<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits</td>
<td>23</td>
</tr>
<tr>
<td>ONSITE SESSIONS</td>
<td>23</td>
</tr>
<tr>
<td>Purpose</td>
<td>23</td>
</tr>
<tr>
<td>Participation</td>
<td>23</td>
</tr>
<tr>
<td>Attire</td>
<td>23</td>
</tr>
<tr>
<td>Meals</td>
<td>23</td>
</tr>
<tr>
<td>Travel Expenses</td>
<td>23</td>
</tr>
<tr>
<td>GRADUATION</td>
<td>24</td>
</tr>
<tr>
<td>APTA Policy on Abbreviated Designations</td>
<td>24</td>
</tr>
<tr>
<td>ELI Designation for Graduates</td>
<td>24</td>
</tr>
<tr>
<td>ELI Certificate</td>
<td>24</td>
</tr>
<tr>
<td>ELI Graduates Summary Booklet</td>
<td>24</td>
</tr>
<tr>
<td>ELI Pins</td>
<td>25</td>
</tr>
<tr>
<td>Ribbons</td>
<td>25</td>
</tr>
<tr>
<td>Graduation Announcements</td>
<td>25</td>
</tr>
<tr>
<td>ELI Graduates Community on the APTA Hub</td>
<td>25</td>
</tr>
</tbody>
</table>
**WELCOME**

Welcome to the APTA Education Leadership Institute (ELI) Fellowship! The American Physical Therapy Association (APTA) designed ELI Fellowship to provide new and aspiring program directors in physical therapist and physical therapist assistant education programs with the skills and resources they need to be innovative, influential, and visionary leaders who can function within a rapidly evolving, politico-sociocultural environment.

**CONTACT INFORMATION**

Education Leadership Institute (ELI) Fellowship (http://www.apta.org/ELI/)
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Division of Academic and Clinical Affairs
Department of Education
American Physical Therapy Association
1111 N. Fairfax Street
Alexandria, VA 22315

**OVERVIEW**

The program was first accredited by American Board of Physical Therapy Residency and Fellowship Education (ABPTRFE), the accrediting body for postprofessional residency and fellowship programs in physical therapy, in 2012 and reaccredited in 2017 through 2027. In 2018, the ELI Fellowship passed the 100 graduates milestone.

The Education Leadership Institute (ELI) Fellowship is a year-long, blended learning (online and face-to-face) program with curricular content that addresses the current and future needs of the educational leaders of the physical therapy profession. Acceptance into this program is by application, requires the support of the academic institution, and is intended for novice (0-5 years) and aspiring program directors of physical therapist and physical therapist assistant education programs. The ELI Fellowship is designed for fellows to connect theory with practice and enable direct application of knowledge learned through the Fellowship to their everyday work in physical therapy education. In addition, the Fellowship provides mentoring by high quality, experienced academic administrators; teaching by highly qualified faculty; and peer networking and support.
Mission
The mission of the APTA Education Leadership Institute (ELI) Fellowship is to develop innovative, influential, and visionary program directors of physical therapist and physical therapist assistant education programs.

Goals
The ELI Fellowship will develop abilities of physical therapist and physical therapist assistant education leaders that enable:

- Leadership in the broadest context, and its application within a changing politico-sociocultural environment,
- Change within the culture of higher education through discourse within the institution and beyond that raises the influence and visibility of physical therapy,
- Strategic and creative action to implement solutions in education that respond to changes and to contemporary context in health care and society,
- Initiatives in interprofessional education that are focused on shifting practice toward true interprofessional practice paradigms, and
- High-level skill in management and administration.

Program Objectives
The ELI Fellowship will prepare fellows to:

- Advance knowledge, skills, and behaviors associated with leadership in higher education as applied to physical therapy in a yearlong program,
- Apply leadership theoretical frameworks that incorporate concepts such as structural, human resource, symbolic, and political leadership,
- Develop and refine a professional leadership development plan,
- Develop, refine, implement, and advance a learning project that is relevant to the needs of the fellow’s academic institution,
- Critically reflect and improve personal leadership skills and abilities, and
- Develop a strong network among the ELI community and education leaders.

Participant Learning Objectives
The goals of the fellow are to:

- Advance knowledge, skills, and behaviors associated with leadership in higher education as applied to physical therapy in a yearlong program,
- Apply leadership theoretical frameworks that incorporate concepts such as structural, human resource, symbolic, and political leadership,
- Advocate implementation of the learning project and the professional leadership development plan as a result of the application and integration of curricular content,
- Develop, refine, and implement a learning project that is relevant to the needs of the fellow’s academic institution and that facilitates the resolution of an issue/need within the supporting academic institution (this may or may not be fully realized by the completion of the Fellowship, and may continue beyond the yearlong curriculum),
• Develop and refine a professional leadership development plan throughout the Education Leadership Institute; implementation of this plan will begin with the support of the academic institution and ELI Fellowship mentors,
• Participate in self and peer assessments, module, mentor, program, and long-term professional evaluations to shape the continued enhancement of the Education Leadership Institute, and
• Develop a strong network among the cohort of fellows involved in the ELI fellowship.

Core Philosophy

The core philosophy of the program was identified in a 2010 report of the ELI Steering Committee to the APTA Board of Directors and provided the framework upon which the ELI mission, goals, and objectives were developed. The philosophy stated that the Education Leadership Institute would:

• Prepare physical therapist program directors and physical therapist assistant program directors to meet contemporary education leadership needs through strategic and forward thinking, and by leading change in higher education,
• Affect not only new program directors and new faculty in the profession, but may also include clinicians (e.g., clinical residency and fellowship leadership) interested in pursuing academic leadership positions, and
• Be sufficiently broad to allow participants, regardless of their professional role, to benefit from leadership training and likewise be flexible enough to meet the tailored objectives and needs of the participant to facilitate application of the concepts learned to their specific contextual environments.

