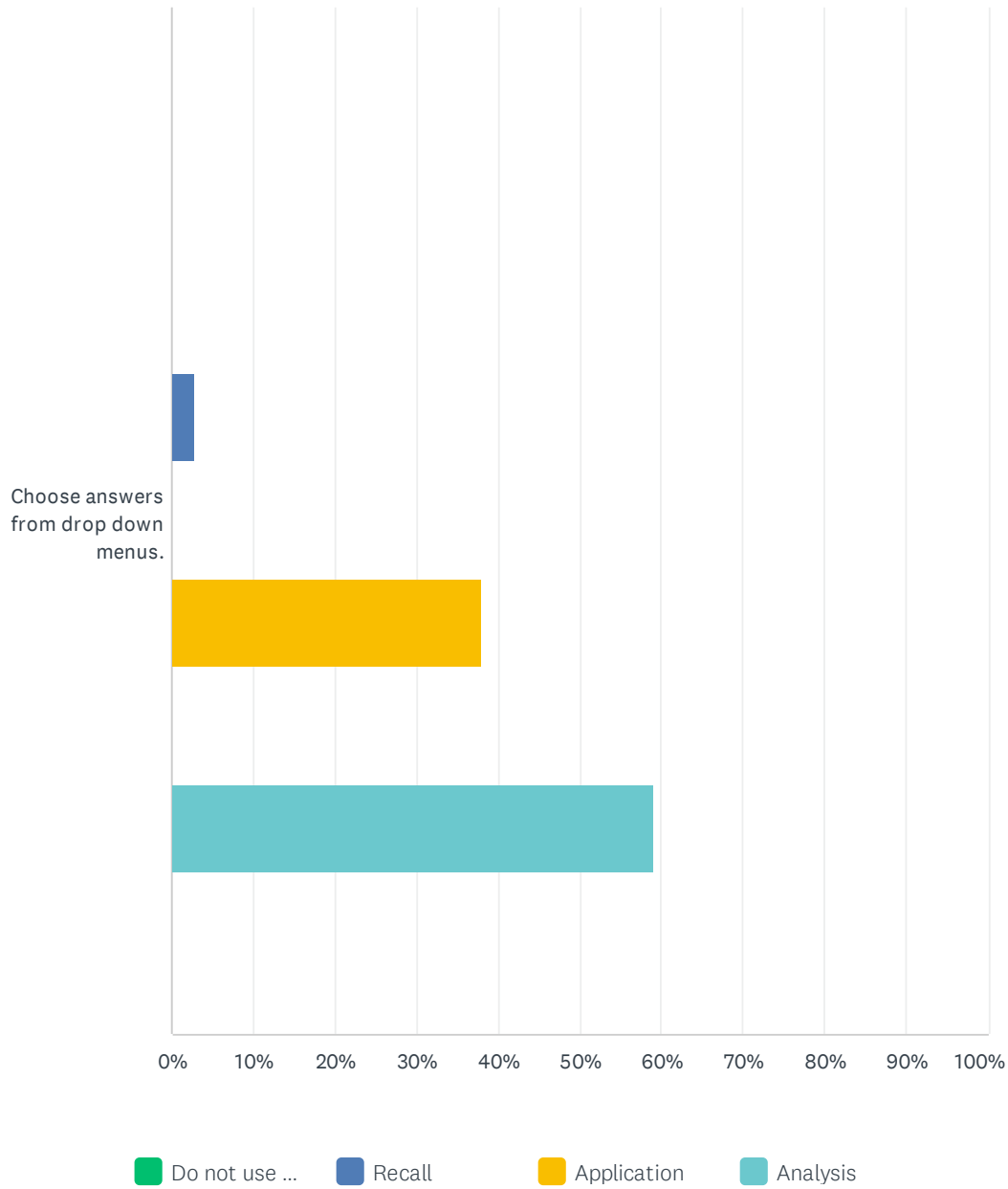
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|--------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 16.67% 12 | 36.11% 26 | 37.50% 27 | 9.72% 7 | 72 |

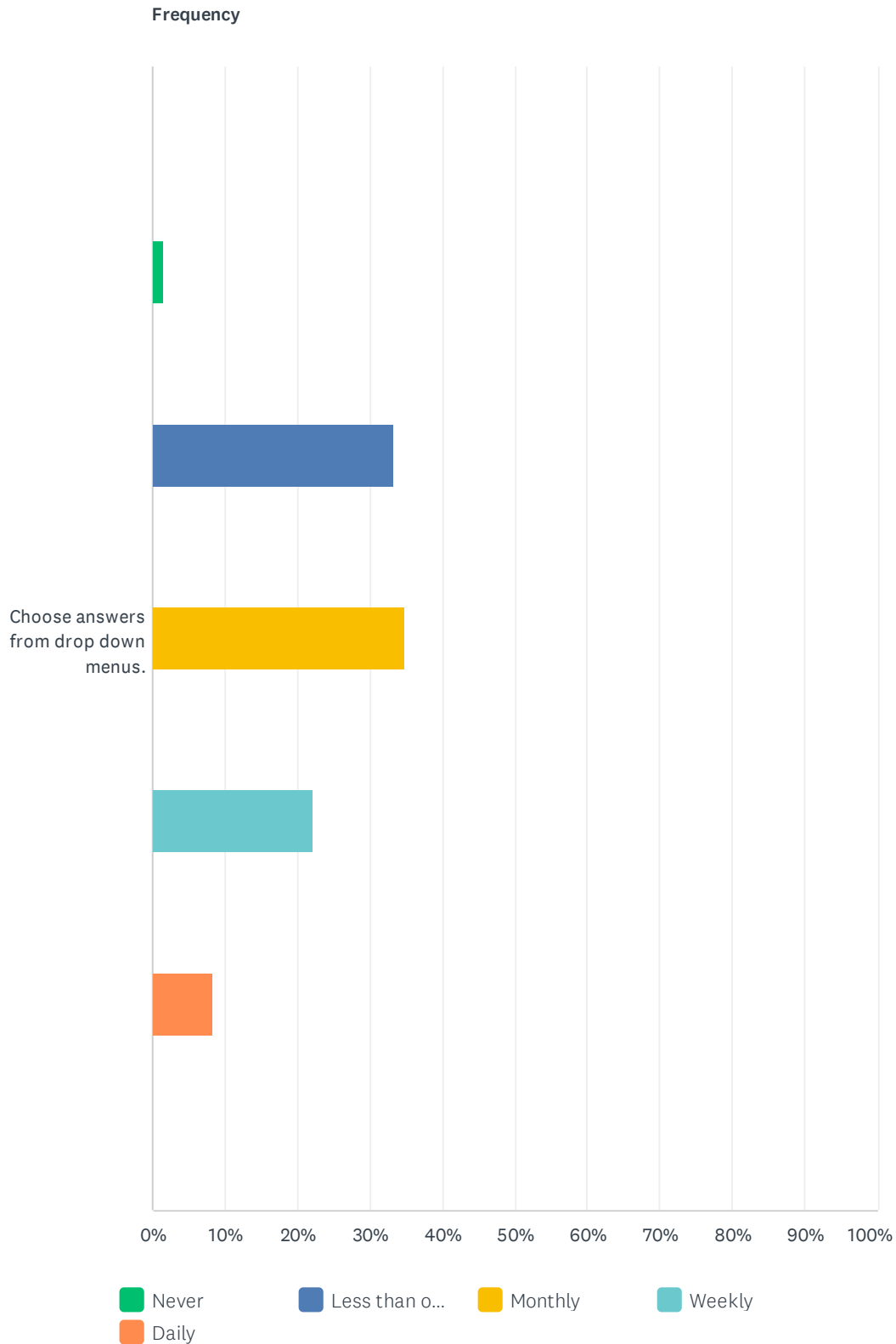
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 0.00% 0 | 45.07% 32 | 54.93% 39 | 71 |

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

| 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% | 59.15% | |
| | 0 | 2 | 27 | 42 | 71 |

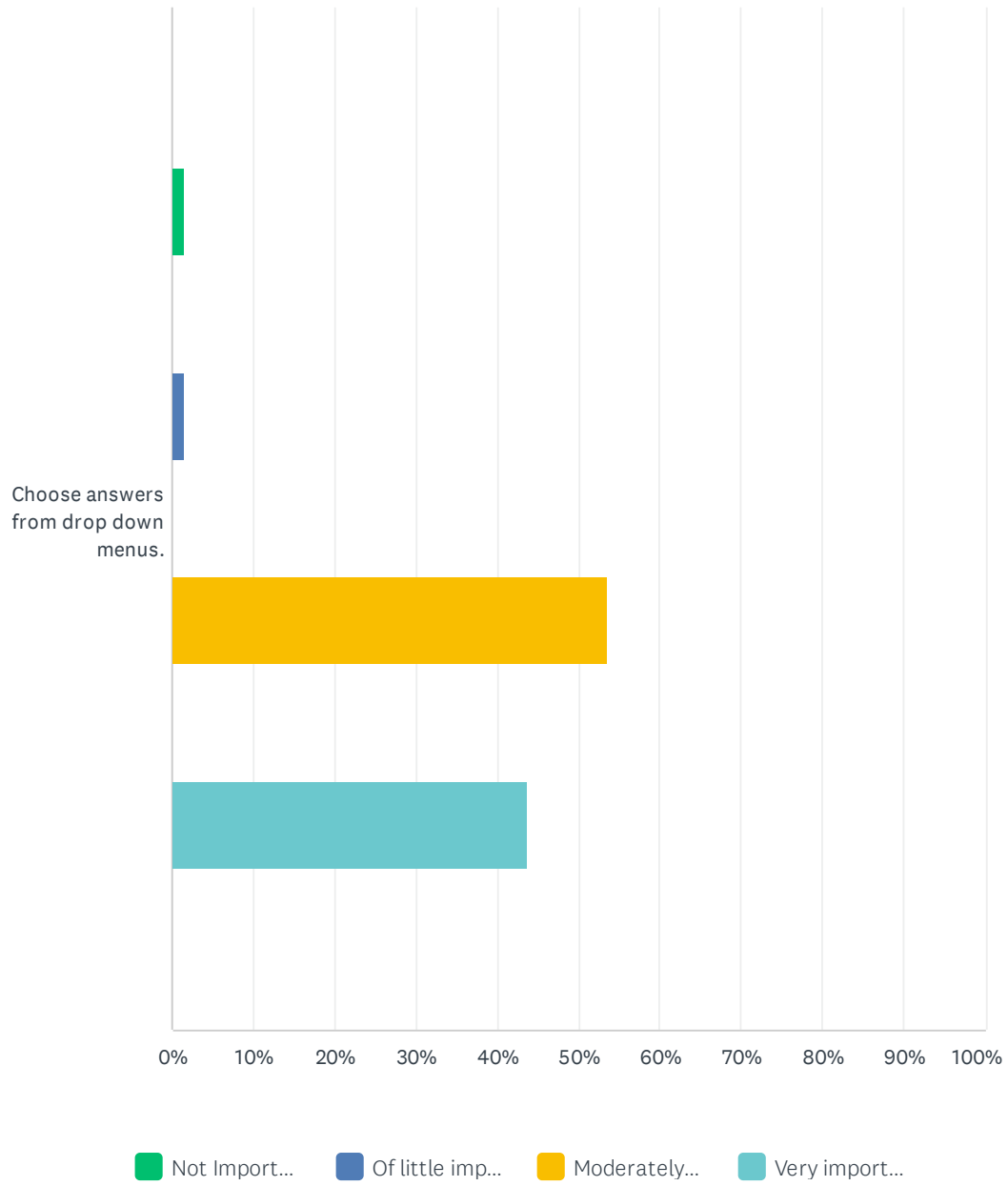
Q16 1.3.3 Determine optimal instructional settings (e.g., clinic, bedside, patient simulation, classroom/laboratory, standardized patients).

Answered: 72 Skipped: 113



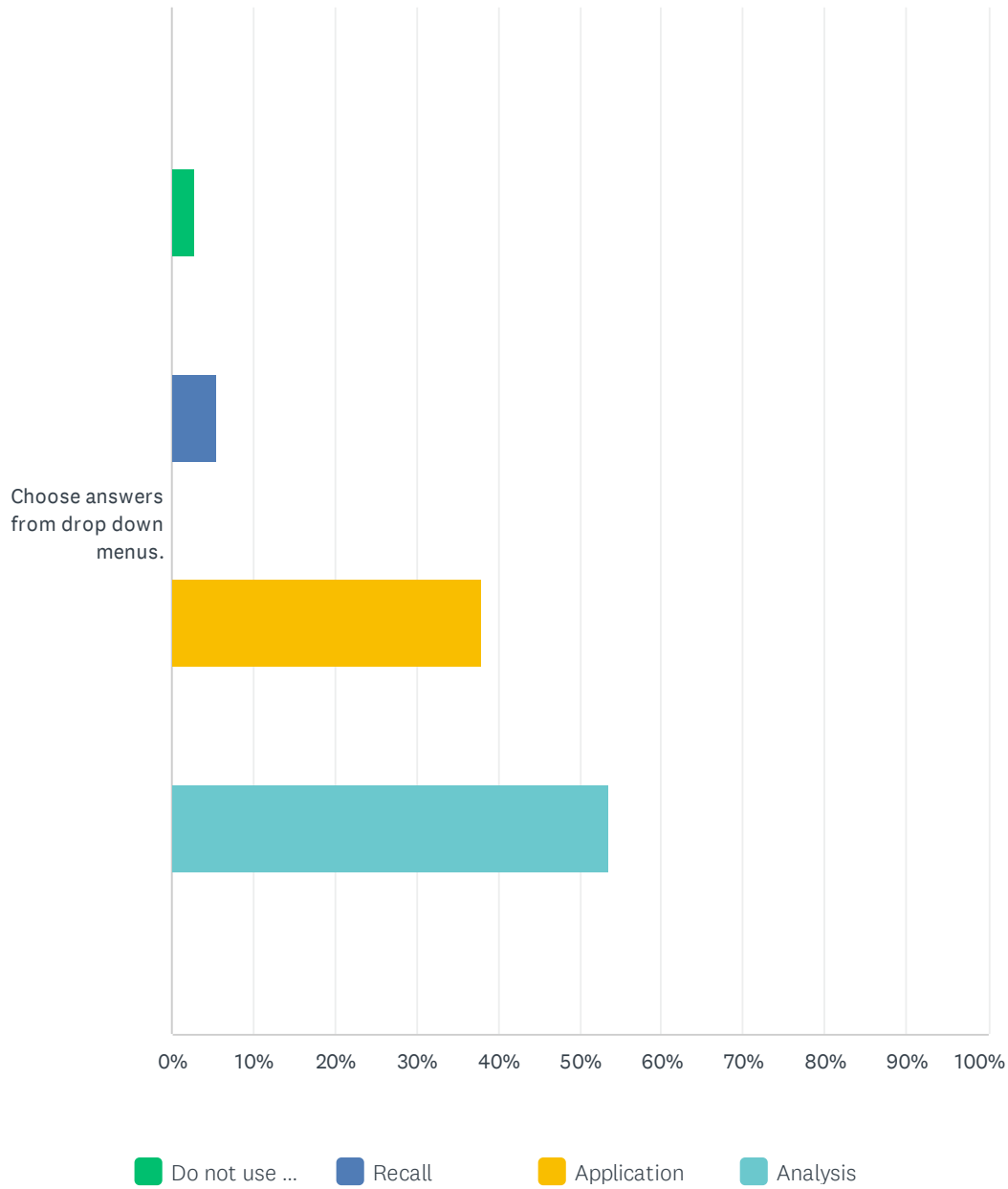
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|--------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 1.39% 1 | 33.33% 24 | 34.72% 25 | 22.22% 16 | 8.33% 6 | 72 |

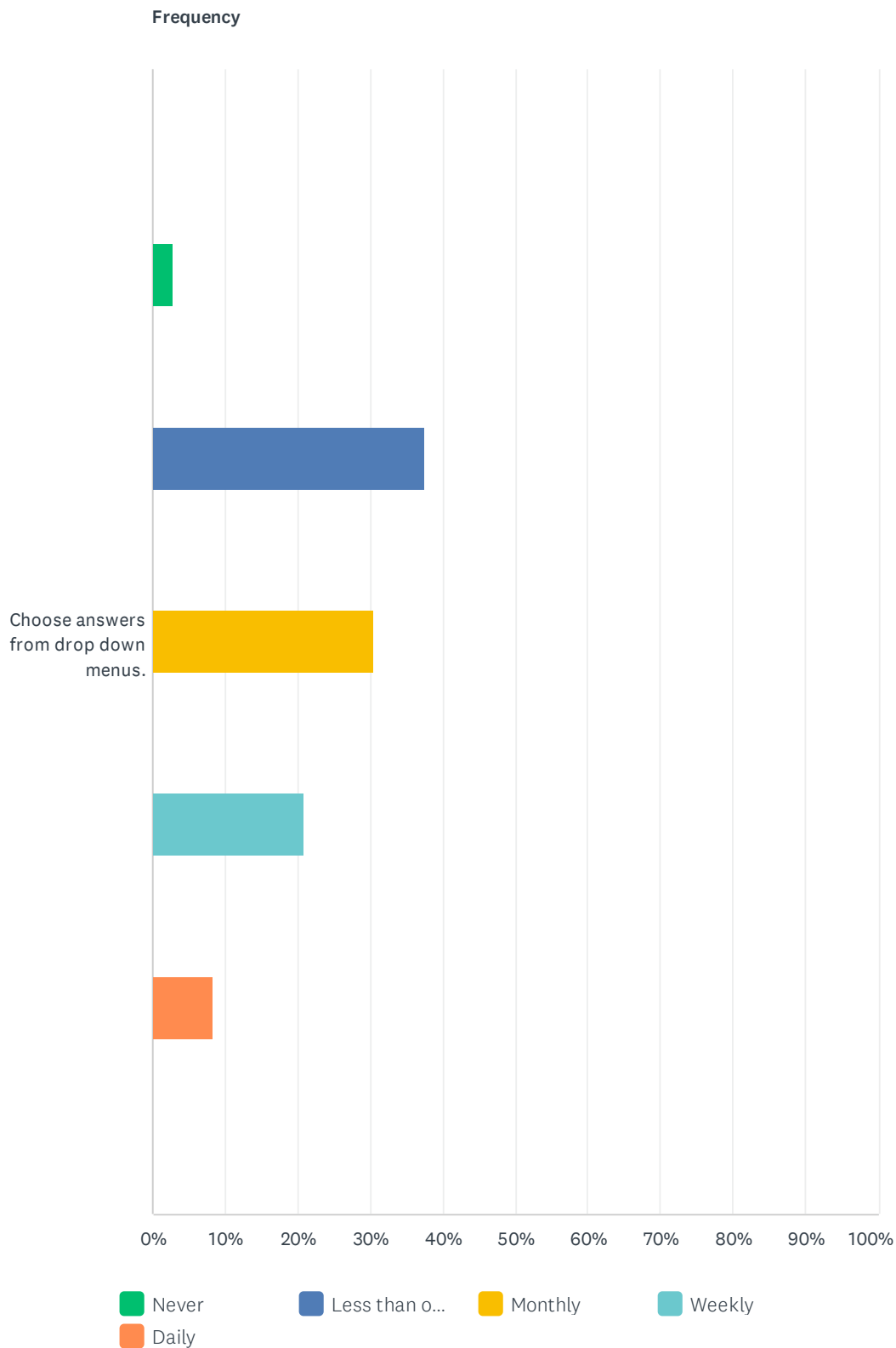
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 1.41% 1 | 1.41% 1 | 53.52% 38 | 43.66% 31 | 71 |

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

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

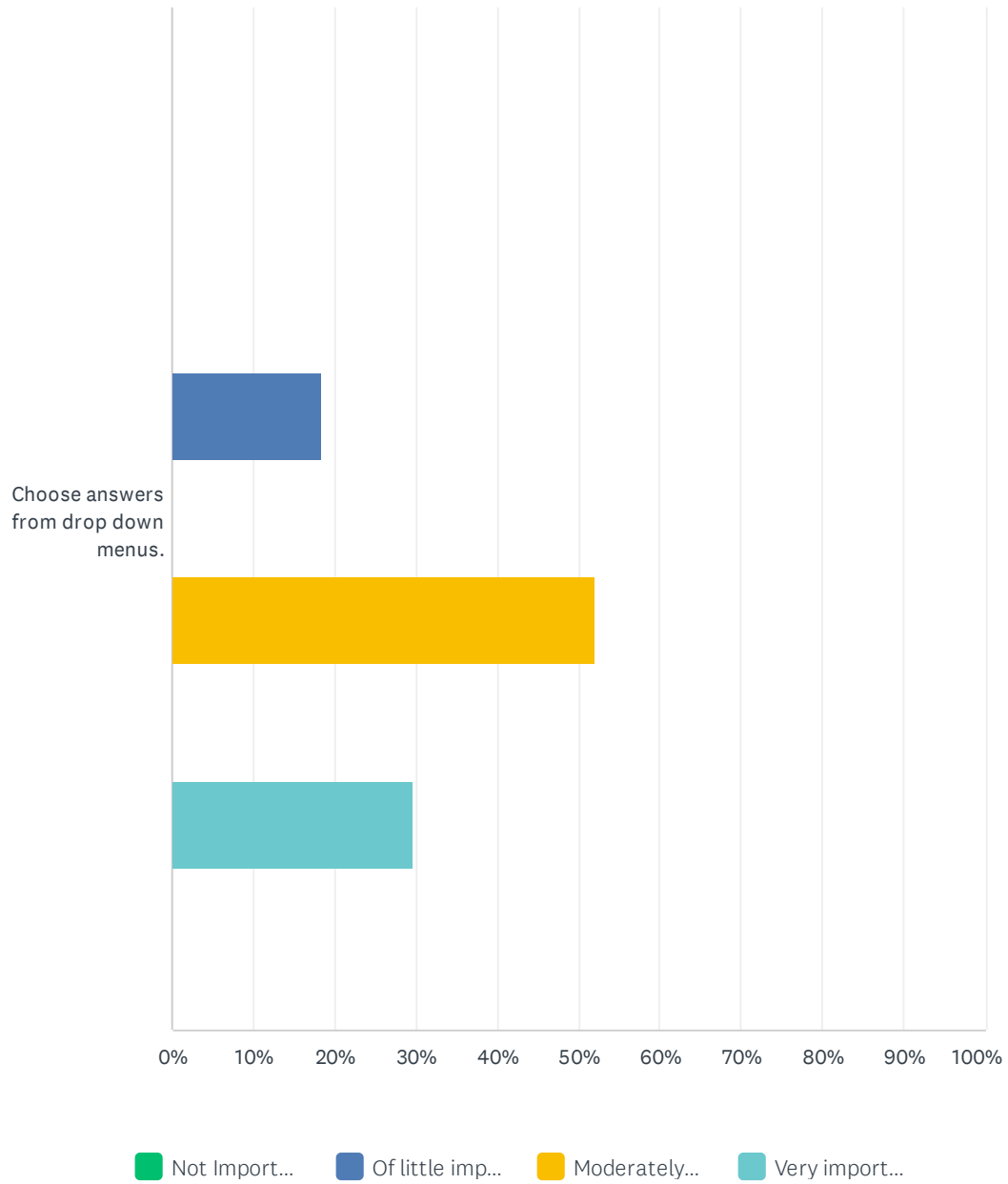
Q17 1.3.4 Consider the supports and limitations that may be imposed by the institution that impact instruction.

Answered: 72 Skipped: 113



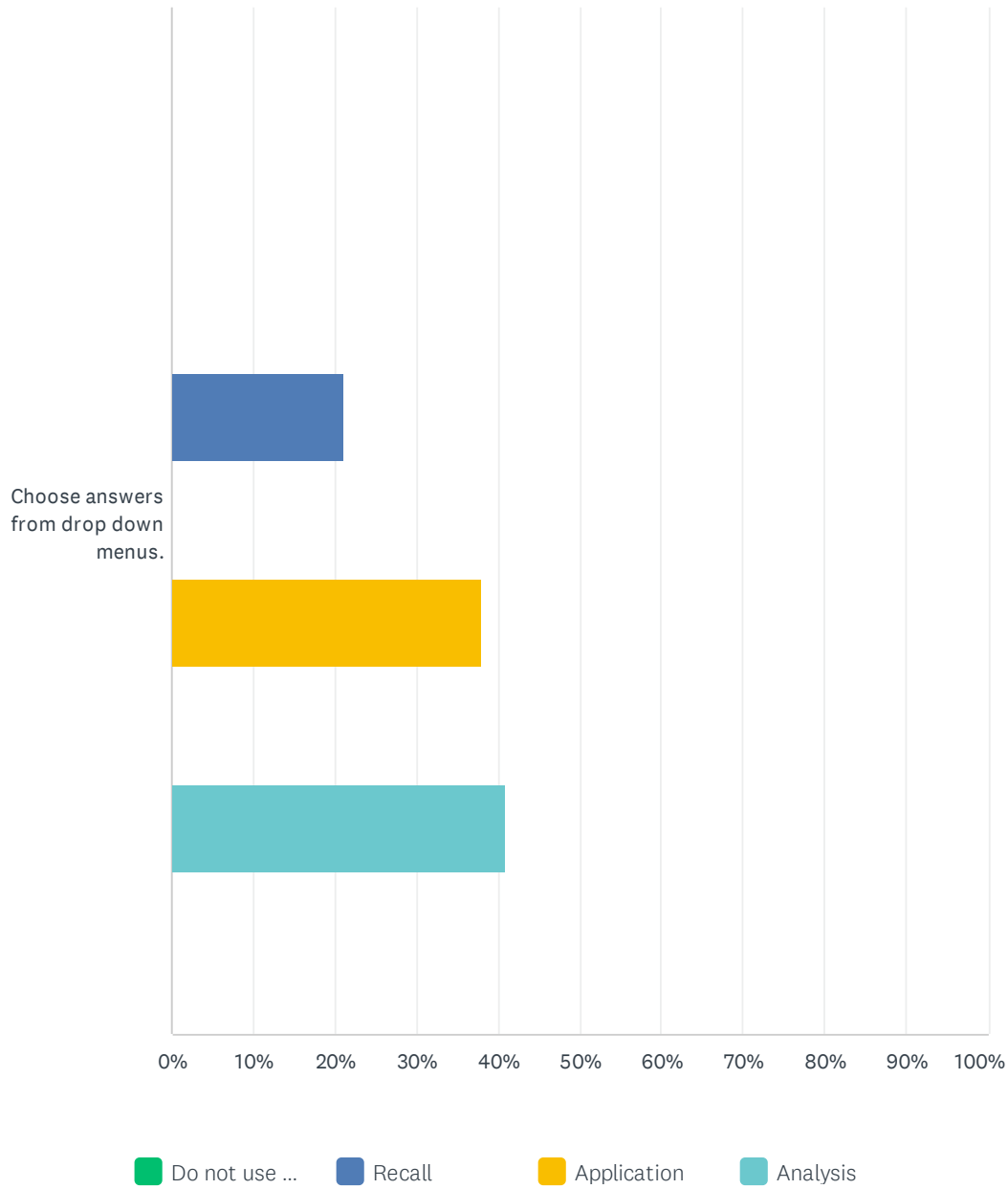
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|--------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 2.78% 2 | 37.50% 27 | 30.56% 22 | 20.83% 15 | 8.33% 6 | 72 |

| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 18.31% 13 | 52.11% 37 | 29.58% 21 | 71 |

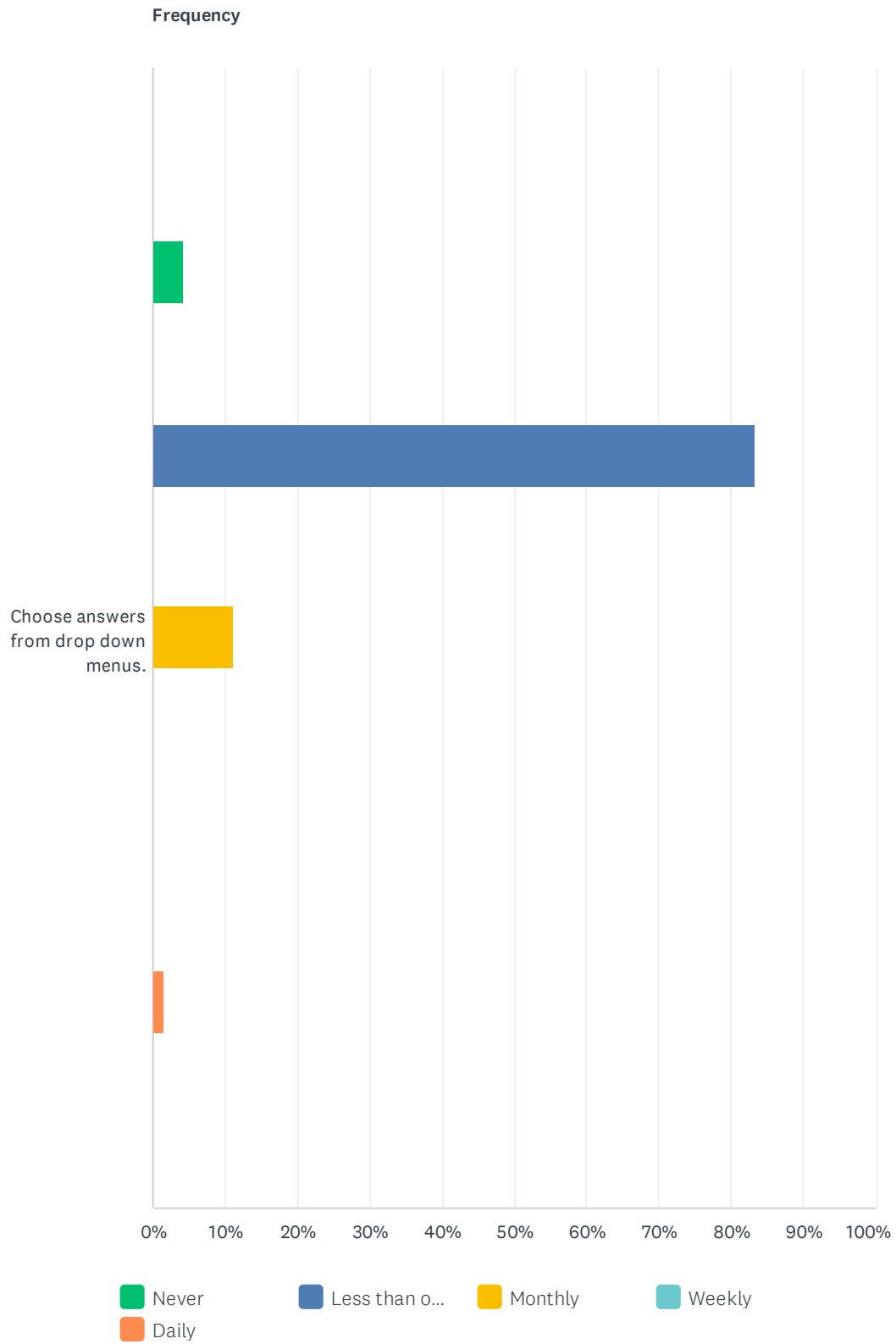
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

| Level of Judgment | | | | | |
|--------------------------------------|--------------------------|--------|-------------|----------|-------|
| | DO NOT USE IN THEIR WORK | RECALL | APPLICATION | ANALYSIS | TOTAL |
| Choose answers from drop down menus. | 0.00% | 21.13% | 38.03% | 40.85% | |
| | 0 | 15 | 27 | 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.

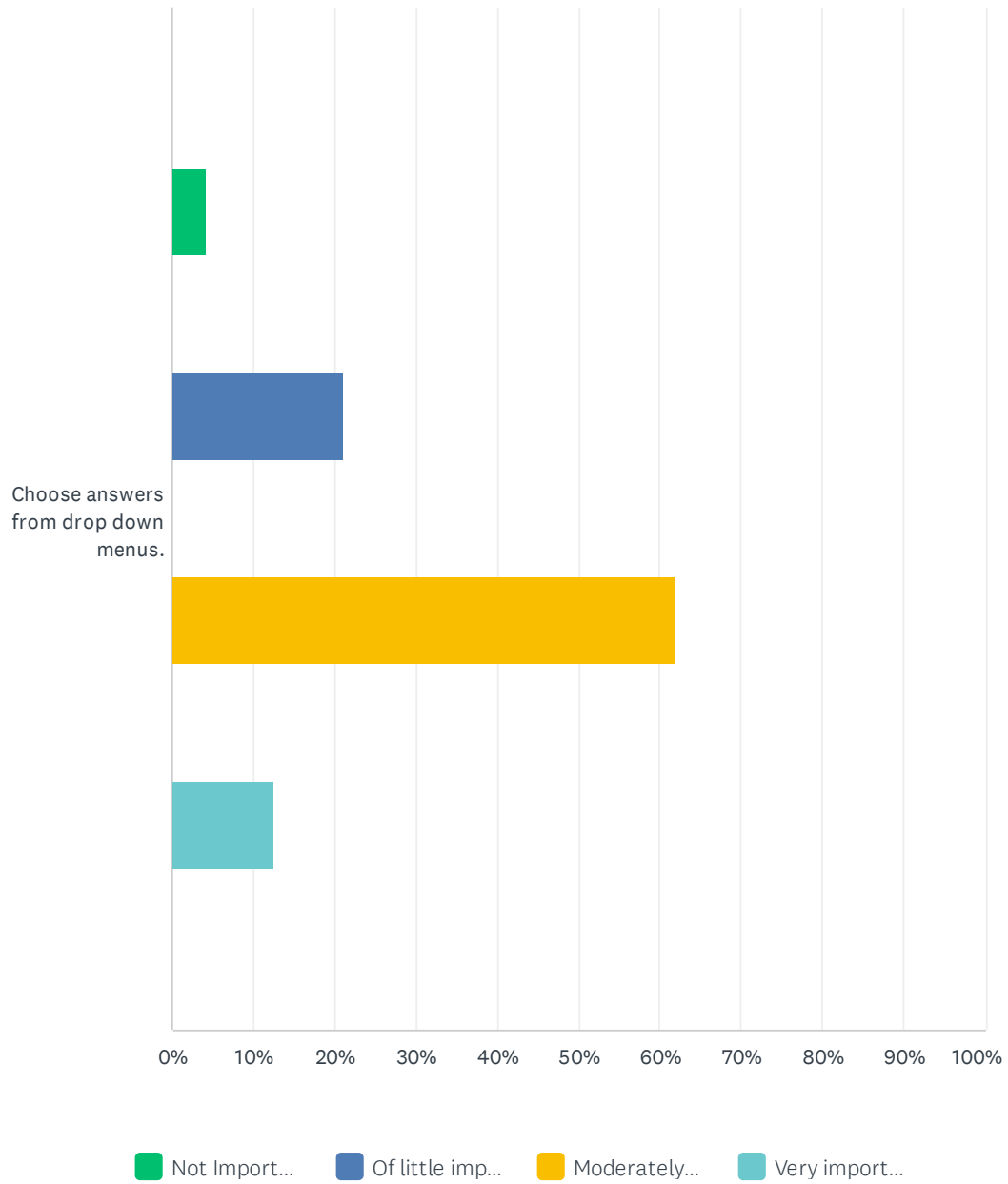
Answered: 72 Skipped: 113

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)



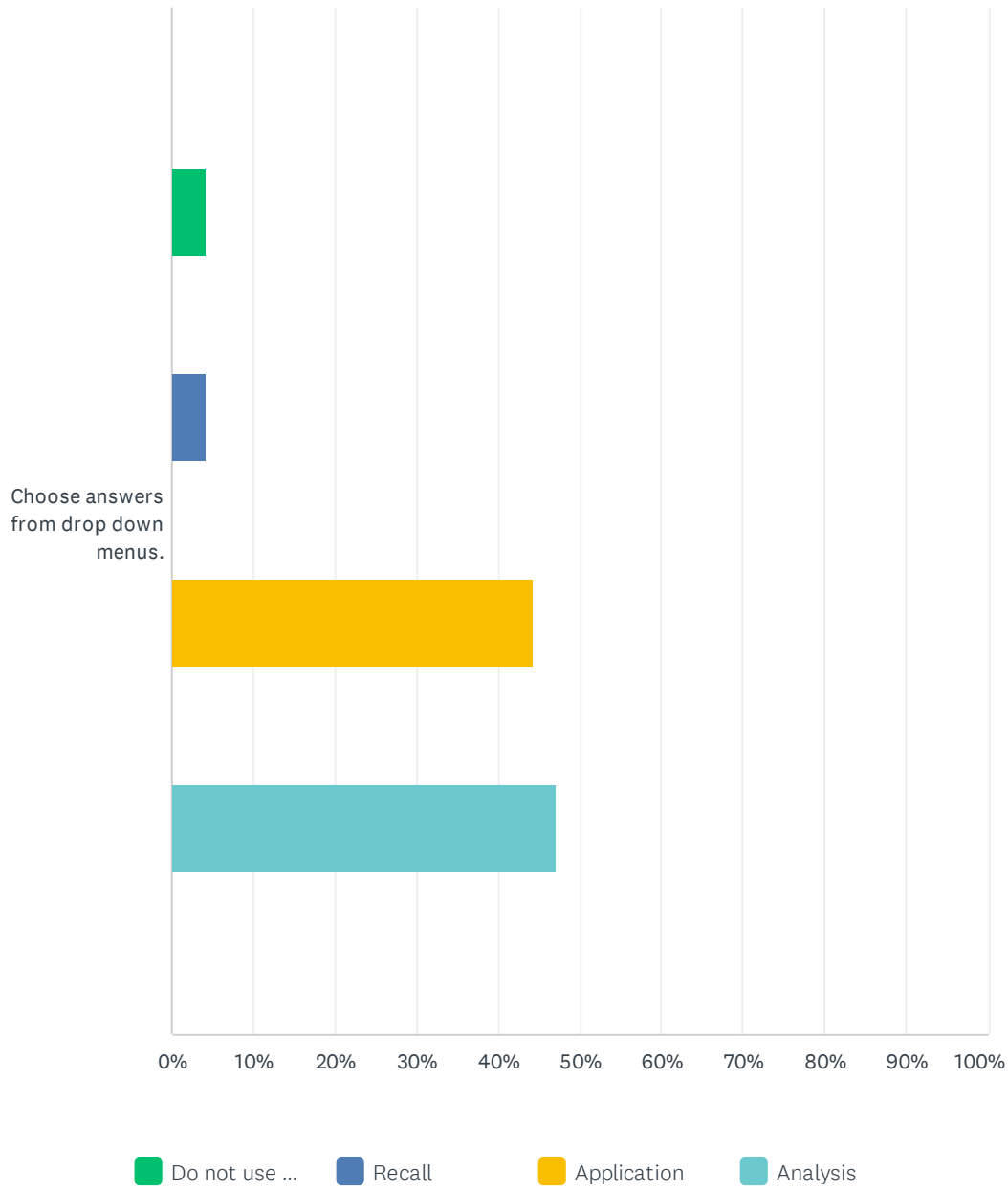
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|-------------|------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 4.17% 3 | 83.33% 60 | 11.11% 8 | 0.00% 0 | 1.39% 1 | 72 |

| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 4.23% 3 | 21.13% 15 | 61.97% 44 | 12.68% 9 | 71 |

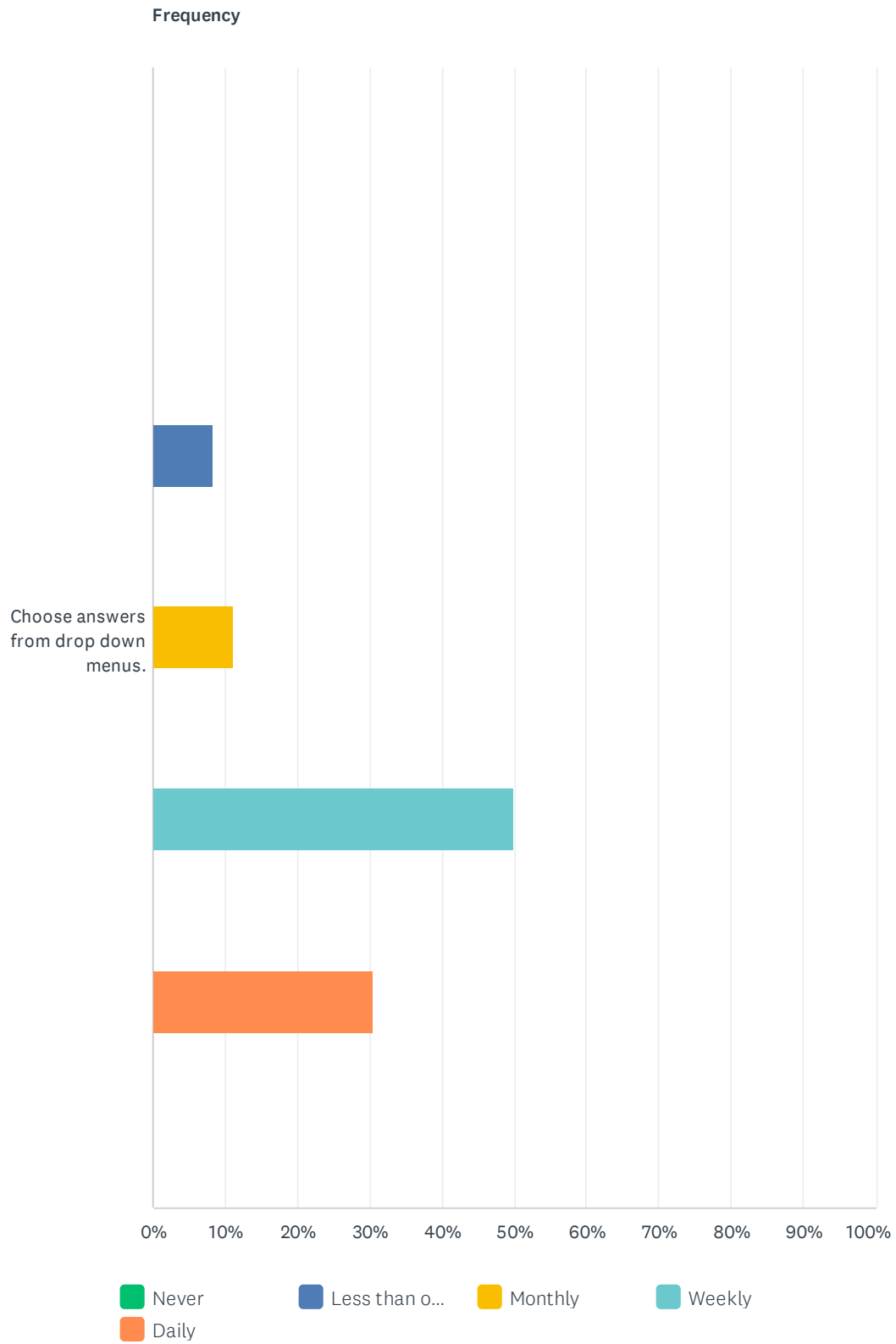
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

| 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.

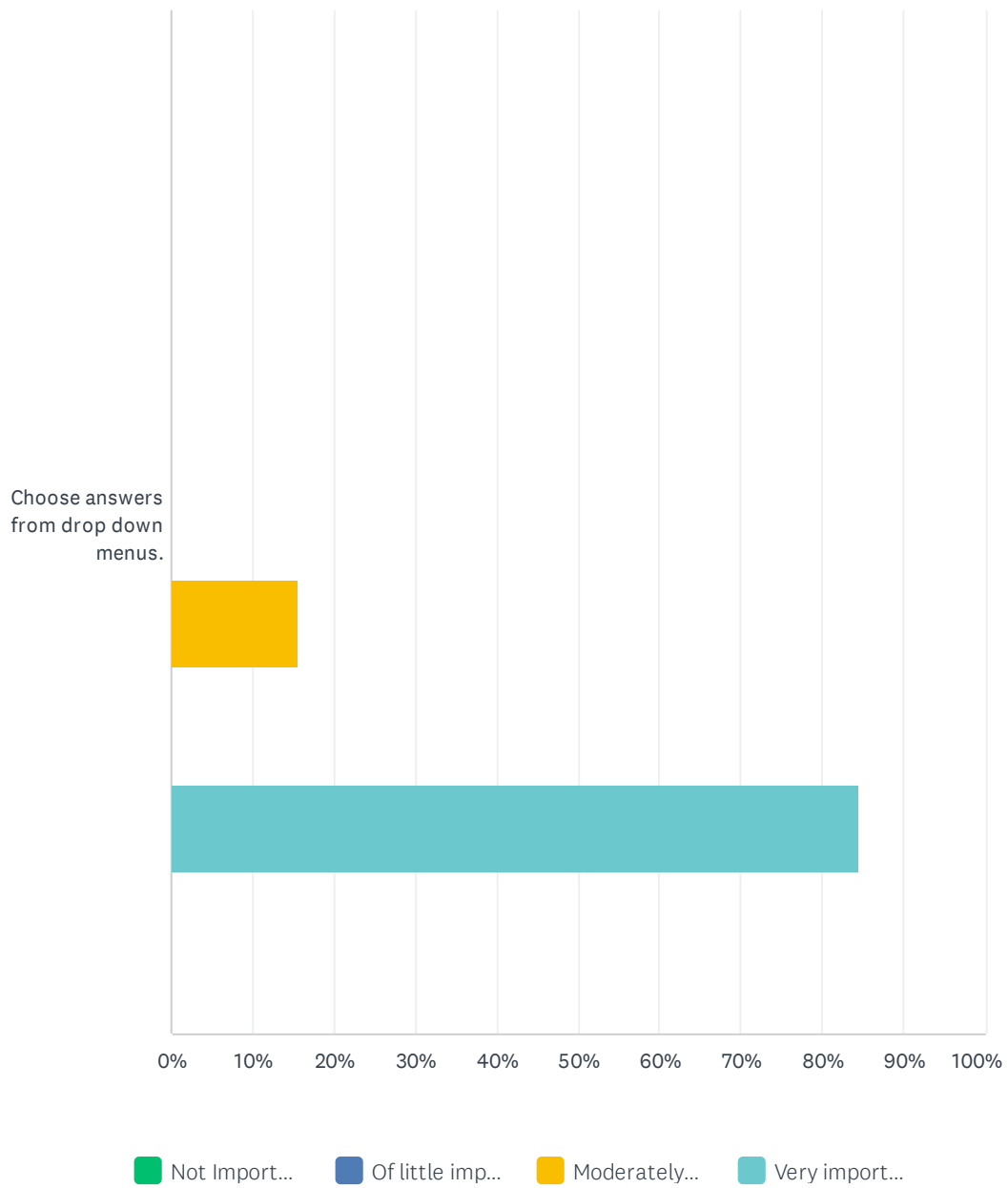
Answered: 72 Skipped: 113

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)



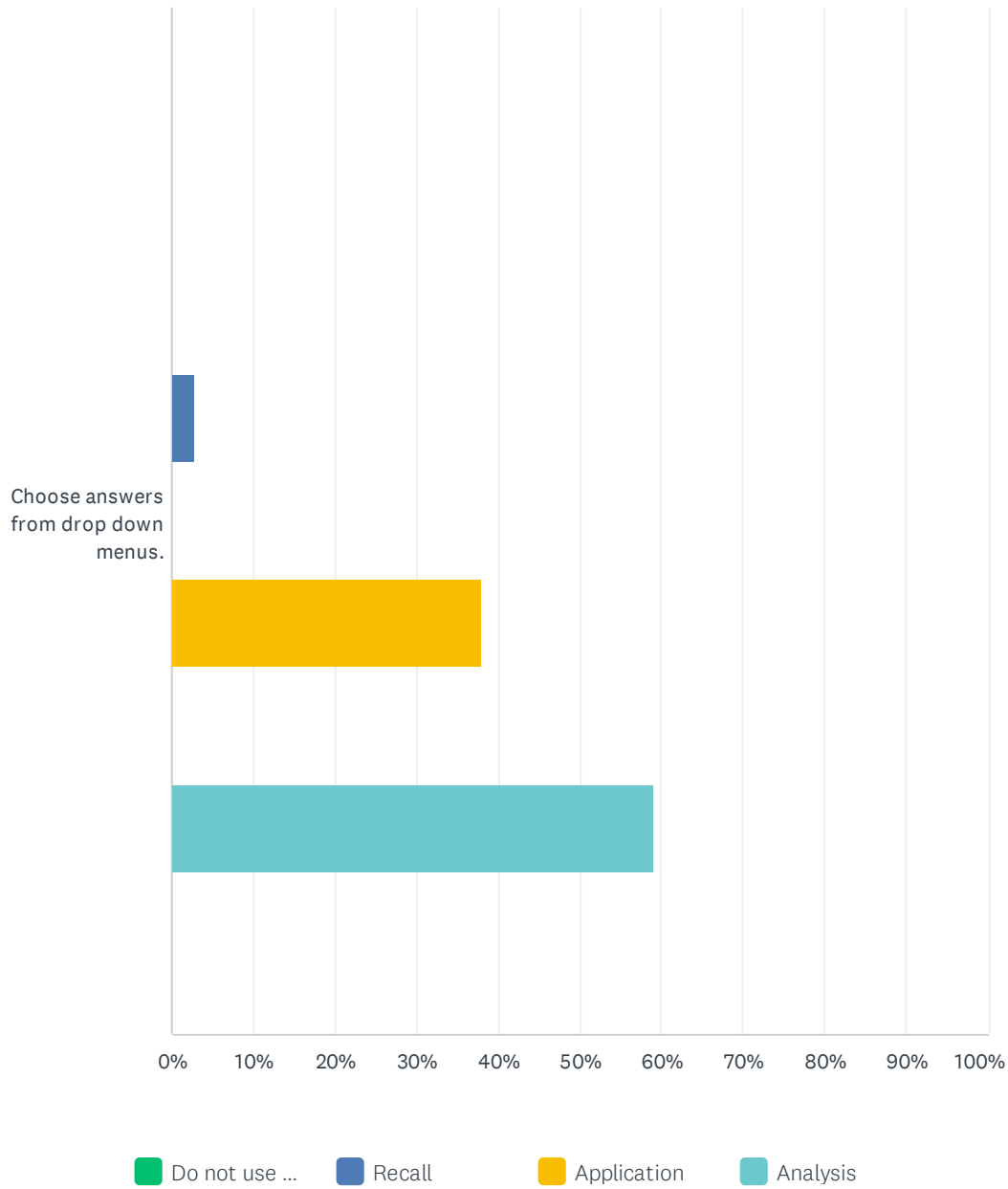
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|-------------|--------------|--------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 8.33% 6 | 11.11% 8 | 50.00% 36 | 30.56% 22 | 72 |

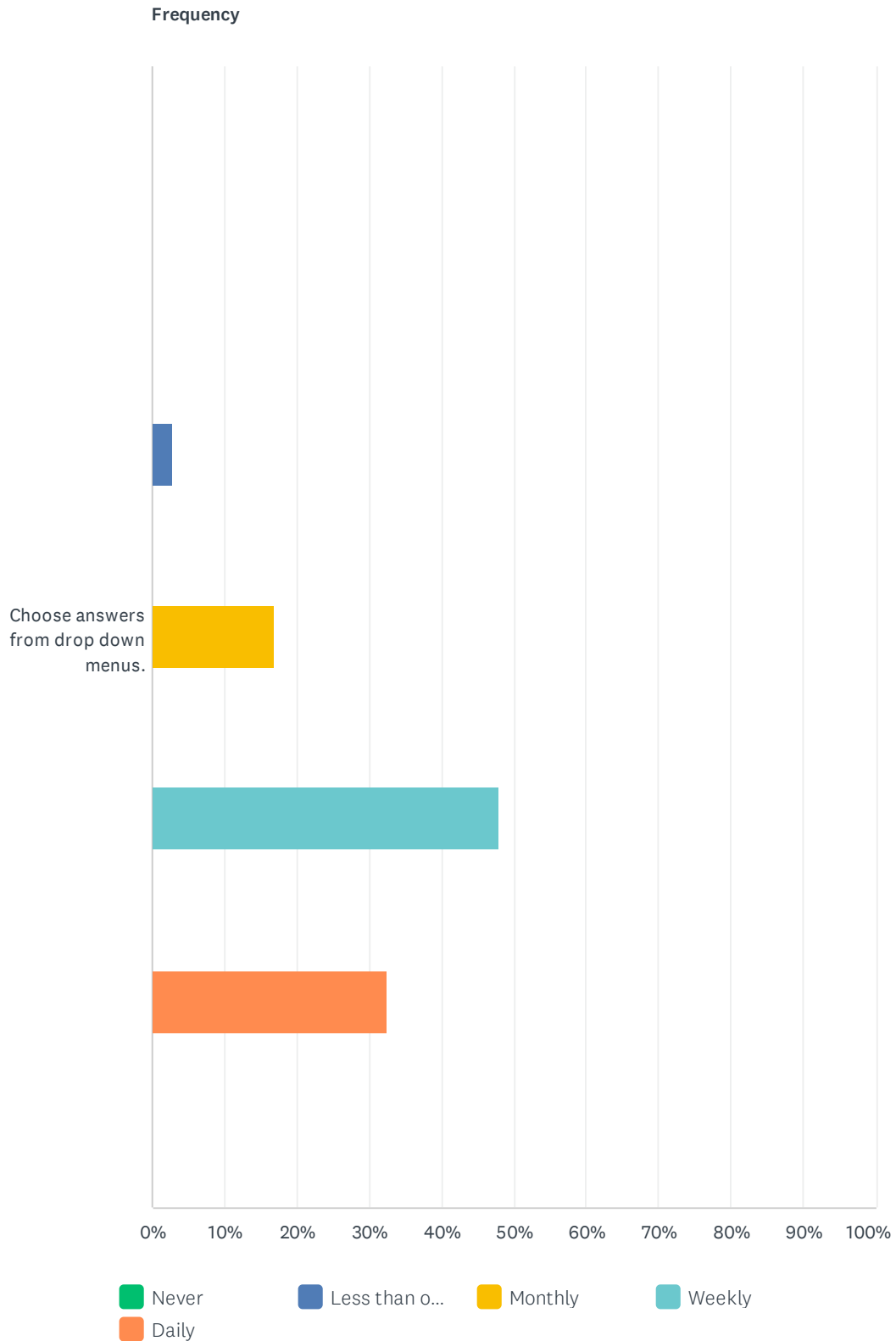
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 0.00% 0 | 15.49% 11 | 84.51% 60 | 71 |

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

| 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% | 59.15% | |
| | 0 | 2 | 27 | 42 | 71 |

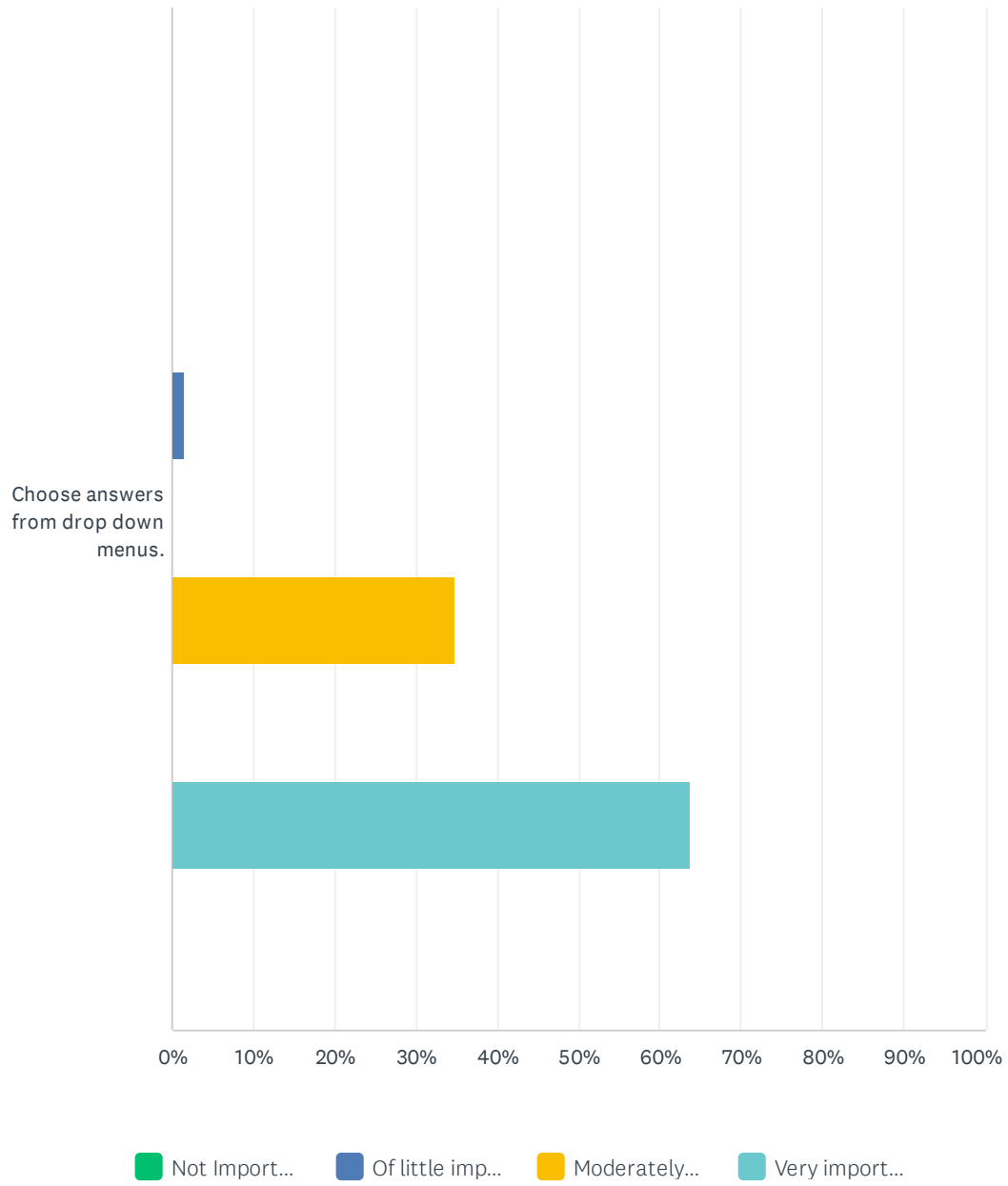
Q20 1.3.7 Incorporate a variety of teaching and learning styles into instruction that are aligned with course objectives.

Answered: 71 Skipped: 114



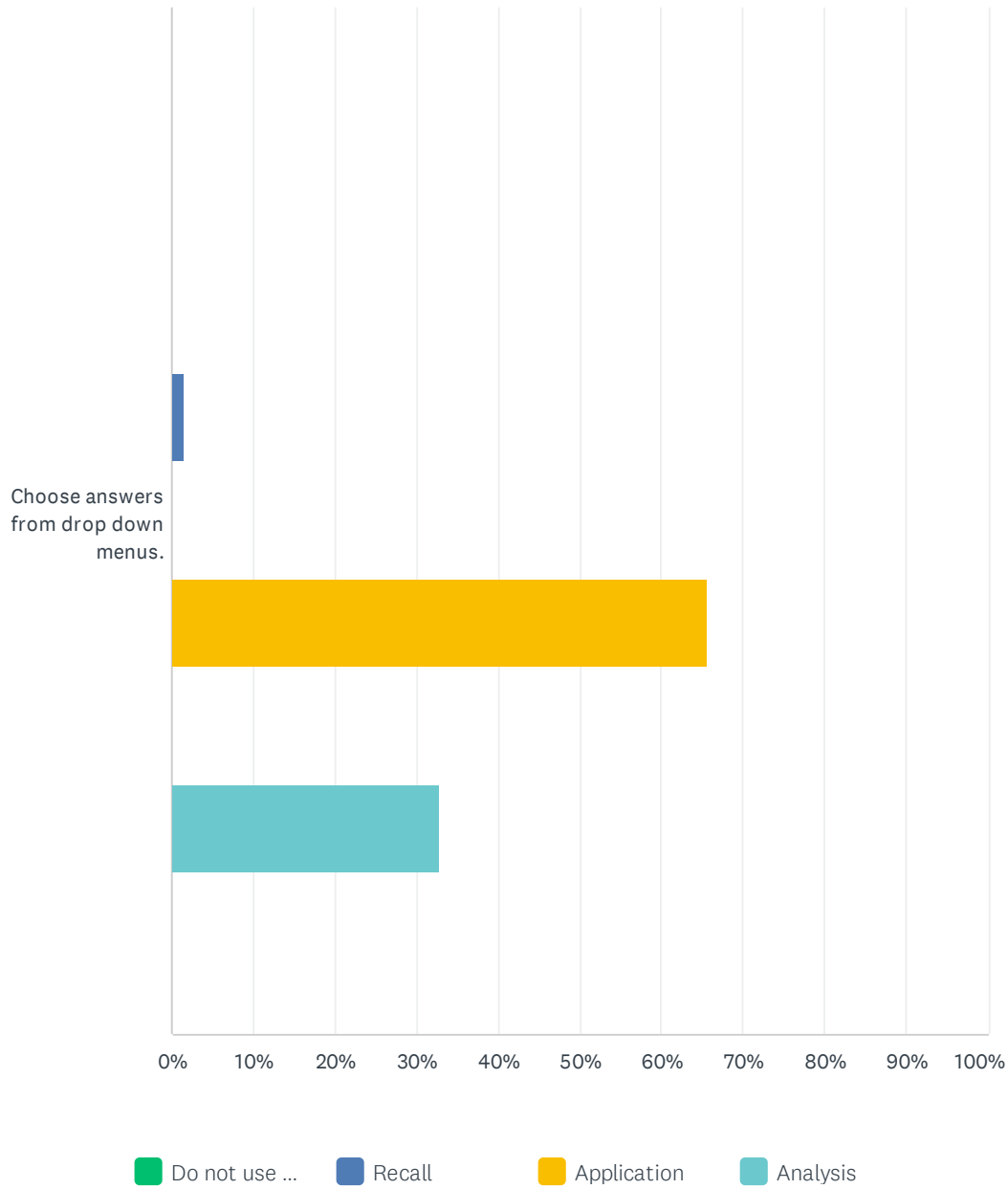
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|--------------|--------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 2.82% 2 | 16.90% 12 | 47.89% 34 | 32.39% 23 | 71 |

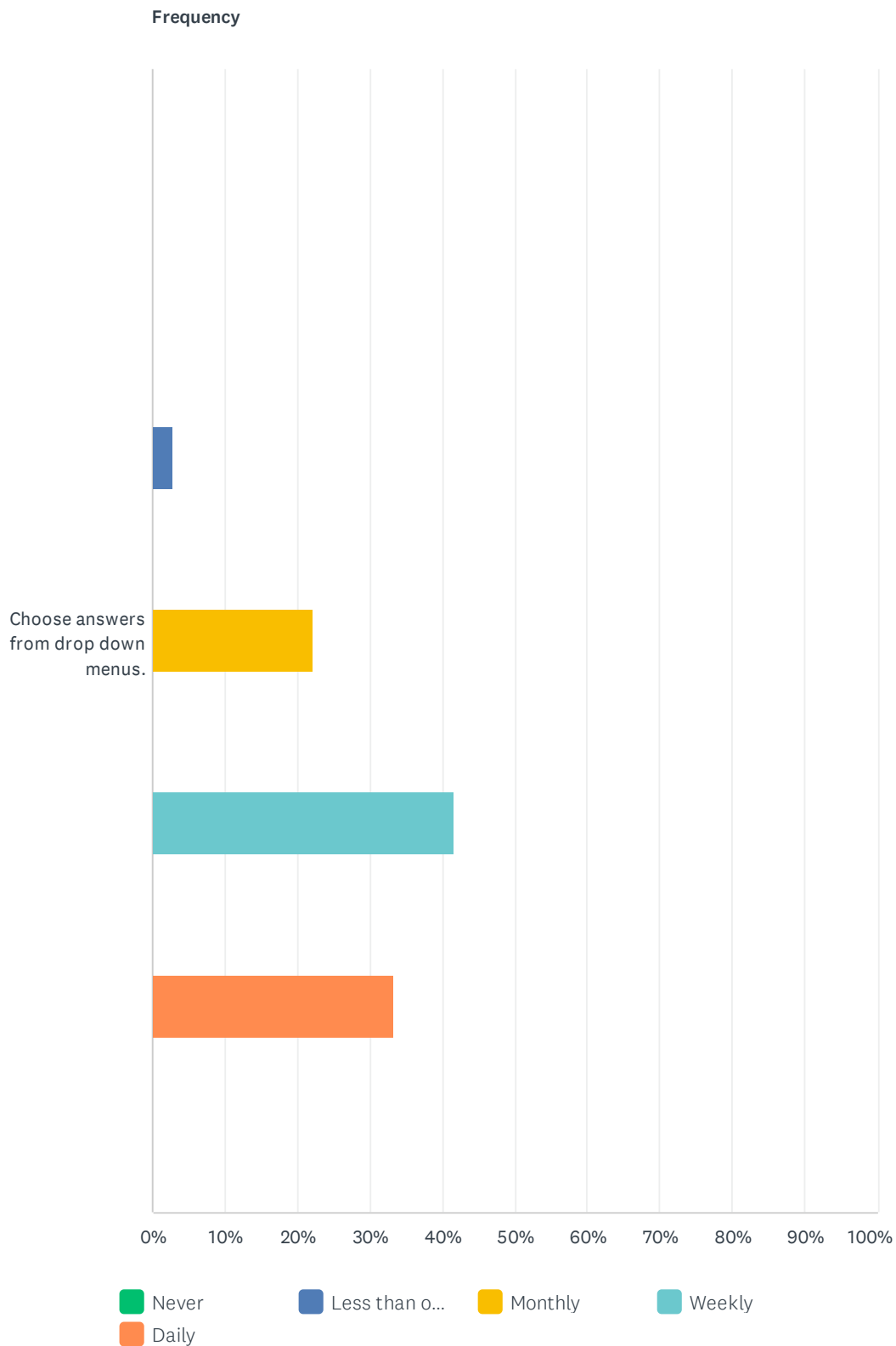
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 1.45% 1 | 34.78% 24 | 63.77% 44 | 69 |

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

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

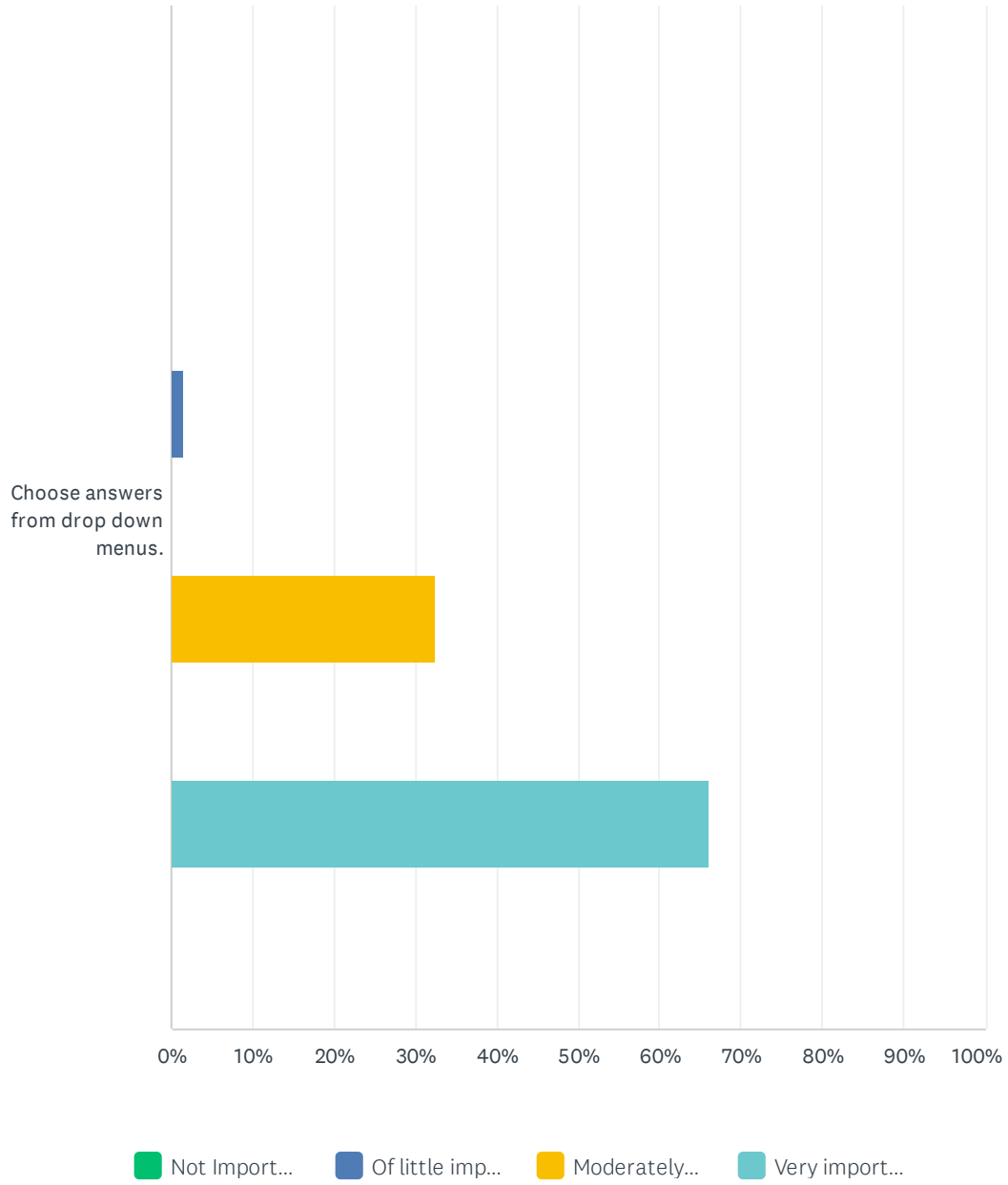
Q21 1.3.8 Adapt instructional strategies to meet the needs of diverse learners.

Answered: 72 Skipped: 113



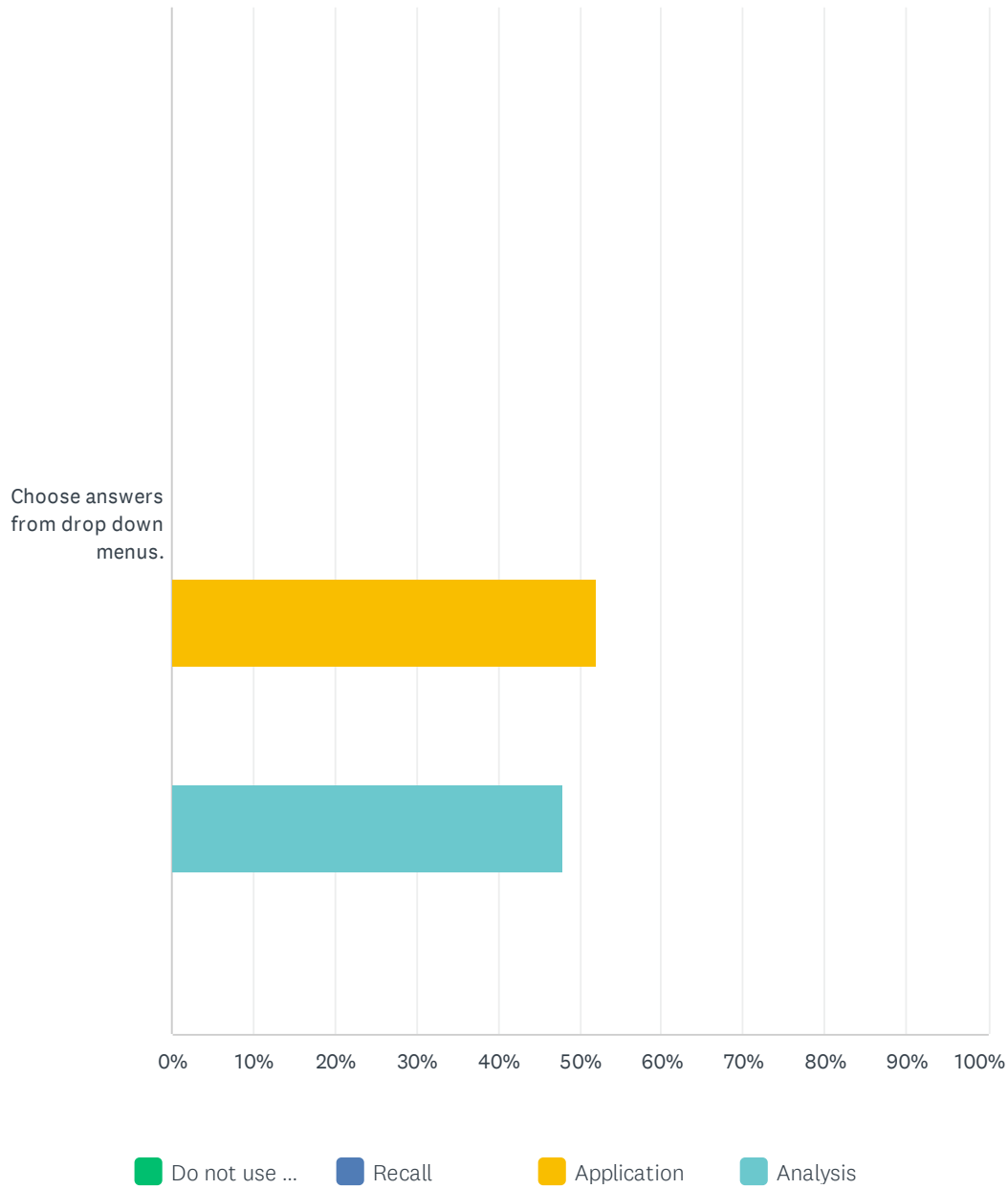
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|--------------|--------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 2.78% 2 | 22.22% 16 | 41.67% 30 | 33.33% 24 | 72 |

| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 1.41% 1 | 32.39% 23 | 66.20% 47 | 71 |

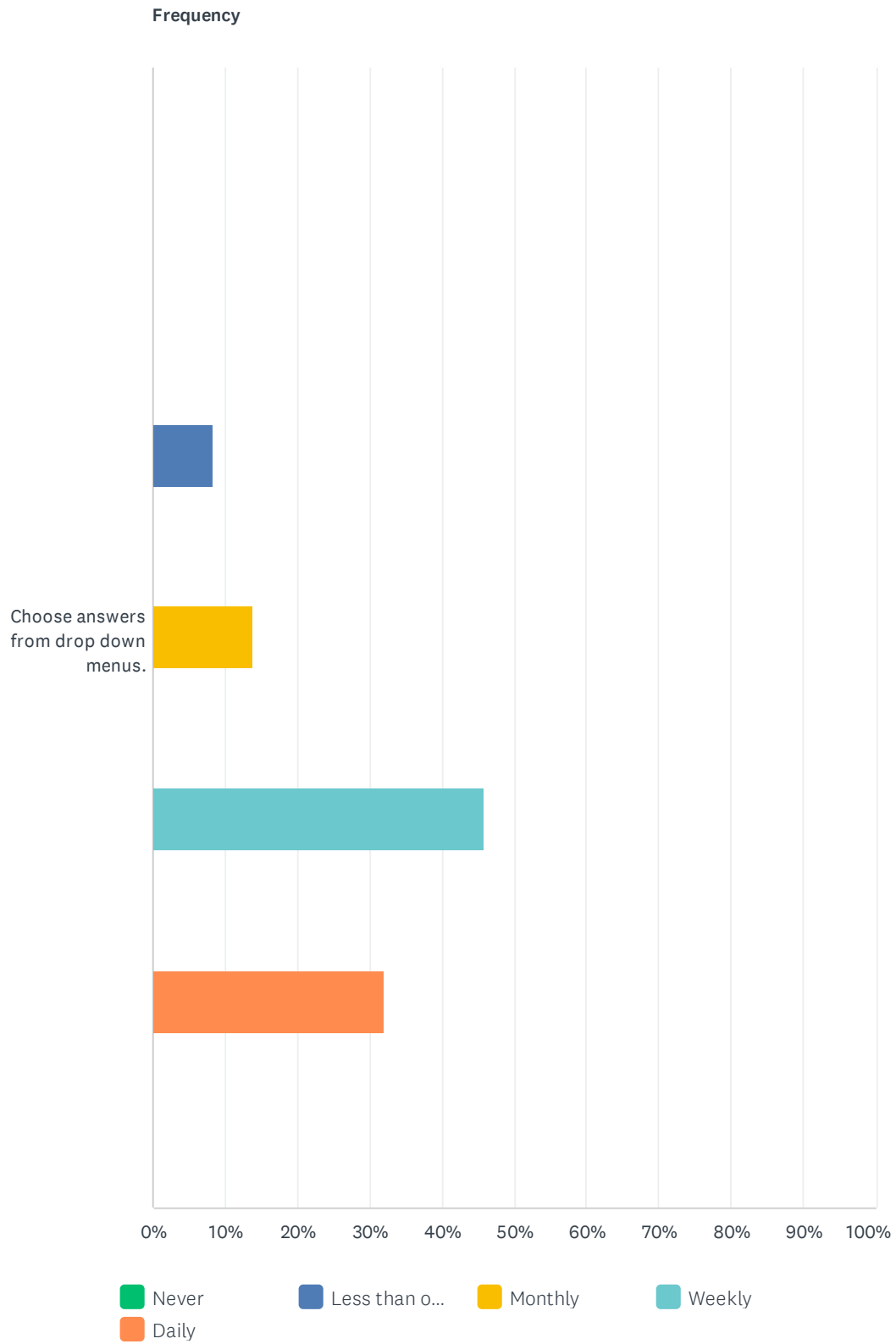
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

| Level of Judgment | | | | | |
|--------------------------------------|--------------------------|------------|--------------|--------------|-------|
| | DO NOT USE IN THEIR WORK | RECALL | APPLICATION | ANALYSIS | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 0.00% 0 | 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.

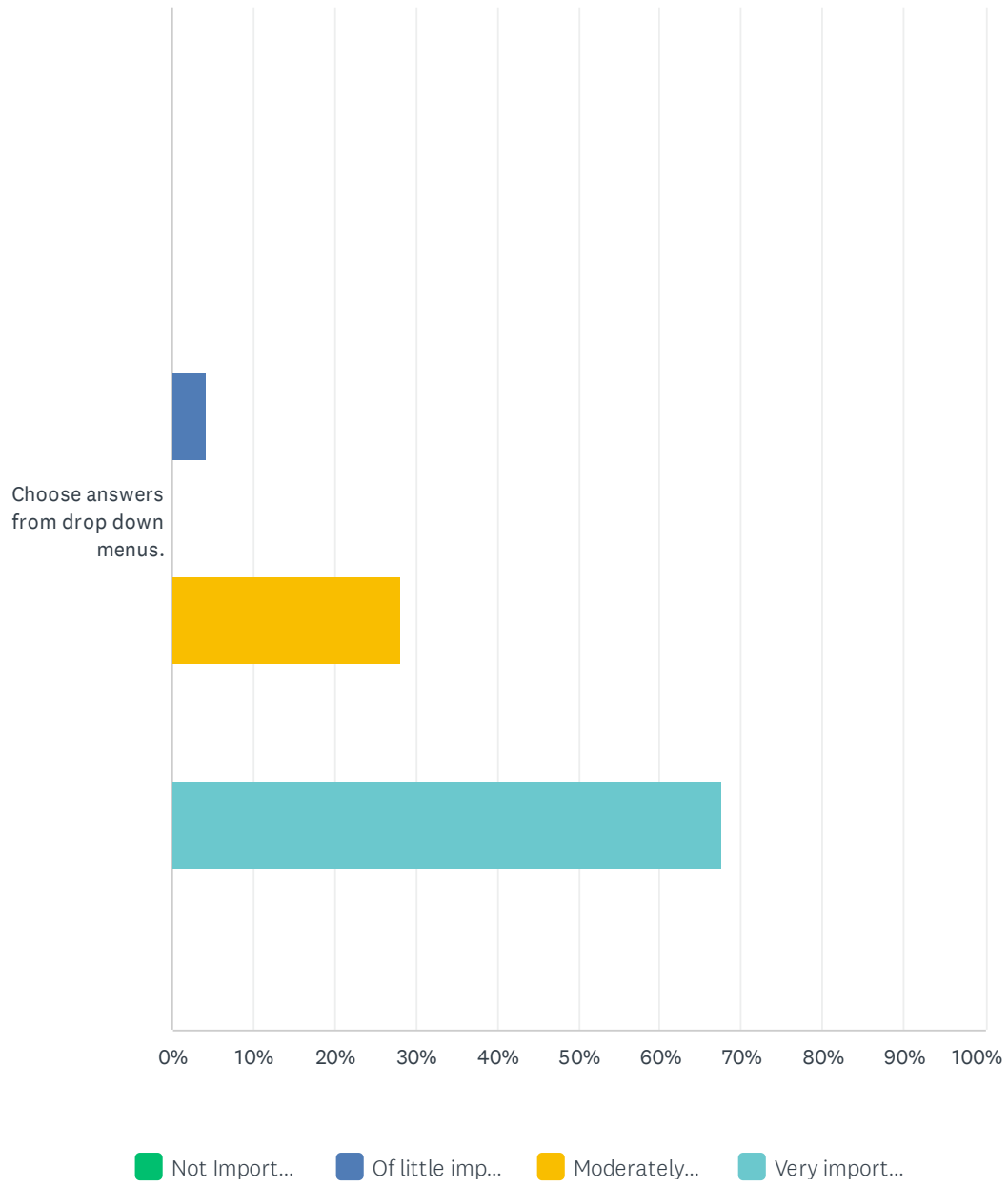
Answered: 72 Skipped: 113

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)



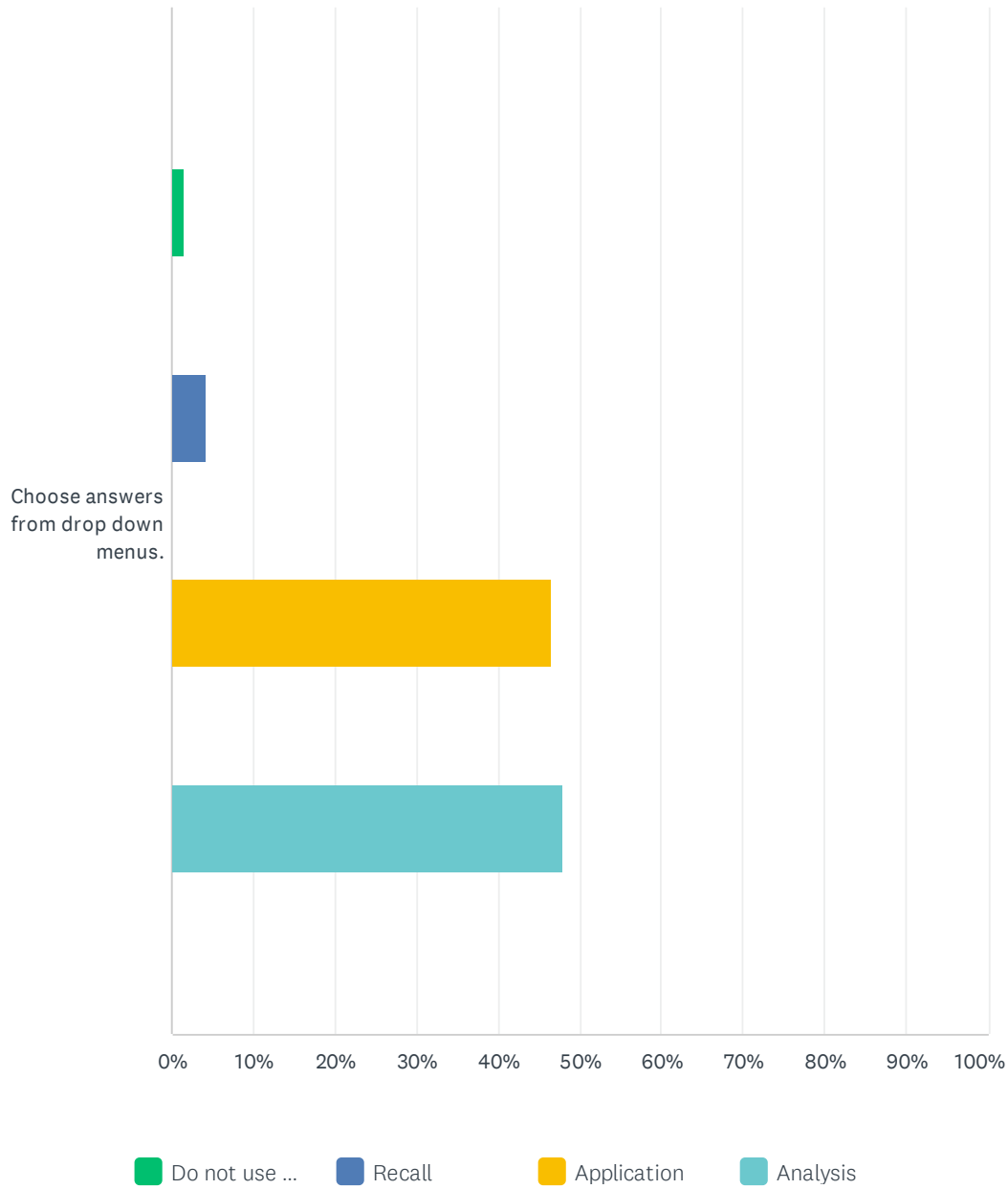
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|--------------|--------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 8.33% 6 | 13.89% 10 | 45.83% 33 | 31.94% 23 | 72 |

| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 4.23% 3 | 28.17% 20 | 67.61% 48 | 71 |

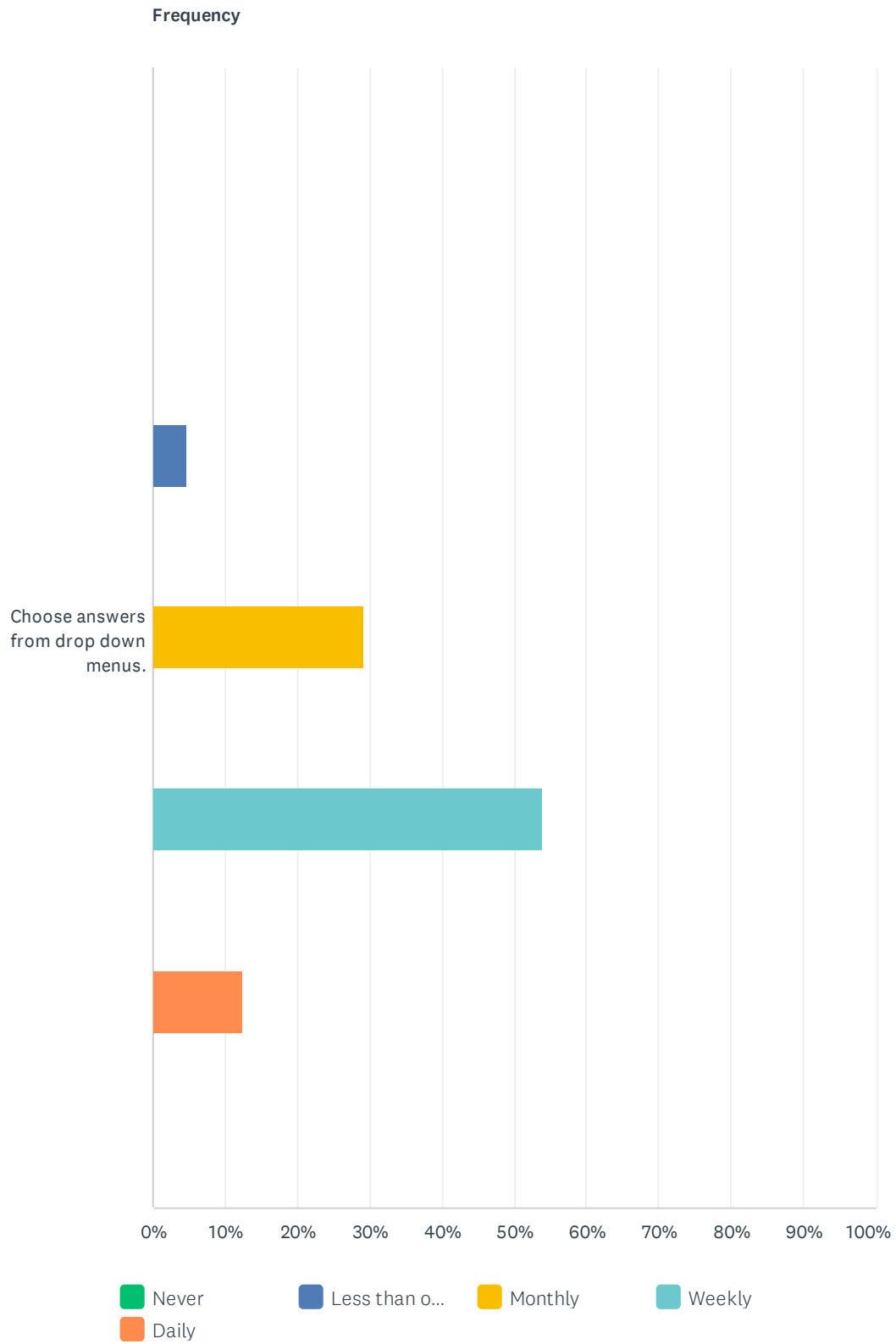
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

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

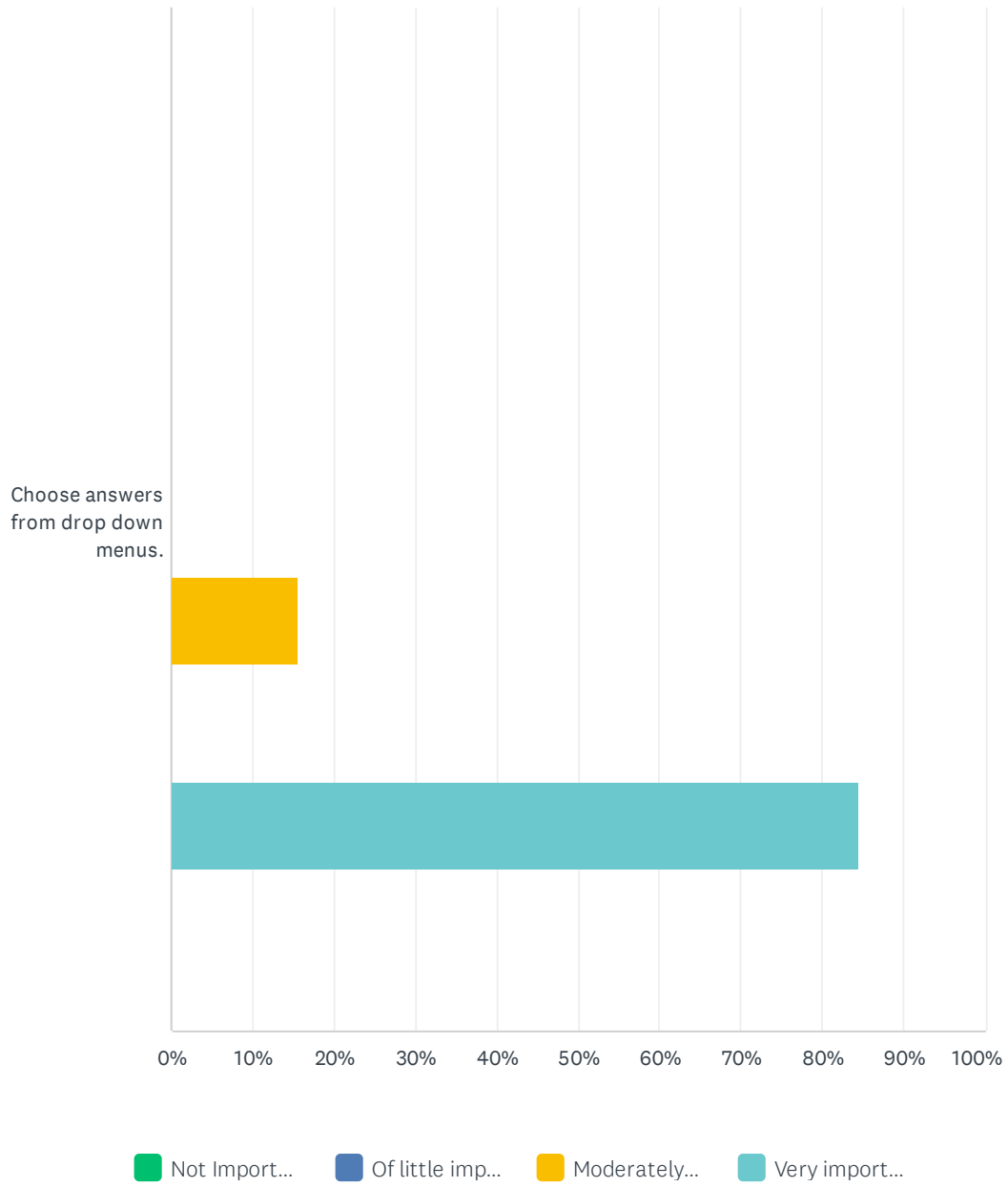
Answered: 65 Skipped: 120

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)



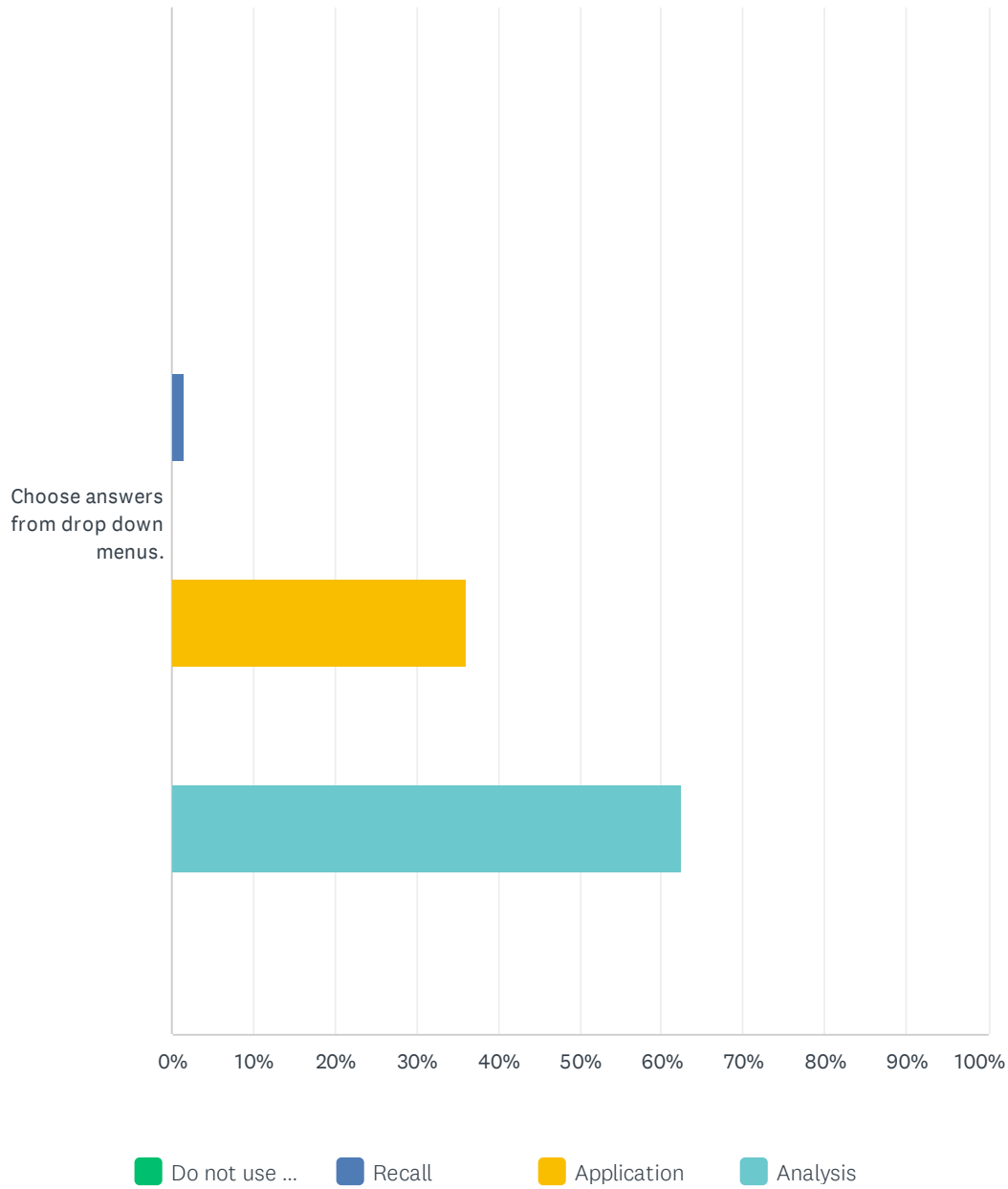
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|--------------|-------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 4.62% 3 | 29.23% 19 | 53.85% 35 | 12.31% 8 | 65 |

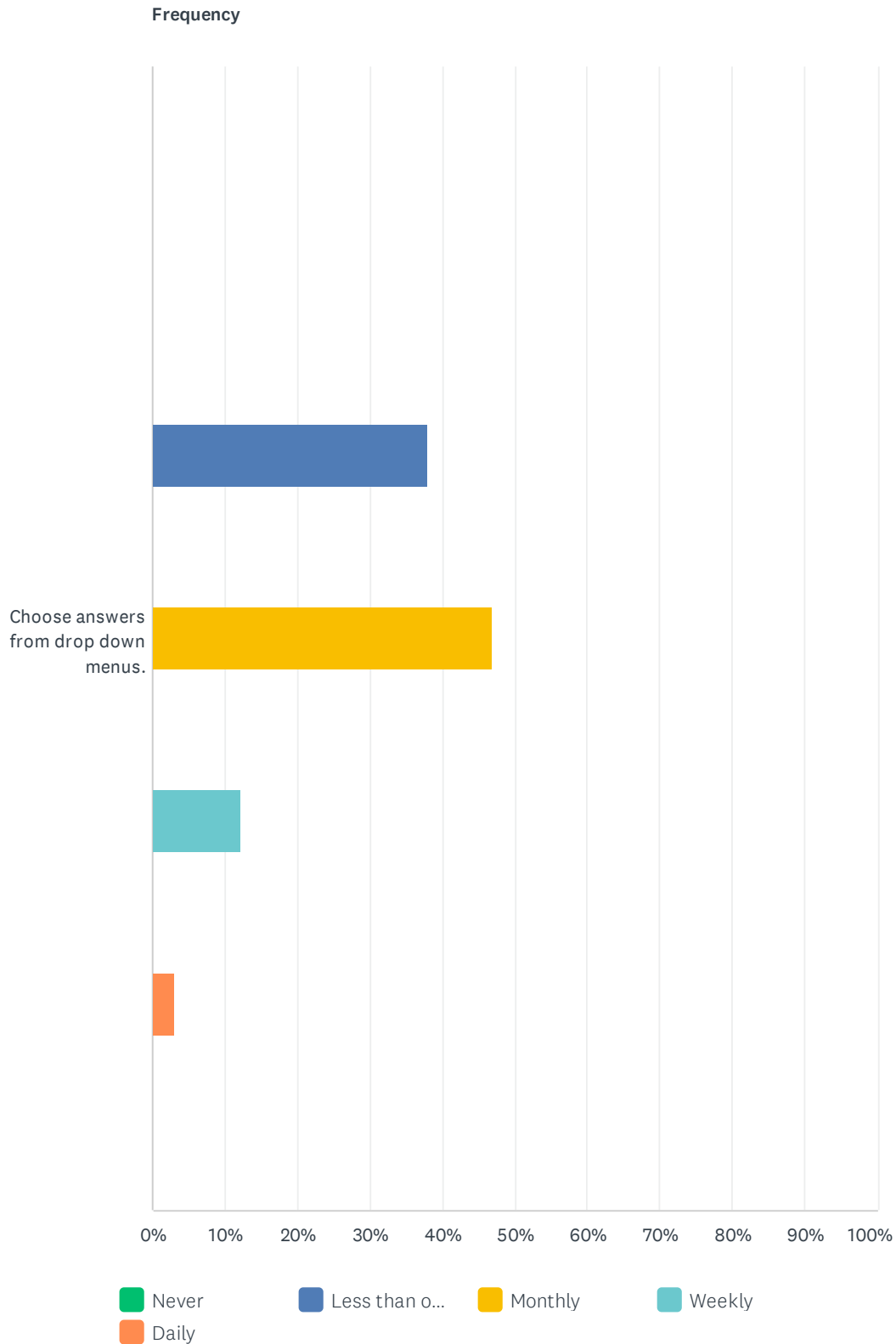
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 0.00% 0 | 15.63% 10 | 84.38% 54 | 64 |

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

| Level of Judgment | | | | | |
|--------------------------------------|--------------------------|--------|-------------|----------|-------|
| | DO NOT USE IN THEIR WORK | RECALL | APPLICATION | ANALYSIS | TOTAL |
| Choose answers from drop down menus. | 0.00% | 1.56% | 35.94% | 62.50% | |
| | 0 | 1 | 23 | 40 | 64 |

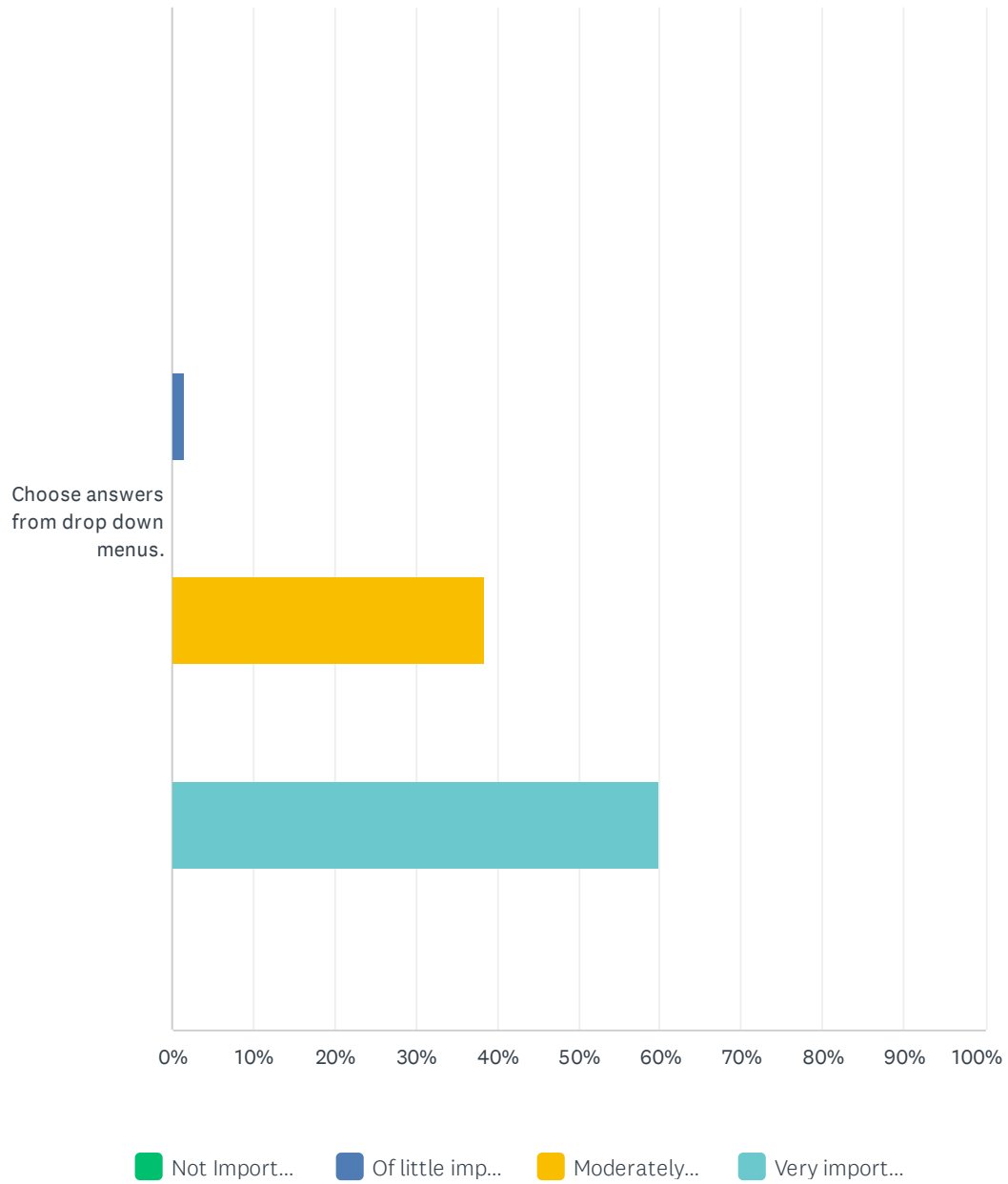
Q24 1.4.2 Design, implement, and evaluate grading scales to be used for various assessment methods (e.g., rubrics, checklists).

Answered: 66 Skipped: 119



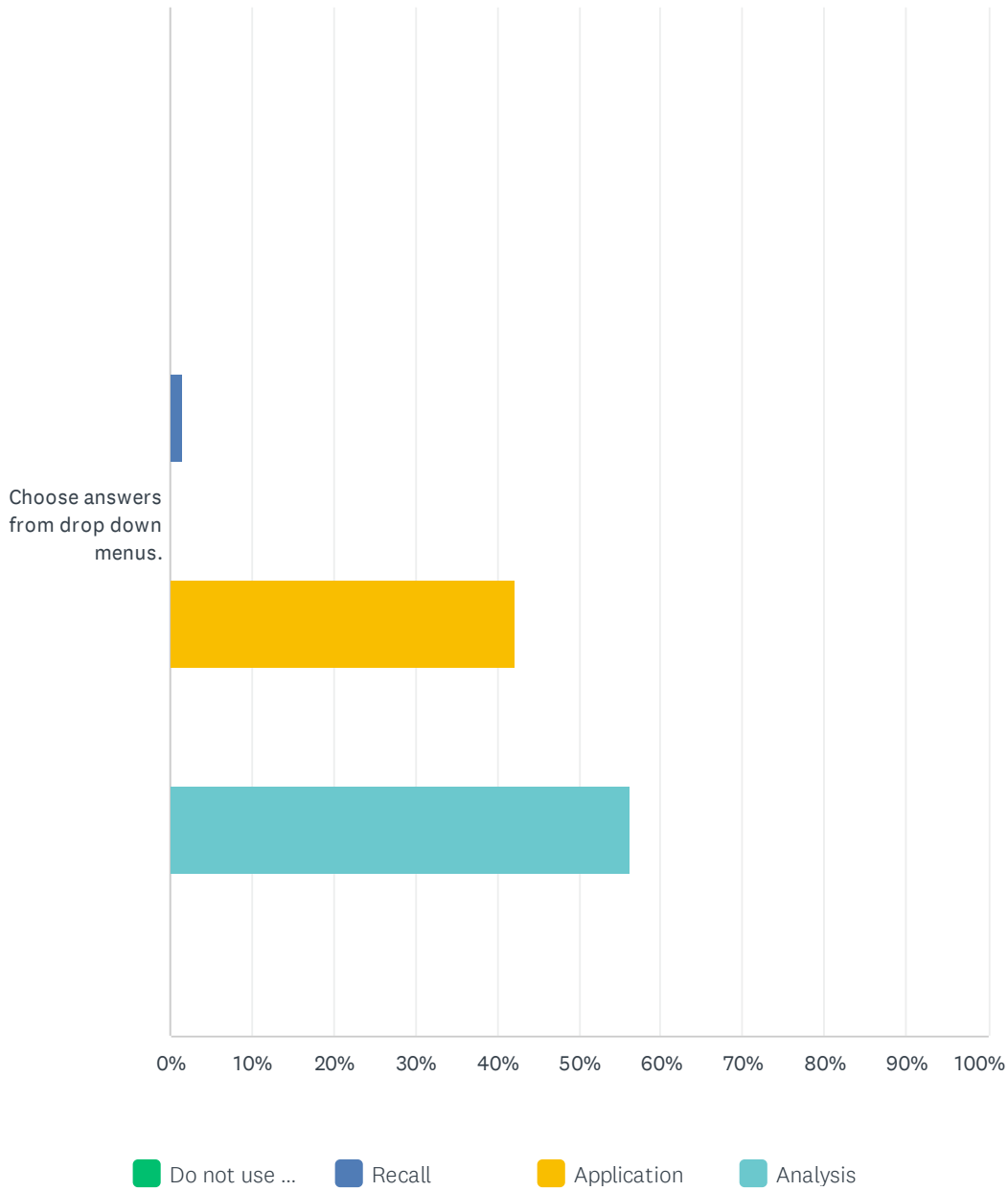
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|-------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 37.88% 25 | 46.97% 31 | 12.12% 8 | 3.03% 2 | 66 |

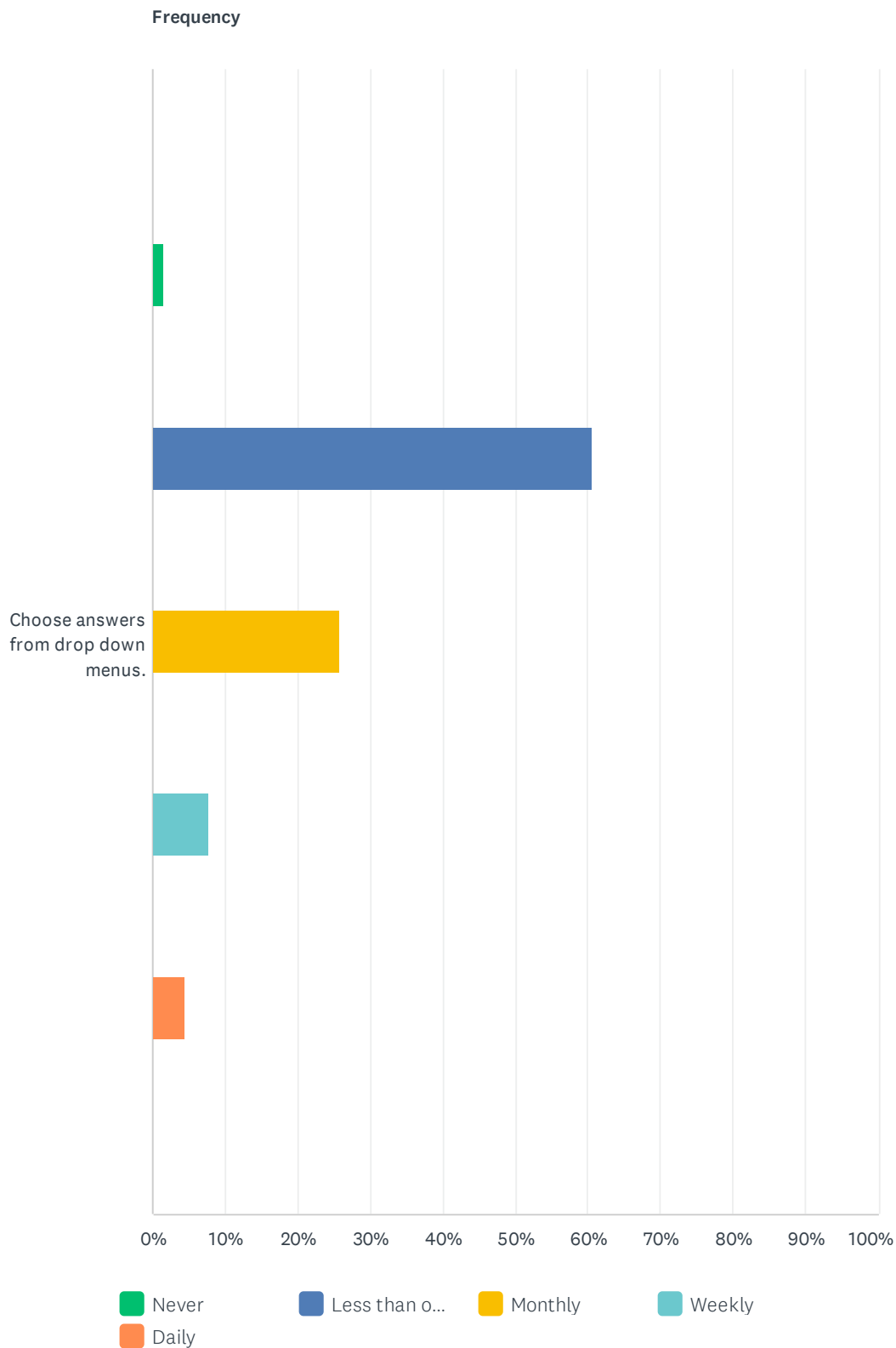
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 1.54% 1 | 38.46% 25 | 60.00% 39 | 65 |

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

| 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 |

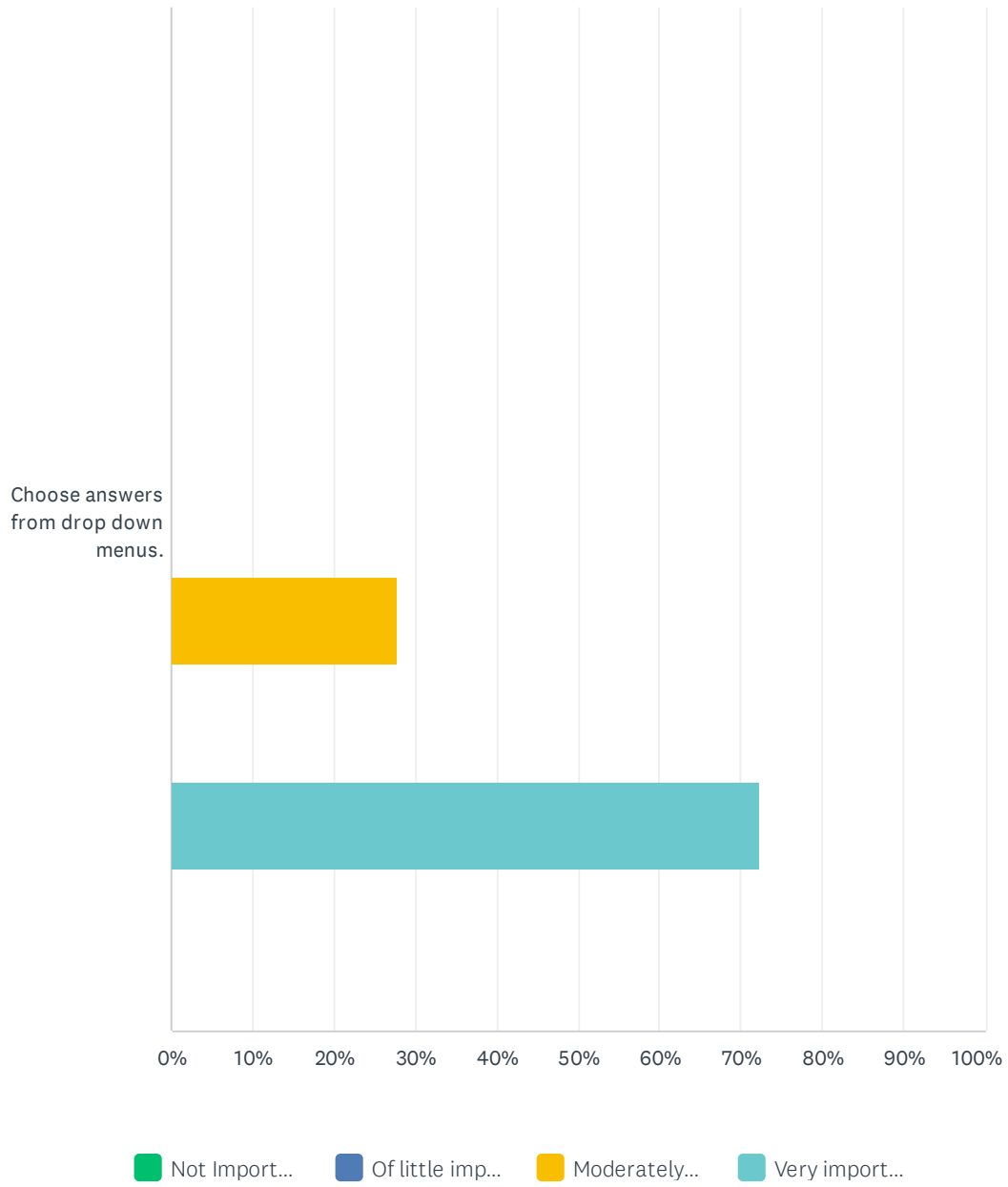
Q25 1.4.3 Assess learning outcomes, curriculum, and/or assessment practices for continuous improvement.

Answered: 66 Skipped: 119



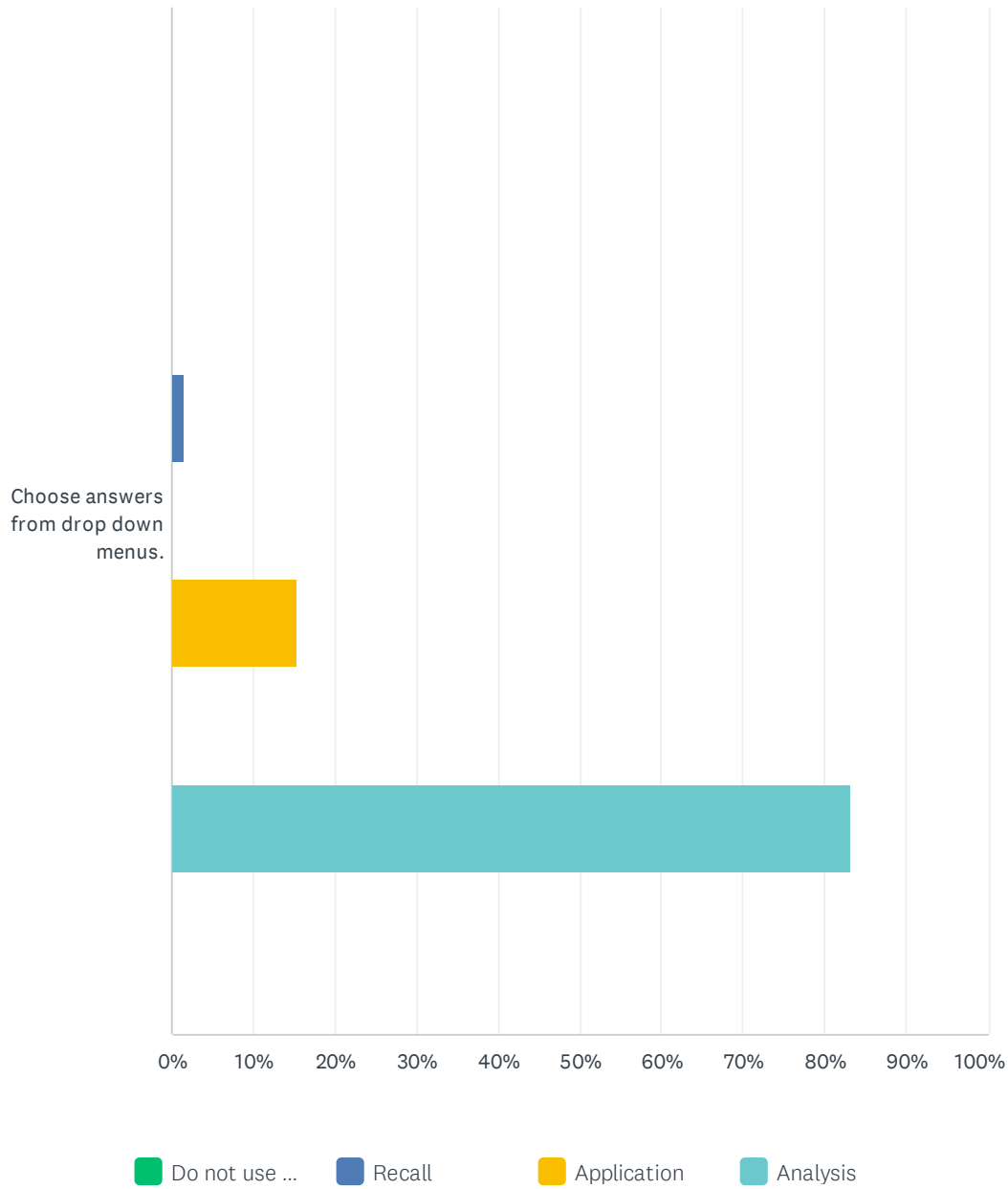
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 1.52% 1 | 60.61% 40 | 25.76% 17 | 7.58% 5 | 4.55% 3 | 66 |

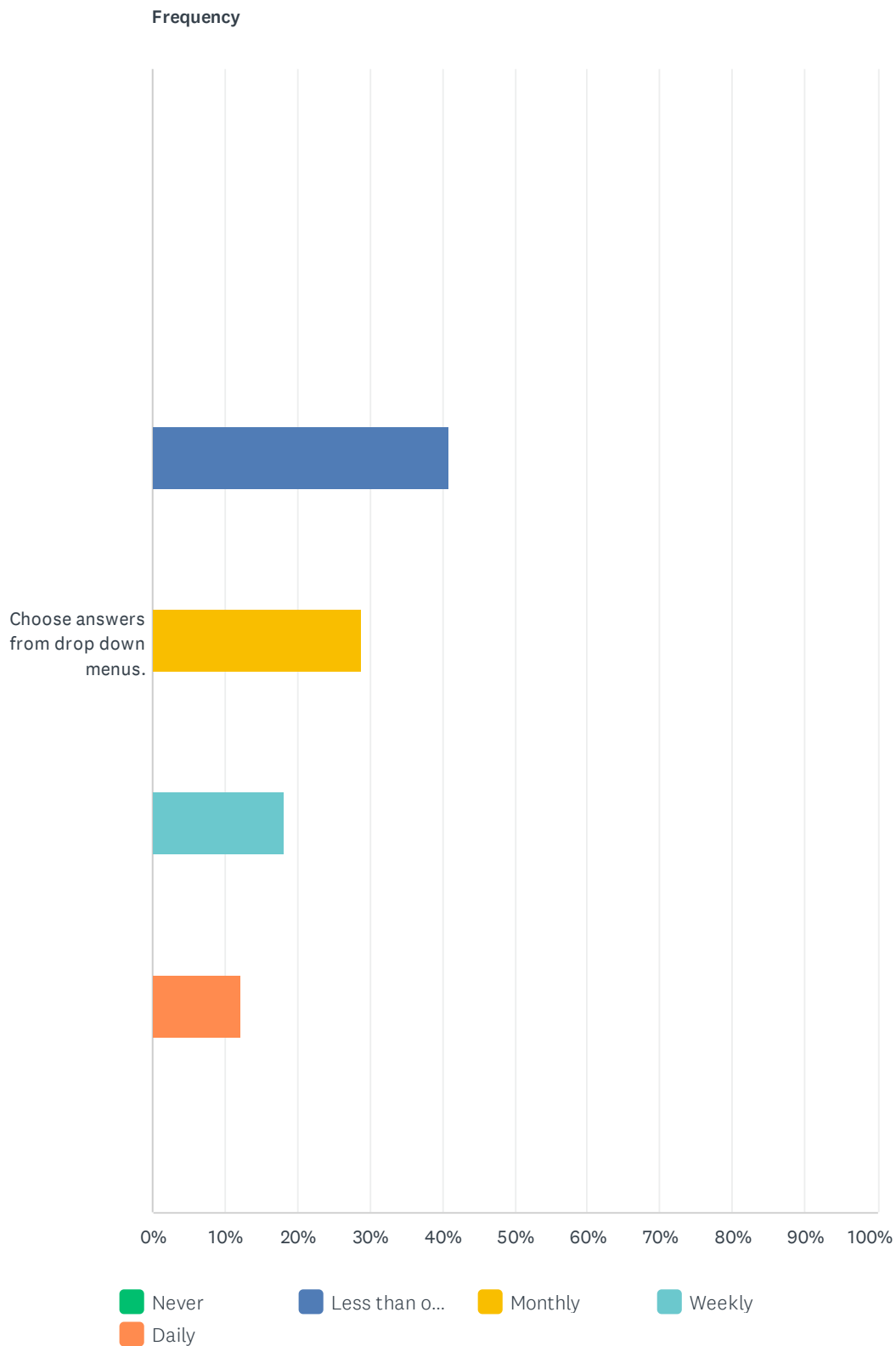
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 0.00% 0 | 27.69% 18 | 72.31% 47 | 65 |

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

| Level of Judgment | | | | | |
|--------------------------------------|--------------------------|--------|-------------|----------|-------|
| | DO NOT USE IN THEIR WORK | RECALL | APPLICATION | ANALYSIS | TOTAL |
| Choose answers from drop down menus. | 0.00% | 1.54% | 15.38% | 83.08% | |
| | 0 | 1 | 10 | 54 | 65 |

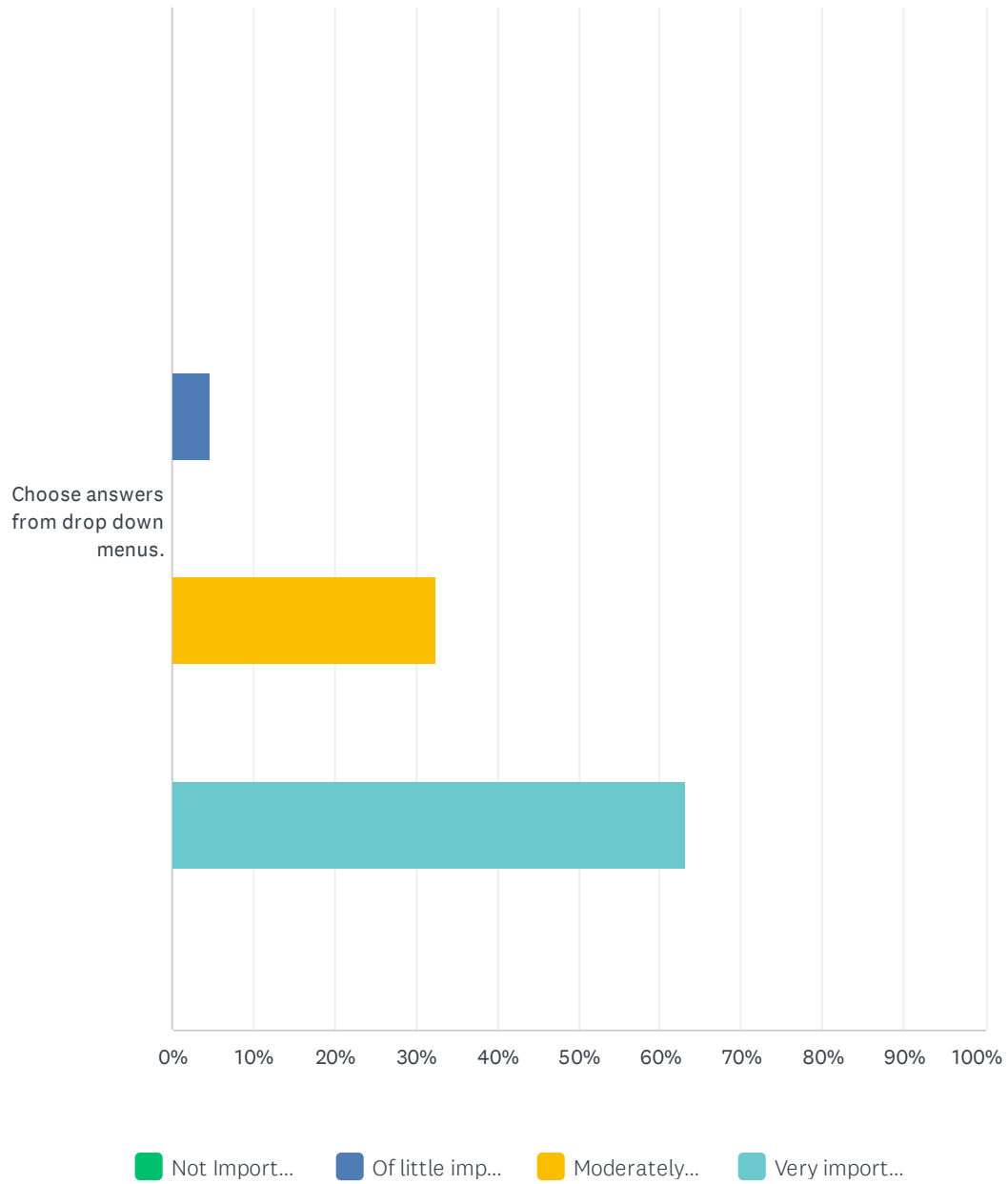
Q26 1.4.4 Implement the use of best practices to mitigate bias in assessment strategies.

Answered: 66 Skipped: 119



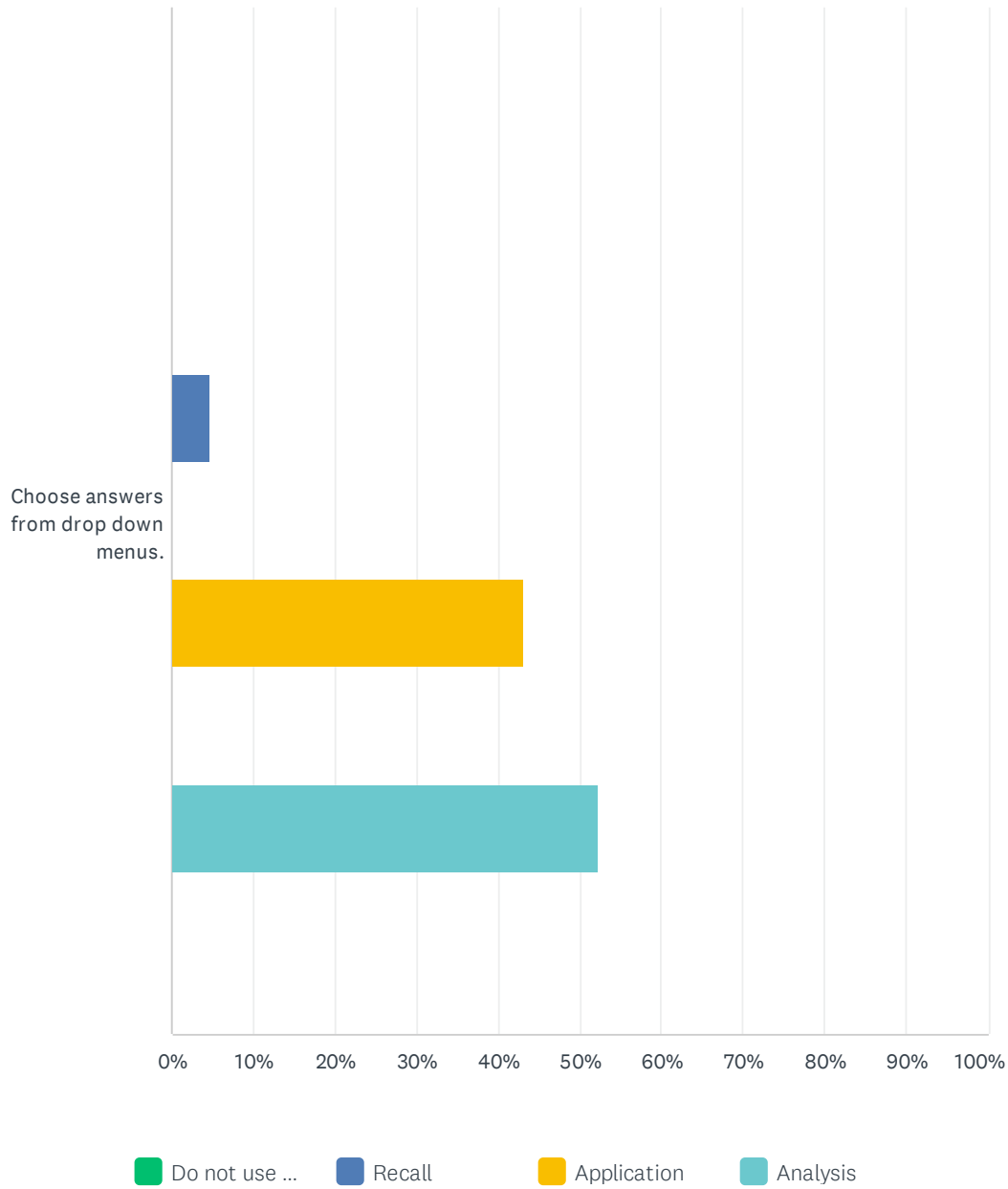
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|--------------|-------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 40.91% 27 | 28.79% 19 | 18.18% 12 | 12.12% 8 | 66 |

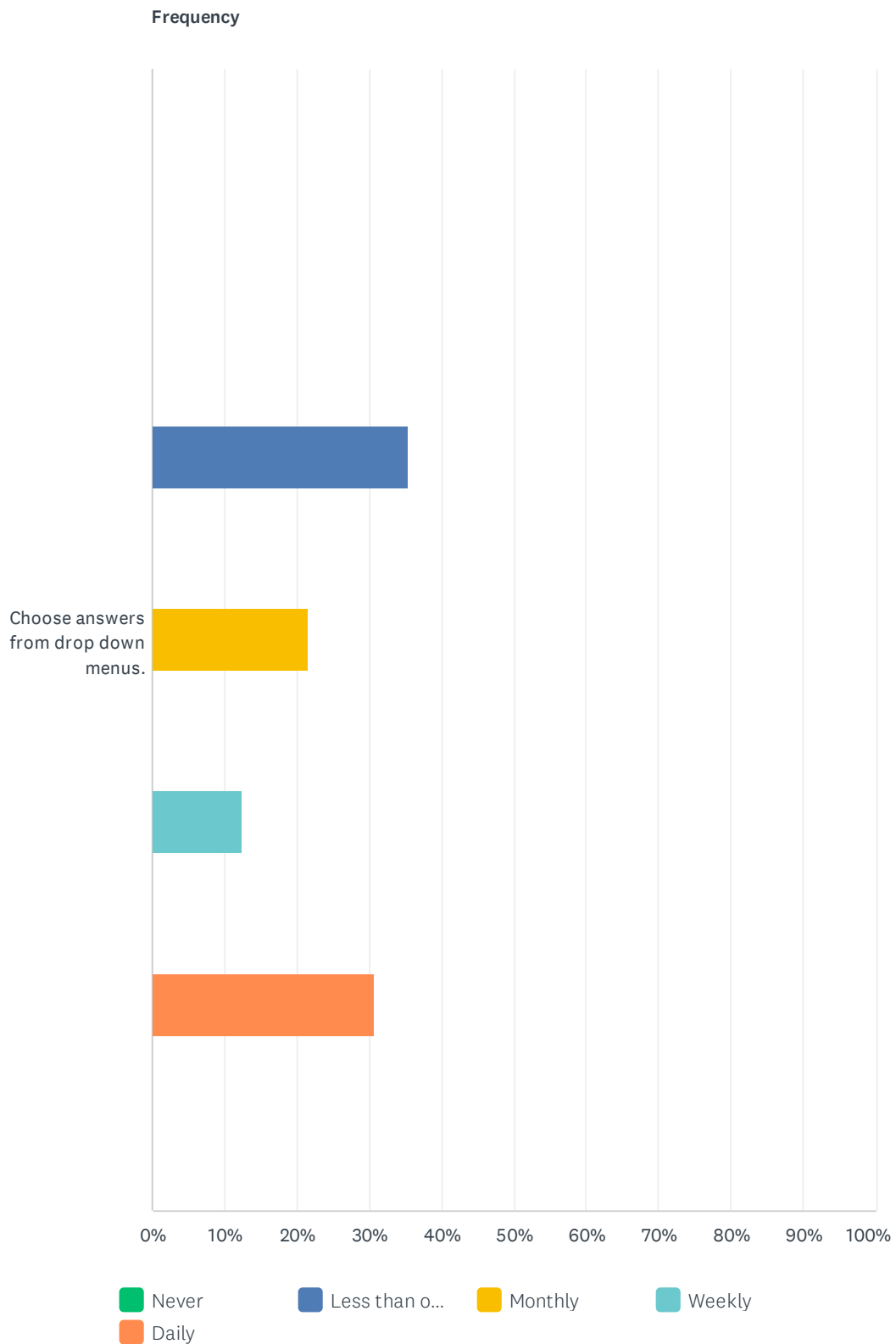
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 4.62% 3 | 32.31% 21 | 63.08% 41 | 65 |

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

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

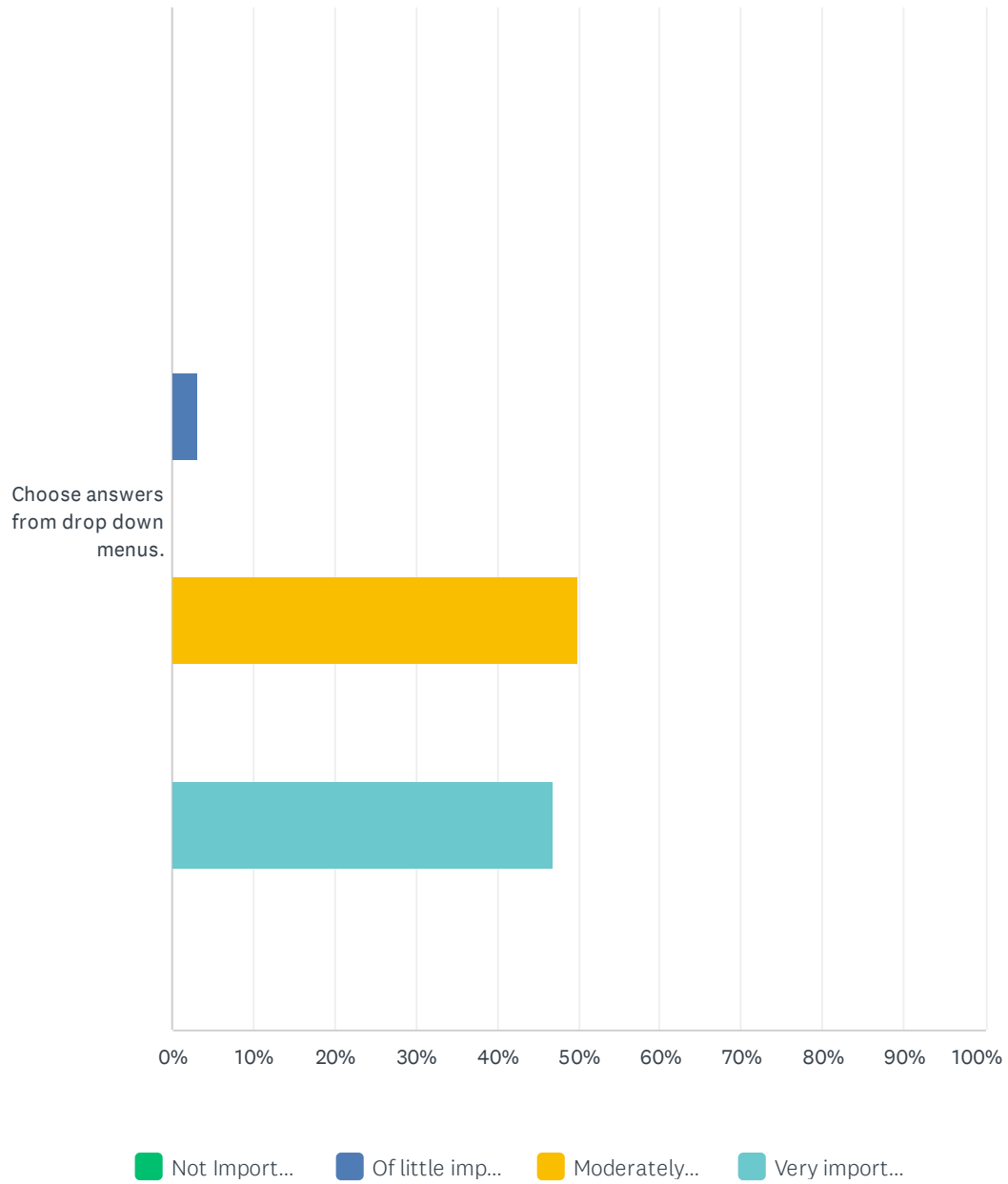
Q27 1.5.1 Understand the importance of contemporary ethical principles associated with teaching and learning.

Answered: 65 Skipped: 120



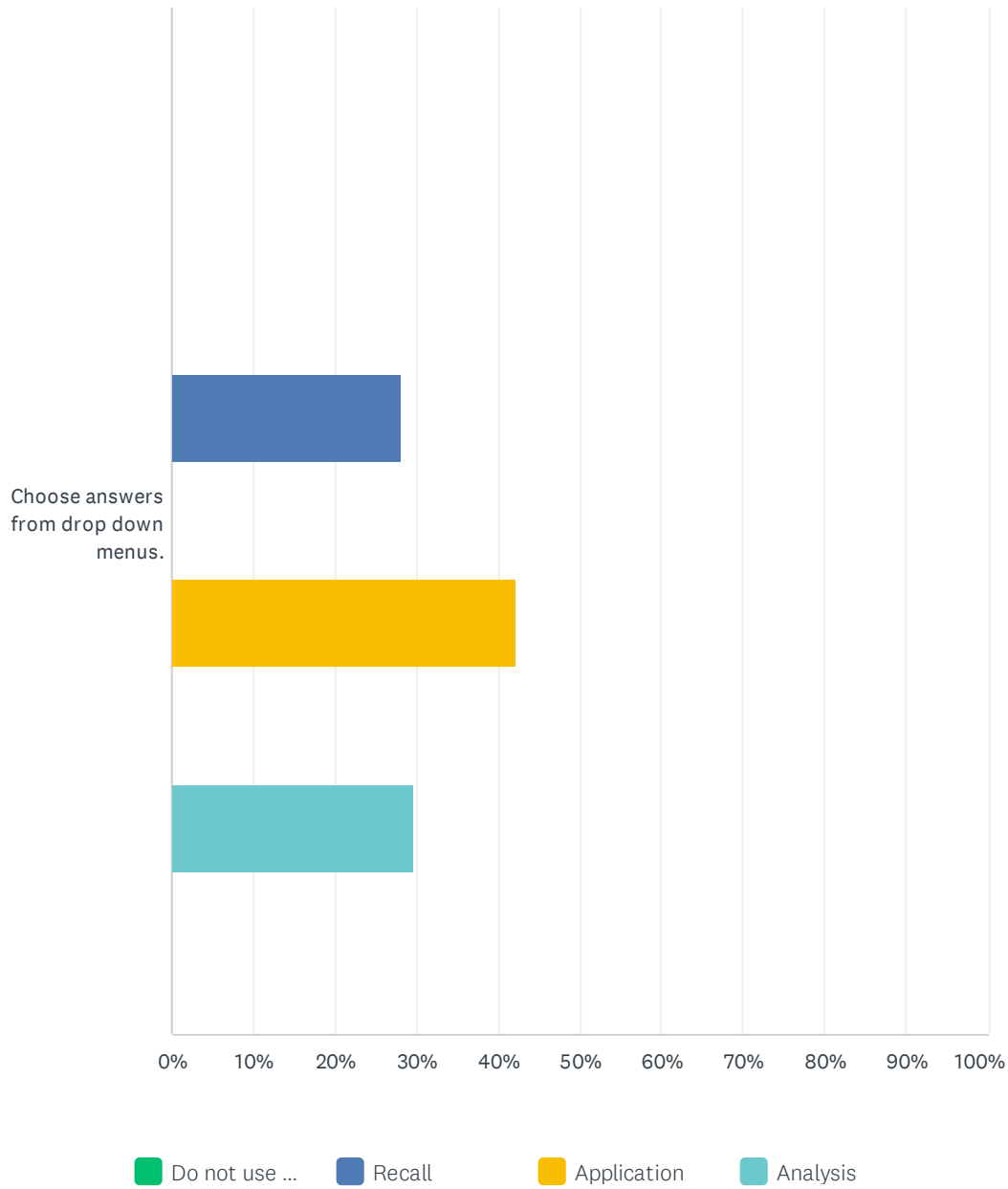
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|-------------|--------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 35.38% 23 | 21.54% 14 | 12.31% 8 | 30.77% 20 | 65 |

| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 3.13% 2 | 50.00% 32 | 46.88% 30 | 64 |

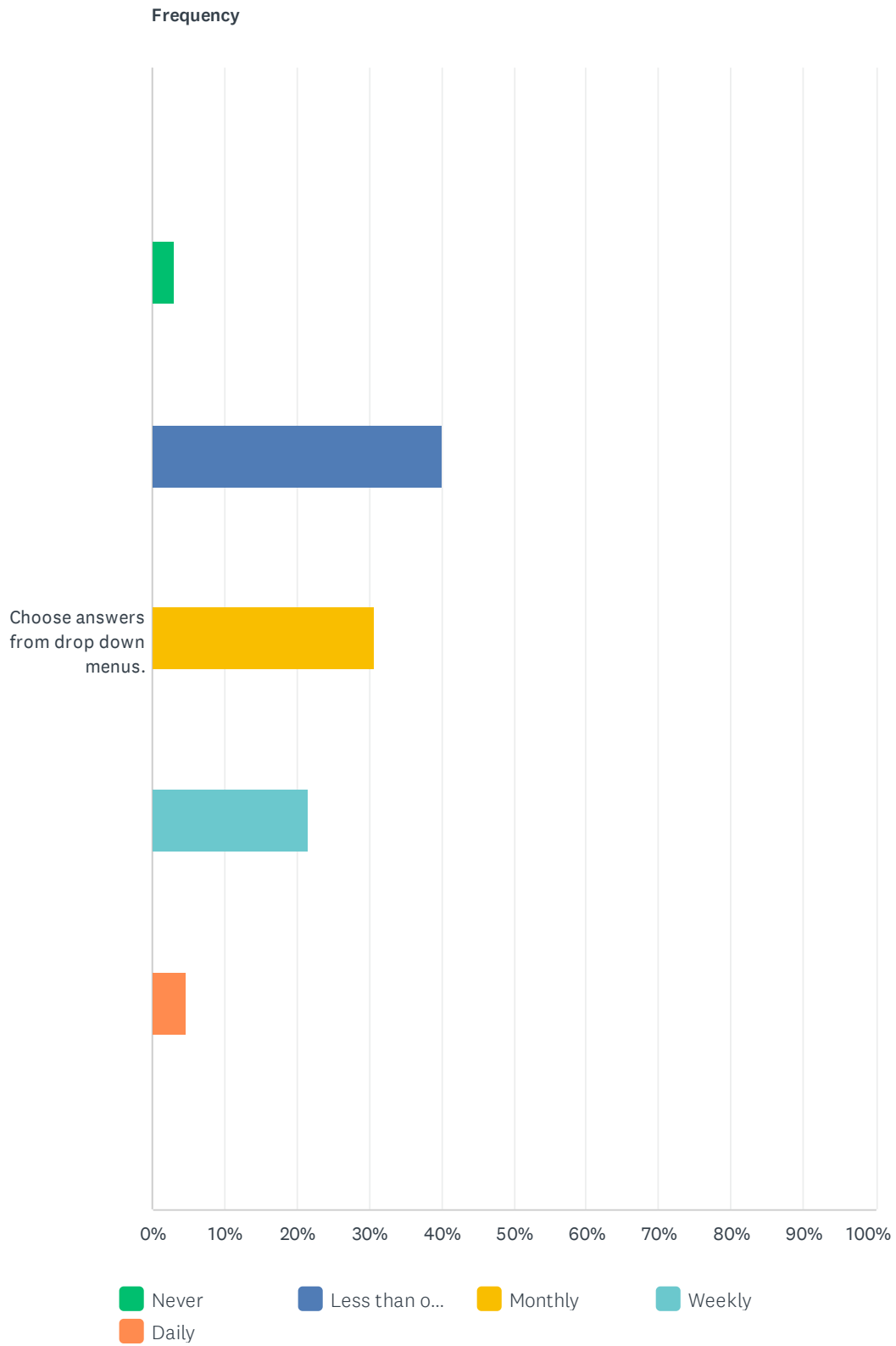
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

| 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.

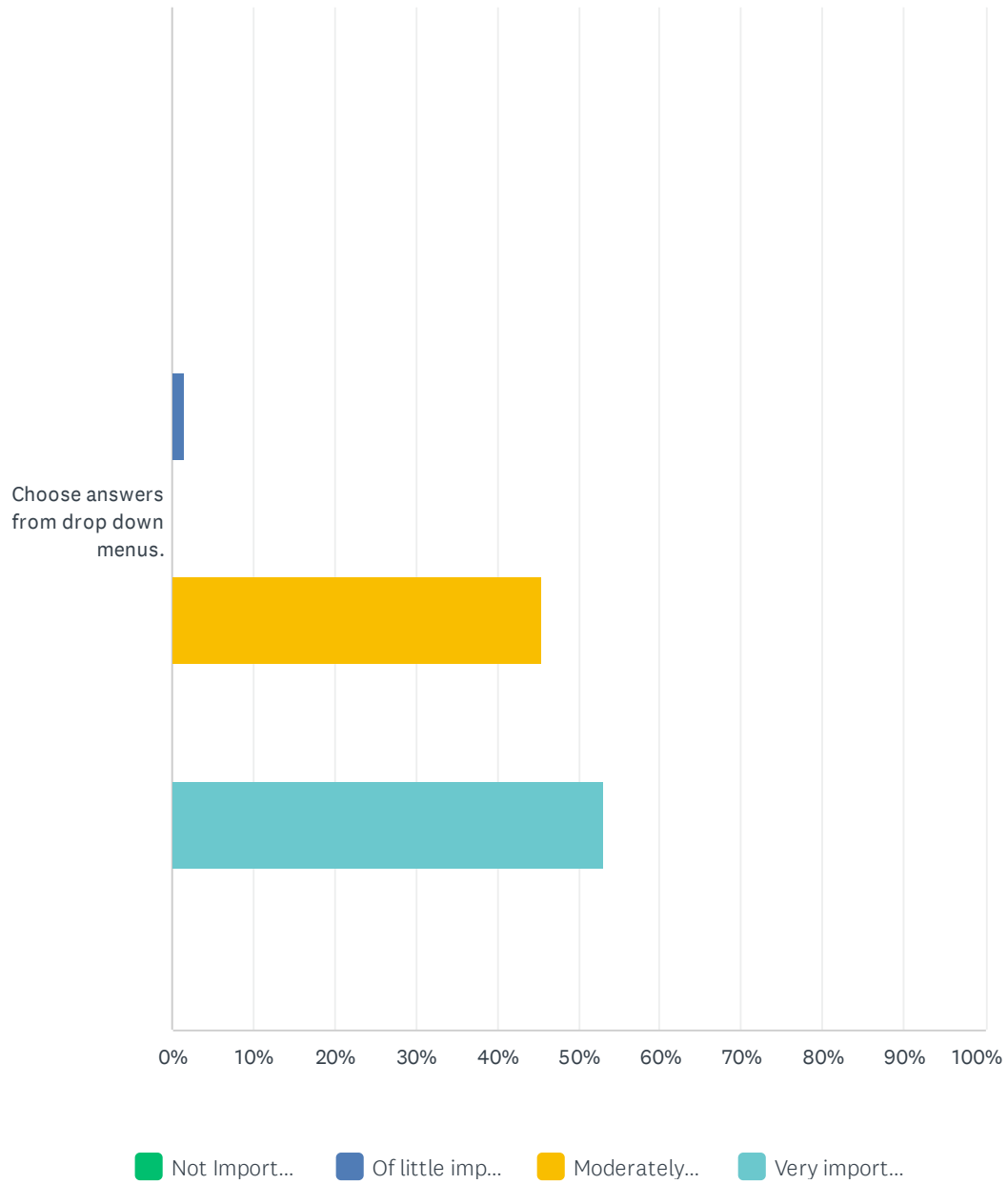
Answered: 65 Skipped: 120

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)



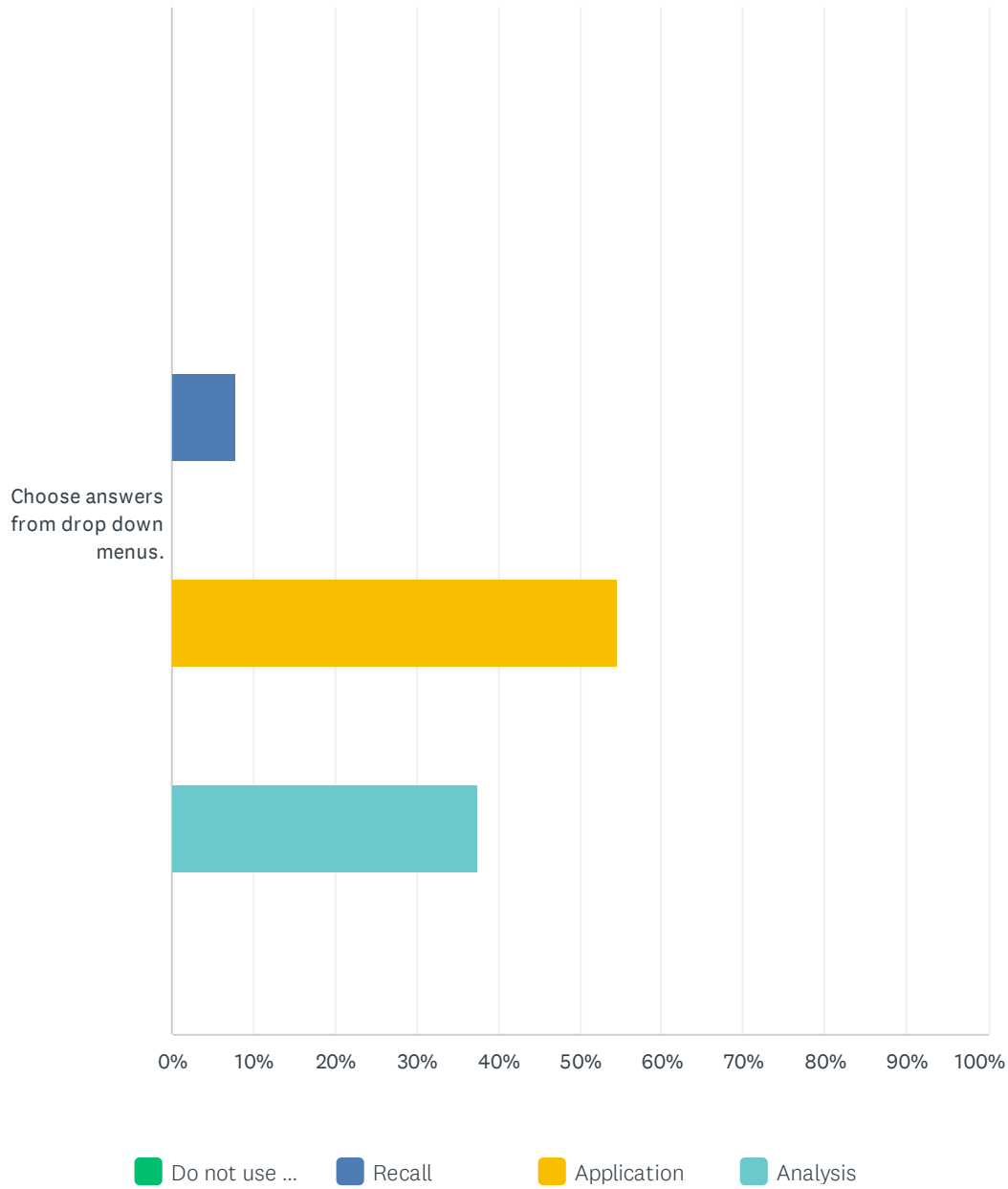
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|--------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 3.08% 2 | 40.00% 26 | 30.77% 20 | 21.54% 14 | 4.62% 3 | 65 |

| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 1.56% 1 | 45.31% 29 | 53.13% 34 | 64 |

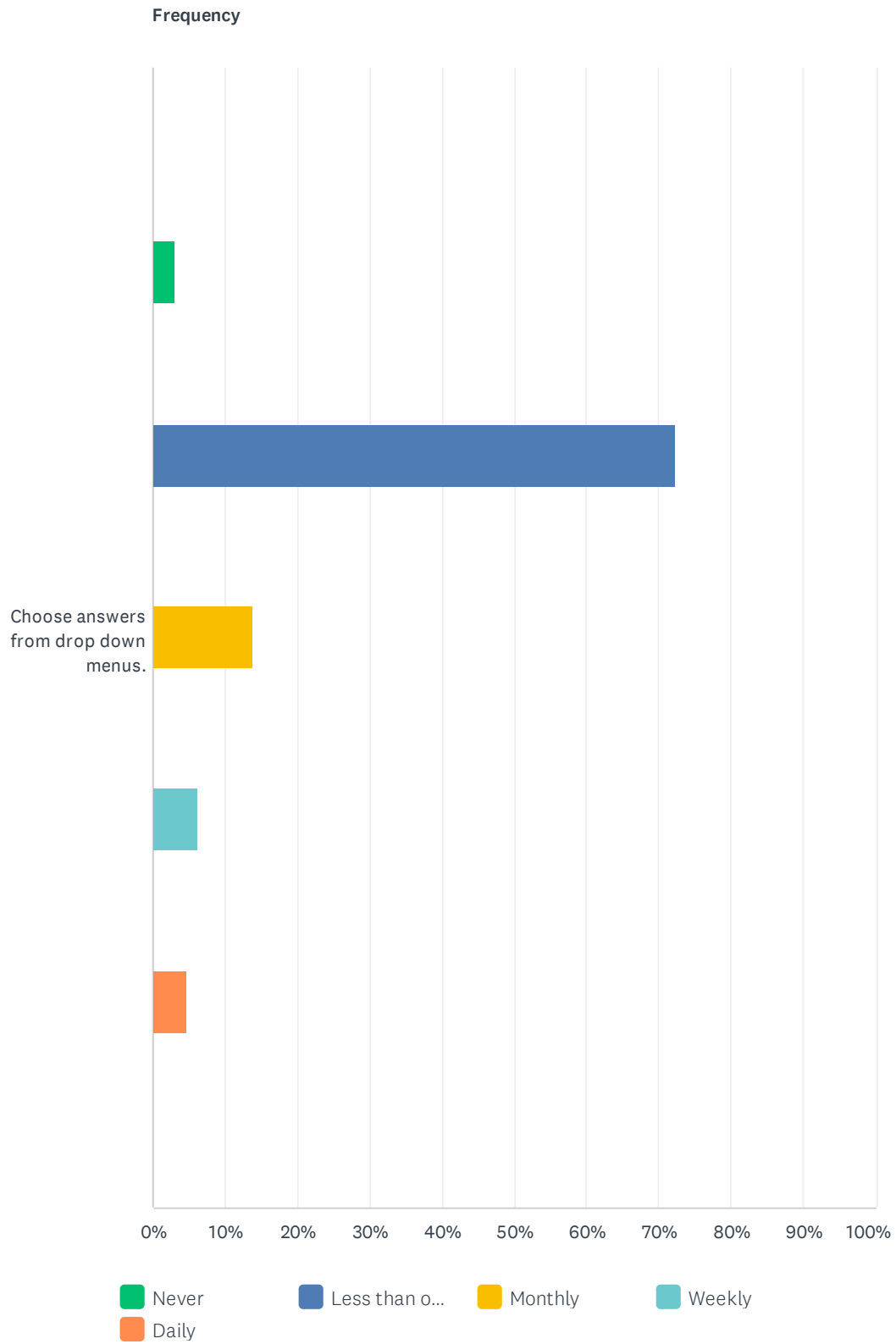
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

| Level of Judgment | | | | | |
|--------------------------------------|--------------------------|--------|-------------|----------|-------|
| | DO NOT USE IN THEIR WORK | RECALL | APPLICATION | ANALYSIS | TOTAL |
| Choose answers from drop down menus. | 0.00% | 7.81% | 54.69% | 37.50% | |
| | 0 | 5 | 35 | 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).

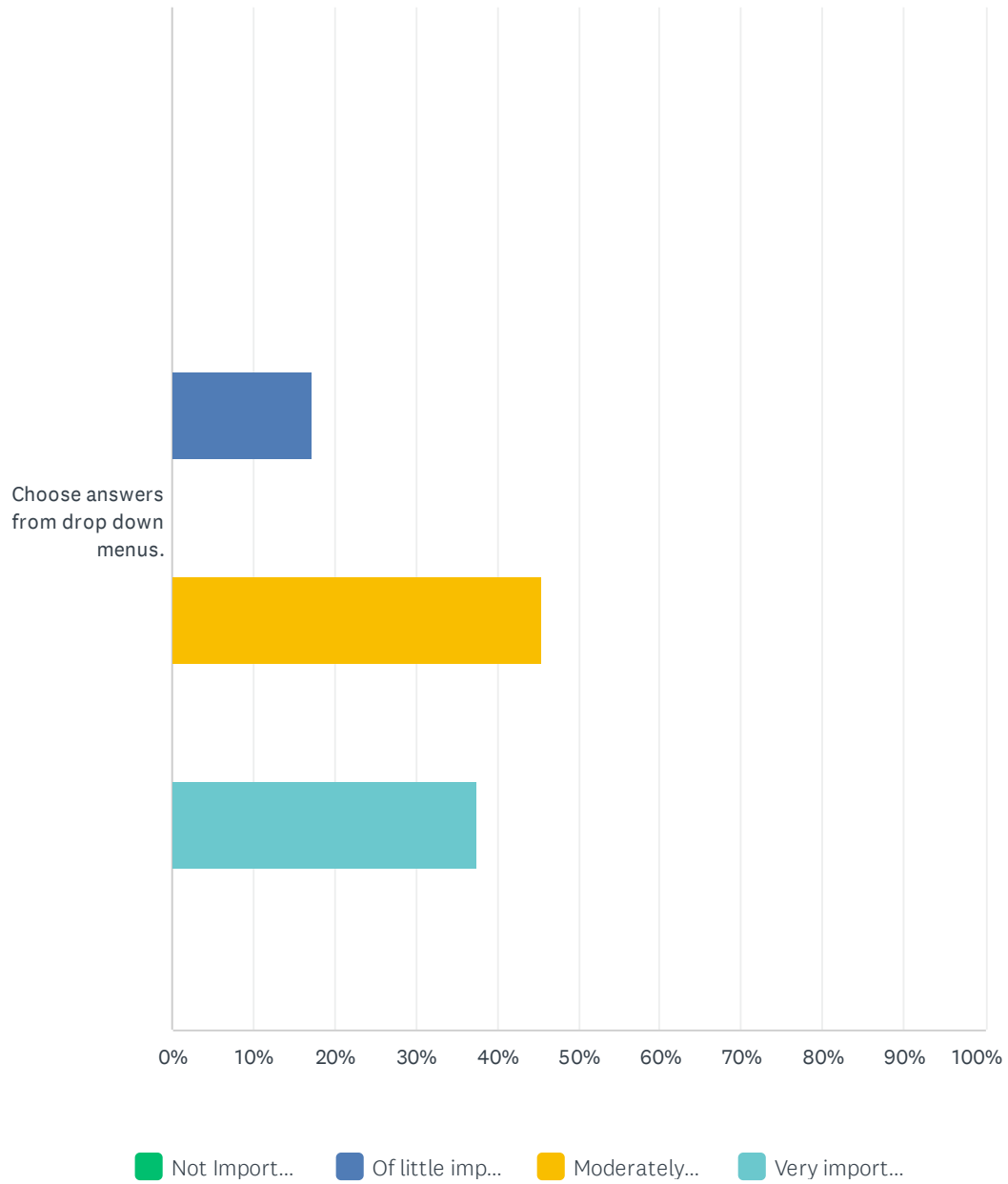
Answered: 65 Skipped: 120

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)



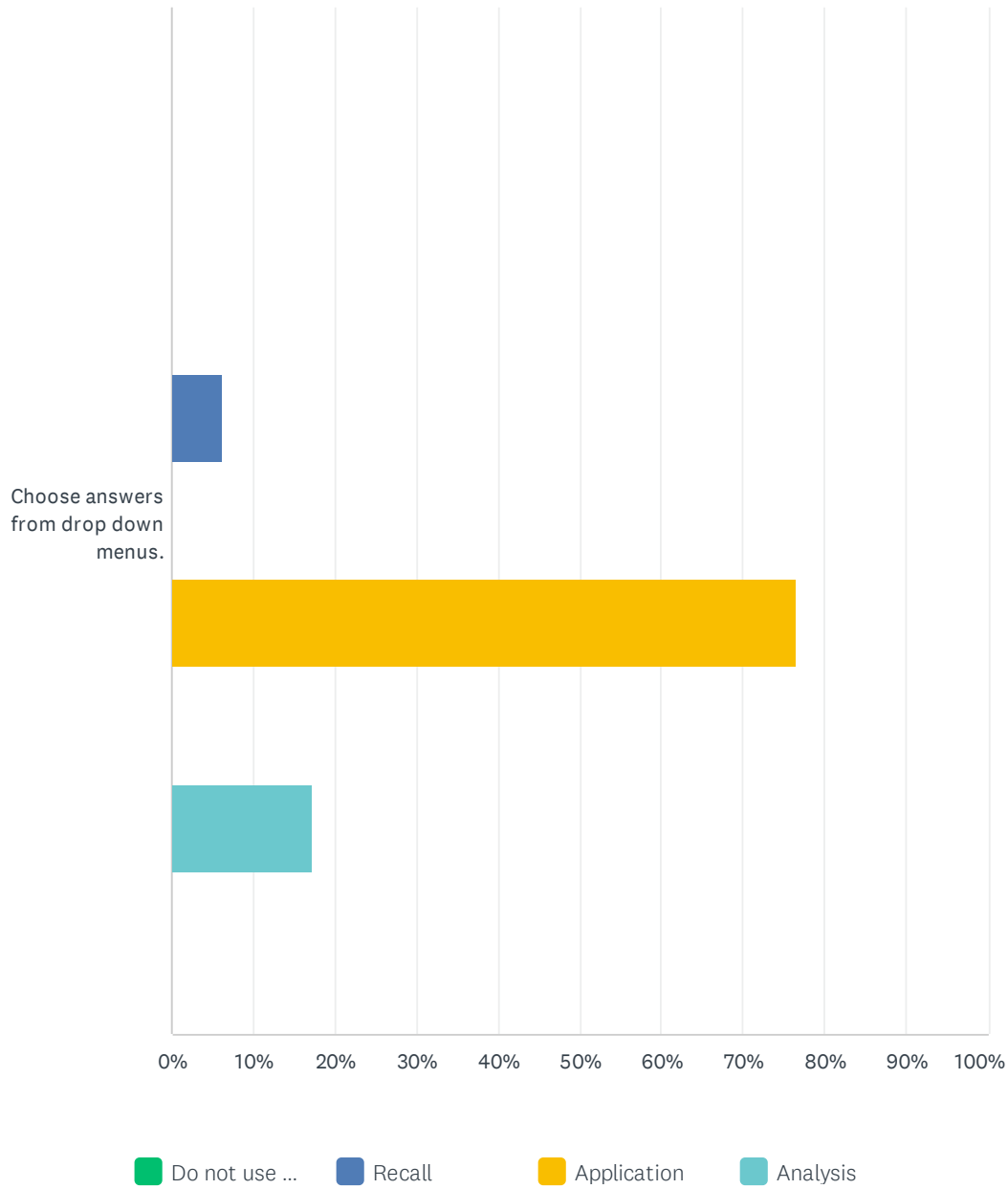
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|-------------|------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 3.08% 2 | 72.31% 47 | 13.85% 9 | 6.15% 4 | 4.62% 3 | 65 |

| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 17.19% 11 | 45.31% 29 | 37.50% 24 | 64 |

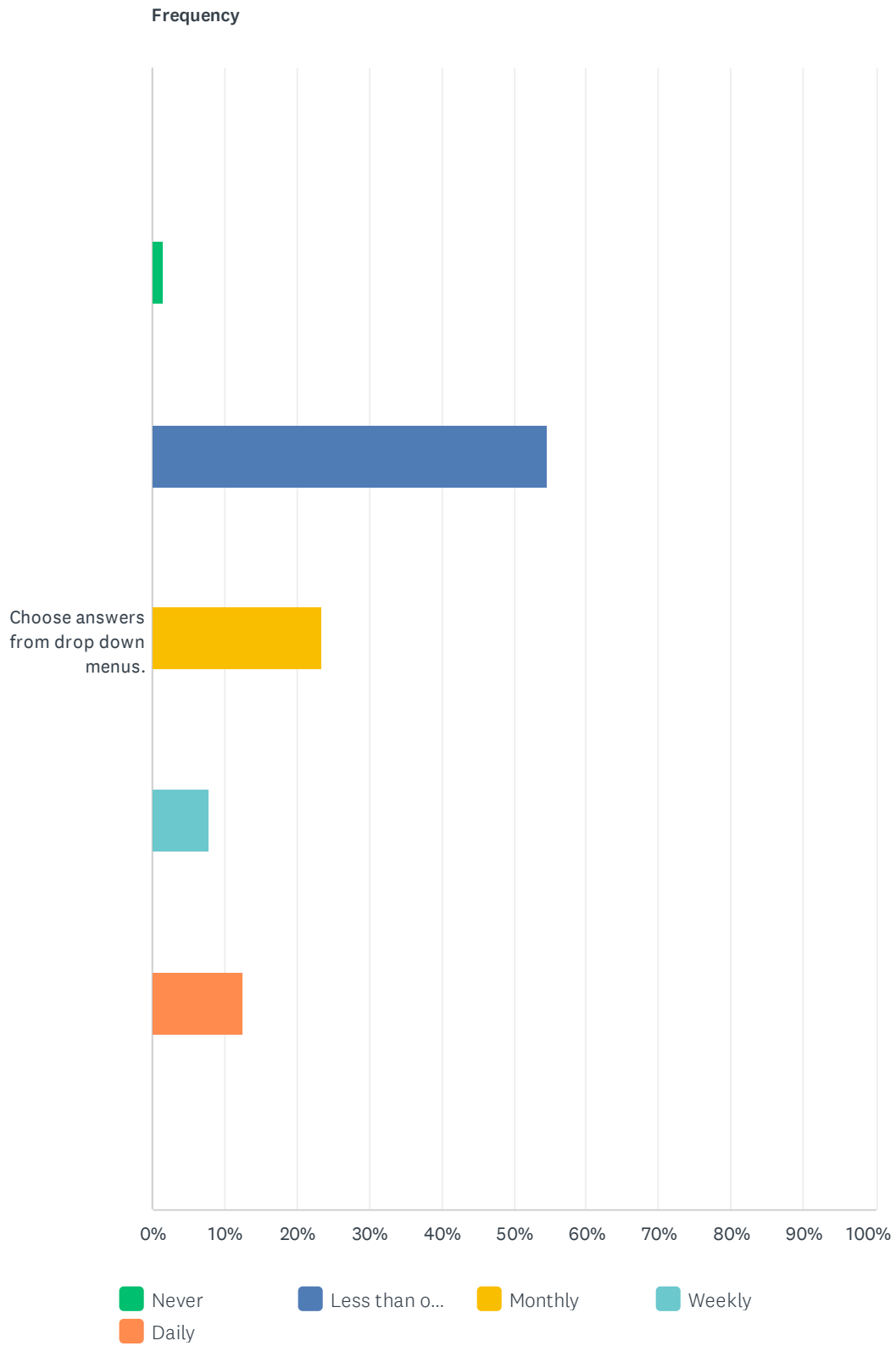
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

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

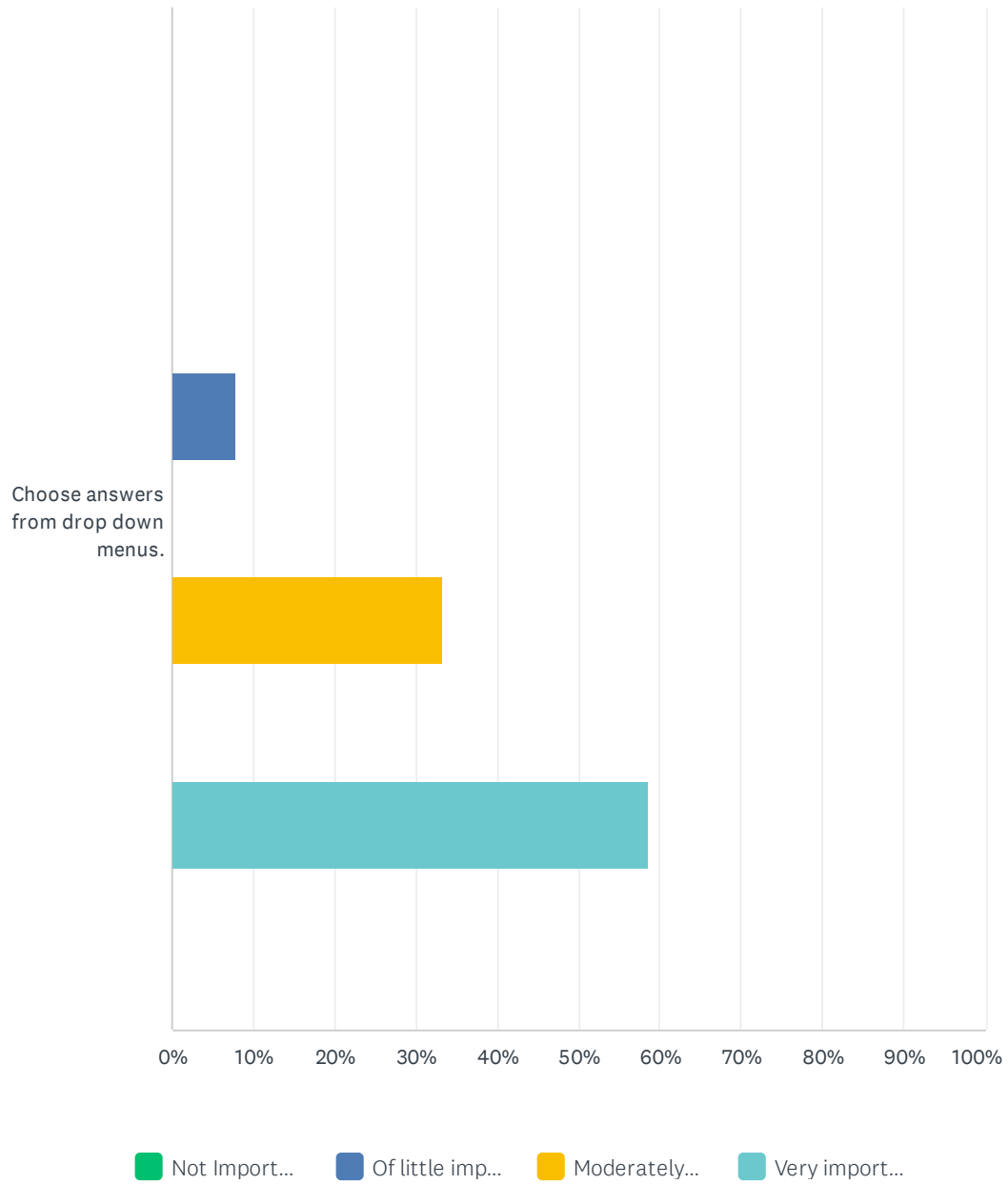
Answered: 64 Skipped: 121

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)



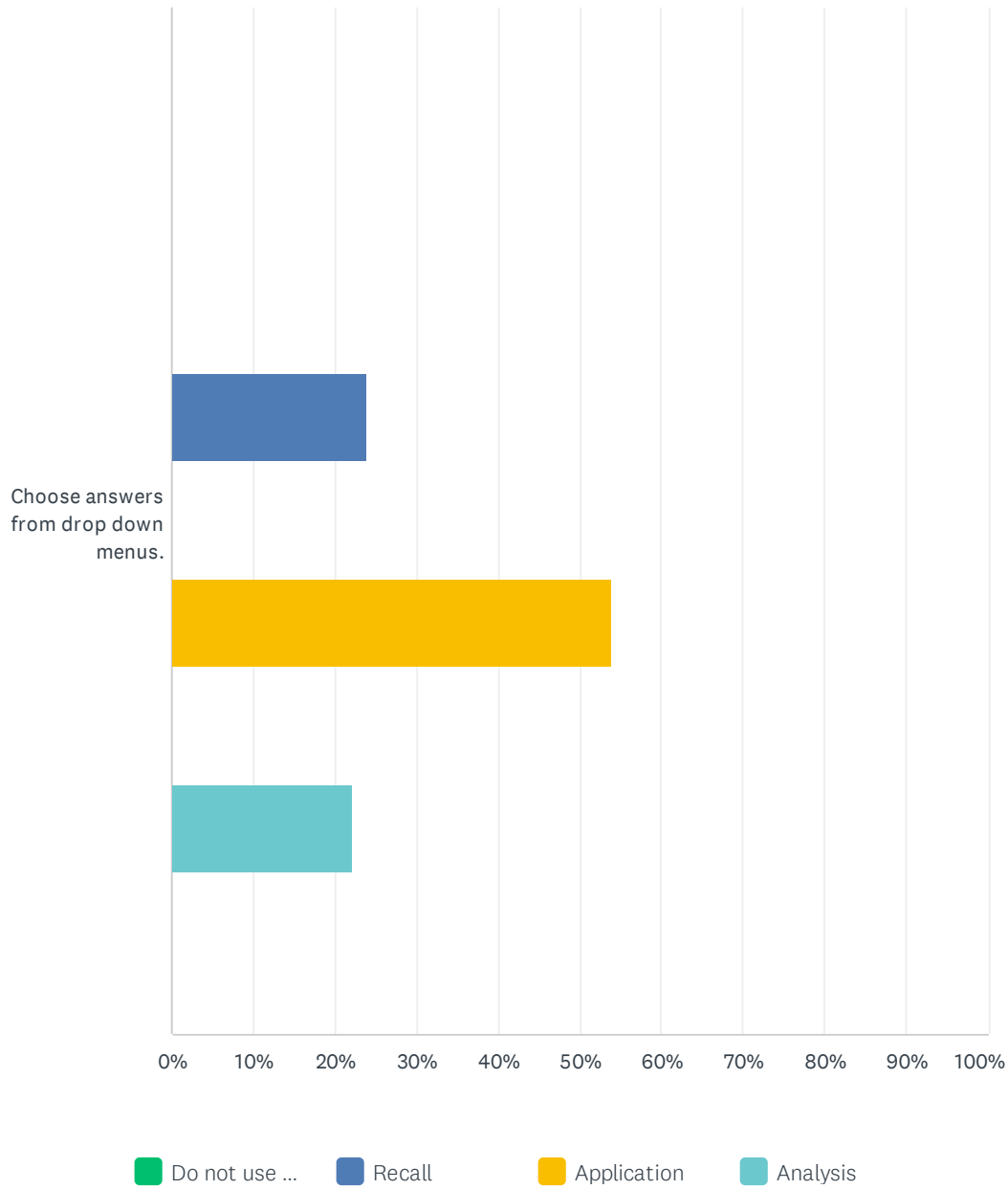
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|------------|-------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 1.56% 1 | 54.69% 35 | 23.44% 15 | 7.81% 5 | 12.50% 8 | 64 |

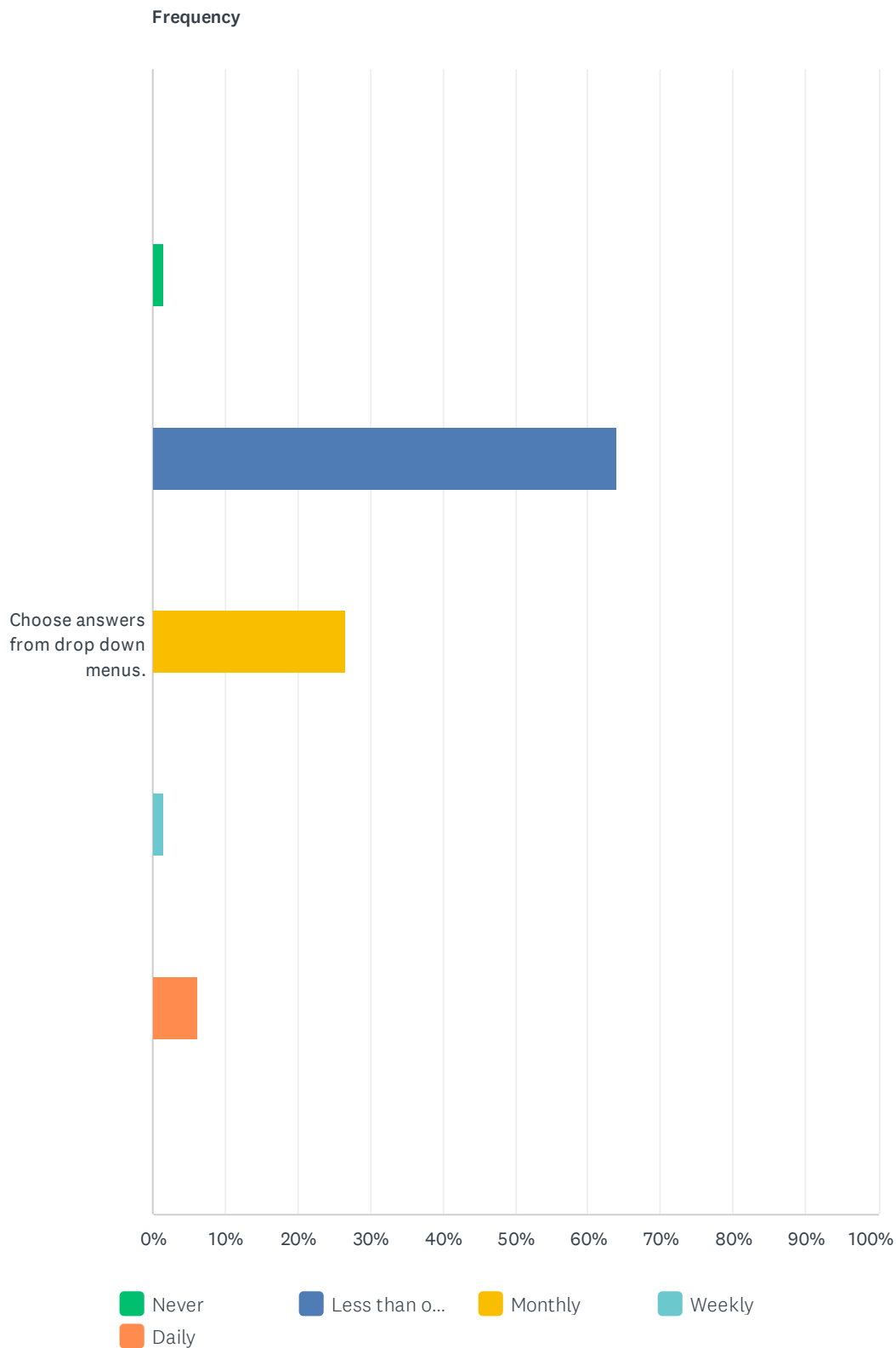
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 7.94% 5 | 33.33% 21 | 58.73% 37 | 63 |

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

| Level of Judgment | | | | | |
|--------------------------------------|--------------------------|--------------|--------------|--------------|-------|
| | DO NOT USE IN THEIR WORK | RECALL | APPLICATION | ANALYSIS | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 23.81% 15 | 53.97% 34 | 22.22% 14 | 63 |

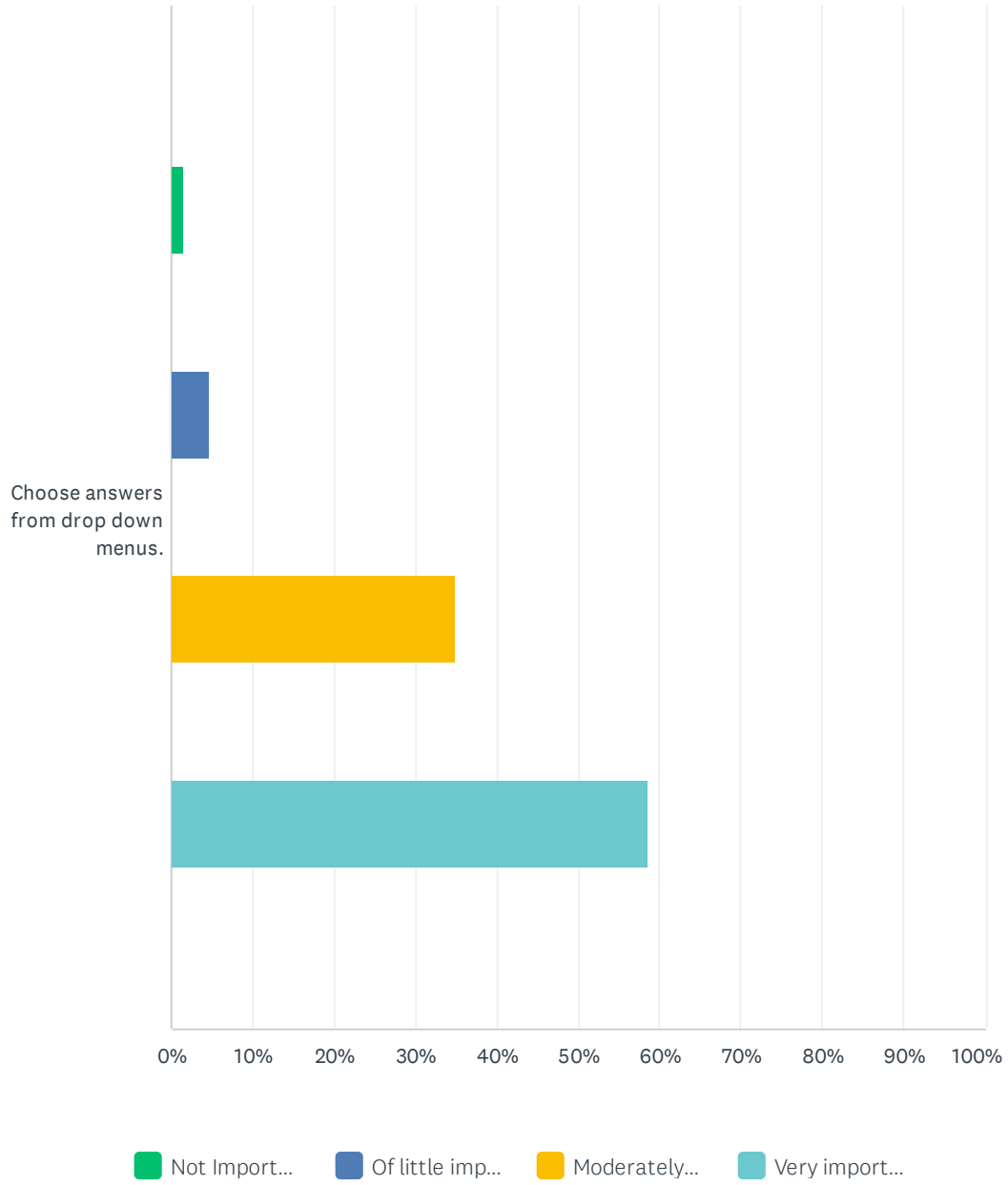
Q31 1.5.5 Analyze policies and practices related to diversity, equity and inclusion and their impact on physical therapy education and practice.

Answered: 64 Skipped: 121



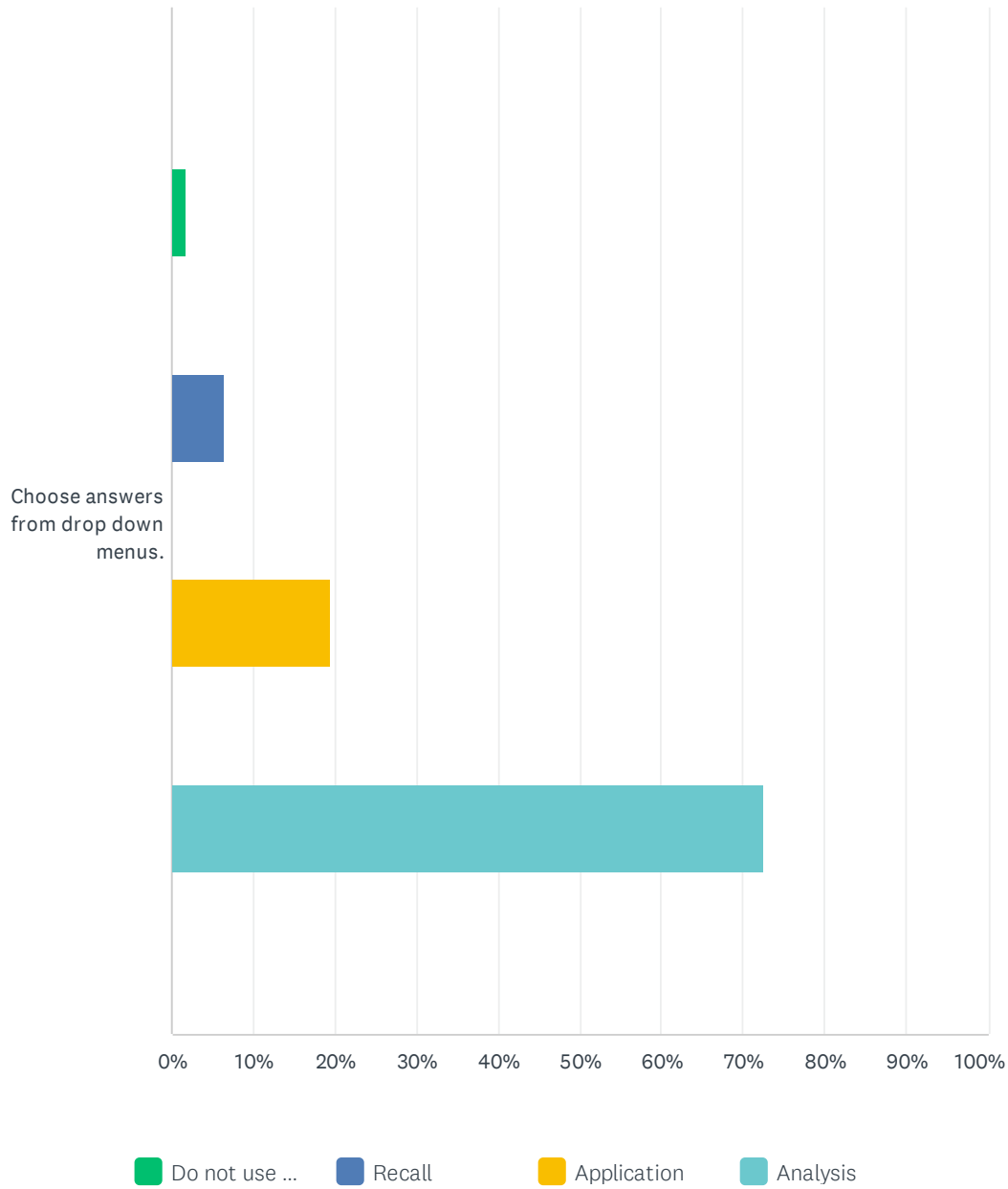
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 1.56% 1 | 64.06% 41 | 26.56% 17 | 1.56% 1 | 6.25% 4 | 64 |

| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 1.59% 1 | 4.76% 3 | 34.92% 22 | 58.73% 37 | 63 |

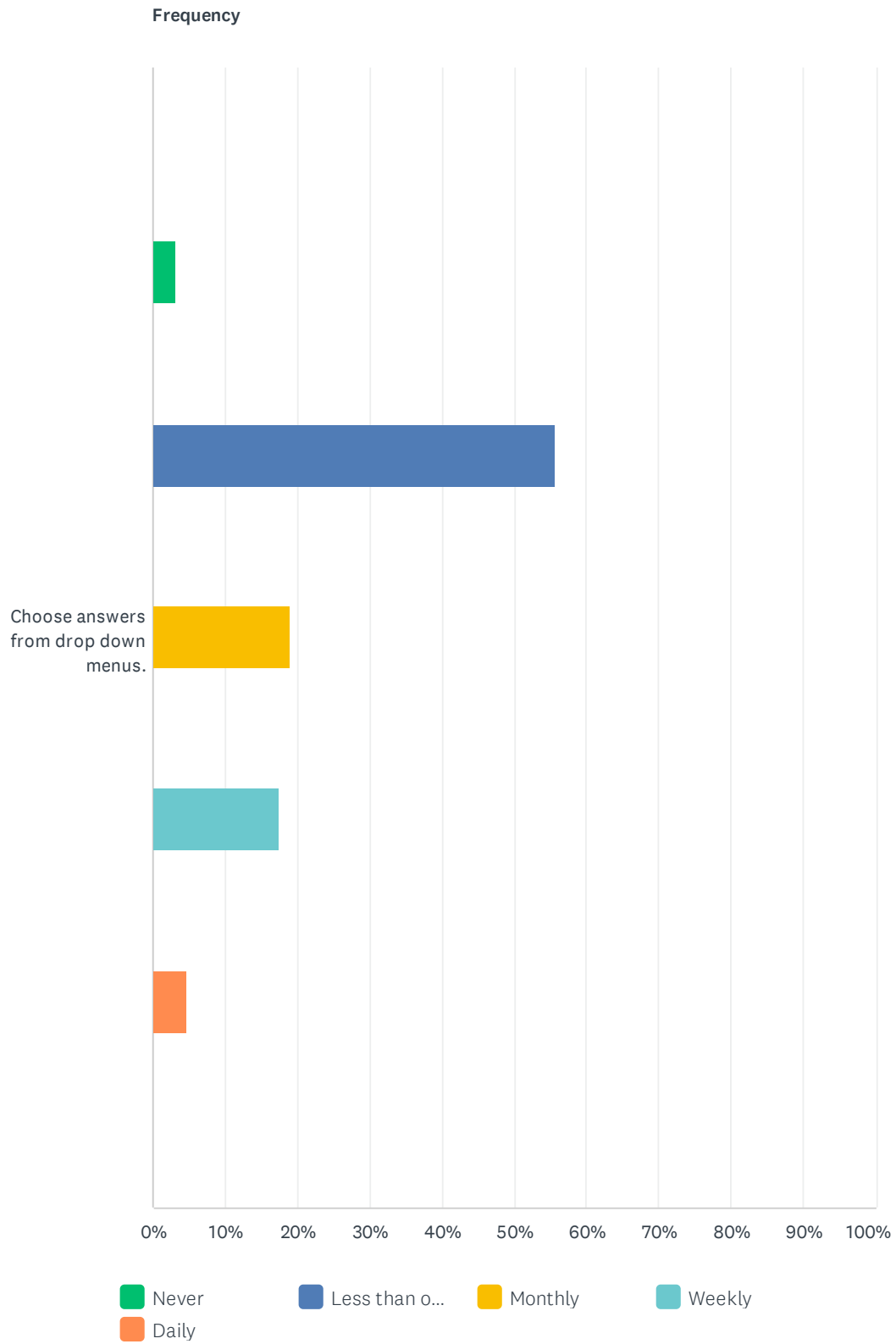
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

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

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

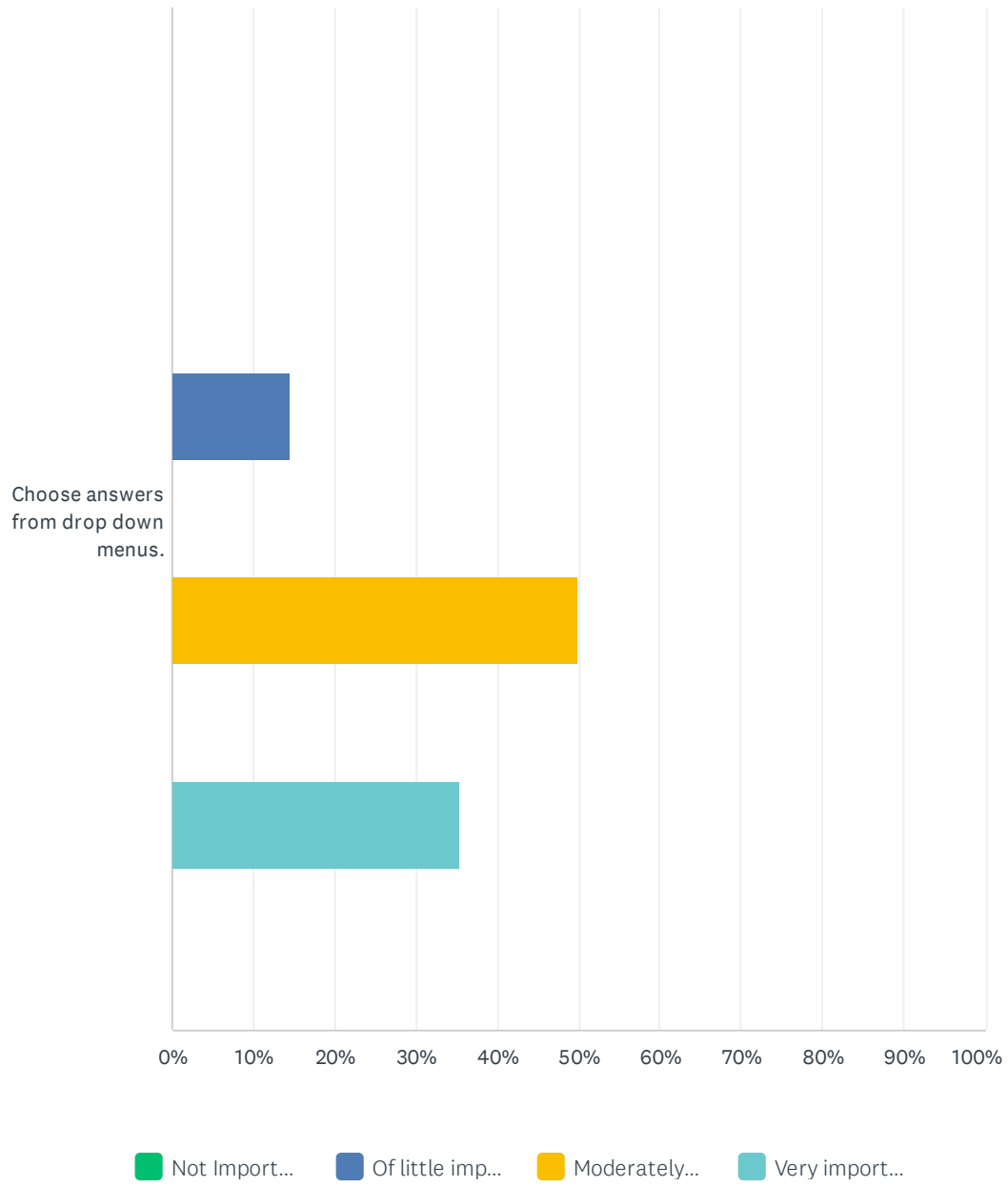
Answered: 63 Skipped: 122

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)



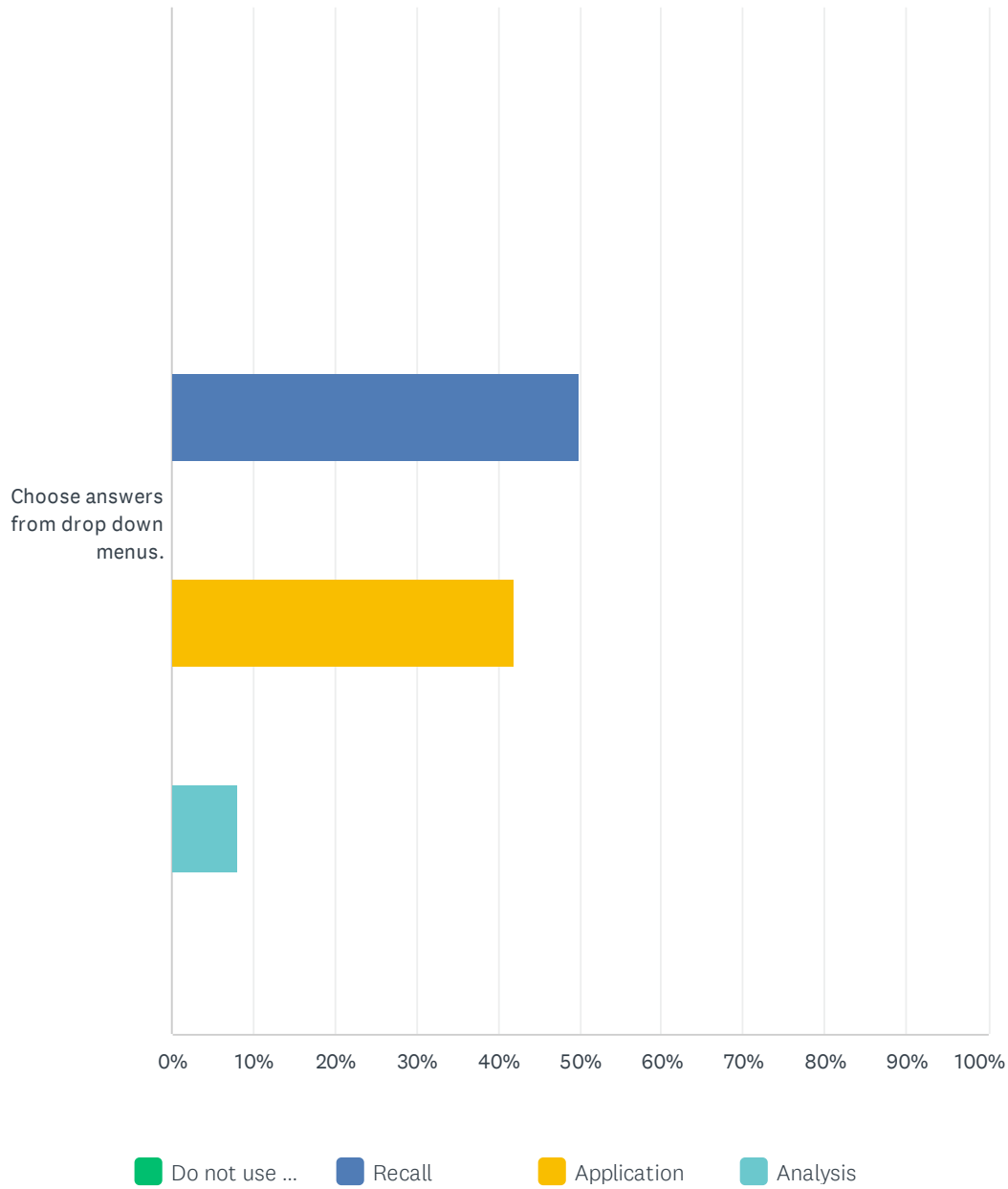
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|--------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 3.17% 2 | 55.56% 35 | 19.05% 12 | 17.46% 11 | 4.76% 3 | 63 |

| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 14.52% 9 | 50.00% 31 | 35.48% 22 | 62 |

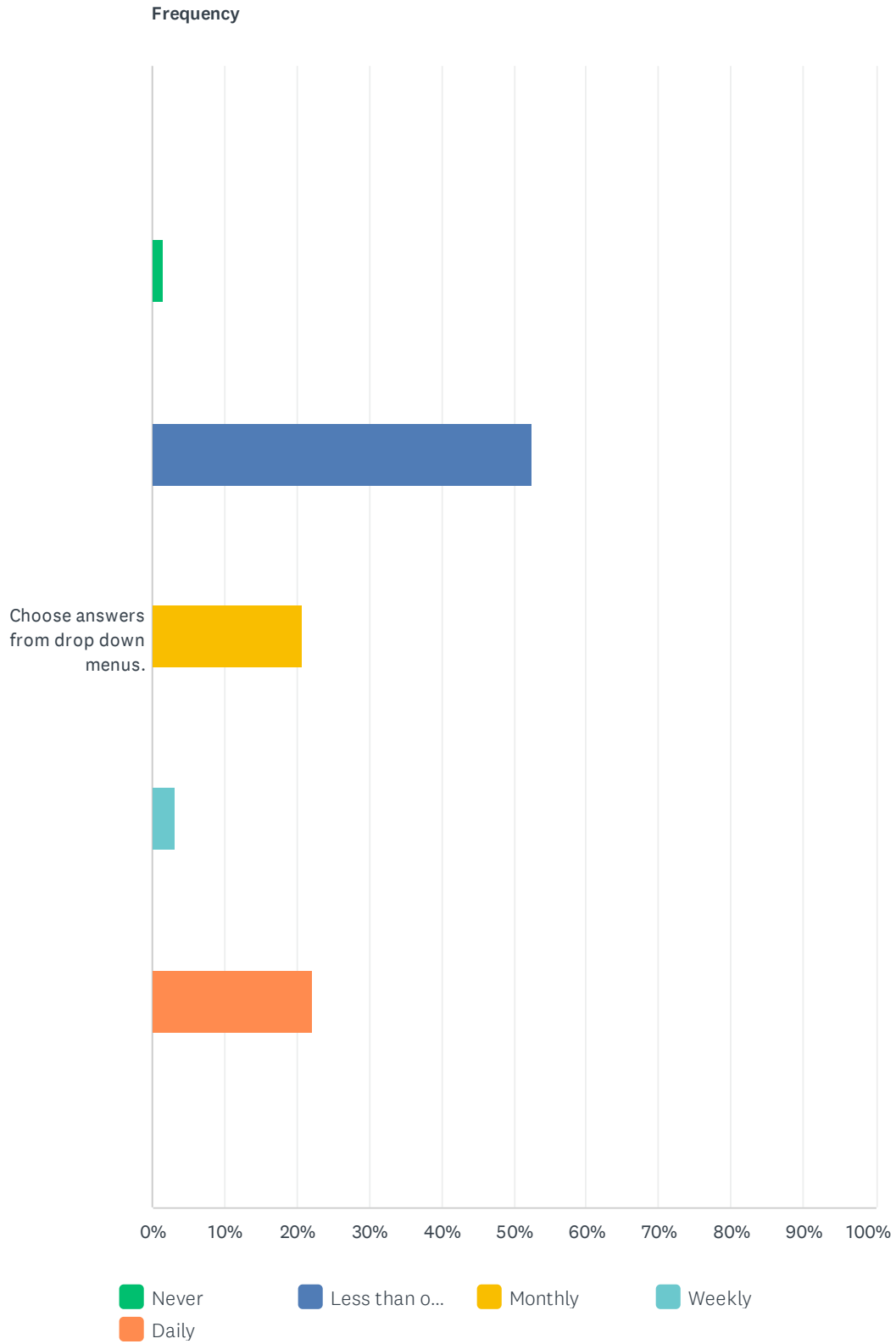
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

| 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).