The framework identified both the target audience for this program and the breadth of the program’s intent to prepare physical therapist (PT) and physical therapist assistant (PTA) program directors to meet contemporary education leadership needs through strategic and forward thinking, and by leading change in the context of higher education. The ELI Fellowship mission, goals, and objectives drive the structure of the program and its curriculum, including the following:

• Comprehensive curriculum,
• Mentorship,
• Ongoing leader development reflection,
• Institutional leadership project supported by the fellow’s organization,
• Networking in a shared fellow and mentor community, and
• Development of future mentors.

PROGRAM COMPONENTS

• **Orientation**: Fellows participate in a 2-hour virtual orientation webinar in July to meet others in the cohort and learn about the program.

• **Curriculum Content**: Nine online modules are provided through the APTA Learning Center by faculty recognized by the ELI Work Group as content experts. The modules address the breadth and depth of knowledge required to function in the role of program director and in leadership within higher education.
  
  o Module 1: Personal Leadership and Management
  o Module 2: Higher Education, Health Care Systems, and Society
Face-to-Face (Onsite) Sessions: Three 2-day, face-to-face sessions are held in October, March, and July, based on a developmental integrative curriculum that enables fellows to clarify and pose questions to faculty related to the modules, receive focused mentoring to integrate the curricular content of ELI through peer-reviewed case vignettes and real-life situations, refine and enhance leadership development plans, explore and advance leadership development projects, and engage in an open environment that facilitates a strong leadership community. The first onsite session is held in conjunction with the Education Leadership Conference (ELC). The ELC registration fee is waived for fellows currently enrolled by the APTA Education Section (subject to change). Fellows are encouraged to stay for the entire event so they may network with other leaders in the physical therapy education community.

2018-2019 Sessions:
- Onsite #1: October 10-11, 2018, with travel day on October 9 (Jacksonville, FL)
- Onsite #2: March 21-22, 2019, with travel day on March 20 (Albuquerque, NM)
- Onsite #3: July 10-11, 2019, with travel day on July 9 (Alexandria, VA)

Leadership Development Reflections Worksheet: Fellows participate in ongoing assessment to refine and enhance a personal leadership development plan to advance their knowledge, abilities, and skills within their academic institution and higher education. Various theoretical frameworks are the basis for ELI’s collaborative exploration of personal leadership and is applied throughout the Fellowship.

Leadership Project: Based on a problem or situation within the participant’s academic institution, the applicant identifies a project topic that directly benefits the sponsoring institution. Throughout the program these projects are further developed and refined with feedback from peers, mentors, and institutional mentors/supervisors. These projects are fully defined by the end of ELI. Some projects, however, may not be completed, as some may extend past the end of the Fellowship.

Assessments: Fellows must complete multiple assessments to fulfill ABPTRFE requirements, including 1 admissions survey, 9 module posttests, module surveys to capture feedback, 3 post-onsite session surveys, 4 mentorship assessments (self, 2 mentors, and 1 fellow) per session, and 3 post-graduation surveys (at graduation, 1 year, and 3 years). With the exception of the post-tests, each form should take approximately 5 minutes to complete.

Institution Statement of Commitment

At the time of application, the institution pledges support, should the applicant be accepted into the ELI Fellowship that includes but is not limited to:
- A year-long commitment of time for the fellow to participate in this program, including approximately 9 administrative-leave days for 3 ELI onsite sessions.
• Commitment to assist the fellow in developing an ELI leadership project that responds to a need within the institution.

• Commitment to participate in ongoing assessment of the fellow and the ELI program.

• Commitment to mentorship in the Educational Leadership Institute Fellowship.

Copyright and Ownership
All faculty content developed and delivered as part of an ELI module is considered to be “work for hire.” APTA retains the copyright to the module content, regardless of a faculty member’s affiliation with ELI or with other organizations.

As part of the ELI Covenant, fellows agree that all ELI Fellowship modules and recorded faculty webinars are protected under United States copyright law and may not be reproduced in any manner without the express permission of APTA. Viewing or purchasing a module or faculty webinar entitles the fellow to download and print only 1 copy of any module materials. If the module is presented in a downloadable format, it may be downloaded and stored on a single computer or moved to and used on another computer. The module and faculty webinar and any portion thereof may not be copied or disseminated in any print or electronic form without the express written consent of APTA. Fellows who are interested in obtaining a broader license must contact APTA at permissions@apta.org.

MENTORSHIP
Mentorship is an integral part of the ELI Fellowship experience. Mentors provide regular, timely, and close interaction with fellows through coaching, advising, and asking thought-provoking questions. Specifically, the institutional mentoring relationship in ELI will provide the aspiring or novice academic administrators with:

• A role model in academic leadership,
• A role model in effective mentoring techniques, and
• An individual professional resource who can serve as coach, sounding board, and guide.

Types of ELI Mentors
ELI fellows interact with 2 types of mentors during the Fellowship.

• ELI mentors
• ELI institutional mentors (supervisors)

Role of the ELI Mentor
APTA has selected 6 highly experienced PT and PTA program directors who meet established criteria as recognized leaders within their academic institution, physical therapy education, and the profession to serve as ELI mentors throughout the yearlong program. APTA assigns ELI mentor pairs to one of 3 groups, with a maximum of 6 fellows per group. ELI mentors attend the 3 ELI onsite sessions and conduct monthly conference calls or webinars with their respective group between onsite sessions.
**ELI Mentor Qualifications**

Ideal characteristics of the mentors are that they are senior physical therapists or physical therapist assistants who are active or recently retired faculty with significant experience and success as PT or PTA program directors or leaders in physical therapy education; are APTA members who satisfy the Commission on Accreditation in Physical Therapy Education (CAPTE) criteria for program administrators; and possess the following attributes:

- Exhibit strong interpersonal and communication skills, including listening, negotiating, conflict resolution, and facilitating creative thinking in others,
- Think strategically and analytically, and be able to apply data in decision-making,
- Show active and effective networking, and ability to identify and forge new relationships to promote physical therapy higher education programs,
- Embody a positive and optimistic view regarding the role of an academic administrator and the future of PT or PTA education programs,
- Demonstrate balance in personal and professional roles and responsibilities, and ability to foster this in others,
- Empower others via active listening and facilitate discussions to elicit shared decision-making,
- Foster application of learning theory, principles, and emerging concepts in higher education to the home institution,
- Articulate a clear view of the role of consumers/ recipients of physical therapy education, including students and other stakeholders,
- Be observant of change in the environment and able to impart a vision of the “future” to faculty,
- Understand organizational change in both the macro and micro environment, and manifest the ability to respond positively,
- Understand emerging demands on physical therapists and physical therapist assistants in the 21st century,
- Demonstrate patience with learners who struggle to understand and adapt to new organizational challenges,
- Show skill in creating fiscal approaches to meet changing program demands,
- Demonstrate a value for understanding broad issues in health care that do or may affect the preparation of physical therapists and physical therapist assistants,
- Be open to learning about and facilitating the use of new ideas and approaches with fellows, and
- Demonstrate humility and integrity, and a genuine interest in learning from others.

**Mentor Resources**

All ELI mentors are given an ELI Mentorship Guide that details the requirements of ELI mentors— including the purpose of ELI mentorship, goals of the mentoring relationship, mentor position description, mentorship assessment details, and resources for effective mentoring techniques (including references and websites). ELI mentors also have access throughout the yearlong program to all 9 of the online modules provided on the HUB. As a part of their role, mentors review the curricular content and readings to become familiar with contemporary content and terminology being used throughout the program. As a part of their responsibility, ELI faculty further enhance their knowledge of higher
education leadership by reviewing contemporary references and readings provided through the modules by expert faculty.

**Mentor Requirements**

Mentors commit to full participation in the program, including all onsite and online sessions. They:

- Facilitate 3 onsite sessions through probing questions, reflective thinking, and problem solving,
- Serve as consultants to fellows,
- Meet with other program leaders for planning purposes,
- Are available, via the mentorship online community on the APTA Hub, in-between the 3 onsite sessions to address issues, promote reflection, and apply principles,
- Conduct conference calls or webinars with their cohort at least once per month between onsite sessions,
- Serve as a resource for the fellows’ leadership projects,
- Participate in ongoing assessment of the fellows, program, and mentors, and
- In pairs, remain with same cohort of fellows throughout the program.

**Role of the ELI Institutional Mentor**

ELI institutional mentors (supervisors) are selected by the fellow’s institution, must have expertise in higher education administration, and typically are the mentored individual’s direct supervisor. The institutional mentor does not need to be a physical therapist, nor an expert on all module content areas. Institutional mentors do not travel to onsite sessions, or interact with ELI fellows at other institutions.

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

**Institutional Mentor Requirements**

Per the acceptance form sent to the fellow and the requirements of the ABPTRFE evaluative criteria, fellows are required to meet face-to-face (in-person) and 1-on-1 with their institutional mentors (supervisors) for a total of at least **53 hours** (approximately 1 hour per week) during the 13-month program. They will use the ELI mentorship log to track their hours—including time spent with their institutional mentor to discuss educational administration, leadership, or management relative to the program, school, or institution-at-large. Conversations may be formal, informal, or ad hoc. Topics may include, but are not limited to:

- accreditation
- admissions
- assessment
- budget/finance
- diversity/minority affairs
- faculty duties and responsibilities
- human resources/personnel issues
- leadership
Fellows are not required or expected to discuss every topic on the list with their institutional mentor, and meetings do not need to be earmarked for ELI purposes. Instead, these meetings may occur naturally as part of a normal working relationship.

If a meeting between a fellow and an institutional mentor includes 1 or more additional individuals, the hours must be divided by the number of participants who attend. See chart below.

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<thead>
<tr>
<th>Fellow Meeting with...</th>
<th>Divide Time by</th>
<th>Example: ELI Log Time for 1-Hour Meeting</th>
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<tr>
<td>Institutional Mentor Only</td>
<td>n/a</td>
<td>1 hour</td>
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<tr>
<td>+1 Guest</td>
<td>2</td>
<td>30 minutes</td>
</tr>
<tr>
<td>+2 Guests</td>
<td>3</td>
<td>20 minutes</td>
</tr>
<tr>
<td>+3 Guests</td>
<td>4</td>
<td>15 minutes</td>
</tr>
<tr>
<td>+4 Guests</td>
<td>5</td>
<td>12 minutes</td>
</tr>
<tr>
<td>+5 Guests</td>
<td>6</td>
<td>10 minutes</td>
</tr>
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</table>

**Other Institutional Experts**

Fellows will be instructed in some modules to meet with selected administrators at the institution, including in the areas of finance, student affairs, and human resources. They also will use the ELI mentorship log to track their hours communicating with these other individuals at the institution. Time spent with these other institutional experts does not count toward the 53 hours of required institutional mentorship, but will count toward total number of ELI program hours.