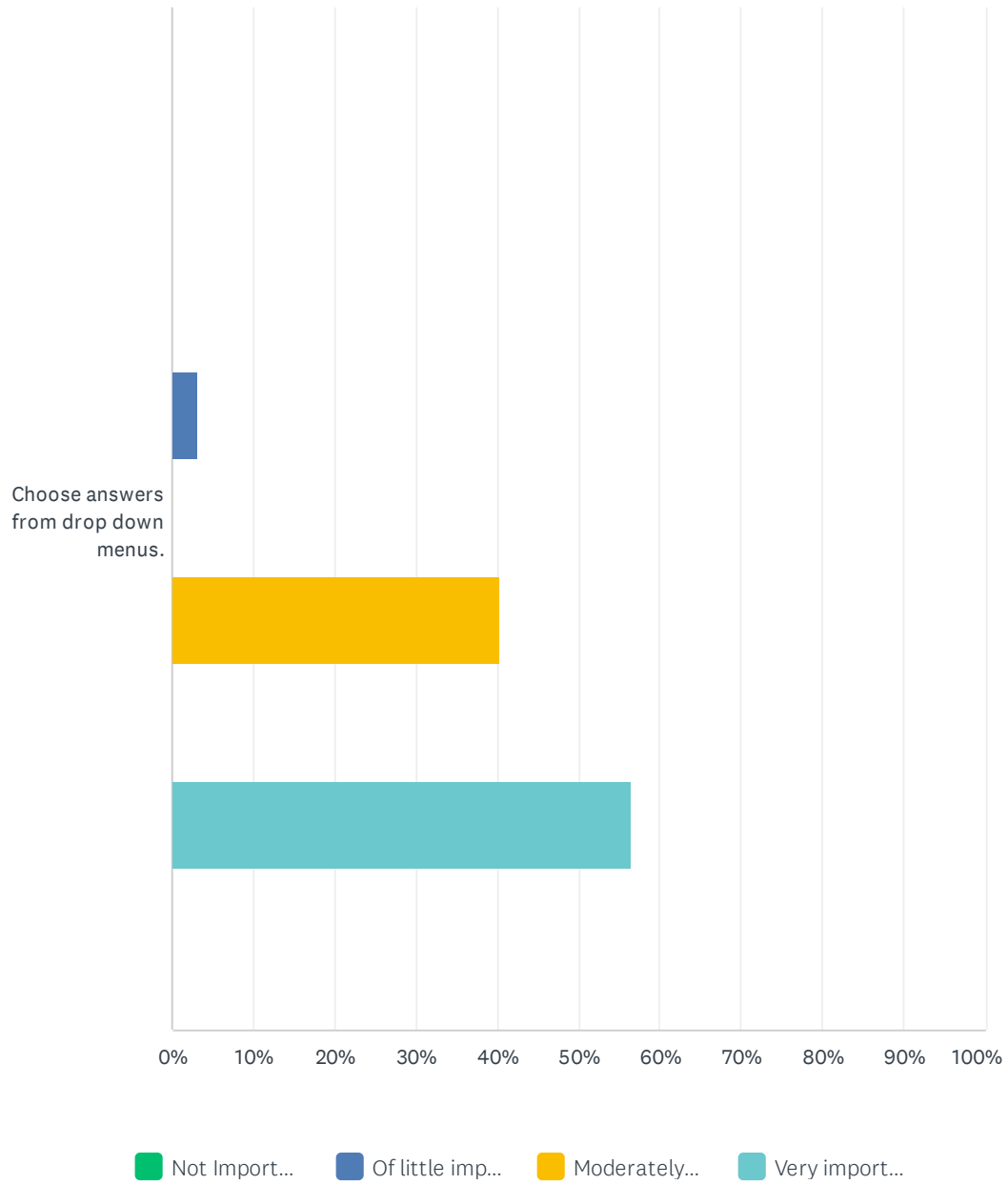
Answered: 63 Skipped: 122

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)



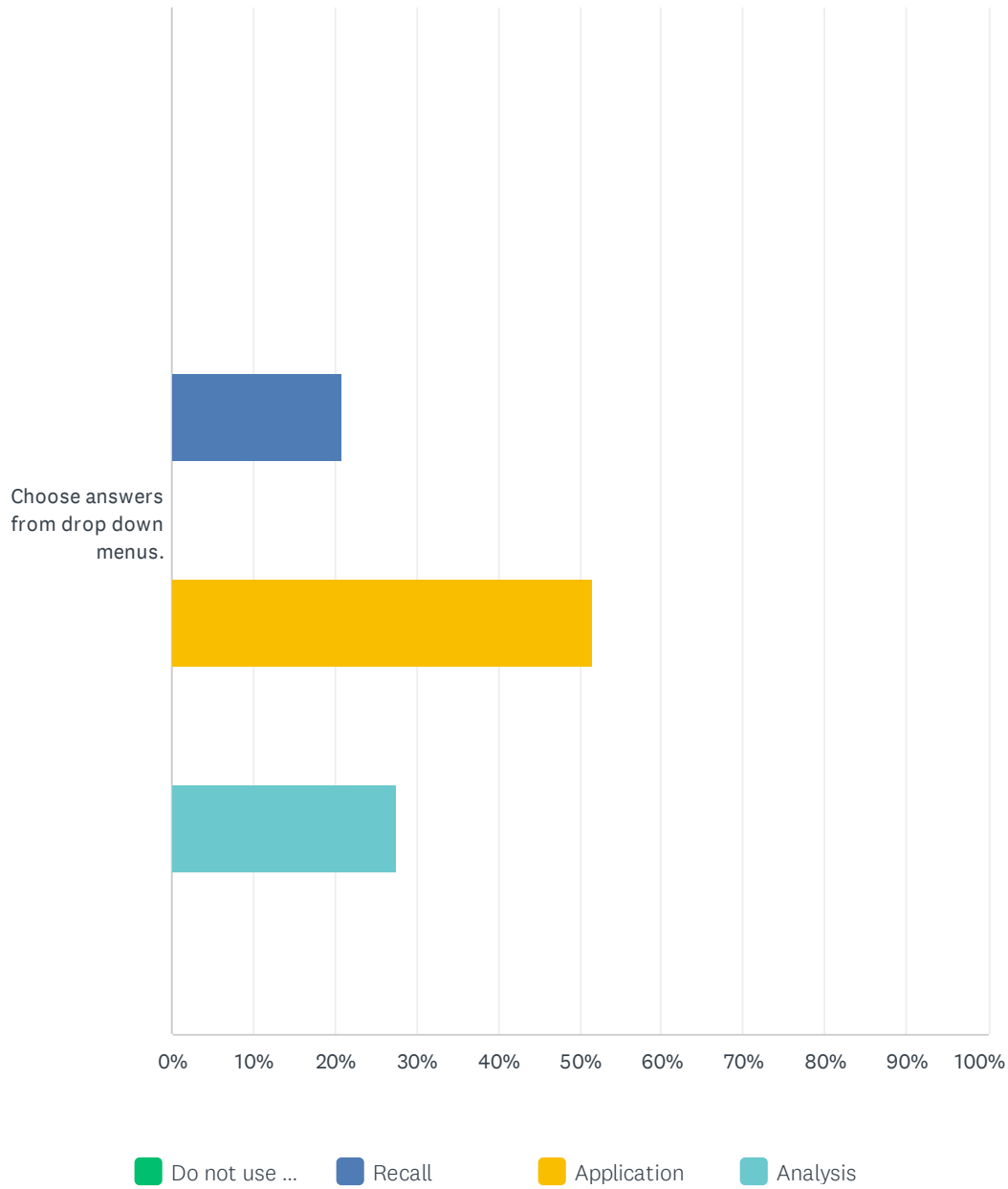
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|------------|--------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 1.59% 1 | 52.38% 33 | 20.63% 13 | 3.17% 2 | 22.22% 14 | 63 |

| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 3.23% 2 | 40.32% 25 | 56.45% 35 | 62 |

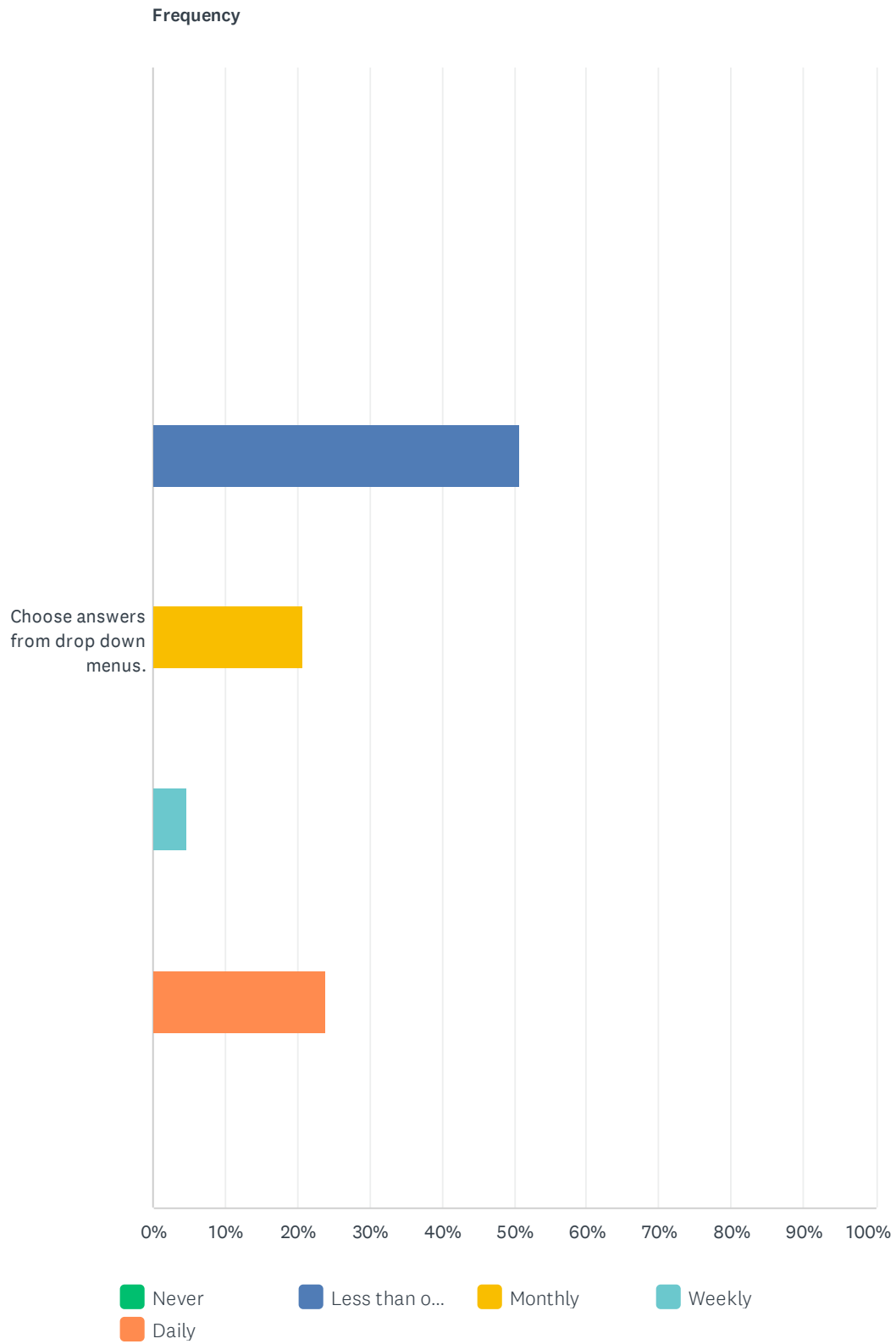
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

| Level of Judgment | | | | | |
|--------------------------------------|--------------------------|--------|-------------|----------|-------|
| | DO NOT USE IN THEIR WORK | RECALL | APPLICATION | ANALYSIS | TOTAL |
| Choose answers from drop down menus. | 0.00% | 20.97% | 51.61% | 27.42% | |
| | 0 | 13 | 32 | 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.

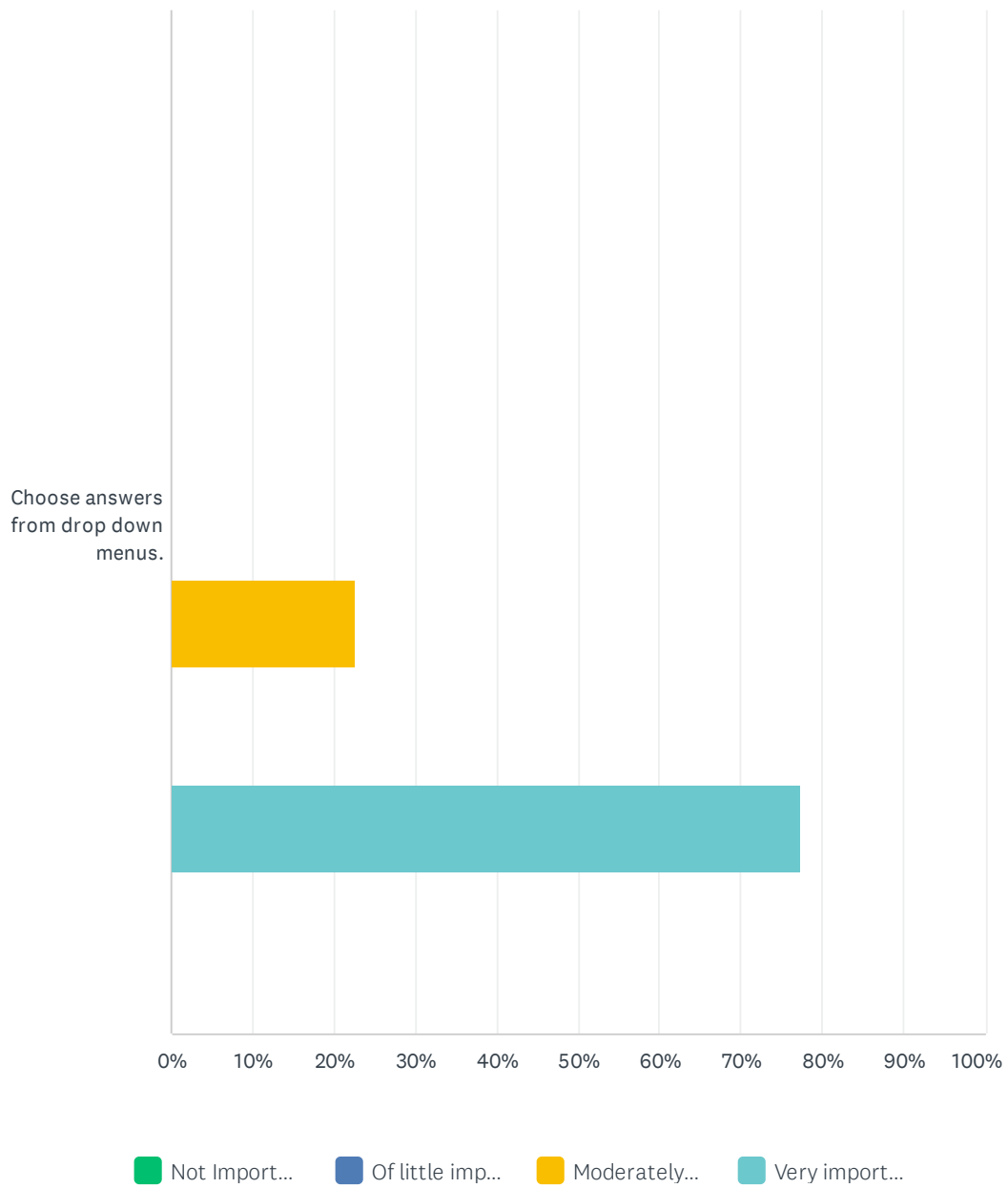
Answered: 63 Skipped: 122

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)



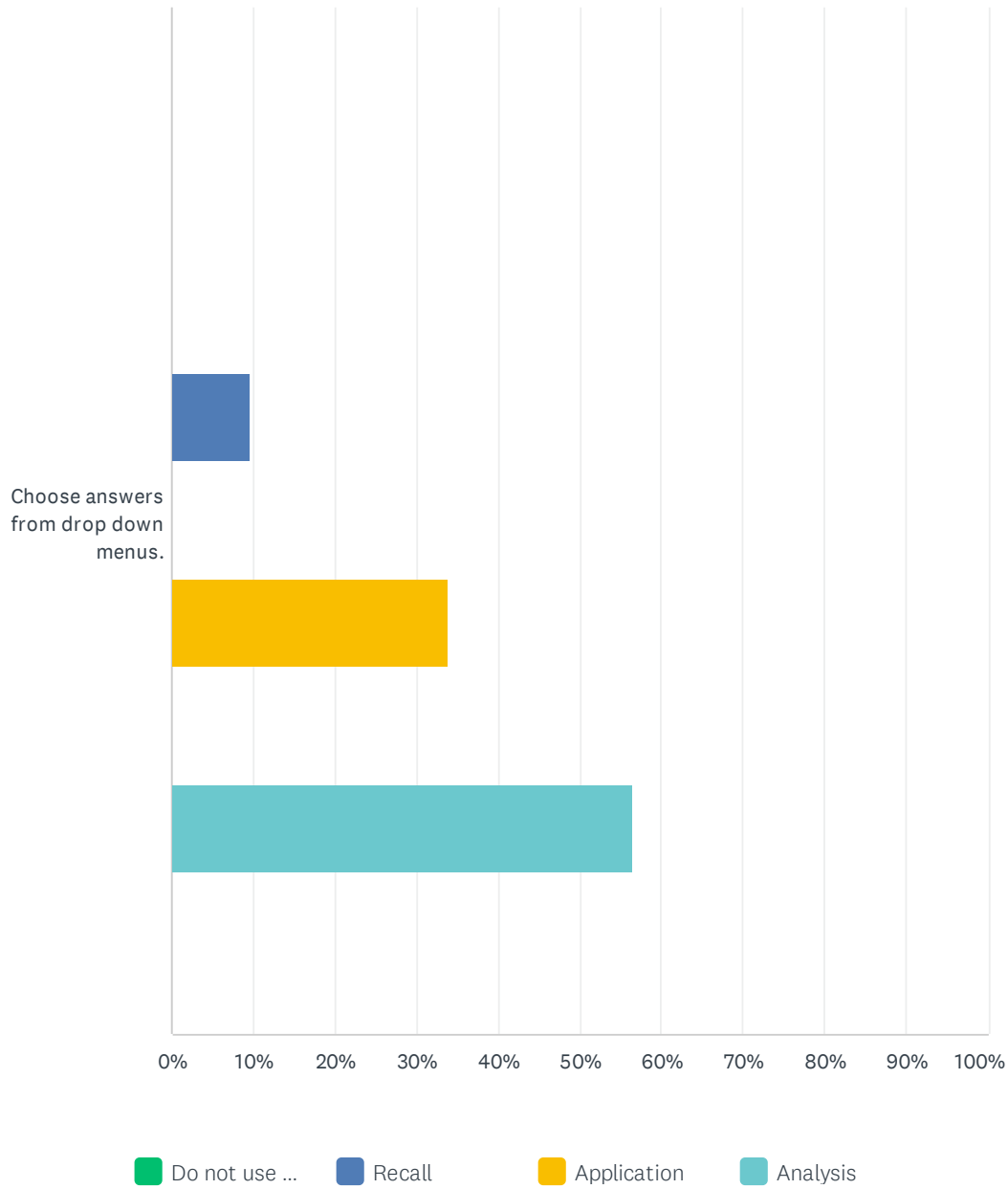
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|------------|--------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 50.79% 32 | 20.63% 13 | 4.76% 3 | 23.81% 15 | 63 |

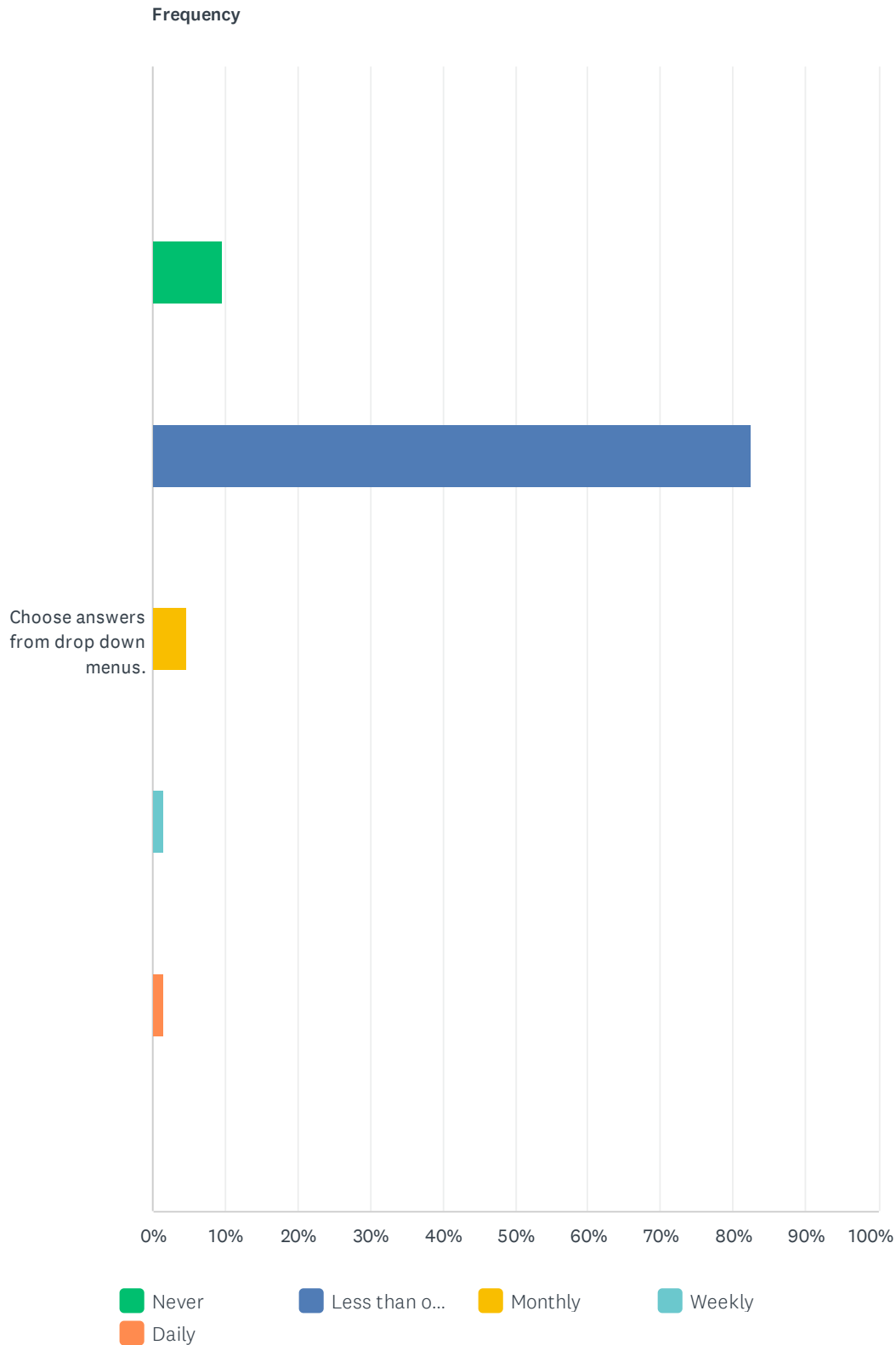
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 0.00% 0 | 22.58% 14 | 77.42% 48 | 62 |

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

| Level of Judgment | | | | | |
|--------------------------------------|--------------------------|--------|-------------|----------|-------|
| | DO NOT USE IN THEIR WORK | RECALL | APPLICATION | ANALYSIS | TOTAL |
| Choose answers from drop down menus. | 0.00% | 9.68% | 33.87% | 56.45% | |
| | 0 | 6 | 21 | 35 | 62 |

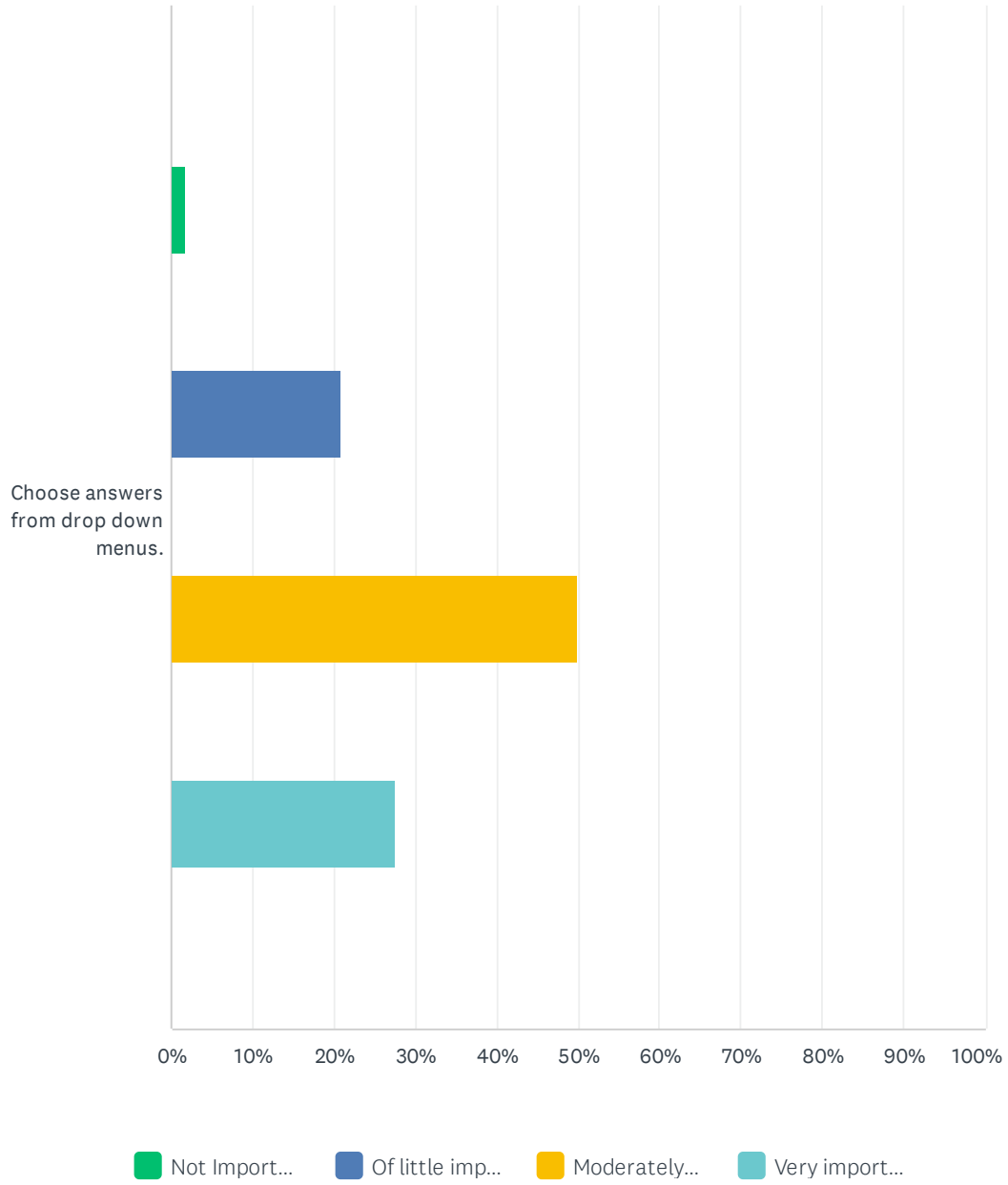
Q35 1.5.9 Examine institutions' policies related to records management and destruction, and the basis for such policies.

Answered: 63 Skipped: 122



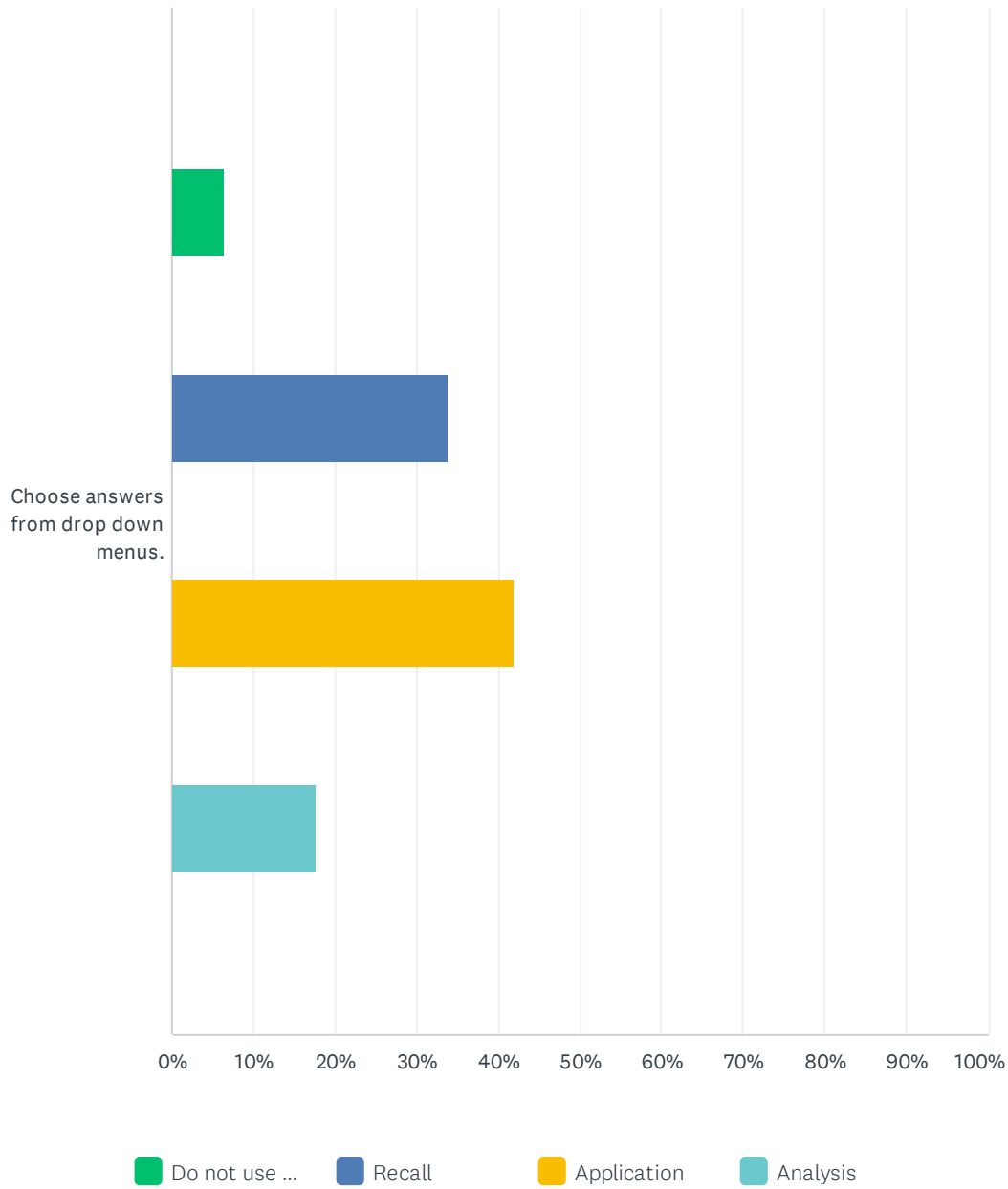
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|------------|------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 9.52% 6 | 82.54% 52 | 4.76% 3 | 1.59% 1 | 1.59% 1 | 63 |

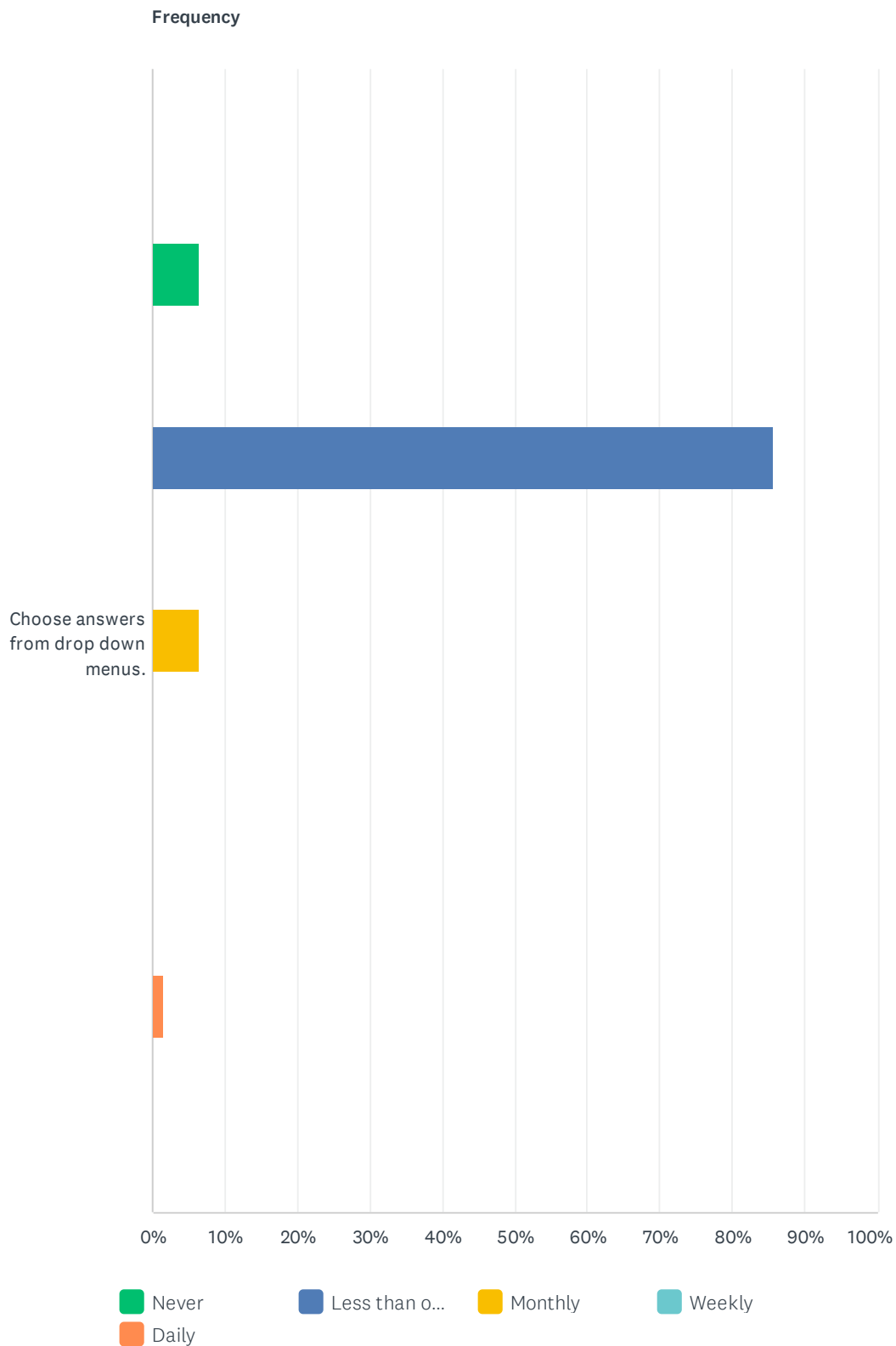
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 1.61% 1 | 20.97% 13 | 50.00% 31 | 27.42% 17 | 62 |

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

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

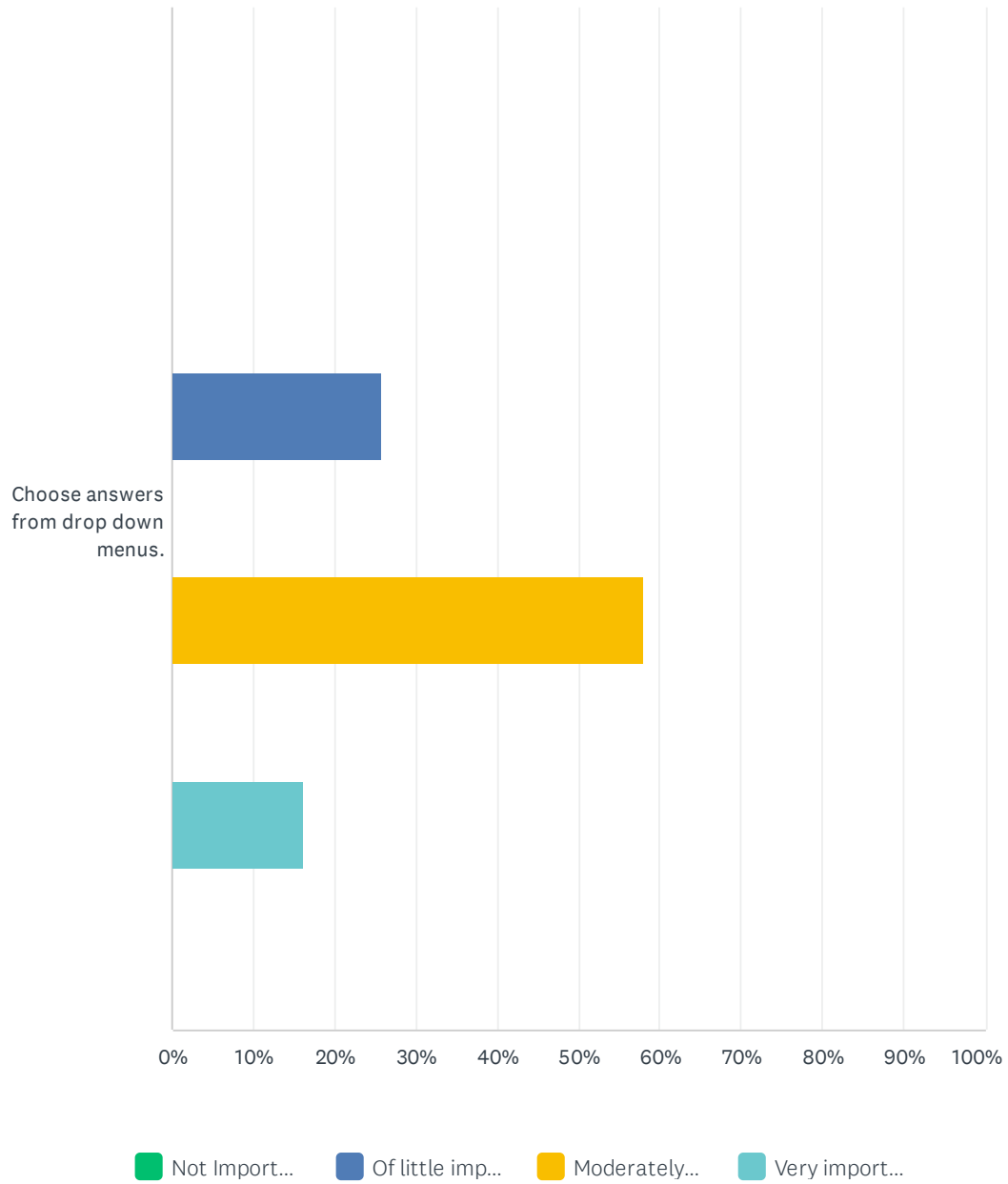
Q36 1.5.10 Analyze institutions' policies related to faculty, staff, and student use of social media.

Answered: 63 Skipped: 122



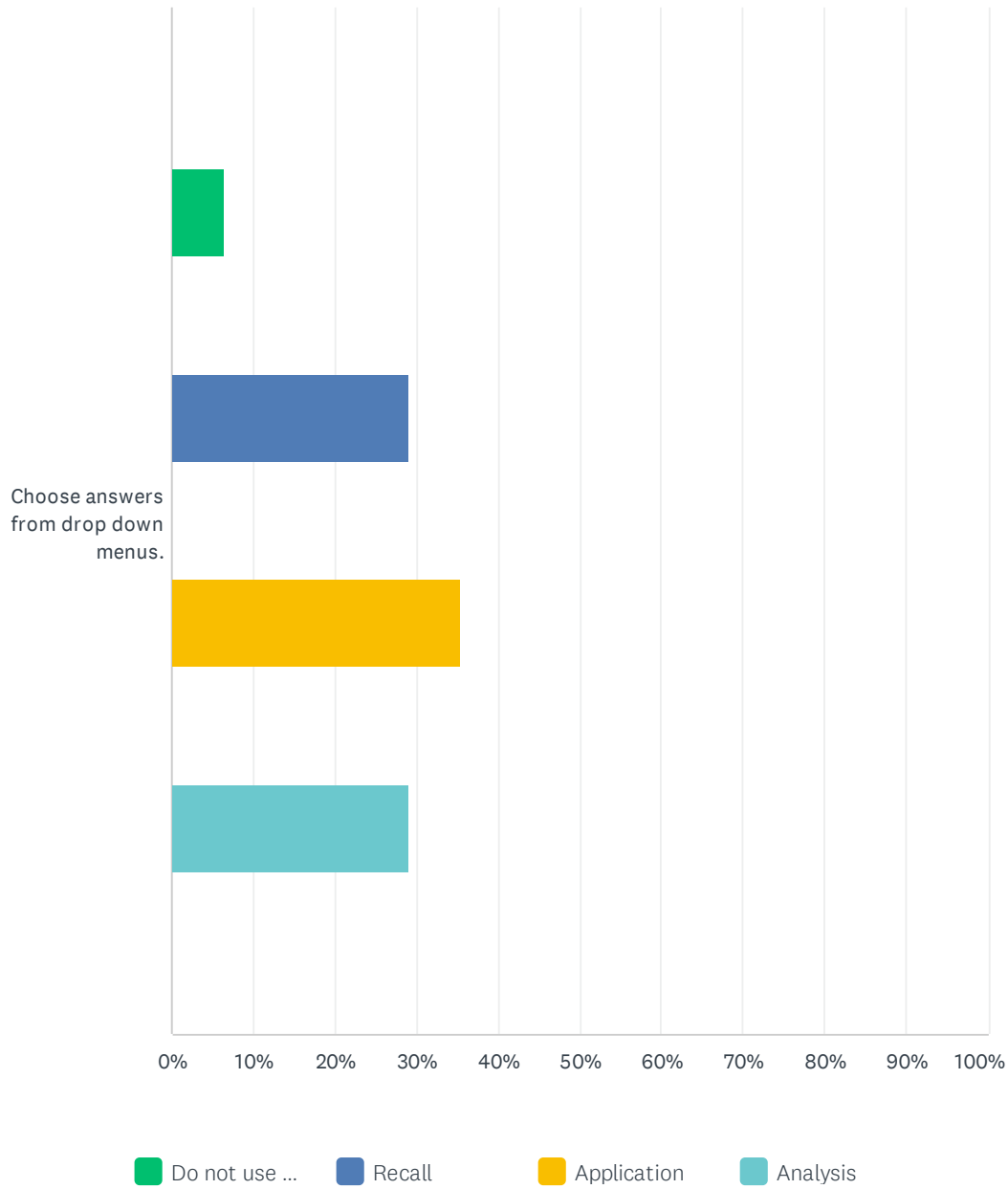
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Importance



Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|------------|------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 6.35% 4 | 85.71% 54 | 6.35% 4 | 0.00% 0 | 1.59% 1 | 63 |

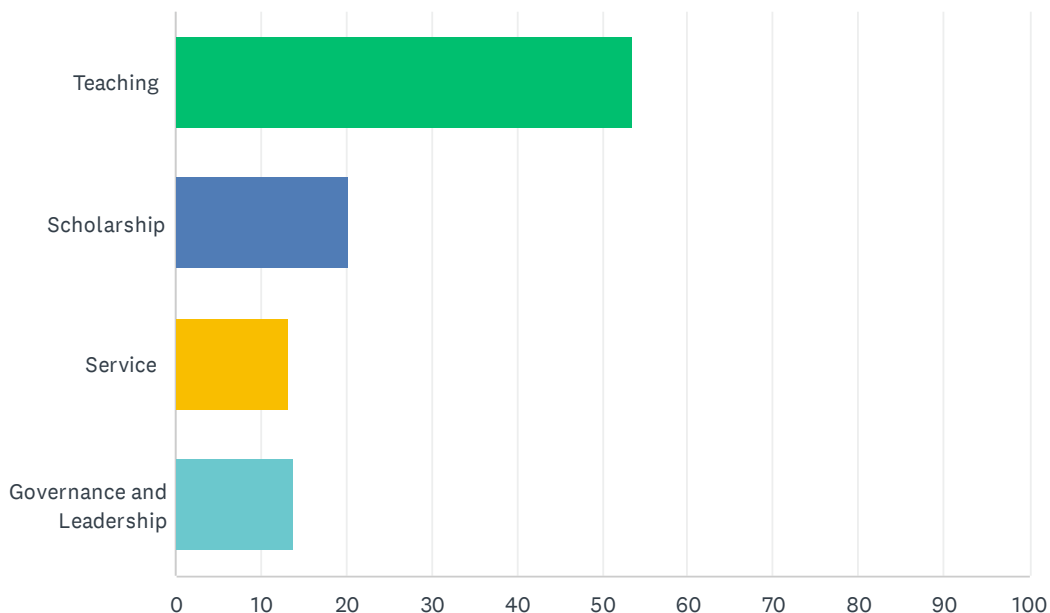
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 25.81% 16 | 58.06% 36 | 16.13% 10 | 62 |

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

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

Answered: 64 Skipped: 121



| 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 | | | |

| # | TEACHING | DATE |
|---|----------|--------------------|
| 1 | 40 | 5/10/2024 5:11 PM |
| 2 | 30 | 5/3/2024 8:47 AM |
| 3 | 50 | 5/2/2024 11:19 AM |
| 4 | 60 | 5/1/2024 8:55 AM |
| 5 | 70 | 4/30/2024 11:35 PM |
| 6 | 40 | 4/30/2024 10:53 PM |
| 7 | 35 | 4/30/2024 10:14 PM |
| 8 | 70 | 4/30/2024 6:21 PM |
| 9 | 50 | 4/30/2024 5:04 PM |

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

| | | |
|----|----|--------------------|
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| 11 | 60 | 4/30/2024 4:31 PM |
| 12 | 50 | 4/30/2024 4:01 PM |
| 13 | 50 | 4/30/2024 3:23 PM |
| 14 | 50 | 4/30/2024 3:15 PM |
| 15 | 50 | 4/30/2024 2:52 PM |
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| 17 | 50 | 4/5/2024 2:54 PM |
| 18 | 45 | 4/2/2024 2:08 PM |
| 19 | 65 | 3/19/2024 1:36 PM |
| 20 | 70 | 3/19/2024 10:01 AM |
| 21 | 35 | 3/18/2024 3:41 PM |
| 22 | 25 | 3/18/2024 9:35 AM |
| 23 | 80 | 3/18/2024 4:06 AM |
| 24 | 50 | 3/17/2024 1:44 PM |
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| 28 | 55 | 3/14/2024 5:55 PM |
| 29 | 50 | 3/14/2024 4:31 PM |
| 30 | 30 | 3/14/2024 4:13 PM |
| 31 | 50 | 3/14/2024 2:41 PM |
| 32 | 60 | 3/14/2024 2:28 PM |
| 33 | 70 | 3/14/2024 2:24 PM |
| 34 | 70 | 3/14/2024 1:46 PM |
| 35 | 50 | 3/14/2024 1:39 PM |
| 36 | 50 | 3/14/2024 1:16 PM |
| 37 | 60 | 3/14/2024 12:59 PM |
| 38 | 60 | 3/14/2024 11:59 AM |
| 39 | 50 | 3/14/2024 11:40 AM |
| 40 | 75 | 3/14/2024 10:49 AM |
| 41 | 55 | 3/14/2024 10:37 AM |
| 42 | 50 | 3/14/2024 10:16 AM |
| 43 | 60 | 3/14/2024 10:14 AM |
| 44 | 80 | 3/14/2024 10:07 AM |
| 45 | 50 | 3/14/2024 10:02 AM |
| 46 | 60 | 3/14/2024 9:58 AM |
| 47 | 50 | 3/14/2024 9:46 AM |

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

| 48 | 70 | 3/11/2024 1:01 PM |
|----|-------------|--------------------|
| 49 | 40 | 3/5/2024 2:18 PM |
| 50 | 70 | 3/4/2024 5:02 PM |
| 51 | 50 | 3/3/2024 11:37 AM |
| 52 | 75 | 3/3/2024 6:49 AM |
| 53 | 25 | 3/1/2024 10:07 AM |
| 54 | 50 | 3/1/2024 9:00 AM |
| 55 | 50 | 2/29/2024 4:22 PM |
| 56 | 50 | 2/29/2024 12:44 PM |
| 57 | 60 | 2/29/2024 10:42 AM |
| 58 | 50 | 2/29/2024 10:23 AM |
| 59 | 70 | 2/29/2024 9:16 AM |
| 60 | 60 | 2/29/2024 9:14 AM |
| 61 | 50 | 2/29/2024 8:47 AM |
| 62 | 50 | 2/29/2024 8:31 AM |
| 63 | 40 | 2/29/2024 8:21 AM |
| 64 | 60 | 2/29/2024 8:16 AM |
| # | SCHOLARSHIP | DATE |
| 1 | 20 | 5/10/2024 5:11 PM |
| 2 | 30 | 5/3/2024 8:47 AM |
| 3 | 30 | 5/2/2024 11:19 AM |
| 4 | 20 | 5/1/2024 8:55 AM |
| 5 | 15 | 4/30/2024 11:35 PM |
| 6 | 30 | 4/30/2024 10:53 PM |
| 7 | 25 | 4/30/2024 10:14 PM |
| 8 | 20 | 4/30/2024 6:21 PM |
| 9 | 30 | 4/30/2024 5:04 PM |
| 10 | 15 | 4/30/2024 4:32 PM |
| 11 | 20 | 4/30/2024 4:31 PM |
| 12 | 15 | 4/30/2024 4:01 PM |
| 13 | 25 | 4/30/2024 3:23 PM |
| 14 | 25 | 4/30/2024 3:15 PM |
| 15 | 30 | 4/30/2024 2:52 PM |
| 16 | 20 | 4/30/2024 2:44 PM |
| 17 | 30 | 4/5/2024 2:54 PM |
| 18 | 20 | 4/2/2024 2:08 PM |
| 19 | 15 | 3/19/2024 1:36 PM |
| 20 | 5 | 3/19/2024 10:01 AM |

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

| | | |
|----|----|--------------------|
| 21 | 25 | 3/18/2024 3:41 PM |
| 22 | 25 | 3/18/2024 9:35 AM |
| 23 | 10 | 3/18/2024 4:06 AM |
| 24 | 20 | 3/17/2024 1:44 PM |
| 25 | 30 | 3/15/2024 5:43 PM |
| 26 | 40 | 3/15/2024 10:41 AM |
| 27 | 20 | 3/14/2024 6:17 PM |
| 28 | 15 | 3/14/2024 5:55 PM |
| 29 | 20 | 3/14/2024 4:31 PM |
| 30 | 25 | 3/14/2024 4:13 PM |
| 31 | 20 | 3/14/2024 2:41 PM |
| 32 | 20 | 3/14/2024 2:28 PM |
| 33 | 10 | 3/14/2024 2:24 PM |
| 34 | 10 | 3/14/2024 1:46 PM |
| 35 | 30 | 3/14/2024 1:39 PM |
| 36 | 15 | 3/14/2024 1:16 PM |
| 37 | 20 | 3/14/2024 12:59 PM |
| 38 | 10 | 3/14/2024 11:59 AM |
| 39 | 25 | 3/14/2024 11:40 AM |
| 40 | 10 | 3/14/2024 10:49 AM |
| 41 | 10 | 3/14/2024 10:37 AM |
| 42 | 15 | 3/14/2024 10:16 AM |
| 43 | 20 | 3/14/2024 10:14 AM |
| 44 | 10 | 3/14/2024 9:58 AM |
| 45 | 20 | 3/14/2024 9:46 AM |
| 46 | 10 | 3/11/2024 1:01 PM |
| 47 | 20 | 3/5/2024 2:18 PM |
| 48 | 15 | 3/4/2024 5:02 PM |
| 49 | 15 | 3/3/2024 11:37 AM |
| 50 | 10 | 3/3/2024 6:49 AM |
| 51 | 25 | 3/1/2024 10:07 AM |
| 52 | 10 | 3/1/2024 9:00 AM |
| 53 | 20 | 2/29/2024 4:22 PM |
| 54 | 20 | 2/29/2024 12:44 PM |
| 55 | 25 | 2/29/2024 10:42 AM |
| 56 | 40 | 2/29/2024 10:23 AM |
| 57 | 20 | 2/29/2024 9:16 AM |
| 58 | 20 | 2/29/2024 9:14 AM |

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

| 59 | 20 | 2/29/2024 8:47 AM |
|----|---------|--------------------|
| 60 | 20 | 2/29/2024 8:31 AM |
| 61 | 30 | 2/29/2024 8:21 AM |
| 62 | 20 | 2/29/2024 8:16 AM |
| # | SERVICE | 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 | 10 | 4/30/2024 11:35 PM |
| 6 | 10 | 4/30/2024 10:53 PM |
| 7 | 20 | 4/30/2024 10:14 PM |
| 8 | 10 | 4/30/2024 6:21 PM |
| 9 | 5 | 4/30/2024 5:04 PM |
| 10 | 15 | 4/30/2024 4:32 PM |
| 11 | 10 | 4/30/2024 4:31 PM |
| 12 | 25 | 4/30/2024 4:01 PM |
| 13 | 15 | 4/30/2024 3:23 PM |
| 14 | 10 | 4/30/2024 3:15 PM |
| 15 | 15 | 4/30/2024 2:52 PM |
| 16 | 10 | 4/30/2024 2:44 PM |
| 17 | 10 | 4/5/2024 2:54 PM |
| 18 | 20 | 4/2/2024 2:08 PM |
| 19 | 10 | 3/19/2024 1:36 PM |
| 20 | 20 | 3/19/2024 10:01 AM |
| 21 | 20 | 3/18/2024 3:41 PM |
| 22 | 10 | 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 | 20 | 3/14/2024 6:17 PM |
| 28 | 15 | 3/14/2024 5:55 PM |
| 29 | 15 | 3/14/2024 4:31 PM |
| 30 | 25 | 3/14/2024 4:13 PM |
| 31 | 15 | 3/14/2024 2:41 PM |
| 32 | 5 | 3/14/2024 2:28 PM |
| 33 | 10 | 3/14/2024 2:24 PM |

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

| | | |
|----------|----------------------------------|--------------------|
| 34 | 10 | 3/14/2024 1:46 PM |
| 35 | 10 | 3/14/2024 1:39 PM |
| 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 |
| 7 | 20 | 4/30/2024 10:14 PM |

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

| | | |
|----|----|--------------------|
| 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 |

Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

| | | |
|----|----|--------------------|
| 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

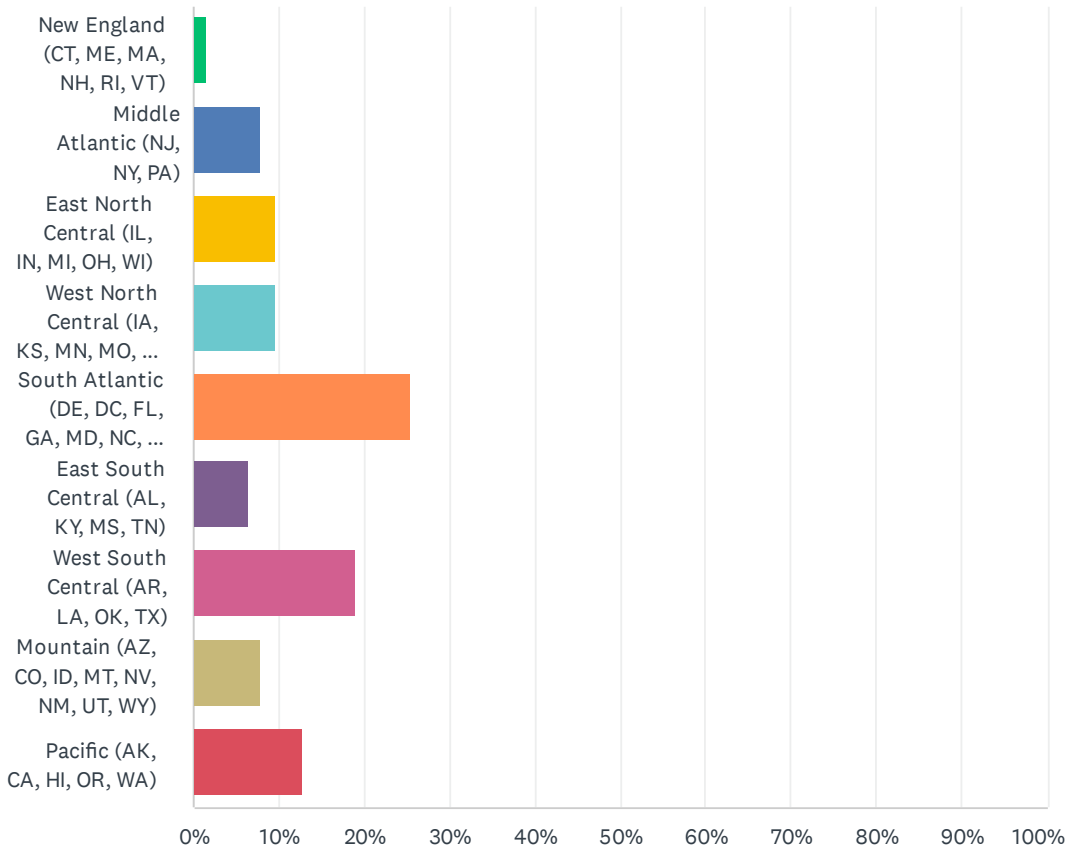
| # | RESPONSES | DATE |
|----|--|--------------------|
| 1 | Montana | 5/10/2024 5:11 PM |
| 2 | DC | 5/3/2024 8:47 AM |
| 3 | IL | 5/2/2024 11:19 AM |
| 4 | TX | 5/1/2024 8:55 AM |
| 5 | Pennsylvania | 4/30/2024 10:53 PM |
| 6 | TX | 4/30/2024 6:21 PM |
| 7 | Texas | 4/30/2024 5:04 PM |
| 8 | TX | 4/30/2024 4:32 PM |
| 9 | Georgia | 4/30/2024 4:31 PM |
| 10 | California | 4/30/2024 4:02 PM |
| 11 | OH | 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 more than 2 years in a past position as 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 | CO | 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 | Tx | 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:

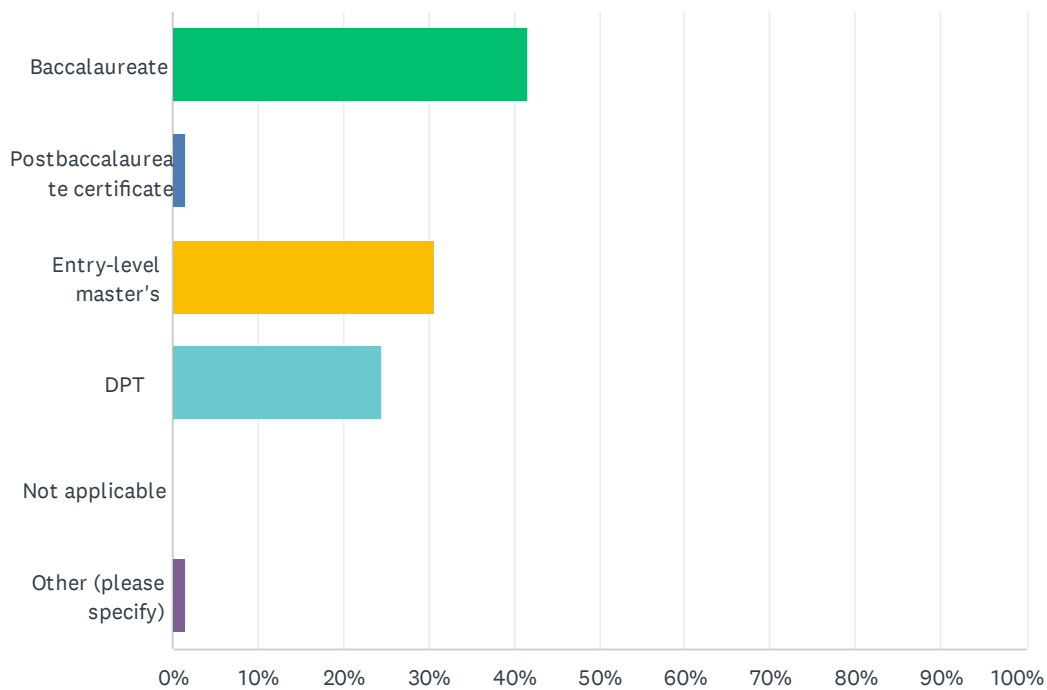
Answered: 63 Skipped: 122



| 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?

Answered: 65 Skipped: 120

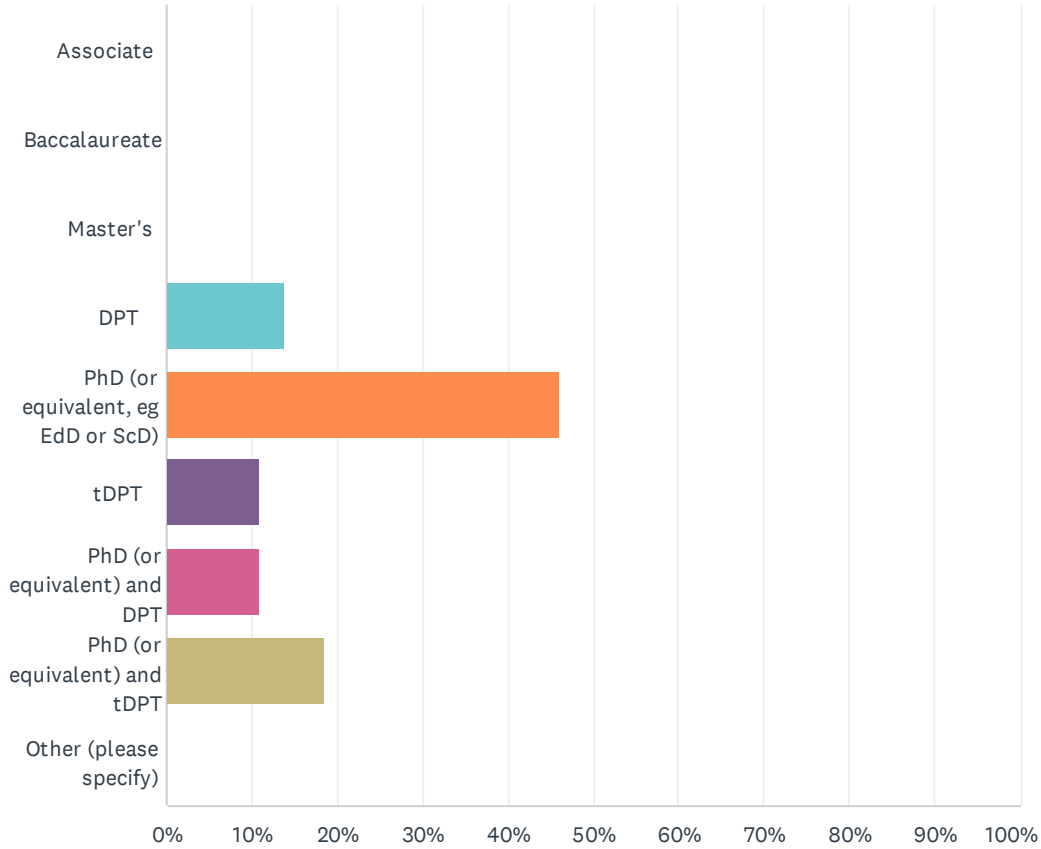


| ANSWER CHOICES | RESPONSES | |
|-------------------------------|-----------|-----------|
| Baccalaureate | 41.54% | 27 |
| Postbaccalaureate certificate | 1.54% | 1 |
| Entry-level master's | 30.77% | 20 |
| DPT | 24.62% | 16 |
| Not applicable | 0.00% | 0 |
| Other (please specify) | 1.54% | 1 |
|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

Answered: 65 Skipped: 120



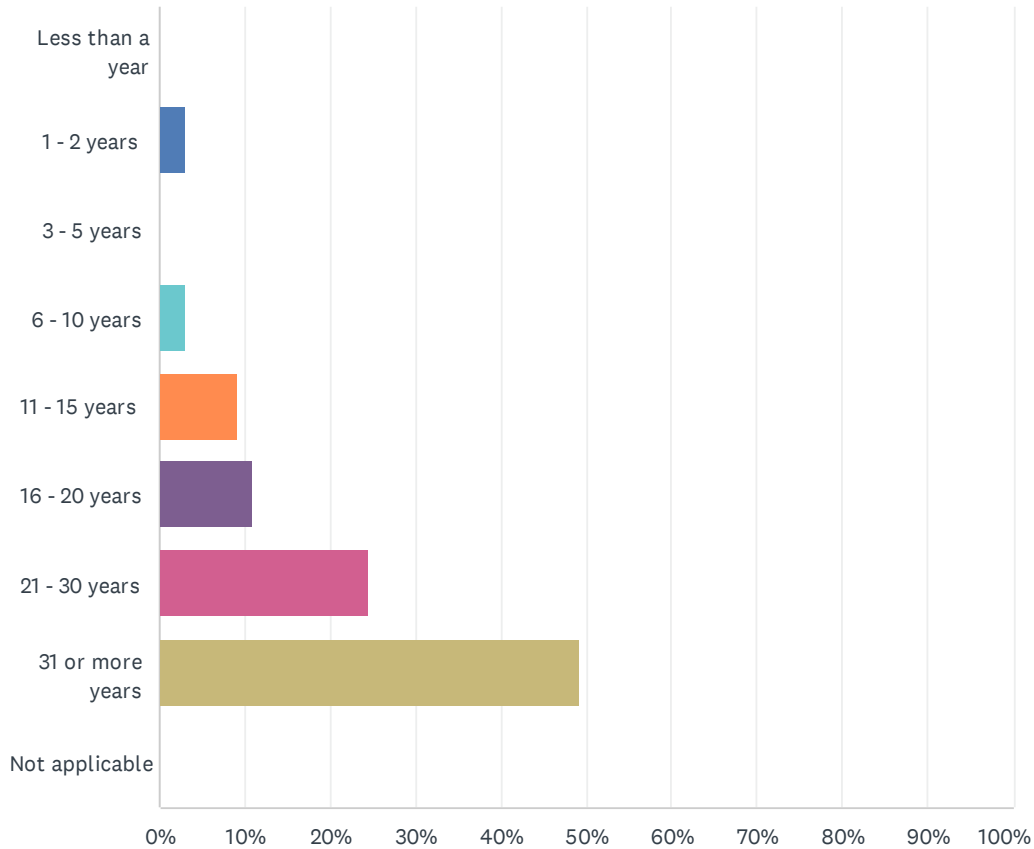
| ANSWER CHOICES | RESPONSES |
|------------------------------------|-----------|
| Associate | 0.00% 0 |
| Baccalaureate | 0.00% 0 |
| Master's | 0.00% 0 |
| DPT | 13.85% 9 |
| PhD (or equivalent, eg EdD or ScD) | 46.15% 30 |
| tDPT | 10.77% 7 |
| PhD (or equivalent) and DPT | 10.77% 7 |
| PhD (or equivalent)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

| # | OTHER (PLEASE SPECIFY) | DATE |
|---|------------------------|------|
|---|------------------------|------|

There are no responses.

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

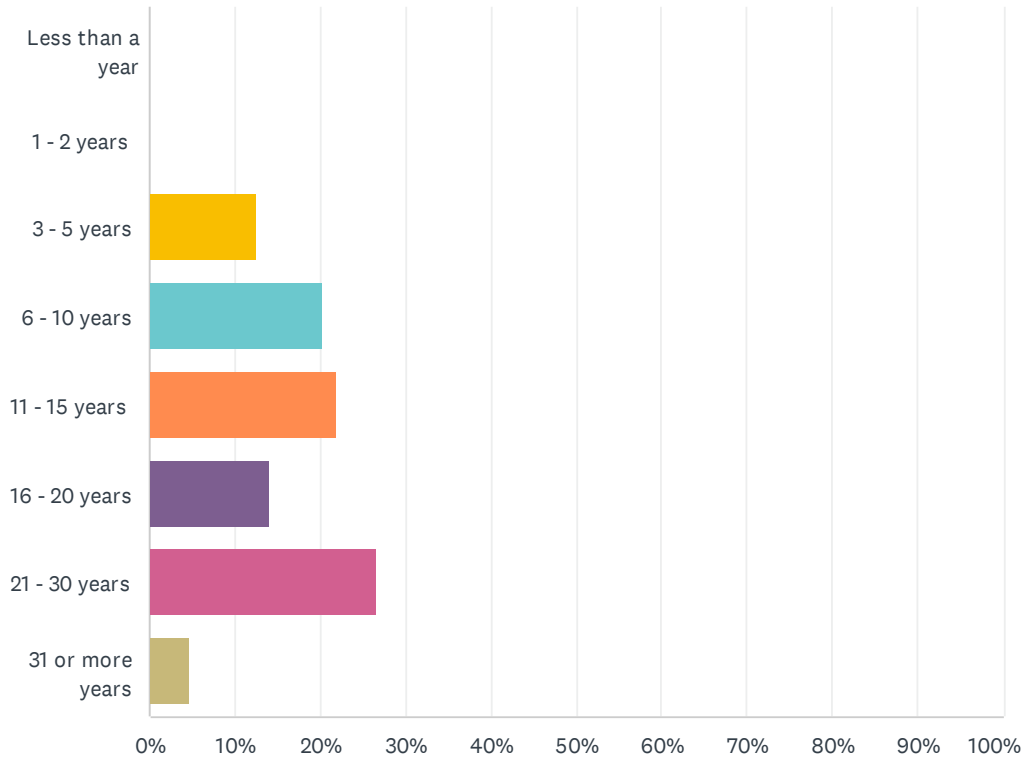
Answered: 65 Skipped: 120



| 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?

Answered: 64 Skipped: 121



| 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

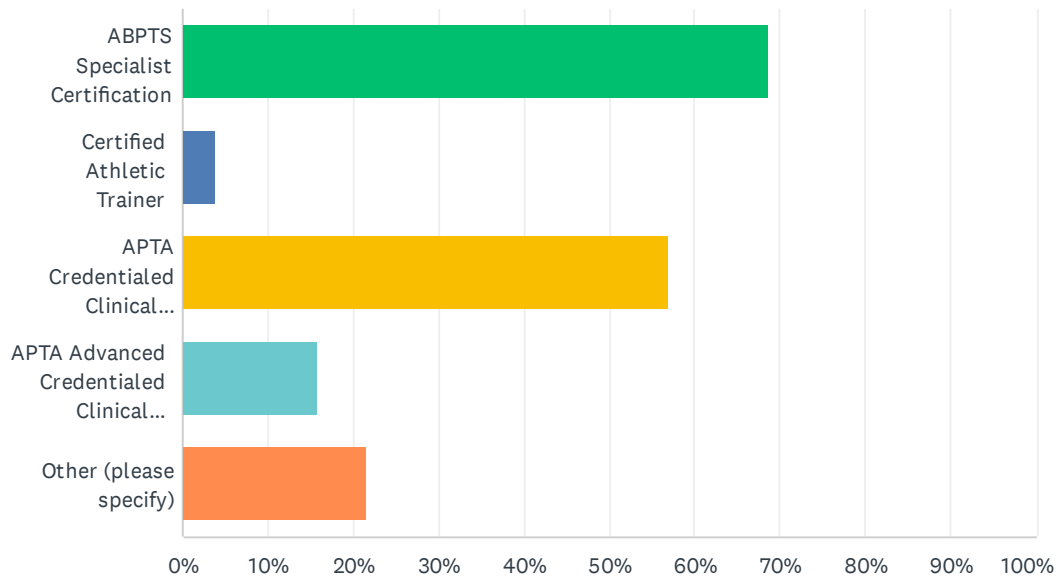
| # | RESPONSES | DATE |
|----|-----------|--------------------|
| 1 | 7 years | 5/10/2024 5:12 PM |
| 2 | 4 | 5/3/2024 8:48 AM |
| 3 | 25 | 5/2/2024 11:21 AM |
| 4 | 15 | 5/1/2024 8:56 AM |
| 5 | 2 | 4/30/2024 11:36 PM |
| 6 | 4 years | 4/30/2024 10:54 PM |
| 7 | 20 | 4/30/2024 10:16 PM |
| 8 | 3 years | 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?

Answered: 51 Skipped: 134

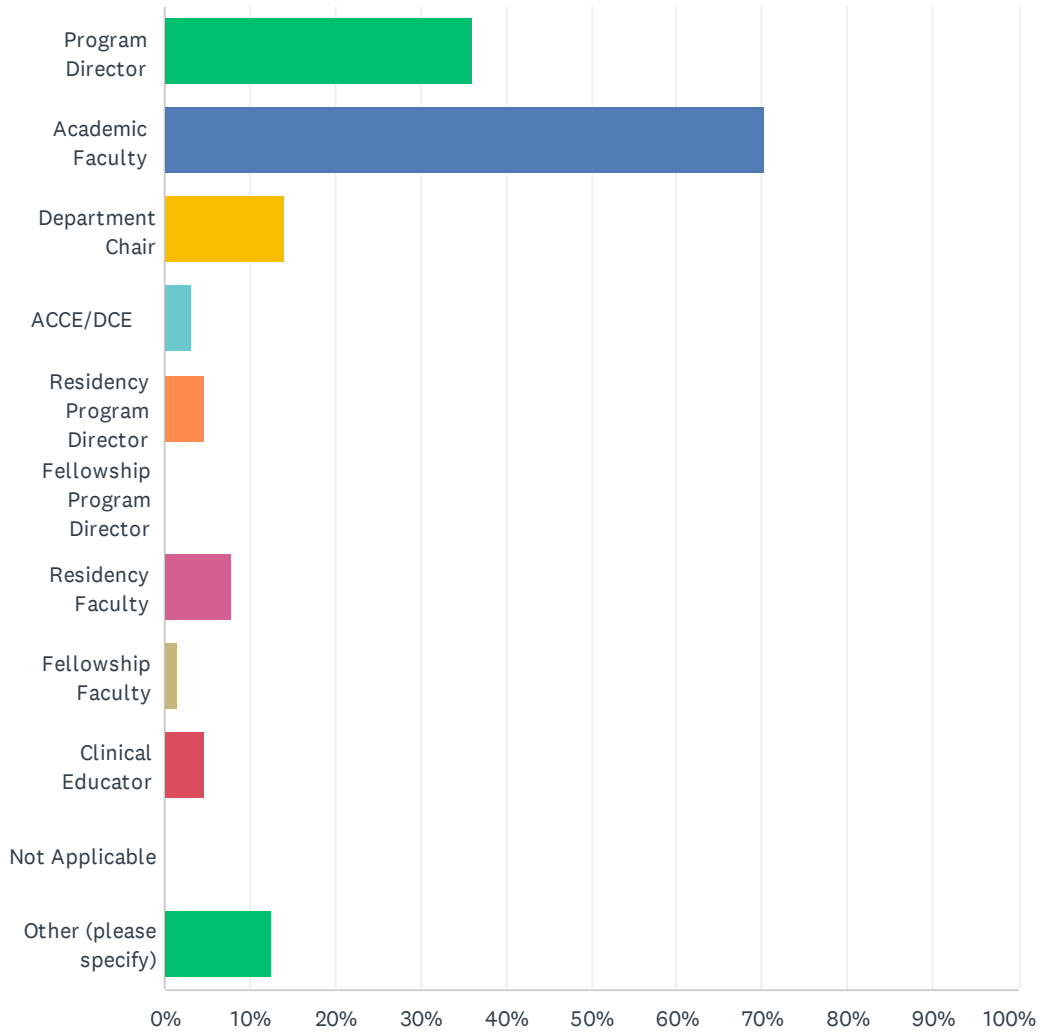


| ANSWER CHOICES | RESPONSES |
|--|-----------|
| ABPTS Specialist Certification | 68.63% 35 |
| Certified Athletic Trainer | 3.92% 2 |
| APTA Credentialed Clinical Instructor (Level 1) | 56.86% 29 |
| APTA Advanced Credentialed Clinical Instructor (Level 2) | 15.69% 8 |
| Other (please specify) | 21.57% 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 certicator | 3/14/2024 10:00 AM |

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

Answered: 64 Skipped: 121



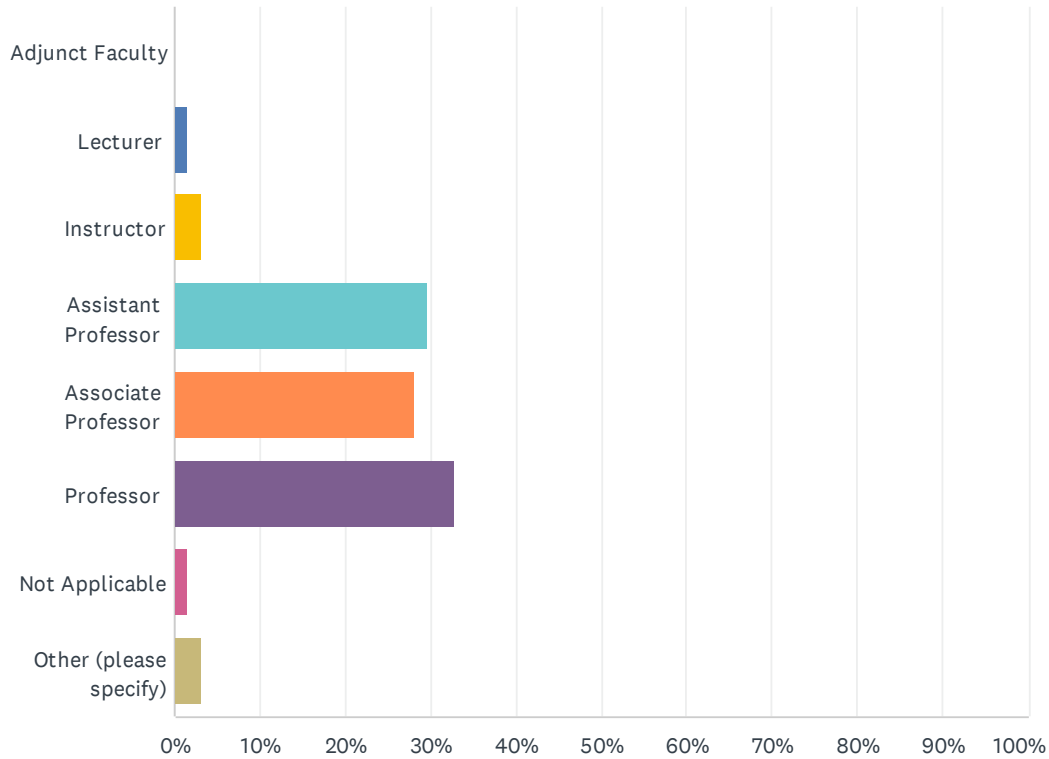
Faculty Residency Revalidation Practice Analysis Survey 2024 (Section 1)

| 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)

Answered: 64 Skipped: 121

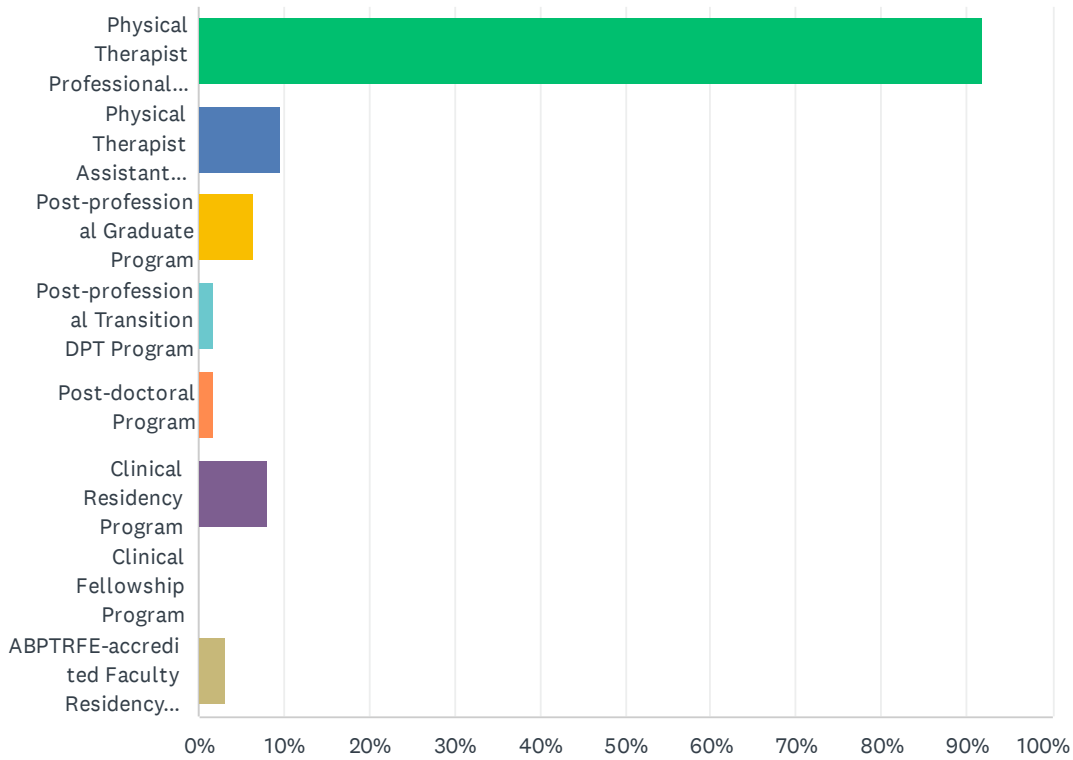


| ANSWER CHOICES | RESPONSES | |
|------------------------|-----------|-----------|
| Adjunct Faculty | 0.00% | 0 |
| Lecturer | 1.56% | 1 |
| Instructor | 3.13% | 2 |
| Assistant Professor | 29.69% | 19 |
| Associate Professor | 28.13% | 18 |
| Professor | 32.81% | 21 |
| Not Applicable | 1.56% | 1 |
| 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)

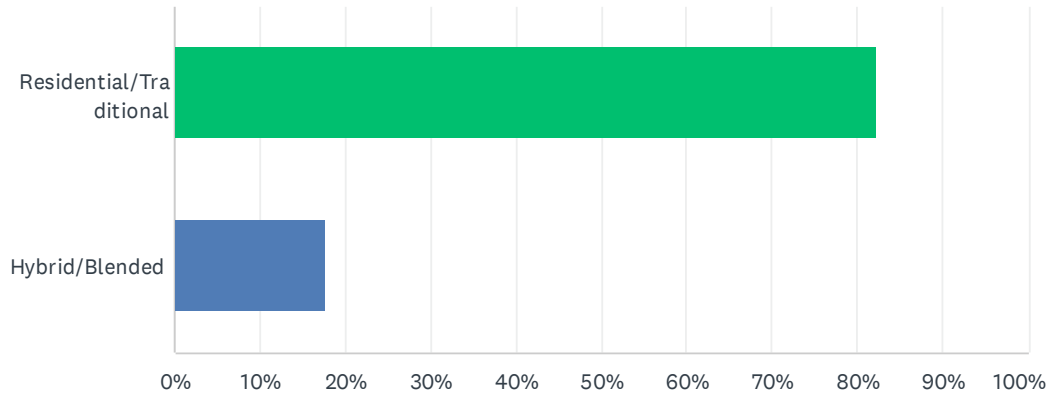
Answered: 62 Skipped: 123



| 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?

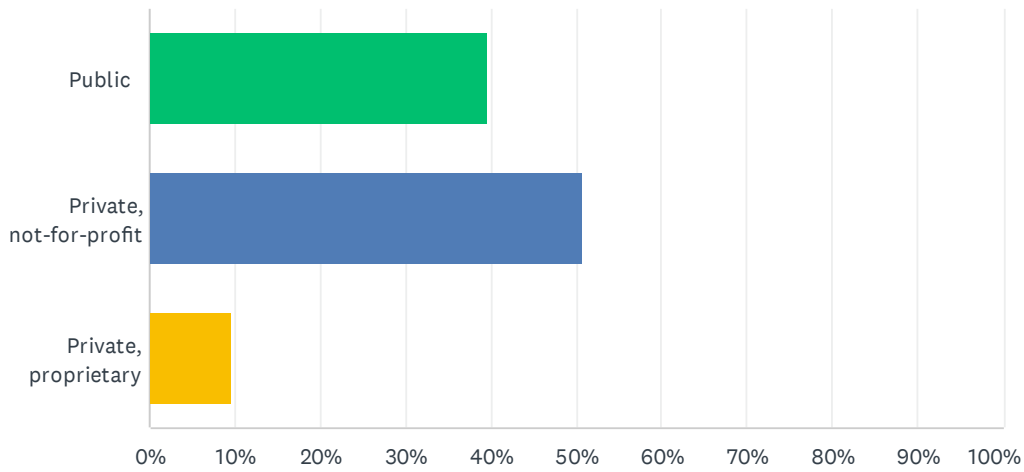
Answered: 62 Skipped: 123



| 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?

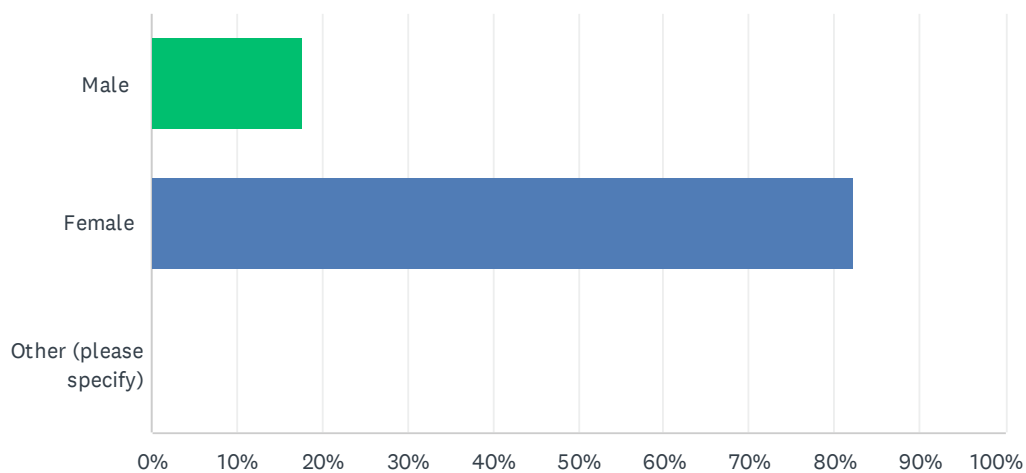
Answered: 63 Skipped: 122



| 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?

Answered: 62 Skipped: 123

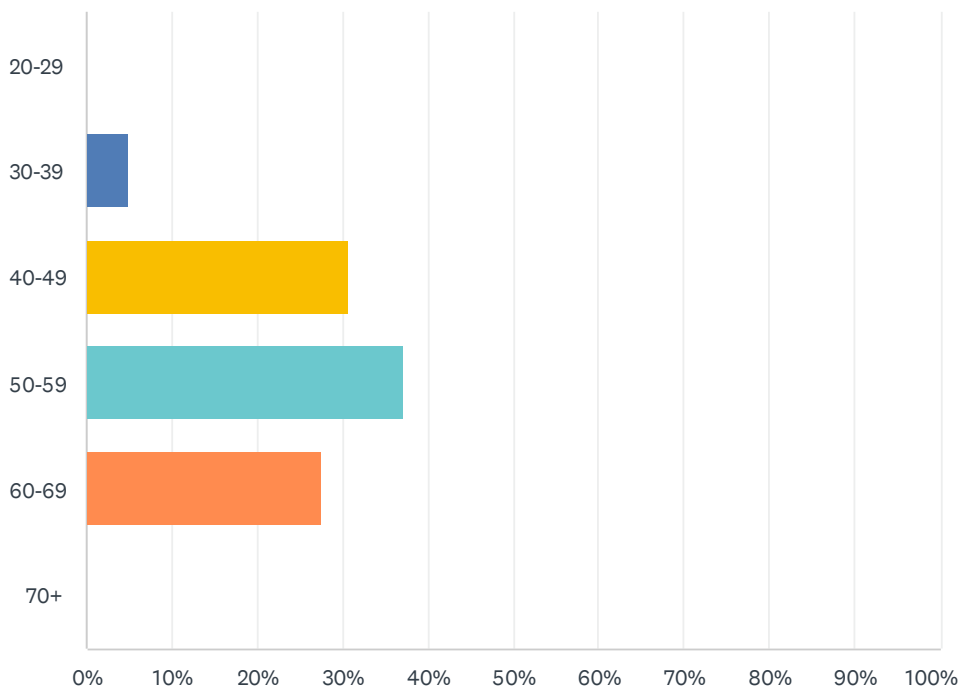


| ANSWER CHOICES | RESPONSES | |
|------------------------|-----------|-----------|
| Male | 17.74% | 11 |
| Female | 82.26% | 51 |
| Other (please specify) | 0.00% | 0 |
| TOTAL | | 62 |

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

Q52 7.13 What is your age?

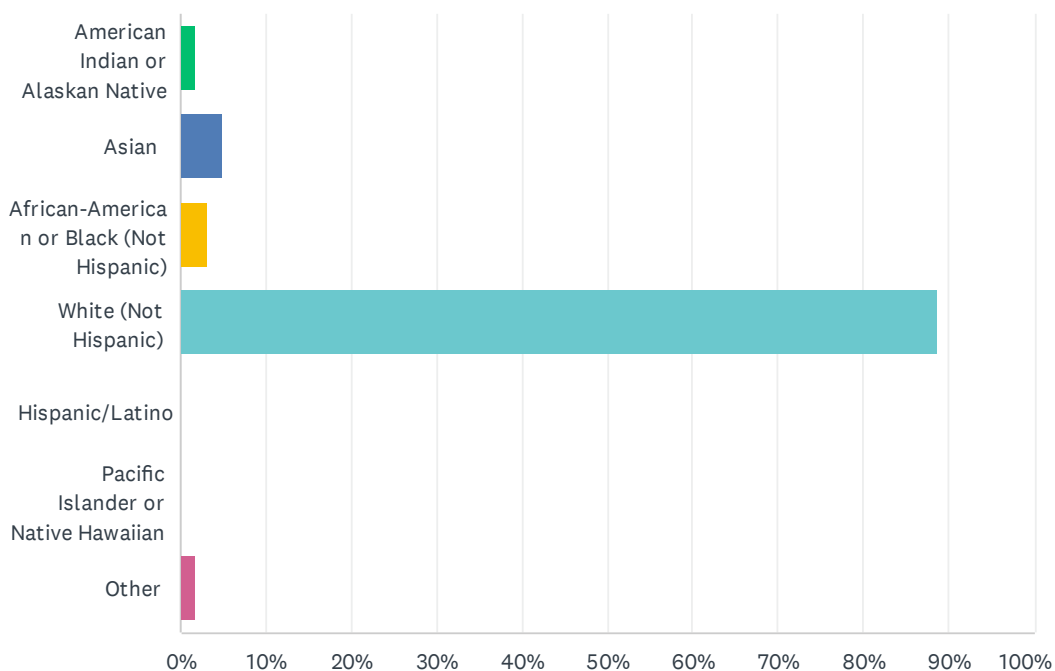
Answered: 62 Skipped: 123



| 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?

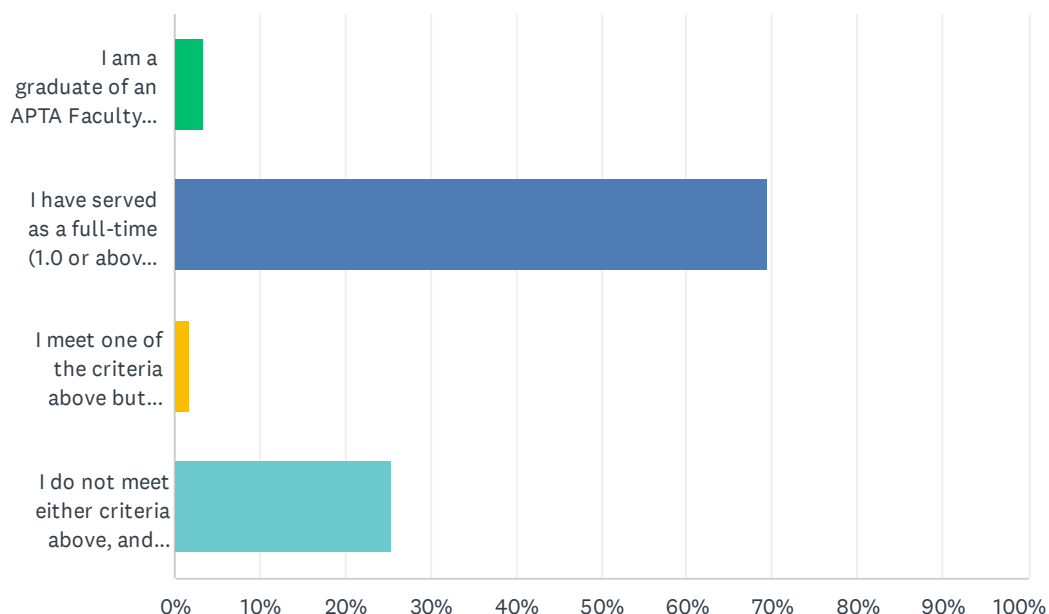
Answered: 62 Skipped: 123



| 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:

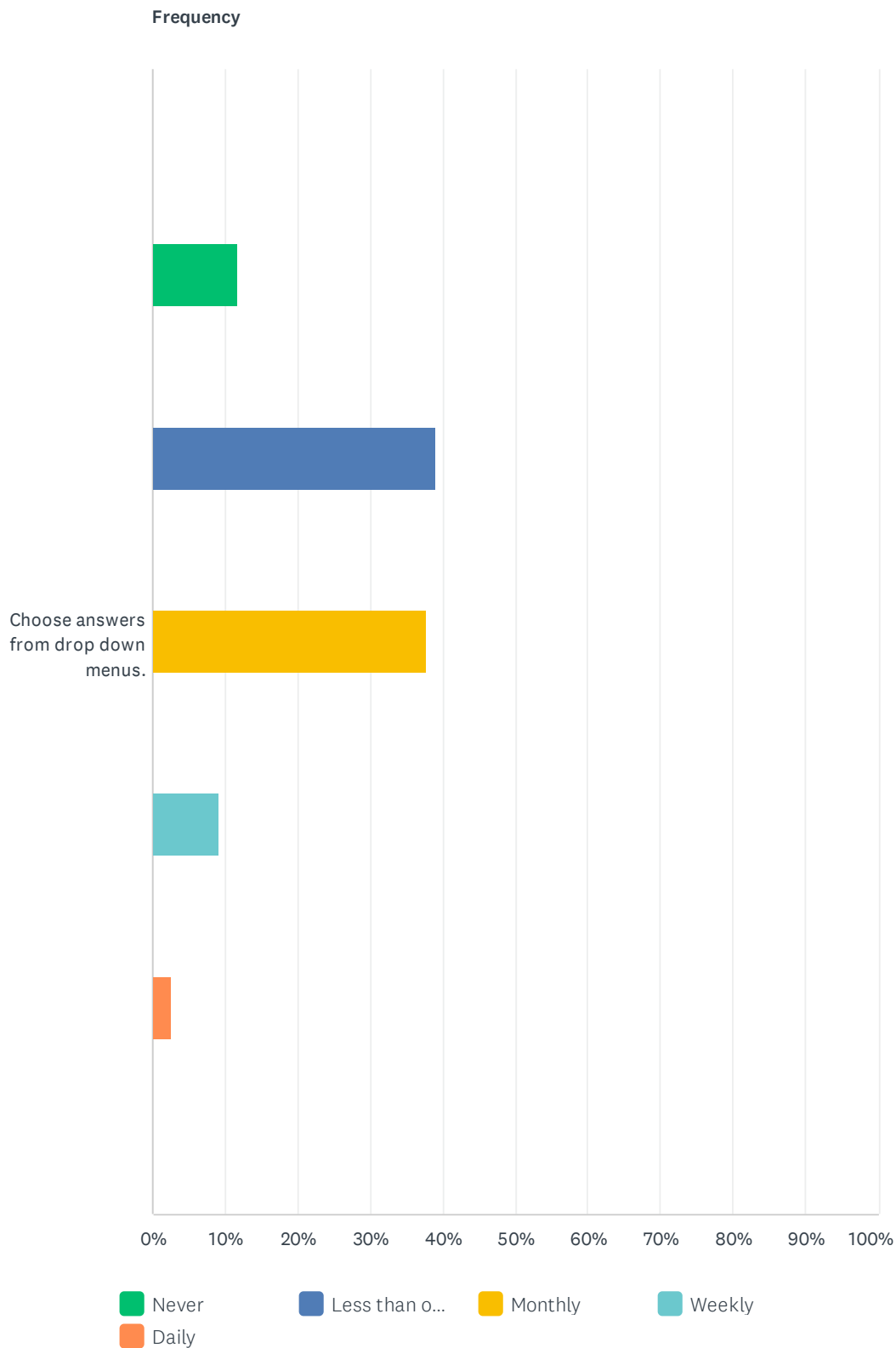
Answered: 174 Skipped: 0



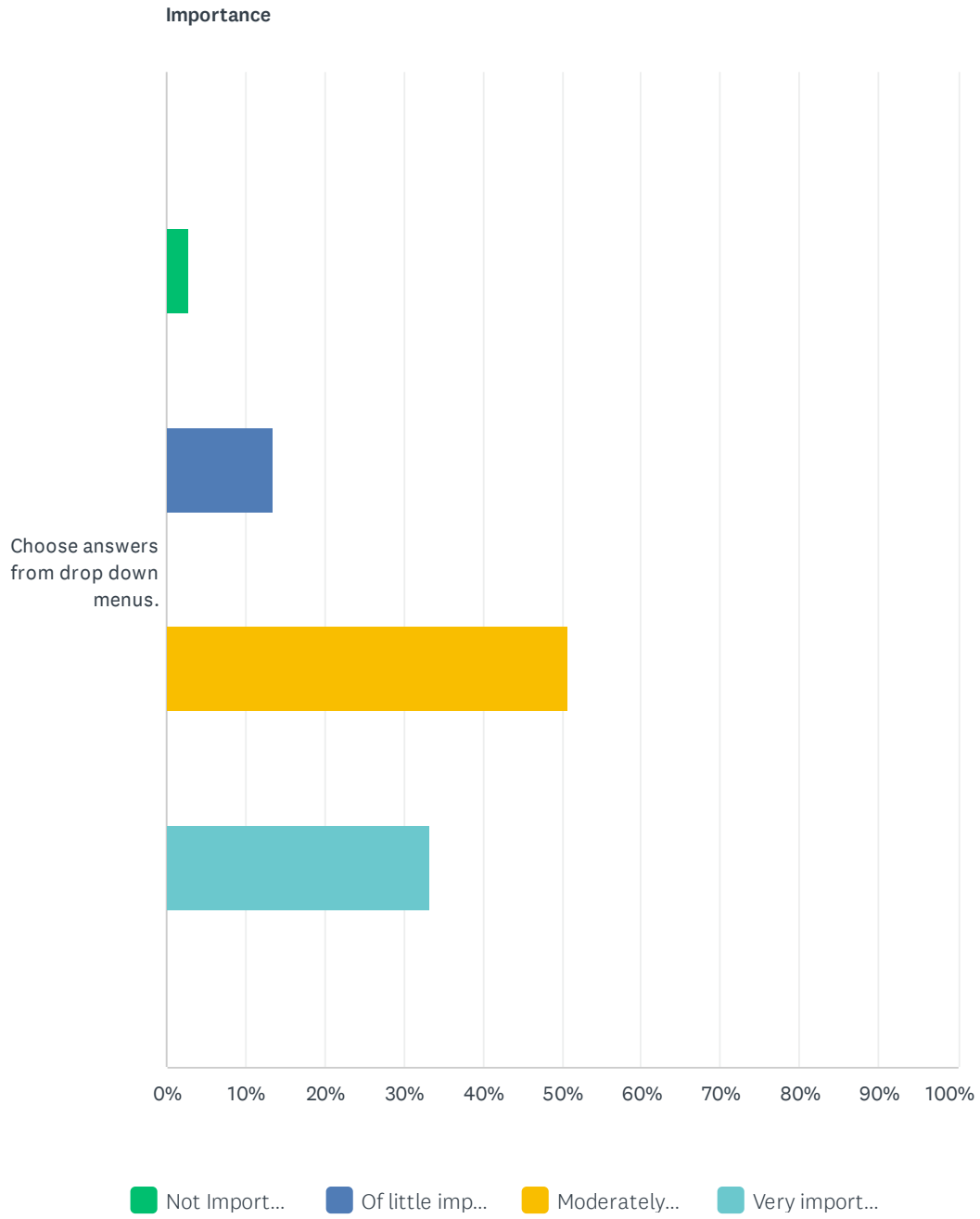
| ANSWER CHOICES | RESPONSES | |
|--|-----------|------------|
| I am a graduate of an APTA Faculty Residency and have served on faculty in a physical therapy program within the last two years at any faculty rank, full-time (1.0 or above FTE). | 3.45% | 6 |
| I have served as a full-time (1.0 or above 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

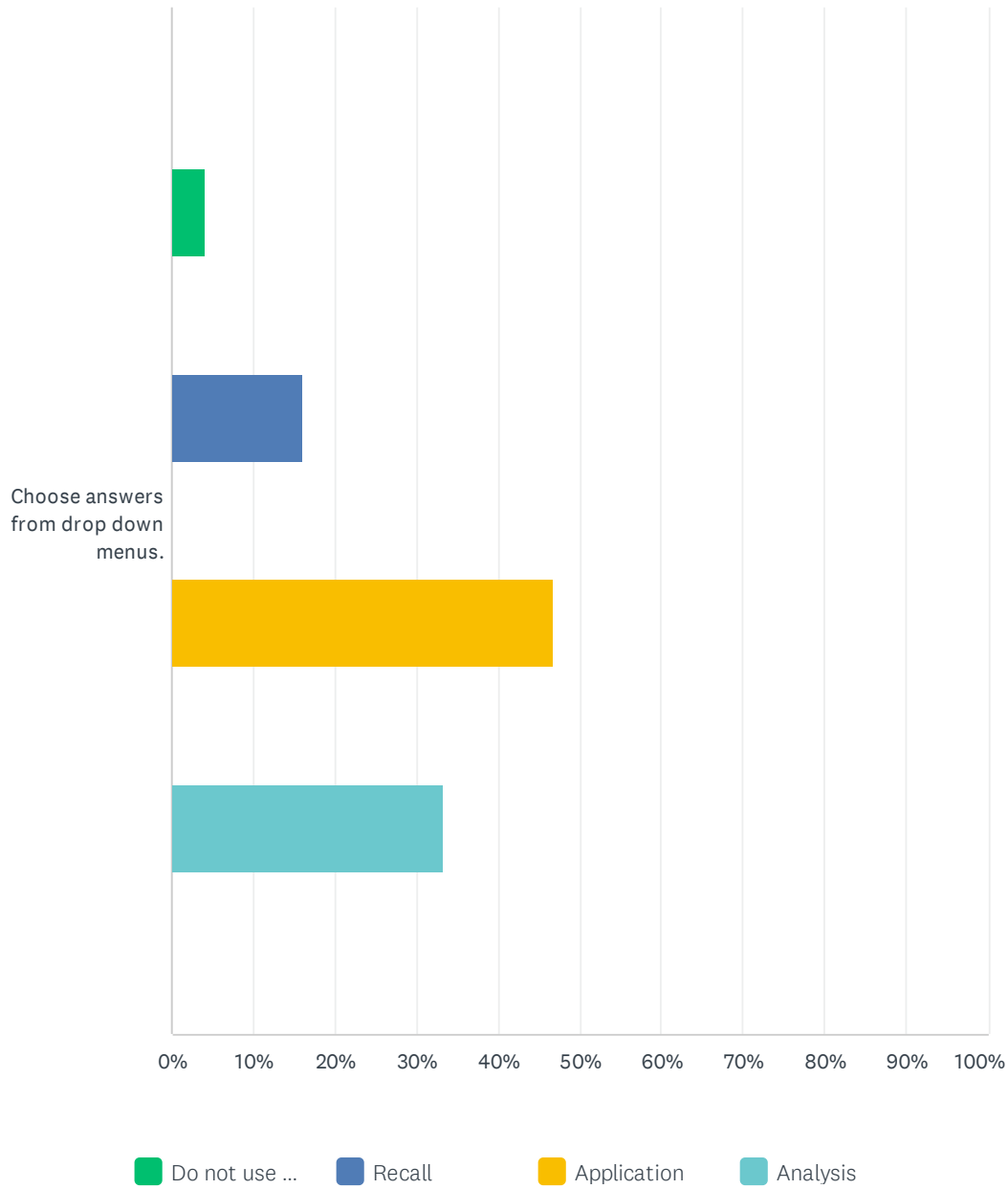


Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|-------------|------------------------|--------------|------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 11.69% 9 | 38.96% 30 | 37.66% 29 | 9.09% 7 | 2.60% 2 | 77 |

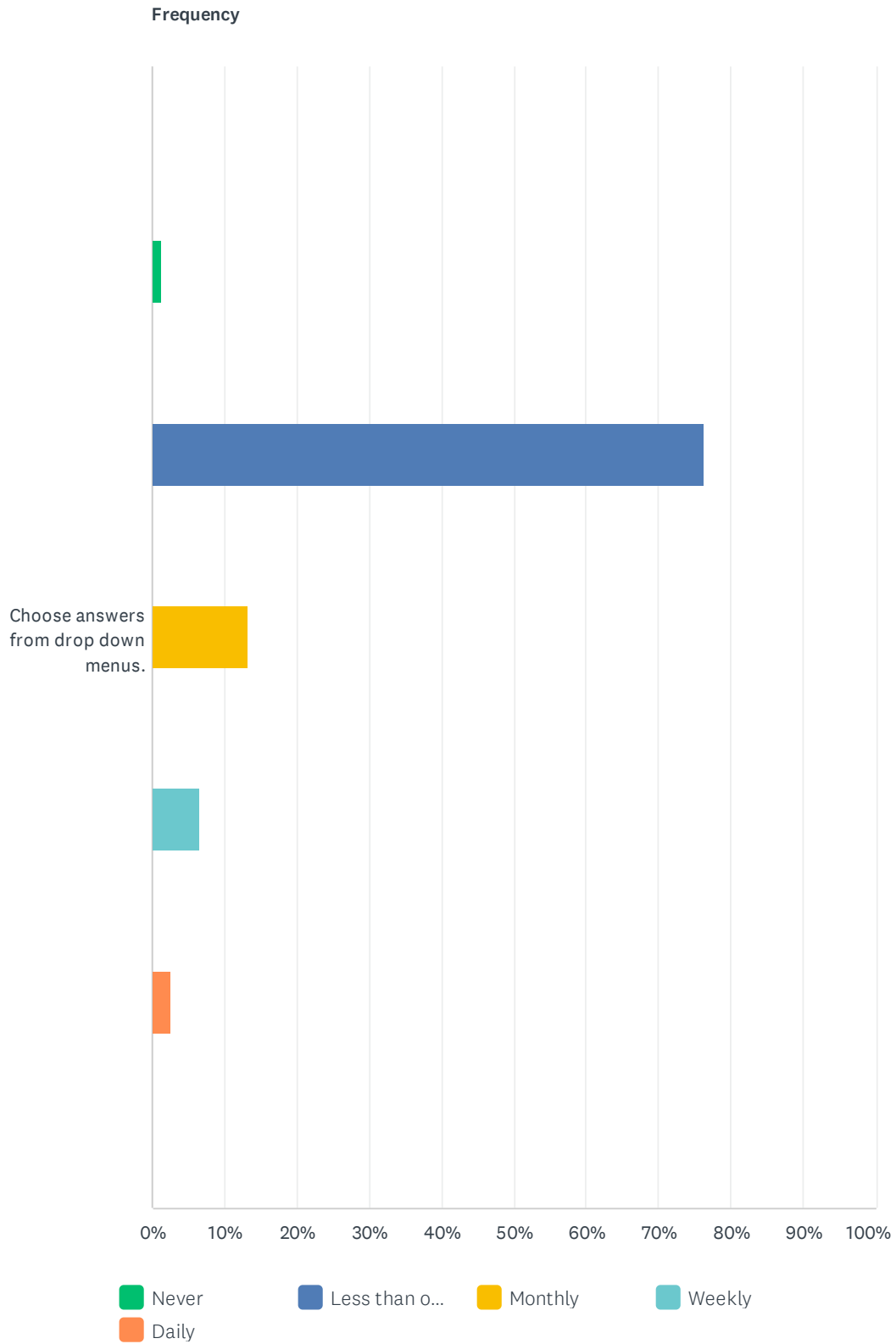
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 2.67% 2 | 13.33% 10 | 50.67% 38 | 33.33% 25 | 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. | 4.00% 3 | 16.00% 12 | 46.67% 35 | 33.33% 25 | 75 |

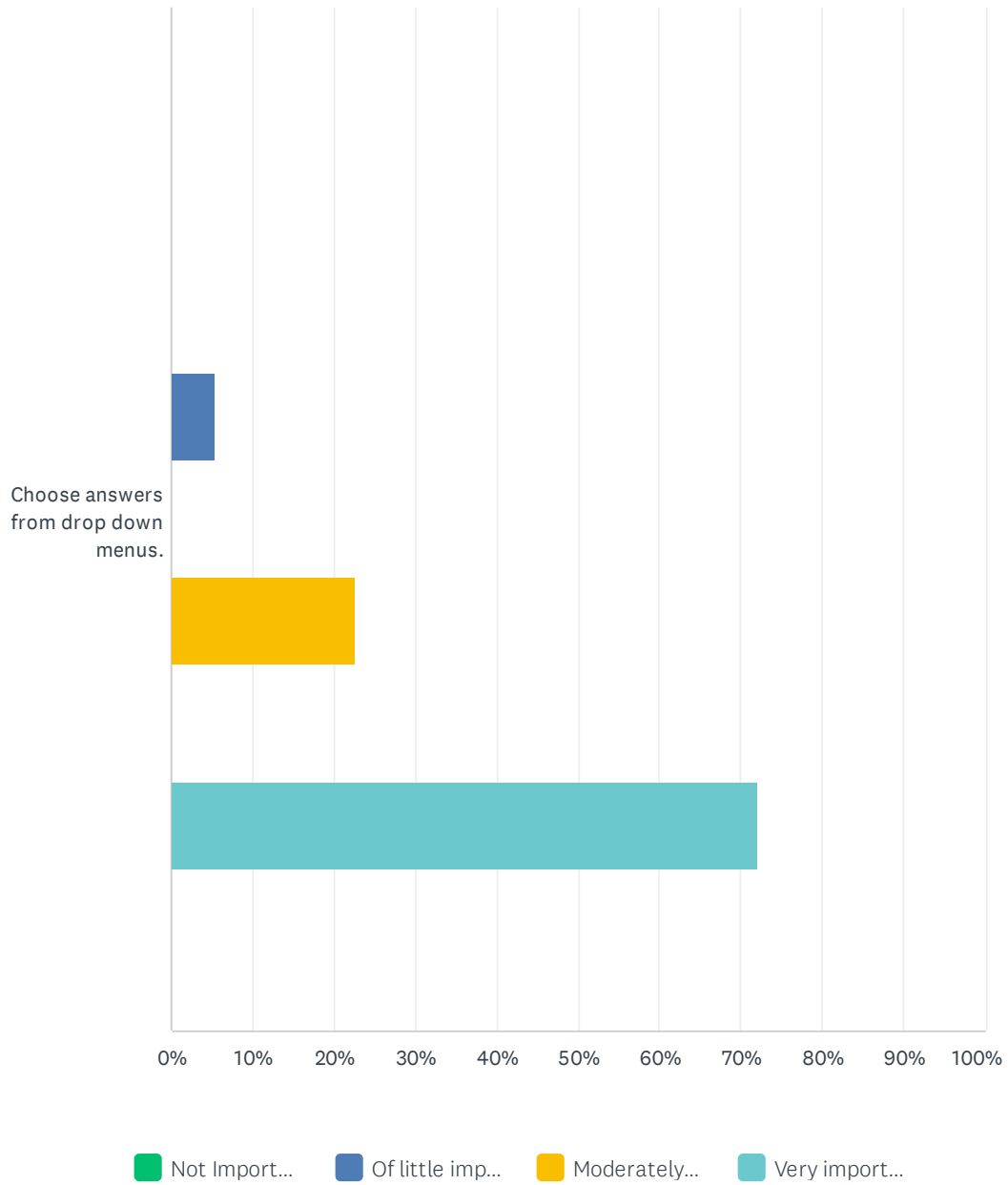
Q3 2.2.1 CITI training.