**Survey of Institutional Mentors**

Following the end of the fellowship, ELI institutional mentors will be asked to take approximately 5 minutes to complete an online survey designed to capture how well the fellowship met the individual’s expectations. Additional institutional mentorship assessment forms also may be requested.

**ELI CONTRIBUTORS AND STAKEHOLDERS**

**APTA Board of Directors:** The development of an Education Leadership Institute was based on a comprehensive needs assessment conducted by the APTA Consultant Group on ELI in 2008 and was approved by the APTA Board of Directors in 2009. In 2010, the Board approved the purpose and member qualifications of the Education Leadership Institute Committee—renamed the ELI Work Group in 2012. The APTA Board is responsible for ensuring that the program advances the strategic goals of the association, and it provides financial oversight of the program.

**ELI Fellowship Work Group:** This group is responsible for ongoing oversight and management, implementation, and evaluation of the program, including: the applicant review process; curriculum
content and revision; selection of faculty, mentors, and facilitators/moderators; oversight of outcomes assessments; and establishing and interpreting policies and procedures.

Representation on the work group:

1. American Council Of Academic Physical Therapy (ACAPT)
2. APTA Academy of Physical Therapy Education Member
3. Dean of a College/School with Multiple Health Professions
4. ELI Fellow (Graduate)
5. External Member with Educational Leadership Expertise (Vacant)
6. PT Residency or Fellowship Program Director
7. Senior Program Director with Leadership Experience

The ELI Work Group participates in an in-person, 2-day meeting at APTA each August to review ELI policies and procedures, curricular content, and objectives and supporting materials to ensure they are still contemporary and aligned with the mission of the program. The group also meets by web conference at least 4 times per year for the purpose of reviewing the ELI applicants for the next cohort and the agenda, role-plays, case vignettes, assessment forms, and other related materials for each onsite session.

**ELI Program Director:** This APTA staff member strategically leads and manages the fellowship. Responsibilities include, but are not limited to, managing all aspects of the ELI Fellowship in coordination with the work group and ensuring the program’s compliance with the provisions of the current version of the ABPTRFE Evaluative Criteria and Rules of Practice and Procedure. The ELI program director must provide the following documents relative to the APTA senior staff and Board of Directors as part of the annual budget review process: (1) work plan, (2) calendar, and (3) key performance indicators (KPIs) for the upcoming year.

- **Work Plan:** The APTA work plan template requires that staff identify in the budget the “Primary Strategic Plan Impact and Intended Audience” for each activity. ELI was identified as being aligned with APTA’s second strategic goal, to “Transform the Profession.” The work plan also requires a description of the ELI program; the planned activities to advance the strategic plan; the intended audiences for the program; and the coordination and collaboration required with other staff, members, and outside groups to manage the program.

- **Calendar:** The APTA calendar document requires the identification of significant milestones, deadlines, and events associated with the program, including start and end dates.

- **Knowledge Performance Indicators (KPI):** The APTA KPI document requires staff to define the measure of the activity’s operational success and strategic success. It also requires staff to identify how the key performance indicators will be reported. Updates on performance are provided to APTA on a quarterly basis.
American Board of Physical Therapist Residency and Fellowship Education (ABPTRFE): This accreditation agency provides program oversight to ensure the continued credibility of ELI as an accredited fellowship. ELI was initially accredited by ABPTRFE in 2012 and was reaccredited in 2017.

ELI Faculty: These content experts are responsible for annually reviewing module learning objectives, slides, references, assignments, readings, and posttest assessments. They engage fellows via 3 virtual office hour webinars—during which they pose and respond to questions, clarify information, discuss assignments, and promote reflective thinking and learning.

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

ELI Institutional Mentors (Supervisors): They are selected by the fellow’s institution, must have expertise in higher education administration, and typically are the individual’s direct supervisor. The institutional mentor does not need to be a physical therapist, nor an expert on all module content areas. Institutional mentors do not travel to any onsite sessions, nor interact with ELI fellows at other institutions.

APTA Academy of Academic Physical Therapy: The section pays the full ELC registration fee for enrolled ELI fellows who are section members and partial registration fee for those who are not section members, as part of the section’s support of the ELI Fellowship. The Education Section also reserves time on the ELC agenda for the ELI networking breakfast, selects the Education Section and PTA Educators SIG representatives to the ELI Work Group, and assists in promotion of ELI to prospective candidates via an e-newsletter.

American Council of Academic Physical Therapists (ACAPT): In conjunction with the Education Section, ACAPT reserves time on the ELC agenda for the ELI networking breakfast, selects the ACAPT representative to the ELI Work Group, and assists in promotion of ELI to prospective candidates via an e-newsletter.

Academic Institution: It is the responsibility of the participant’s academic institution to identify a primary institutional mentor at the institution, and to ensure that the fellow completes the ELI leadership project if it extends past the end of the 1-year fellowship. During the admissions process, the institution pledges support that includes, but is not limited to:

- A year-long (July–July) commitment for the fellow to participate in this program, which includes approximately 9 administrative-leave days for 3 ELI onsite sessions,
- Commitment to assist the fellow in developing an ELI leadership project that responds to a need within the institution, and
- Participation in ongoing assessment of the fellow and the ELI program.
The degree of institutional support suggests a measure of commitment on behalf of the nominee. The institution is strongly encouraged to provide financial support to the ELI fellow, as it will directly benefit from the enhanced knowledge and skills of the individual. The institution is expected to honor the level of financial support it pledged during the admissions process via the ELI nomination form.