Answered: 76 Skipped: 98



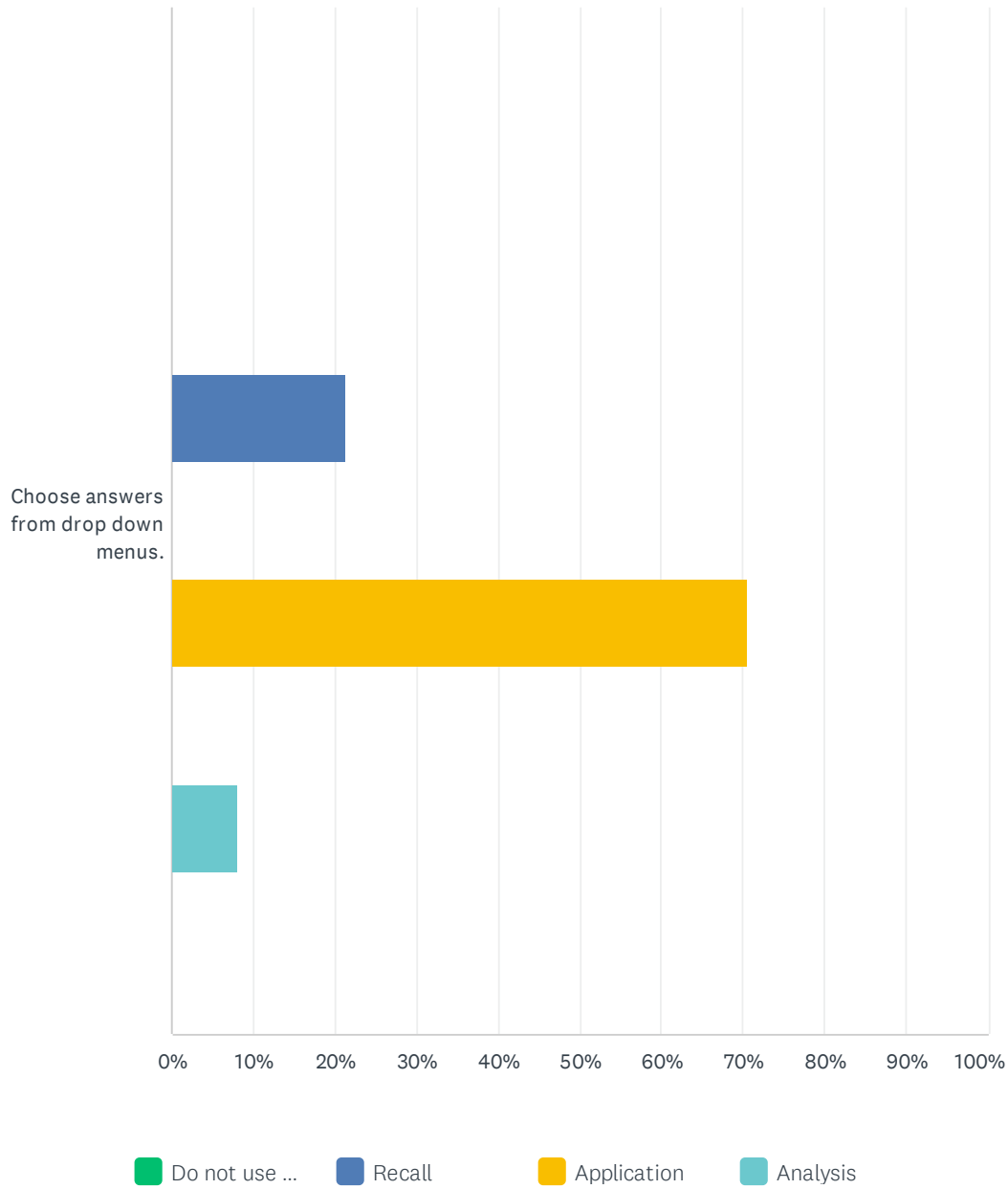
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Importance



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 1.32% 1 | 76.32% 58 | 13.16% 10 | 6.58% 5 | 2.63% 2 | 76 |

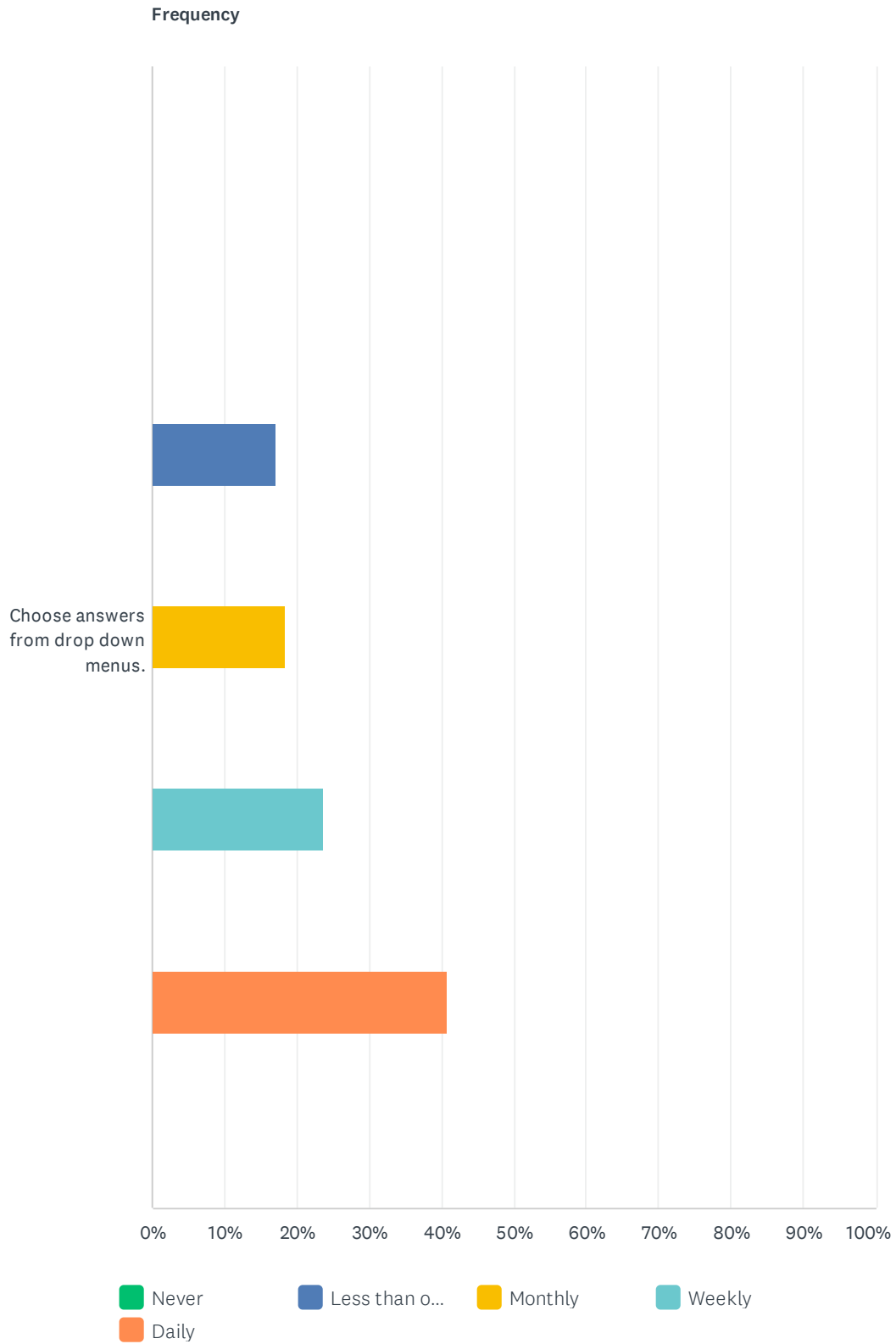
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 5.33% 4 | 22.67% 17 | 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% | 21.33% | 70.67% | 8.00% | |
| | 0 | 16 | 53 | 6 | 75 |

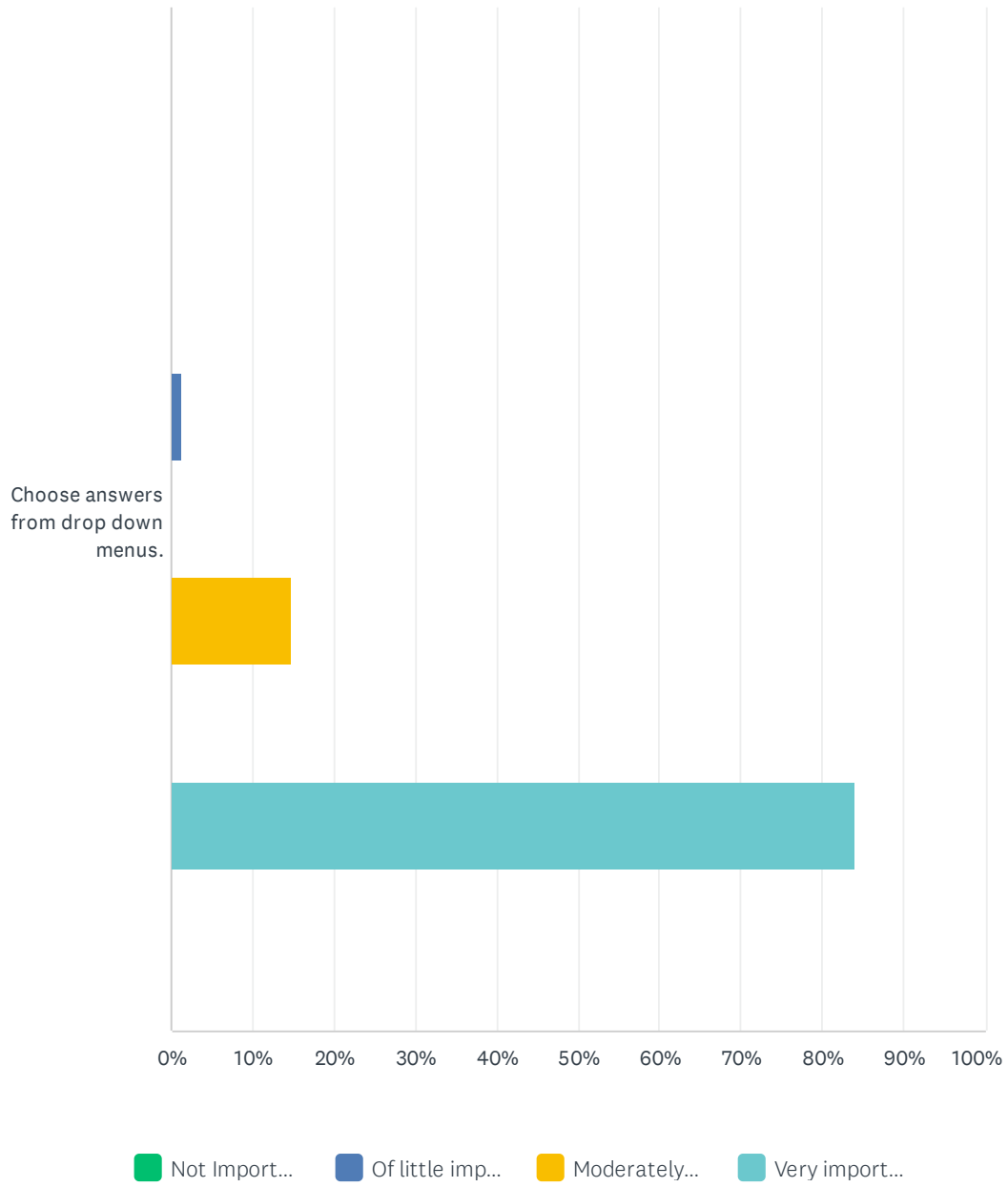
Q4 2.2.2 Ethics.

Answered: 76 Skipped: 98



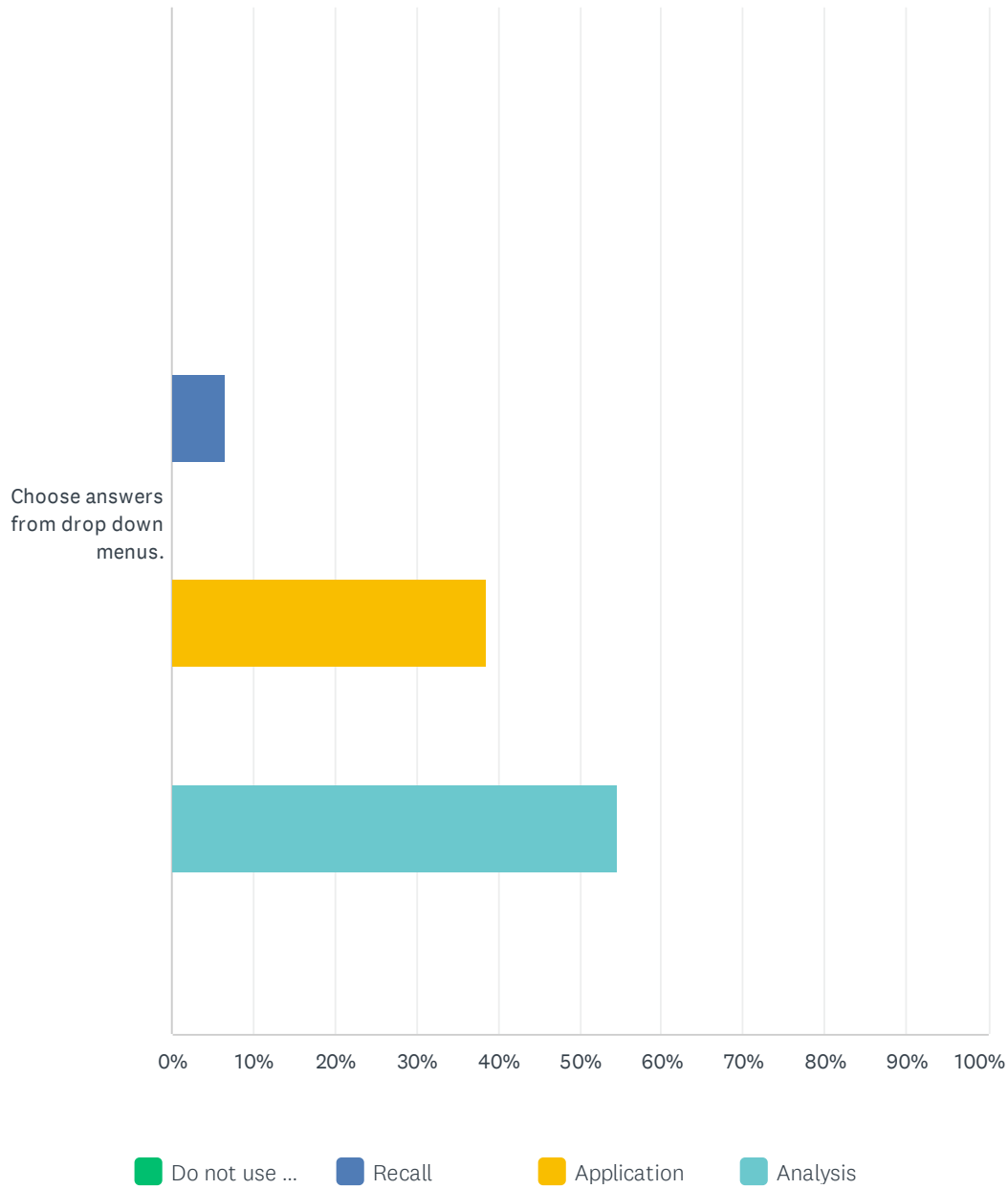
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Importance



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|--------------|--------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 17.11% 13 | 18.42% 14 | 23.68% 18 | 40.79% 31 | 76 |

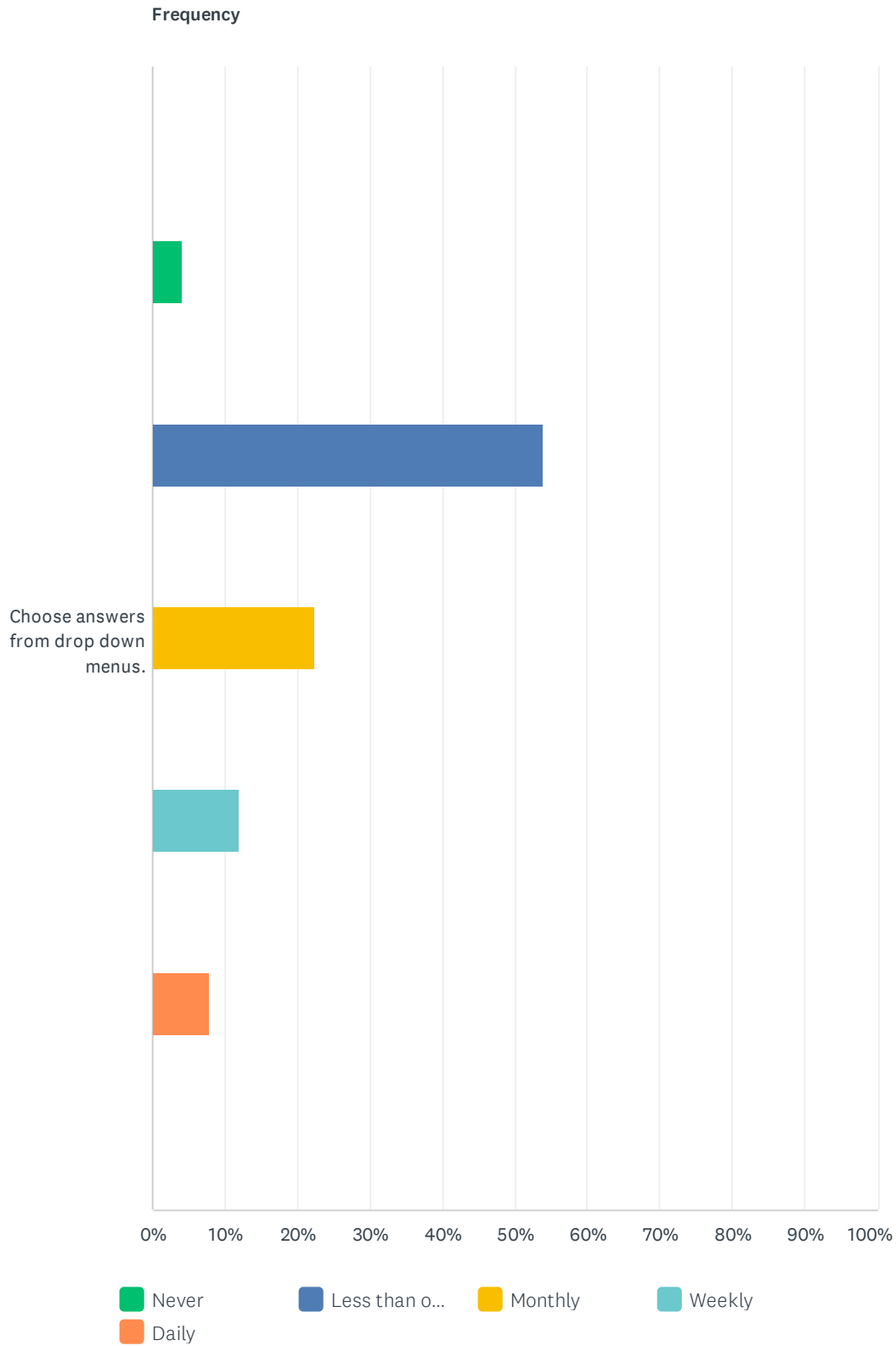
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 1.33% 1 | 14.67% 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% | 6.67% | 38.67% | 54.67% | |
| | 0 | 5 | 29 | 41 | 75 |

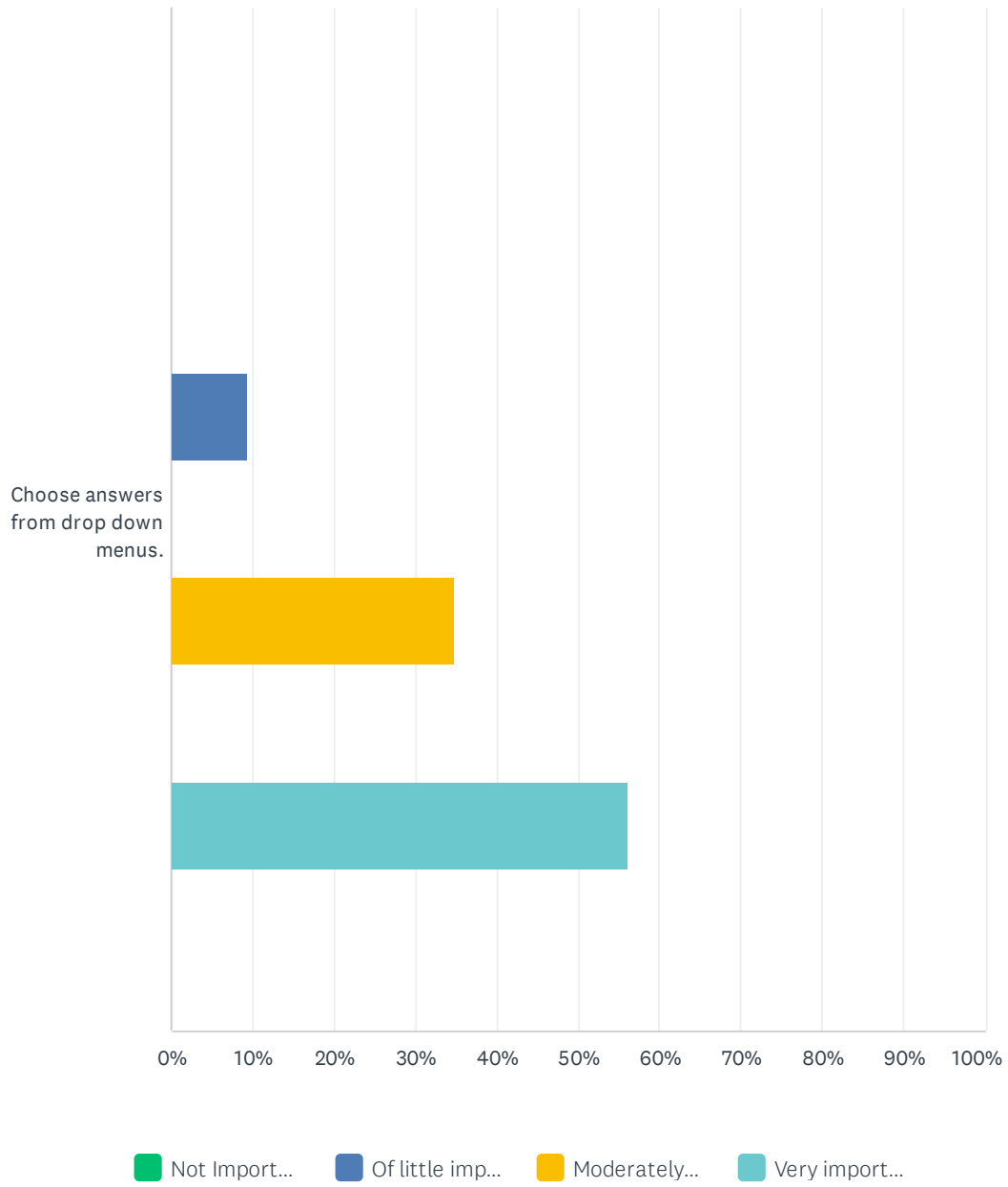
Q5 2.2.3 Conflict of interest.

Answered: 76 Skipped: 98



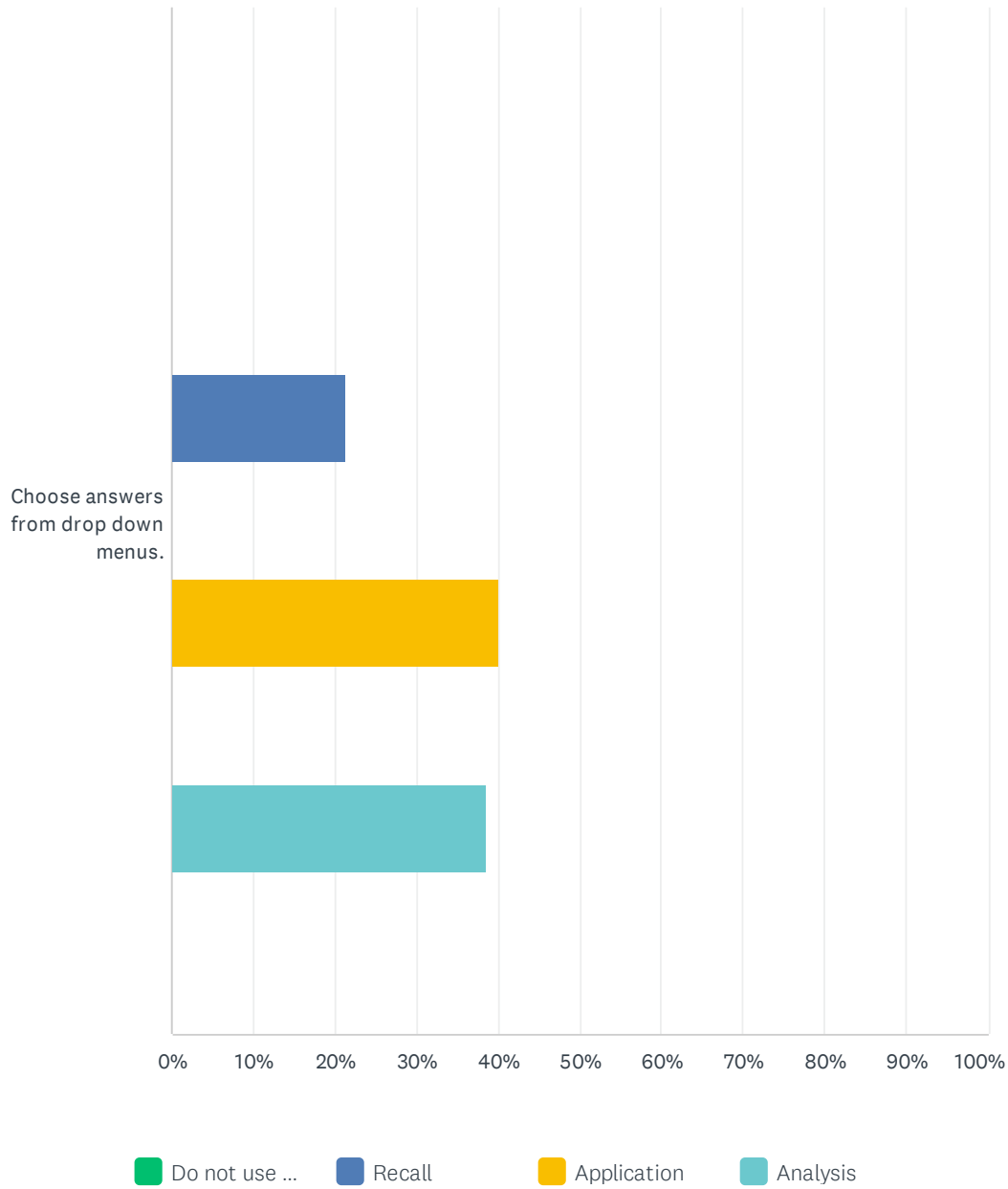
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Importance



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|-------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 3.95% 3 | 53.95% 41 | 22.37% 17 | 11.84% 9 | 7.89% 6 | 76 |

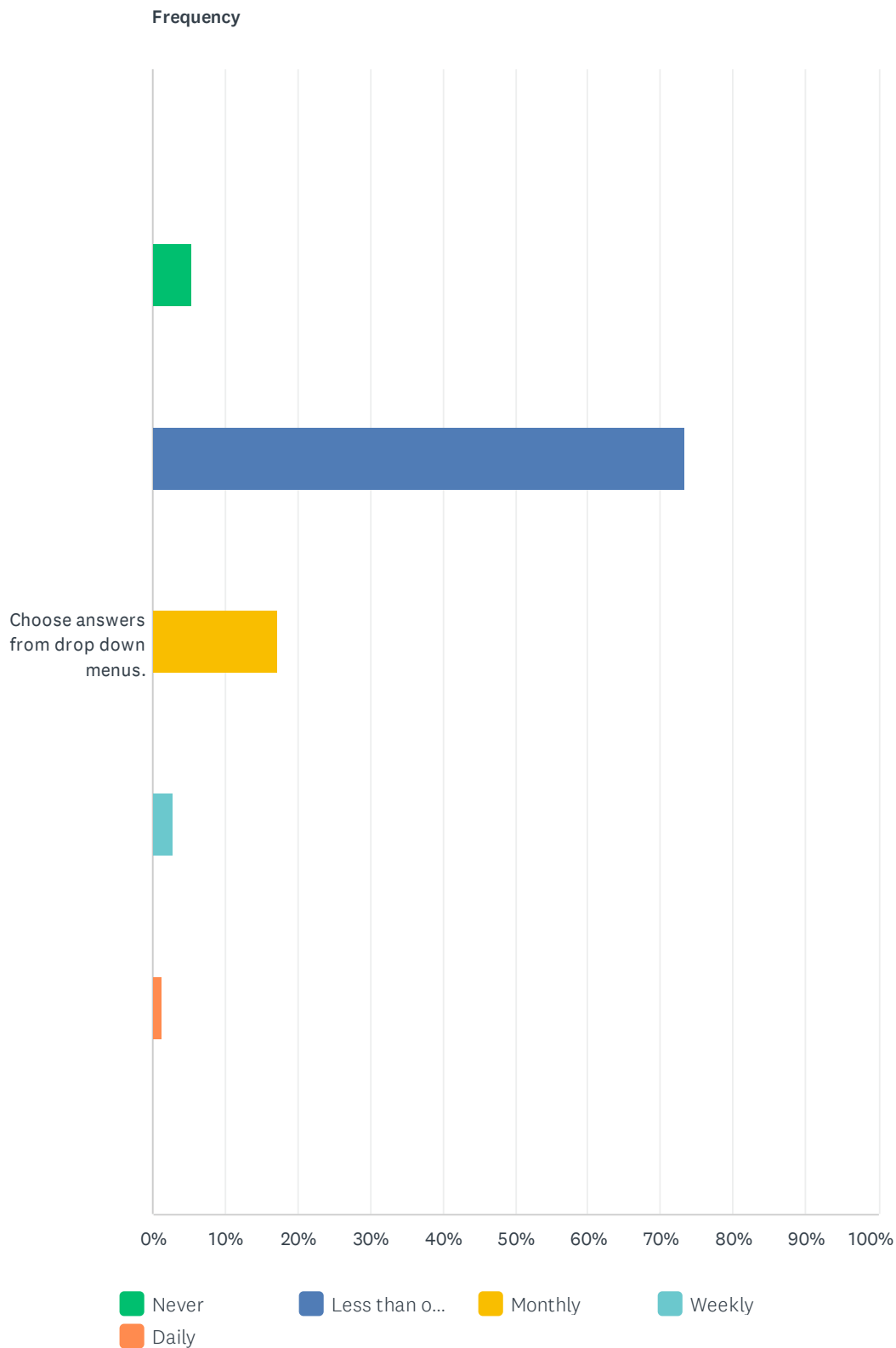
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 9.33% 7 | 34.67% 26 | 56.00% 42 | 75 |

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

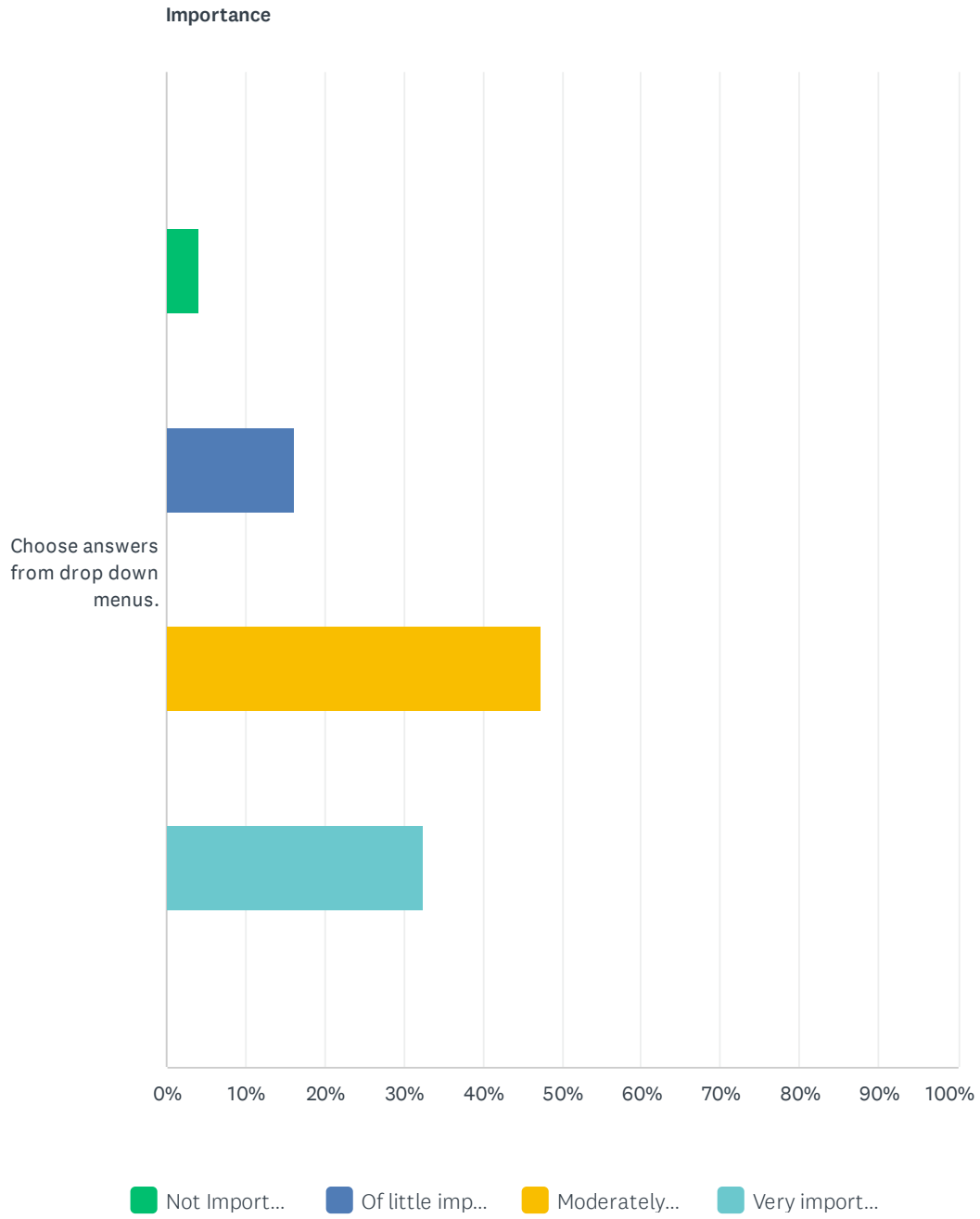
| Level of Judgment | | | | | |
|--------------------------------------|--------------------------|--------|-------------|----------|-------|
| | DO NOT USE IN THEIR WORK | RECALL | APPLICATION | ANALYSIS | TOTAL |
| Choose answers from drop down menus. | 0.00% | 21.33% | 40.00% | 38.67% | |
| | 0 | 16 | 30 | 29 | 75 |

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

Answered: 75 Skipped: 99

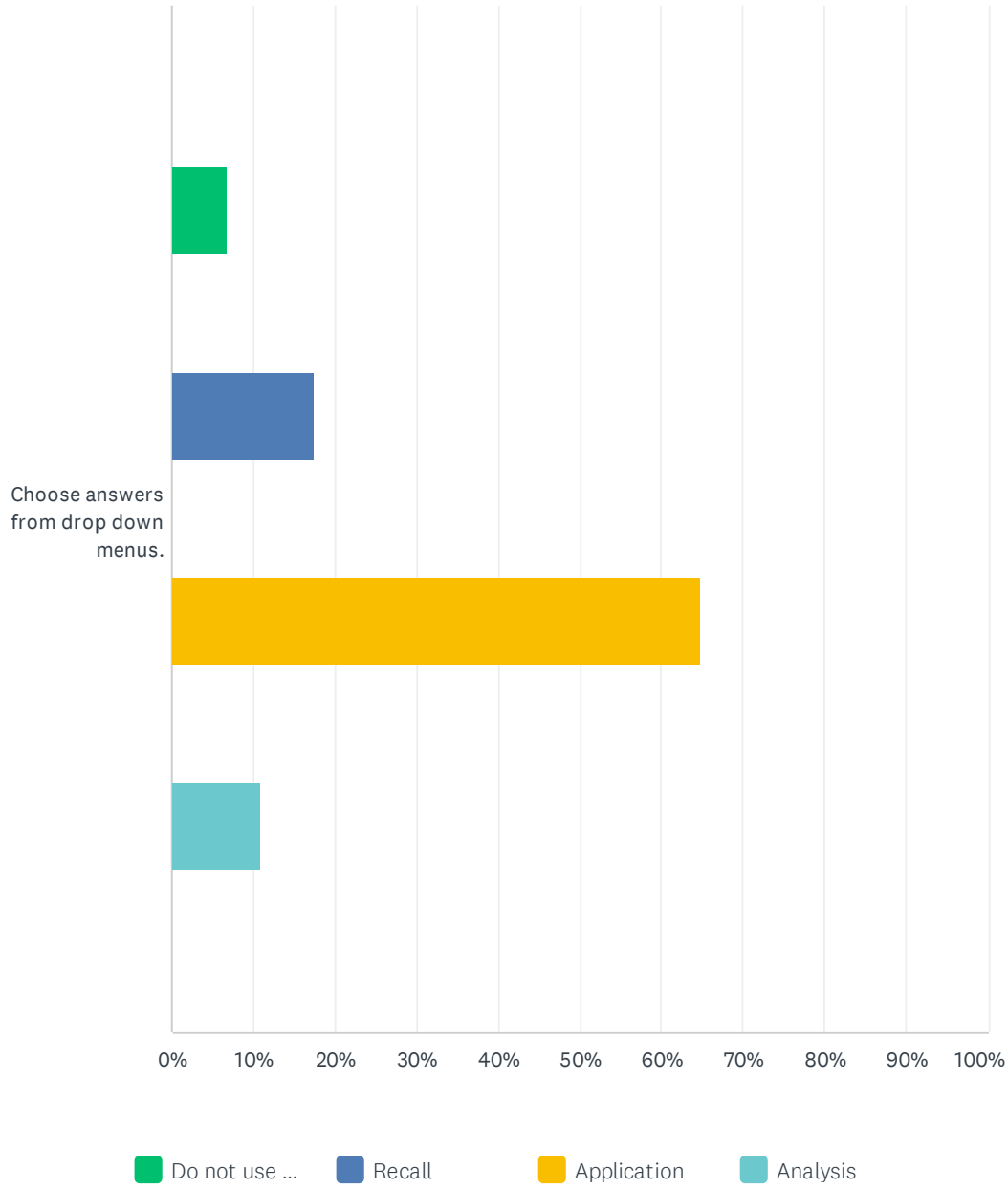


Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 5.33% 4 | 73.33% 55 | 17.33% 13 | 2.67% 2 | 1.33% 1 | 75 |

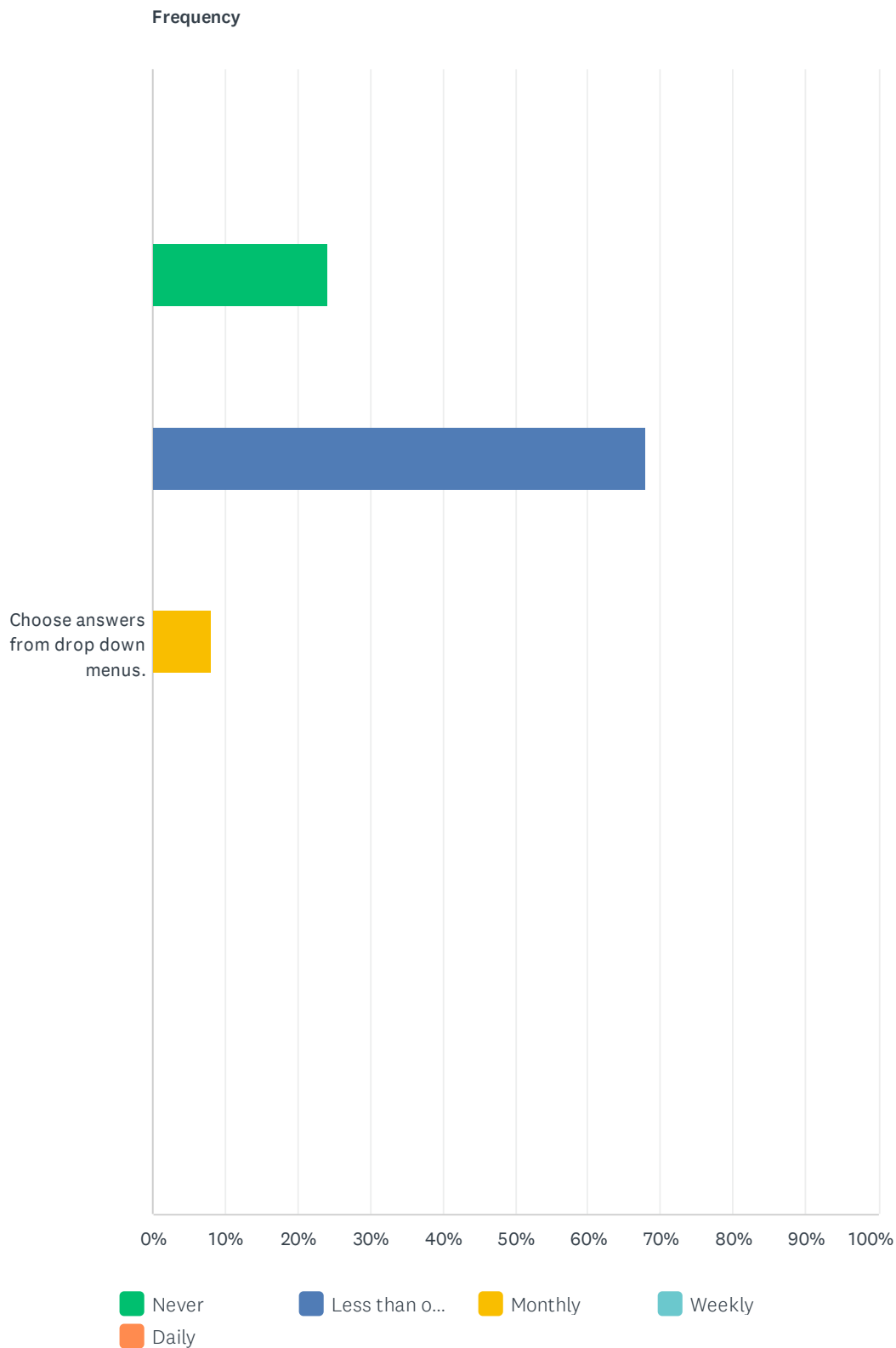
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 4.05% 3 | 16.22% 12 | 47.30% 35 | 32.43% 24 | 74 |

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. | 6.76% | 17.57% | 64.86% | 10.81% | |
| | 5 | 13 | 48 | 8 | 74 |

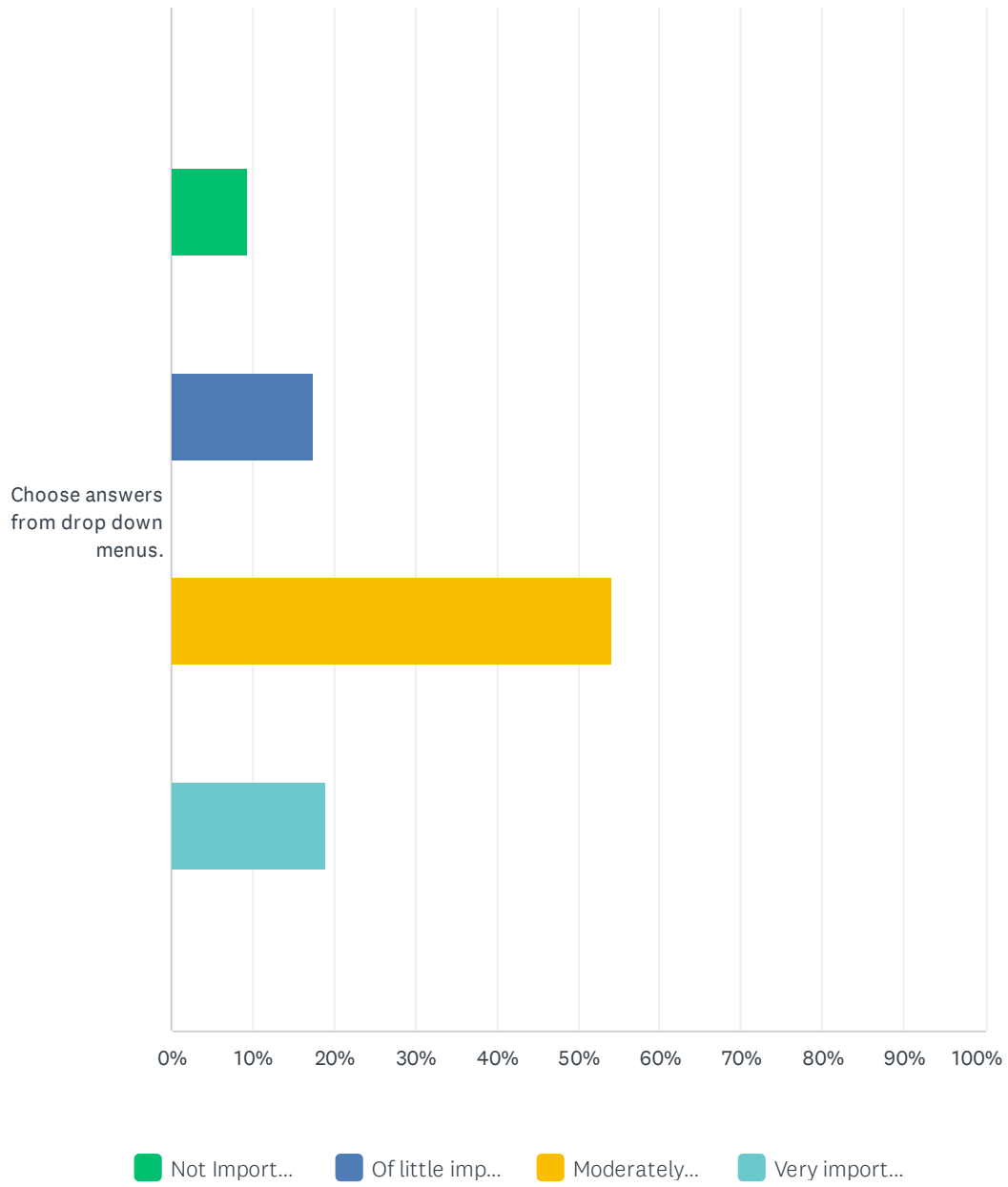
Q7 2.2.5 Grantsmanship training (e.g., GAMER, TIGRR, university specific program).

Answered: 75 Skipped: 99



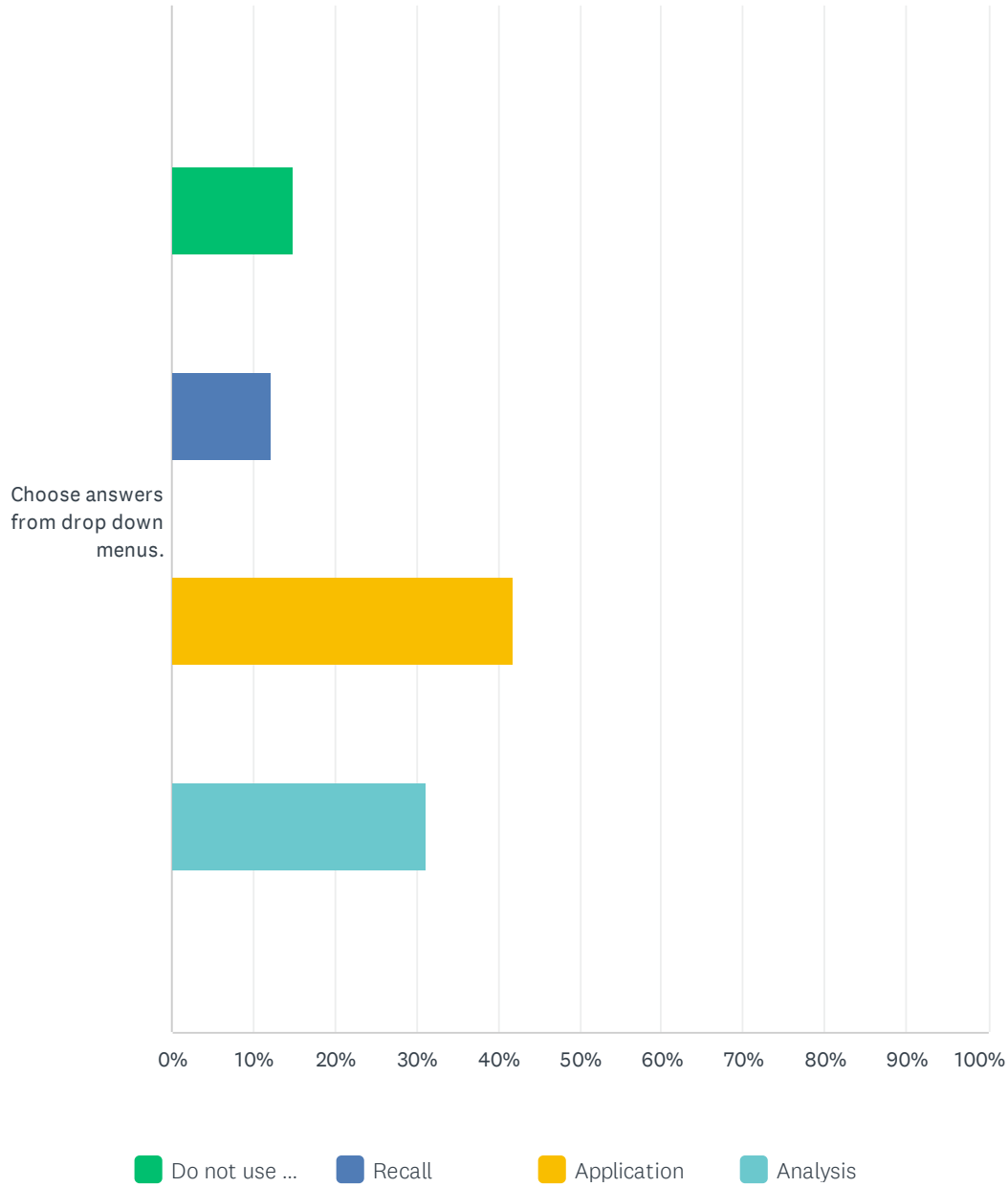
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Importance



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|--------------|------------------------|------------|------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 24.00% 18 | 68.00% 51 | 8.00% 6 | 0.00% 0 | 0.00% 0 | 75 |

| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 9.46% 7 | 17.57% 13 | 54.05% 40 | 18.92% 14 | 74 |

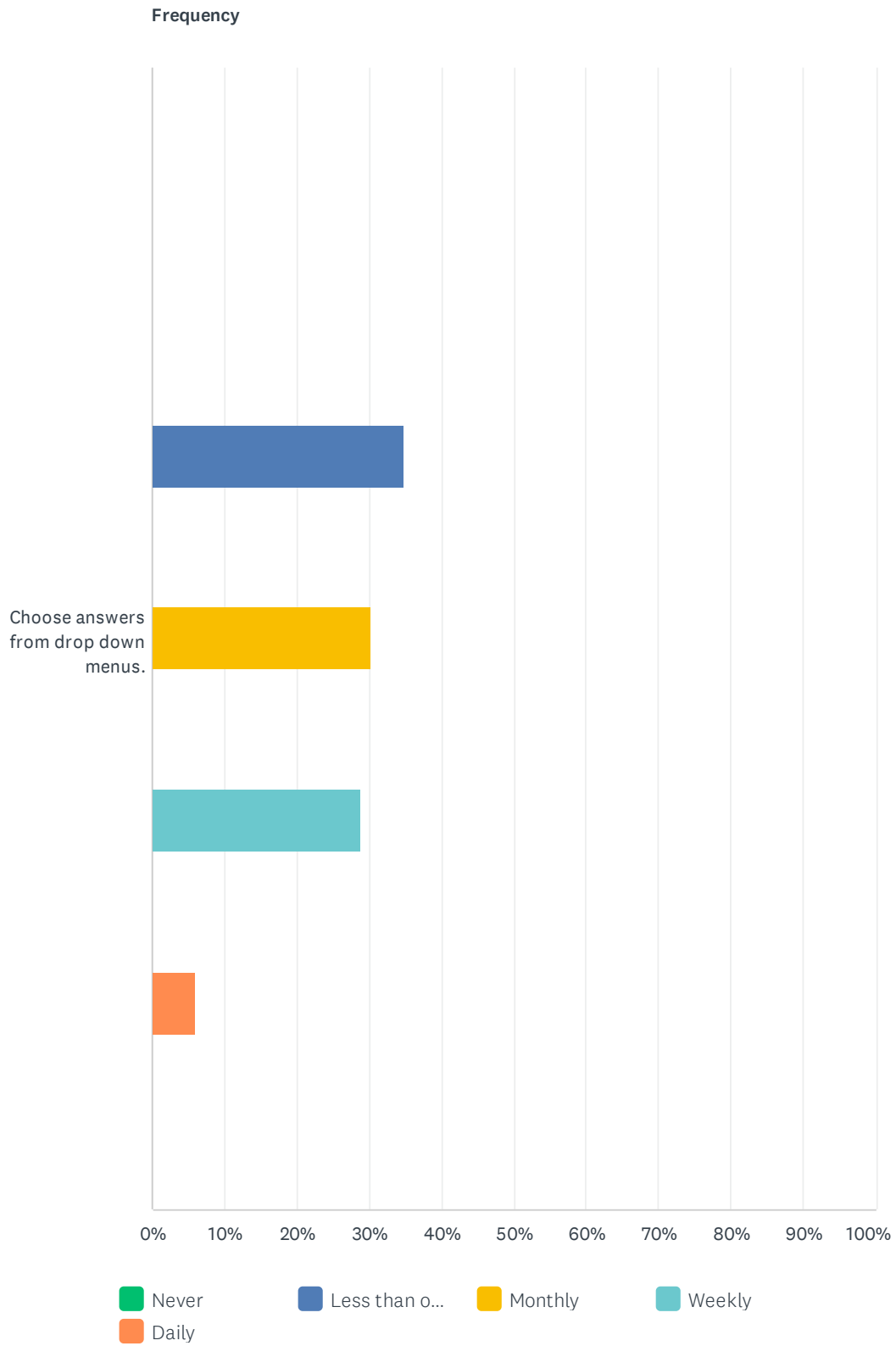
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

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

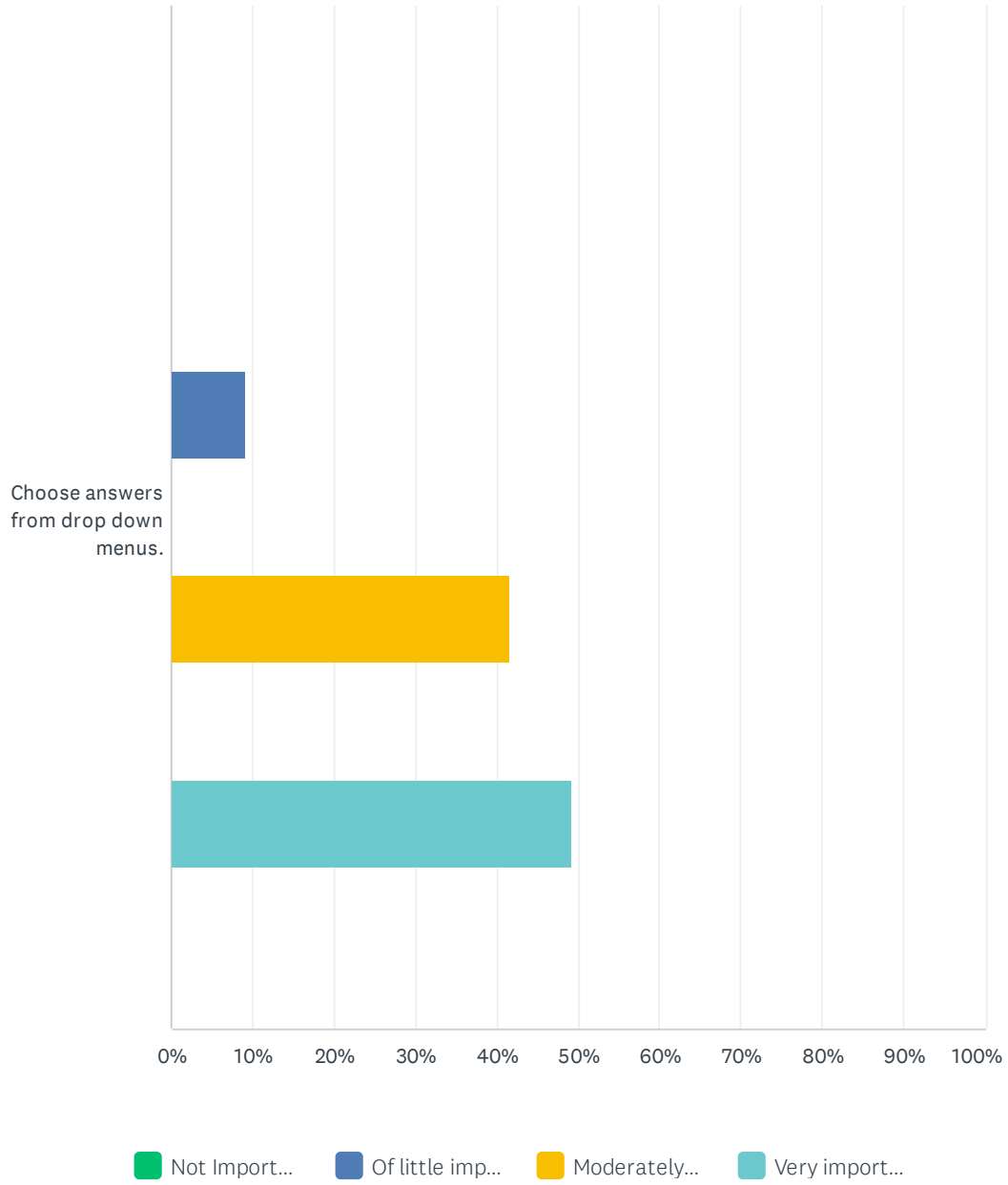
Answered: 66 Skipped: 108

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



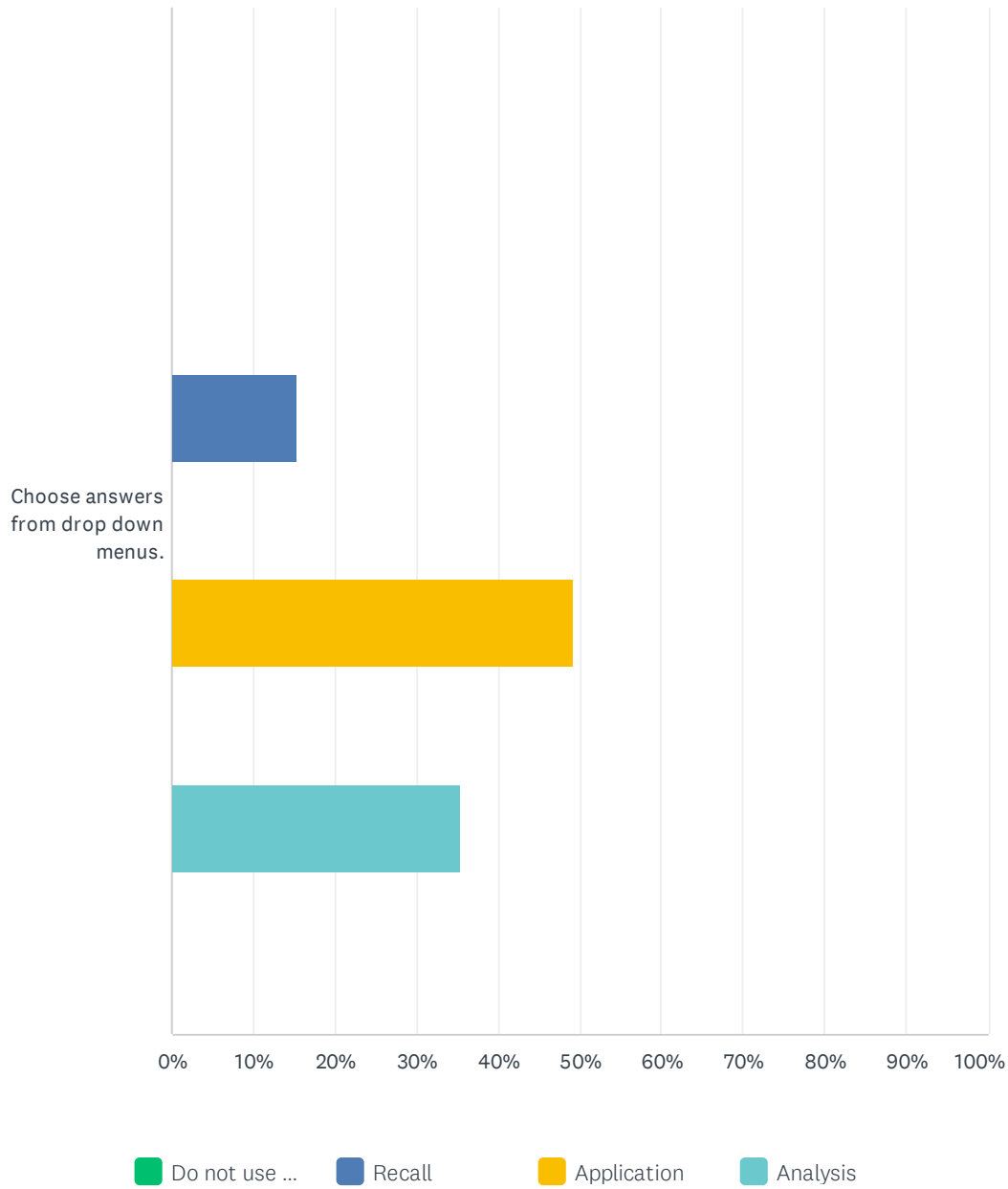
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Importance



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|--------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 34.85% 23 | 30.30% 20 | 28.79% 19 | 6.06% 4 | 66 |

| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 9.23% 6 | 41.54% 27 | 49.23% 32 | 65 |

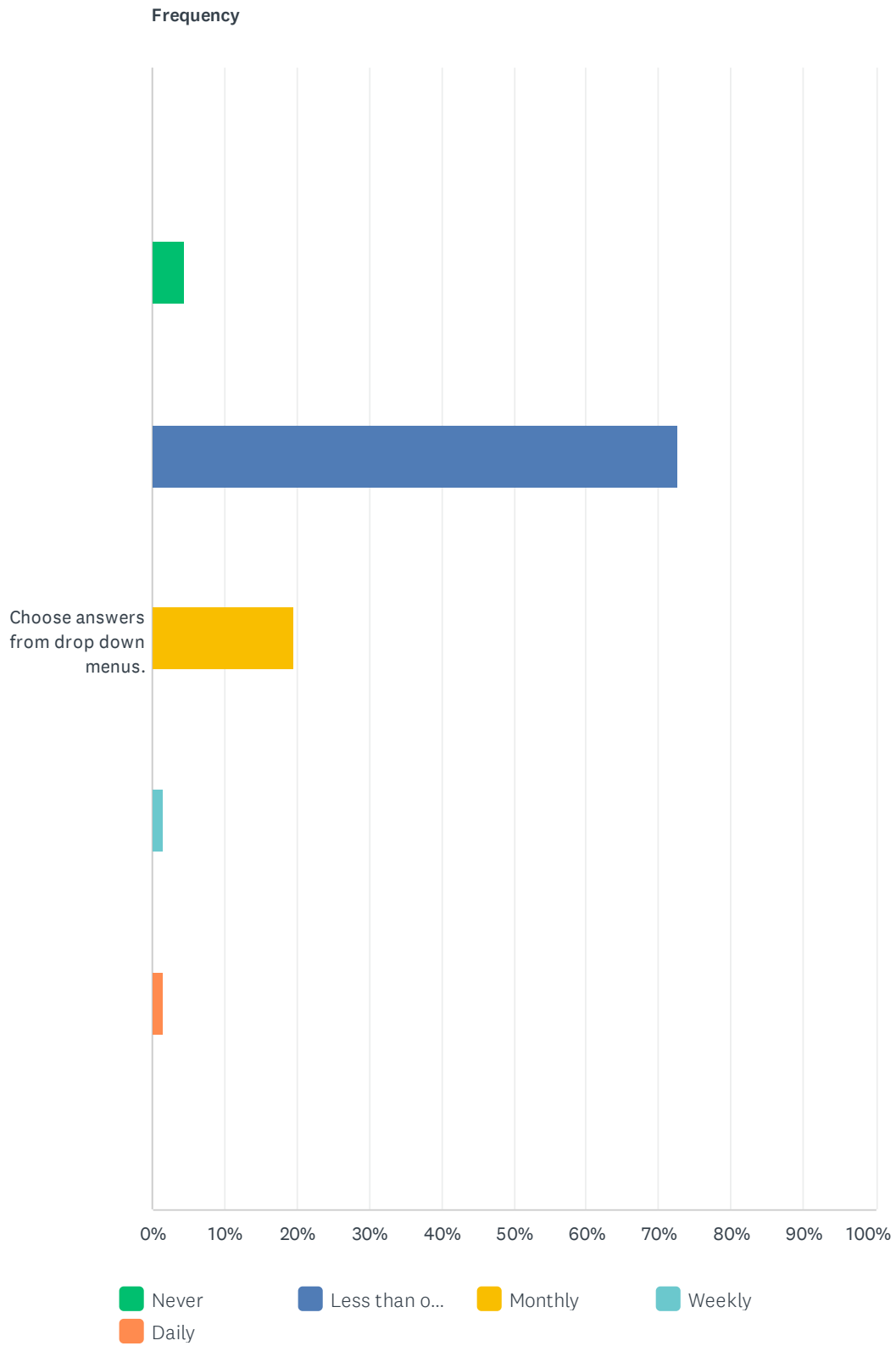
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

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

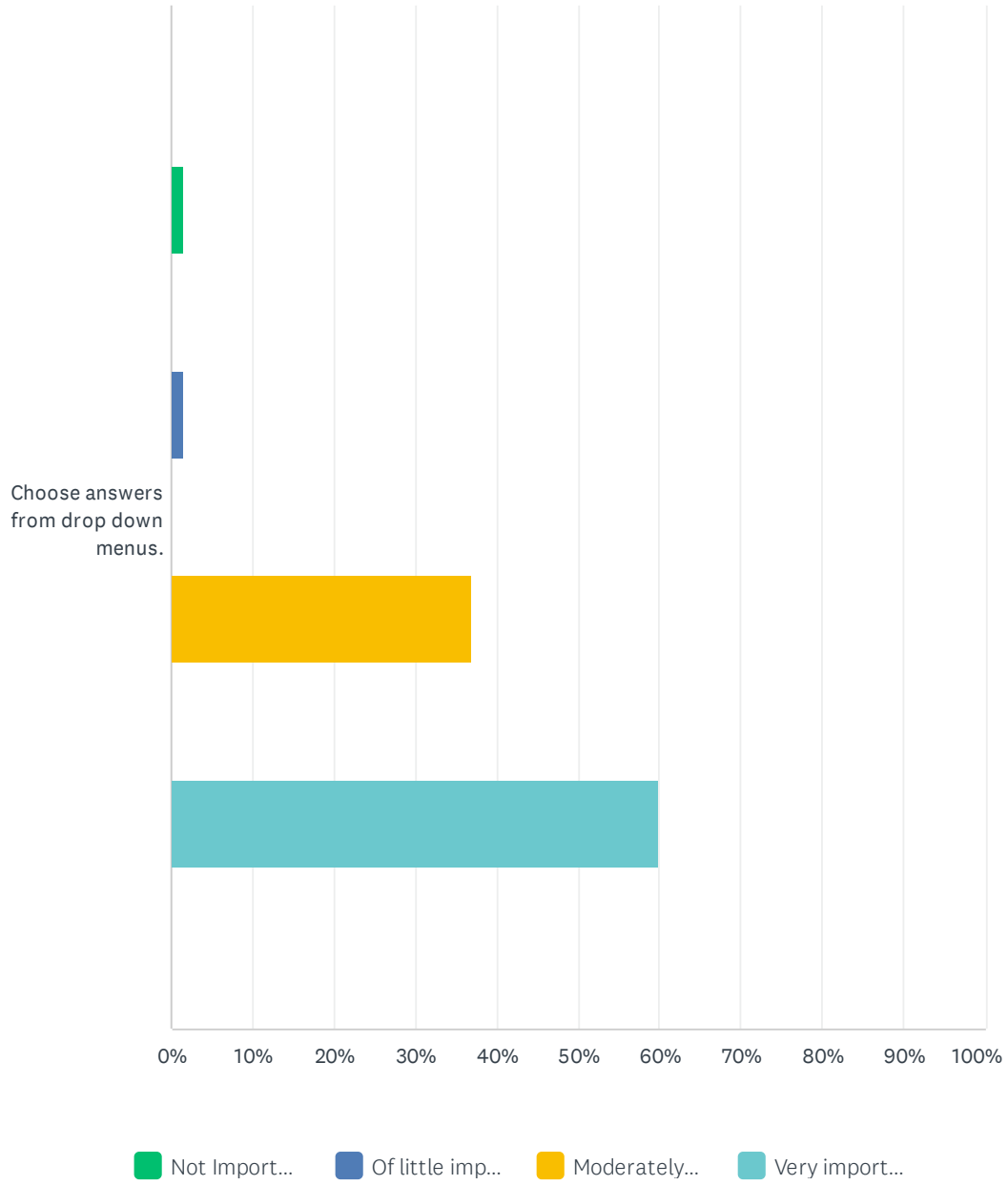
Answered: 66 Skipped: 108

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



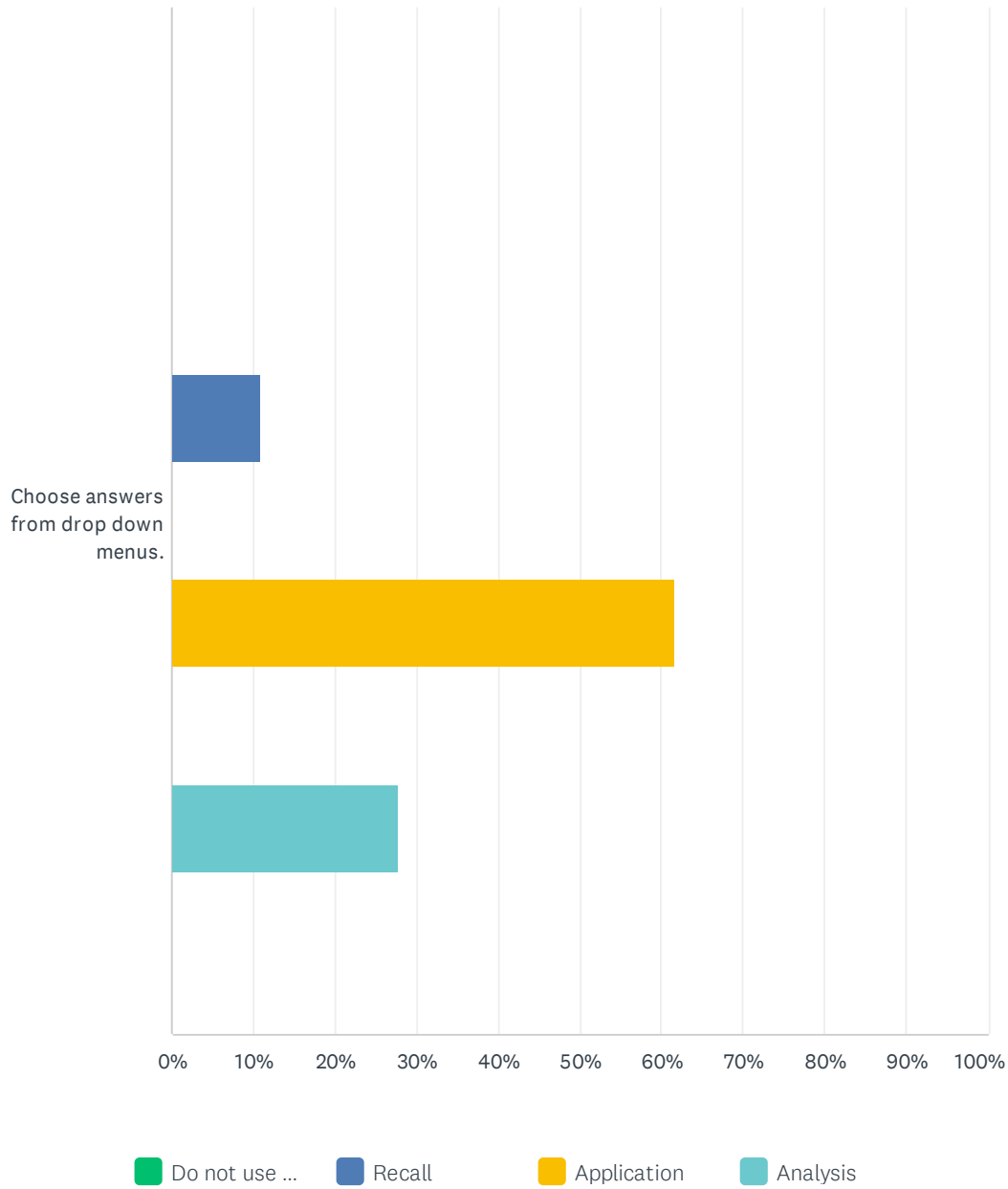
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Importance



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 4.55% 3 | 72.73% 48 | 19.70% 13 | 1.52% 1 | 1.52% 1 | 66 |

| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 1.54% 1 | 1.54% 1 | 36.92% 24 | 60.00% 39 | 65 |

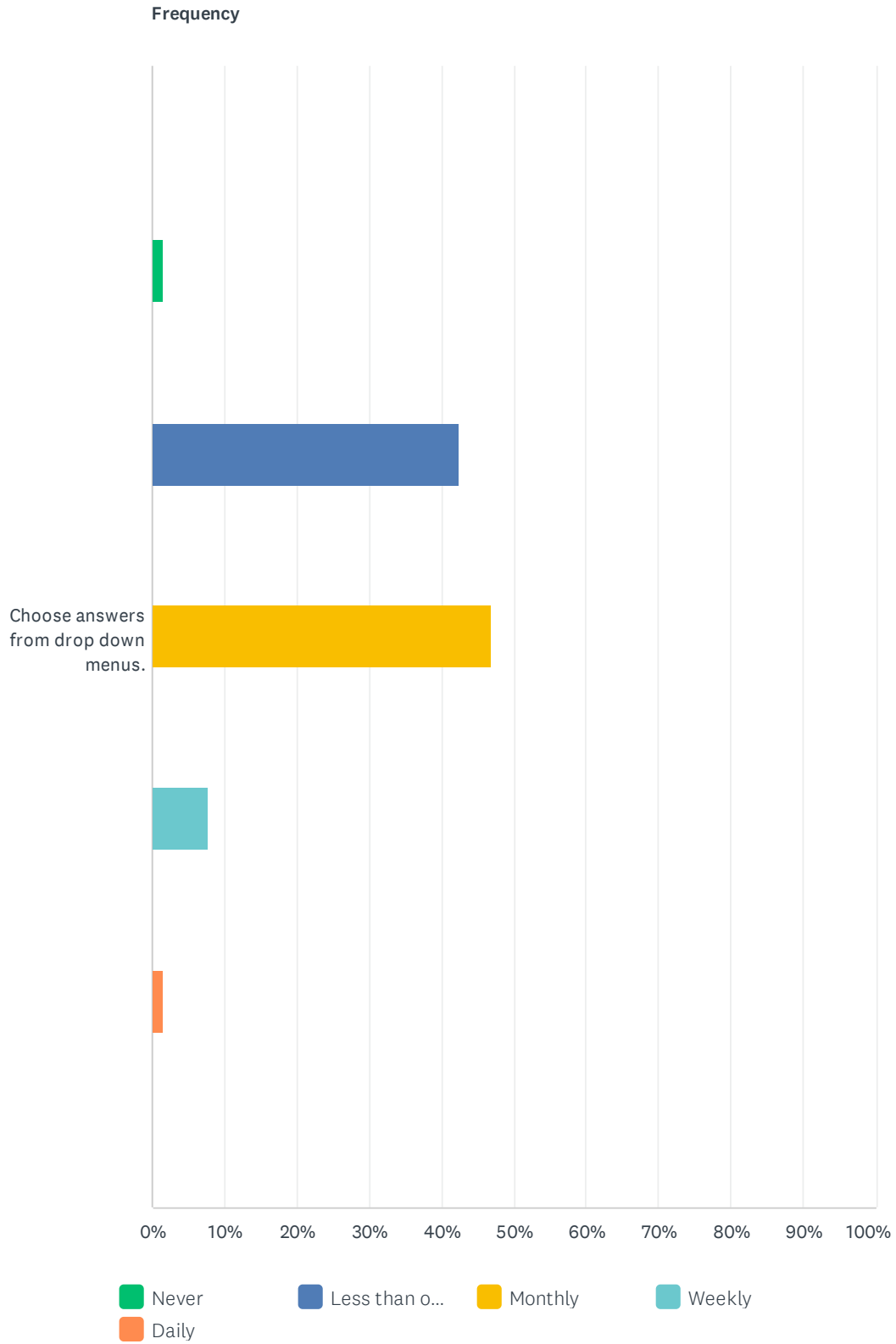
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

| Level of Judgment | | | | | |
|--------------------------------------|--------------------------|-------------|--------------|--------------|-------|
| | DO NOT USE IN THEIR WORK | RECALL | APPLICATION | ANALYSIS | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 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).

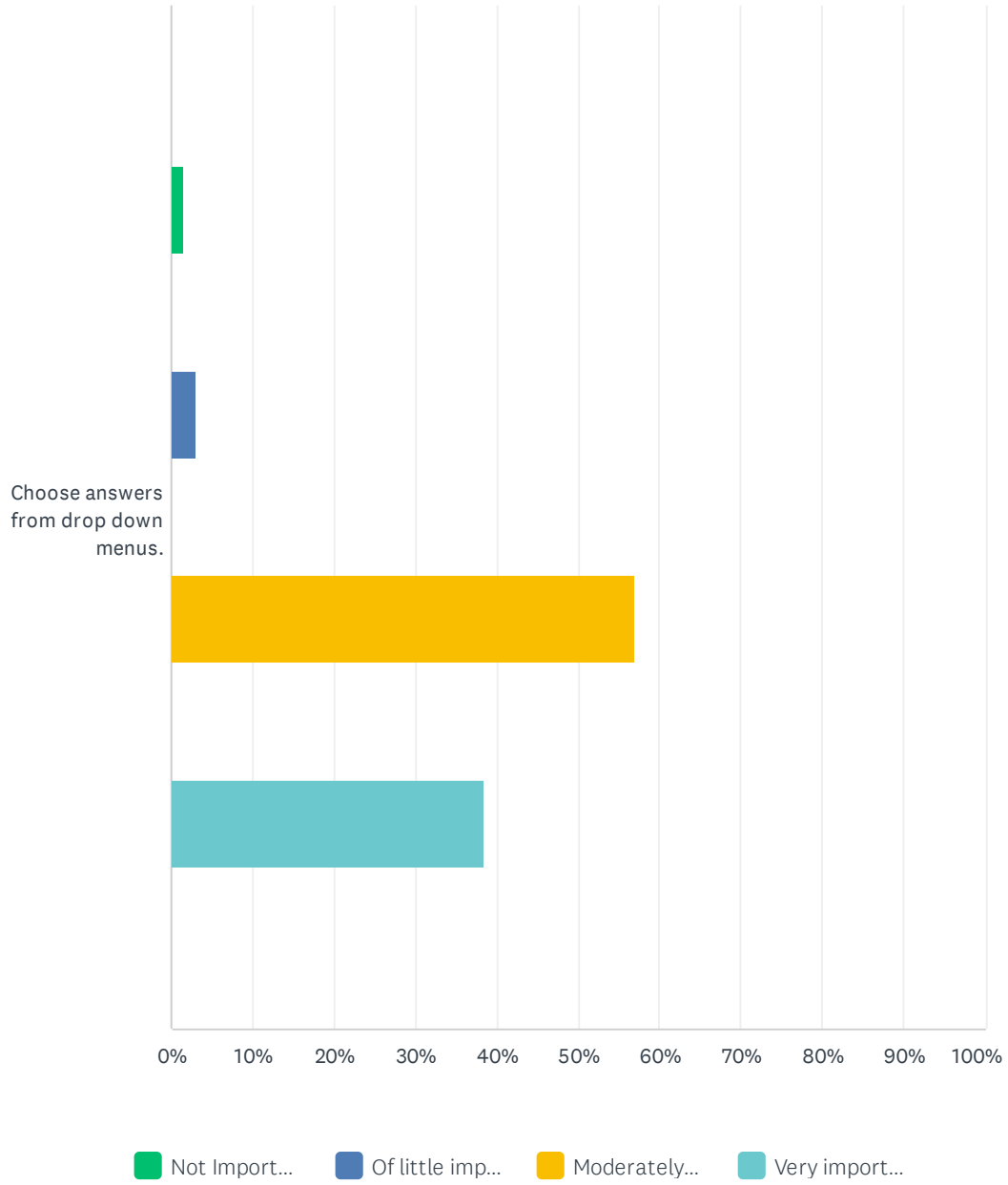
Answered: 66 Skipped: 108

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



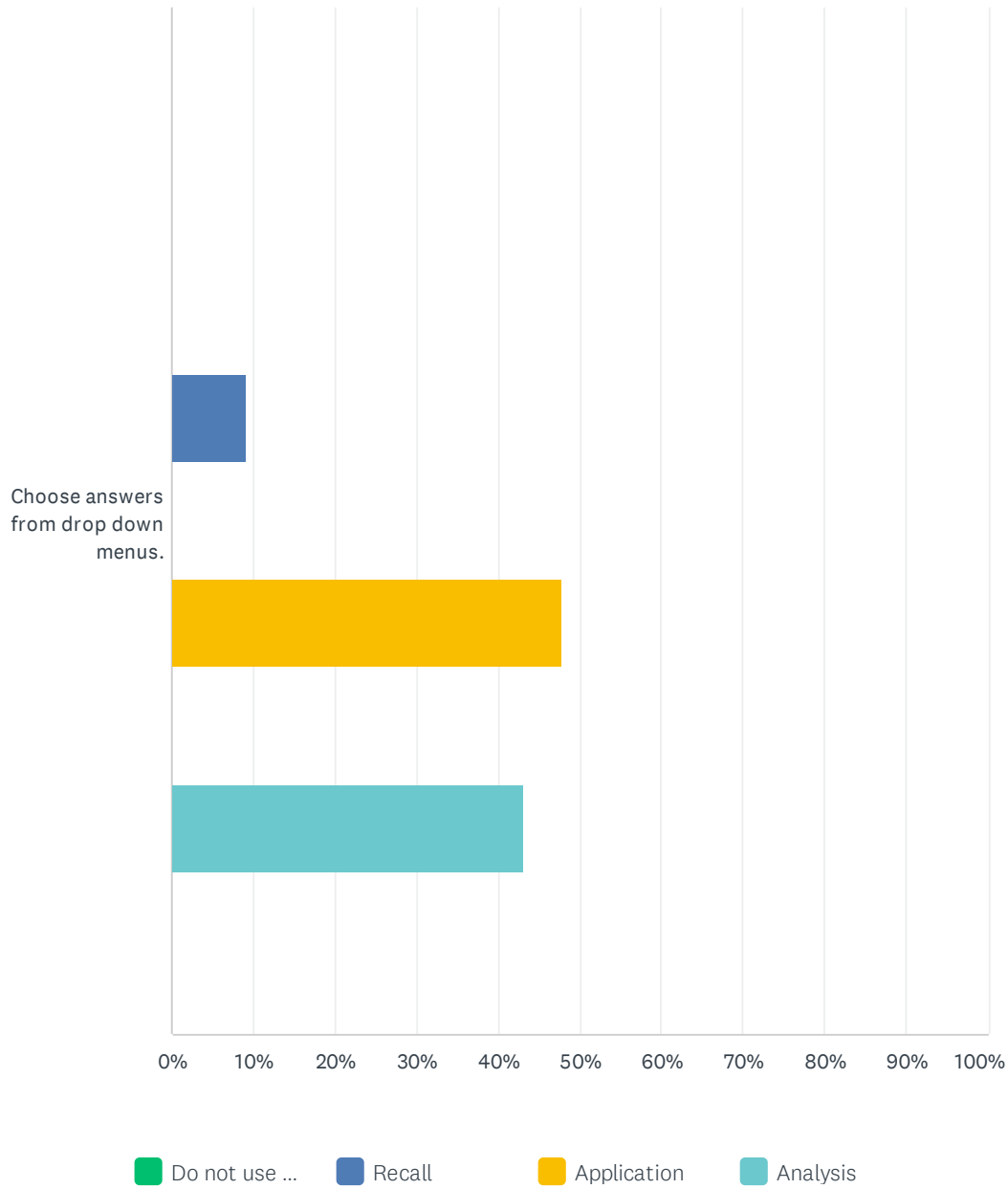
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Importance



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 1.52% 1 | 42.42% 28 | 46.97% 31 | 7.58% 5 | 1.52% 1 | 66 |

| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 1.54% 1 | 3.08% 2 | 56.92% 37 | 38.46% 25 | 65 |

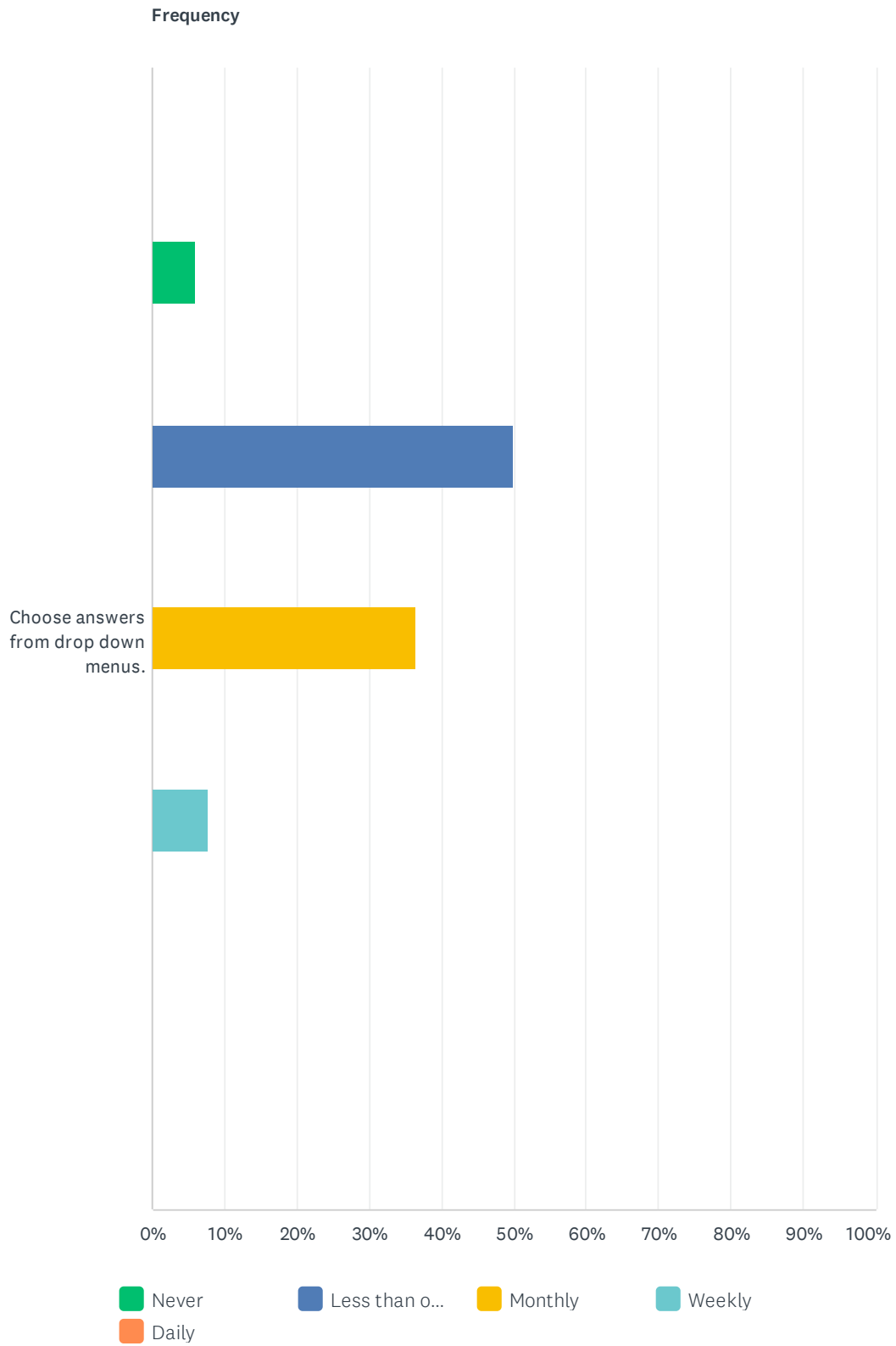
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

| Level of Judgment | | | | | |
|--------------------------------------|--------------------------|--------|-------------|----------|-------|
| | DO NOT USE IN THEIR WORK | RECALL | APPLICATION | ANALYSIS | TOTAL |
| Choose answers from drop down menus. | 0.00% | 9.23% | 47.69% | 43.08% | |
| | 0 | 6 | 31 | 28 | 65 |

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

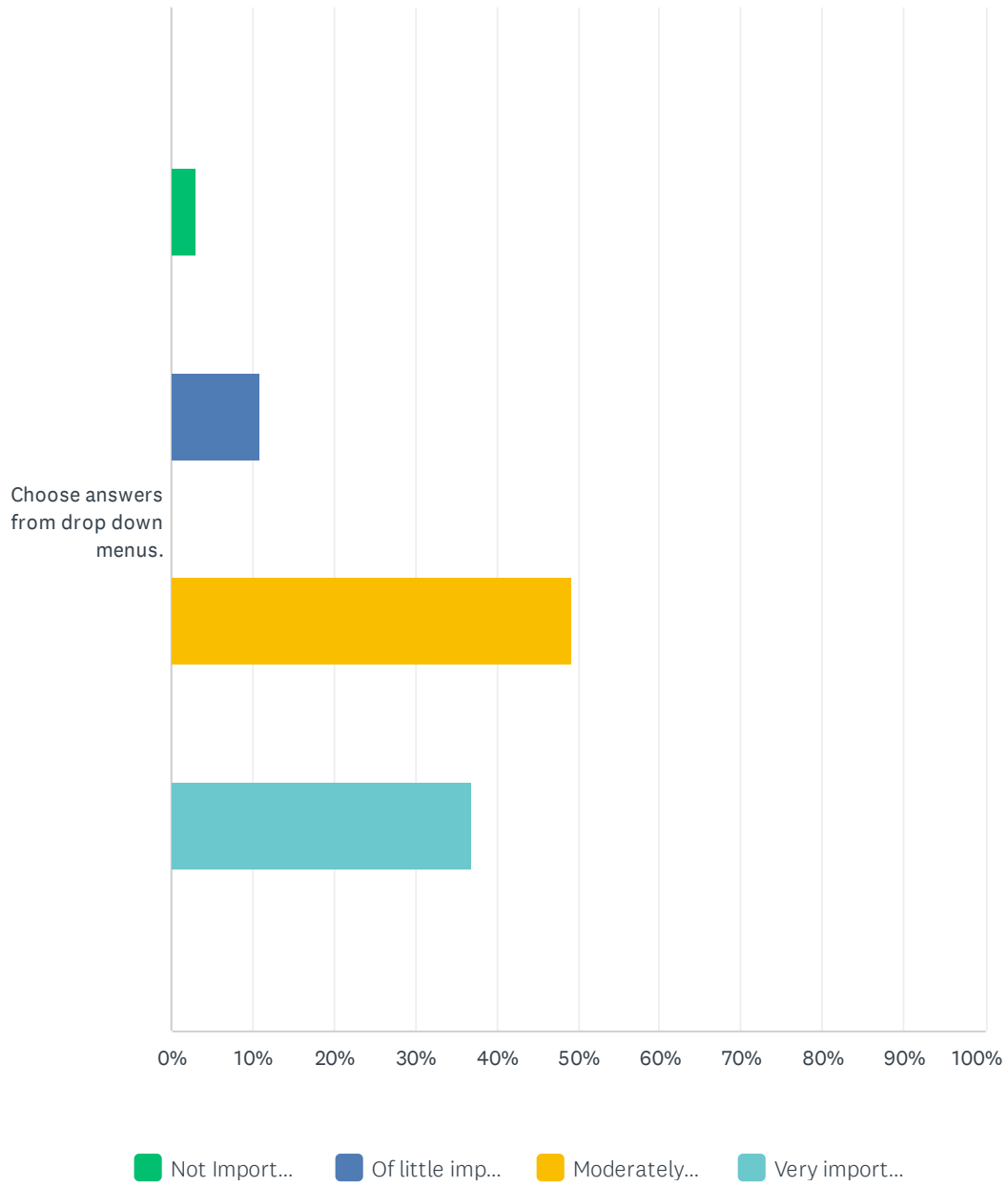
Answered: 66 Skipped: 108

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



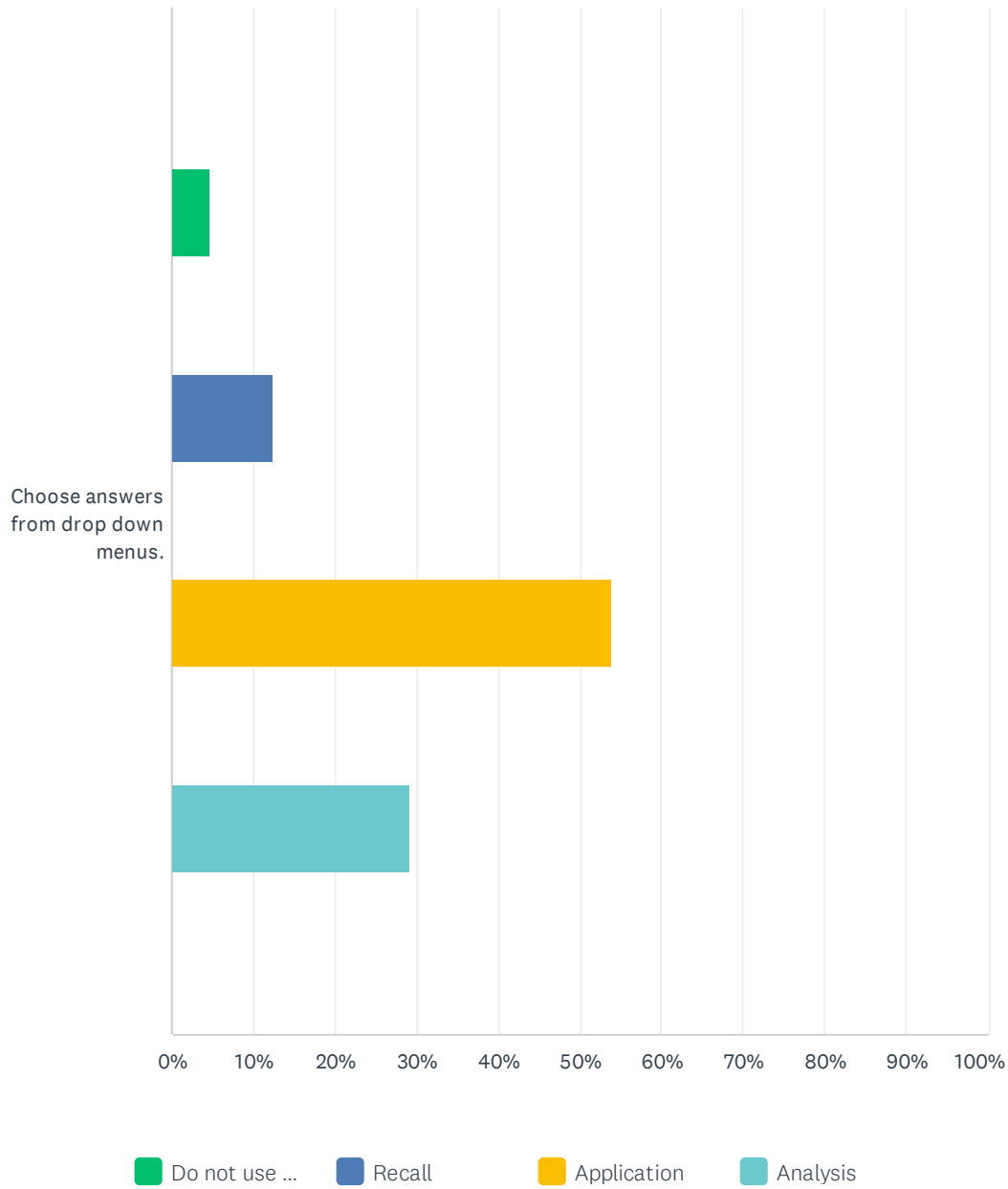
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Importance



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 6.06% 4 | 50.00% 33 | 36.36% 24 | 7.58% 5 | 0.00% 0 | 66 |

| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 3.08% 2 | 10.77% 7 | 49.23% 32 | 36.92% 24 | 65 |

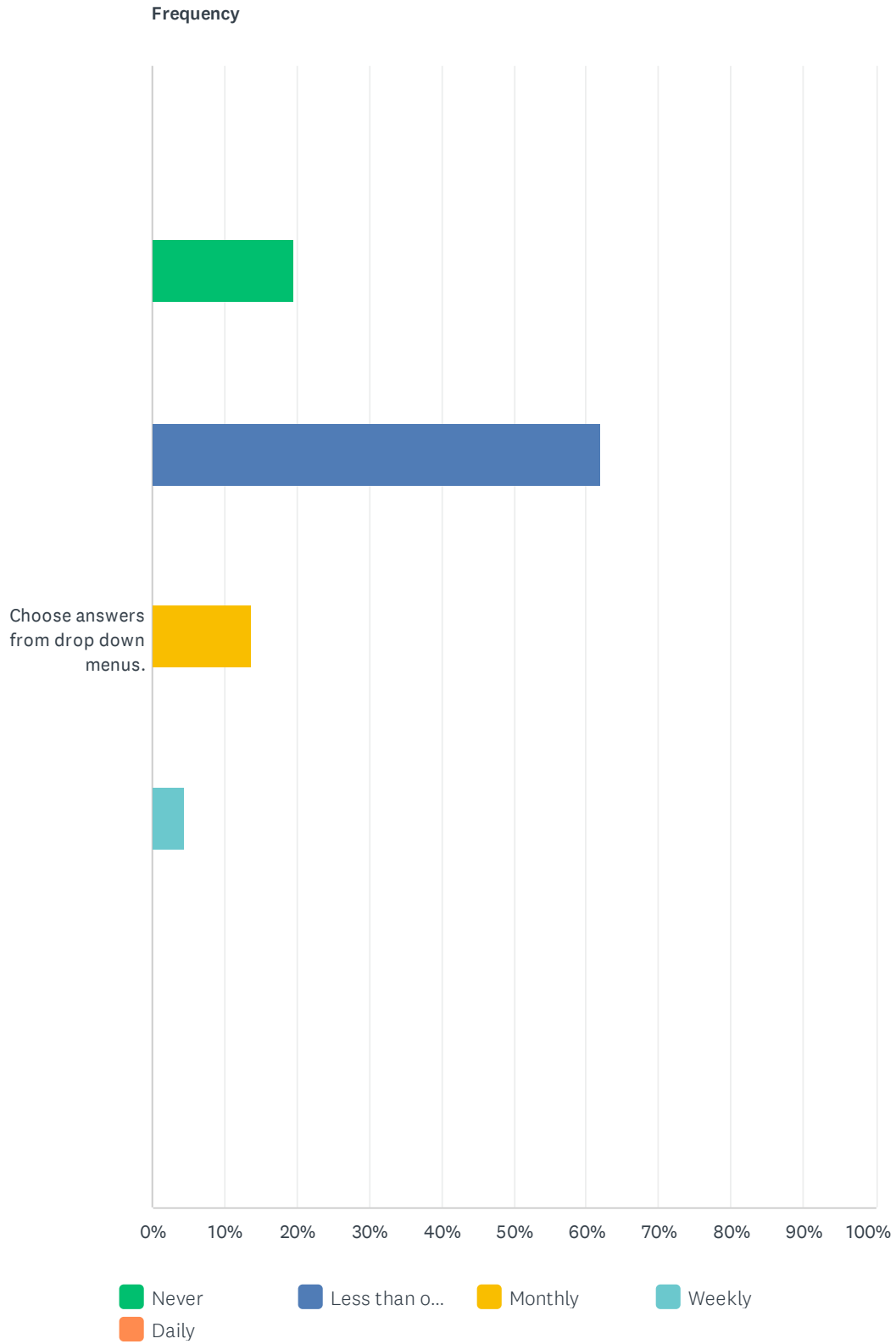
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

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

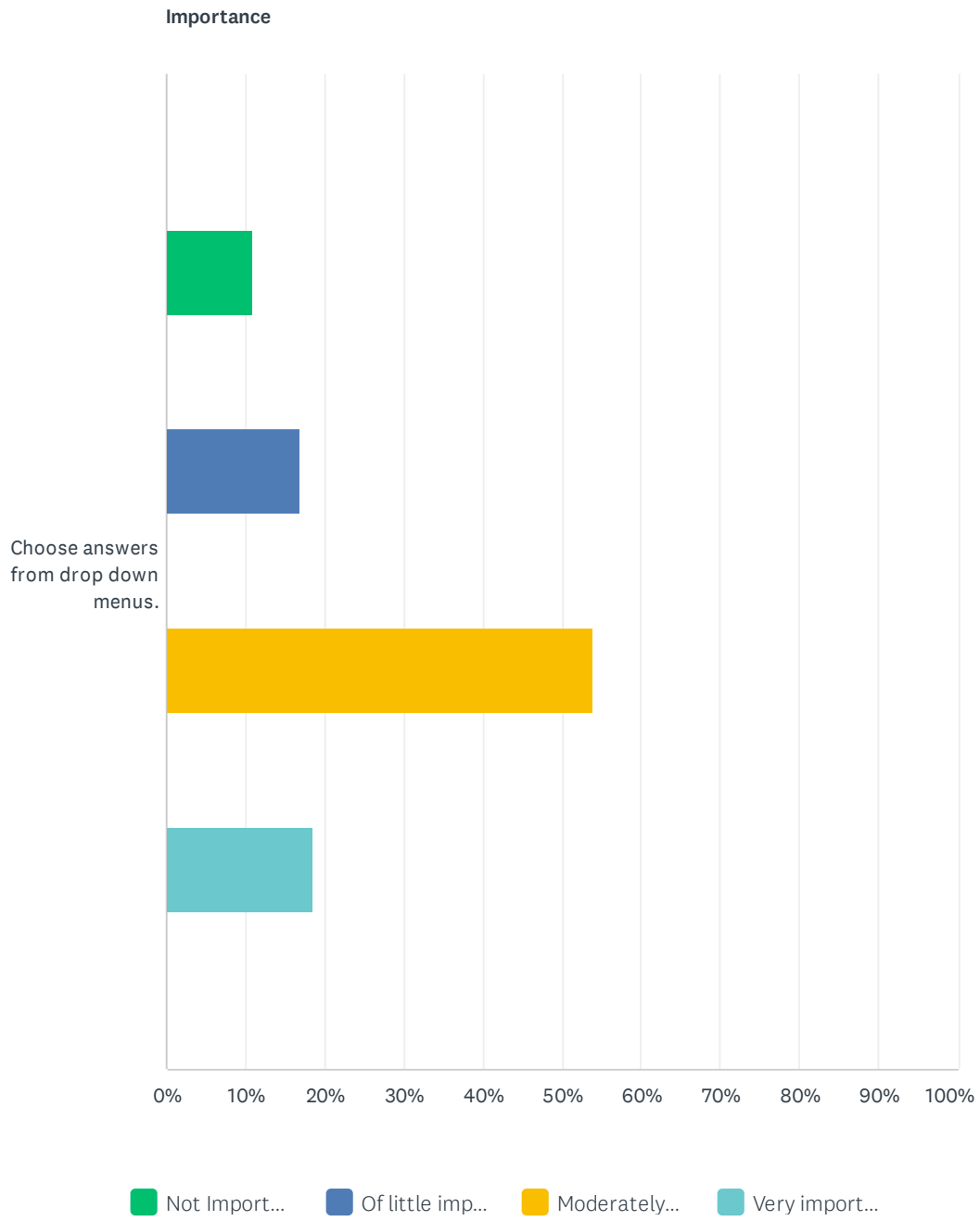
Q12 2.7 Compare/contrast the various roles in research project management and grant submissions (e.g. principal investigator, co-investigator, consultant, research assistant, project coordinator).