**Institutional Experts:** Fellows will be instructed in some modules to meet with selected administrators at the institution, including in the areas of finance, student affairs, and human resources. Beginning in July 2017, fellows will use the ELI mentorship log to track their hours communicating with these other individuals at the institution. Time spent with these other institutional experts will not count toward the requirement of 53 hours of institutional mentorship.

**ELI Fellows (Graduates):** They are responsible for completing the ELI Leadership Project, if it is not finalized at the time of graduation, and for responding to post-graduation surveys after 1, 3, and 5 years. Fellows also may be asked to provide ad hoc feedback to the ELI Work Group on selected components of the fellowship, and to help promote it to future ELI applicants.

**ELI Fellows:** These individuals must fulfill all required components of the fellowship.

**PRIVACY POLICIES**

**Privacy of Applicant Data**
Application data and materials submitted by or on behalf of an ELI applicant is used for the application process in communication with the ELI program director and the ELI Work Group. APTA protects the application information provided and does not share this data with other parties. Upon acceptance, selected data is shared with current ELI mentors.

**ELI Covenant**
All accepted fellows sign a Participant Covenant to provide a safe environment for open communication—protecting the confidentiality of fellows and mentors with respect to all shared information provided throughout the course of ELI. See Appendix A.

**Media Release Form**
ELI fellows must grant permission to use their photo and other media in APTA online and print materials.

**Privacy of Accepted and Enrolled Fellows**
The ELI program director does not publish any information about the fellows until after they have graduated from the program. Fellows may choose to share their ELI status with others, and are invited to attend ELI-related events at APTA Combined Sections Meeting (CSM) and the Education Leadership Conference (ELC). As a result, the identity of the fellows may be indirectly revealed to others affiliated with and outside of ELI.
Privacy of ELI Graduates

Upon graduation from the program, the names and credentials of ELI graduates are posted on the APTA website and shared with the physical therapy education community. After graduation, APTA publishes a Leadership Summary Booklet Form for the most recent cohort of graduates. The booklet includes the following information for every fellow: 3 ELI goals, 3 ELI expectations, and a short synopsis of the individual’s leadership project. The summary is disseminated at the annual Education Leadership Conference and made available to prospective and new fellows to assist them in developing their own leadership projects.

ADMISSIONS

Admission policies, criteria, and requirements are subject to change on an annual basis.

Application Announcements

The ELI program director announces information about the ELI application process in the fall and early spring of each year. Announcements are disseminated to the physical therapy education community via the APTA Friday Focus Professional Affairs e-newsletter, the APTA Component Leadership e-newsletter, ACAPT announcements, the Education Section e-newsletter, the PTA Educator SIG e-newsletter, and the ABPTRFE e-newsletter. In addition, reminder emails are sent via all of these communication vehicles as the ELI application deadline approaches.

Eligibility Criteria

- The applicant should be a current or emerging leader or academic administrator.
- Preference will be given to applicants identified as novice (0–5 years) PT and PTA academic administrator leaders.
- Aspiring program directors and program directors with more than 5 years of experience also are eligible and encouraged to apply.
- The applicant must be employed by a PT or PTA education program with Commission on Accreditation in Physical Therapy Education (CAPTE) accredited or candidate status.
- The applicant must be qualified to serve in a PT or PTA program director position, as defined by CAPTE.
- The applicant must be a current APTA member.
- The applicant must be licensed/registered/certified or licensure-eligible in the United States.
- No more than 1 applicant per institution can be accepted per cohort.
- A maximum of 18 fellows are accepted annually.

Nondiscrimination Policy

The Education Leadership Institute follows the APTA Equal Opportunity Statement. APTA prohibits preferential or adverse discrimination on the basis of race, creed, color, gender, gender expression, gender identity, age, national or ethnic origin, sexual orientation, disability, or health status in all areas,
including, but not limited to, its qualifications for membership, rights of members, policies, programs, activities, and employment practices. APTA is committed to promoting cultural diversity throughout the profession.

Application Process and Requirements

ELI applicants are invited to apply to the fellowship between November 15 and March 1 via RF-PTCAS, the centralized application service for postprofessional residency and fellowship programs in physical therapy. If the open or close date falls on a weekend, the next regular business day applies. Transcripts are not required or considered.

1. **RF-PTCAS**: Complete the [RF-PTCAS](#) application and submit all required materials by March 1.

2. **LICENSE**: Enter PT license in "Supporting Information" section of RF-PTCAS and upload a copy.

3. **MEMBERSHIP**: Enter APTA member number in the "Supporting Information" section of RF-PTCAS.

4. **ELI NOMINATION FORM**
   - Download the blank ELI nomination form (.pdf), once available.
   - Send the form to your supervisor (program director, dean, or other administrator).
   - Once signed by your supervisor, upload the completed form in the "Program Materials" section of RF-PTCAS.