Answered: 66 Skipped: 108

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

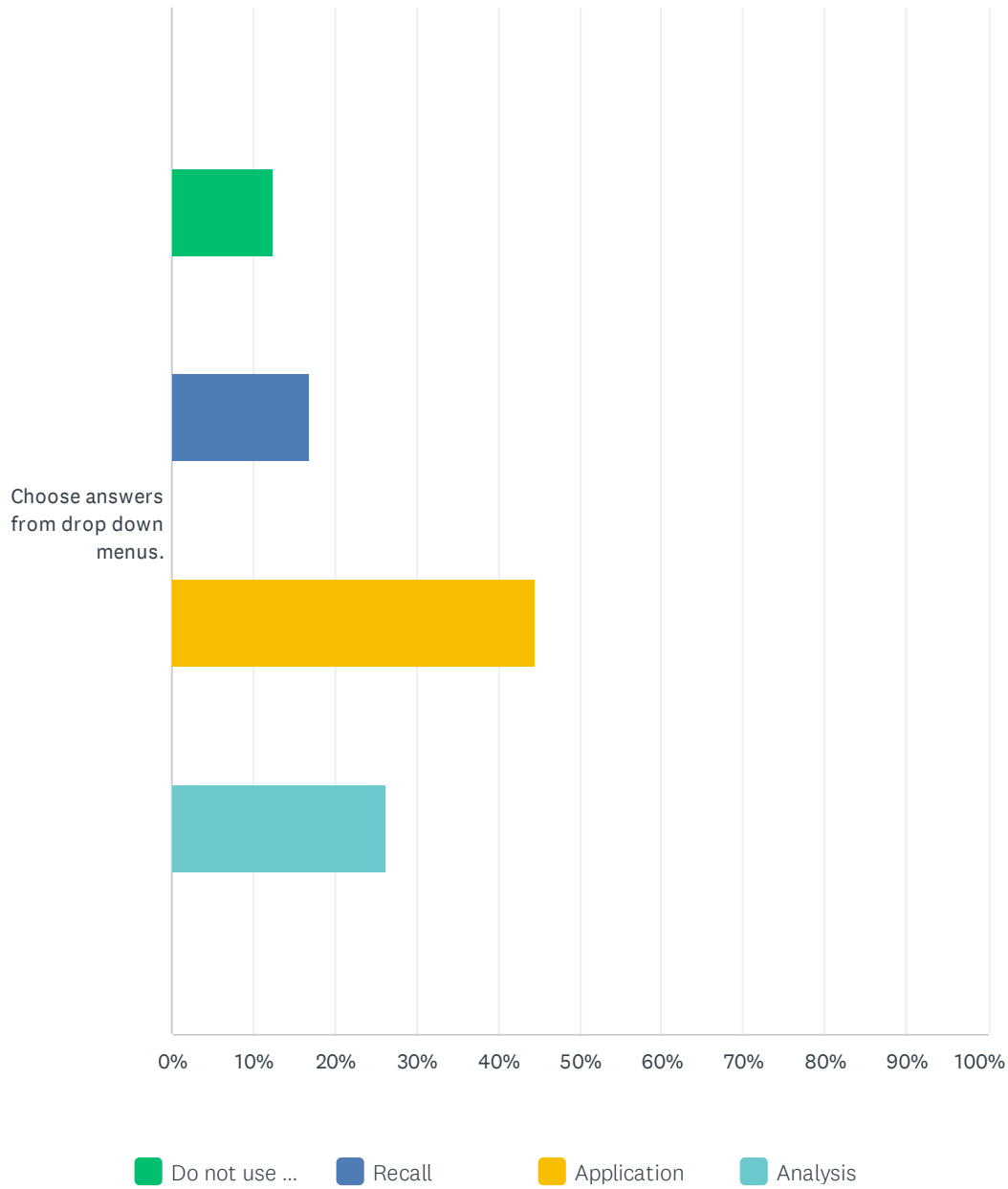


Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|--------------|------------------------|-------------|------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 19.70% 13 | 62.12% 41 | 13.64% 9 | 4.55% 3 | 0.00% 0 | 66 |

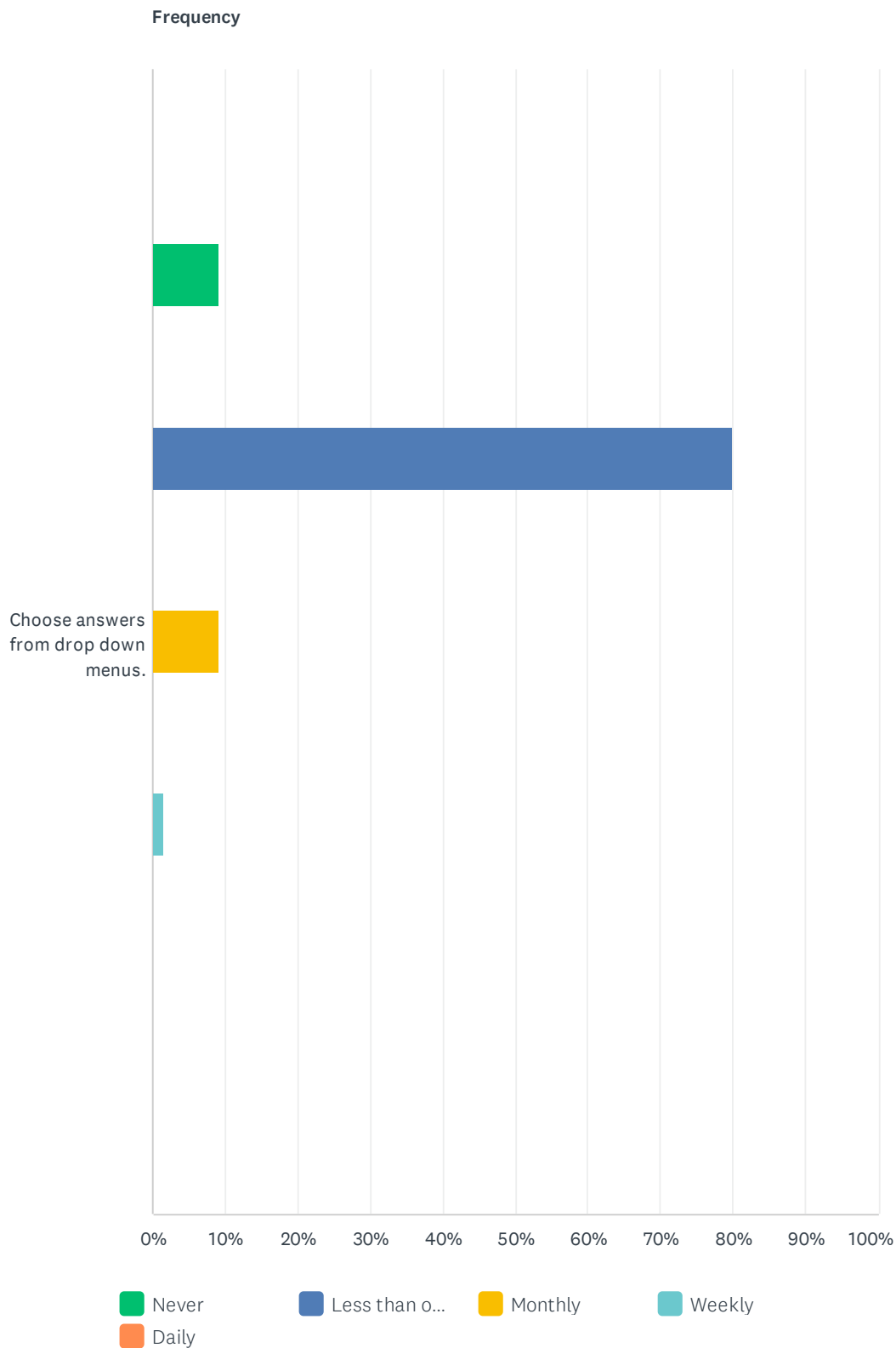
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 10.77% 7 | 16.92% 11 | 53.85% 35 | 18.46% 12 | 65 |

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

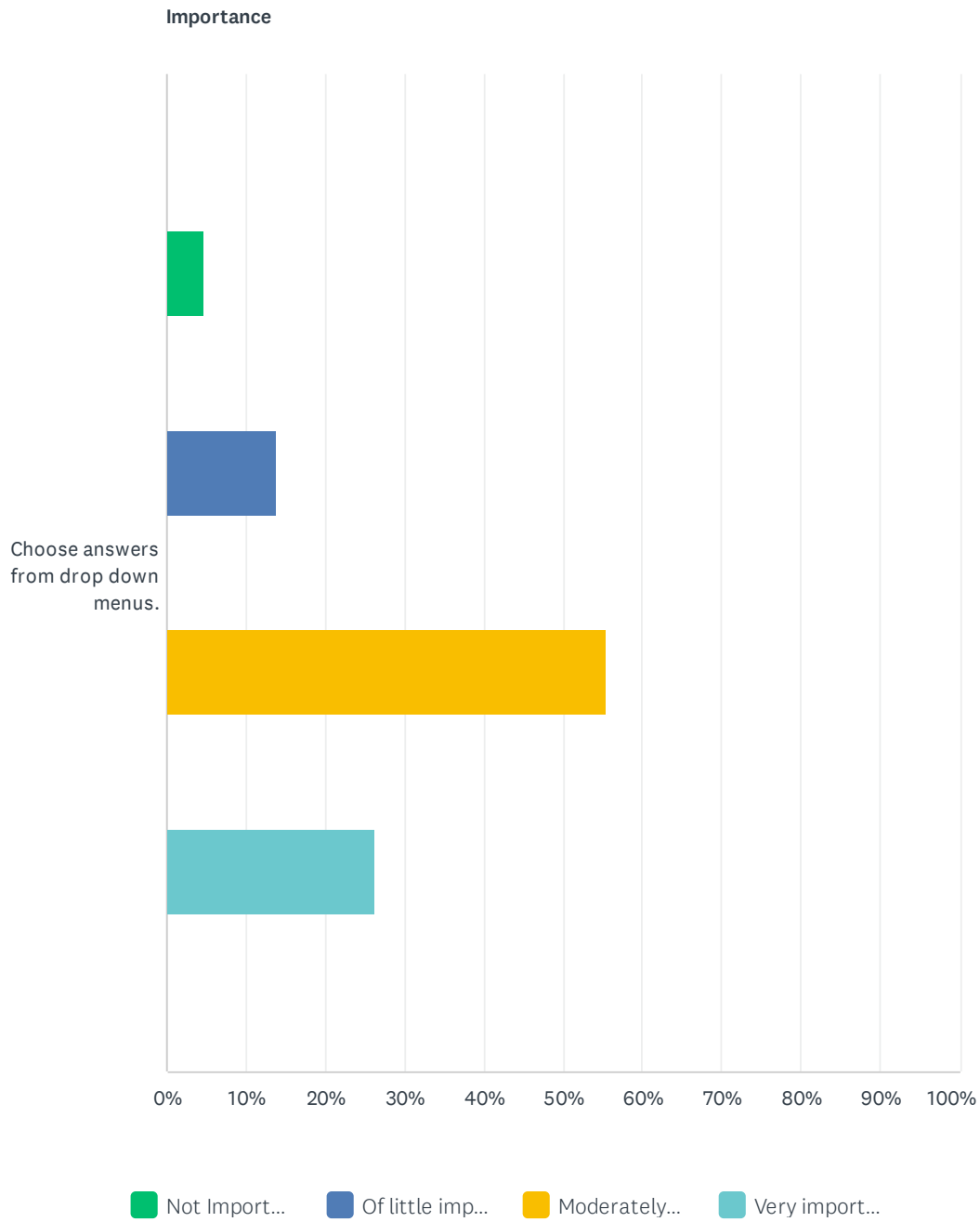
| Level of Judgment | | | | | |
|--------------------------------------|--------------------------|--------------|--------------|--------------|-------|
| | DO NOT USE IN THEIR WORK | RECALL | APPLICATION | ANALYSIS | TOTAL |
| Choose answers from drop down menus. | 12.31% 8 | 16.92% 11 | 44.62% 29 |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

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

Answered: 66 Skipped: 108

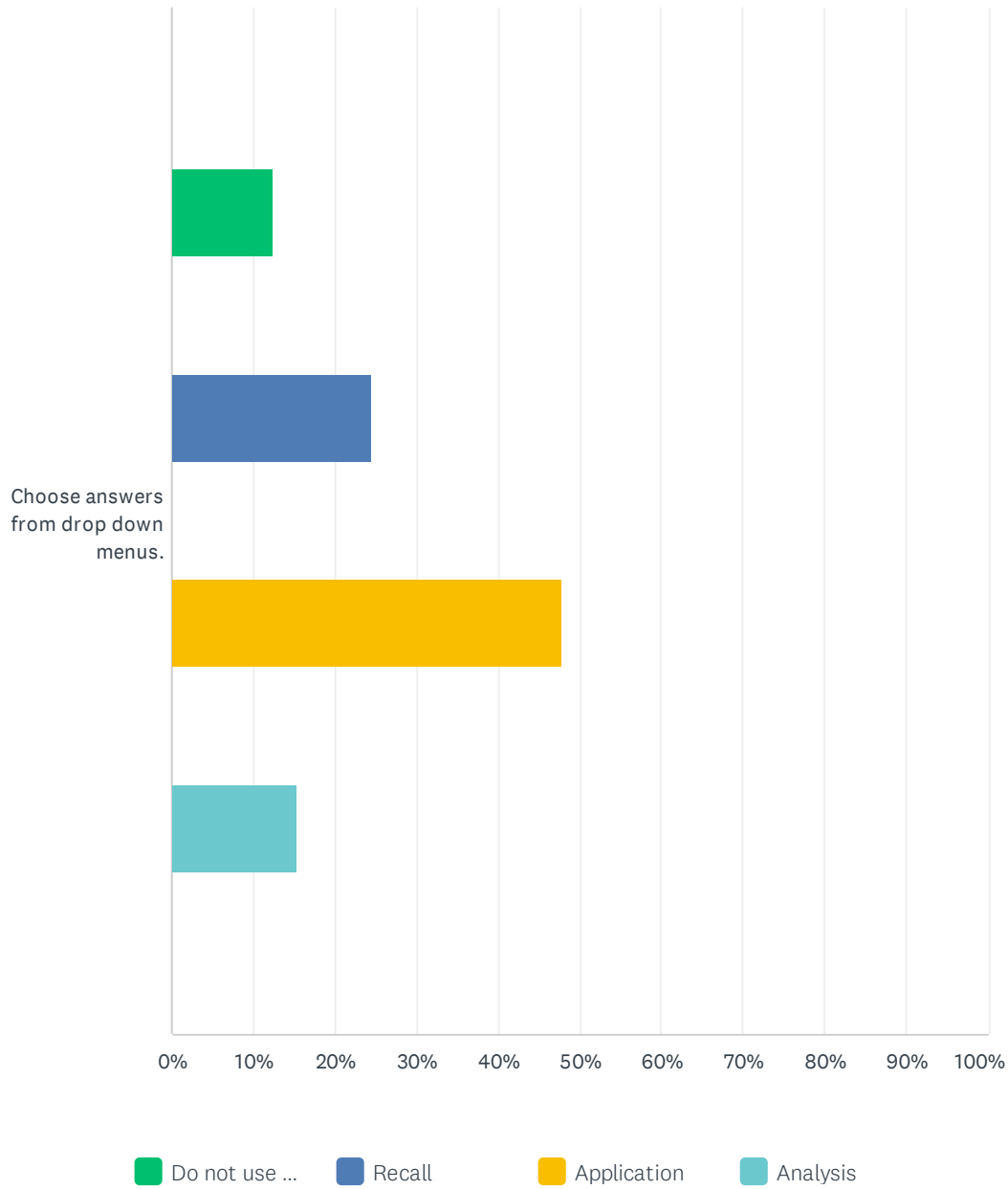


Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|------------|------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 9.23% 6 | 80.00% 52 | 9.23% 6 | 1.54% 1 | 0.00% 0 | 65 |

| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 4.62% 3 | 13.85% 9 | 55.38% 36 | 26.15% 17 | 65 |

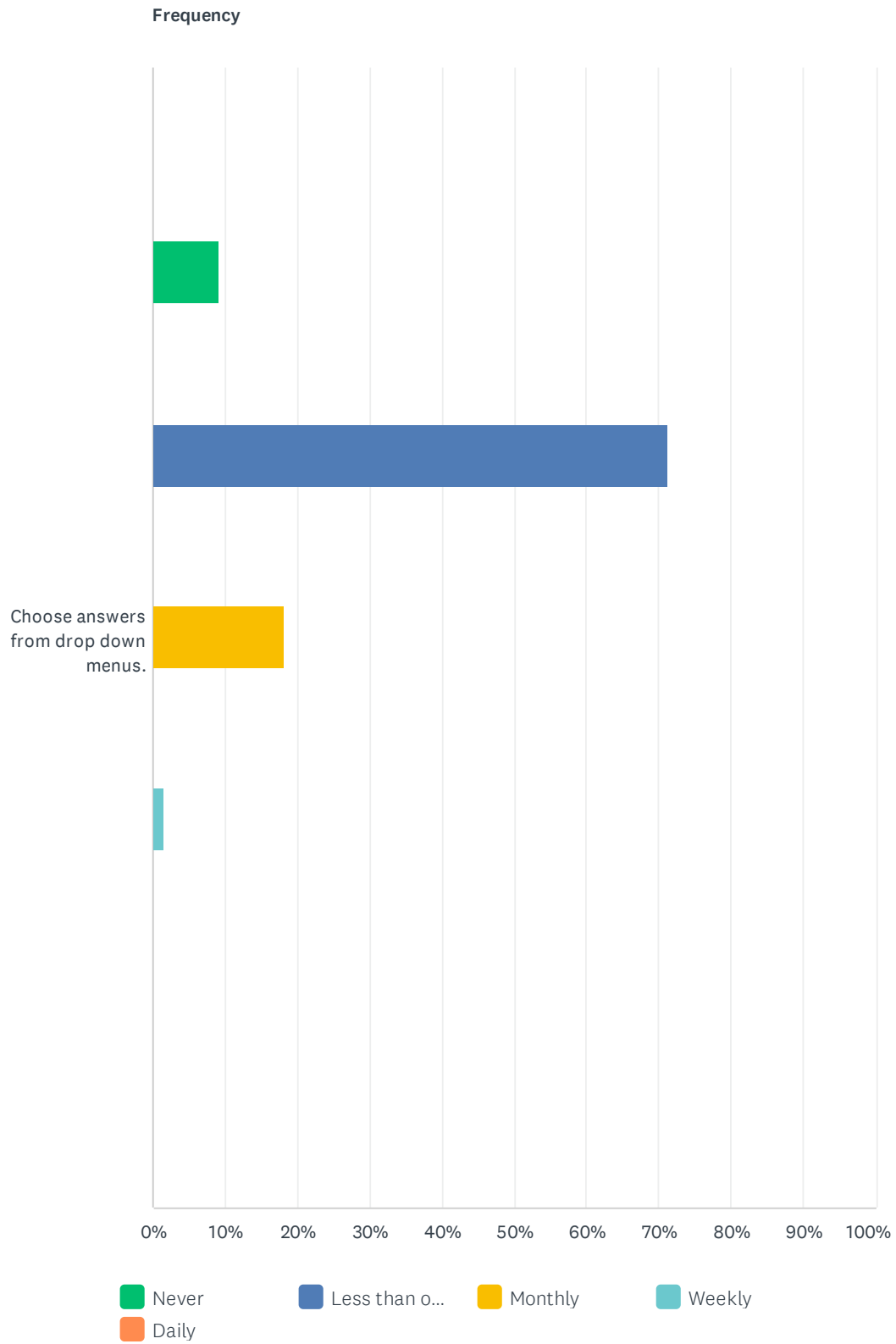
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

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

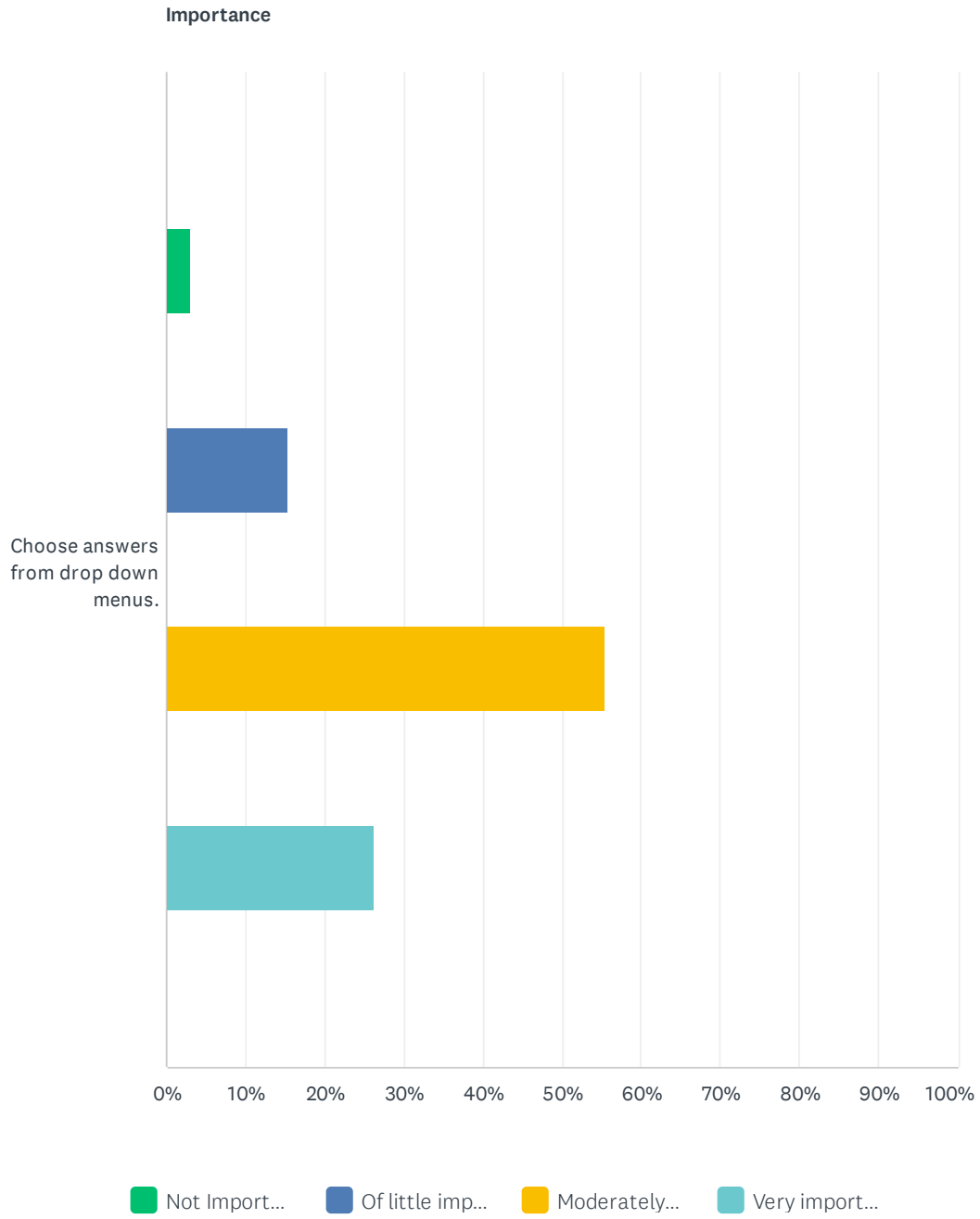
Q14 2.9 Identify potential funding sources (intramural, extramural) for research, faculty research development and other planned scholarship activities.

Answered: 66 Skipped: 108

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

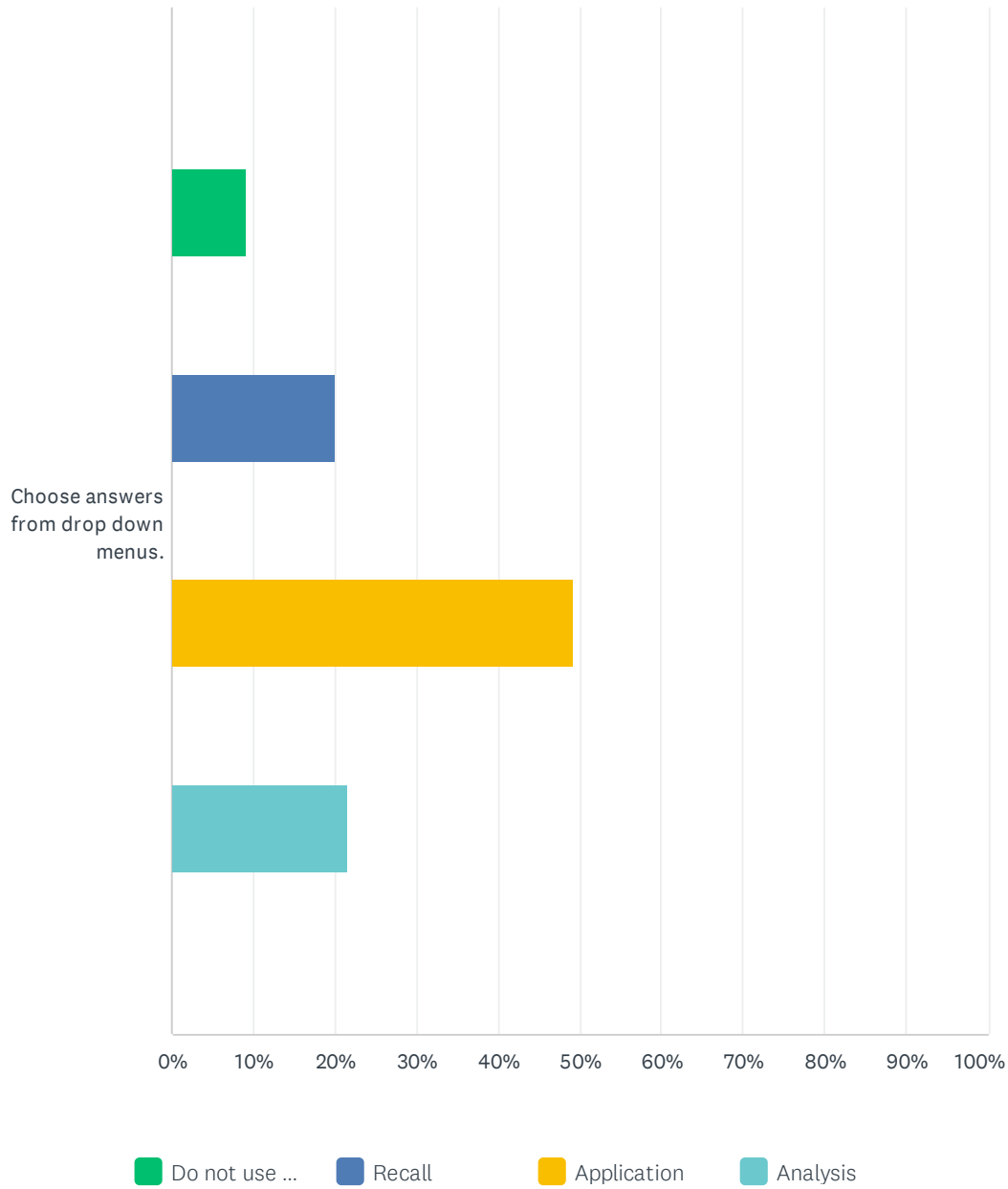


Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 9.09% 6 | 71.21% 47 | 18.18% 12 | 1.52% 1 | 0.00% 0 | 66 |

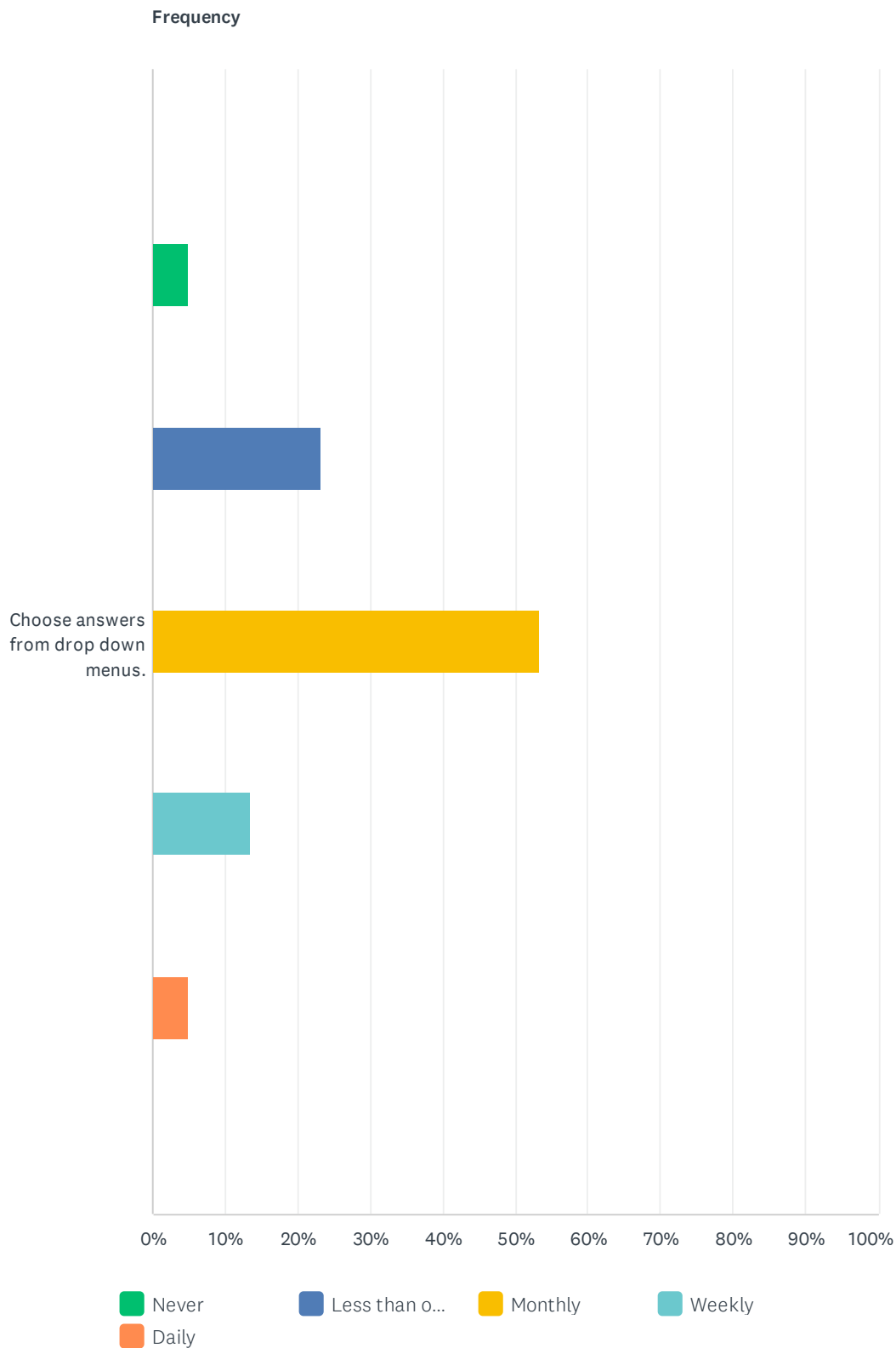
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 3.08% 2 | 15.38% 10 | 55.38% 36 | 26.15% 17 | 65 |

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. | 9.23% 6 | 20.00% 13 | 49.23% 32 | 21.54% 14 | 65 |

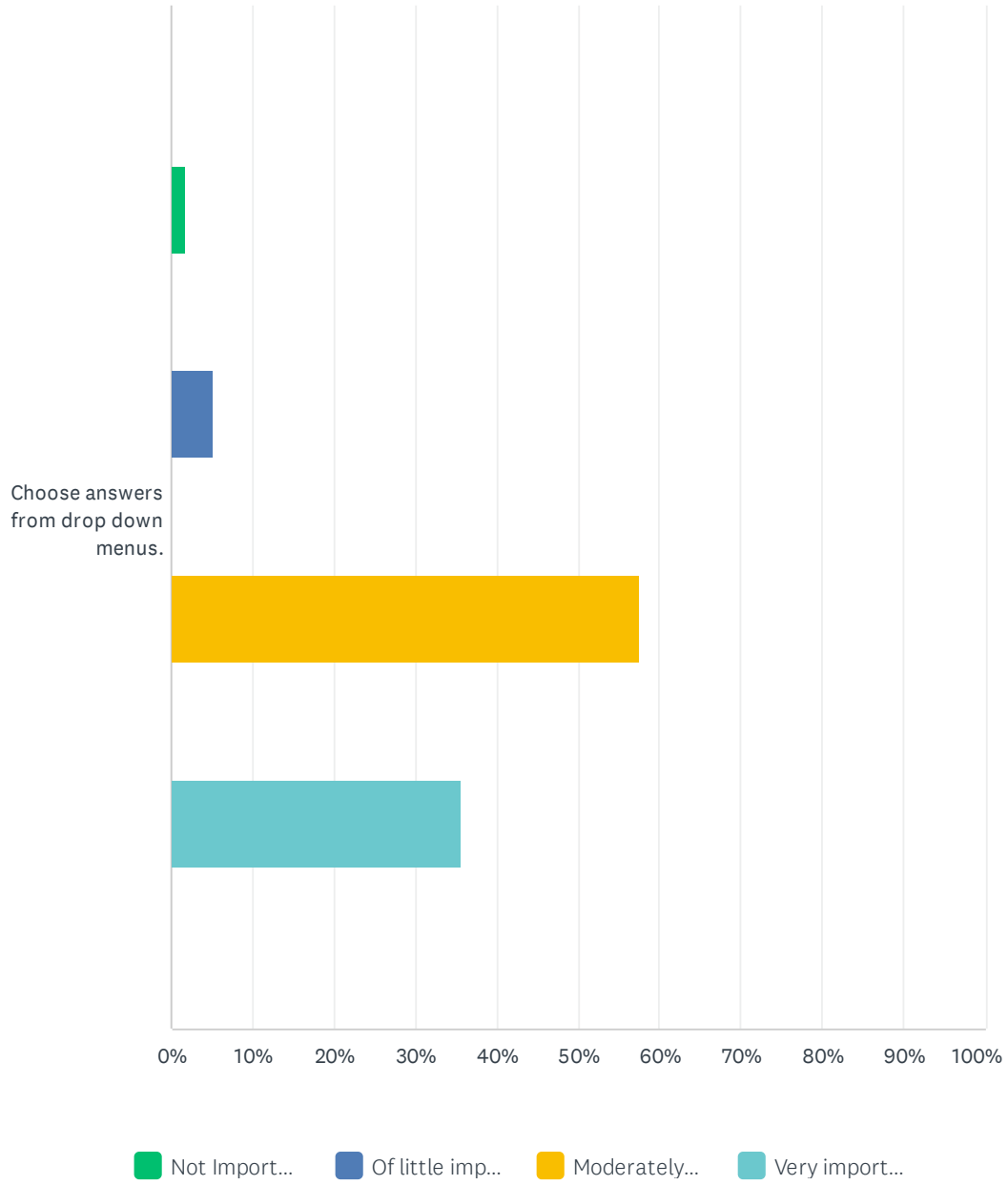
Q15 3.2 Identify the impact on the program of faculty service external to the institution (e.g., profession, community, society).

Answered: 60 Skipped: 114



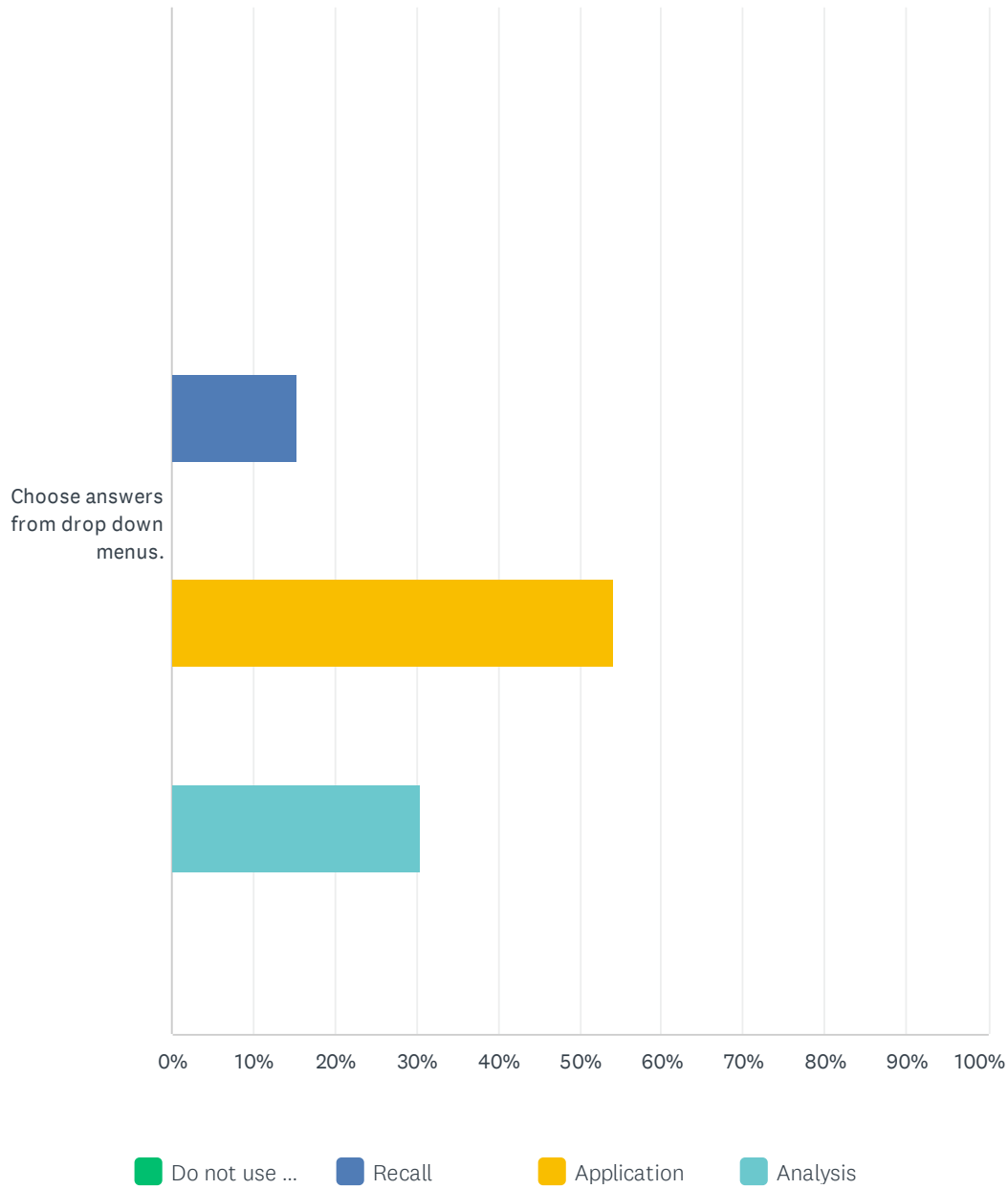
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Importance



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|-------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 5.00% 3 | 23.33% 14 | 53.33% 32 | 13.33% 8 | 5.00% 3 | 60 |

| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 1.69% 1 | 5.08% 3 | 57.63% 34 | 35.59% 21 | 59 |

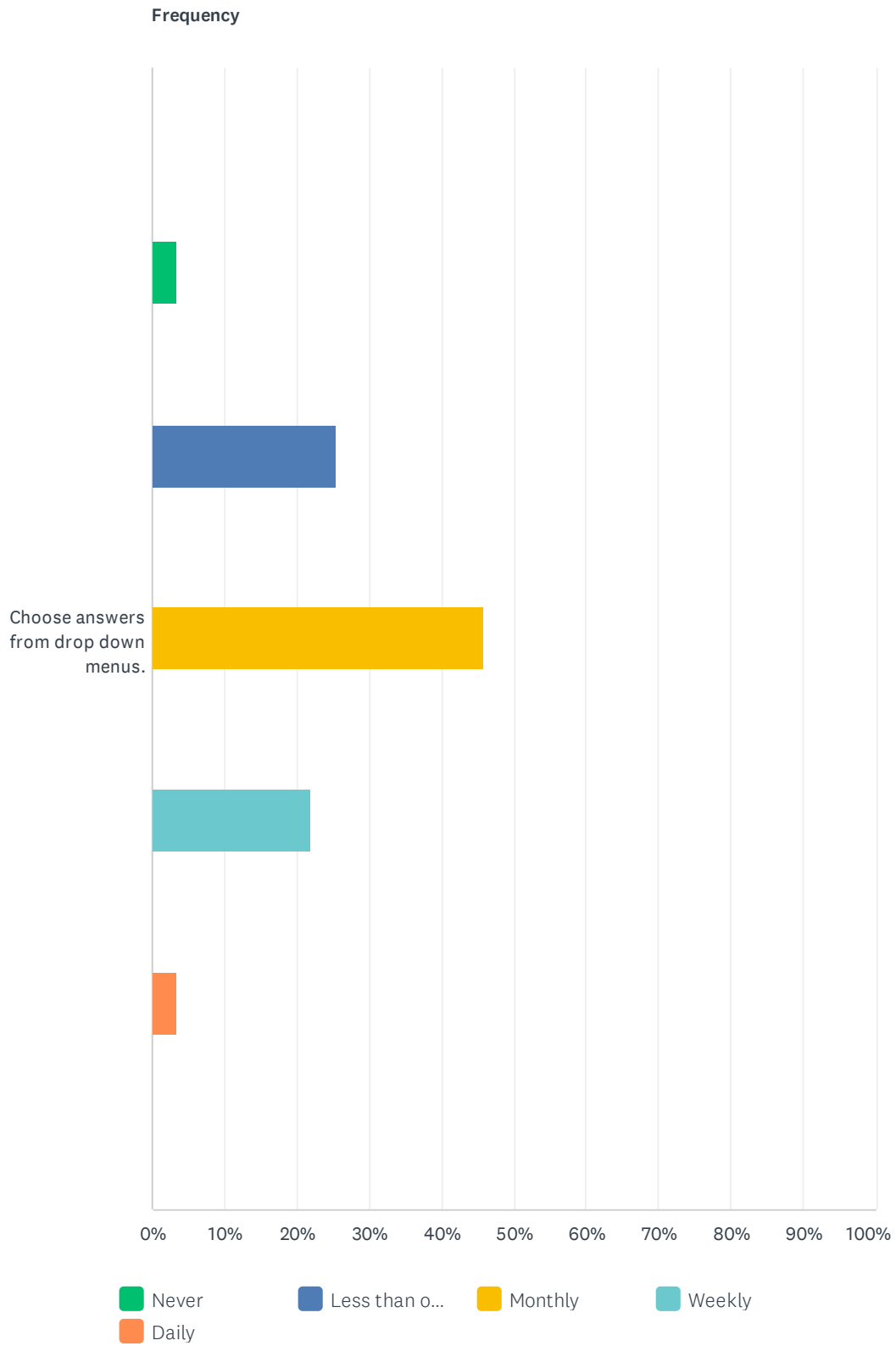
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

| Level of Judgment | | | | | |
|--------------------------------------|--------------------------|-------------|--------------|--------------|-------|
| | DO NOT USE IN THEIR WORK | RECALL | APPLICATION | ANALYSIS | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 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).

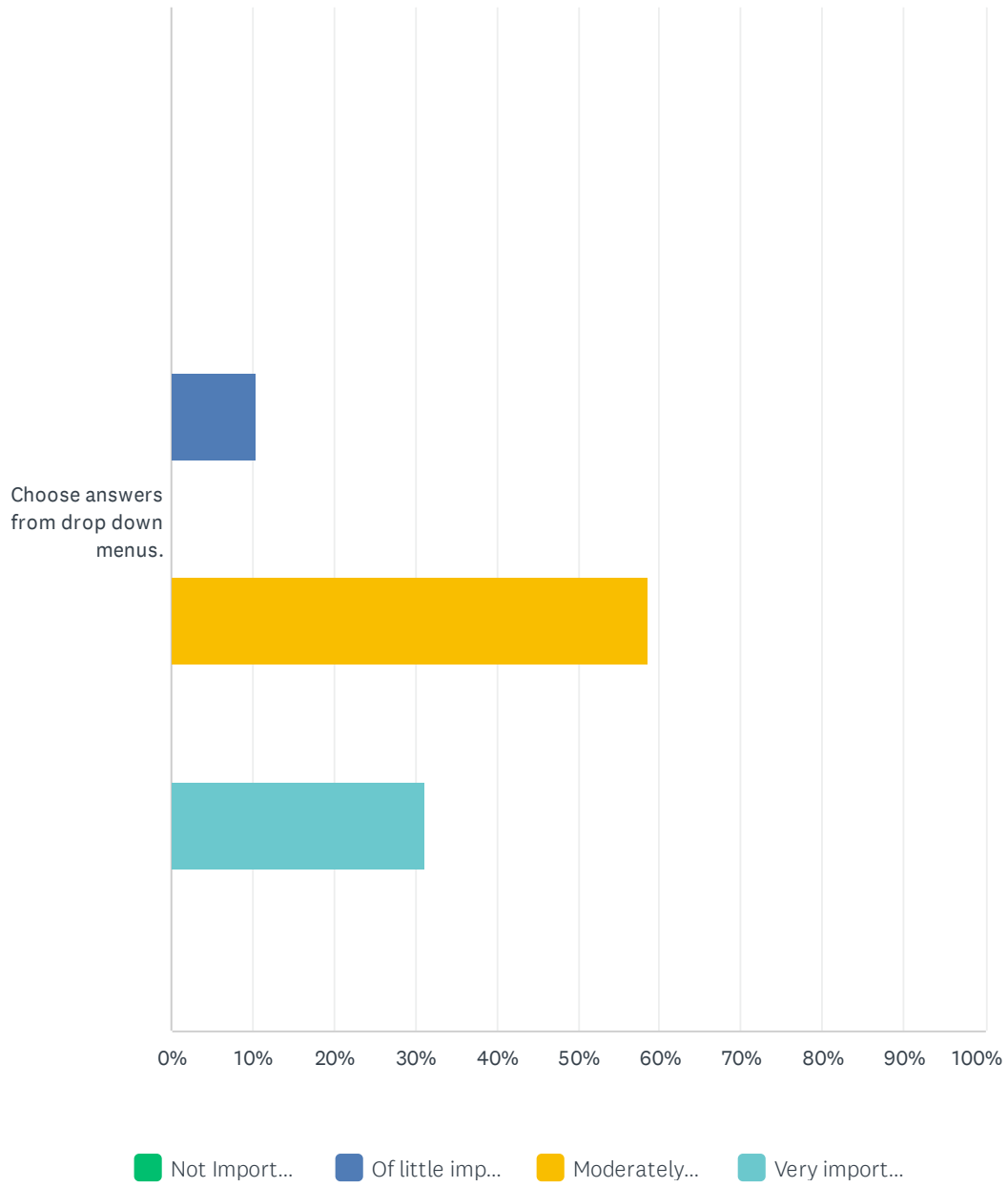
Answered: 59 Skipped: 115

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



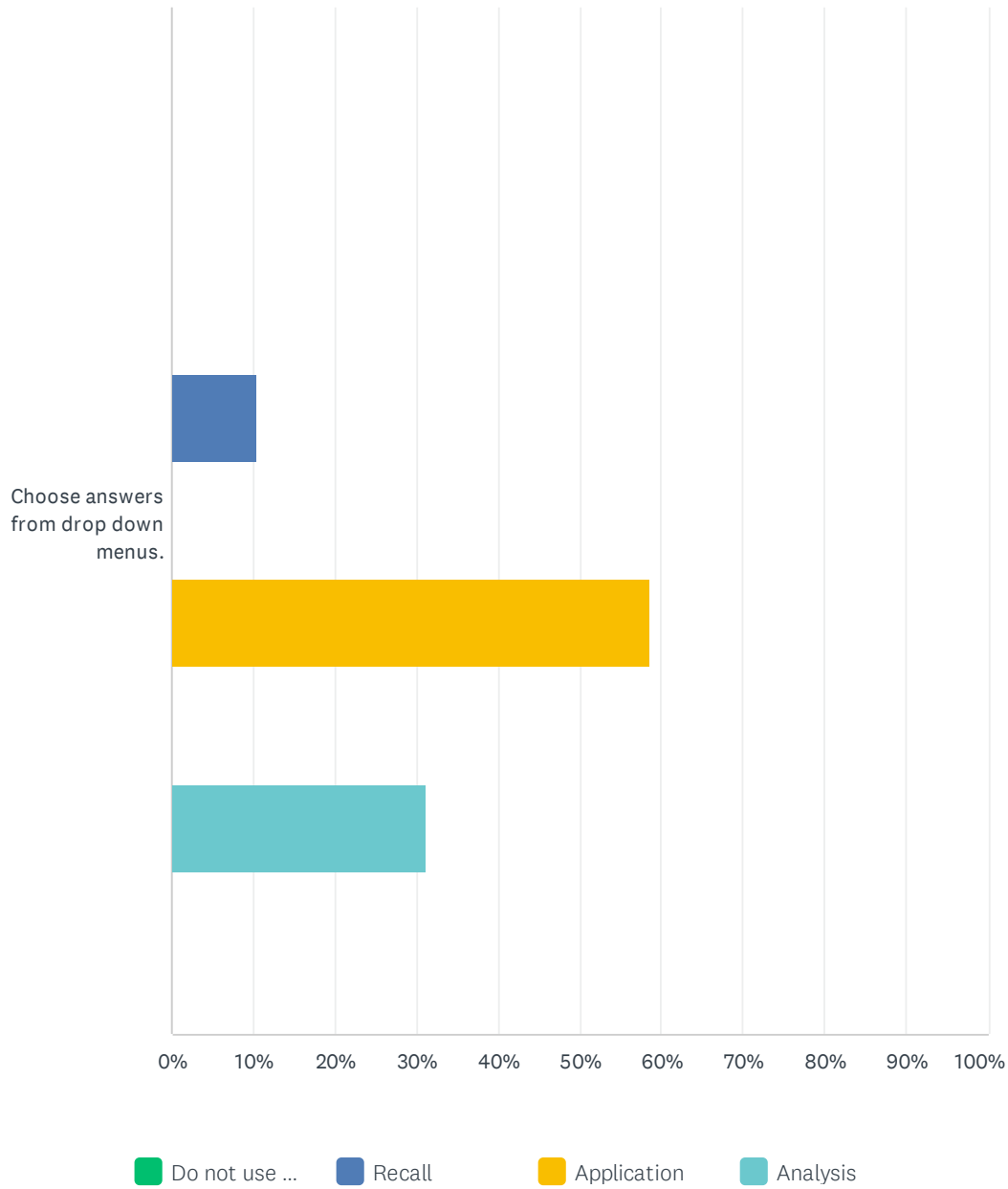
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Importance



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|--------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 3.39% 2 | 25.42% 15 | 45.76% 27 | 22.03% 13 | 3.39% 2 | 59 |

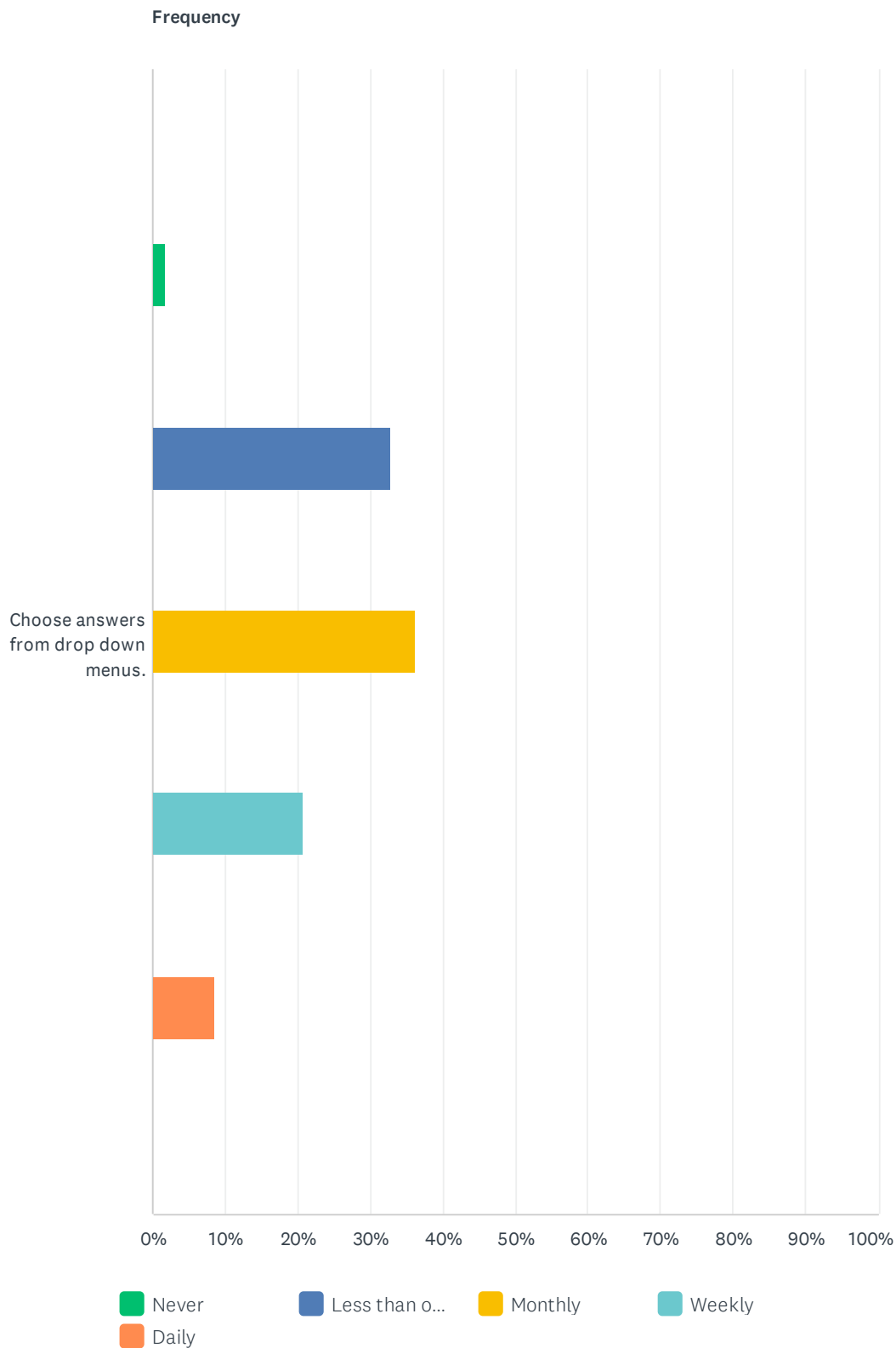
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 10.34% 6 | 58.62% 34 | 31.03% 18 | 58 |

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 | 10.34% 6 | 58.62% 34 | 31.03% 18 | 58 |

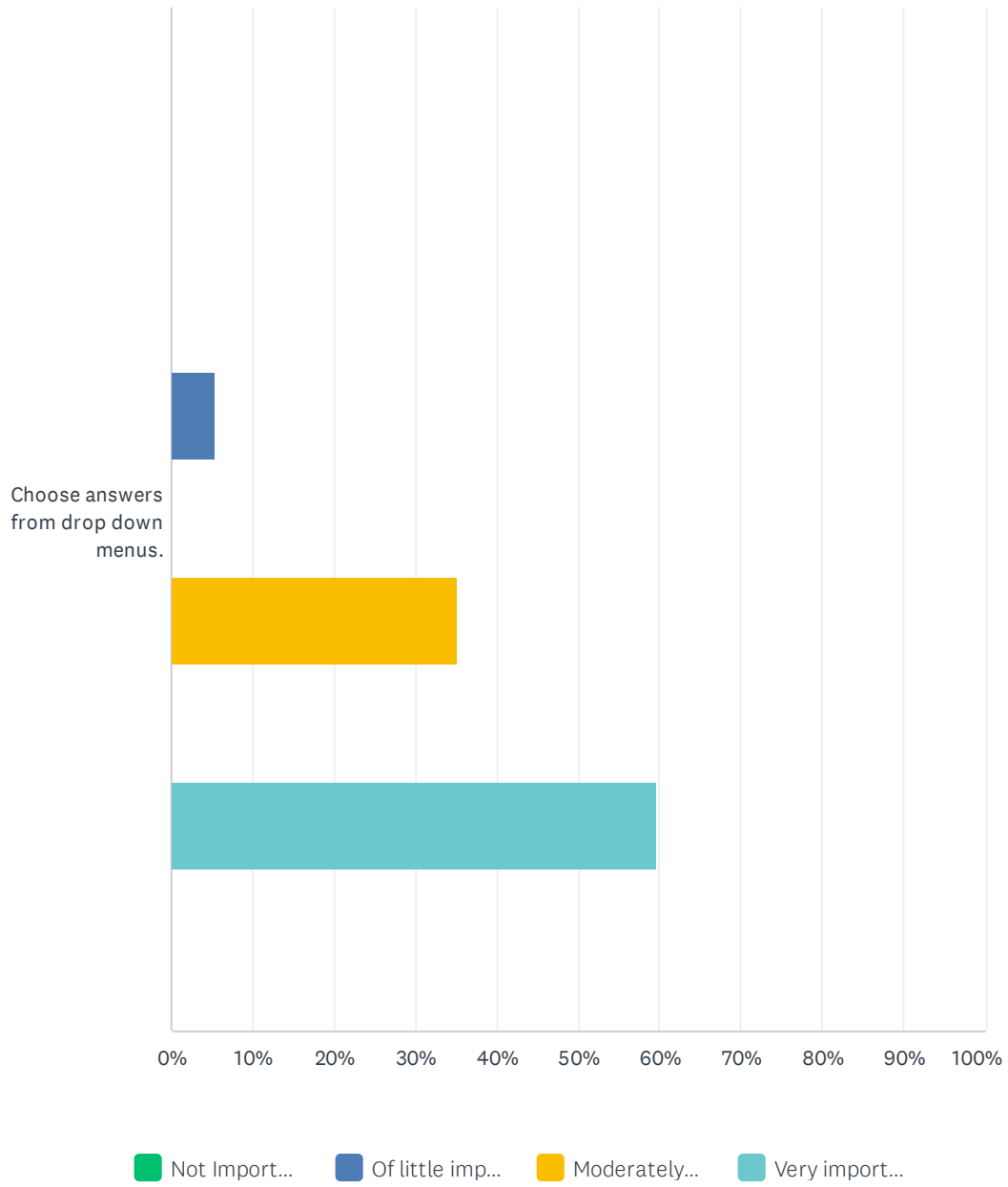
Q17 3.3 Identify service contributions and roles that are aligned to the individual's faculty development plan.

Answered: 58 Skipped: 116



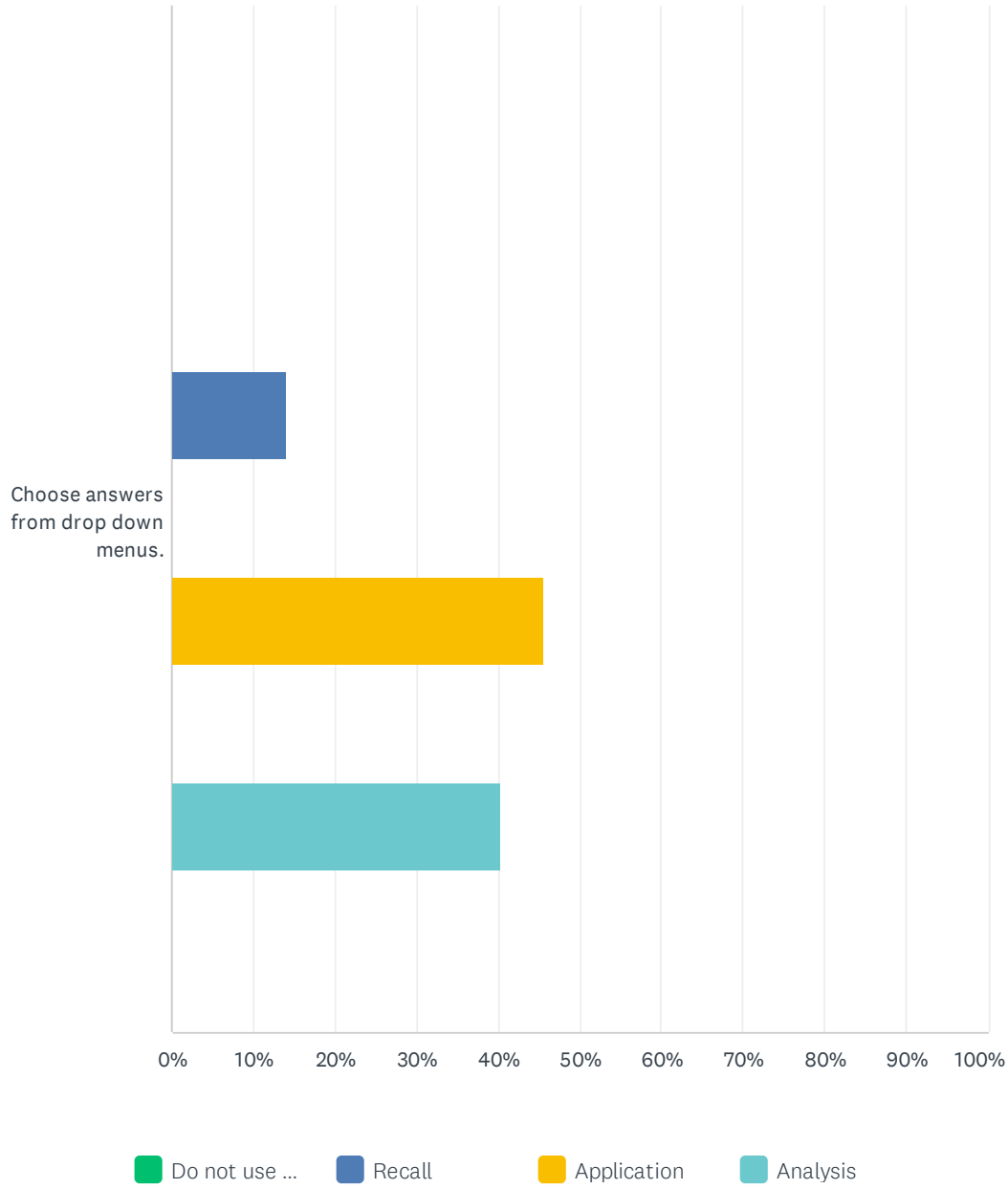
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Importance



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|--------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 1.72% 1 | 32.76% 19 | 36.21% 21 | 20.69% 12 | 8.62% 5 | 58 |

| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 5.26% 3 | 35.09% 20 | 59.65% 34 | 57 |

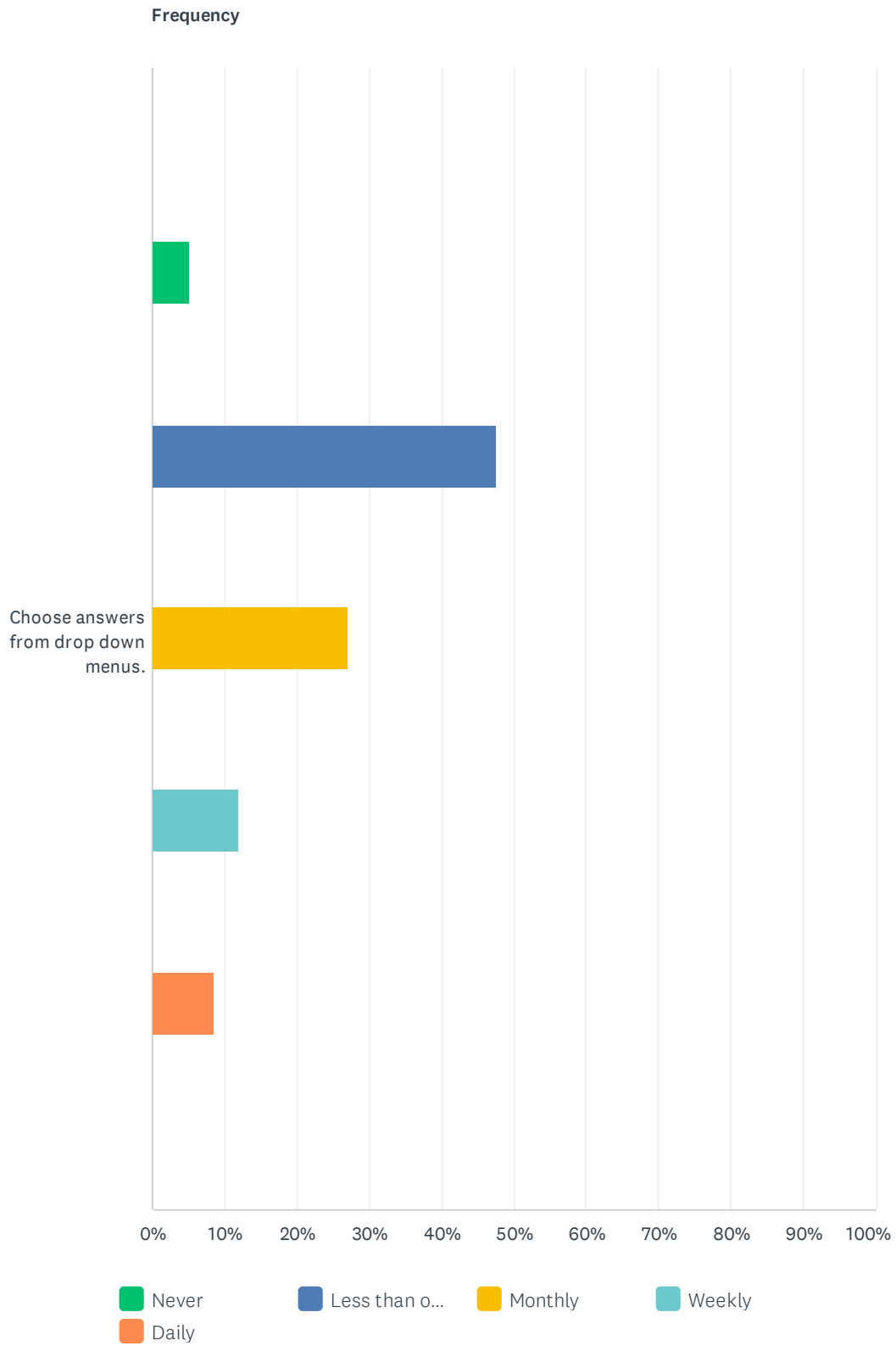
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

| Level of Judgment | | | | | |
|--------------------------------------|--------------------------|-------------|--------------|--------------|-------|
| | DO NOT USE IN THEIR WORK | RECALL | APPLICATION | ANALYSIS | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 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).

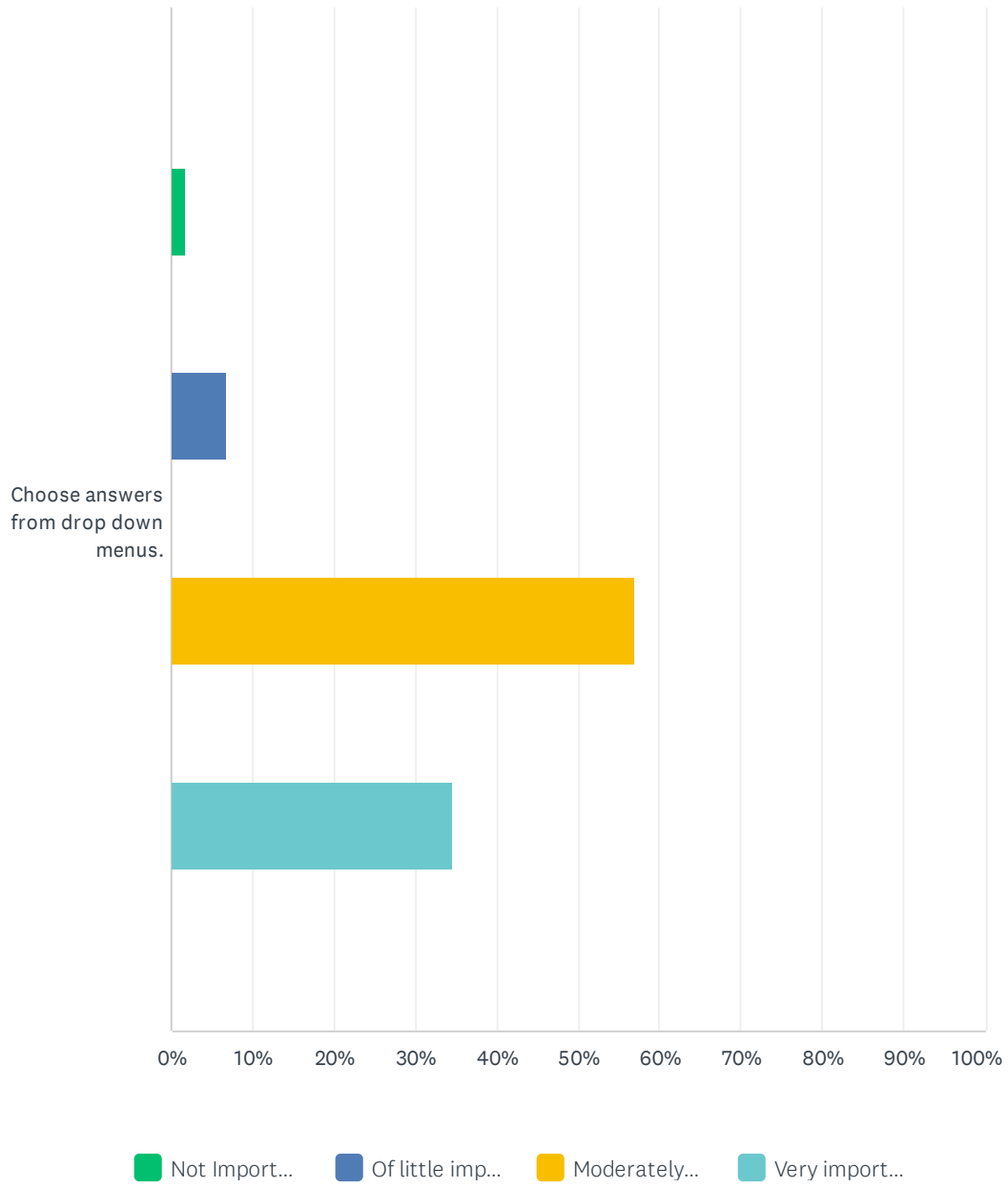
Answered: 59 Skipped: 115

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



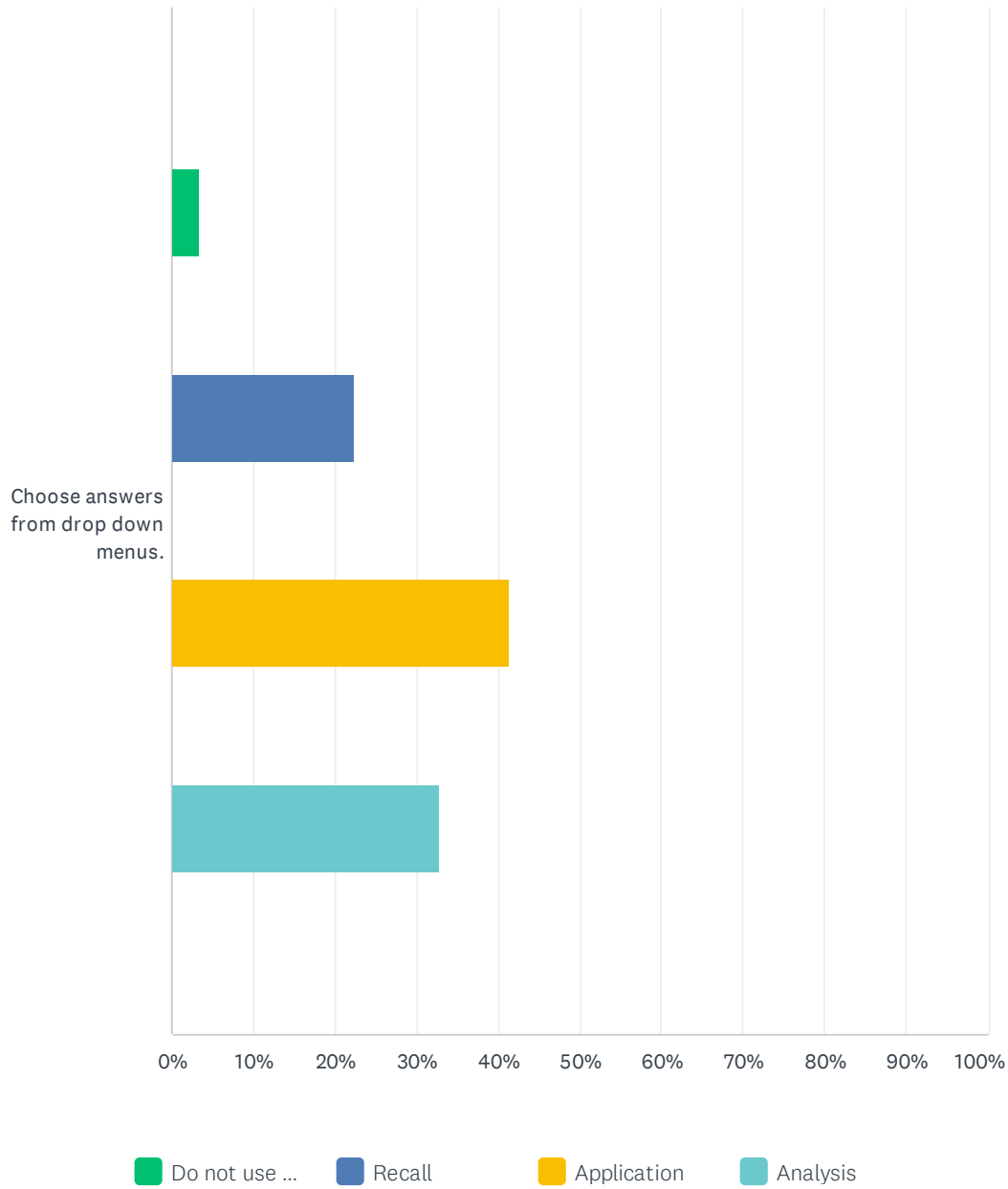
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Importance



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|-------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 5.08% 3 | 47.46% 28 | 27.12% 16 | 11.86% 7 | 8.47% 5 | 59 |

| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 1.72% 1 | 6.90% 4 | 56.90% 33 | 34.48% 20 | 58 |

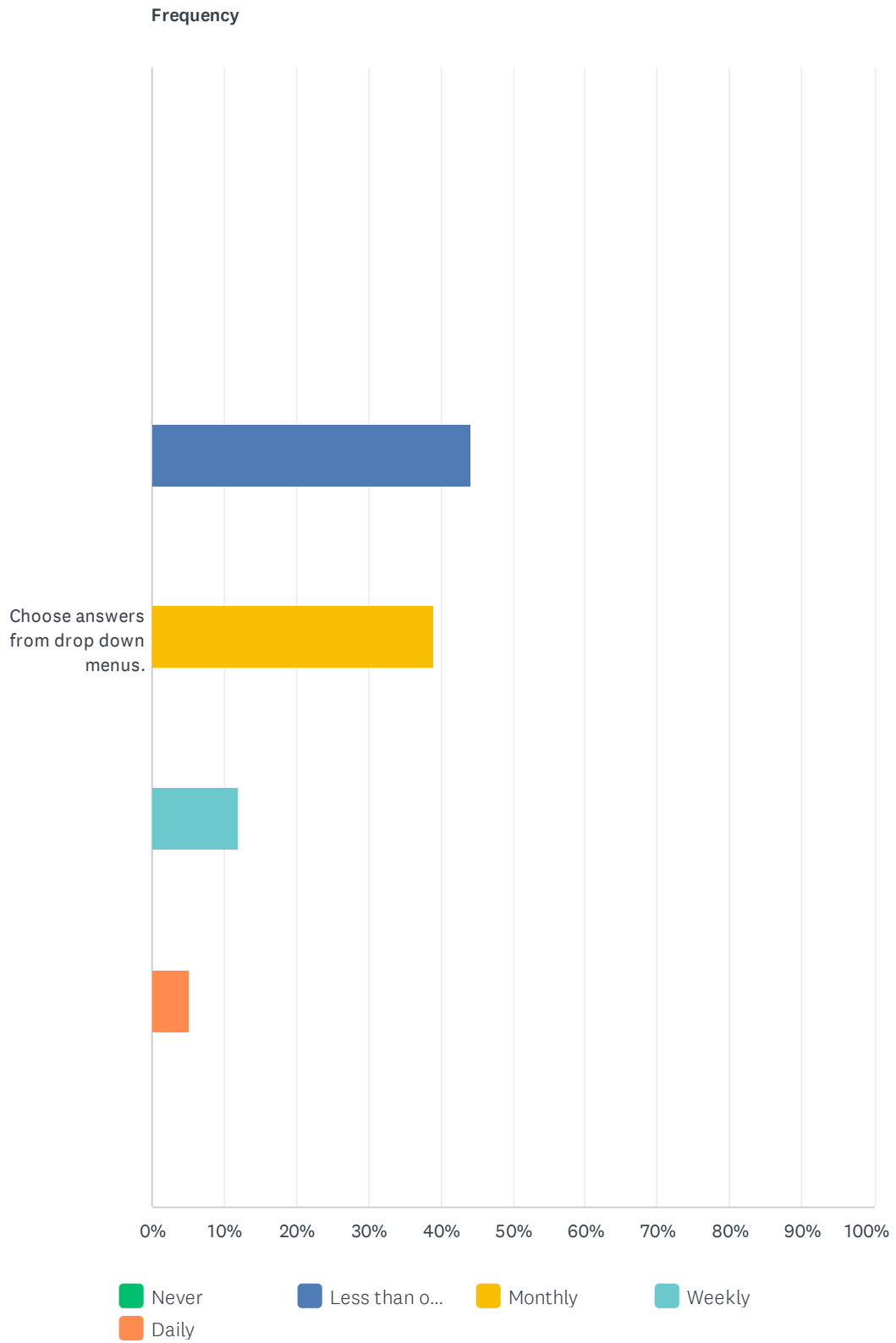
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

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

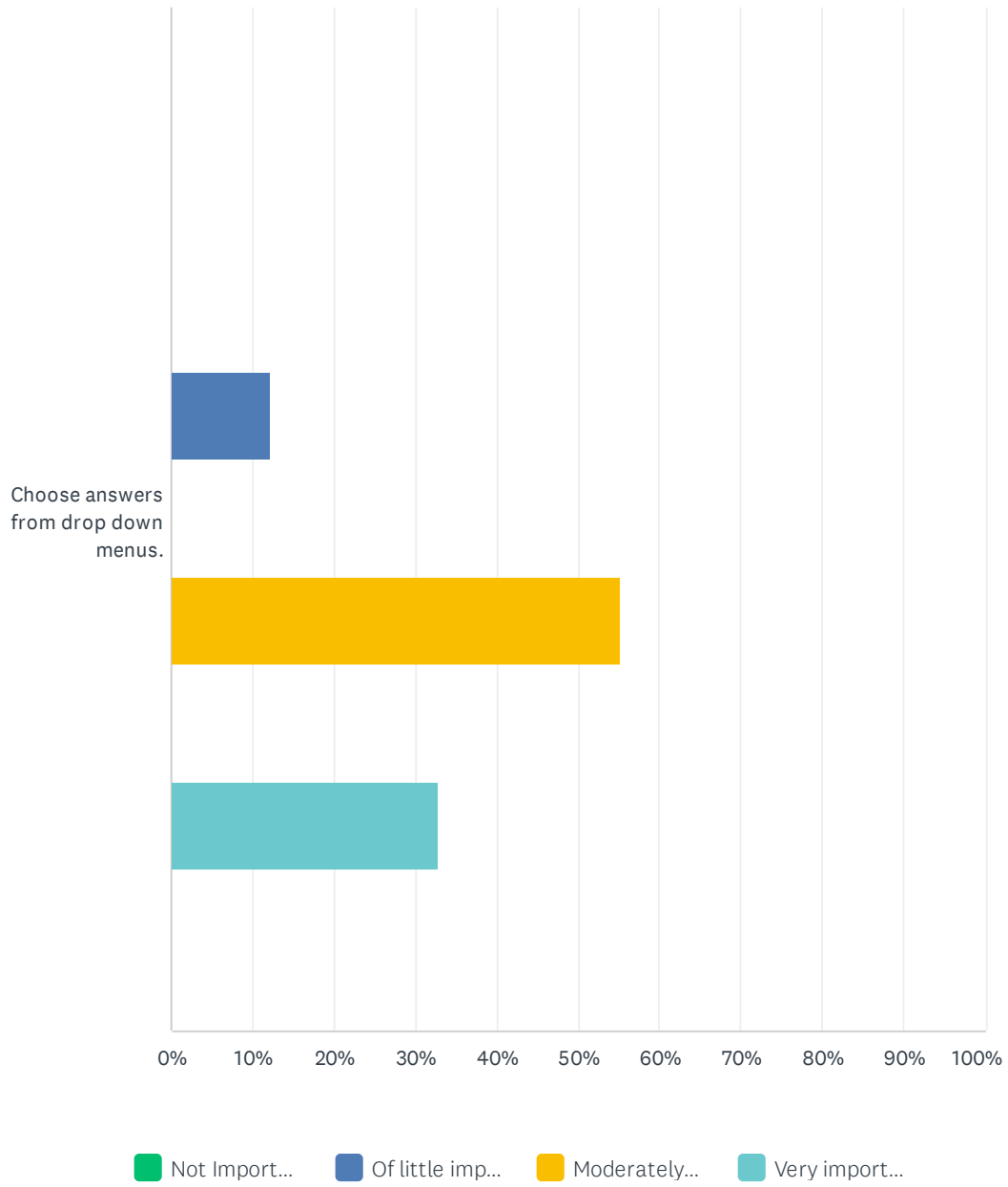
Answered: 59 Skipped: 115

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



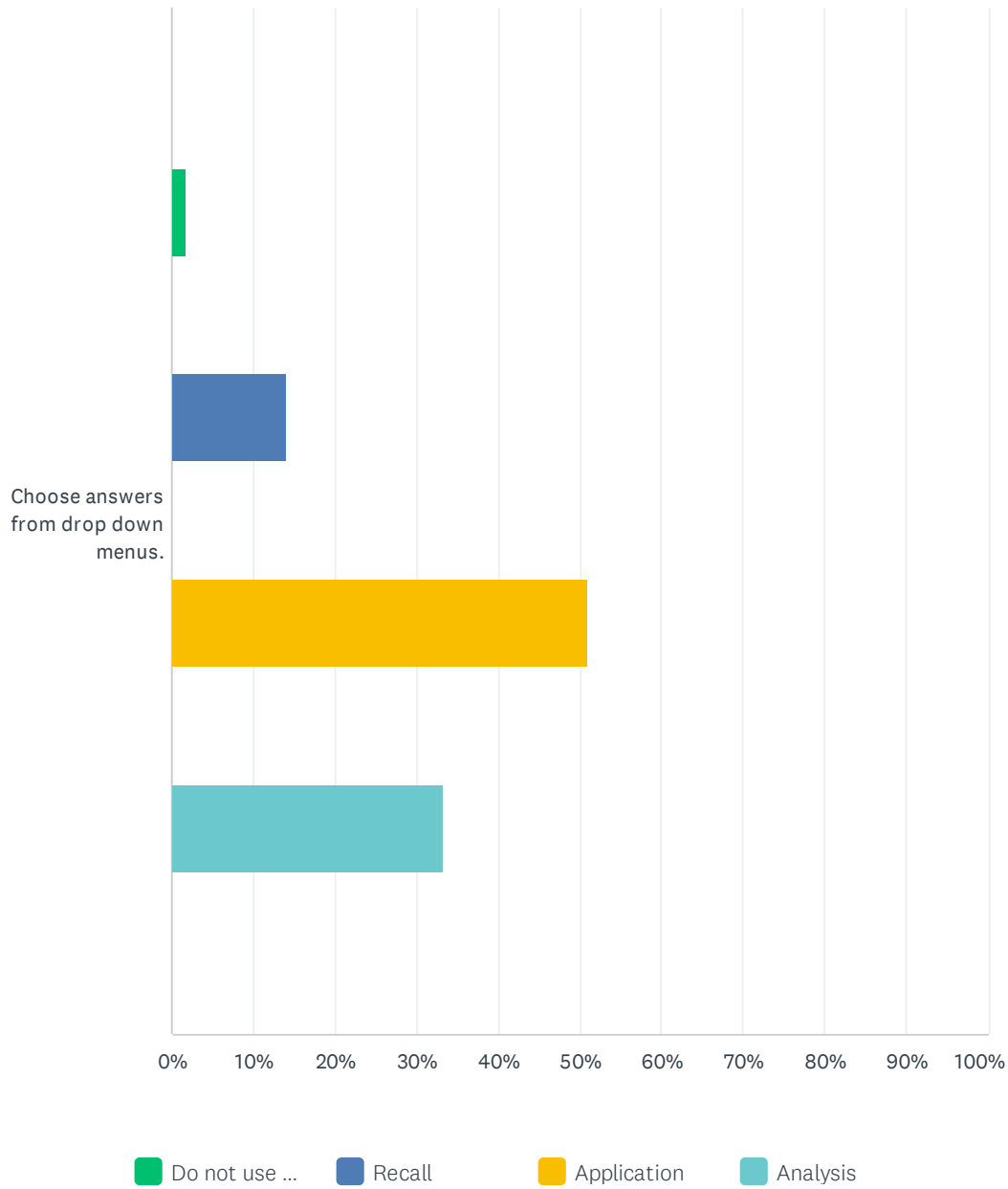
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Importance



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|-------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 44.07% 26 | 38.98% 23 | 11.86% 7 | 5.08% 3 | 59 |

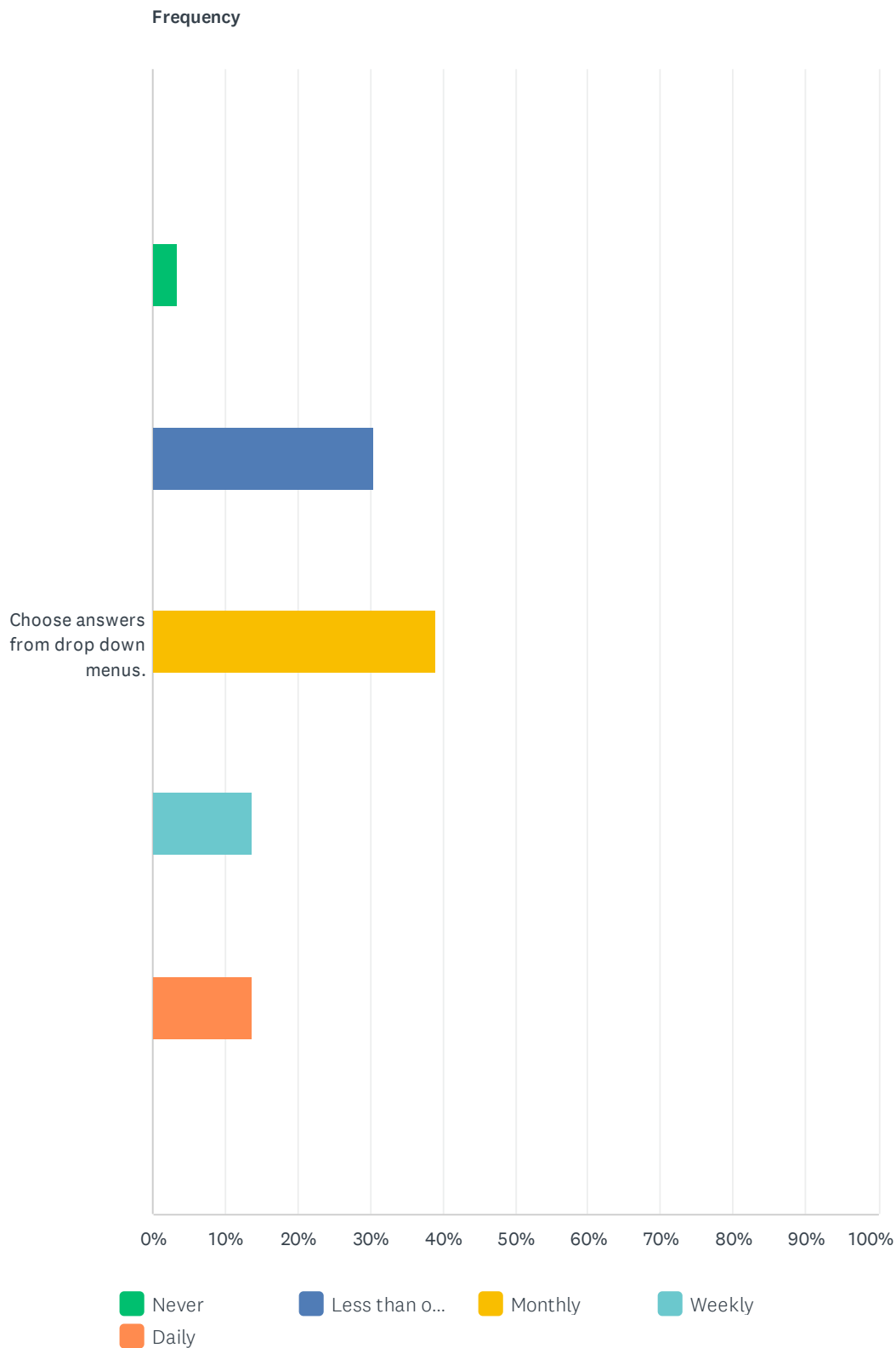
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 12.07% 7 | 55.17% 32 | 32.76% 19 | 58 |

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. | 1.75% | 14.04% | 50.88% | 33.33% | |
| | 1 | 8 | 29 | 19 | 57 |

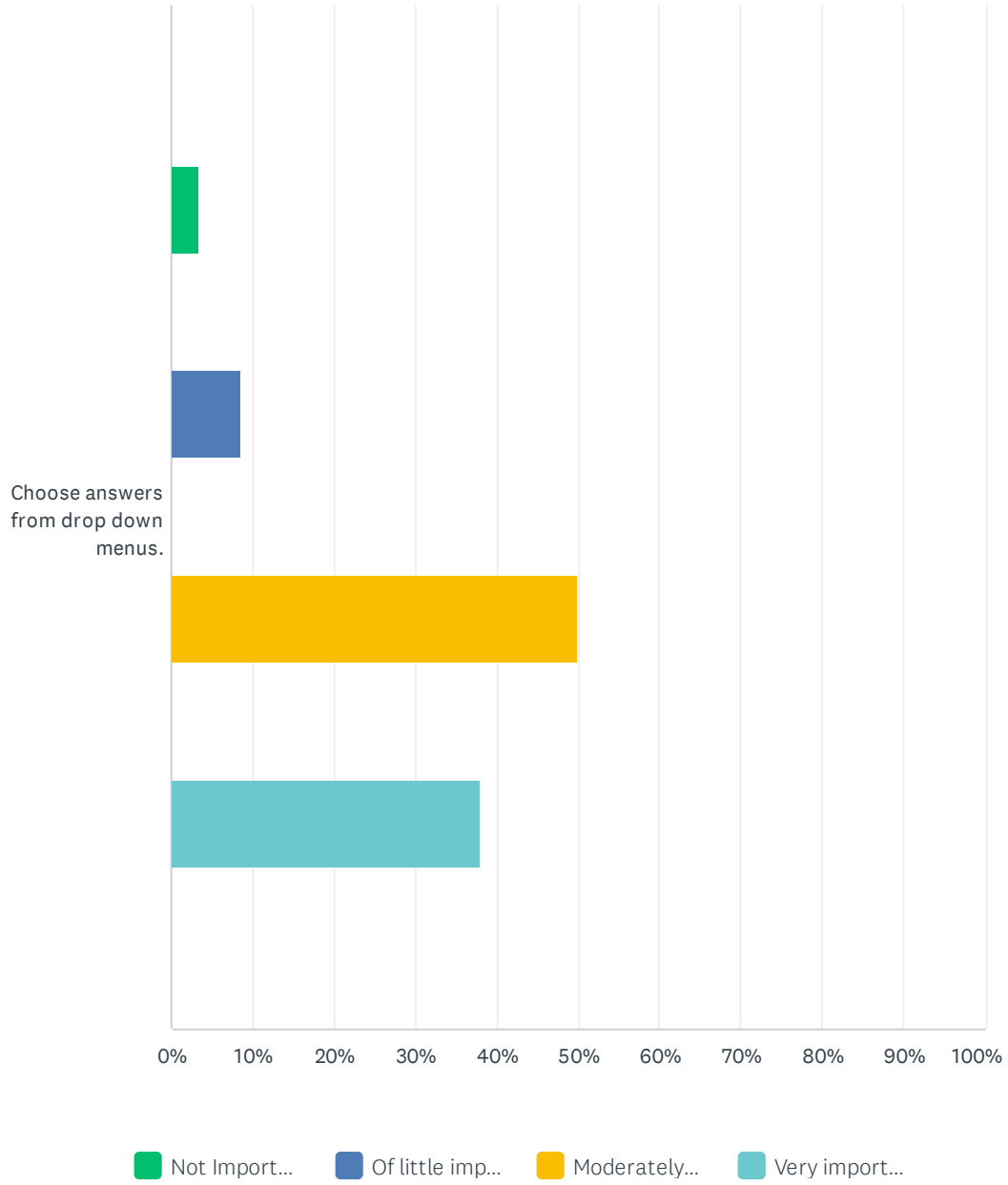
Q20 3.6 Recognize how different aspects of service can influence effective teaching and learning and scholarship.

Answered: 59 Skipped: 115



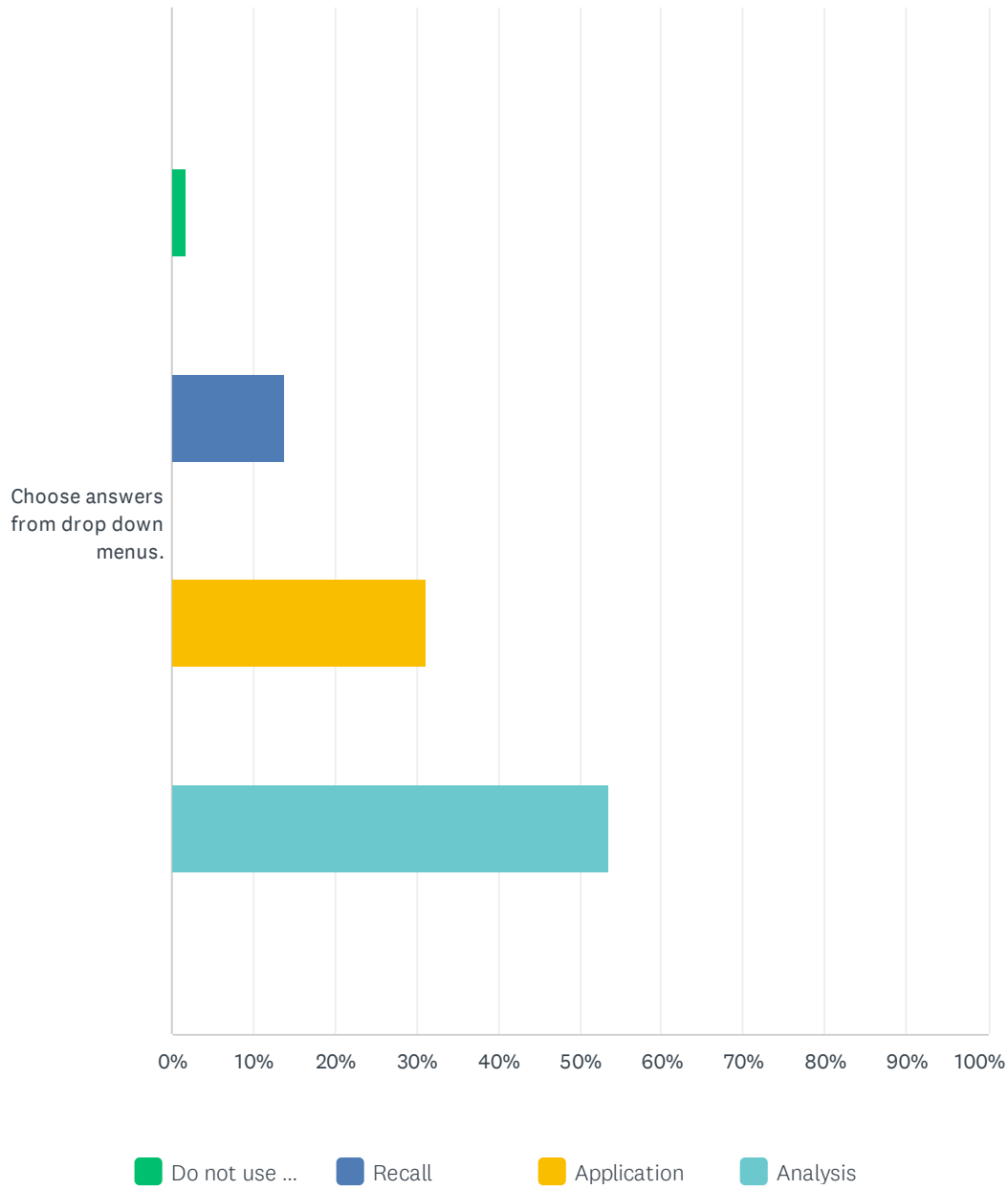
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Importance



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|-------------|-------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 3.39% 2 | 30.51% 18 | 38.98% 23 | 13.56% 8 | 13.56% 8 | 59 |

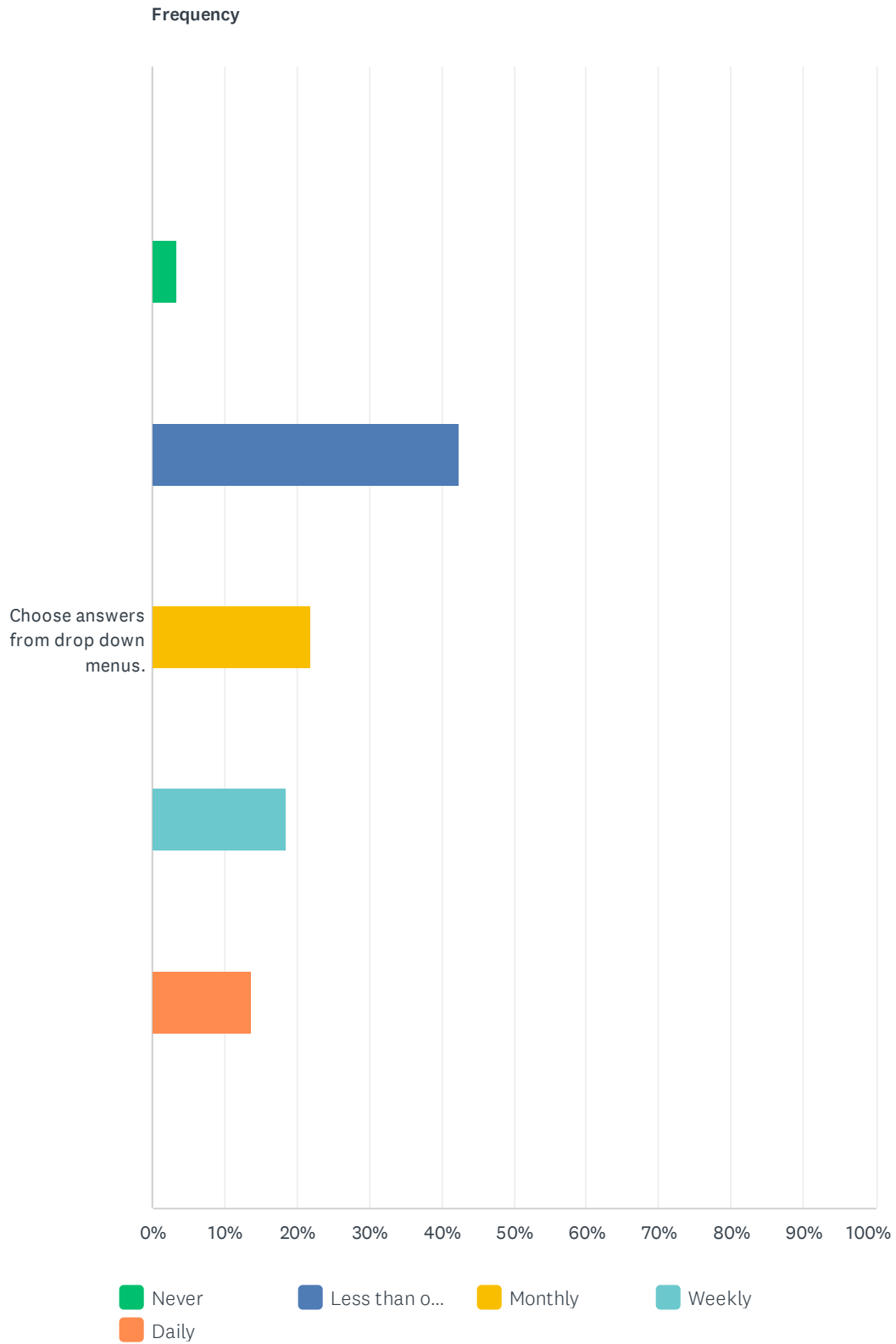
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 3.45% 2 | 8.62% 5 | 50.00% 29 | 37.93% 22 | 58 |

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. | 1.72% 1 | 13.79% 8 | 31.03% 18 | 53.45% 31 | 58 |

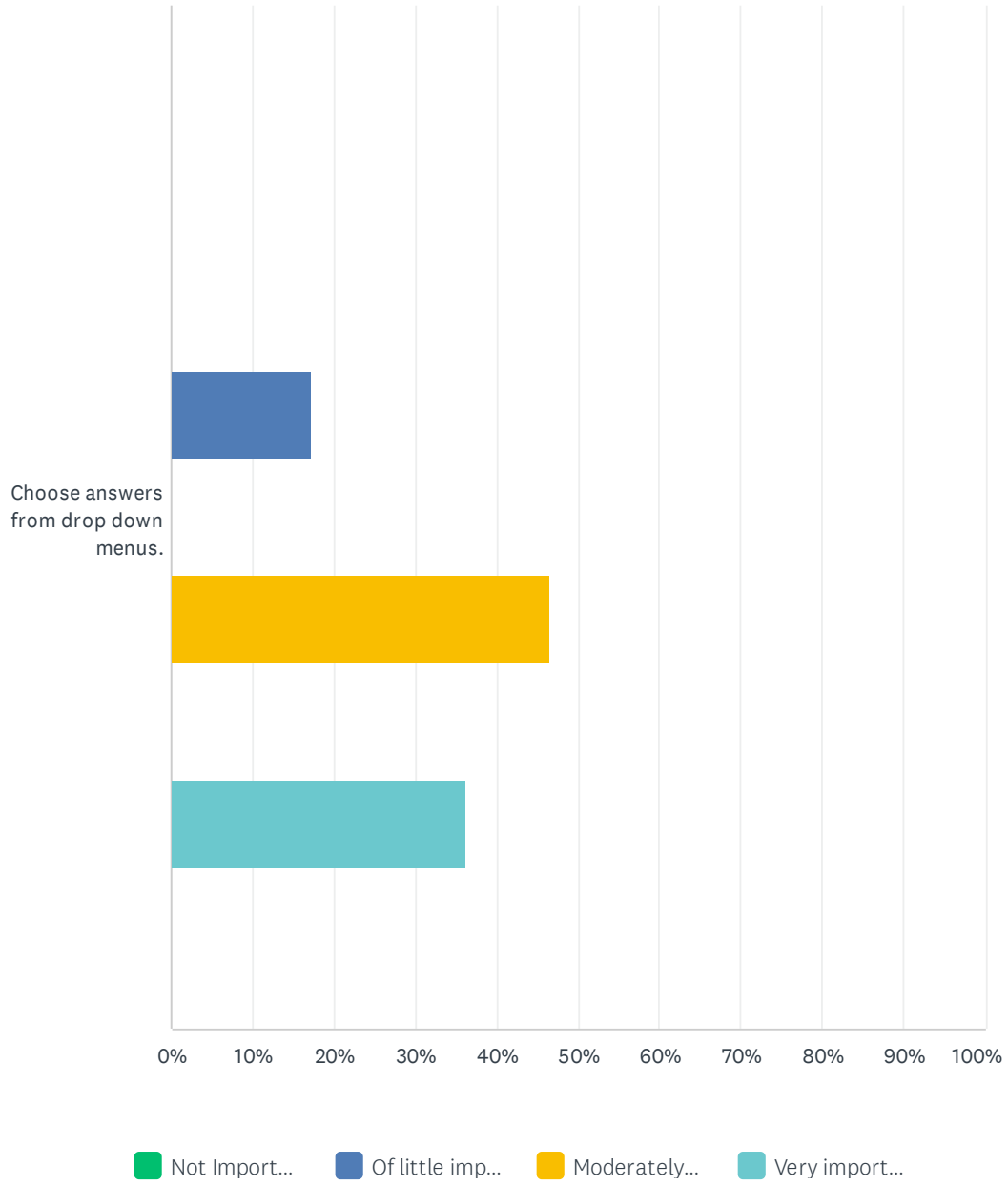
Q21 4.1.1 Institutional infrastructure and hierarchy.

Answered: 59 Skipped: 115



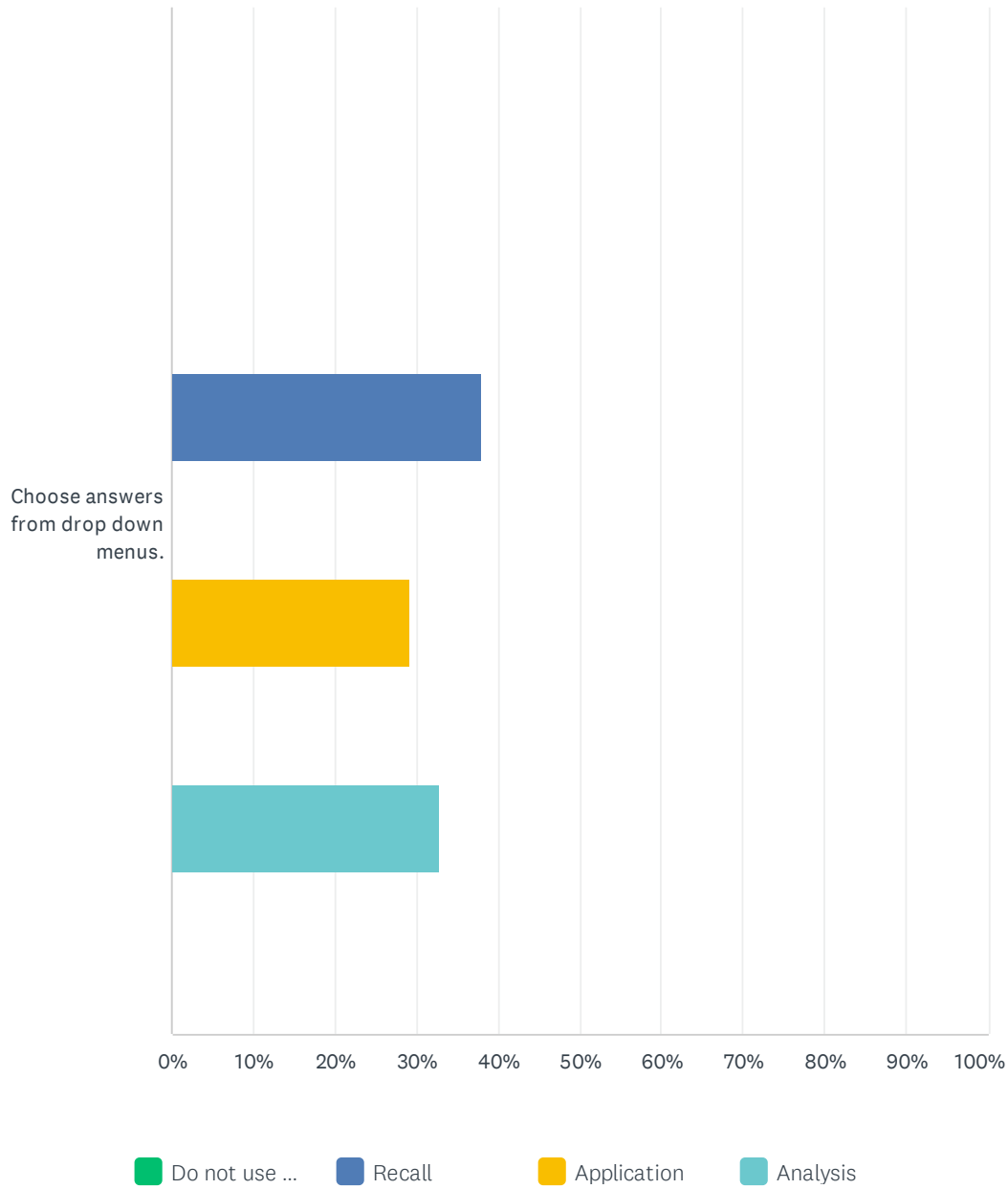
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Importance



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|--------------|-------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 3.39% 2 | 42.37% 25 | 22.03% 13 | 18.64% 11 | 13.56% 8 | 59 |

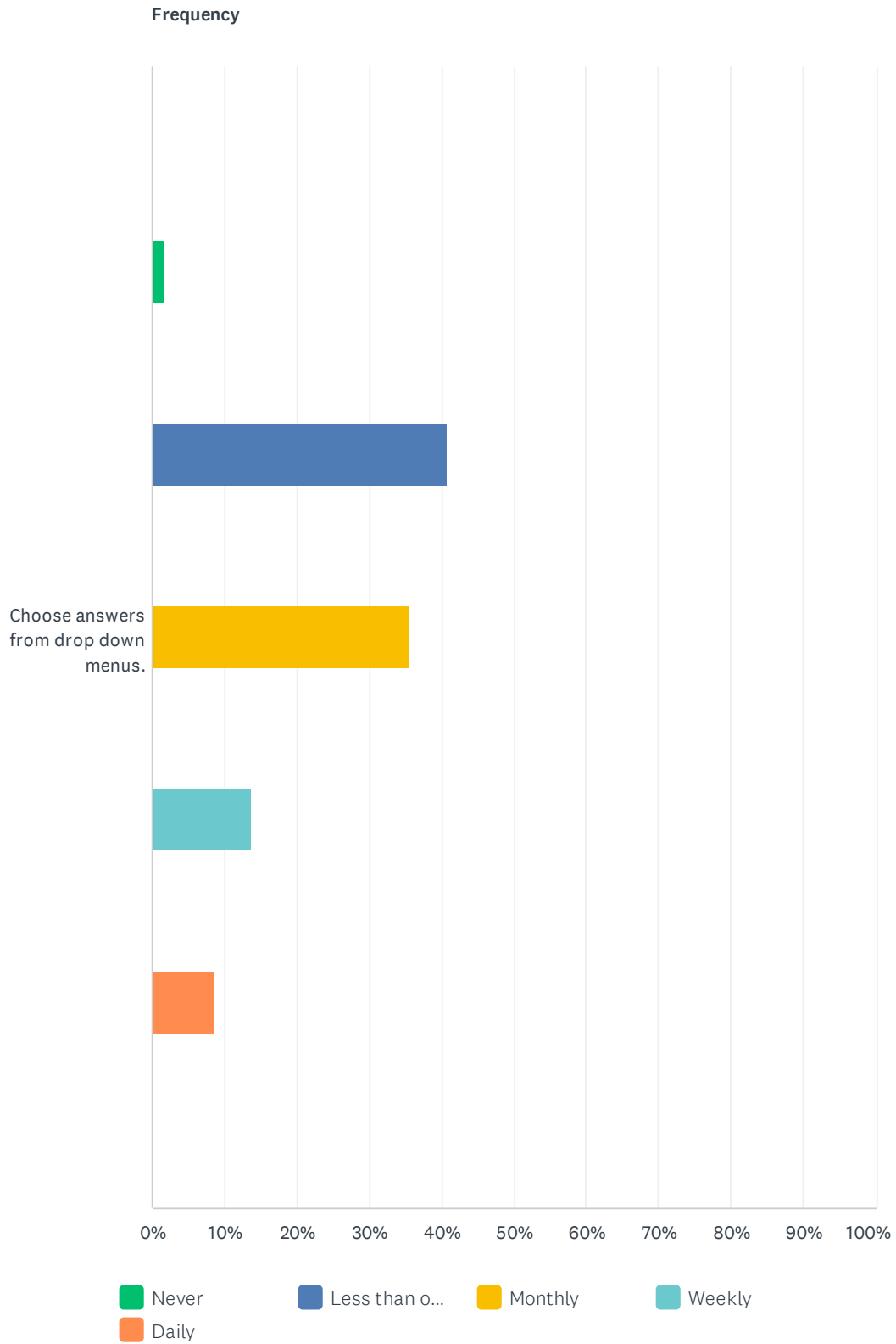
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 17.24% 10 | 46.55% 27 | 36.21% 21 | 58 |

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 | 37.93% 22 | 29.31% 17 | 32.76% 19 | 58 |

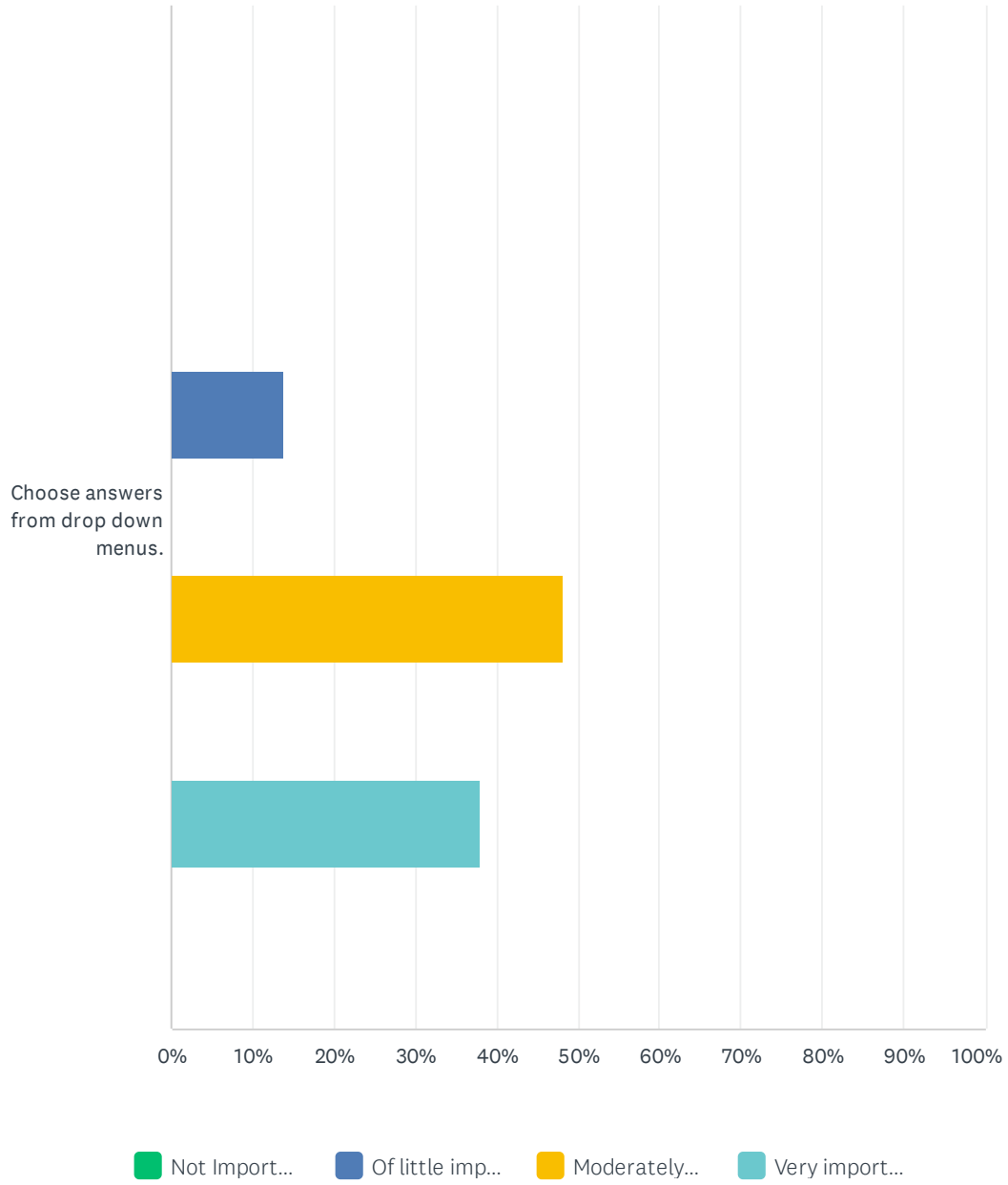
Q22 4.1.2 Faculty governance.

Answered: 59 Skipped: 115



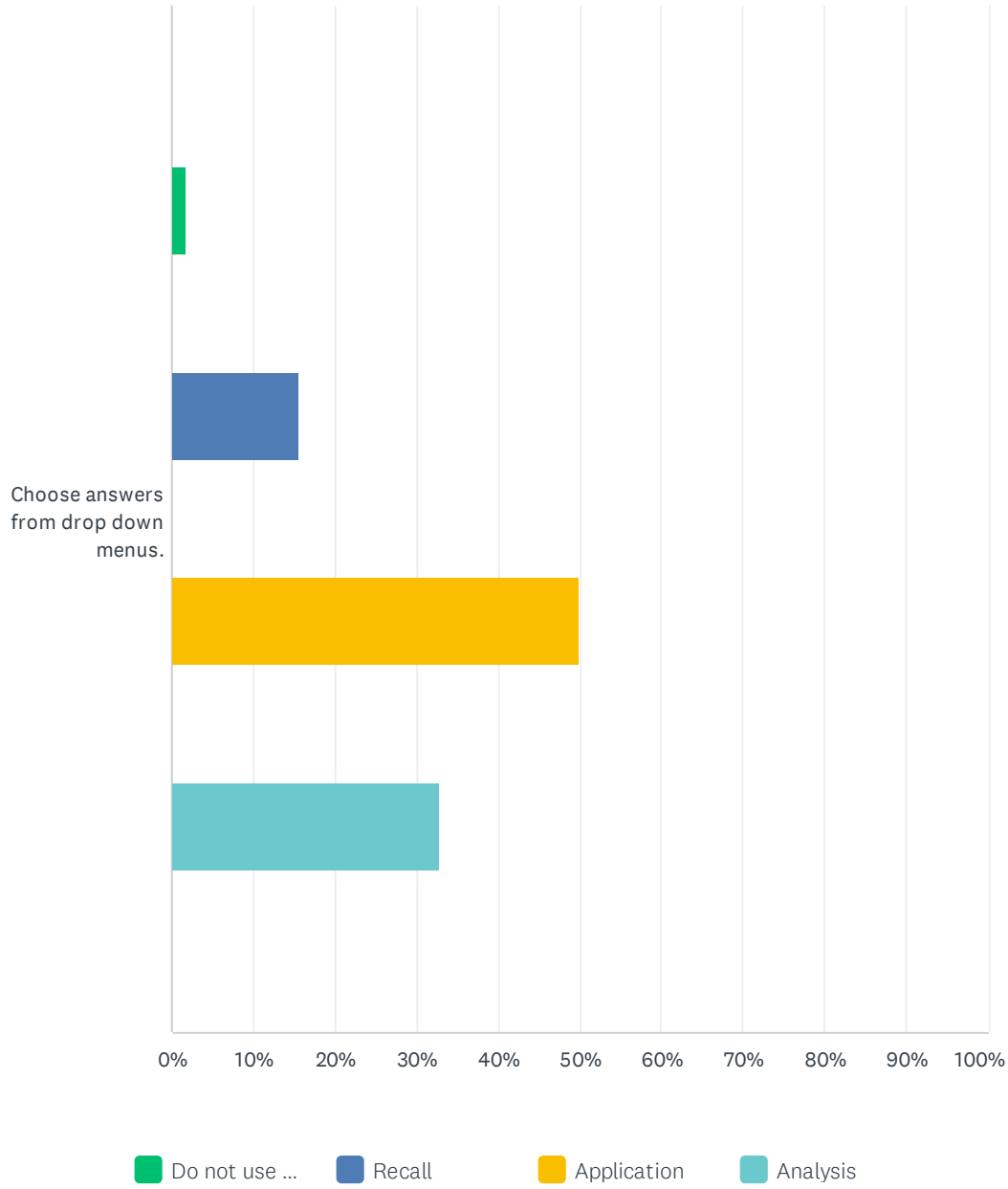
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Importance



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|-------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 1.69% 1 | 40.68% 24 | 35.59% 21 | 13.56% 8 | 8.47% 5 | 59 |

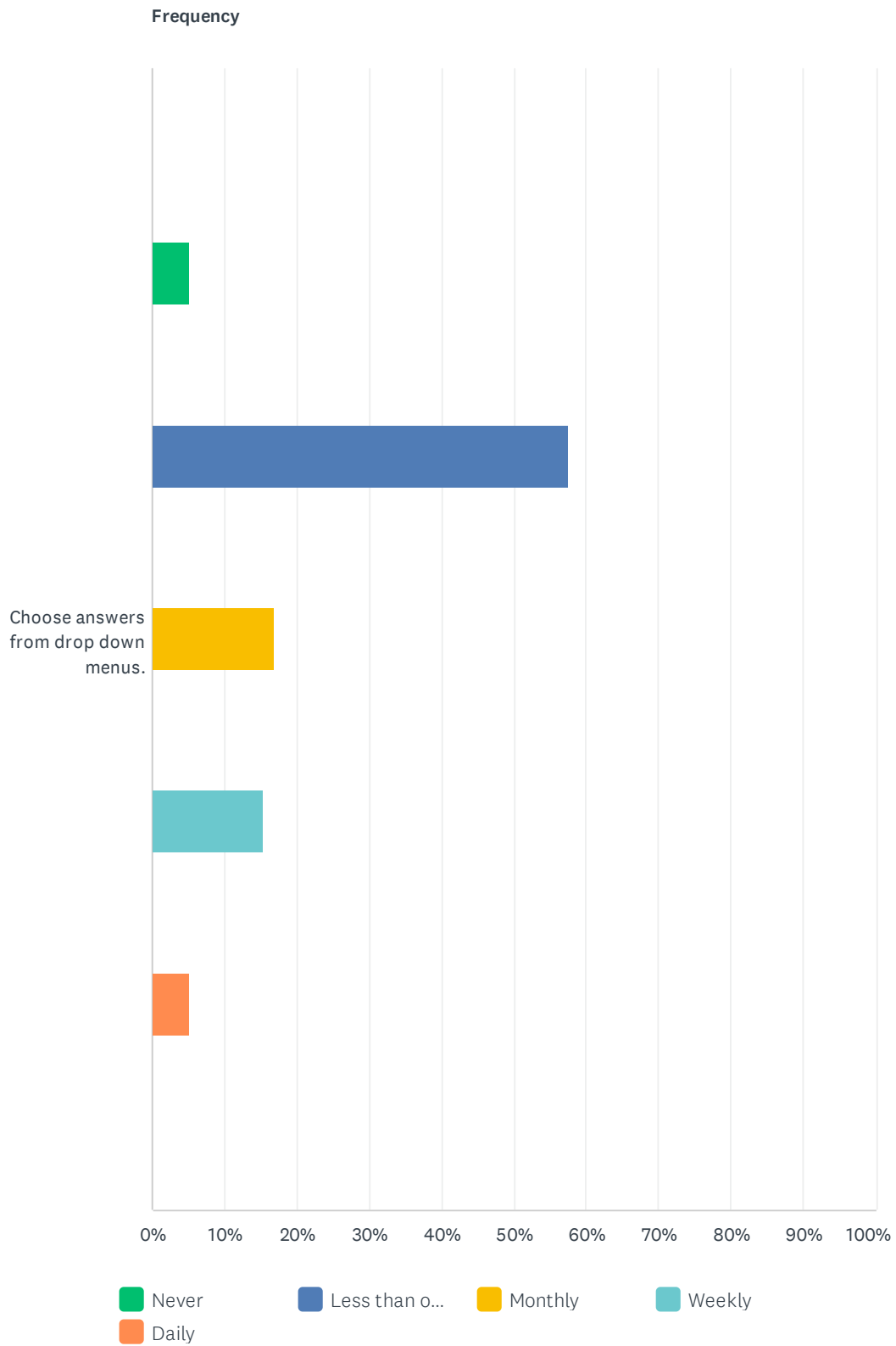
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 13.79% 8 | 48.28% 28 | 37.93% 22 | 58 |

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. | 1.72% 1 | 15.52% 9 | 50.00% 29 | 32.76% 19 | 58 |

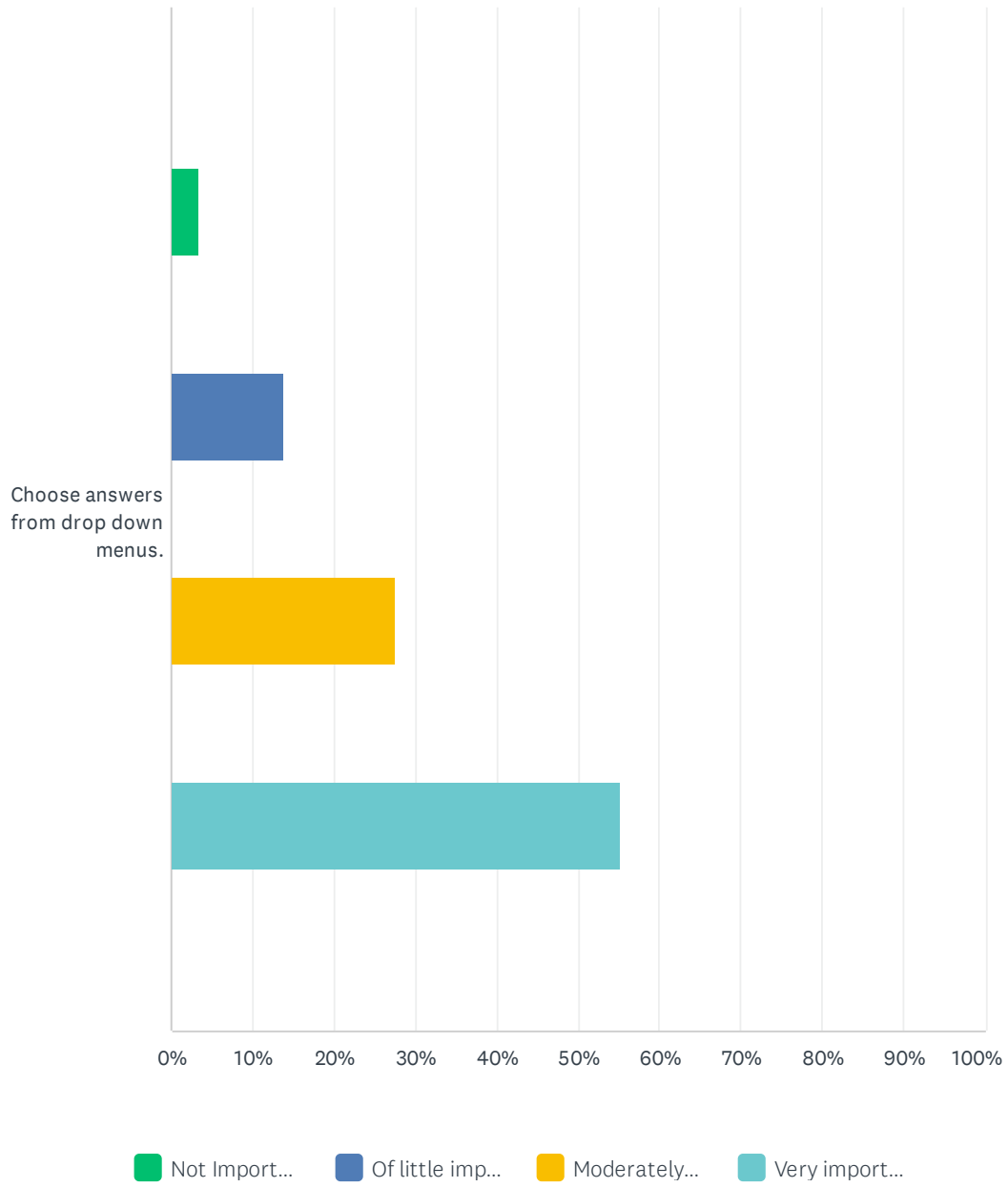
Q23 4.1.3 Regional/specialized accreditation.

Answered: 59 Skipped: 115



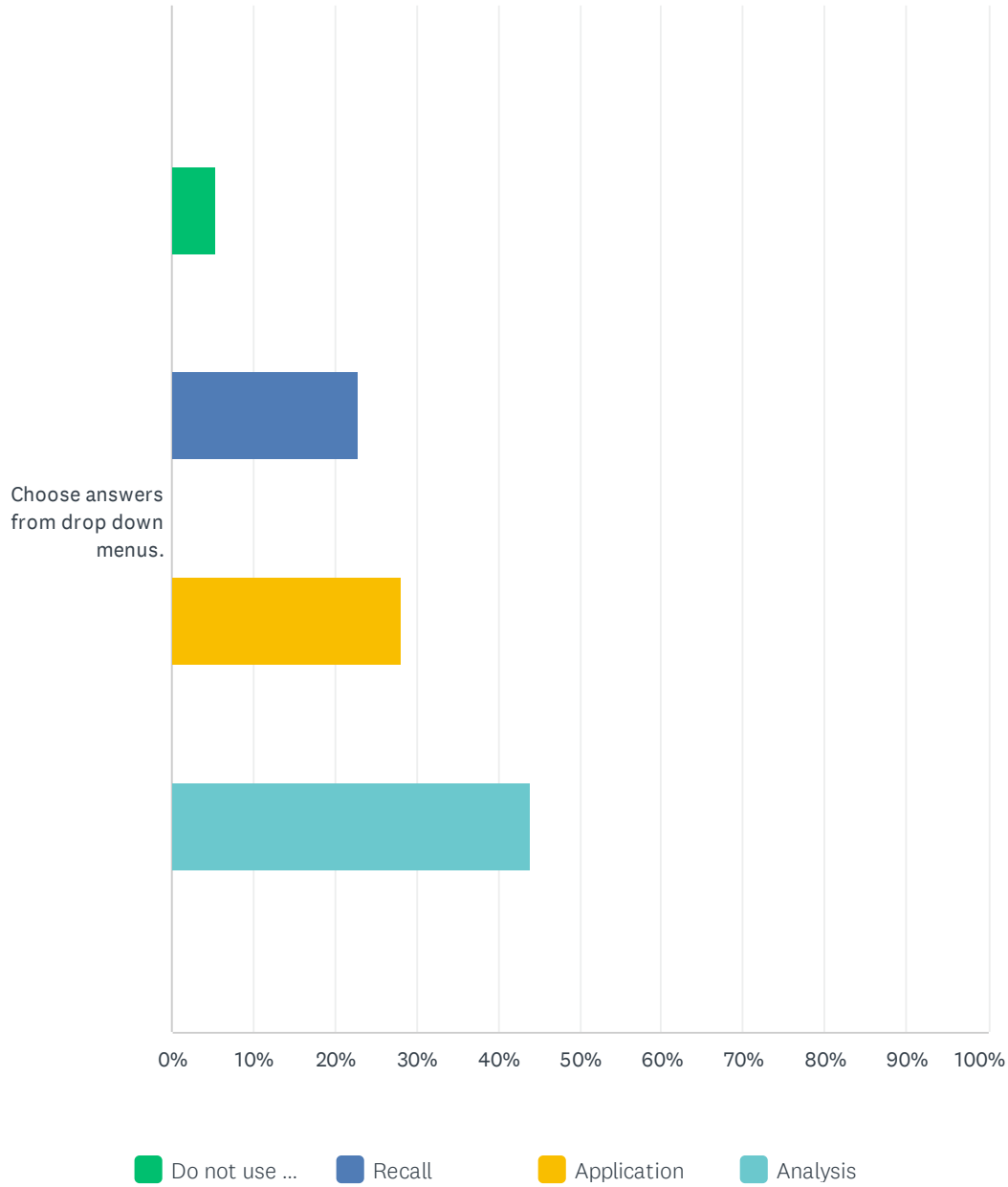
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Importance



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|-------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 5.08% 3 | 57.63% 34 | 16.95% 10 | 15.25% 9 | 5.08% 3 | 59 |

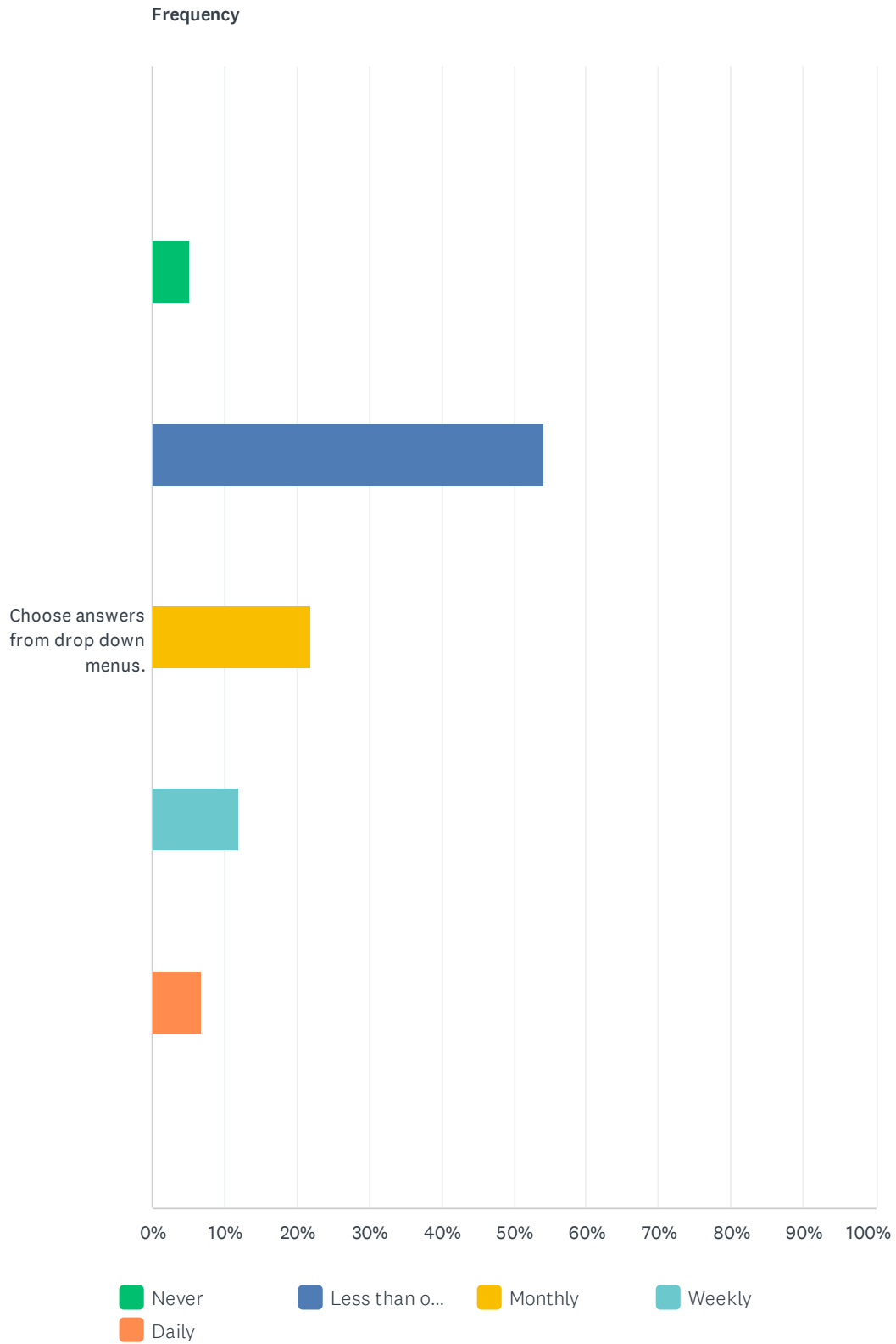
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 3.45% 2 | 13.79% 8 | 27.59% 16 | 55.17% 32 | 58 |

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. | 5.26% | 22.81% | 28.07% | 43.86% | |
| | 3 | 13 | 16 | 25 | 57 |

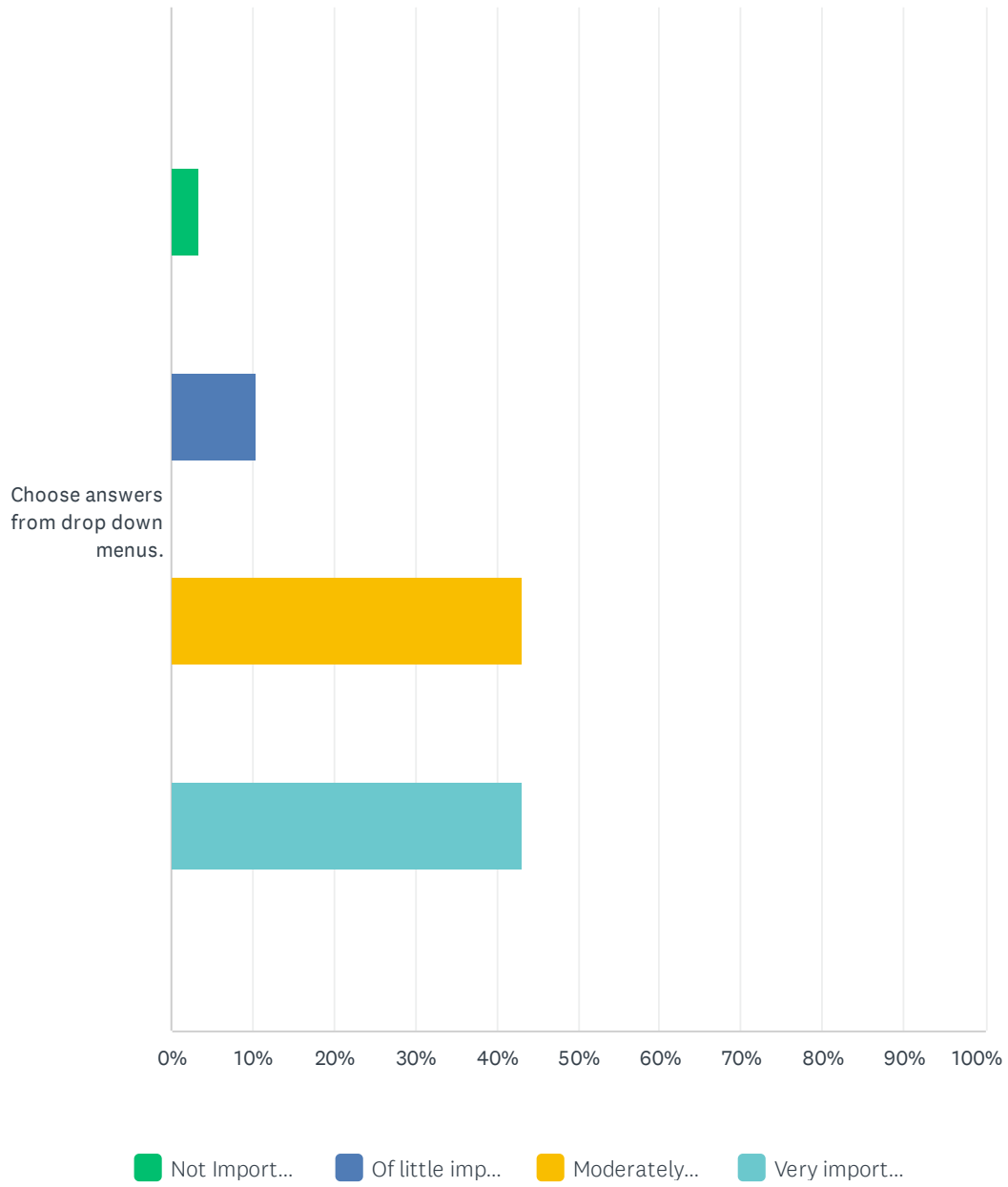
Q24 4.1.4 Budget/finance.

Answered: 59 Skipped: 115



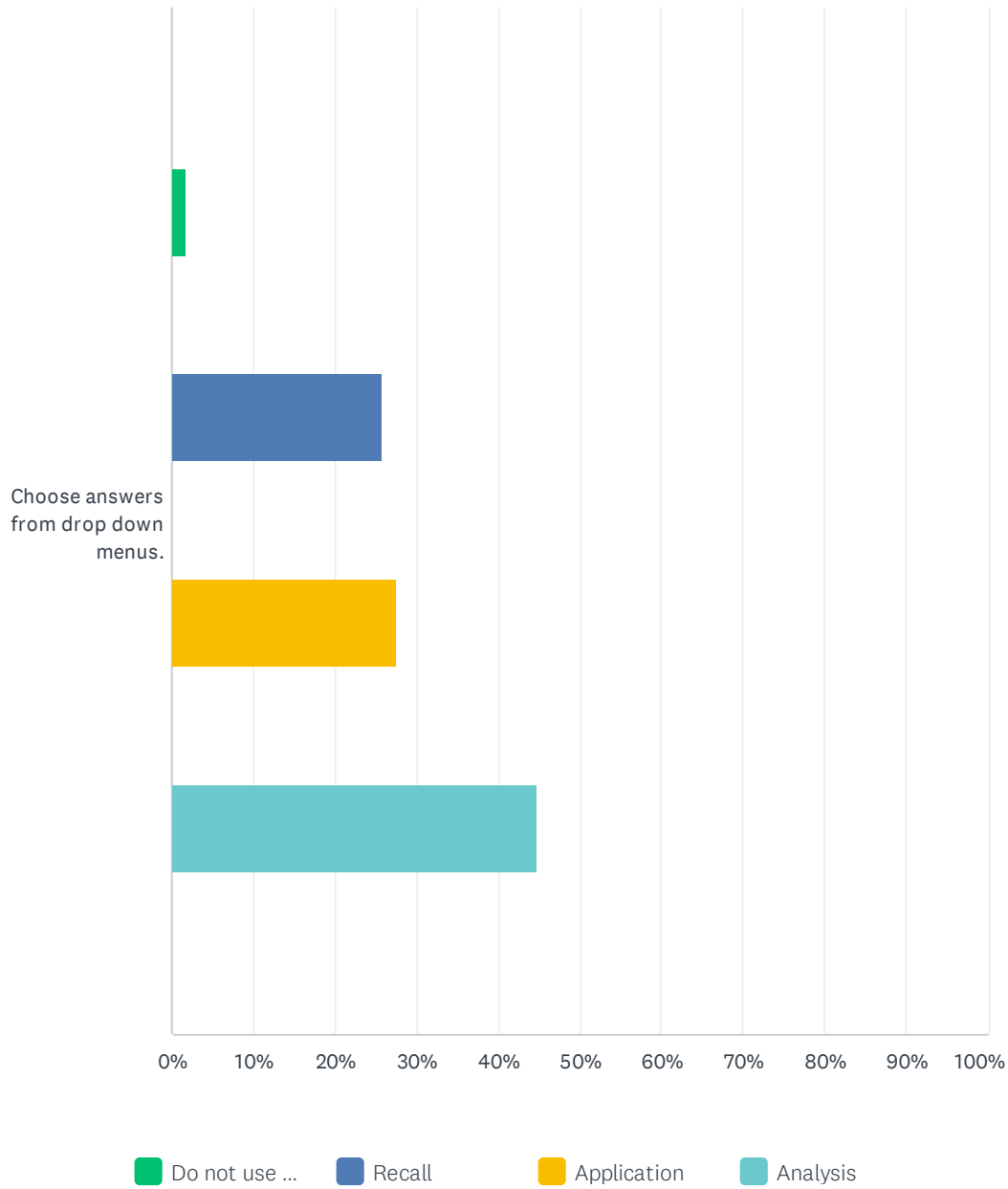
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Importance



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|-------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 5.08% 3 | 54.24% 32 | 22.03% 13 | 11.86% 7 | 6.78% 4 | 59 |

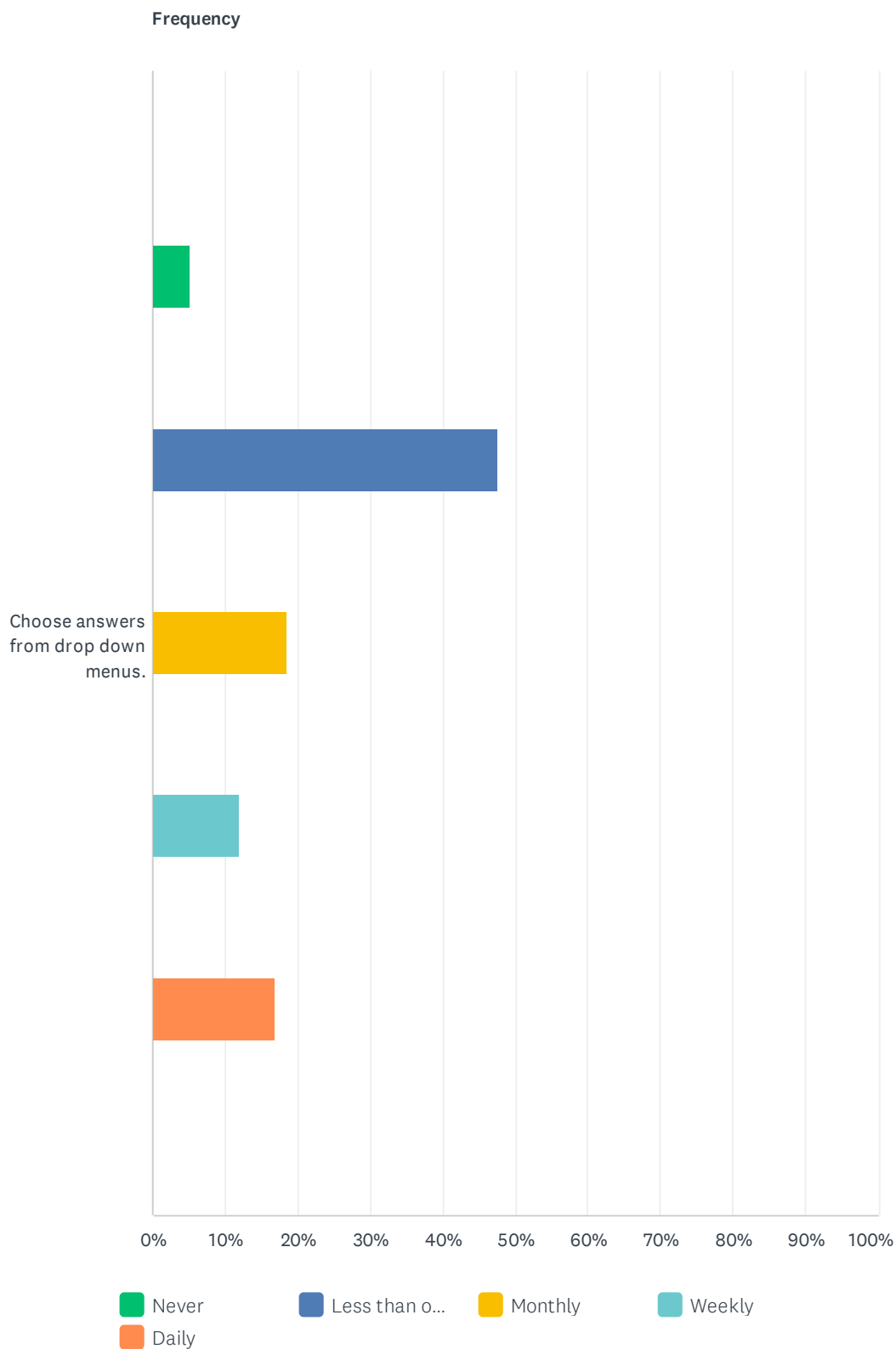
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 3.45% 2 | 10.34% 6 | 43.10% 25 | 43.10% 25 | 58 |

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

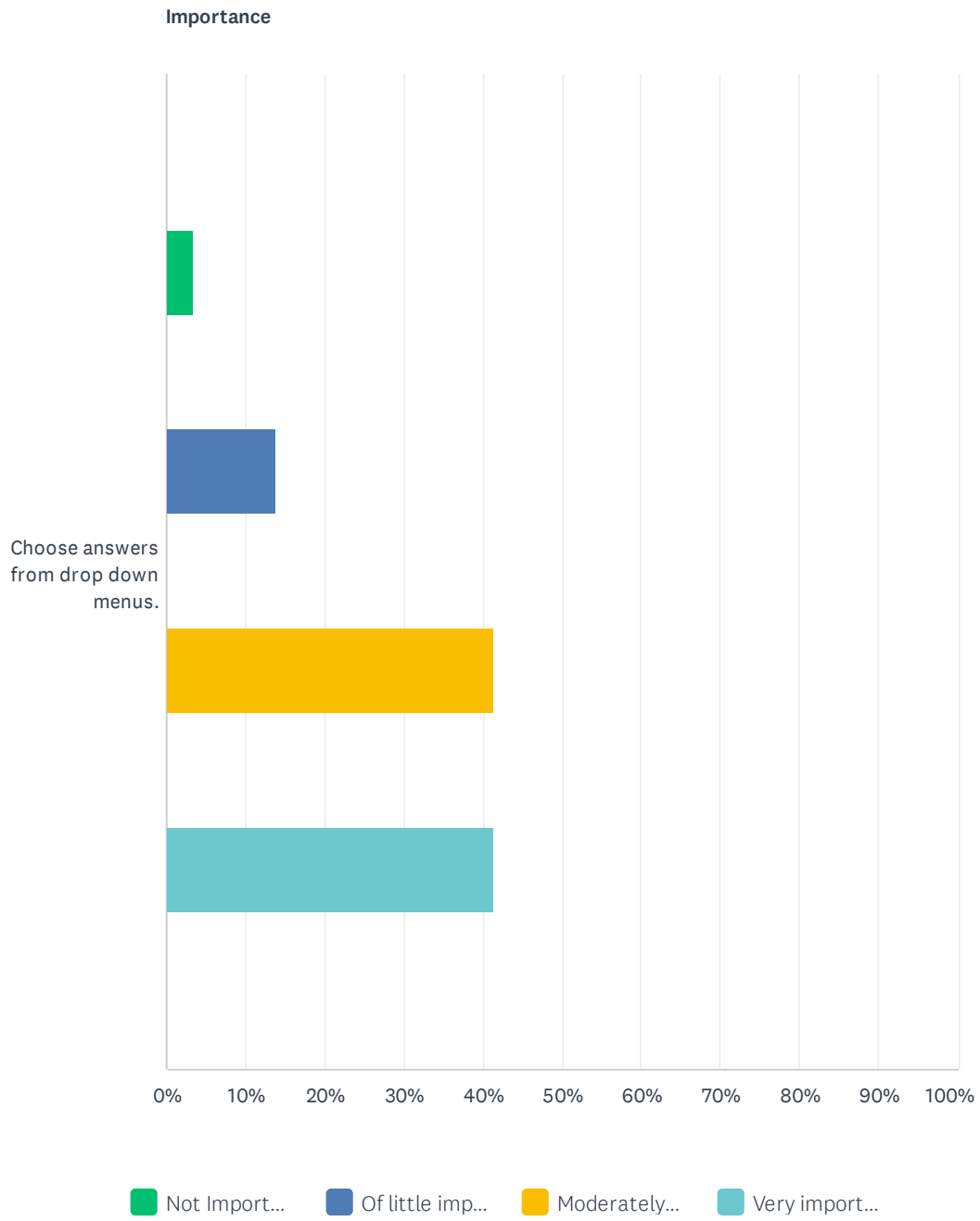
| Level of Judgment | | | | | |
|--------------------------------------|--------------------------|--------------|--------------|--------------|-------|
| | DO NOT USE IN THEIR WORK | RECALL | APPLICATION | ANALYSIS | TOTAL |
| Choose answers from drop down menus. | 1.72% 1 | 25.86% 15 | 27.59% 16 |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

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

Answered: 59 Skipped: 115

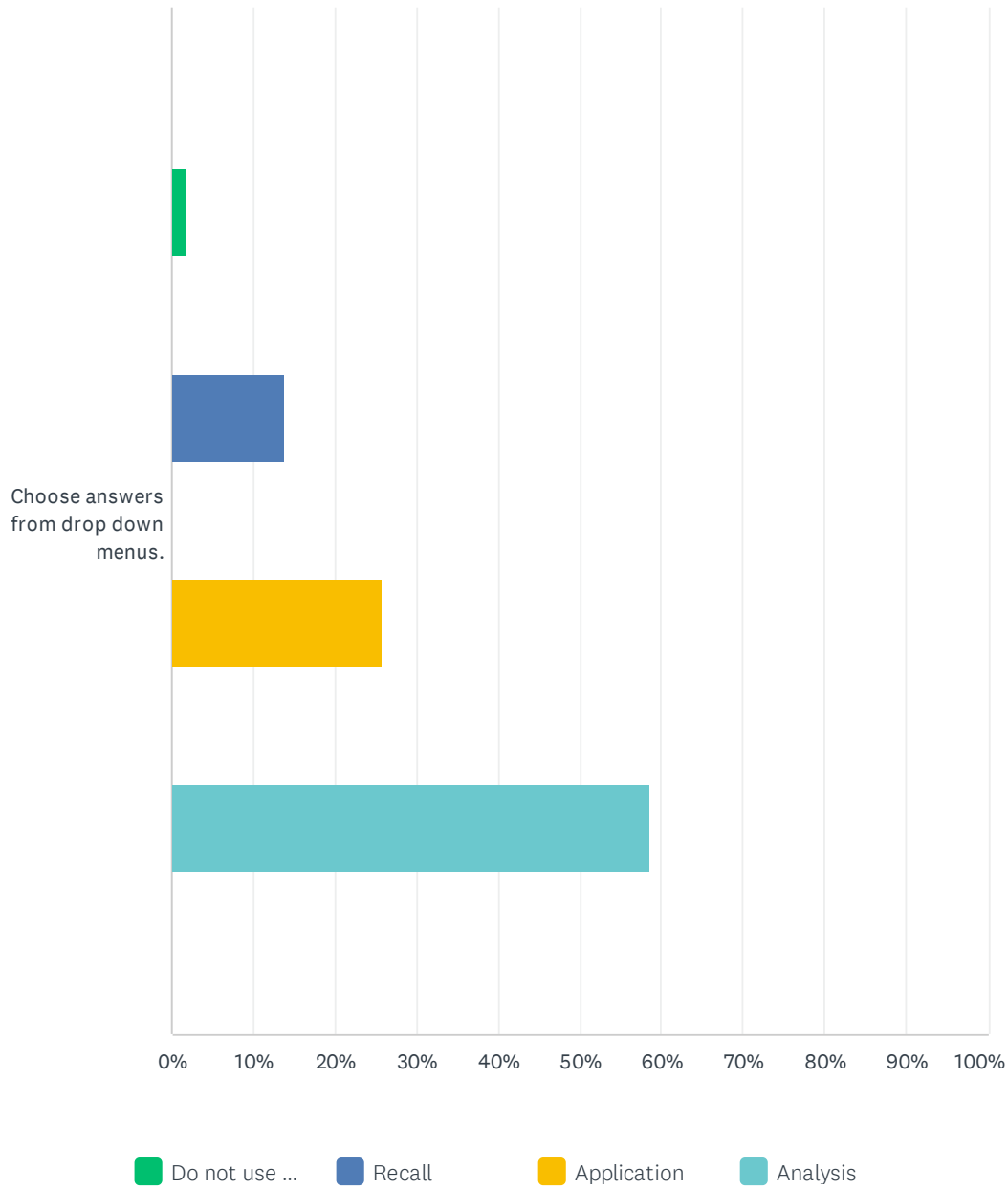


Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|-------------|--------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 5.08% 3 | 47.46% 28 | 18.64% 11 | 11.86% 7 | 16.95% 10 | 59 |

| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 3.45% 2 | 13.79% 8 | 41.38% 24 | 41.38% 24 | 58 |

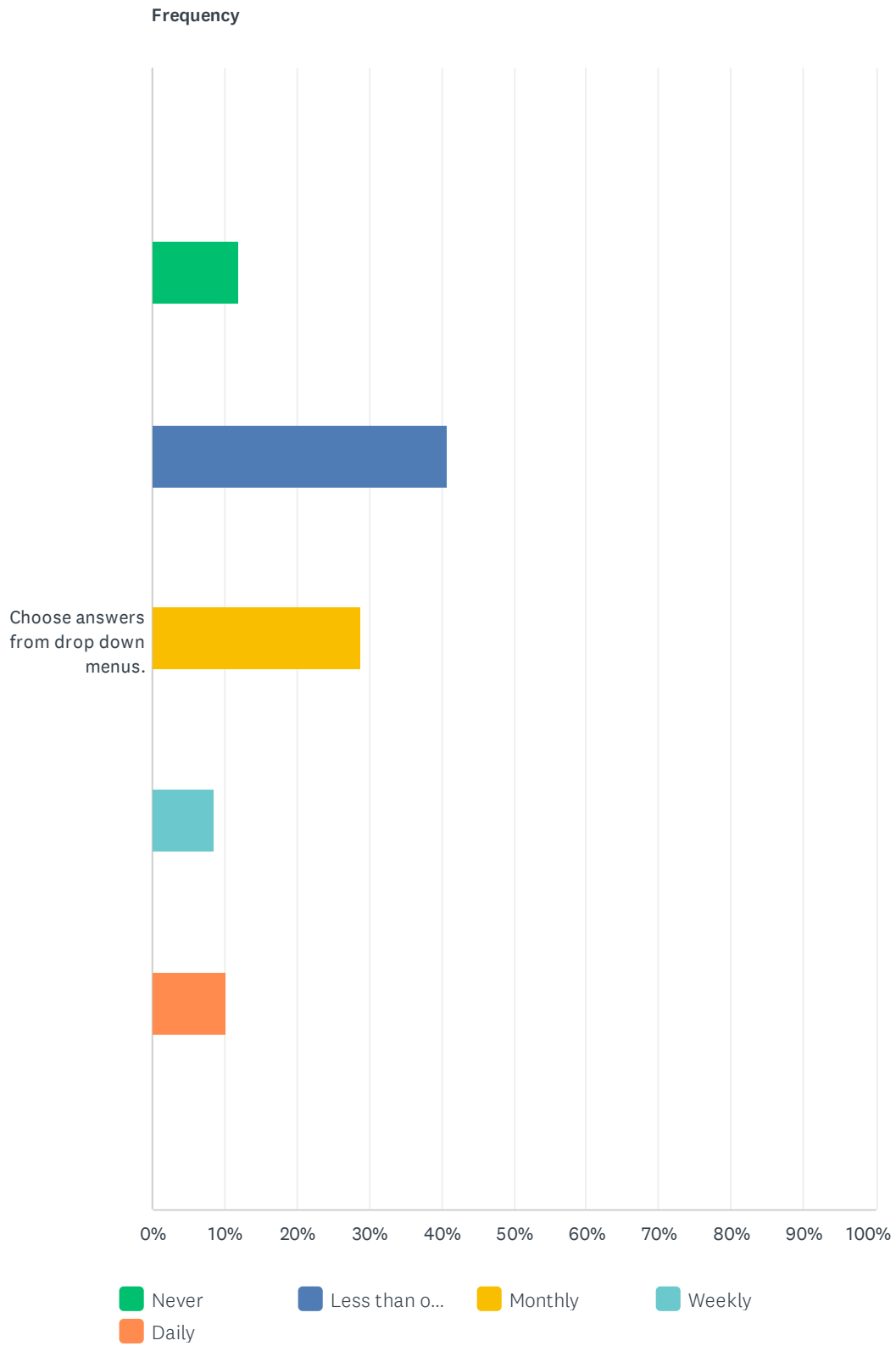
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

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

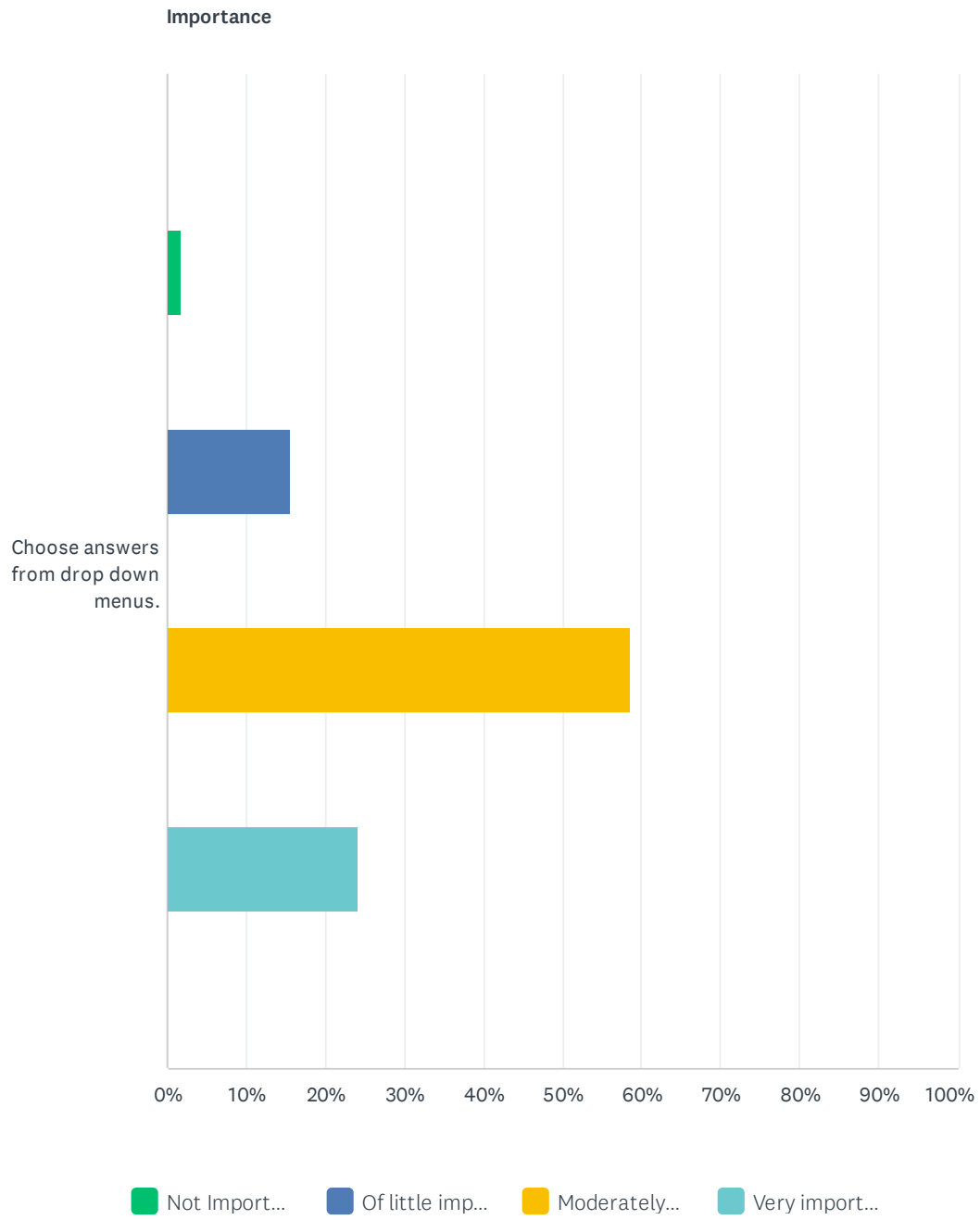
Q26 4.3 Describe the roles and functions of the multiple systems and processes of governance (e.g., budgeting, performance management, faculty senate) that must be navigated to function effectively within the academy.

Answered: 59 Skipped: 115

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

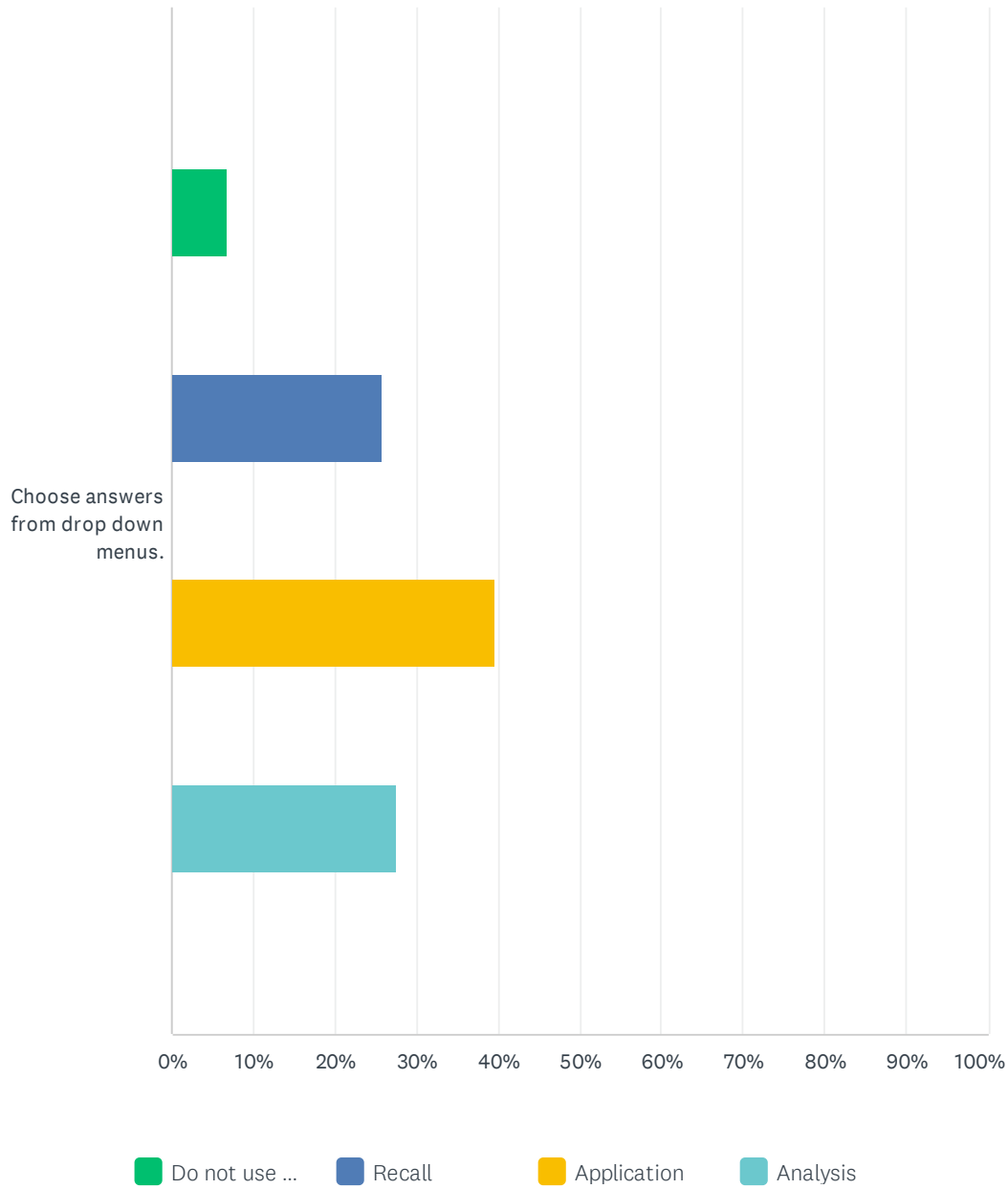


Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|-------------|------------------------|--------------|------------|-------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 11.86% 7 | 40.68% 24 | 28.81% 17 | 8.47% 5 | 10.17% 6 | 59 |

| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 1.72% 1 | 15.52% 9 | 58.62% 34 | 24.14% 14 | 58 |

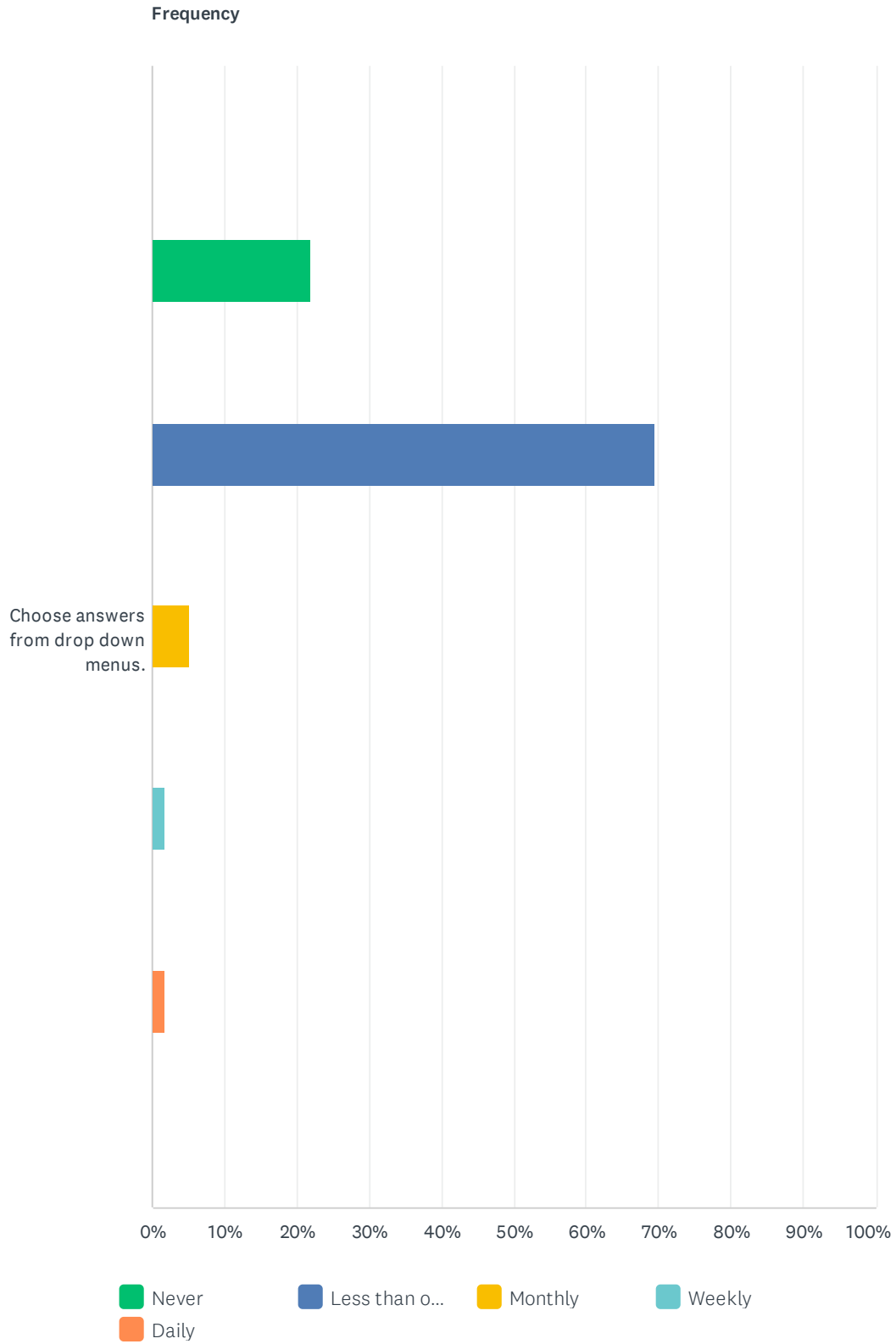
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

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

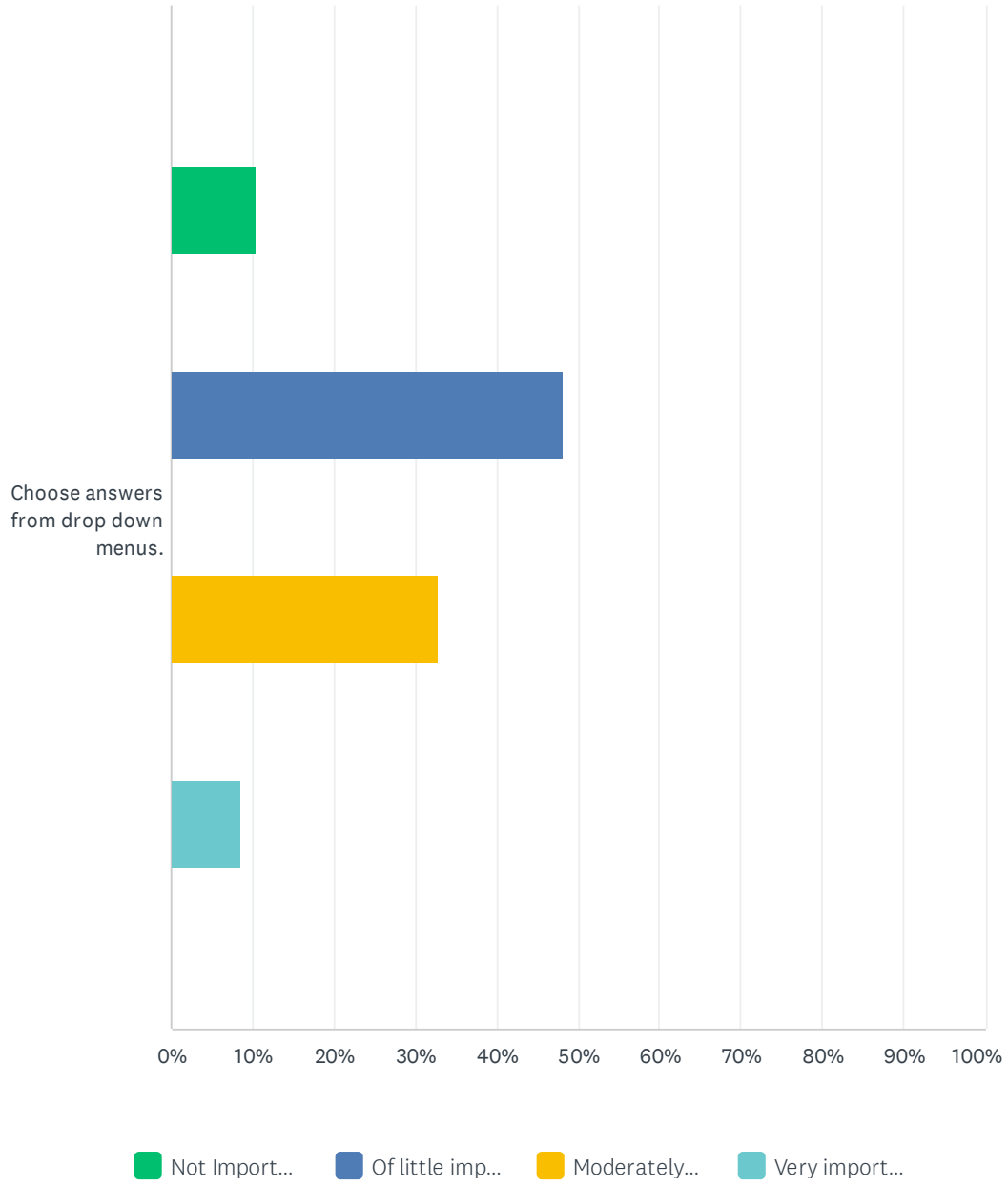
Answered: 59 Skipped: 115

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



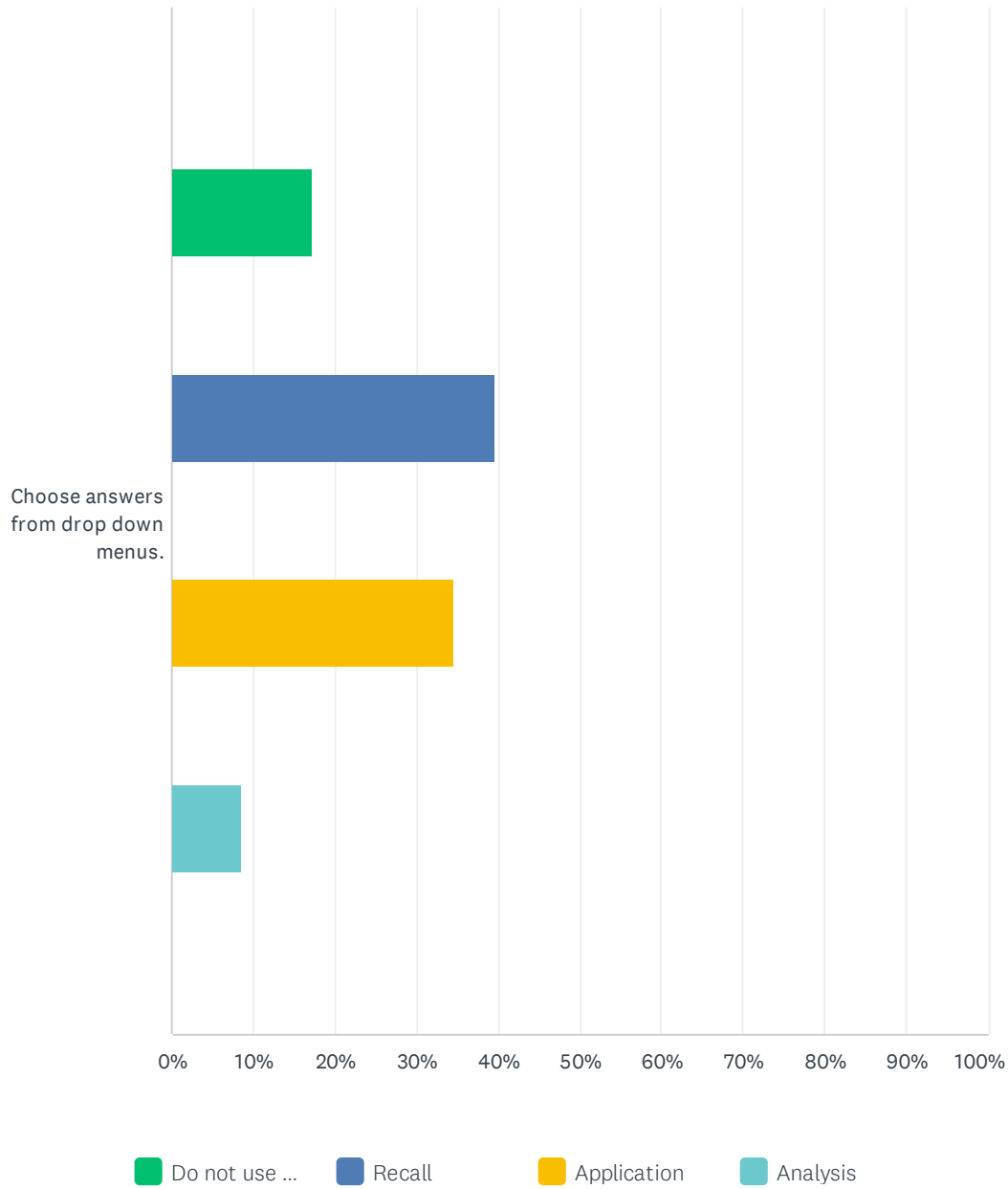
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Importance



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|--------------|------------------------|------------|------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 22.03% 13 | 69.49% 41 | 5.08% 3 | 1.69% 1 | 1.69% 1 | 59 |

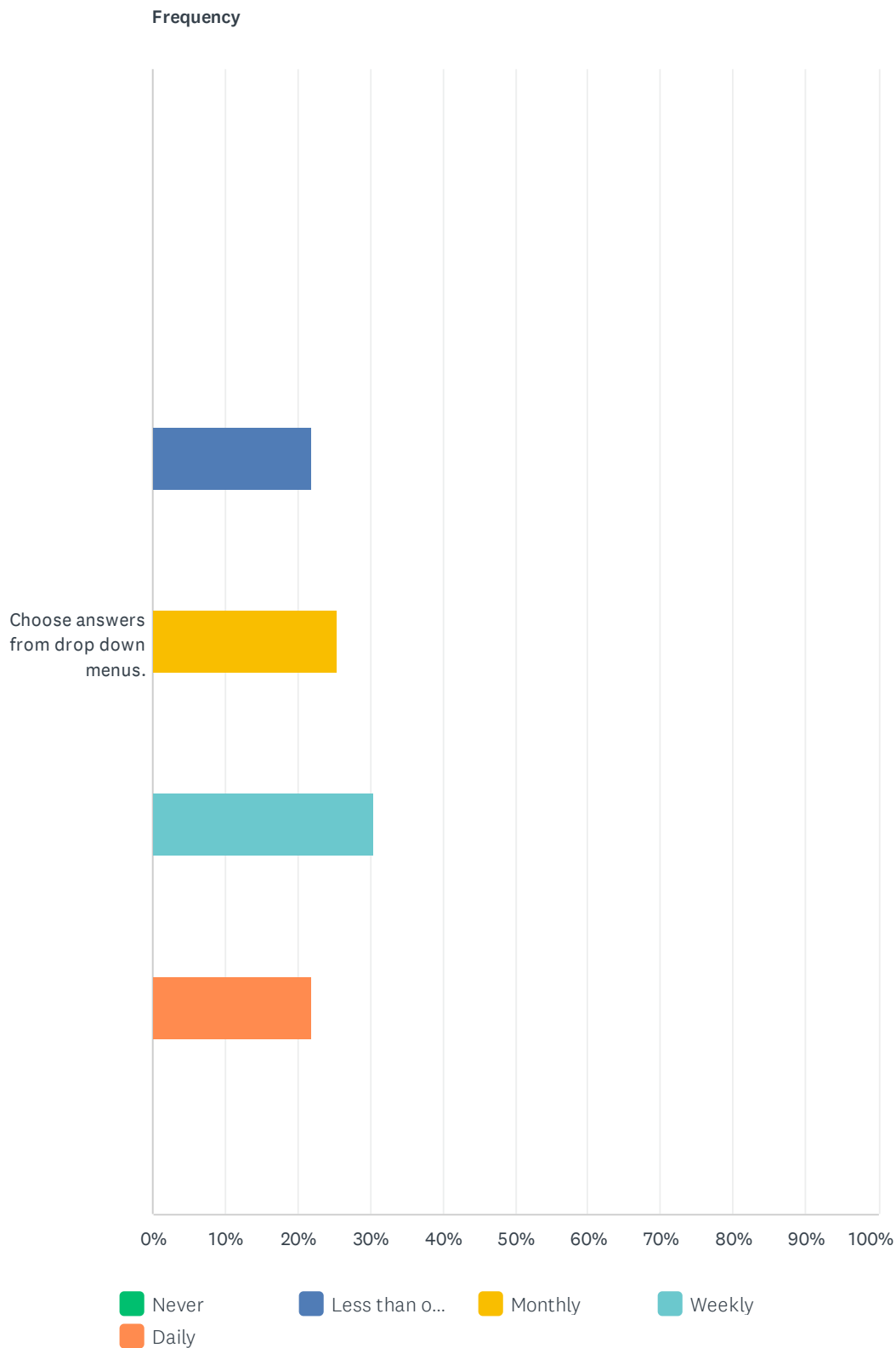
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 10.34% 6 | 48.28% 28 | 32.76% 19 | 8.62% 5 | 58 |

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. | 17.24% 10 | 39.66% 23 | 34.48% 20 | 8.62% 5 | 58 |

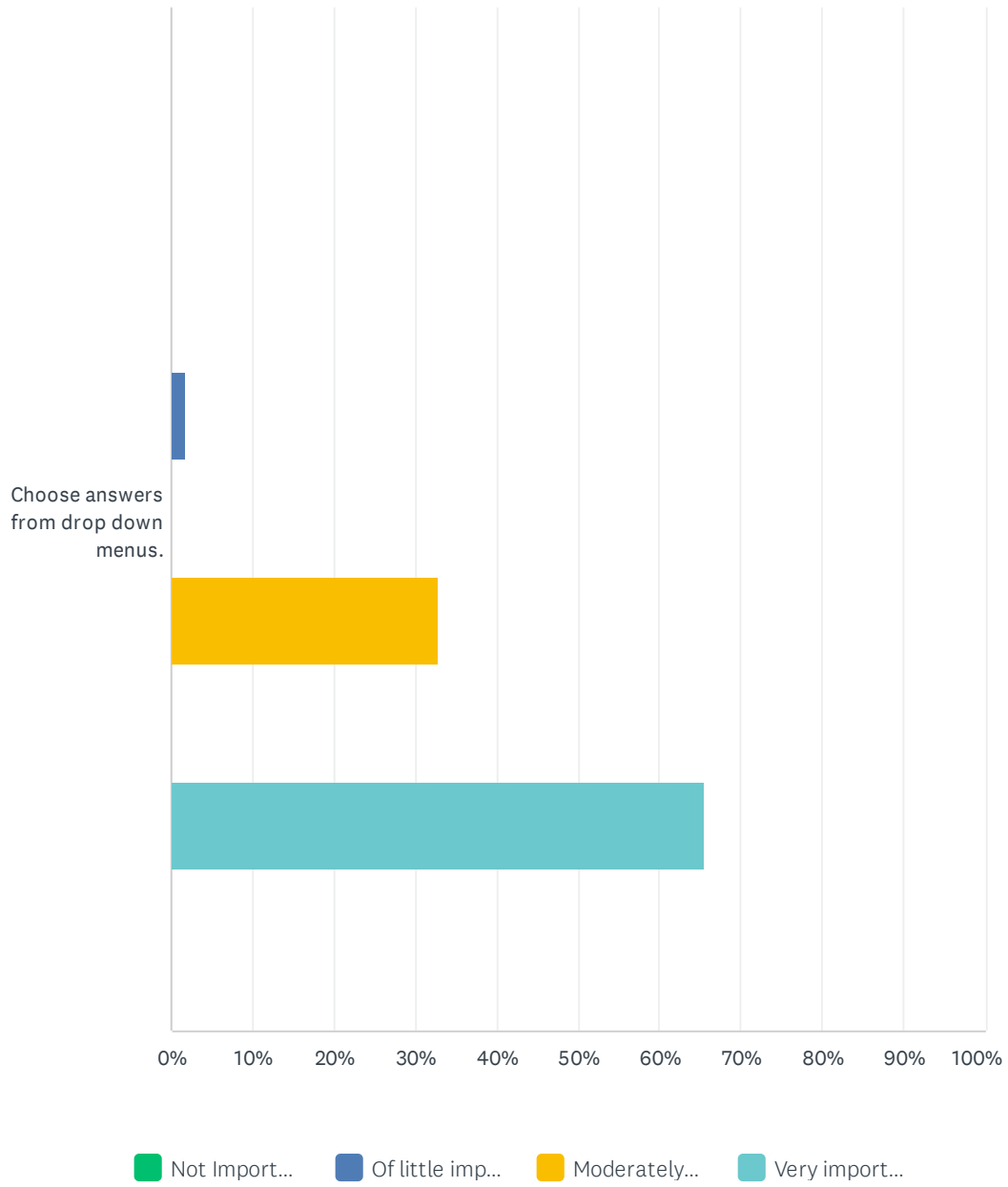
Q28 4.5 Differentiate the primary roles and responsibilities of faculty, including teaching, scholarship, administration, governance and service.

Answered: 59 Skipped: 115



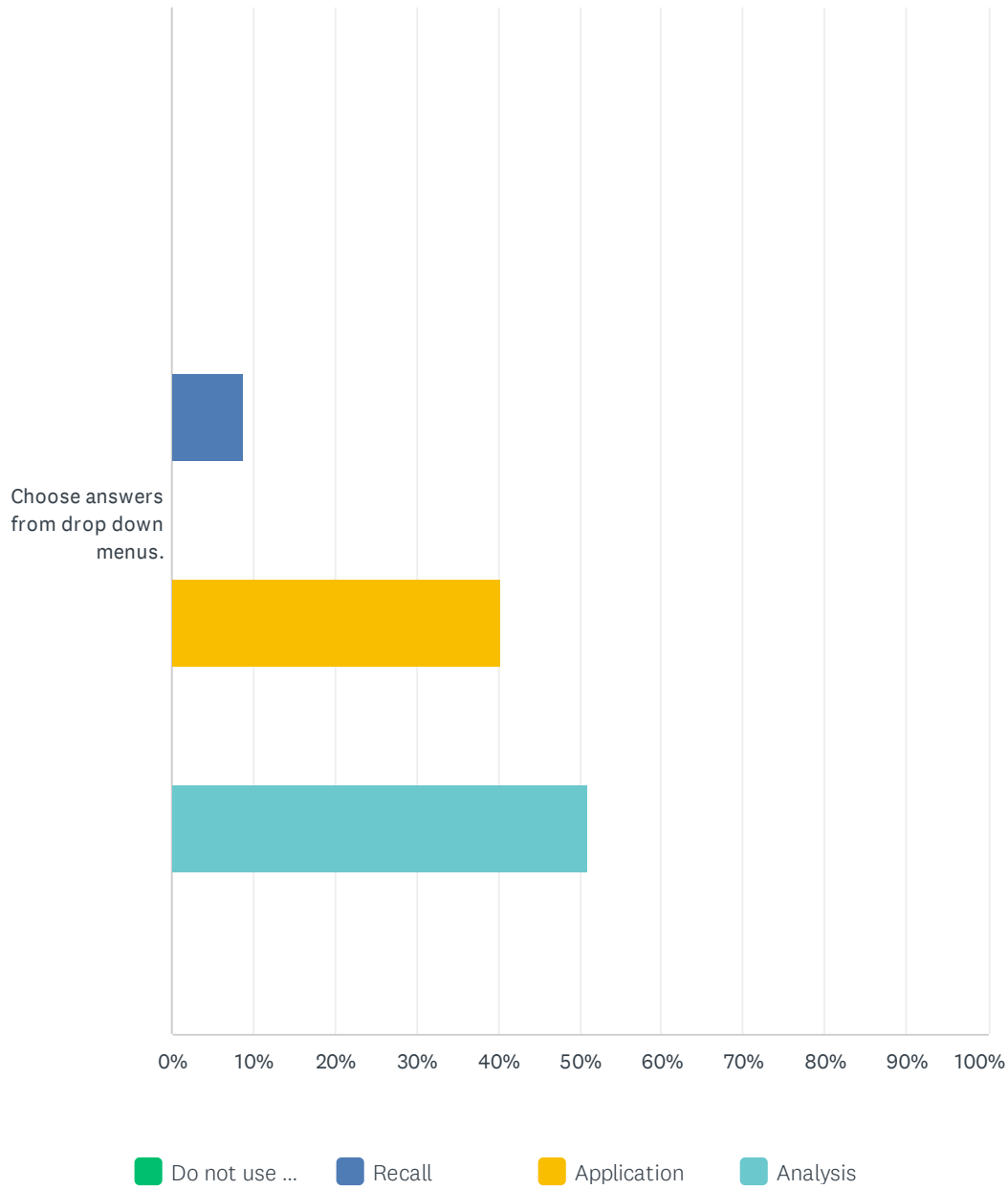
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Importance



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|--------------|--------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 22.03% 13 | 25.42% 15 | 30.51% 18 | 22.03% 13 | 59 |

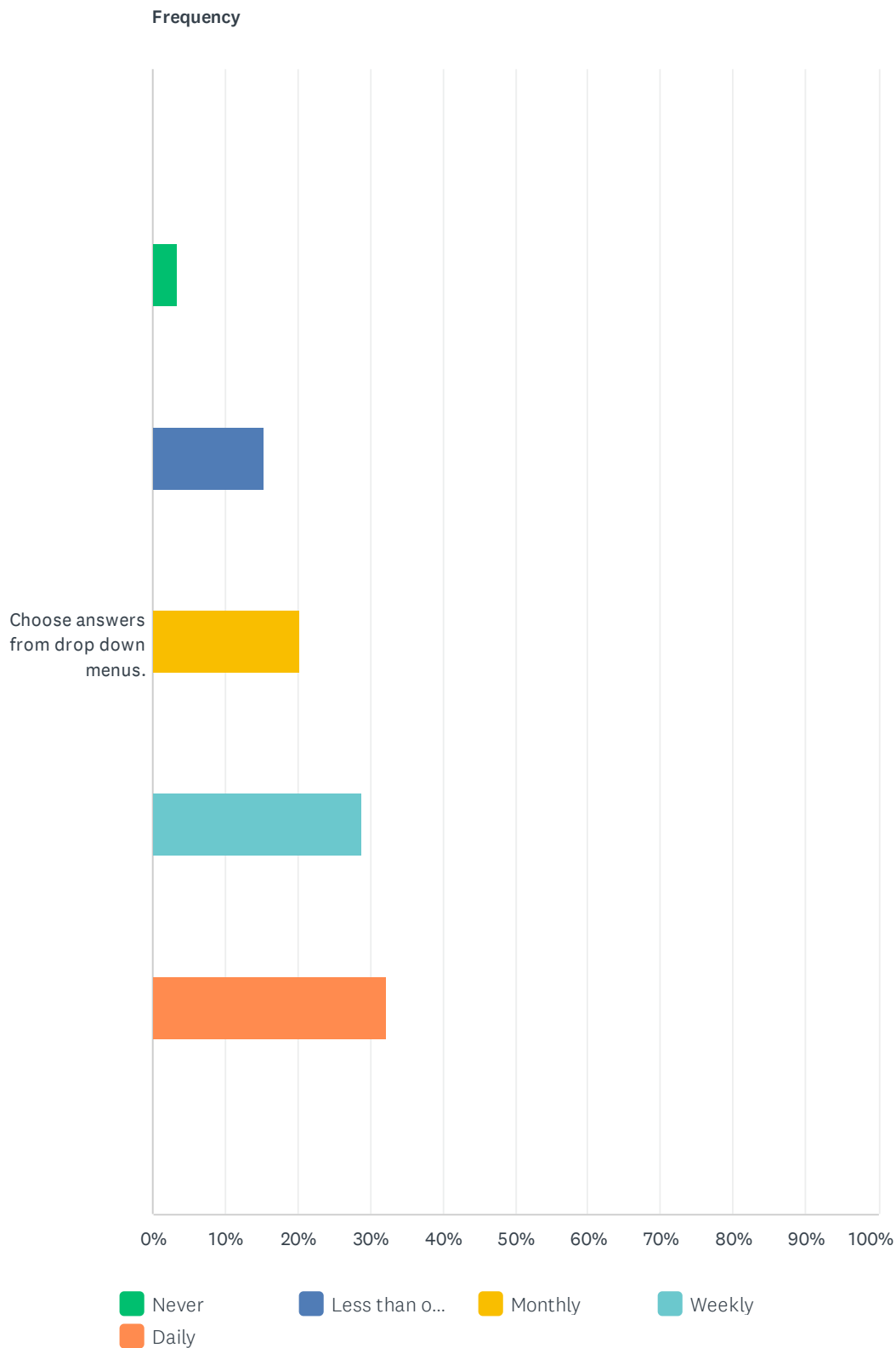
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 1.72% 1 | 32.76% 19 | 65.52% 38 | 58 |

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% | 8.77% | 40.35% | 50.88% | |
| | 0 | 5 | 23 | 29 | 57 |

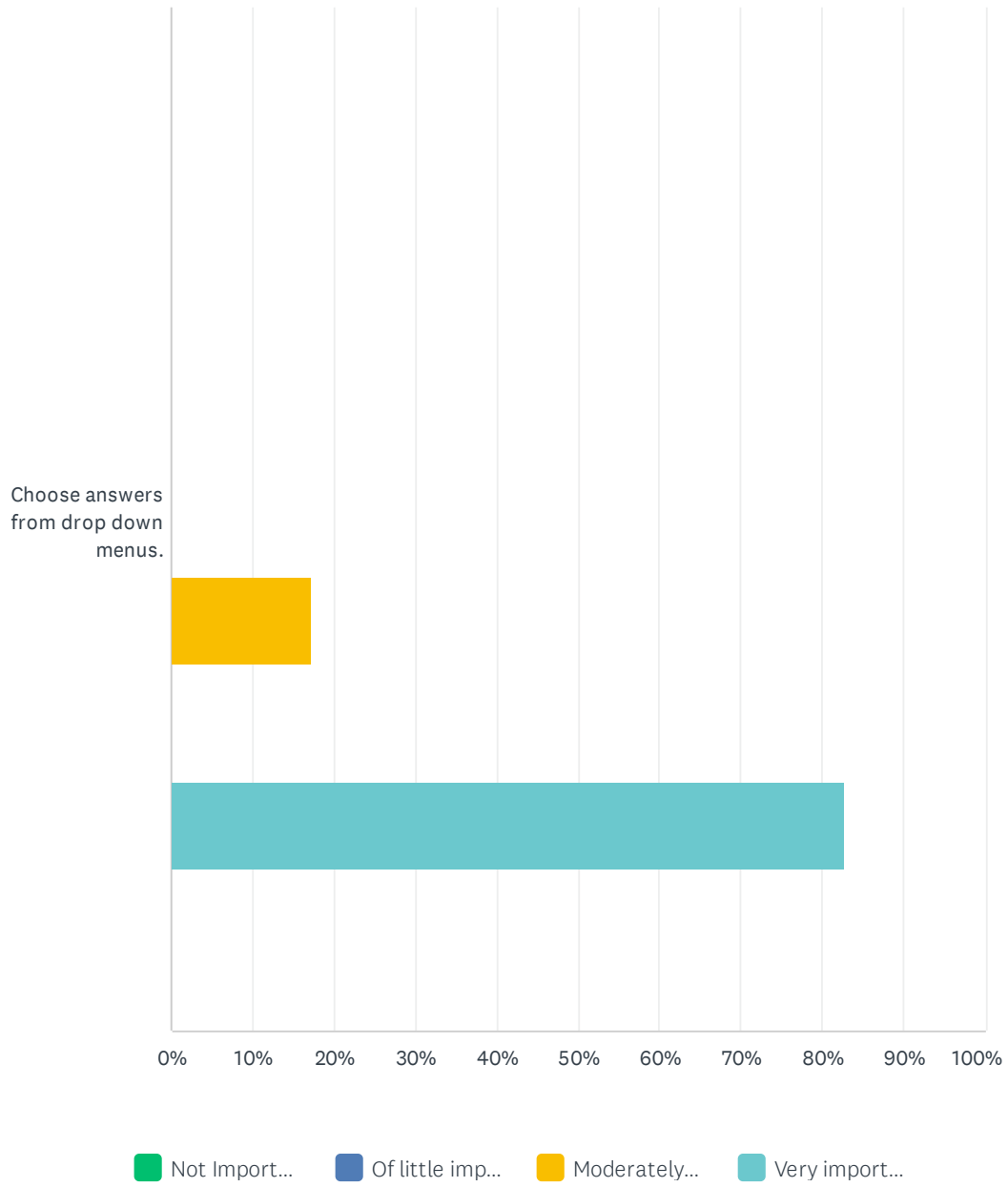
Q29 4.6 Identify strategies to balance workload, effort allocation, and faculty expectations.