   On page 3 of the nomination form, your nominator may indicate any additional levels of support. These include, but are not limited to, the following examples:
   - Course release
   - Not charging vacation days for time necessary to attend ELI onsite sessions
   - Stipends
   - Faculty development grants
   - Administrative support

5. **EVALUATIONS**
   - Enter contact information for 3 evaluators (references) in the "Evaluations" section of RF-PTCAS.
   - One evaluation must be submitted by the same supervisor who completed the ELI nomination form.
   - Once you have entered the contact information, your evaluators should receive an email from RF-PTCAS with instructions on how to access the "CAS Evaluator Portal," complete the evaluation, and upload a letter of reference.
6. **CURRICULUM VITAE**: Upload your current CV with evidence of past leadership activities in the "Program Materials" section of RF-PTCAS. Applicants to ELI are encouraged, but not required, to use the CAPTE CV format. View the “SSR Instructions and Forms (.doc)” link on the CAPTE website at http://www.capteonline.org/Faculty/AccreditedPrograms/

7. **PERSONAL STATEMENTS**: Respond to the following topics in the "Program Materials" section of RF-PTCAS and present clear evidence of your potential for leadership in physical therapy education. A separate response will be required for each of the following topics:
   - A defining moment in your leadership journey, what has facilitated your growth as a leader, or your greatest leadership challenge.
   - Your leadership career goals and how your career aspirations are consistent with the ELI mission.
   - Areas in which you hope to grow or learn through your participation in ELI.
   - Contributions you may make to the ELI cohort through your participation.
   - A need your institution is facing that might be addressed through an ELI leadership project.

**Items Not Required for Admission**

**No Transcripts**: Applicants to the ELI fellowship are not required to submit transcripts to RF-PTCAS. The ELI Work Group will not consider transcripts in the admissions review process. Applicants should disregard the general RF-PTCAS instructions about submission of transcripts.

**Application Sections**: Applicants to ELI may leave the following sections of the RF-PTCAS application blank. The ELI Work Group will review the applicant’s CV to find this related information.

   - Academic History: Continuing Education (not considered)
   - Supporting Information: Achievements, Experiences, Residencies and Fellowships

**Application Review Process**

The ELI program director confirms that an applicant is (1) an active APTA member, and (2) has submitted all required application materials by the deadline, before the related files are shared with the ELI Work Group. Complete application materials for every applicant are uploaded by the program director to a private online community for the ELI Work Group hosted on the APTA Hub.

Initial competence of applicants is determined by the ELI Work Group during the application review process. Each work group member independently reviews all completed applications. The program director compiles the initial feedback submitted by each member of the ELI Work Group. The work group then meets with the program director via a web conference to discuss each candidate and come to a consensus on ranking and decisions. The program director is responsible for notifying all applicants of the group’s decisions.
Wait List

The ELI Work Group may choose to create a ranked wait (alternate) list of applicants who are qualified and were deemed to have potential to succeed in the program, but were not initially accepted into the cohort. If an accepted applicant declines an offer of admission, the ELI program director will notify the first person on the wait list. Individual on a wait list cannot be offered admission more than 3 days after the ELI orientation. This is because he or she must have adequate time to review the module readings, begin the module slides, watch the orientation recording, and submit the ELI tuition payment in full before the first virtual office hours for module 1 launch. Fellows do not have access to the ELI modules via the APTA Learning Center until their tuition is paid in full (see tuition policies). Applicants who are placed on the wait list and do not enroll in ELI must reapply the following year to be considered for the next cohort.

Applicant Deferrals

The ELI Work Group may choose to defer an accepted applicant due to special circumstances, such as family or health issues. Accepted ELI applicants may hold deferred status for a 1-year period without being required to reapply to the program. If a deferred applicant chooses not to enroll in ELI during the following year and wishes to participate at a later date, he or she must resubmit a new application, fee, and materials for that cohort. APTA will apply the tuition rate for the year the individual matriculates in ELI.

Acceptance Forms

Fellows are informed of program requirements prior to application, at acceptance, and periodically during the course of the fellowship. Upon acceptance to the program in the spring, each participant must submit the following materials:

- **Acceptance Form**: The form is attached to the acceptance email from the ELI program director. It describes the fellowship requirements for graduation and requests additional information needed to track program hours. Additional details regarding the program requirements and expectations are shared with the cohort during the orientation webinar in July. Accepted applicants are instructed to submit the completed form to the ELI program director.

- **Covenant**: Newly accepted fellows are asked to commit to the values and ideals to which ELI aspires by returning a signed copy of the Covenant to the ELI program director. The Covenant serves as a promissory by each trainee to fulfill program expectations.

- **Tuition Contact**: Fellows must provide the name and title, full address, phone number, and email address of the person at the academic institution to whom the invoice should be mailed and e-mailed.

- **Tuition**: APTA’s Finance Department generates an invoice for ELI tuition. Invoices are mailed and emailed to the individual’s designated tuition contact. The initial deposit is due by April 15 and the final deposit is due by July 1. The fellow or institution may elect to pay the entire tuition in 1 payment and before July 1 if funds already have been earmarked for the fiscal year. If paid by
credit card, the payer must follow the instructions on the invoice and email sent by the APTA Finance Department. Tuition is subject to change each year.

- **Biography:** To help mentors and fellows learn more about each other before the program officially begins in July, members of both groups are instructed to email their biographies to the ELI program director. Biographies should follow the format below and are limited to 1 page. All biographies will be shared by the program director on the cohort’s ELI community on the APTA Hub in May.
  - Summary of academic training: degrees & institutions
  - PT/PTA faculty and leadership experiences, including areas of teaching
  - Involvement in APTA and other professional association activities
  - Answer to the question “What do you do for fun?”

**TUITION**

Tuition payments must be received by APTA by the stated deadlines. Payers must follow the instructions on the invoice and email sent by the APTA Finance Department. Fellows are not permitted to access ELI modules via the APTA Learning Center before orientation and before tuition payment is received in full. If full payment is not received by July 15, the fellow may be dismissed from the program.