Answered: 59 Skipped: 115



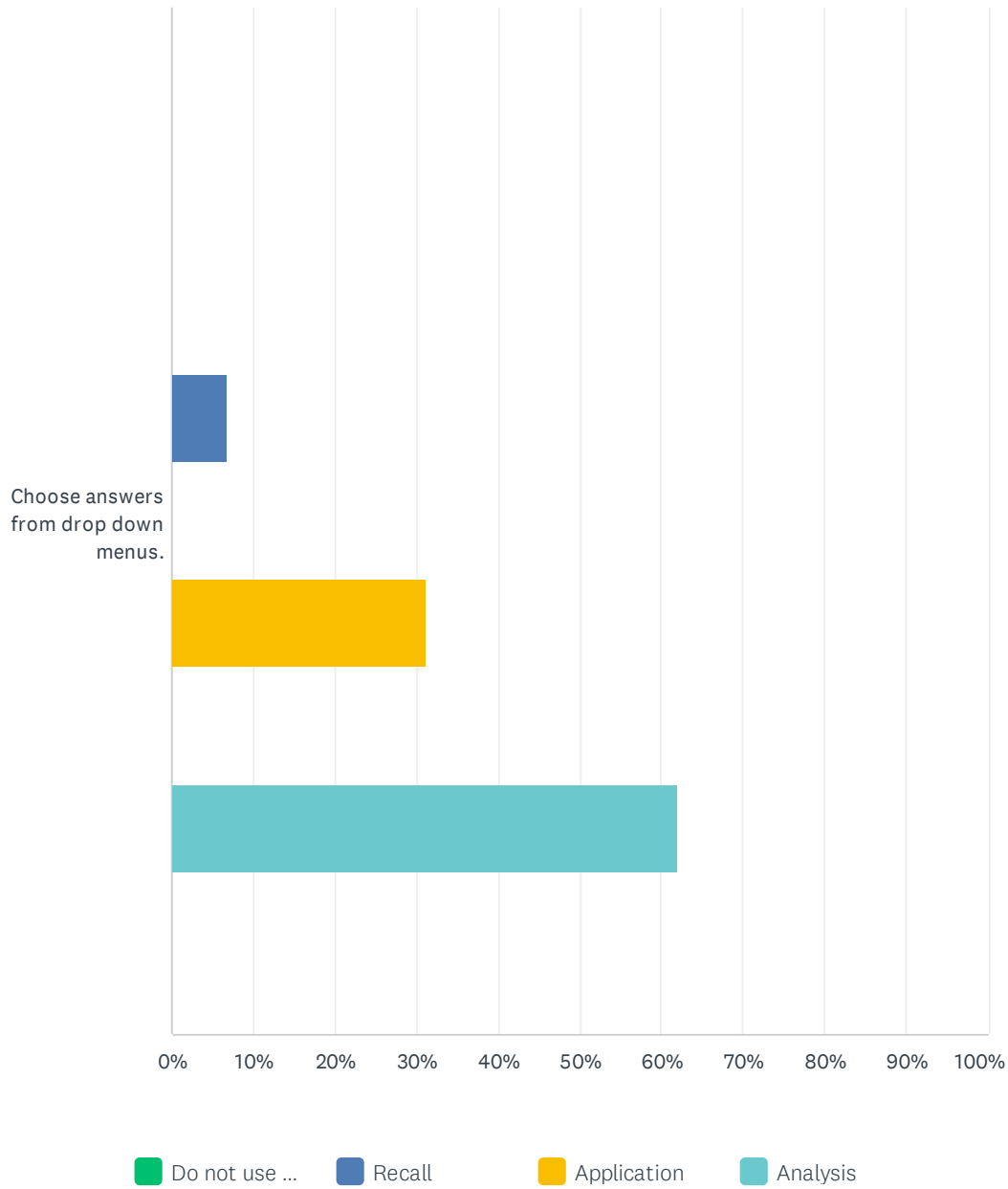
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Importance



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|--------------|--------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 3.39% 2 | 15.25% 9 | 20.34% 12 | 28.81% 17 | 32.20% 19 | 59 |

| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 0.00% 0 | 17.24% 10 | 82.76% 48 | 58 |

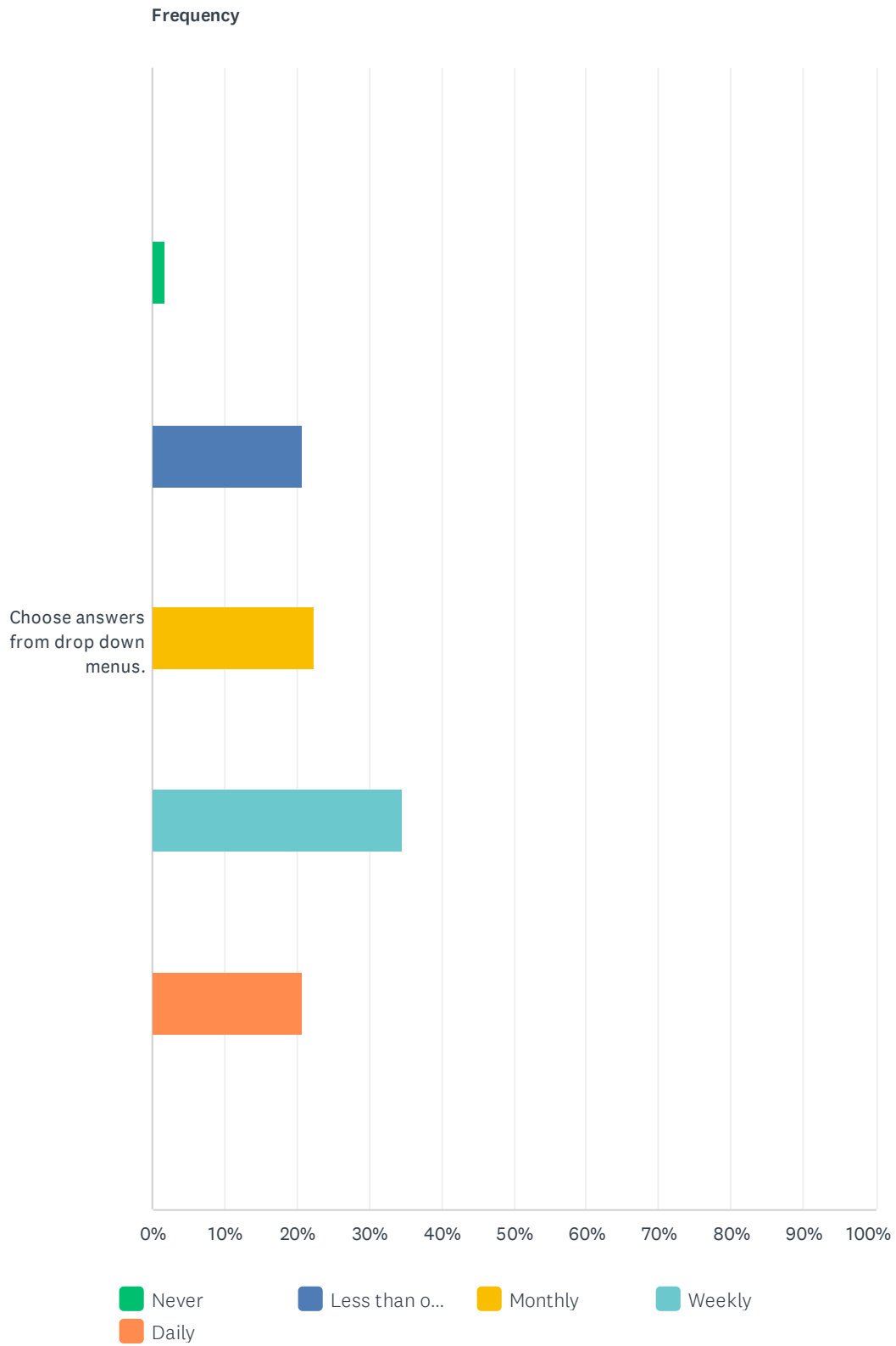
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

| Level of Judgment | | | | | |
|--------------------------------------|--------------------------|--------|-------------|----------|-------|
| | DO NOT USE IN THEIR WORK | RECALL | APPLICATION | ANALYSIS | TOTAL |
| Choose answers from drop down menus. | 0.00% | 6.90% | 31.03% | 62.07% | |
| | 0 | 4 | 18 | 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.

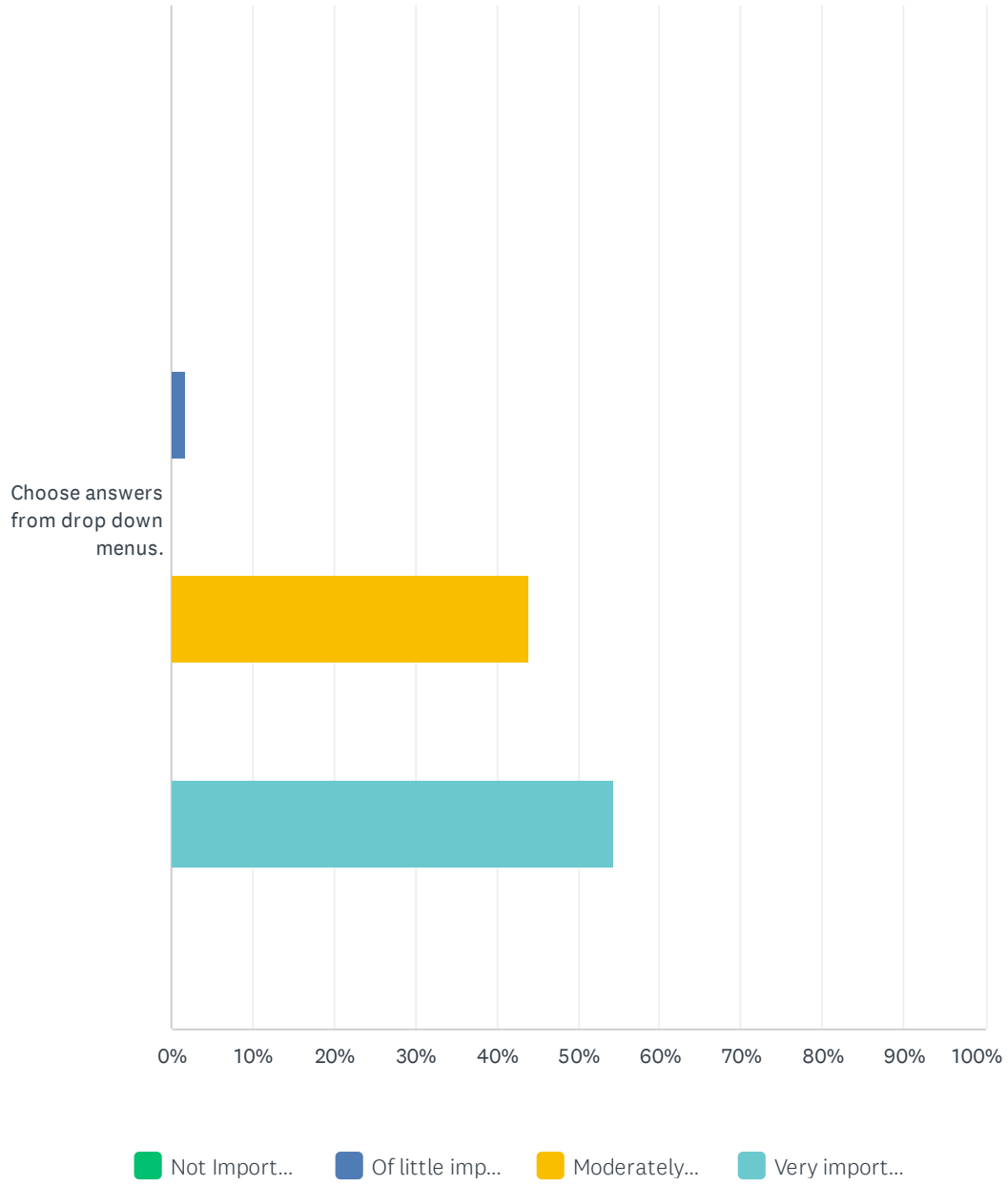
Answered: 58 Skipped: 116

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



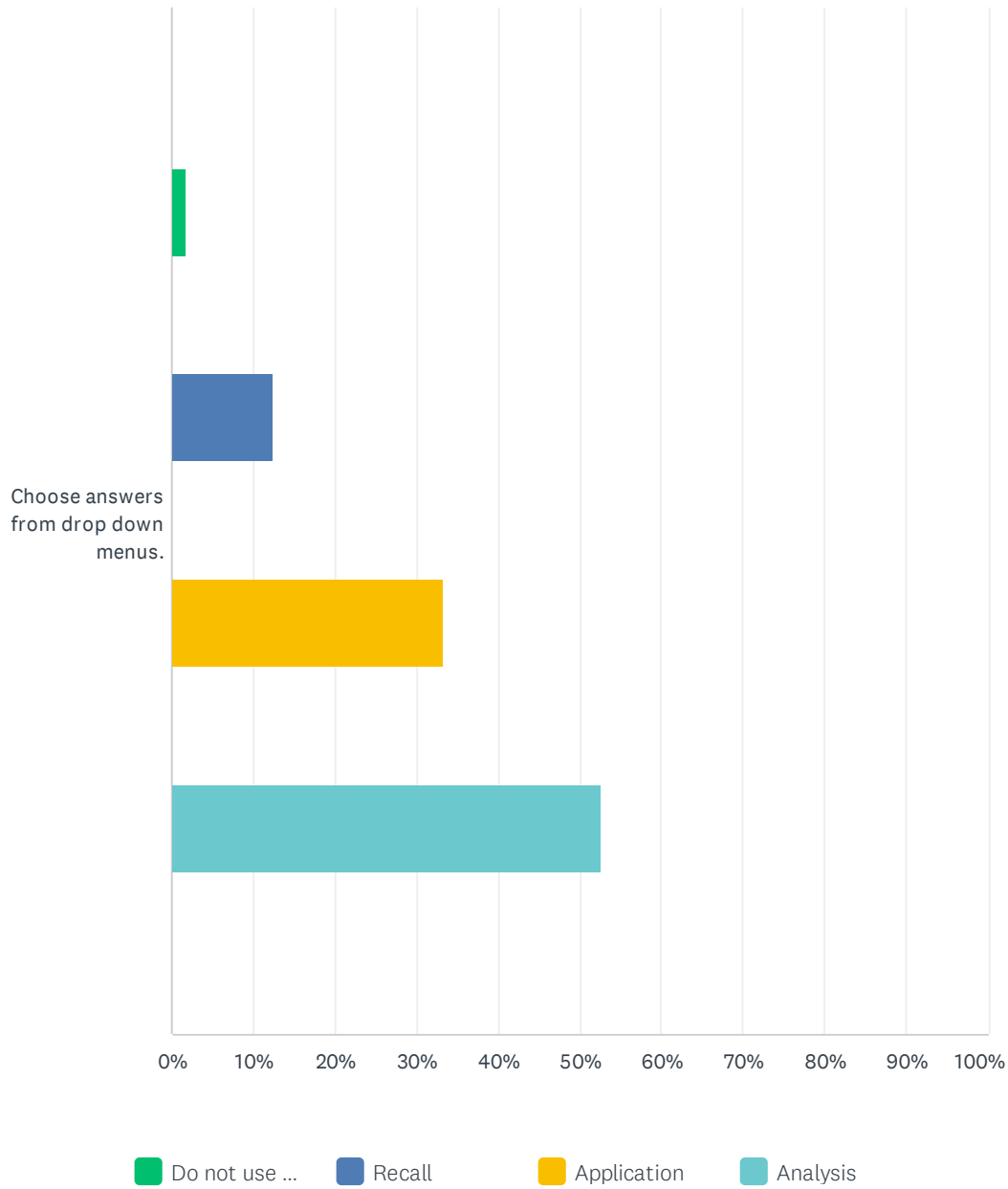
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Importance



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|--------------|--------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 1.72% 1 | 20.69% 12 | 22.41% 13 | 34.48% 20 | 20.69% 12 | 58 |

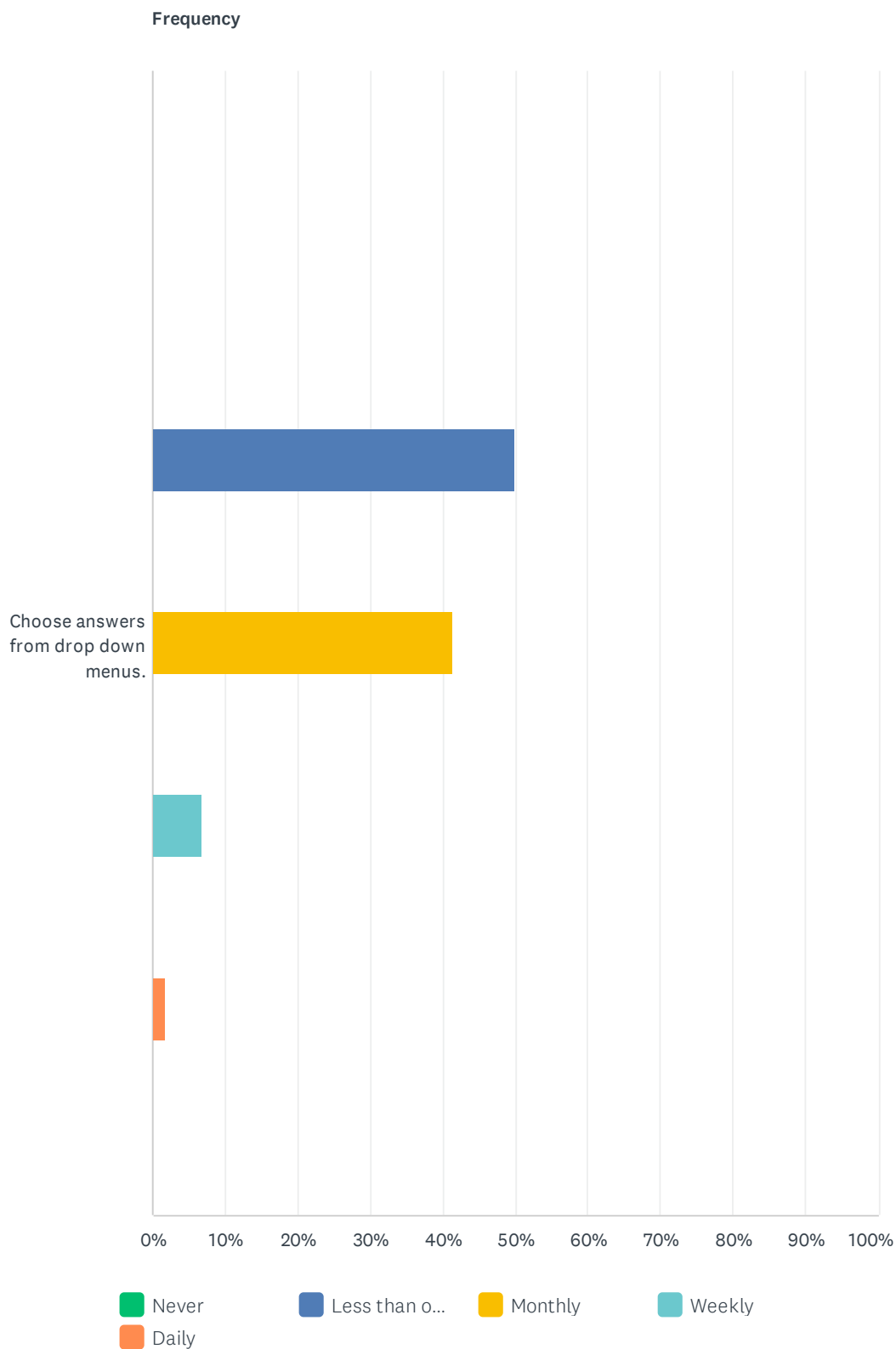
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 1.75% 1 | 43.86% 25 | 54.39% 31 | 57 |

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. | 1.75% 1 | 12.28% 7 | 33.33% 19 | 52.63% 30 | 57 |

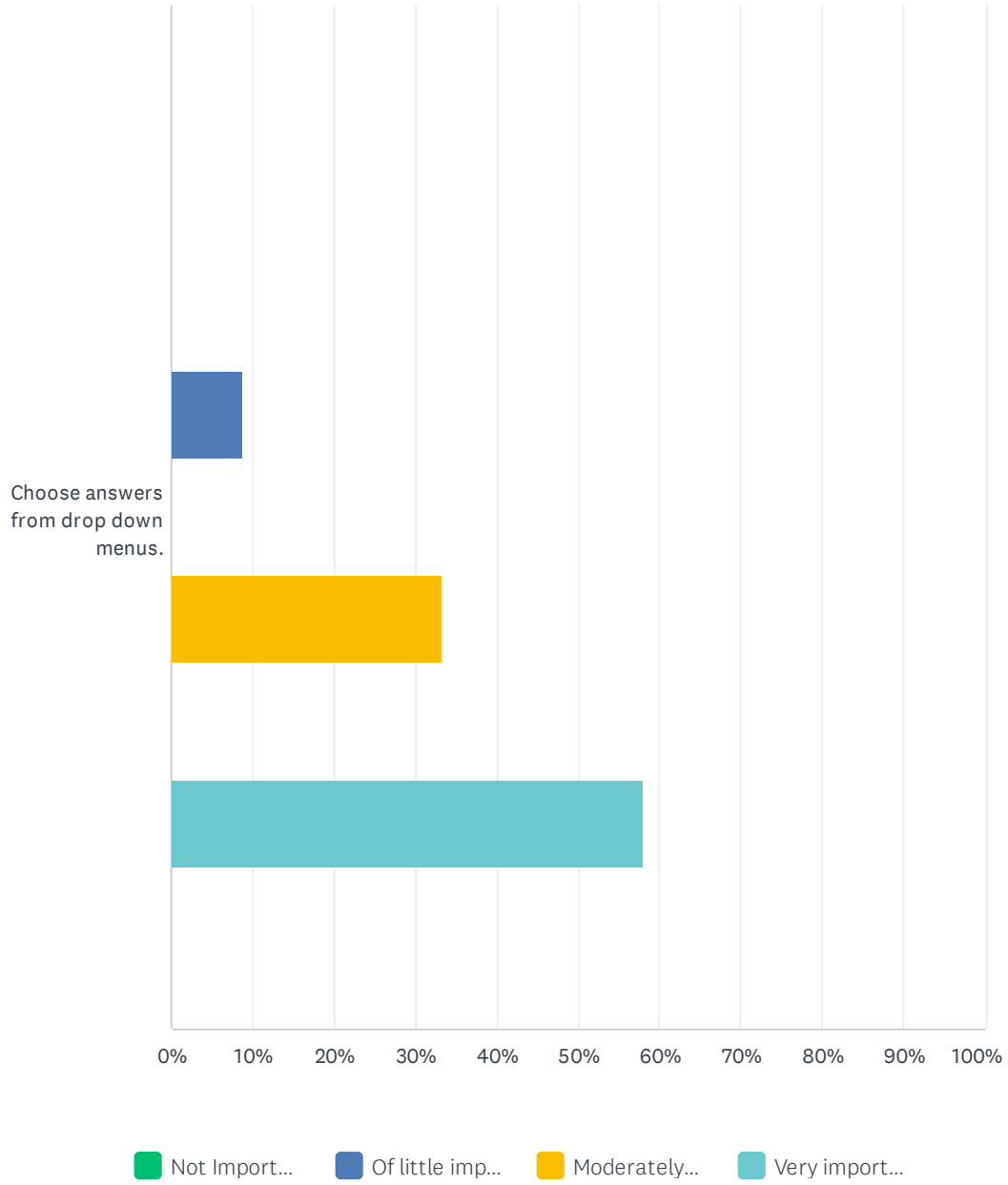
Q31 4.8 Discuss the processes associated with promotion, rank, tenure, continuing contracts, and faculty recognition/incentives within the academy.

Answered: 58 Skipped: 116



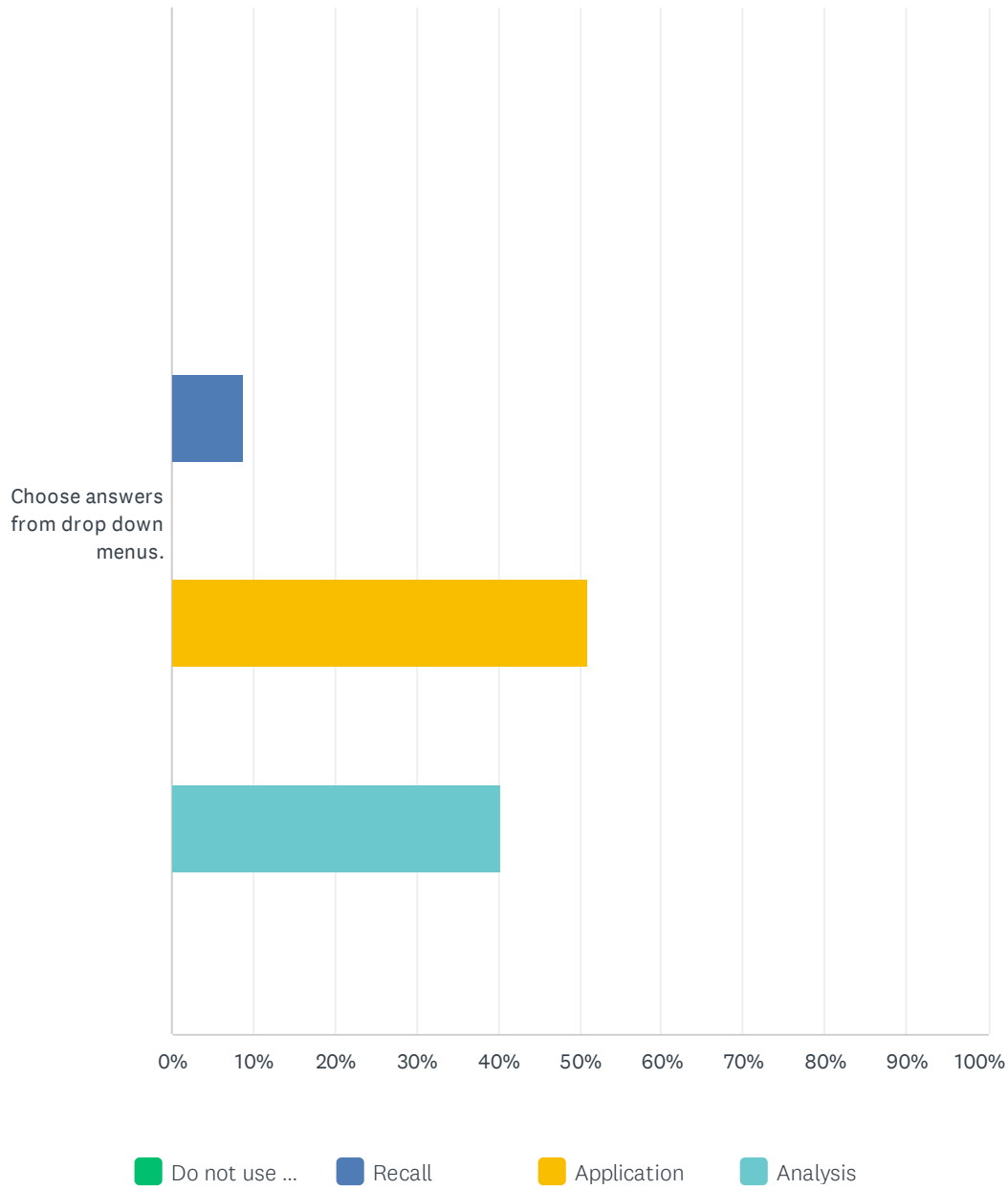
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Importance



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 50.00% 29 | 41.38% 24 | 6.90% 4 | 1.72% 1 | 58 |

| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 8.77% 5 | 33.33% 19 | 57.89% 33 | 57 |

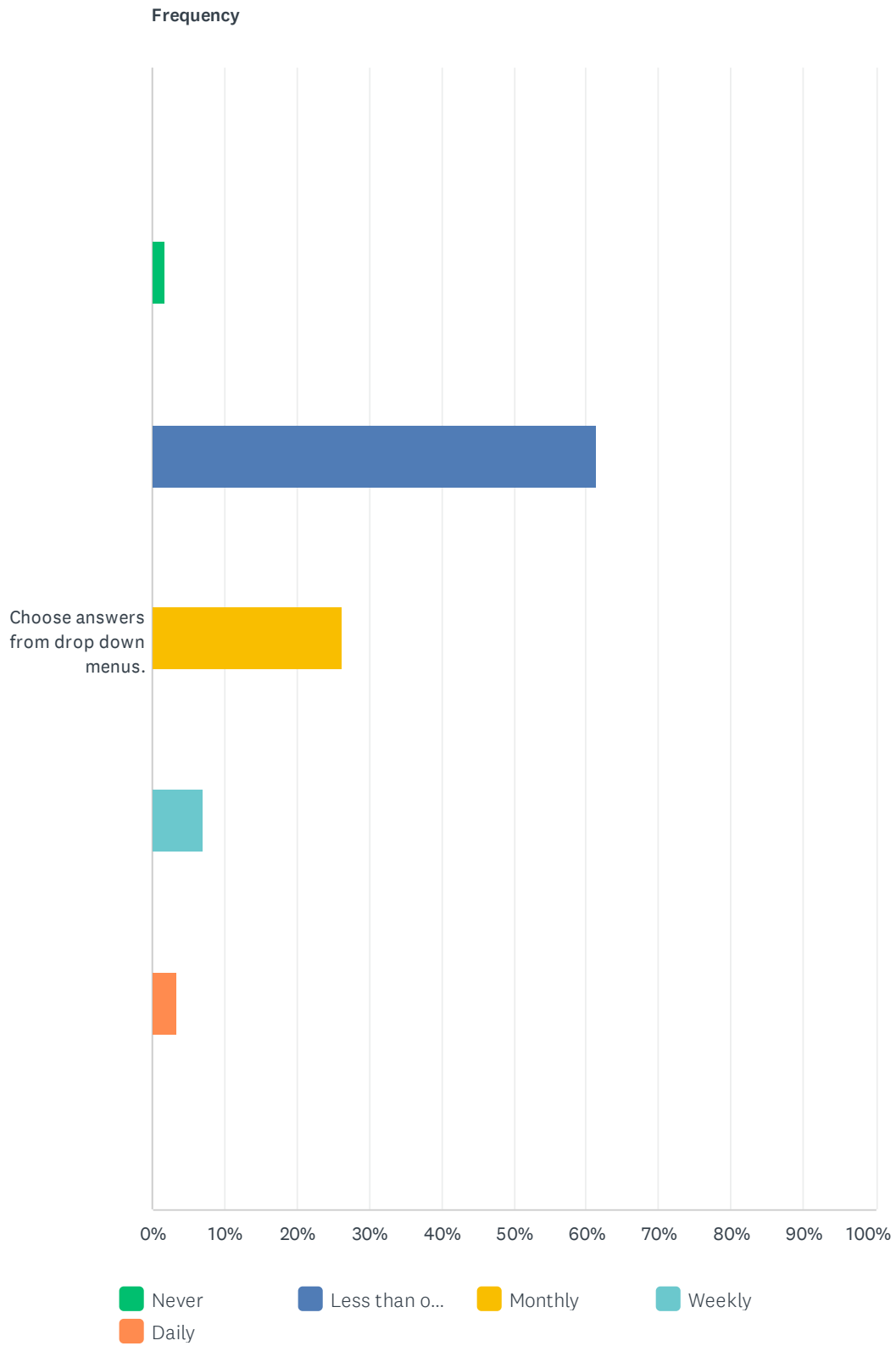
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

| Level of Judgment | | | | | |
|--------------------------------------|--------------------------|------------|--------------|--------------|-------|
| | DO NOT USE IN THEIR WORK | RECALL | APPLICATION | ANALYSIS | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 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.

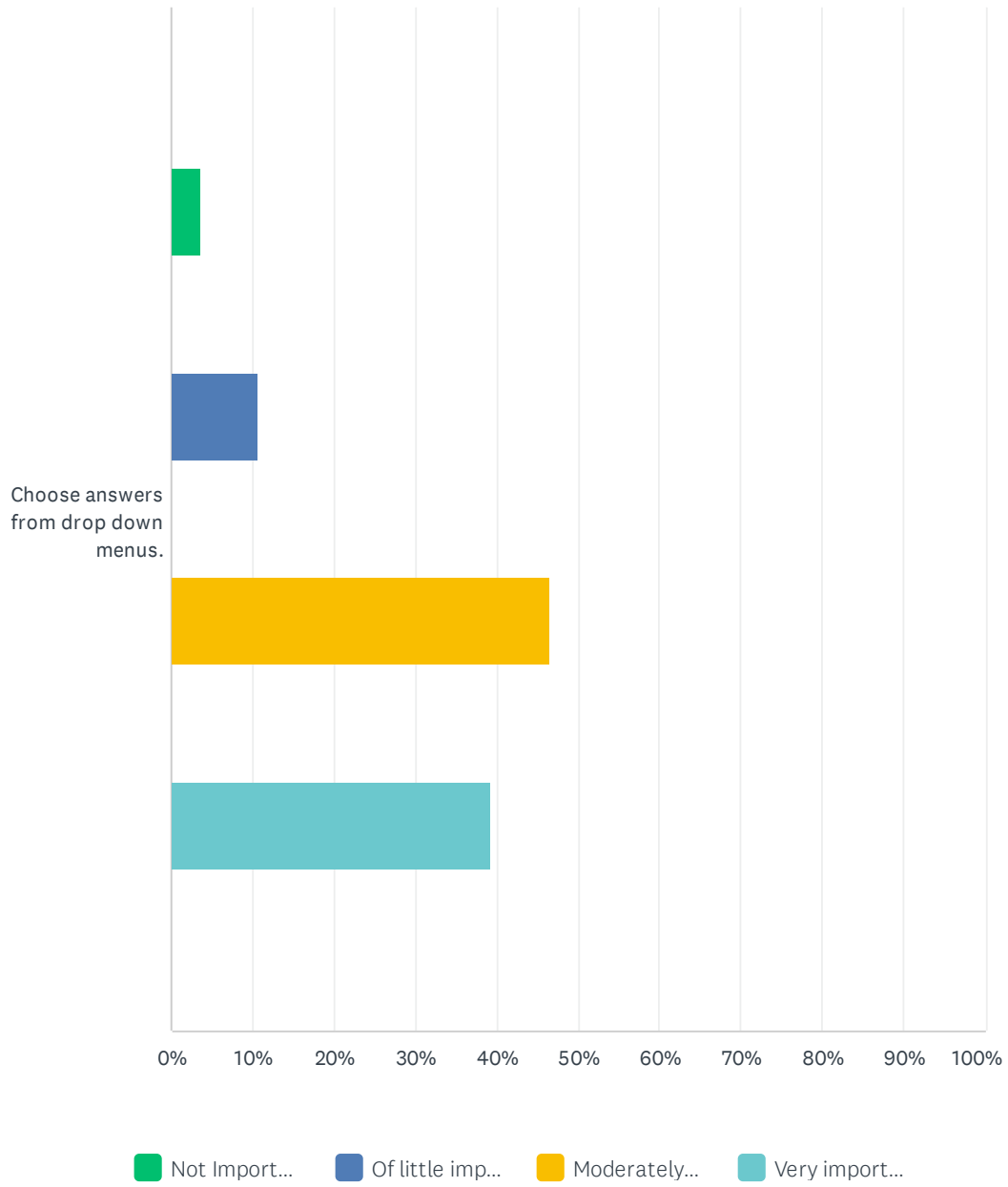
Answered: 57 Skipped: 117

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



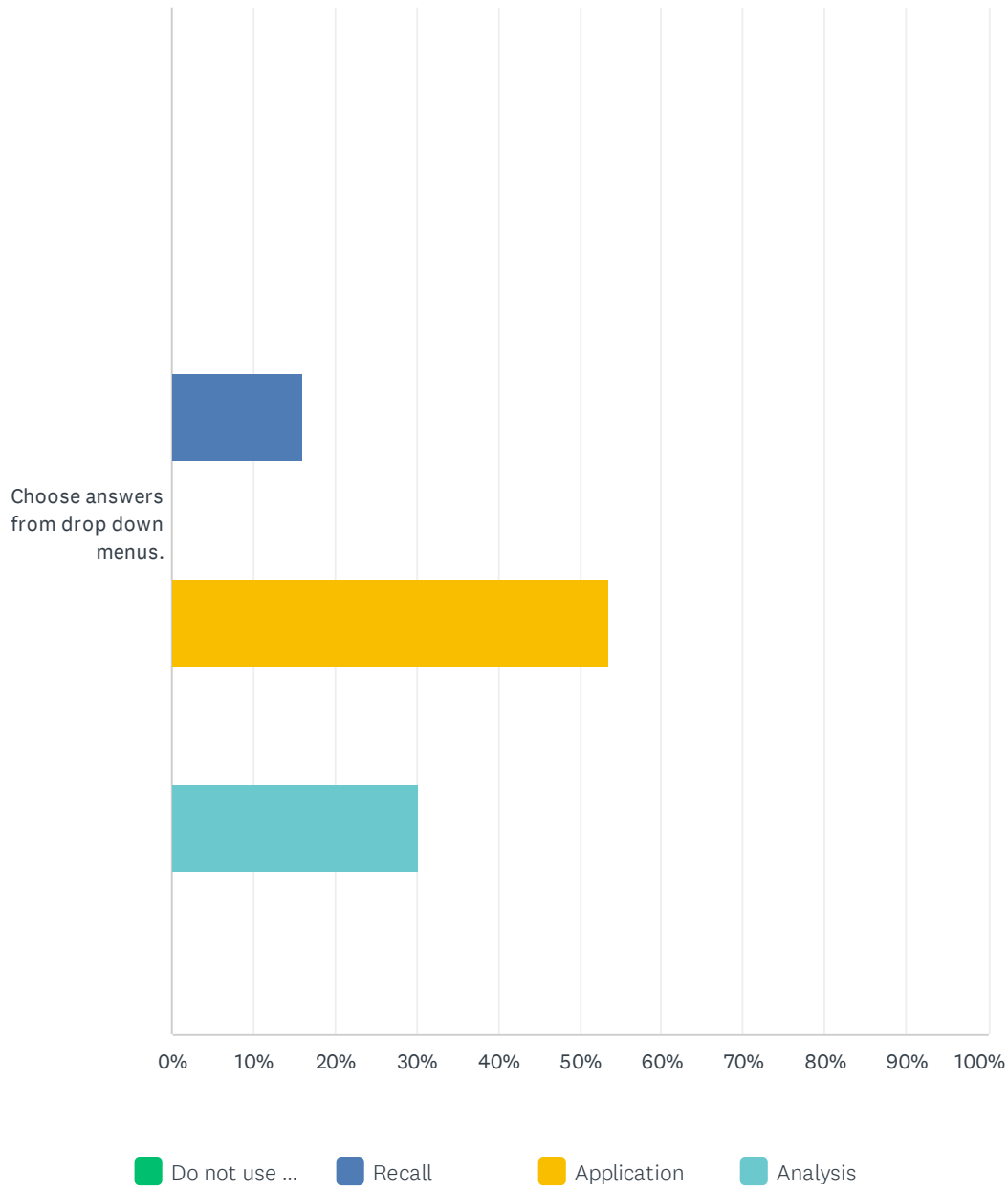
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Importance



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 1.75% 1 | 61.40% 35 | 26.32% 15 | 7.02% 4 | 3.51% 2 | 57 |

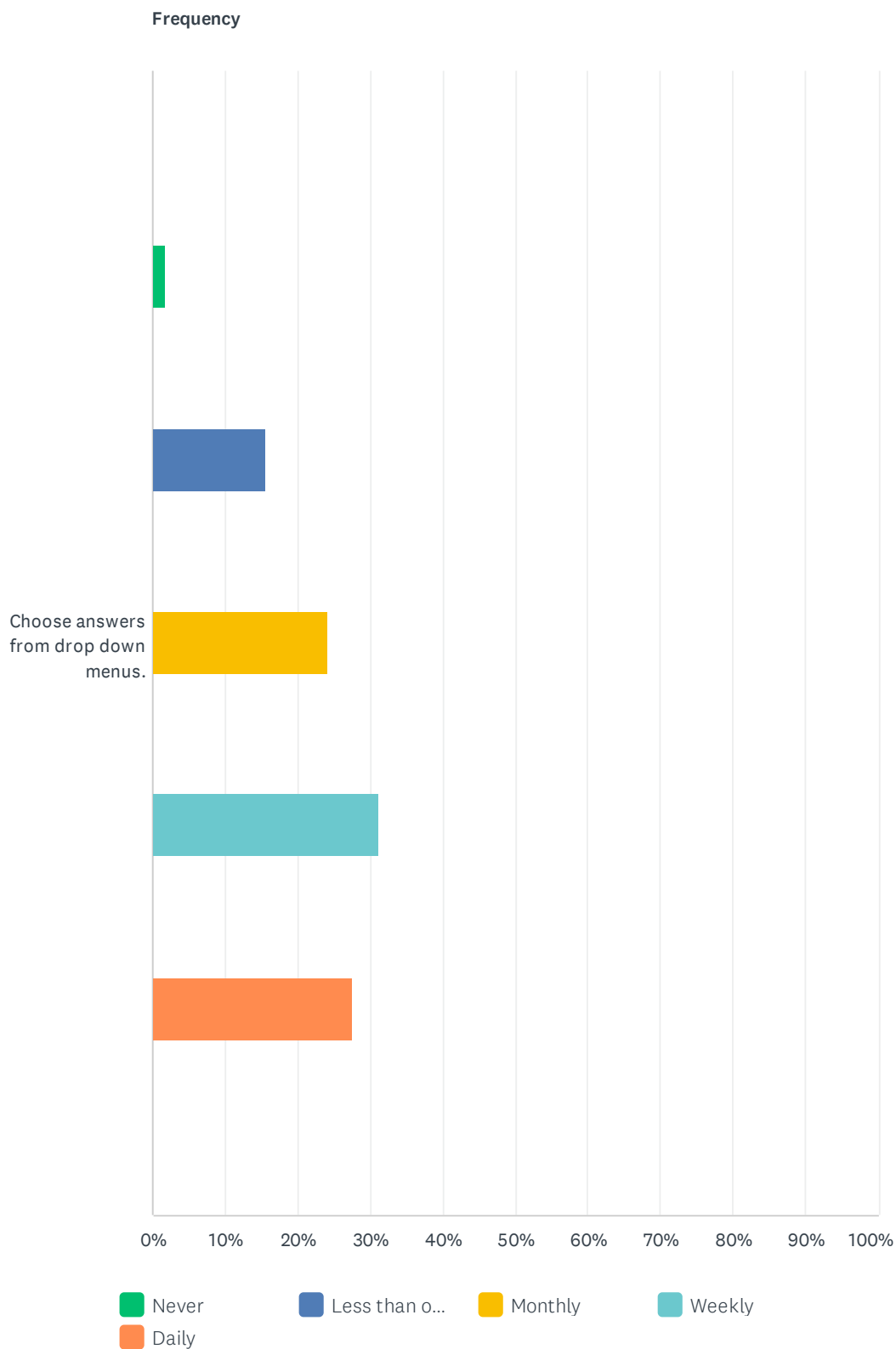
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 3.57% 2 | 10.71% 6 | 46.43% 26 | 39.29% 22 | 56 |

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% | 16.07% | 53.57% | 30.36% | |
| | 0 | 9 | 30 | 17 | 56 |

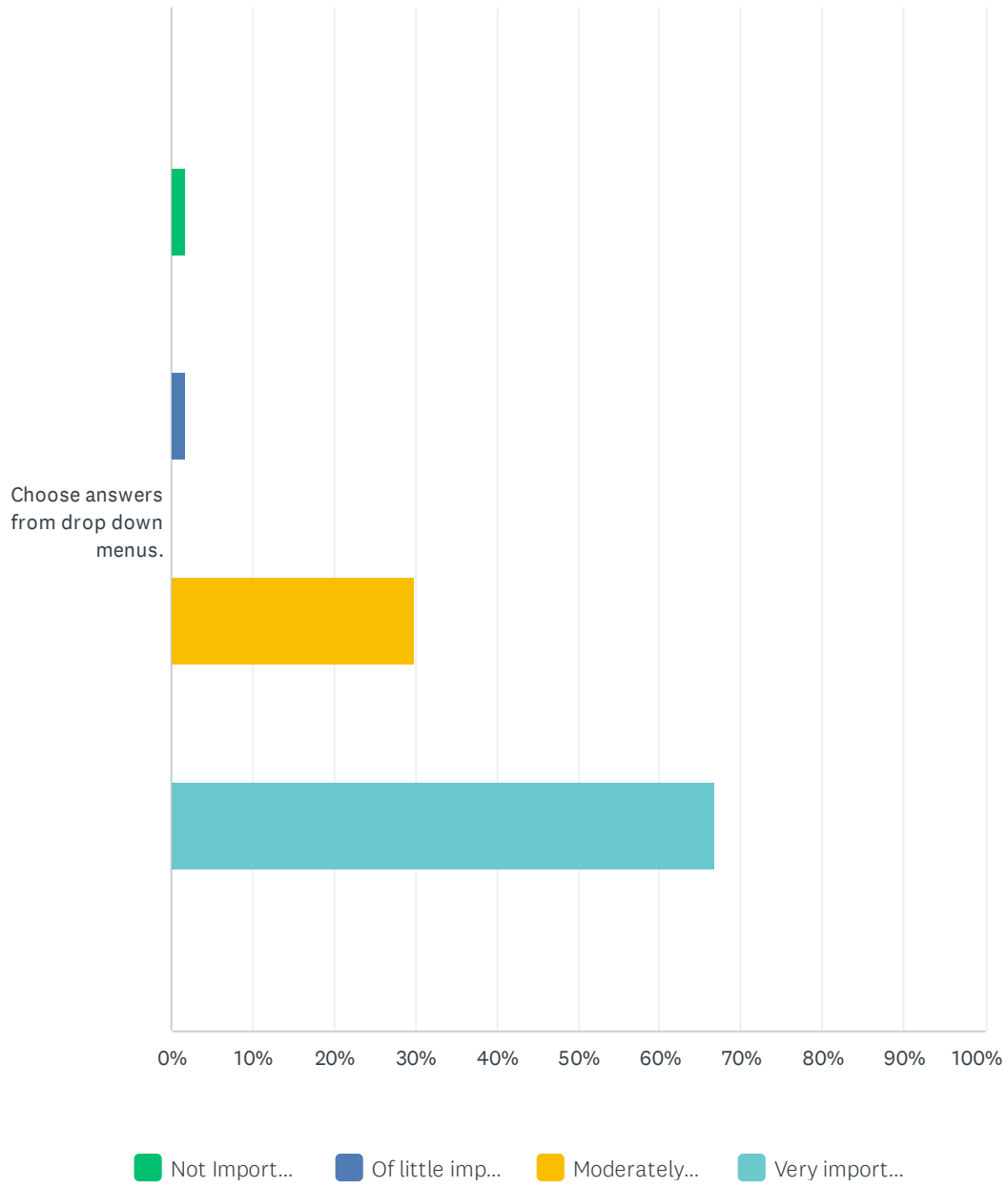
Q33 4.10 Analyze the role of faculty in student advising/supervision and the strategies needed to facilitate student success and advancement.

Answered: 58 Skipped: 116



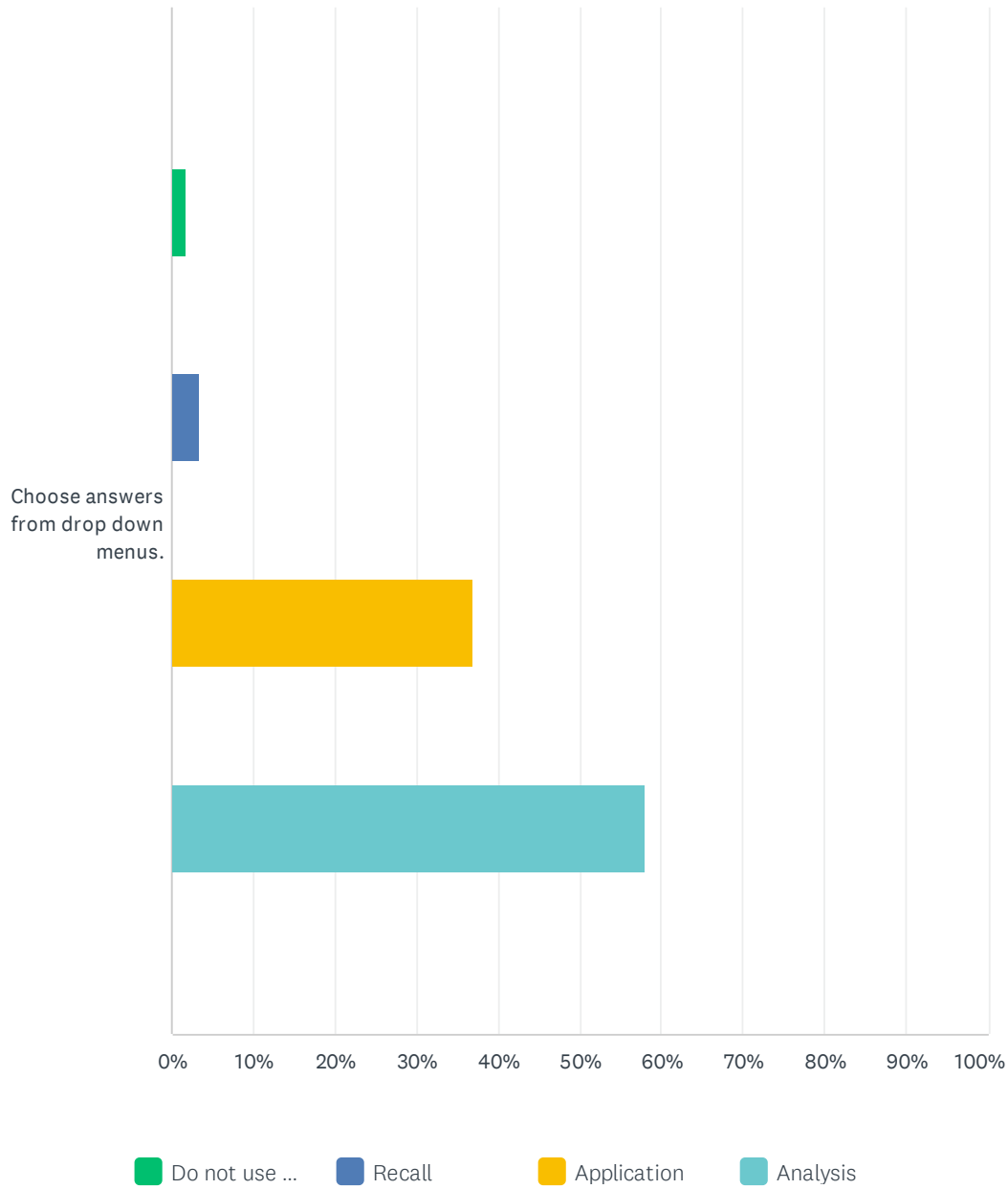
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Importance



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|--------------|--------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 1.72% 1 | 15.52% 9 | 24.14% 14 | 31.03% 18 | 27.59% 16 | 58 |

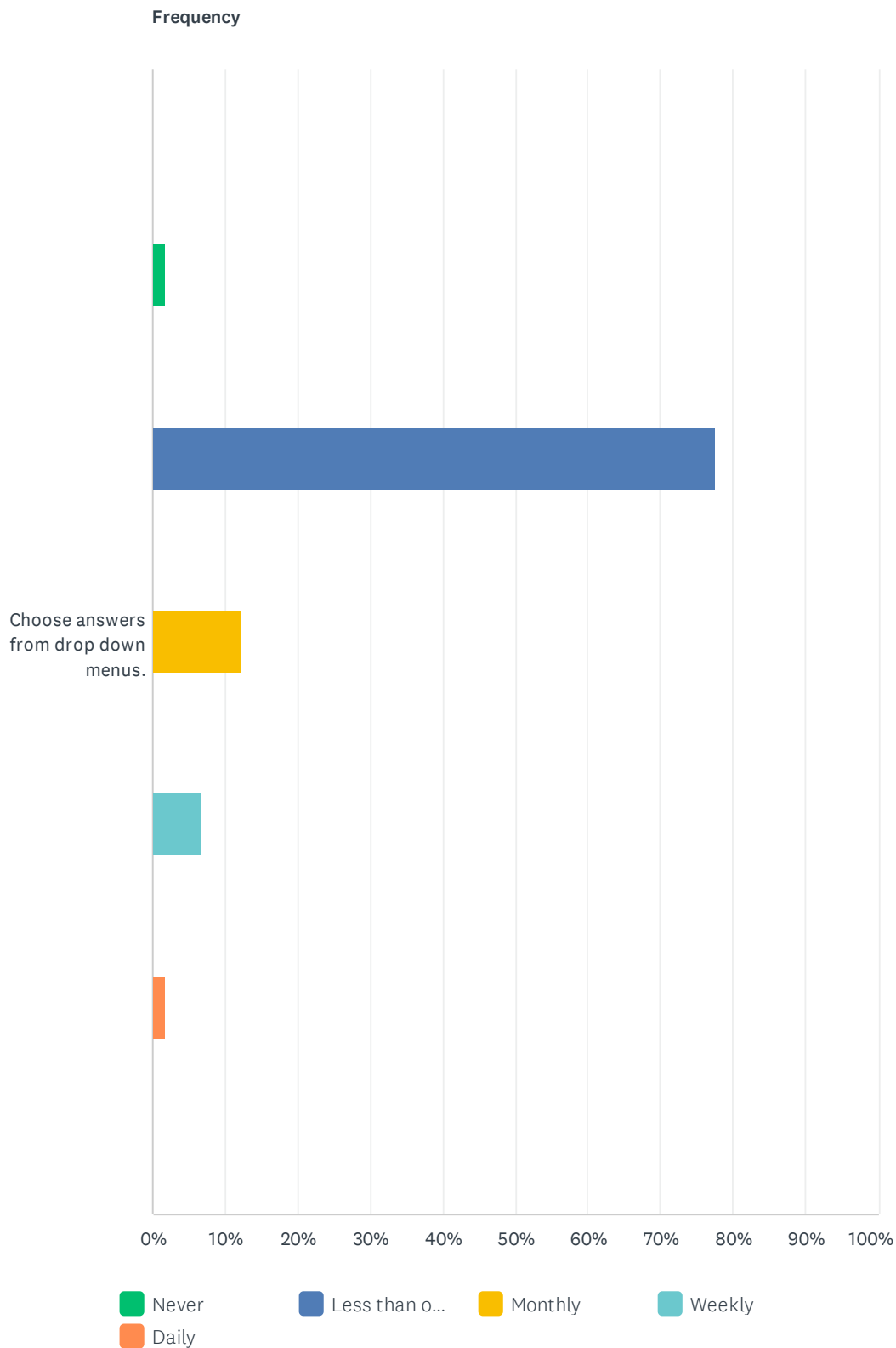
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 1.75% 1 | 1.75% 1 | 29.82% 17 | 66.67% 38 | 57 |

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. | 1.75% | 3.51% | 36.84% | 57.89% | |
| | 1 | 2 | 21 | 33 | 57 |

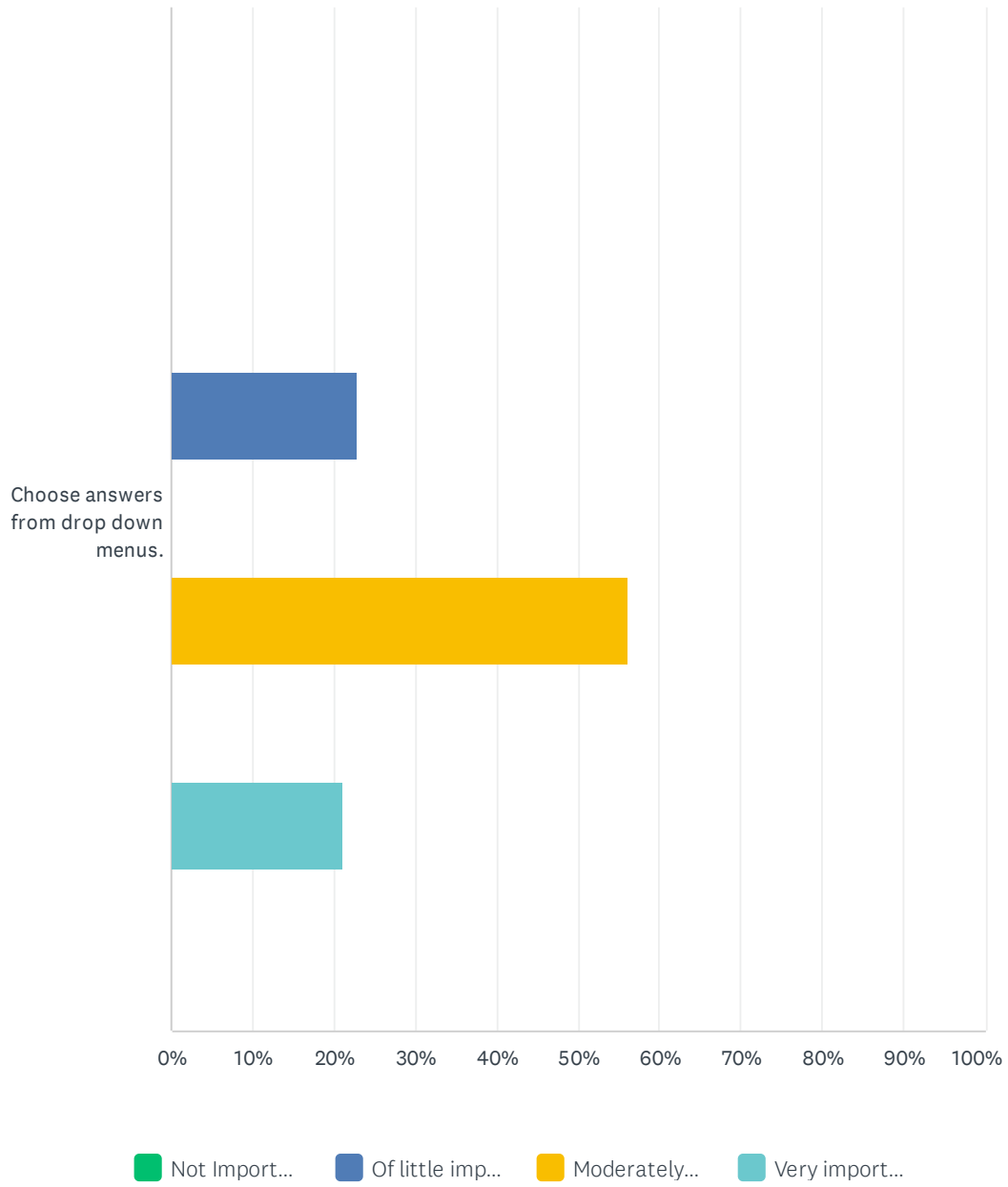
Q34 4.11 Describe the role and function of faculty in departmental, college, and university strategic planning processes.

Answered: 58 Skipped: 116



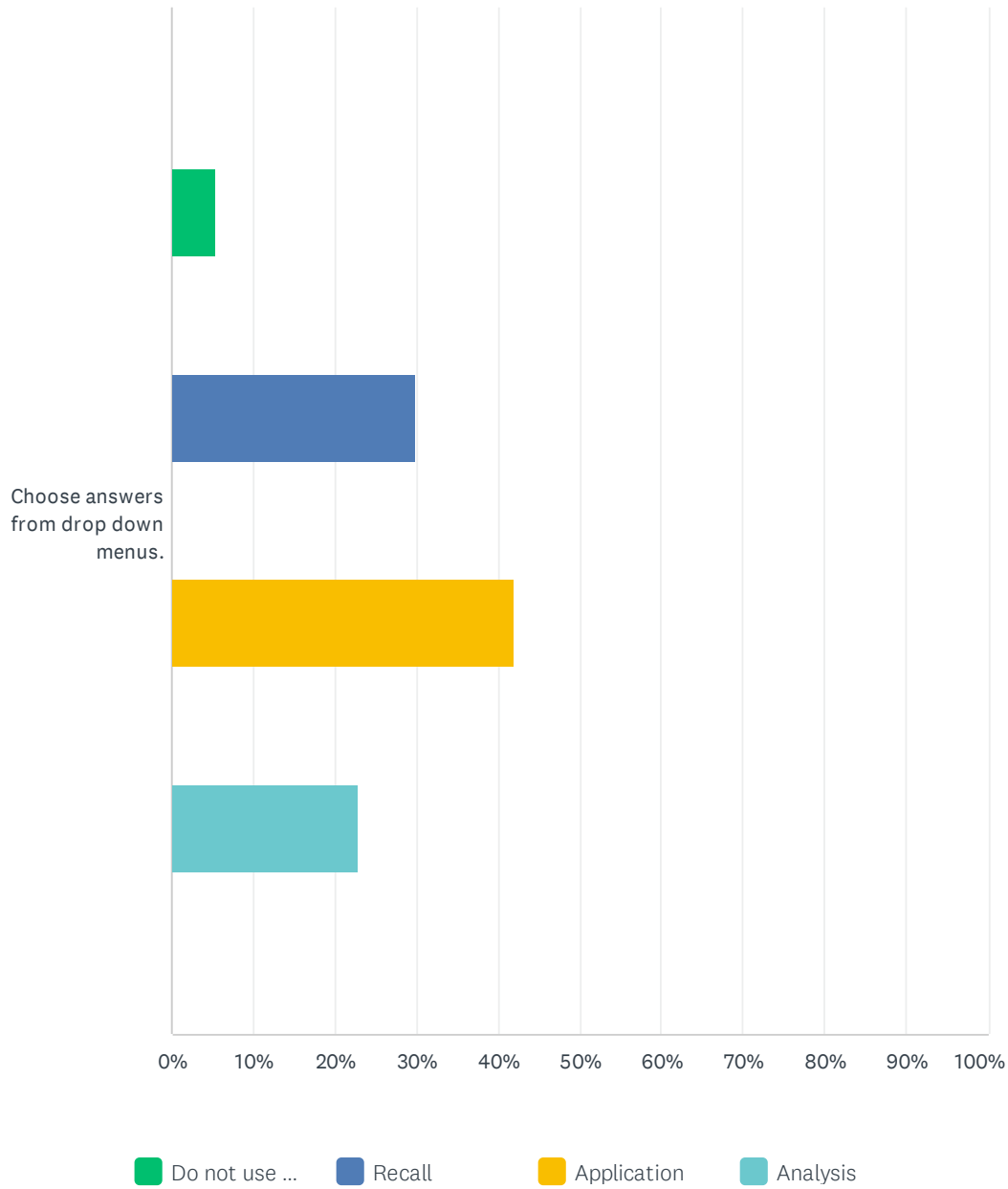
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Importance



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|-------------|------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 1.72% 1 | 77.59% 45 | 12.07% 7 | 6.90% 4 | 1.72% 1 | 58 |

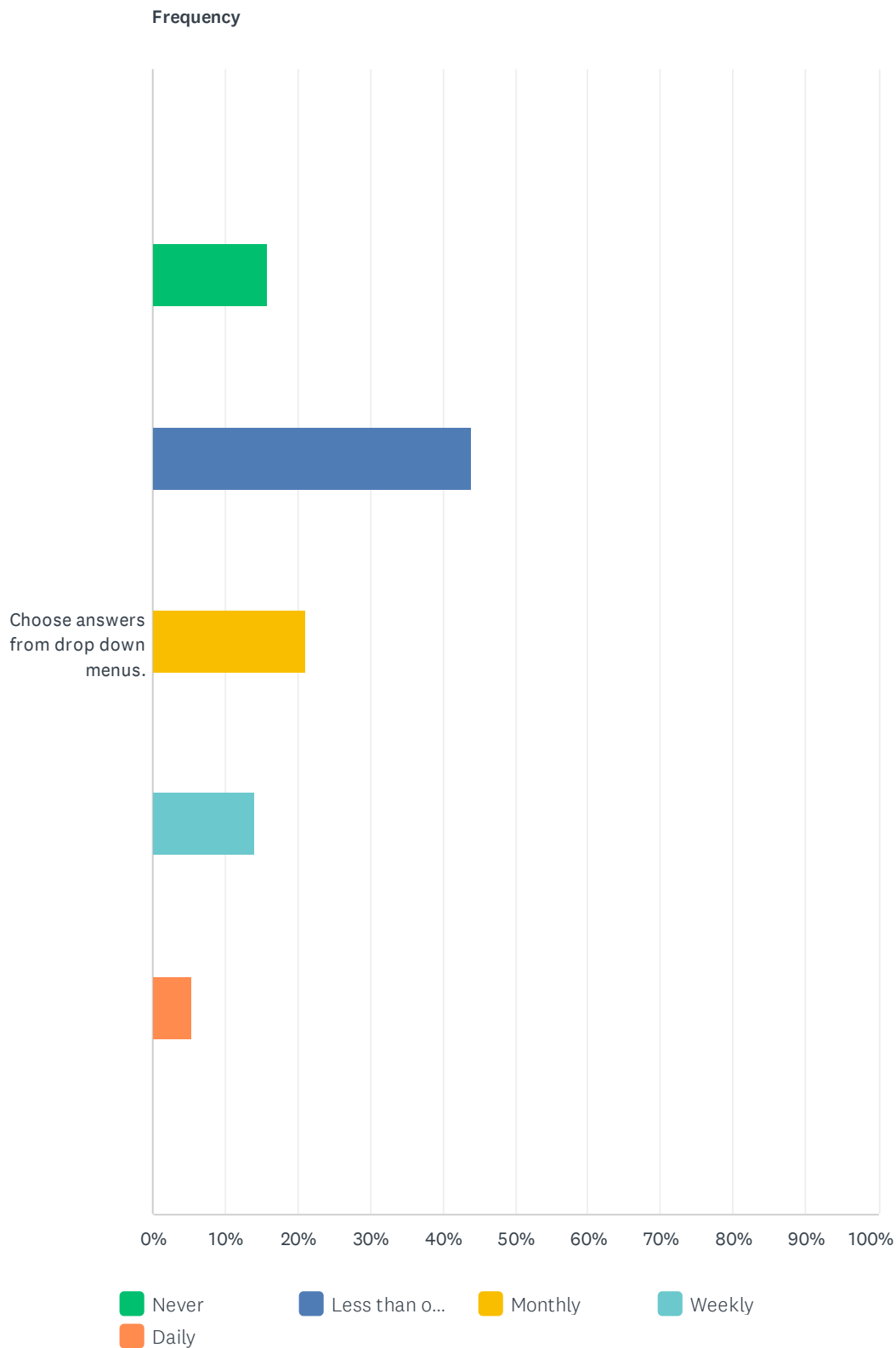
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 22.81% 13 | 56.14% 32 | 21.05% 12 | 57 |

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. | 5.26% 3 | 29.82% 17 | 42.11% 24 | 22.81% 13 | 57 |

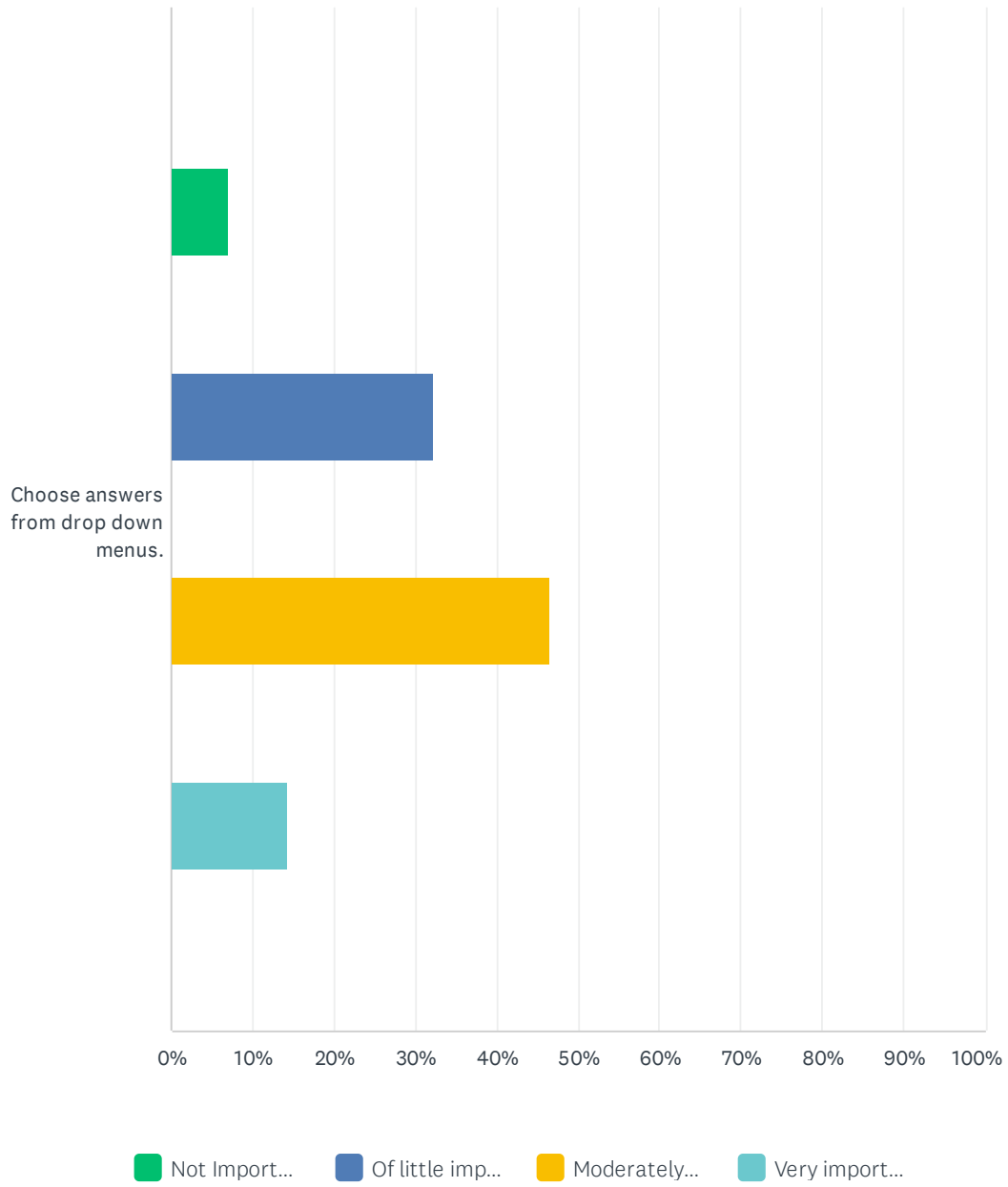
Q35 4.12.1 Understand leadership theories and philosophies as applied to academic roles.

Answered: 57 Skipped: 117



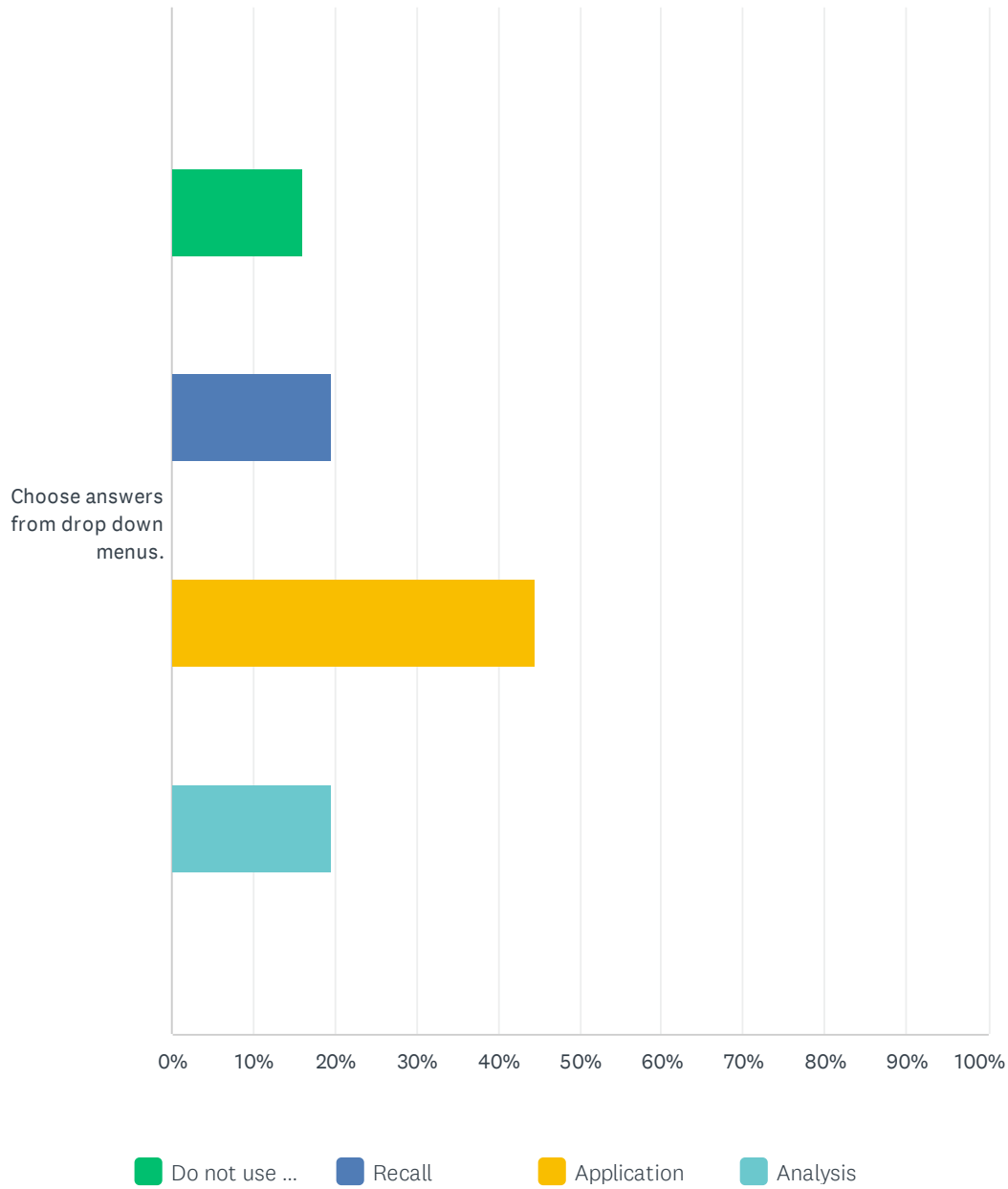
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Importance



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|-------------|------------------------|--------------|-------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 15.79% 9 | 43.86% 25 | 21.05% 12 | 14.04% 8 | 5.26% 3 | 57 |

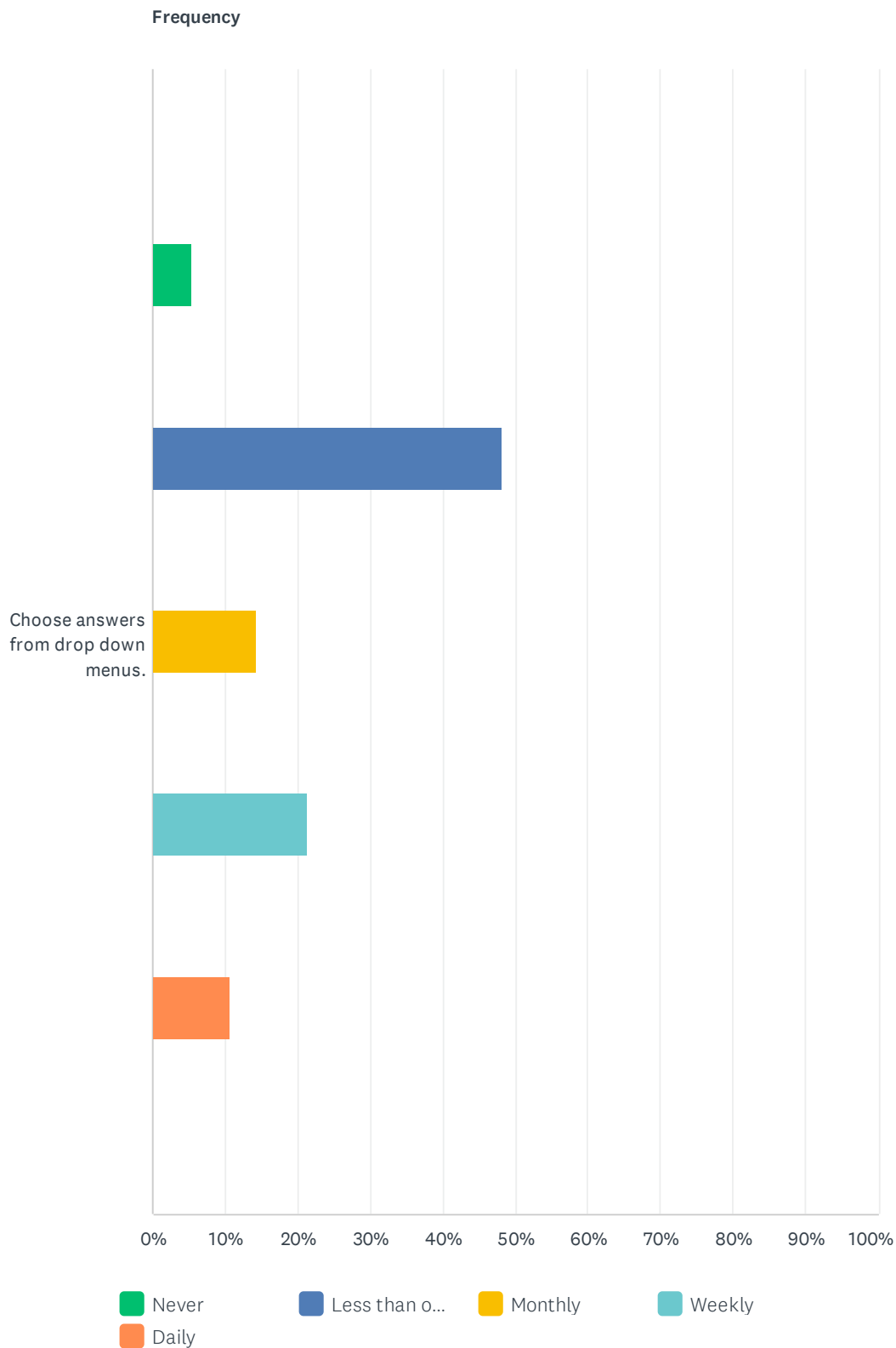
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 7.14% 4 | 32.14% 18 | 46.43% 26 | 14.29% 8 | 56 |

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. | 16.07% | 19.64% | 44.64% | 19.64% | |
| | 9 | 11 | 25 | 11 | 56 |

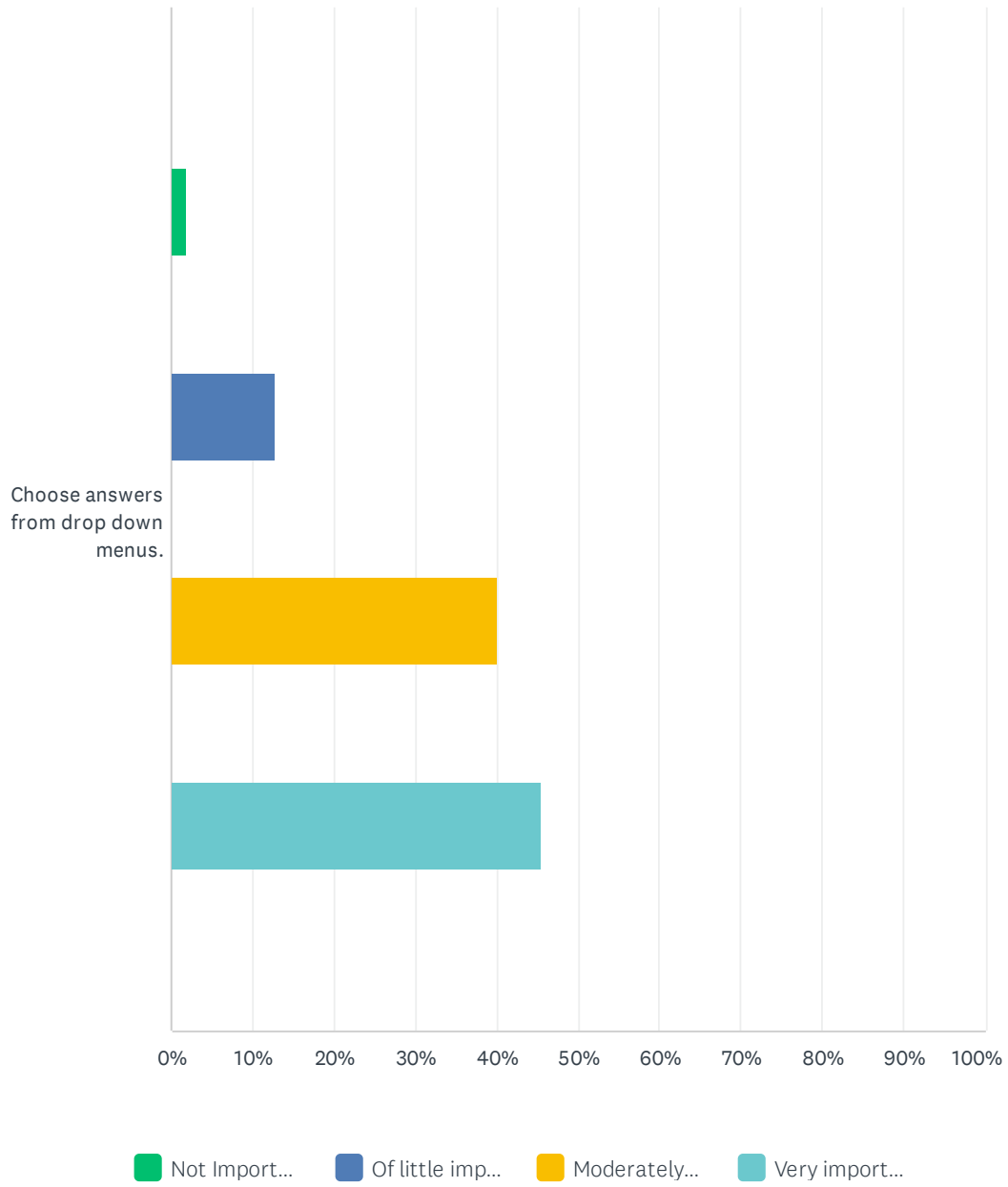
Q36 4.12.2 Evaluate personal leadership style including strengths and areas of improvement.

Answered: 56 Skipped: 118



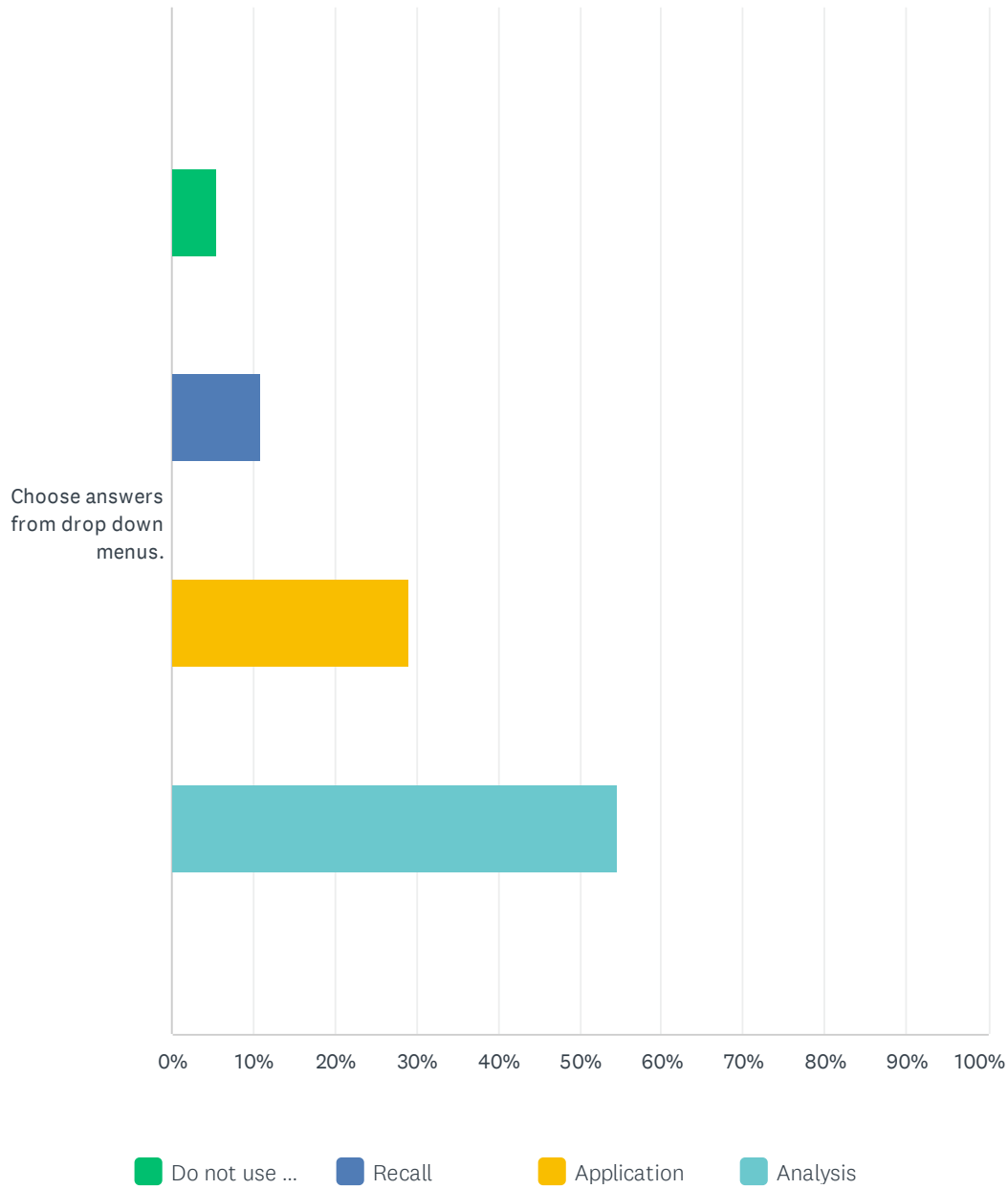
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Importance



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|-------------|--------------|-------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 5.36% 3 | 48.21% 27 | 14.29% 8 | 21.43% 12 | 10.71% 6 | 56 |

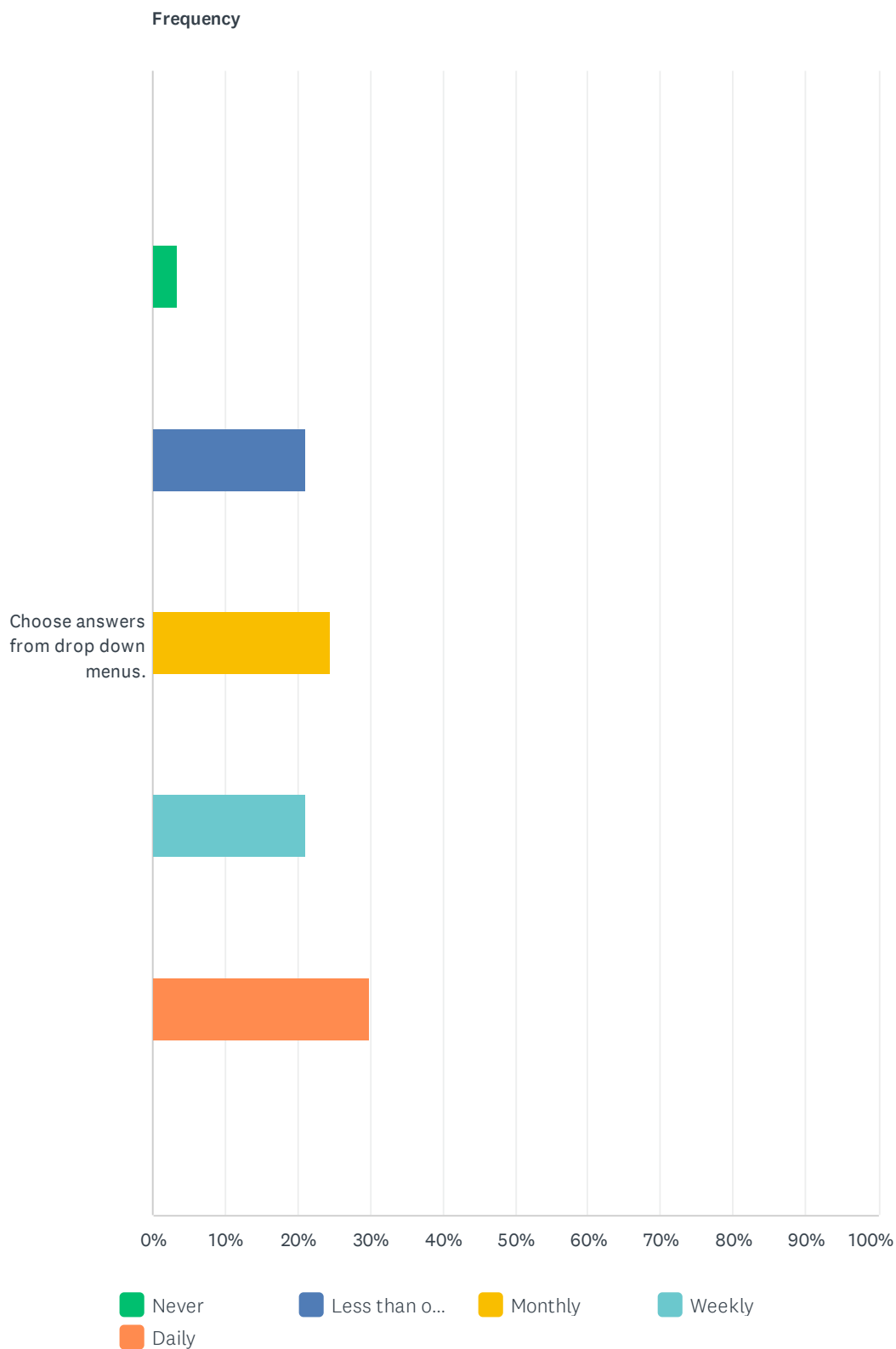
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 1.82% 1 | 12.73% 7 | 40.00% 22 | 45.45% 25 | 55 |

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. | 5.45% 3 | 10.91% 6 | 29.09% 16 | 54.55% 30 | 55 |

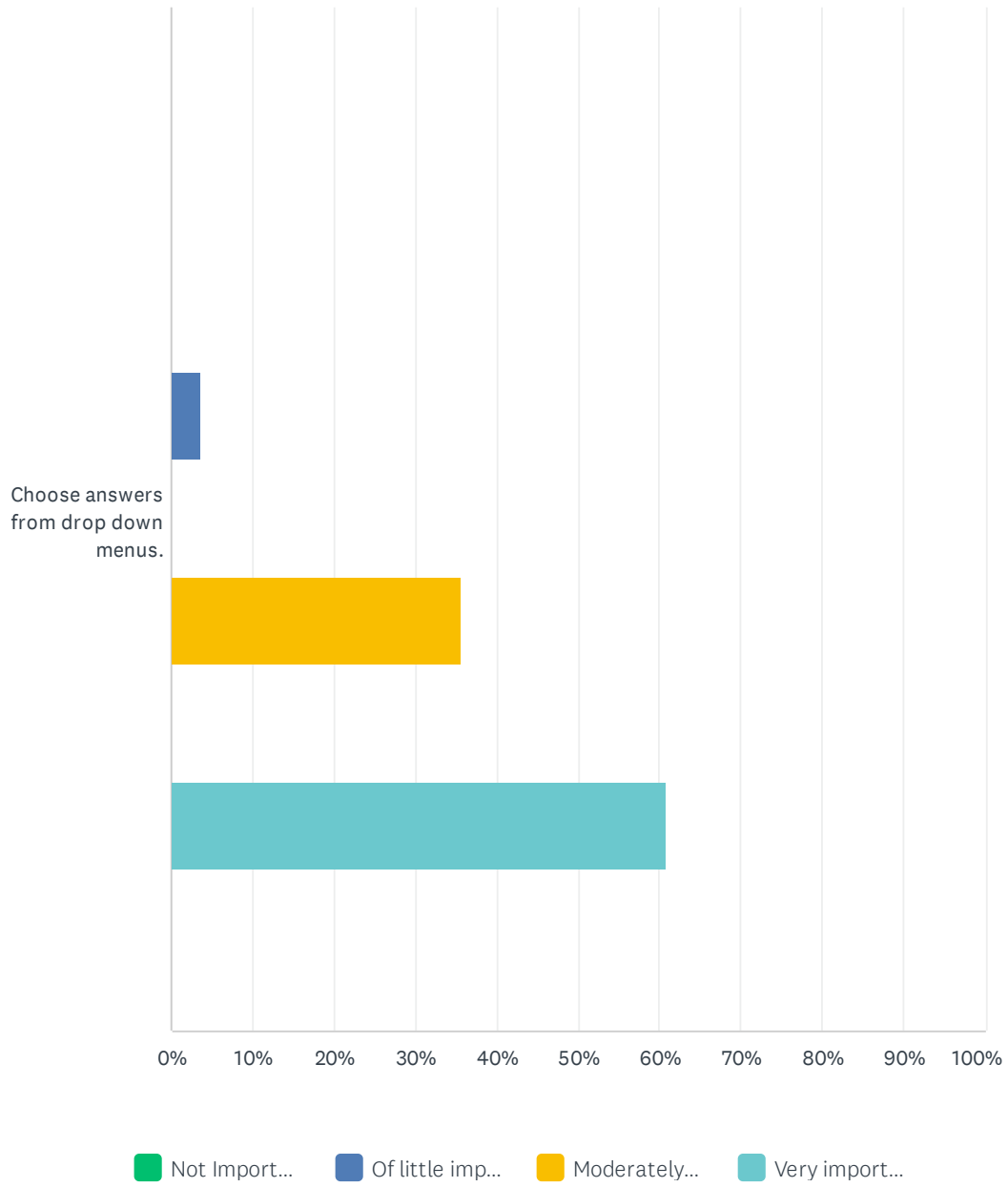
Q37 4.12.3 Apply conflict-resolution strategies to effectively prevent and manage conflict among students and peers.