**ENROLLMENT**

Mentorship Group Selection

Once admission decisions are sent to all applicants, the list of accepted applicants is shared with the new slate of mentors for that cohort in order to identify potential areas of conflict before mentorship groups are assigned. The program director attempts to create a balanced and diverse mentorship group by taking into consideration the following criteria: potential conflicts, current position (aspiring versus novice program director), type of program (PT/PTA), type of institution (public/private), geographic region, sex, age, and race/ethnicity. A fellow cannot be paired with a mentor who is currently at or consulting with the same institution.

Materials for New Fellows

The following documents are shared via email and posted to the cohort’s private community on the APTA Hub in advance of orientation in July.

- ABPTRFE complaint process and form (link)
- Biographies: mentors and fellows
- Covenant
- Mentorship group assignments by color
- Mentorship hours log form
- Program requirements
Responsibilities and expectations for ELI contributors and stakeholders
• Rosters: mentors and fellows
• Orientation agenda and assignments
• Technology and communication instructions

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

• Orientation: Fellows must participate in a 2-part orientation webinar with webcams enabled. Participants who cannot participate in the live webinar must notify the ELI program director and ELI mentors, and watch the webinar recording.

• Virtual Office Hours: Three 2-hour virtual office hours are offered per module. Fellows are expected to participate in at least 1 of the 3 live webinars per module and view recordings of missed webinars. A fellow who is unable to participate in any of the live webinars for a particular module should notify the ELI program director. If all 3 webinars are missed, the fellow will be required to complete an additional 2 hours of 1-on-1, face-to-face time with the participant’s institutional mentor to discuss that module’s content and related questions. The hours do not need to be completed in 1 sitting. The institutional mentor is instructed by the fellow to email the ELI program director directly to confirm that the requirement was met during 1 or more meetings with the fellow within 4 weeks of the last virtual office hours for the module. Additional meeting time with the mentor should be entered into the fellow’s ELI mentorship log under the “1-on-1 Mtgs with Institutional Supervisor (at least 1 hr/wk)” column. Failure to comply will be grounds for dismissal from the program.

• Onsite Sessions: Two-day face-to-face sessions are scheduled in October, March, and July. Fellows are required to attend and actively participate in all onsite sessions. Participants are not permitted to arrive late, leave early, or miss any part of these sessions due to professional or personal conflicts. An unexcused absence will be grounds for dismissal from the program. If an absence is excused by the ELI program director or work group due to family or health emergency, the hours may be made up with a 1-to-1, face-to-face meeting with an ELI mentor (preferred) or institutional mentor. The meeting(s) must focus on the related module content. Virtual meetings are not acceptable because they do not fulfill ABPTRFE accreditation standards. APTA is not responsible for any mentor, fellow, or institutional expenses associated with this make-up requirement. In addition to the mentor meeting, the fellow will be required to watch the recording of the missed group faculty webinar. The make-up meeting with the designated mentor should occur as soon after the regular onsite session as possible, and no later than 1 month after the graduation date. Fellows cannot graduate until all onsite requirements are met. No ELI fellow can miss more than 1 onsite session, excused or not.

• Monthly Mentorship Group Calls: Fellows agree to participate in 1-hour monthly calls with their mentorship group, comprised of 2 mentors and 6 fellows. Fellows who miss more than 2 monthly calls must contact the ELI program. Mentors also may contact the program director to report absences. If more than 2 calls are missed, the fellow will be required to complete an additional hour of 1-on-1, face-to-face time with the participant’s institutional mentor for every
missed call. The institutional mentor is instructed to email the ELI program director directly to confirm that the requirement was met. All make-up meetings must be completed and confirmed at least 1 week before graduation. Failure to comply will be grounds for dismissal from the program.

- **Institutional Mentor Meetings**: Fellows must meet face-to-face and 1-on-1 with their institutional mentor (supervisor) for a total at least 53 hours during the program (approximately 1 hour per week) to discuss issues related to educational administration, leadership, or management. All hours must be completed prior to the third onsite session and graduation.

**Academic Remediation**

Areas in which remediation could be required are associated with completion of all online coursework and achievement of a minimum score of >70%; completion of a leadership development plan description; implementation and ongoing evaluation of a leadership project throughout ELI; active participation in 3 face-to-face sessions and the orientation webinar; and completion of required assessments.

- Fellows must complete both the online module posttest assessment and the Learning Center course assessment in order to obtain CEUs for each module.
- Should a fellow not successfully complete an online module posttest assessment with a score of 70% or greater the first time, he or she is entitled to retake the test 3 more times to achieve a passing score.
- Given that fellows often are supported financially by their academic institution and are required to provide a leadership project for their organization, with communication back to their supervisor/dean, there is a strong incentive for the individual to complete the yearlong program as a part of the retention process and institutional investment. The leadership development project need not be completed by the end of the year, as some of these projects span several years.
- Monthly conference calls with mentor/fellow subgroups were added midway during the fellowship with the first cohort in order to enhance communication and mentorship; enable fellows to better pace themselves through the online modules; help mentors identify fellows having difficulty with concepts, workload, or other leadership issues, and provide additional support; and to provide fellows with clarification about assignments, or to answer their questions, throughout ELI.
- With respect to the assessments, the ELI program director checks to see if the fellows have completed the online assessments, admissions survey, mentorship assessments, graduation survey, and other forms. The director follows up with a personal email or phone call requesting completion of a specific assessment within a defined timeframe.
Educational Advising

ELI mentors are an essential component throughout the entire program, providing guidance to fellows in a focused learner-centered environment. They are full participants in the onsite and online aspects of the program, and have access to all materials. ELI mentors provide regular, timely, and close interaction with fellows through coaching, advising, and asking thought-provoking questions on an individual level, as well as through their assigned small group during the fellowship. Institutional mentors also are expected to nurture and support their fellow throughout the program.