Answered: 57 Skipped: 117



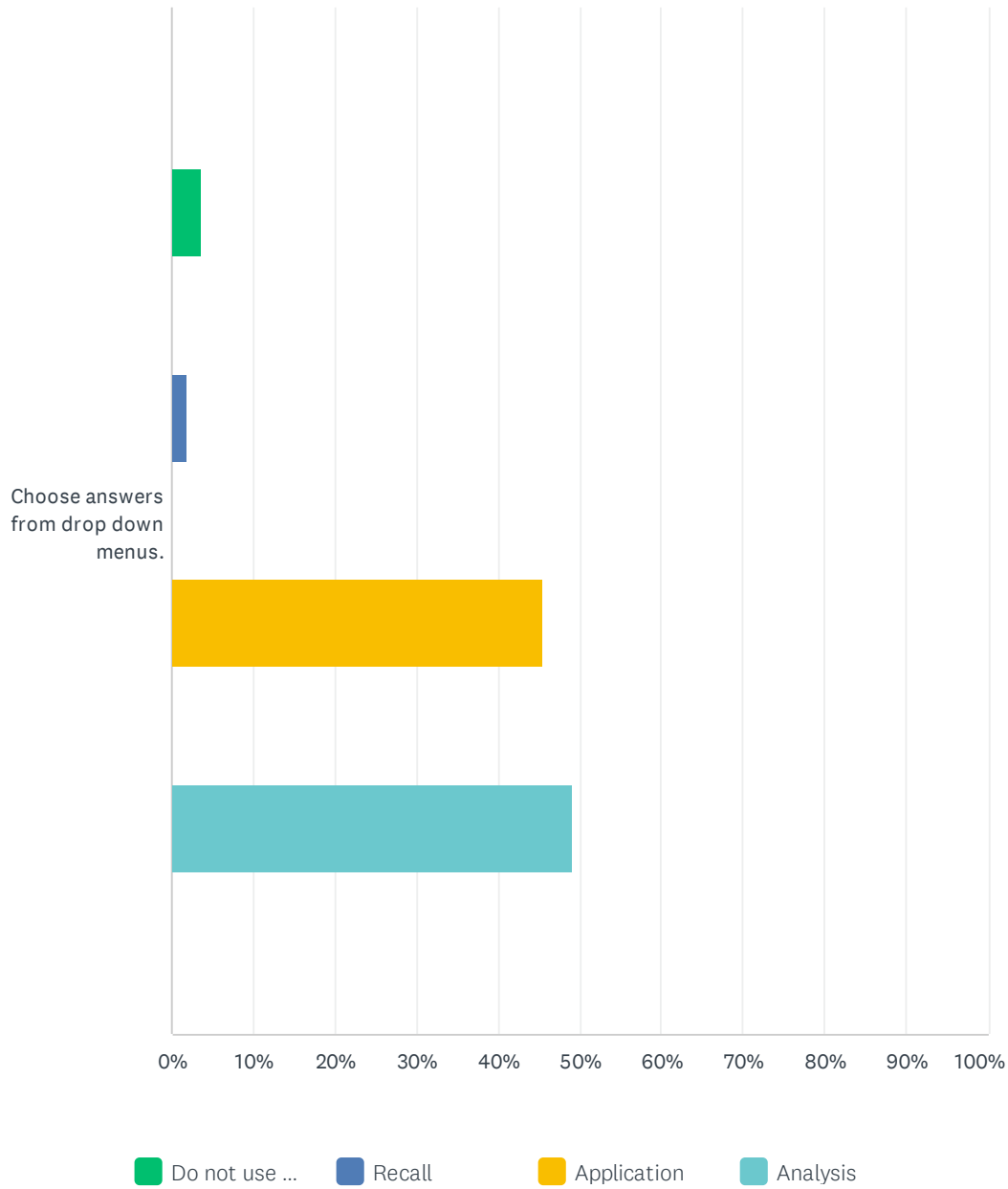
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Importance



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|--------------|--------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 3.51% 2 | 21.05% 12 | 24.56% 14 | 21.05% 12 | 29.82% 17 | 57 |

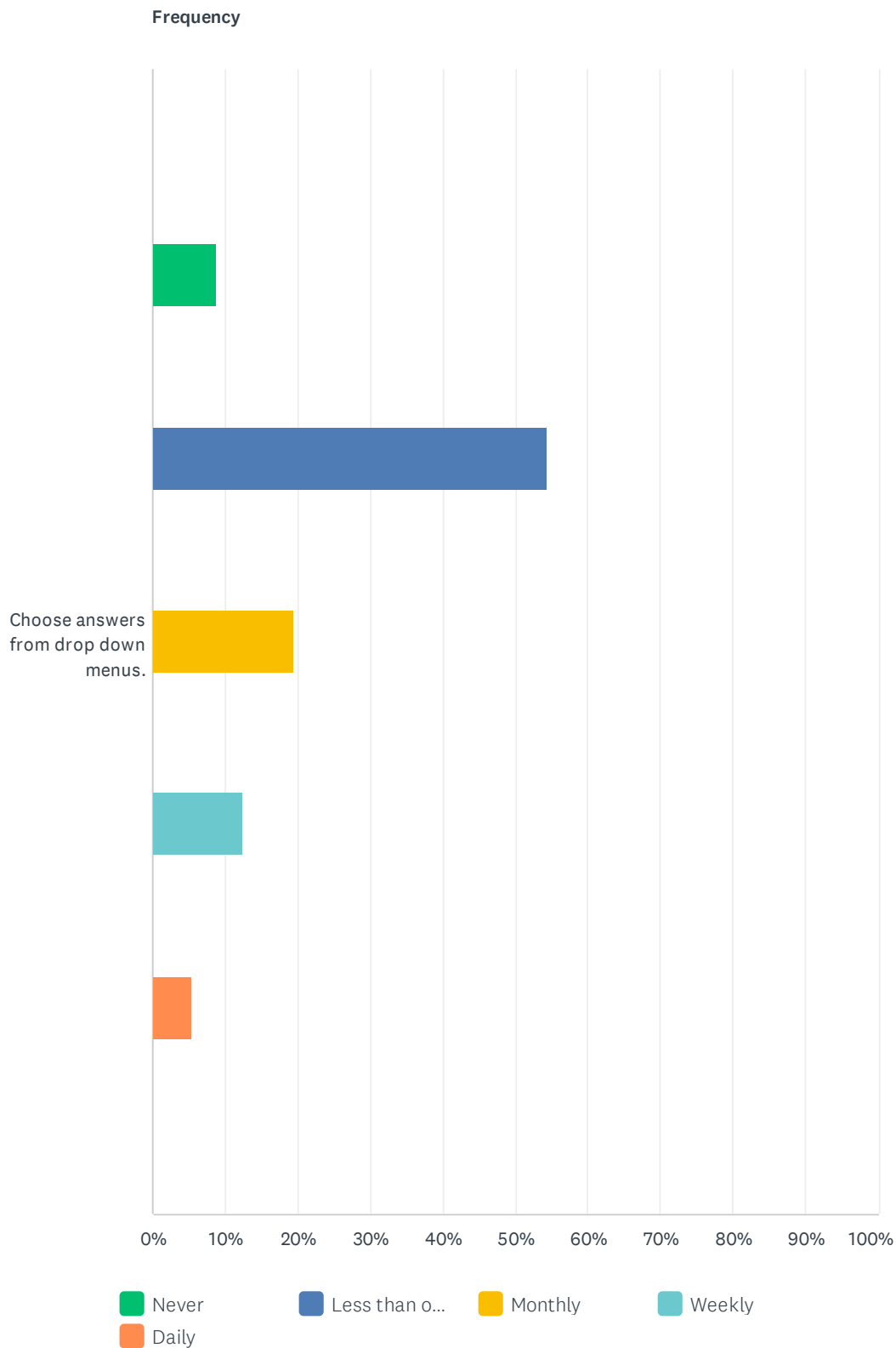
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 0.00% 0 | 3.57% 2 | 35.71% 20 | 60.71% 34 | 56 |

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

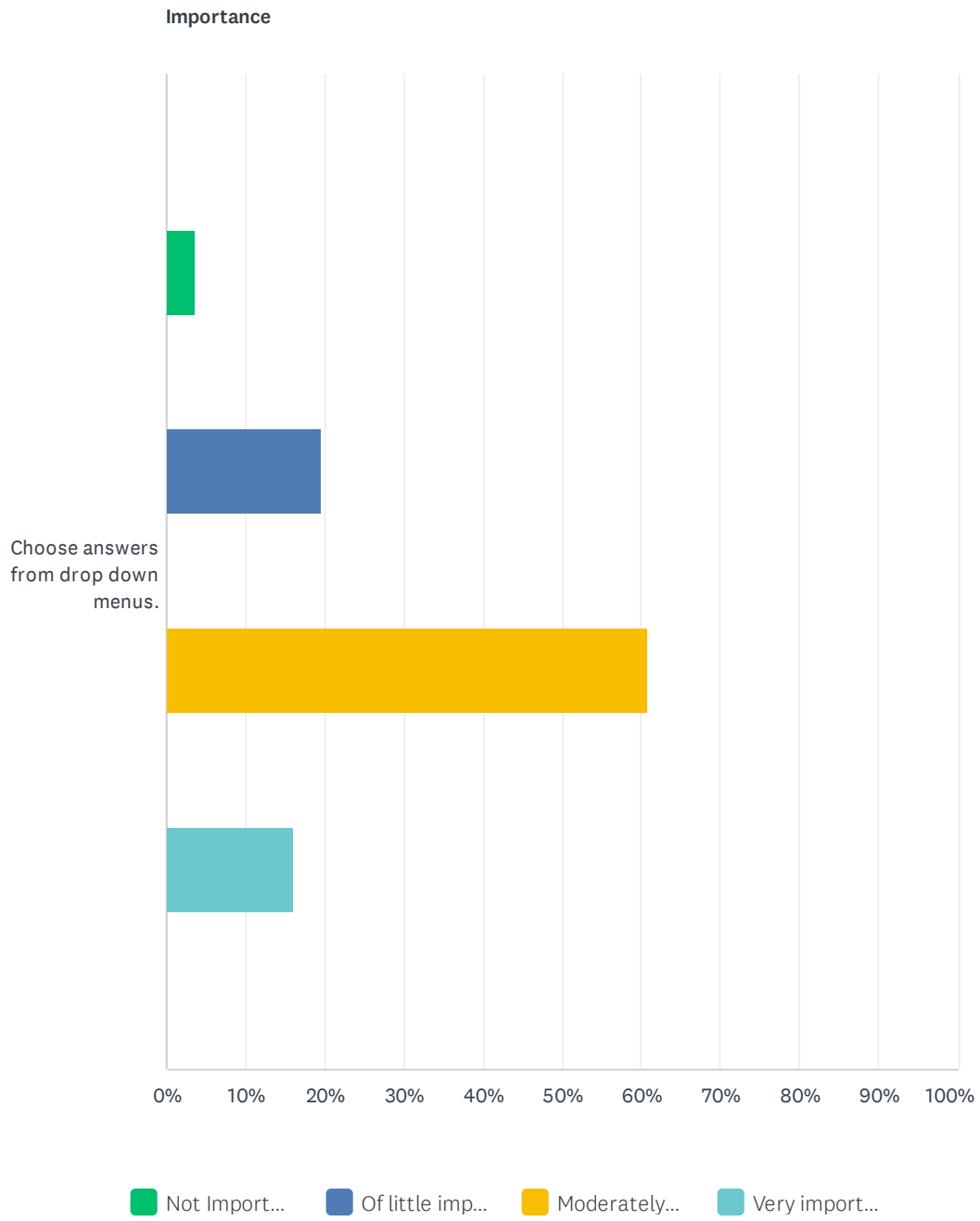
| Level of Judgment | | | | | |
|--------------------------------------|--------------------------|--------|-------------|----------|-------|
| | DO NOT USE IN THEIR WORK | RECALL | APPLICATION | ANALYSIS | TOTAL |
| Choose answers from drop down menus. | 3.64% | 1.82% | 45.45% | 49.09% | |
| | 2 | 1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

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

Answered: 57 Skipped: 117

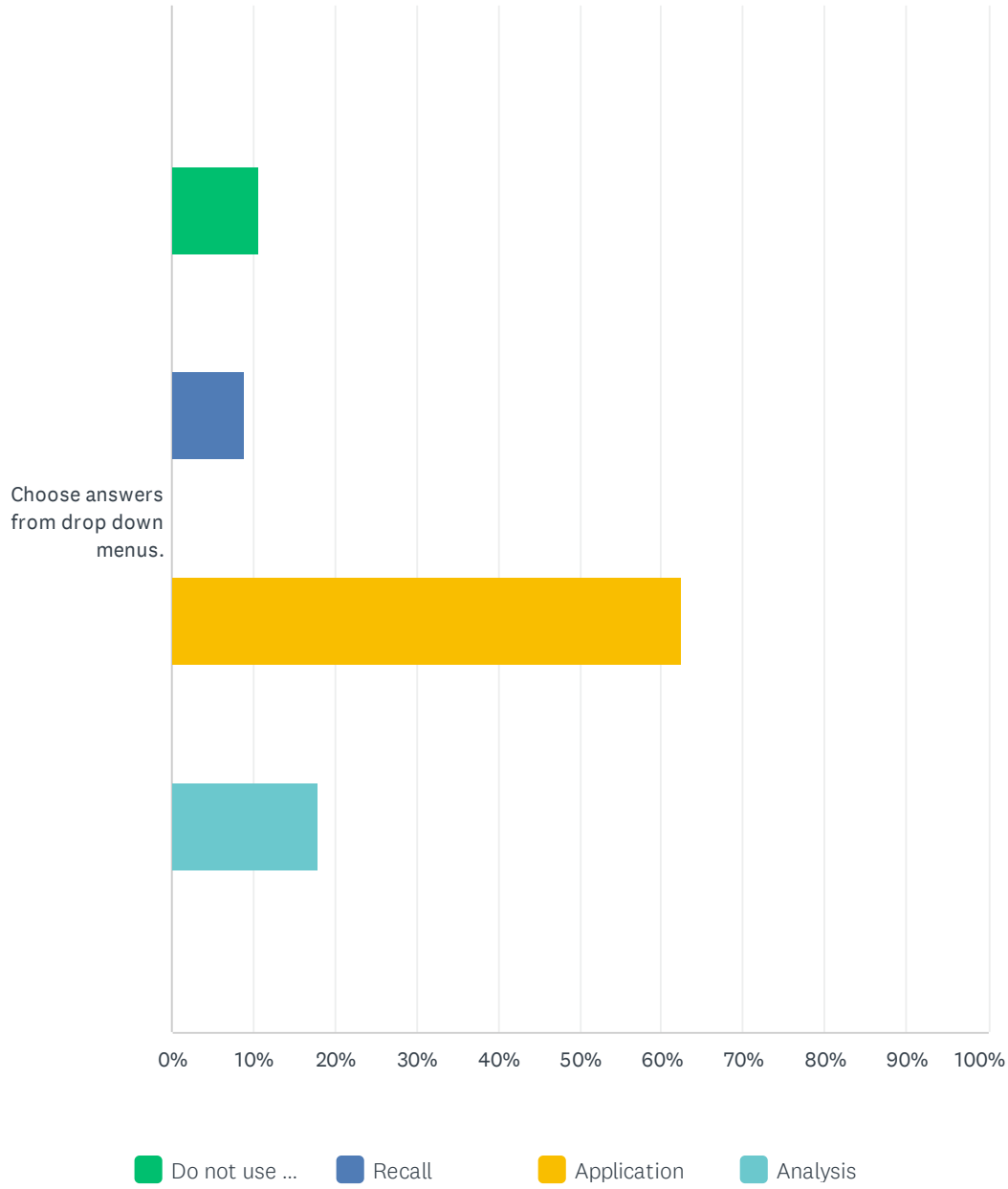


Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|-------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 8.77% 5 | 54.39% 31 | 19.30% 11 | 12.28% 7 | 5.26% 3 | 57 |

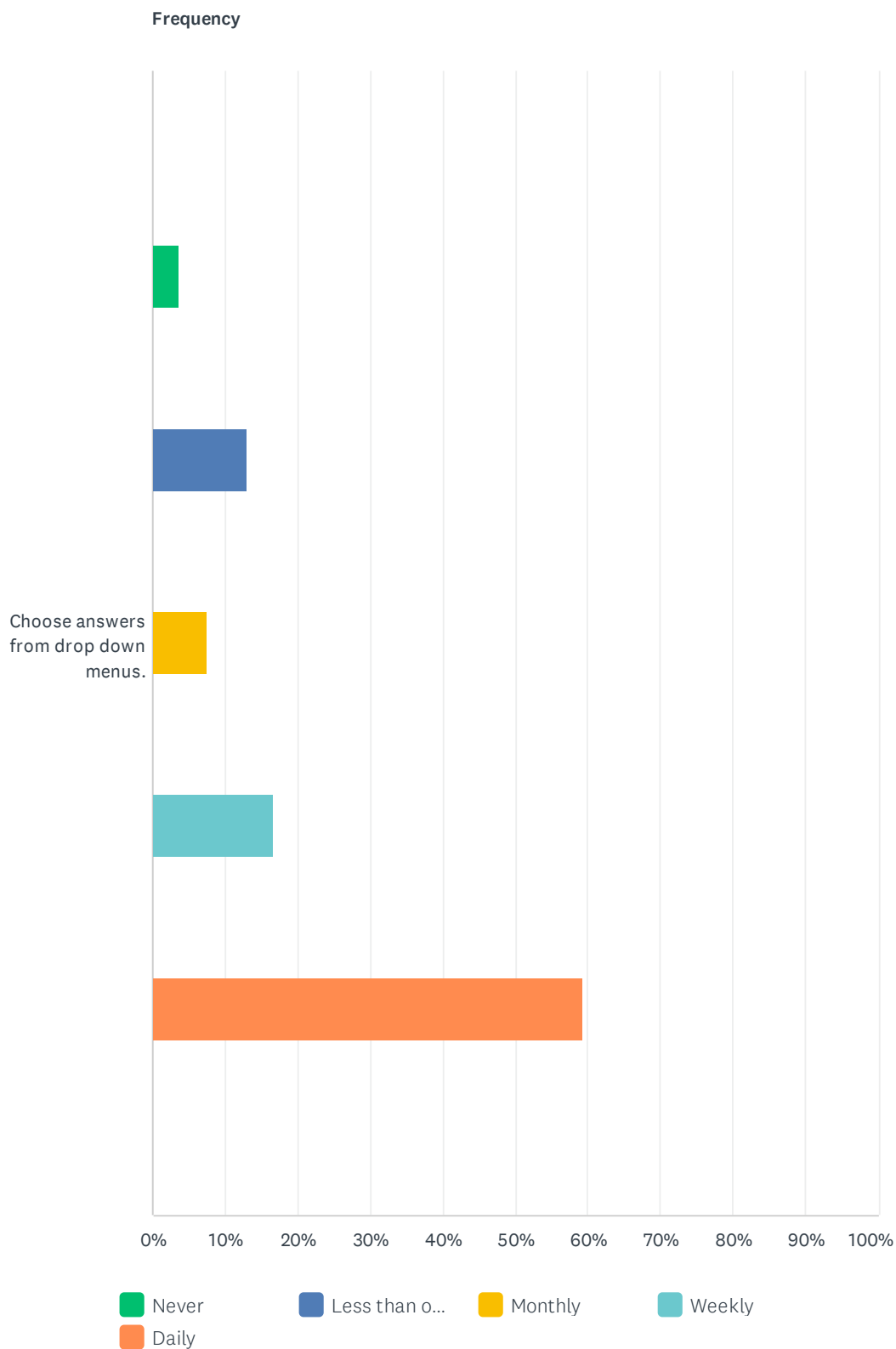
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 3.57% 2 | 19.64% 11 | 60.71% 34 | 16.07% 9 | 56 |

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

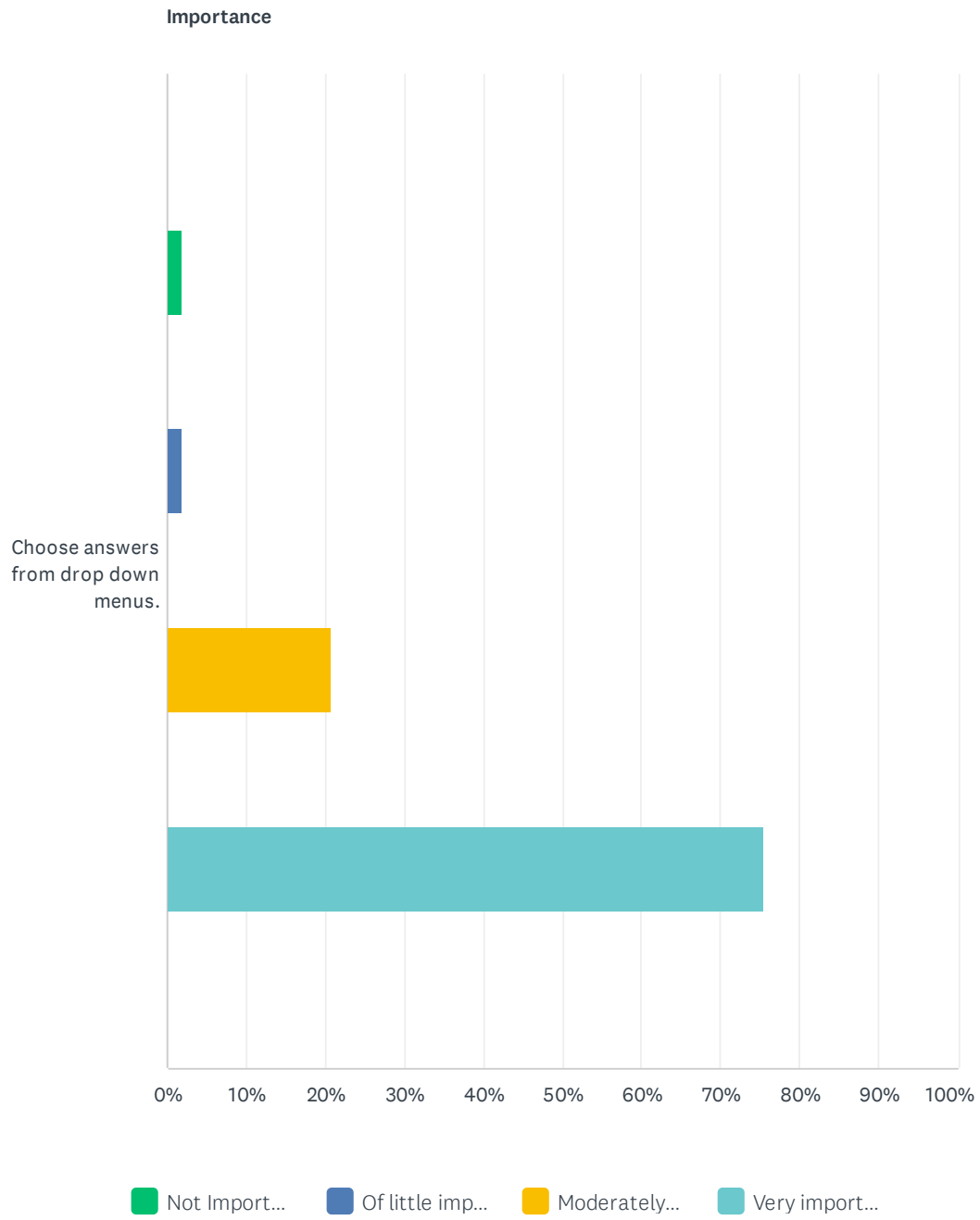
| Level of Judgment | | | | | |
|--------------------------------------|--------------------------|--------|-------------|----------|-------|
| | DO NOT USE IN THEIR WORK | RECALL | APPLICATION | ANALYSIS | TOTAL |
| Choose answers from drop down menus. | 10.71% | 8.93% | 62.50% | 17.86% | |
| | 6 |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

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

Answered: 54 Skipped: 120

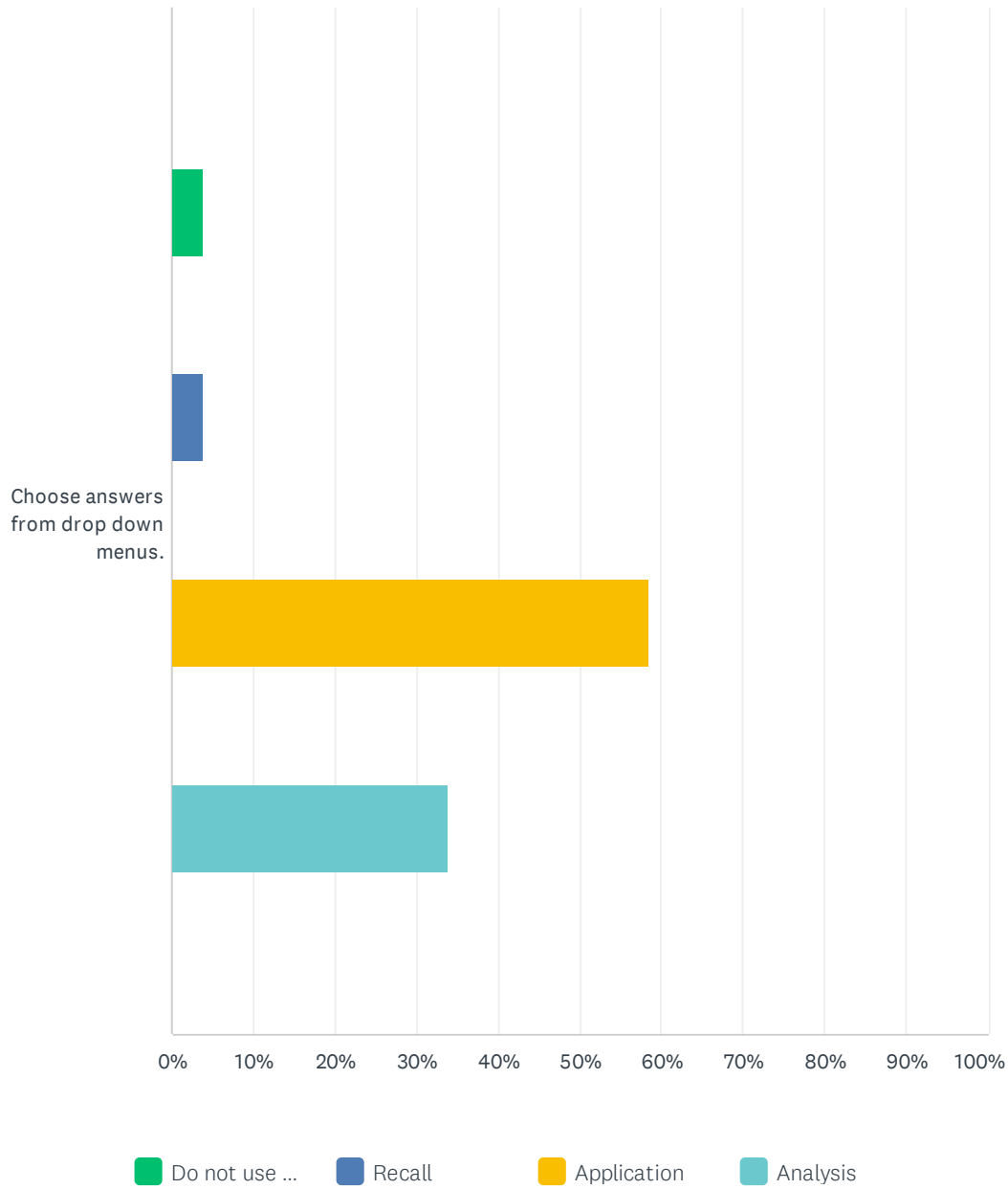


Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|------------|-------------|--------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 3.70% 2 | 12.96% 7 | 7.41% 4 | 16.67% 9 | 59.26% 32 | 54 |

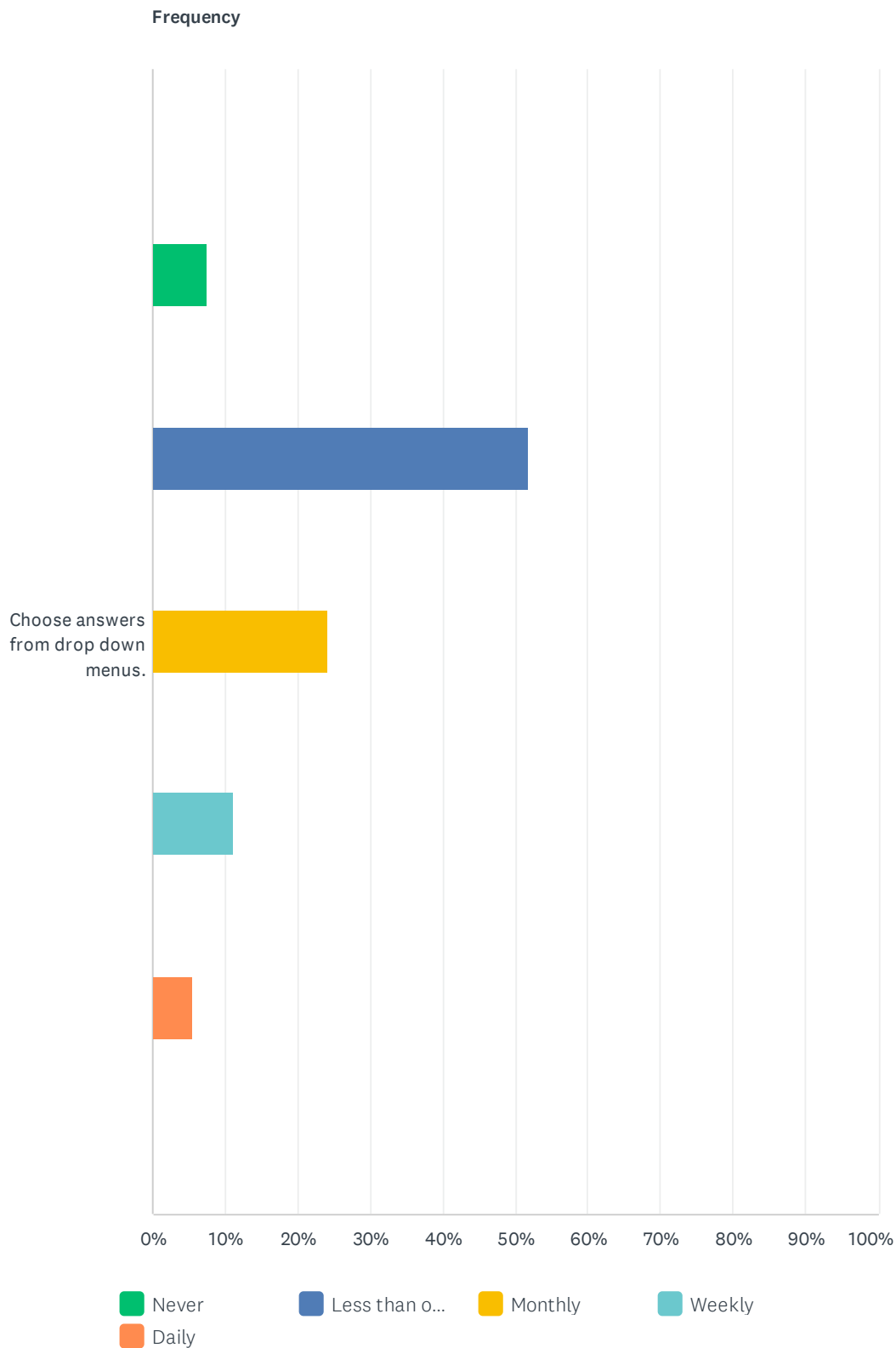
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 1.89% 1 | 1.89% 1 | 20.75% 11 | 75.47% 40 | 53 |

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. | 3.77% | 3.77% | 58.49% | 33.96% | |
| | 2 | 2 | 31 | 18 | 53 |

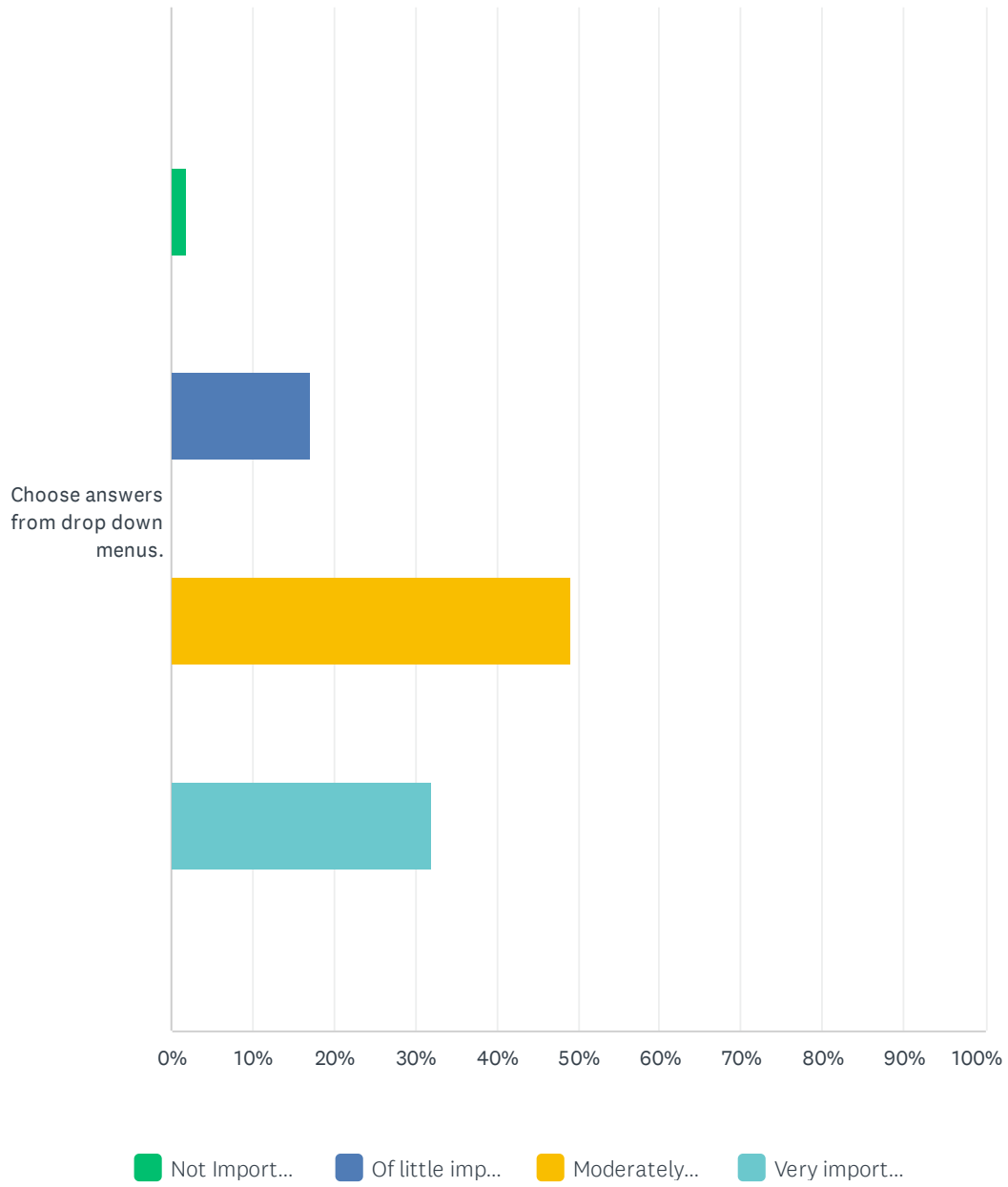
Q40 4.14.1 Analyze how academic freedom fulfills the academy's mission of educating students and advancing knowledge.

Answered: 54 Skipped: 120



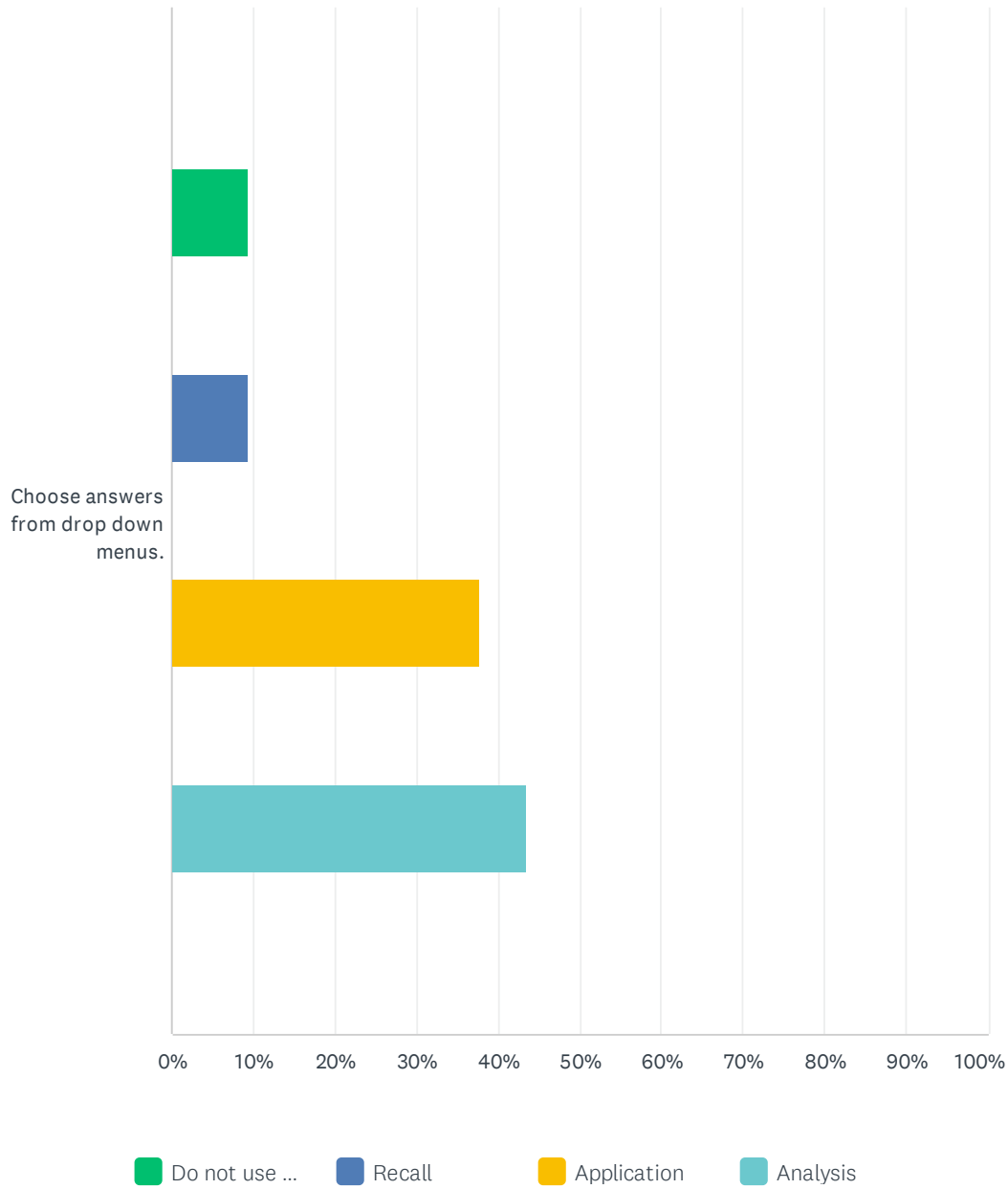
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

Importance



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|------------|------------------------|--------------|-------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 7.41% 4 | 51.85% 28 | 24.07% 13 | 11.11% 6 | 5.56% 3 | 54 |

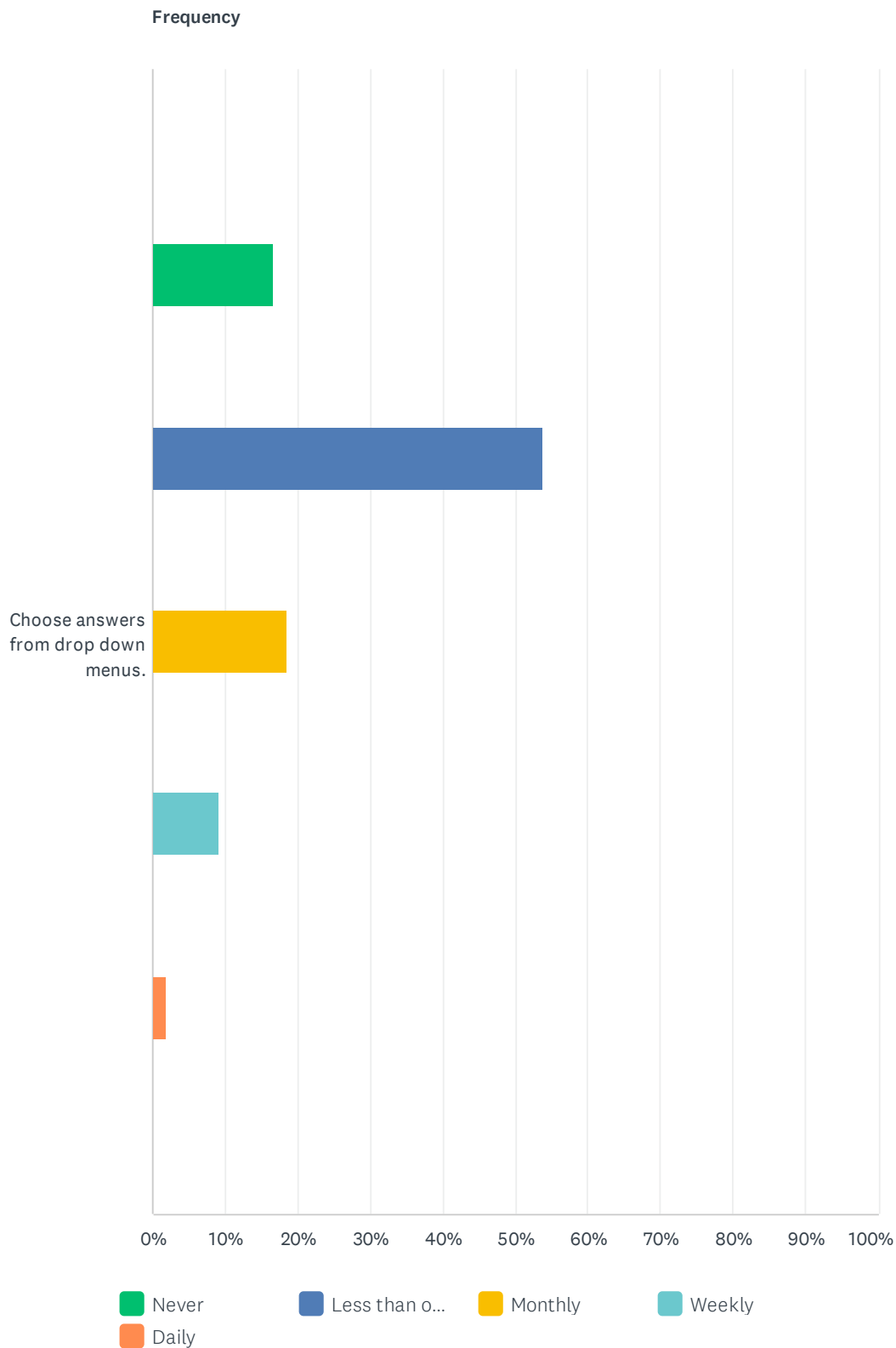
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 1.89% 1 | 16.98% 9 | 49.06% 26 | 32.08% 17 | 53 |

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

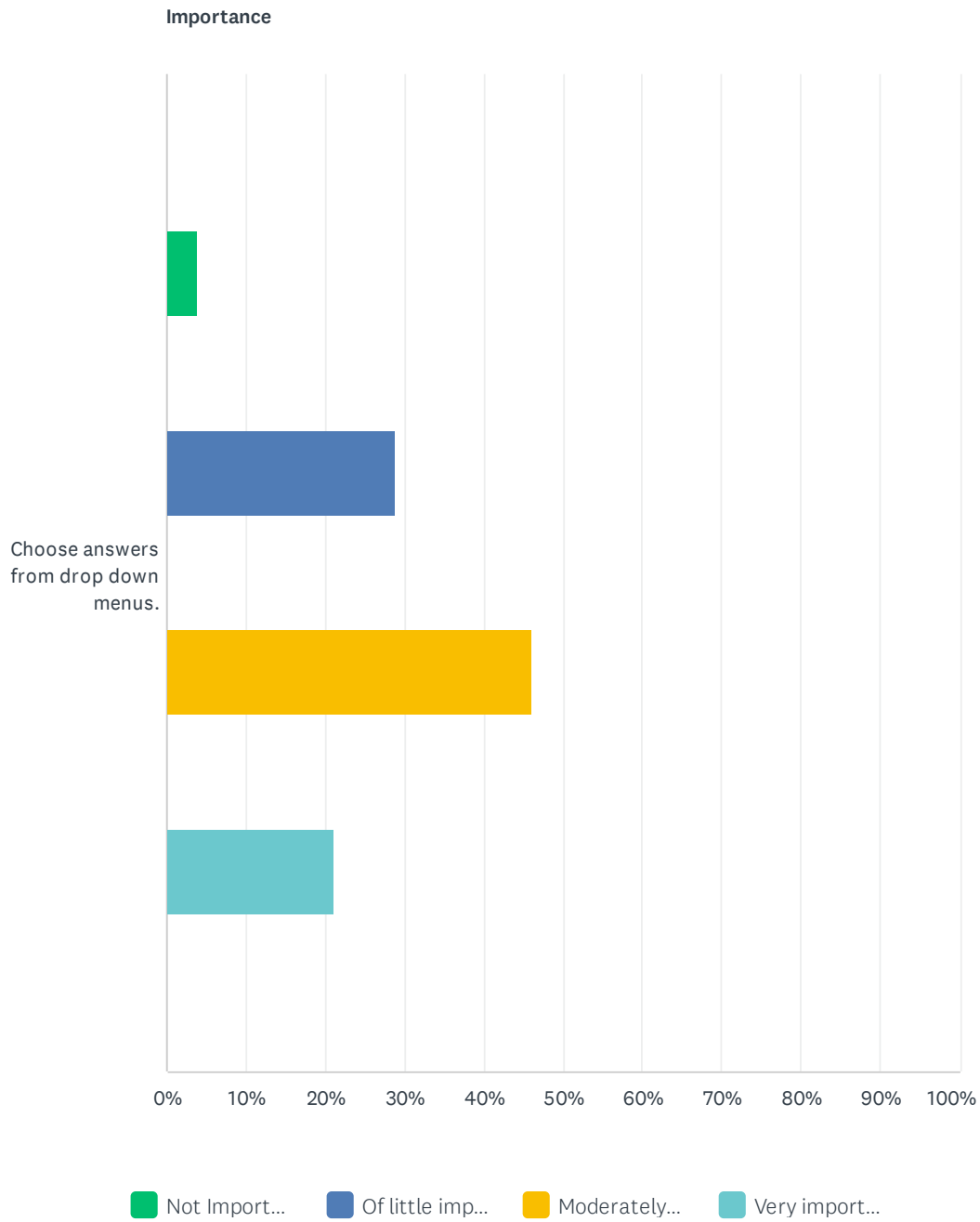
| Level of Judgment | | | | | |
|--------------------------------------|--------------------------|------------|--------------|--------------|-------|
| | DO NOT USE IN THEIR WORK | RECALL | APPLICATION | ANALYSIS | TOTAL |
| Choose answers from drop down menus. | 9.43% 5 | 9.43% 5 | 37.74% 20 | 43.40%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

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

Answered: 54 Skipped: 120

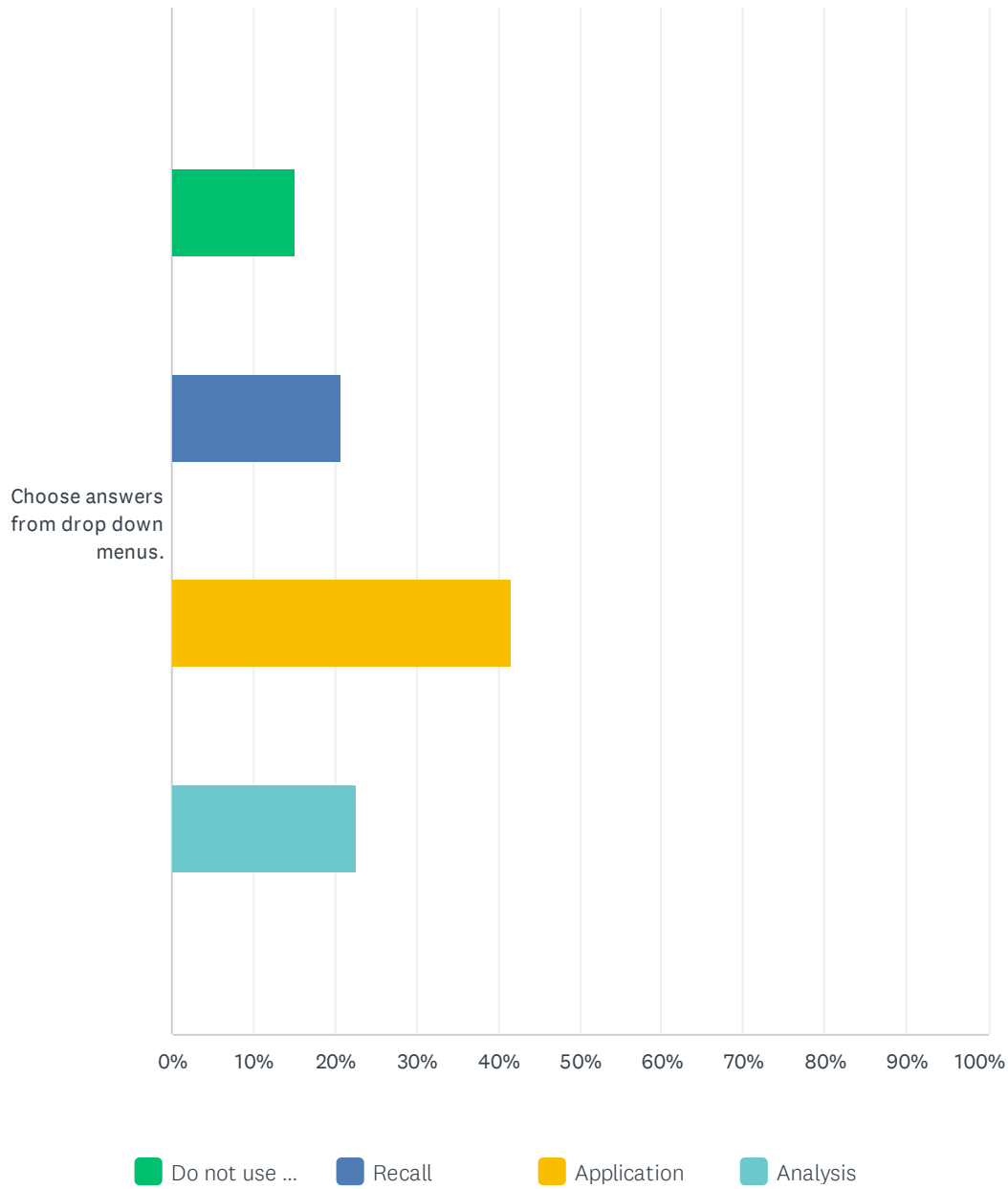


Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)



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

Level of Judgment



| Frequency | | | | | | |
|--------------------------------------|-------------|------------------------|--------------|------------|------------|-------|
| | NEVER | LESS THAN ONCE A MONTH | MONTHLY | WEEKLY | DAILY | TOTAL |
| Choose answers from drop down menus. | 16.67% 9 | 53.70% 29 | 18.52% 10 | 9.26% 5 | 1.85% 1 | 54 |

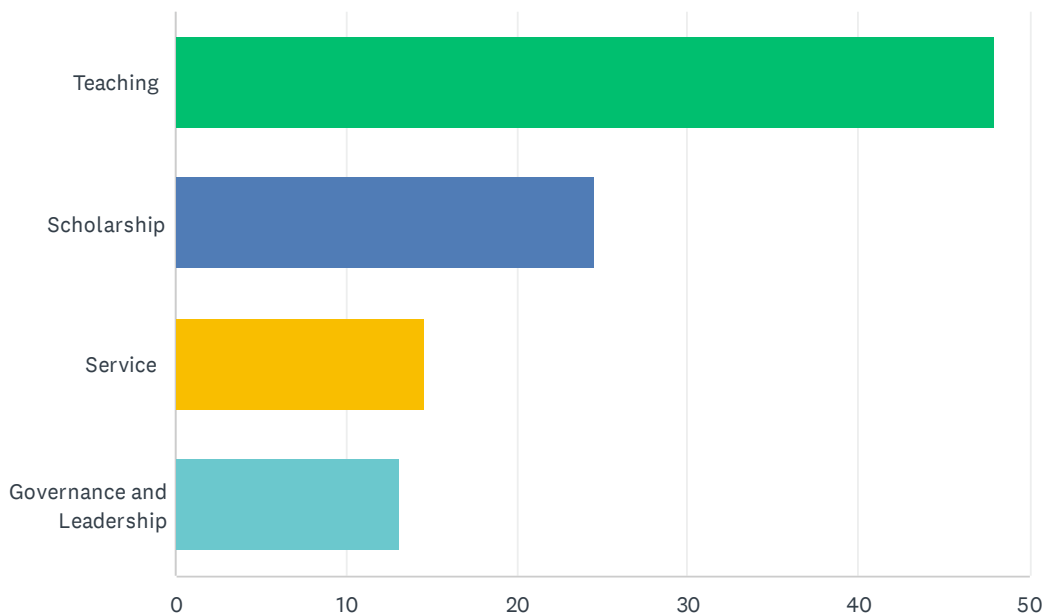
| Importance | | | | | |
|--------------------------------------|---------------|----------------------|----------------------|----------------|-------|
| | NOT IMPORTANT | OF LITTLE IMPORTANCE | MODERATELY IMPORTANT | VERY IMPORTANT | TOTAL |
| Choose answers from drop down menus. | 3.85% 2 | 28.85% 15 | 46.15% 24 | 21.15% 11 | 52 |

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. | 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%:

Answered: 52 Skipped: 122



| 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 | | | |

| # | TEACHING | DATE |
|---|----------|-------------------|
| 1 | 40 | 5/3/2024 12:33 PM |
| 2 | 0 | 5/1/2024 8:43 PM |
| 3 | 70 | 5/1/2024 11:53 AM |
| 4 | 40 | 4/30/2024 8:32 PM |
| 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 |

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

| | | |
|----|----|--------------------|
| 10 | 65 | 4/30/2024 3:14 PM |
| 11 | 25 | 4/30/2024 2:58 PM |
| 12 | 40 | 3/23/2024 5:05 PM |
| 13 | 84 | 3/19/2024 8:08 PM |
| 14 | 75 | 3/18/2024 8:56 AM |
| 15 | 35 | 3/15/2024 12:26 PM |
| 16 | 50 | 3/15/2024 12:02 PM |
| 17 | 25 | 3/15/2024 7:34 AM |
| 18 | 50 | 3/14/2024 8:08 PM |
| 19 | 30 | 3/14/2024 6:55 PM |
| 20 | 50 | 3/14/2024 4:47 PM |
| 21 | 60 | 3/14/2024 3:31 PM |
| 22 | 70 | 3/14/2024 2:26 PM |
| 23 | 40 | 3/14/2024 1:07 PM |
| 24 | 50 | 3/14/2024 11:25 AM |
| 25 | 65 | 3/14/2024 11:00 AM |
| 26 | 30 | 3/14/2024 10:51 AM |
| 27 | 50 | 3/14/2024 10:50 AM |
| 28 | 50 | 3/14/2024 10:47 AM |
| 29 | 40 | 3/14/2024 10:42 AM |
| 30 | 50 | 3/14/2024 10:27 AM |
| 31 | 70 | 3/14/2024 10:27 AM |
| 32 | 70 | 3/14/2024 10:04 AM |
| 33 | 50 | 3/9/2024 4:28 PM |
| 34 | 50 | 3/7/2024 1:02 PM |
| 35 | 60 | 3/6/2024 1:46 PM |
| 36 | 50 | 3/5/2024 11:24 AM |
| 37 | 20 | 3/4/2024 12:07 AM |
| 38 | 50 | 3/1/2024 10:50 AM |
| 39 | 20 | 3/1/2024 8:39 AM |
| 40 | 30 | 2/29/2024 9:32 PM |
| 41 | 40 | 2/29/2024 2:41 PM |
| 42 | 40 | 2/29/2024 1:16 PM |
| 43 | 50 | 2/29/2024 1:13 PM |
| 44 | 50 | 2/29/2024 12:29 PM |
| 45 | 60 | 2/29/2024 11:49 AM |
| 46 | 40 | 2/29/2024 11:44 AM |
| 47 | 70 | 2/29/2024 11:20 AM |

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

| 48 | 45 | 2/29/2024 10:49 AM |
|----|-------------|--------------------|
| 49 | 60 | 2/29/2024 10:31 AM |
| 50 | 50 | 2/29/2024 9:44 AM |
| 51 | 70 | 2/29/2024 9:37 AM |
| 52 | 50 | 2/29/2024 8:16 AM |
| # | SCHOLARSHIP | DATE |
| 1 | 40 | 5/3/2024 12:33 PM |
| 2 | 15 | 5/1/2024 8:43 PM |
| 3 | 10 | 5/1/2024 11:53 AM |
| 4 | 30 | 4/30/2024 8:32 PM |
| 5 | 30 | 4/30/2024 6:52 PM |
| 6 | 35 | 4/30/2024 6:05 PM |
| 7 | 25 | 4/30/2024 4:52 PM |
| 8 | 20 | 4/30/2024 4:42 PM |
| 9 | 30 | 4/30/2024 3:23 PM |
| 10 | 15 | 4/30/2024 3:14 PM |
| 11 | 25 | 4/30/2024 2:58 PM |
| 12 | 40 | 3/23/2024 5:05 PM |
| 13 | 10 | 3/19/2024 8:08 PM |
| 14 | 2 | 3/18/2024 8:56 AM |
| 15 | 35 | 3/15/2024 12:26 PM |
| 16 | 30 | 3/15/2024 12:02 PM |
| 17 | 30 | 3/15/2024 7:34 AM |
| 18 | 30 | 3/14/2024 8:08 PM |
| 19 | 40 | 3/14/2024 6:55 PM |
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| 21 | 25 | 3/14/2024 3:31 PM |
| 22 | 20 | 3/14/2024 2:26 PM |
| 23 | 30 | 3/14/2024 1:07 PM |
| 24 | 20 | 3/14/2024 11:25 AM |
| 25 | 20 | 3/14/2024 11:00 AM |
| 26 | 30 | 3/14/2024 10:51 AM |
| 27 | 25 | 3/14/2024 10:50 AM |
| 28 | 20 | 3/14/2024 10:47 AM |
| 29 | 25 | 3/14/2024 10:42 AM |
| 30 | 25 | 3/14/2024 10:27 AM |
| 31 | 20 | 3/14/2024 10:27 AM |
| 32 | 5 | 3/14/2024 10:04 AM |

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

| 33 | 20 | 3/9/2024 4:28 PM |
|----|---------|--------------------|
| 34 | 25 | 3/7/2024 1:02 PM |
| 35 | 15 | 3/6/2024 1:46 PM |
| 36 | 30 | 3/5/2024 11:24 AM |
| 37 | 30 | 3/4/2024 12:07 AM |
| 38 | 20 | 3/1/2024 10:50 AM |
| 39 | 25 | 3/1/2024 8:39 AM |
| 40 | 50 | 2/29/2024 9:32 PM |
| 41 | 20 | 2/29/2024 2:41 PM |
| 42 | 30 | 2/29/2024 1:16 PM |
| 43 | 20 | 2/29/2024 1:13 PM |
| 44 | 20 | 2/29/2024 12:29 PM |
| 45 | 20 | 2/29/2024 11:49 AM |
| 46 | 40 | 2/29/2024 11:44 AM |
| 47 | 15 | 2/29/2024 11:20 AM |
| 48 | 35 | 2/29/2024 10:49 AM |
| 49 | 30 | 2/29/2024 10:31 AM |
| 50 | 20 | 2/29/2024 9:44 AM |
| 51 | 10 | 2/29/2024 9:37 AM |
| 52 | 25 | 2/29/2024 8:16 AM |
| # | SERVICE | DATE |
| 1 | 10 | 5/3/2024 12:33 PM |
| 2 | 15 | 5/1/2024 8:43 PM |
| 3 | 10 | 5/1/2024 11:53 AM |
| 4 | 20 | 4/30/2024 8:32 PM |
| 5 | 10 | 4/30/2024 6:52 PM |
| 6 | 5 | 4/30/2024 6:05 PM |
| 7 | 20 | 4/30/2024 4:52 PM |
| 8 | 25 | 4/30/2024 4:42 PM |
| 9 | 15 | 4/30/2024 3:23 PM |
| 10 | 10 | 4/30/2024 3:14 PM |
| 11 | 20 | 4/30/2024 2:58 PM |
| 12 | 10 | 3/23/2024 5:05 PM |
| 13 | 5 | 3/19/2024 8:08 PM |
| 14 | 23 | 3/18/2024 8:56 AM |
| 15 | 15 | 3/15/2024 12:26 PM |
| 16 | 10 | 3/15/2024 12:02 PM |
| 17 | 10 | 3/15/2024 7:34 AM |

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

| | | |
|----------|----------------------------------|--------------------|
| 18 | 15 | 3/14/2024 8:08 PM |
| 19 | 15 | 3/14/2024 6:55 PM |
| 20 | 15 | 3/14/2024 4:47 PM |
| 21 | 10 | 3/14/2024 3:31 PM |
| 22 | 8 | 3/14/2024 2:26 PM |
| 23 | 25 | 3/14/2024 1:07 PM |
| 24 | 20 | 3/14/2024 11:25 AM |
| 25 | 10 | 3/14/2024 11:00 AM |
| 26 | 30 | 3/14/2024 10:51 AM |
| 27 | 10 | 3/14/2024 10:50 AM |
| 28 | 20 | 3/14/2024 10:47 AM |
| 29 | 10 | 3/14/2024 10:42 AM |
| 30 | 15 | 3/14/2024 10:27 AM |
| 31 | 5 | 3/14/2024 10:27 AM |
| 32 | 15 | 3/14/2024 10:04 AM |
| 33 | 10 | 3/9/2024 4:28 PM |
| 34 | 20 | 3/7/2024 1:02 PM |
| 35 | 15 | 3/6/2024 1:46 PM |
| 36 | 15 | 3/5/2024 11:24 AM |
| 37 | 30 | 3/4/2024 12:07 AM |
| 38 | 20 | 3/1/2024 10:50 AM |
| 39 | 25 | 3/1/2024 8:39 AM |
| 40 | 10 | 2/29/2024 9:32 PM |
| 41 | 20 | 2/29/2024 2:41 PM |
| 42 | 20 | 2/29/2024 1:16 PM |
| 43 | 15 | 2/29/2024 1:13 PM |
| 44 | 20 | 2/29/2024 12:29 PM |
| 45 | 10 | 2/29/2024 11:49 AM |
| 46 | 10 | 2/29/2024 11:44 AM |
| 47 | 15 | 2/29/2024 11:20 AM |
| 48 | 10 | 2/29/2024 10:49 AM |
| 49 | 5 | 2/29/2024 10:31 AM |
| 50 | 10 | 2/29/2024 9:44 AM |
| 51 | 10 | 2/29/2024 9:37 AM |
| 52 | 15 | 2/29/2024 8:16 AM |
| # | GOVERNANCE AND LEADERSHIP | DATE |
| 1 | 10 | 5/3/2024 12:33 PM |
| 2 | 70 | 5/1/2024 8:43 PM |

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

| | | |
|----|----|--------------------|
| 3 | 10 | 5/1/2024 11:53 AM |
| 4 | 10 | 4/30/2024 8:32 PM |
| 5 | 20 | 4/30/2024 6:52 PM |
| 6 | 5 | 4/30/2024 6:05 PM |
| 7 | 5 | 4/30/2024 4:52 PM |
| 8 | 25 | 4/30/2024 4:42 PM |
| 9 | 15 | 4/30/2024 3:23 PM |
| 10 | 10 | 4/30/2024 3:14 PM |
| 11 | 30 | 4/30/2024 2:58 PM |
| 12 | 10 | 3/23/2024 5:05 PM |
| 13 | 1 | 3/19/2024 8:08 PM |
| 14 | 0 | 3/18/2024 8:56 AM |
| 15 | 15 | 3/15/2024 12:26 PM |
| 16 | 10 | 3/15/2024 12:02 PM |
| 17 | 35 | 3/15/2024 7:34 AM |
| 18 | 5 | 3/14/2024 8:08 PM |
| 19 | 15 | 3/14/2024 6:55 PM |
| 20 | 15 | 3/14/2024 4:47 PM |
| 21 | 5 | 3/14/2024 3:31 PM |
| 22 | 2 | 3/14/2024 2:26 PM |
| 23 | 5 | 3/14/2024 1:07 PM |
| 24 | 10 | 3/14/2024 11:25 AM |
| 25 | 5 | 3/14/2024 11:00 AM |
| 26 | 10 | 3/14/2024 10:51 AM |
| 27 | 15 | 3/14/2024 10:50 AM |
| 28 | 10 | 3/14/2024 10:47 AM |
| 29 | 25 | 3/14/2024 10:42 AM |
| 30 | 10 | 3/14/2024 10:27 AM |
| 31 | 5 | 3/14/2024 10:27 AM |
| 32 | 10 | 3/14/2024 10:04 AM |
| 33 | 20 | 3/9/2024 4:28 PM |
| 34 | 5 | 3/7/2024 1:02 PM |
| 35 | 10 | 3/6/2024 1:46 PM |
| 36 | 5 | 3/5/2024 11:24 AM |
| 37 | 20 | 3/4/2024 12:07 AM |
| 38 | 10 | 3/1/2024 10:50 AM |
| 39 | 30 | 3/1/2024 8:39 AM |
| 40 | 10 | 2/29/2024 9:32 PM |

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

| | | |
|----|----|--------------------|
| 41 | 20 | 2/29/2024 2:41 PM |
| 42 | 10 | 2/29/2024 1:16 PM |
| 43 | 15 | 2/29/2024 1:13 PM |
| 44 | 10 | 2/29/2024 12:29 PM |
| 45 | 10 | 2/29/2024 11:49 AM |
| 46 | 10 | 2/29/2024 11:44 AM |
| 47 | 10 | 2/29/2024 10:49 AM |
| 48 | 5 | 2/29/2024 10:31 AM |
| 49 | 20 | 2/29/2024 9:44 AM |
| 50 | 10 | 2/29/2024 9:37 AM |
| 51 | 10 | 2/29/2024 8:16 AM |

Q43 6.1 Please indicate the state/jurisdiction that you reside in:

Answered: 52 Skipped: 122

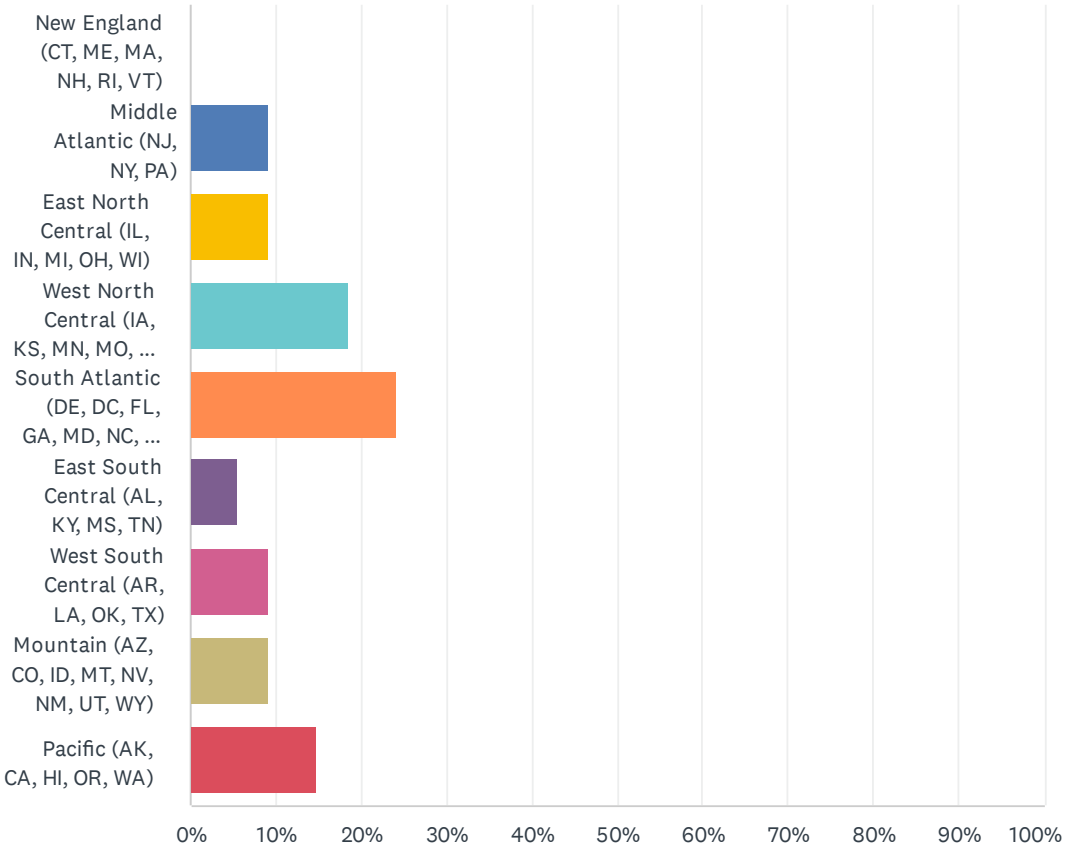
| # | RESPONSES | DATE |
|----|----------------|--------------------|
| 1 | NE | 5/3/2024 12:33 PM |
| 2 | Washington | 5/1/2024 8:44 PM |
| 3 | Washington | 5/1/2024 11:53 AM |
| 4 | PA | 4/30/2024 8:32 PM |
| 5 | NY | 4/30/2024 6:52 PM |
| 6 | Colorado | 4/30/2024 6:05 PM |
| 7 | DC | 4/30/2024 4:53 PM |
| 8 | Pennsylvania | 4/30/2024 4:42 PM |
| 9 | FL | 4/30/2024 3:24 PM |
| 10 | Missouri | 4/30/2024 3:15 PM |
| 11 | NY | 4/30/2024 2:59 PM |
| 12 | MN | 3/23/2024 5:05 PM |
| 13 | NE | 3/19/2024 8:08 PM |
| 14 | Missouri | 3/18/2024 8:56 AM |
| 15 | iowa | 3/15/2024 12:26 PM |
| 16 | Ohio | 3/15/2024 12:02 PM |
| 17 | AR | 3/15/2024 7:34 AM |
| 18 | Ca | 3/14/2024 8:08 PM |
| 19 | California | 3/14/2024 6:55 PM |
| 20 | North Carolina | 3/14/2024 4:47 PM |
| 21 | North Carolina | 3/14/2024 3:32 PM |
| 22 | Kentucky | 3/14/2024 2:27 PM |
| 23 | IL | 3/14/2024 1:55 PM |
| 24 | Iowa | 3/14/2024 1:08 PM |
| 25 | NC | 3/14/2024 11:01 AM |
| 26 | New Mexico | 3/14/2024 10:52 AM |
| 27 | MD | 3/14/2024 10:51 AM |
| 28 | Iowa | 3/14/2024 10:47 AM |
| 29 | Tennessee | 3/14/2024 10:42 AM |
| 30 | Arkansas | 3/14/2024 10:27 AM |
| 31 | Florida | 3/14/2024 10:27 AM |
| 32 | Michigan | 3/14/2024 10:05 AM |
| 33 | Michigan | 3/9/2024 4:28 PM |

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

| | | |
|----|----------------|--------------------|
| 34 | Utah | 3/7/2024 1:02 PM |
| 35 | CO | 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 | OK | 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:

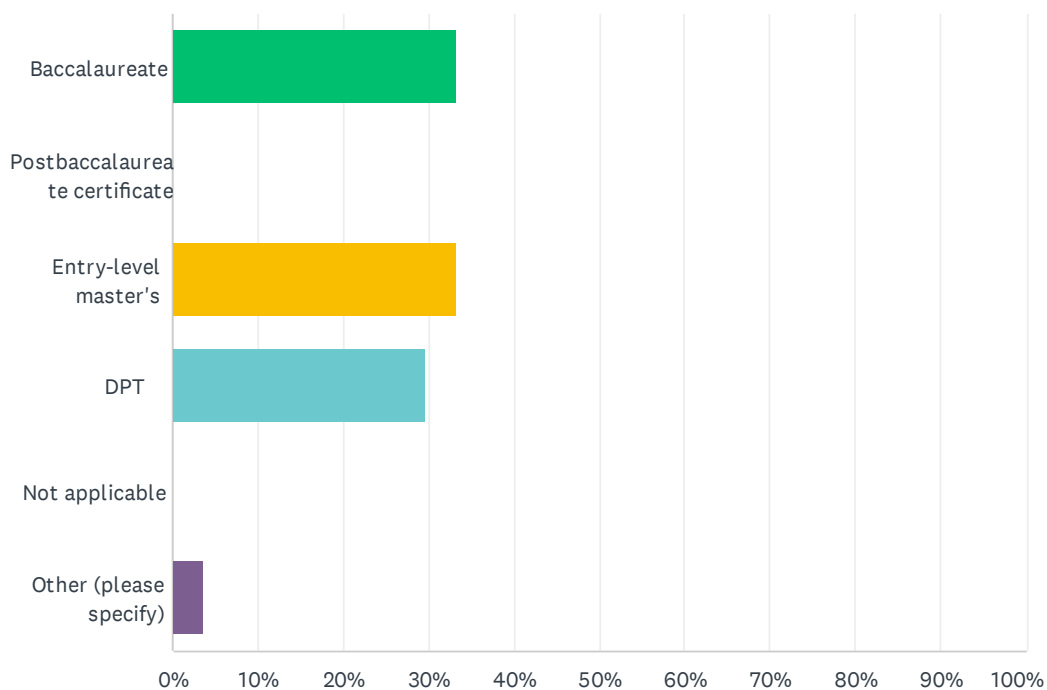
Answered: 54 Skipped: 120



| 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?

Answered: 54 Skipped: 120

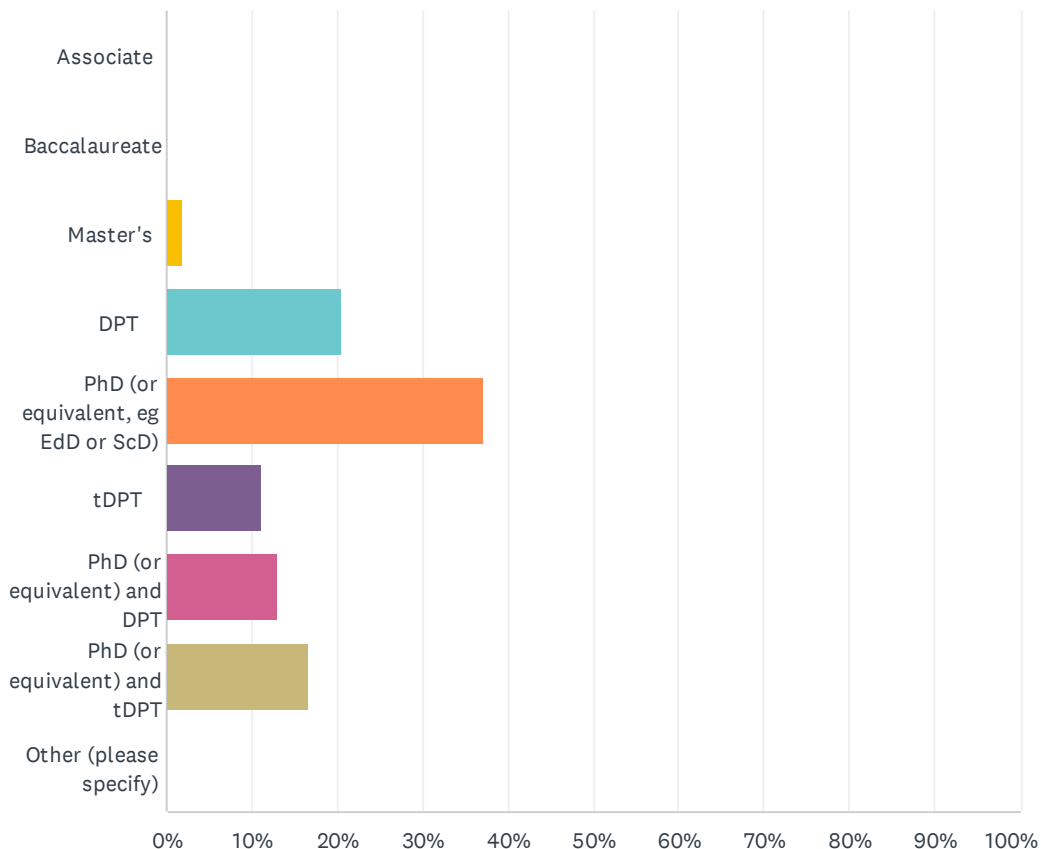


| ANSWER CHOICES | RESPONSES | |
|-------------------------------|-----------|-----------|
| Baccalaureate | 33.33% | 18 |
| Postbaccalaureate certificate | 0.00% | 0 |
| Entry-level master's | 33.33% | 18 |
| DPT | 29.63% | 16 |
| Not applicable | 0.00% | 0 |
| Other (please specify) | 3.70% | 2 |
|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

Answered: 54 Skipped: 120



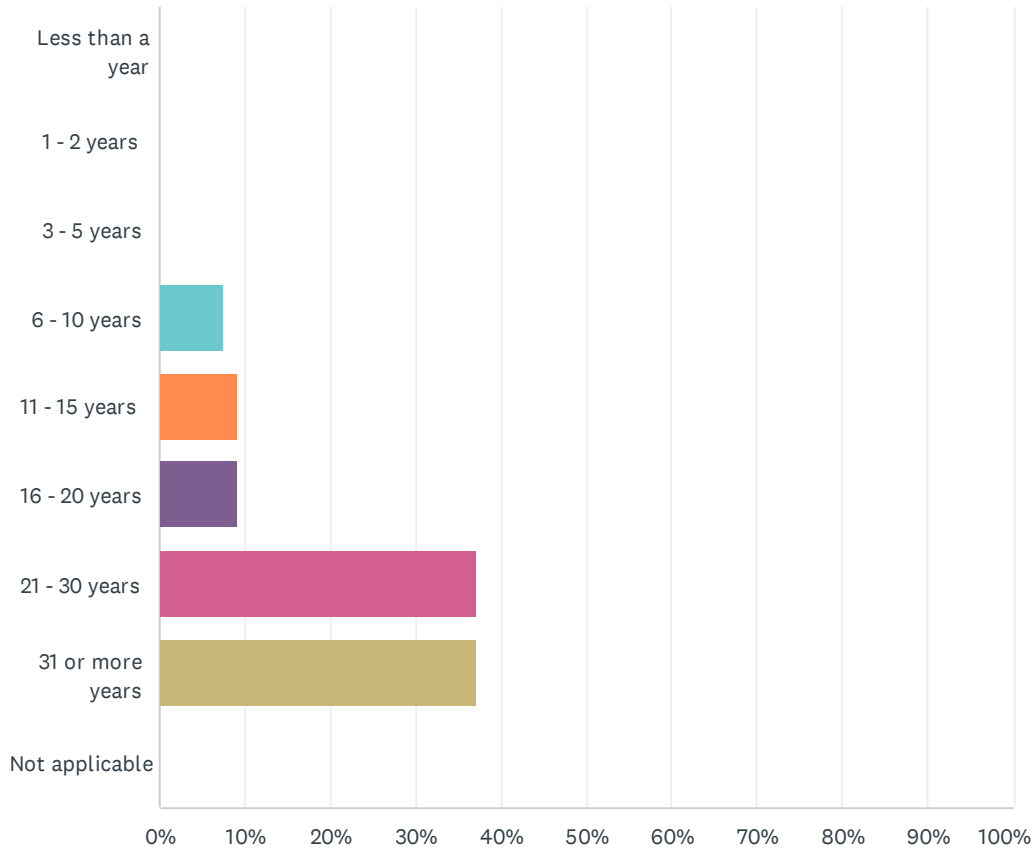
| ANSWER CHOICES | RESPONSES |
|------------------------------------|-----------|
| Associate | 0.00% 0 |
| Baccalaureate | 0.00% 0 |
| Master's | 1.85% 1 |
| DPT | 20.37% 11 |
| PhD (or equivalent, eg EdD or ScD) | 37.04% 20 |
| tDPT | 11.11% 6 |
| PhD (or equivalent) and DPT | 12.96% 7 |
| PhD (or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

| # | OTHER (PLEASE SPECIFY) | DATE |
|---|------------------------|------|
|---|------------------------|------|

There are no responses.

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

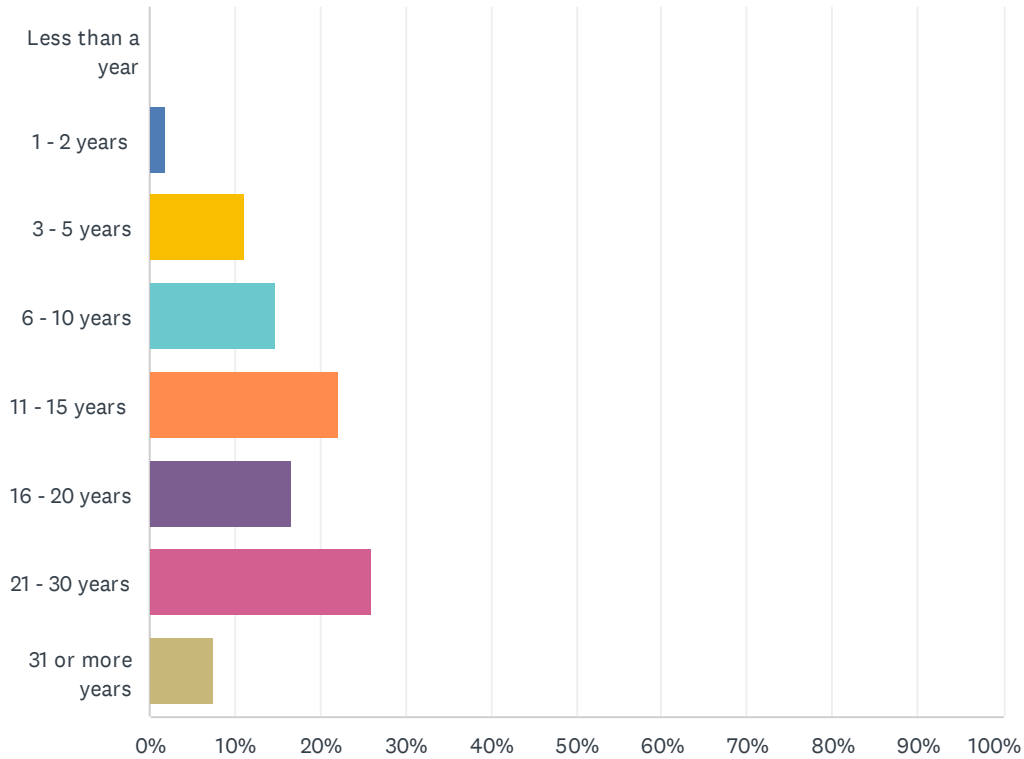
Answered: 54 Skipped: 120



| 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?

Answered: 54 Skipped: 120



| 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

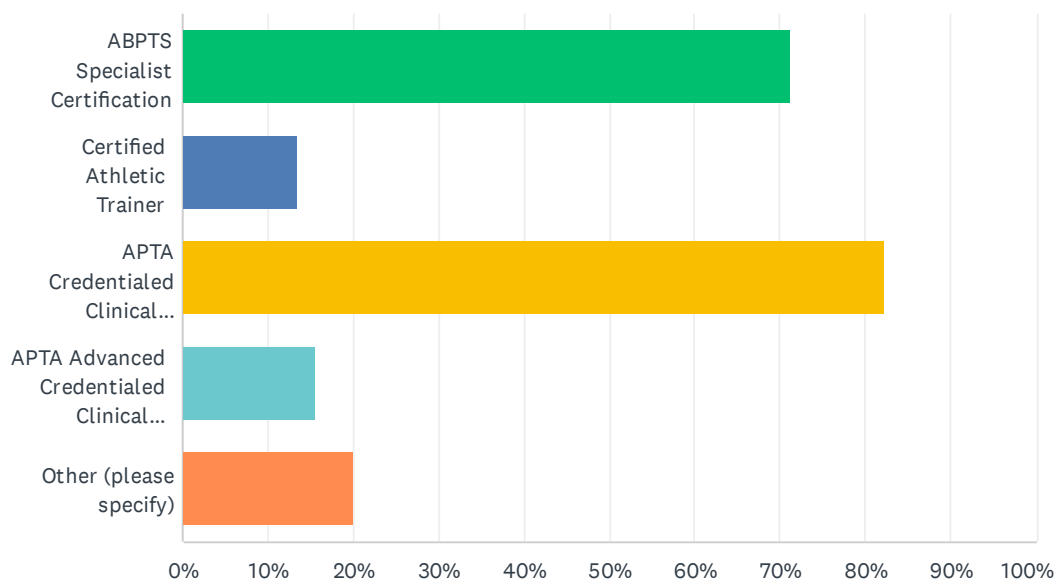
| # | RESPONSES | DATE |
|----|-----------|--------------------|
| 1 | 6 years | 5/3/2024 12:34 PM |
| 2 | 15 | 5/1/2024 8:44 PM |
| 3 | 14 years | 5/1/2024 11:55 AM |
| 4 | 7.5 years | 4/30/2024 8:33 PM |
| 5 | 9 | 4/30/2024 6:53 PM |
| 6 | 27 years | 4/30/2024 6:06 PM |
| 7 | 21-30 | 4/30/2024 4:54 PM |
| 8 | 17 | 4/30/2024 3:25 PM |
| 9 | 11 | 4/30/2024 3:16 PM |
| 10 | 25 years | 4/30/2024 3:01 PM |
| 11 | 7 | 3/23/2024 5:06 PM |
| 12 | 8 years | 3/19/2024 8:09 PM |
| 13 | 4.5 | 3/18/2024 8:57 AM |
| 14 | 15 | 3/15/2024 12:28 PM |
| 15 | 5 years | 3/15/2024 12:03 PM |
| 16 | 35 years | 3/15/2024 7:35 AM |
| 17 | 3.5 years | 3/14/2024 8:09 PM |
| 18 | 30 years | 3/14/2024 6:57 PM |
| 19 | 14 | 3/14/2024 4:49 PM |
| 20 | 3 Years | 3/14/2024 3:33 PM |
| 21 | 14 | 3/14/2024 2:27 PM |
| 22 | 27 years | 3/14/2024 1:56 PM |
| 23 | 15 years | 3/14/2024 1:09 PM |
| 24 | 5 years | 3/14/2024 11:26 AM |
| 25 | 2 years | 3/14/2024 11:01 AM |
| 26 | 18 | 3/14/2024 10:53 AM |
| 27 | 15 | 3/14/2024 10:51 AM |
| 28 | 2.5 | 3/14/2024 10:48 AM |
| 29 | 7 years | 3/14/2024 10:43 AM |
| 30 | 14 | 3/14/2024 10:28 AM |
| 31 | 17 | 3/14/2024 10:28 AM |

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

| | | |
|----|----------|--------------------|
| 32 | 2 years | 3/14/2024 10:05 AM |
| 33 | 6 | 3/9/2024 4:29 PM |
| 34 | 11 years | 3/7/2024 1:03 PM |
| 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?

Answered: 45 Skipped: 129

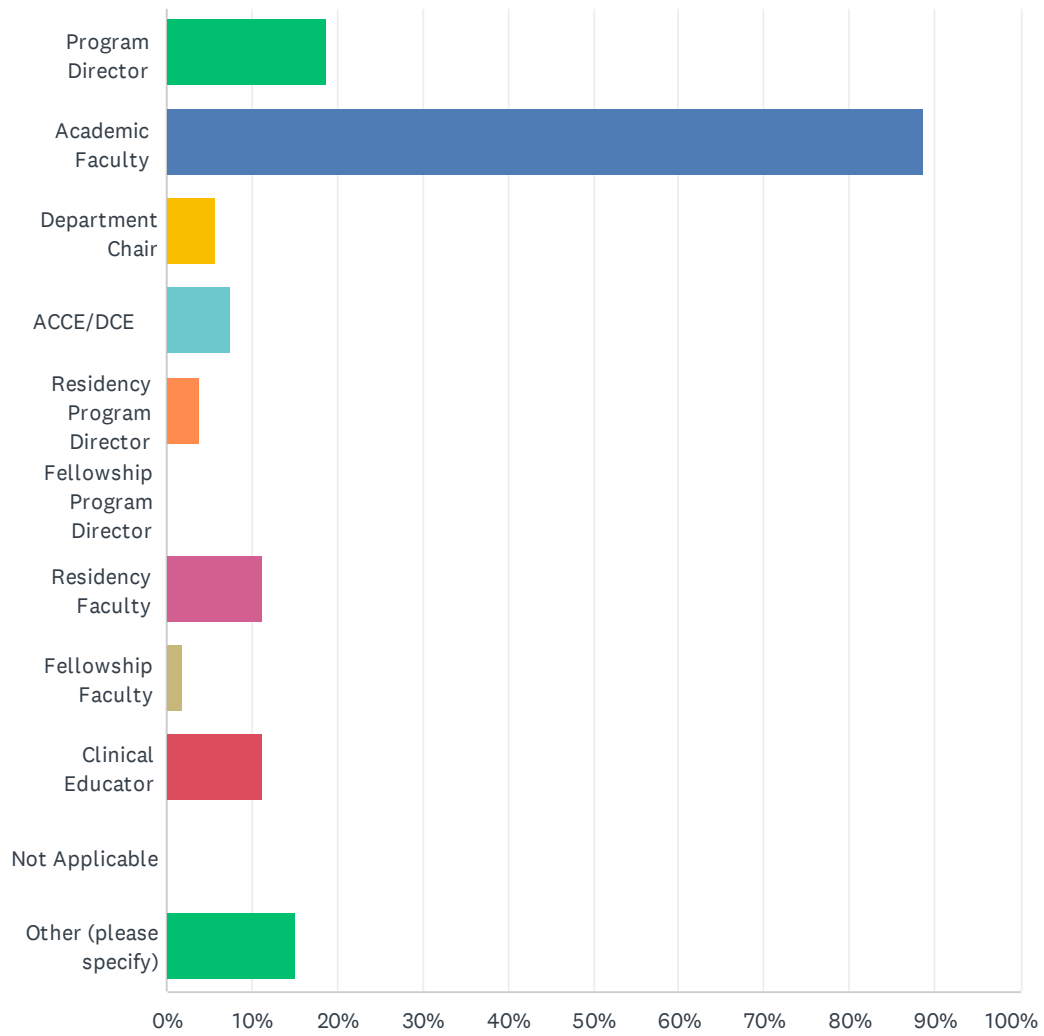


| ANSWER CHOICES | RESPONSES | |
|--|-----------|----|
| ABPTS Specialist Certification | 71.11% | 32 |
| Certified Athletic Trainer | 13.33% | 6 |
| APTA Credentialed Clinical Instructor (Level 1) | 82.22% | 37 |
| APTA Advanced Credentialed Clinical Instructor (Level 2) | 15.56% | 7 |
| Other (please 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)

Answered: 53 Skipped: 121



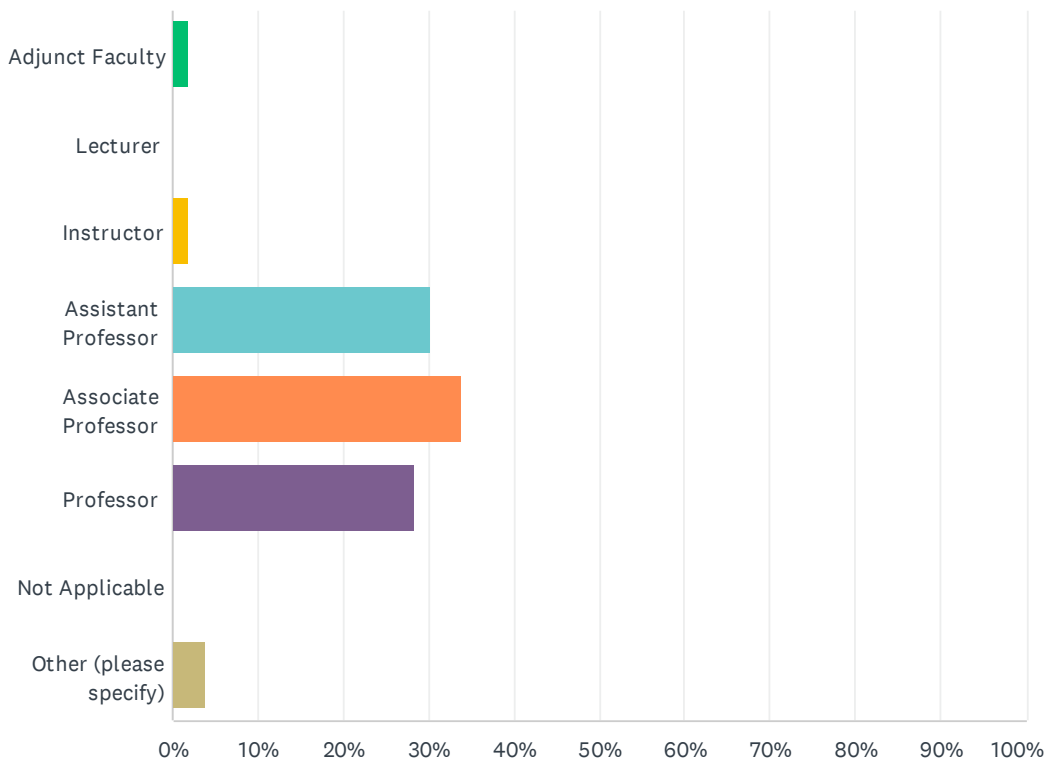
Faculty Residency Revalidation Practice Analysis Survey 2024 (Sections 2-4)

| 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)

Answered: 53 Skipped: 121

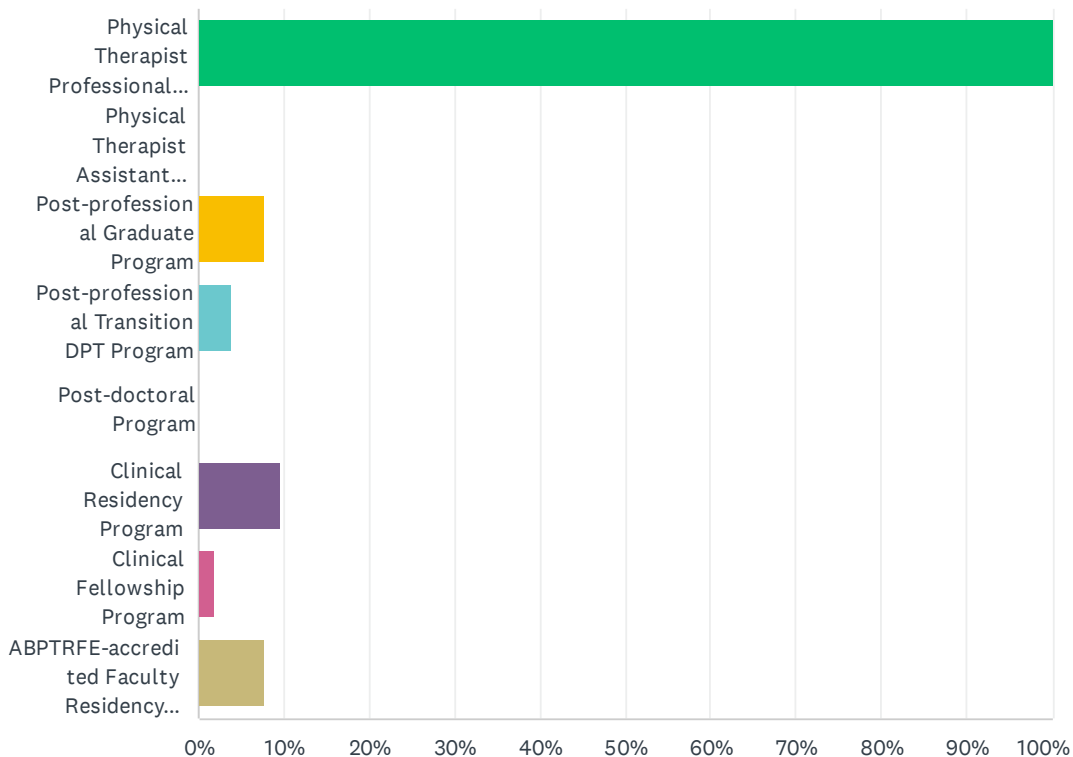


| ANSWER CHOICES | RESPONSES |
|------------------------|-----------|
| Adjunct Faculty | 1.89% 1 |
| Lecturer | 0.00% 0 |
| Instructor | 1.89% 1 |
| Assistant Professor | 30.19% 16 |
| Associate Professor | 33.96% 18 |
| Professor | 28.30% 15 |
| Not Applicable | 0.00% 0 |
| Other (please specify) |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

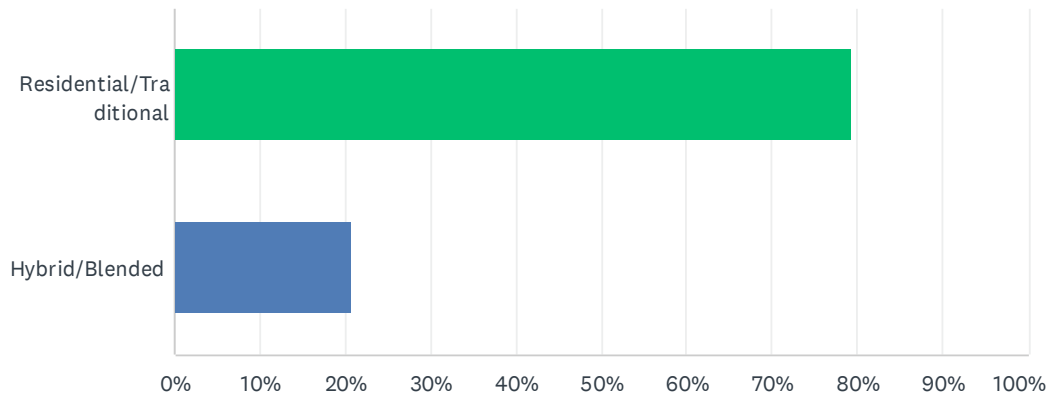
Answered: 52 Skipped: 122



| 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?

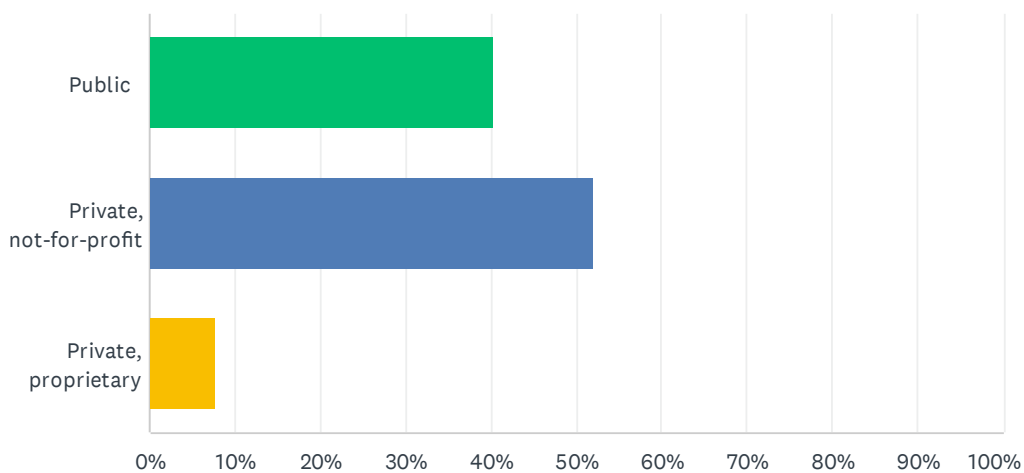
Answered: 53 Skipped: 121



| ANSWER CHOICES | RESPONSES | |
|-------------------------|-----------|----|
| Residential/Traditional | 79.25% | 42 |
| Hybrid/Blended | 20.75% | 11 |
| TOTAL | | 53 |

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

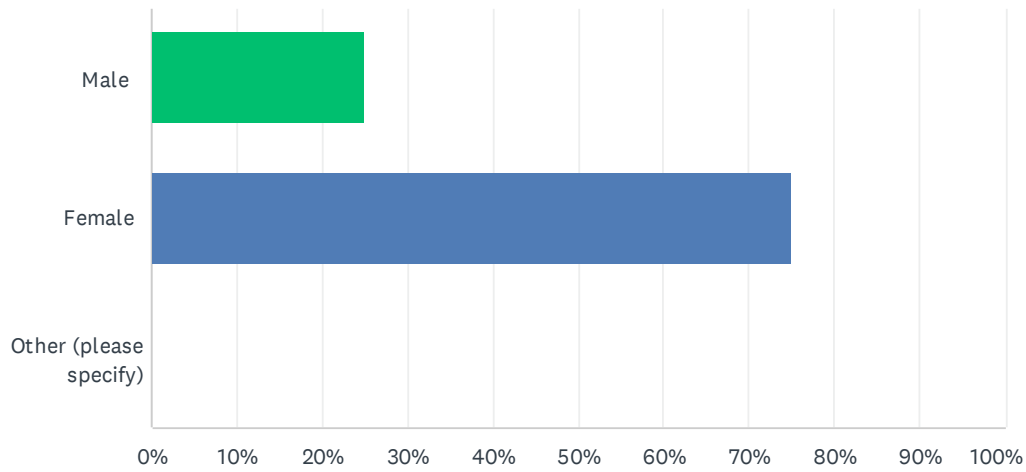
Answered: 52 Skipped: 122



| 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?

Answered: 52 Skipped: 122

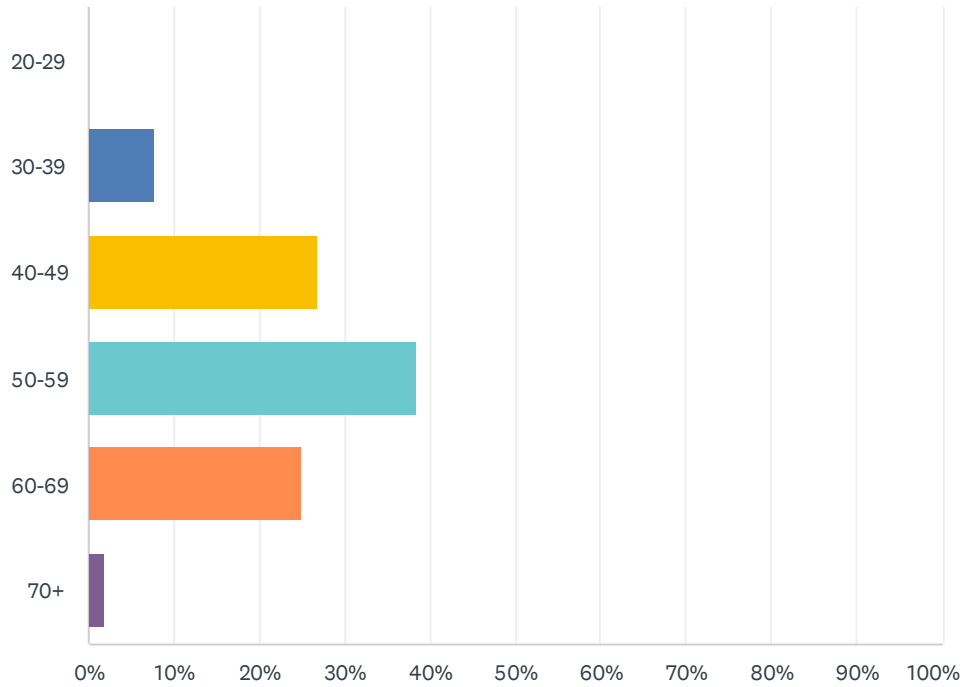


| ANSWER CHOICES | RESPONSES |
|------------------------|-----------|
| Male | 25.00% 13 |
| Female | 75.00% 39 |
| Other (please specify) | 0.00% 0 |
| TOTAL | 52 |

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

Q57 7.13 What is your age?

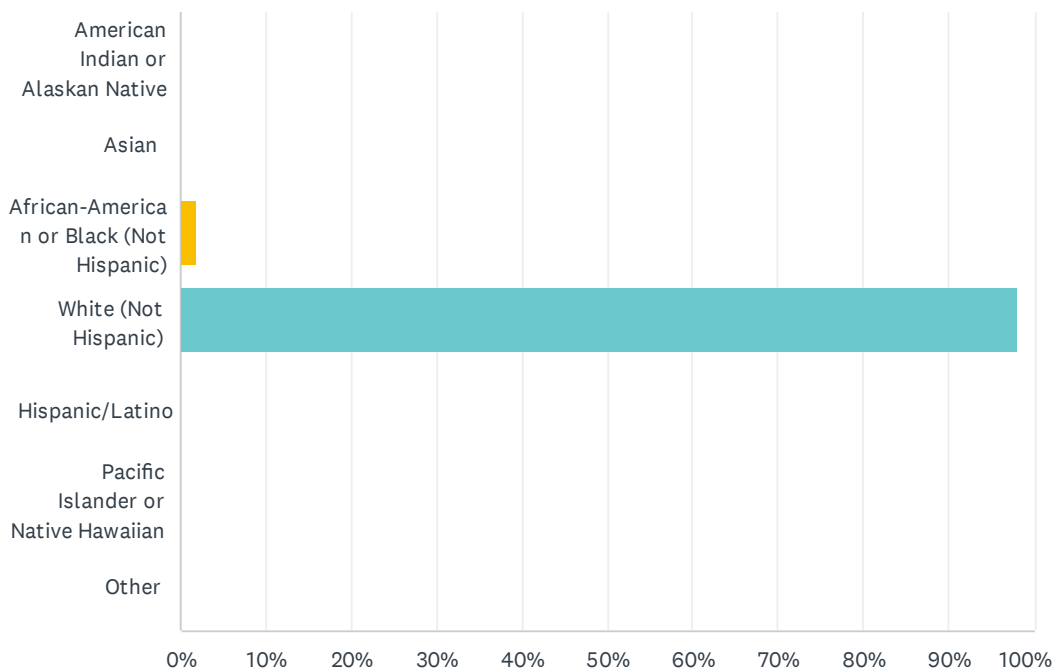
Answered: 52 Skipped: 122



| 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?

Answered: 51 Skipped: 123



| 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

| Key | # of items |
|---|------------|
| High frequency (≥ 3.0), high importance (≥ 2.2) tasks. Very likely 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 unlikely 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 | |
| 1.1.1.1 Conducting a needs assessment of curriculum, program, and learner(s). | KEEP: This is the first step of "creating and implementing curriculum" based on key principles of curricular design 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: Implementing 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 Revision 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 curricular design, instructional methods and strategies. | KEEP: CAPTE requires all course objectives to consider domains of learning. Programs have latitude to determine how 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 be 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 |
| 1.3.8 Adapt instructional strategies to meet the needs of diverse learners. | KEEP: Level of Importance is 2.19. Ample evidence exists in the literature about the benefits of adapting to the needs of 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 |

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| 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 |
| 1.4.4 Implement the use of best practices to mitigate bias in assessment strategies. | KEEP: In Alignment with APTA's Commitment to Diversity, and ample evidence in the literature it is crucial for educators 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), Health Insurance Portability and Accountability Act (HIPAA), Americans with Disabilities Act (ADA), Title 9 and CAPTE. | 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 Harmonization) Act. | KEEP |
| 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). | KEEP |
| 1.5.8 Analyze the importance of adherence to nondiscriminatory policies related to race, sex, gender identity, sexual orientation, disability, religion, culture, etc. | 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 practices. |
| 1.5.9 Examine institutions' policies related to records management and destruction, and the basis for such policies. | DELETE |
| 1.5.10 Analyze institutions' policies related to faculty, staff, and student use of social media. | KEEP |
| SCHOLARSHIP DOMAIN OF COMPETENCE | |
| 2.1 Identify and discuss definitions and models for scholarship/research (e.g., Boyer's, UniSCOPE). | KEEP: A critical aspect of understanding an academician's role in production and dissemination of scholarship and the institution'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-investigator, consultant, research assistant, project coordinator). | DELETE |
| 2.8 Identify institutions' and funding sources' policies and procedures related to obtaining grants and contracts. | DELETE |

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| 2.9 Identify potential funding sources (intramural, extramural) for research, faculty research development and other planned 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 | |
| 4.1.1 Institutional infrastructure and hierarchy. | KEEP: Key to the success of employment is understanding the infrastructure in which one works and the chain of 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 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 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 advancement. | KEEP |
| 4.11 Describe the role and function of faculty in departmental, college, and university strategic planning processes. | DELETE |
| 4.12.1 Understand leadership theories and philosophies as applied to academic roles. | DELETE |
| 4.12.2 Evaluate personal leadership style including strengths and areas of improvement. | KEEP |
| 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 |
| 4.13 Demonstrate collaboration/collegiality as attributes important to functioning within the academy. | KEEP |
| 4.14.1 Analyze how academic freedom fulfills the academy's mission of educating students and advancing knowledge. | KEEP: Understanding the role of academic freedom in creating learning opportunities for students within the contexts of the institution, community, society, and the profession is key to the role of an academic. |
| 4.14.2 Describe how academic freedom is interpreted and applied by governance structures such as faculty senates and unions. | DELETE |