Dismissal

In the event that a fellow does not meet program requirements, 2 options are available:

- **Dismissal**: The first option is dismissal, which may occur upon repeated failure on assessments; lack of participation in didactic, self-directed and mentoring activities; and/or failure to plan and (partly) implement the final project.
- **Deferral**: The second option, which the program director and work group would rarely invoke, would be to transfer to the next cohort—an action that can disrupt the cohesiveness of the new, as well as the former, cohort. The Work Group and program director would consider a deferral only due to a health or family emergency.

Withdrawal

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

Tuition Refunds

Individuals who withdraw from ELI prior to the orientation are eligible for a full tuition refund. APTA does not issue full or partial tuition refunds to individuals who are dismissed from the program due to failure to complete the program requirements. Requests for tuition deferrals or refunds due to health or personal issues will be considered by APTA on a case-by-case basis.

Counseling

ELI fellows are not employees of APTA. A fellow seeking counseling for personal issues will be referred to the individual’s affiliated institution, or an organization utilized for program participant education that assumes a continuing obligation to provide related services to the individual, should these types of problems arise.

Grievances and Appeals

ELI fellows should first contact the ELI program director in the event of questions or concerns about the program or its compliance with ABPTRFE Rules of Practice and Procedure. The ELI program director will attempt to promptly address any concerns, and may choose to bring the issues to the appropriate ELI
stakeholder groups for additional review or discussion. The ELI program director will communicate to
the fellow what actions will be or were taken. If a fellow is unsatisfied with a decision or the action taken
by staff or the work group, he or she may appeal. Appeals will be considered on a case-by-case basis.
Fellows are instructed during the orientation to contact ABPTRFE directly and to follow the instructions
on the complaints webpage at http://www.abptrfe.org/Complaints/ regarding submission of a formal
complaint against ELI if they are unsatisfied with the response from the program director and
stakeholder groups.

Transfer Credit

Transfer credit policies are not applicable to ELI.

Benefits

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

ONSITE SESSIONS

Purpose

Onsite sessions enable face-to-face mentorship in smaller subgroups in order to apply and integrate
content, in a supportive and reflective environment, to peer-review case vignettes, role-play situations,
and participants’ real-life situations. Opportunities to share learning experiences occur during mentor
subgroups and plenary sessions. At these times, fellows also share their progress on their leadership
projects and seek additional ideas and constructive feedback from peers and mentors. Reports on the
status of fellows’ leadership development plans are shared in mentor subgroups, with opportunities for
continue feedback and personal growth. Likewise, assessments—mentorship and peer, program, and
module—are completed during onsite sessions.

Attire

Business casual attire is permitted during the 3 onsite sessions. Business/evening attire is required for
graduation. Casual attire is permitted via webcam during virtual office hours.

Meals

The 3 onsite sessions include breakfast, lunch, and dinner on day 1, and breakfast and lunch on day 2.
The third and final onsite session include a banquet at the end of the second day. These meals are
included in the ELI tuition.

Travel Expenses

ELI fellows are responsible for their own travel arrangements and expenses.
GRADUATION

APTA Policy on Abbreviated Designations

APTA's 2016 House of Delegates adopted a motion (RC 4-16) that limits use of abbreviated designations after a physical therapist's or physical therapist assistant's name. All honors and certifications, including fellowships and specialty certifications, should be spelled out and not listed as initials. ELI graduation certificates and programs, therefore, no longer will display specialty abbreviations for individuals. To view the APTA policy, go to http://www.apta.org/Designations/

ELI Designation for Graduates

While enrolled in ELI, participants will now be referred to as fellows. Fellows who successfully complete the program are referred to as ELI graduates. There is no appropriate acronym or abbreviation for graduates of ELI. Graduates should not reference their graduation status in their signature line. Instead, they are encouraged to reference their ELI credentials in the education section of their curriculum vitae as, using a format that best fits their document style.

Examples:

- 2013-2014 Fellow, Education Leadership Institute, American Physical Therapy Association
- Graduate, Education Leadership Institute Fellowship, American Physical Therapy Association (2014)

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

ELI Certificate

Each fellow who fulfills all program requirements will receive an ELI certificate during the graduation ceremony. It indicates that the individual met the requirements of the ABPTRFE-accredited fellowship.

ELI Graduates Summary Booklet

Graduates are required to complete a 1-page summary that includes their 3 personal ELI goals, 3 lessons learned in ELI, and a brief summary of their leadership project. The booklet is shared on the APTA website and at various events. It is intended in part to promote the program to prospective candidates.

ELI Pins

Each ELI graduate is presented with a lapel pin at graduation and is encouraged to wear it at physical therapy and other professional events.
Ribbons
Conference ribbons are provided to ELI graduates, work group members, and mentors for use at CSM, ELC, and NEXT conferences.

Graduation Announcements
APTA announces the names of new ELI fellows in August, following graduation in July. The announcement and group photo are posted on the ELI page of the APTA website, in the APTA Friday Focus Professional Affairs newsletter, on the ACAPT website, in Education Section newsletter, and in the PTA Educators SIG newsletter.

ELI Graduates Community on the APTA Hub
Continuing the connection among fellows and mentors is a critical component of ELI. It’s part of the mentorship process, and integral to building a strong network and a leadership community. Upon graduation, fellows are subscribed to an e-community on the APTA Hub that is intended to foster ongoing conversations among the graduating cohort. The space also promotes an alumni event held each October during the ELC.