

# **Graduate Program in Physical Therapy General Criteria for Retention, Tenure, and Promotion**

**Approved by the Provost September 2008**

This document describes the general criteria for retention, tenure, and promotion within the Graduate Program in Physical Therapy (GPPT) at SFSU. The criteria are consistent with Academic Senate Retention, Tenure and Promotion Policy F06-241 and also contain more specific information unique to the criteria expected by the GPPT. These program criteria were created as benchmarks for junior faculty to evaluate their development in the areas of teaching, professional achievement and growth, and contributions to campus and community. In addition the criteria embody the expectations of faculty put forth by our accrediting body, the Commission on Accreditation for Physical Therapy Education (CAPTE).<sup>1</sup>

## **Teaching Effectiveness**

Academic Senate Retention, Tenure, and Promotion Policy F06-241 states that a “faculty member should maintain a scholarly level of instruction, show commitment to high academic and pedagogic standards, be effective in instructing and advising students, guide and motivate students, and apply evaluative standards fairly and appropriately with respect to all students.” The evidence used for evaluating teaching effectiveness includes:

- Student evaluations, both quantitative scores and written comments
- Colleague/peer observation and evaluation of teaching (one or two per year)
- Course syllabi and examples of course content that meet academic standards and reflect the infusion of current trends and advances into the course
- Course materials and content and teaching methods must reflect the faculty’s application of new trends and advances learned from continuing study and attendance at professional conferences and workshops
- Advising of pre-physical therapy and graduate physical therapy students including evidence of knowledge of programs and procedures appropriate to assist students in progress towards graduation
- Mentoring of physical therapy graduate students that may result in special projects, posters, presentations or scholarly manuscripts
- Faculty’s personal statement on teaching philosophy and a description of his/her accomplishments in the area of teaching

Faculty members are expected to maintain a high level of teaching excellence within the GPPT. Teaching excellence is defined as very favorable student and colleague/peer evaluations in all courses, with comments from students and colleagues being overwhelmingly positive. Generally it is expected that the quantitative student evaluations from the faculty member’s core courses will be at the level of the core faculty program mean (generally 2.0). However it is also recognized that variables such as course content, class dynamics, and heavy workloads in other courses taken concurrently can negatively impact the student evaluation scores. These factors will be taken into consideration when the quantitative teaching scores are evaluated by the RTP Committee.

Course reading materials (e.g. text and/or supplemental reading materials) and class content are expected to be current and reflect continuous study by the faculty member. The faculty's scholarship should be applied to teaching content and methods. The faculty member should create a climate in the classroom that guides and stimulates students towards learning and facilitates class discussion and participation. The faculty member must fairly evaluate all students' performance in courses. Laboratory classes are expected to be efficiently run with activities developed to enhance concepts presented in the lecture. All course syllabi should be organized and contain: course title/number, description, prerequisites, credit hours, and behavioral objectives; instructor(s) name; bibliographic referencing of required and recommended text(s) and reading materials; class schedule and content topics; description of teaching methods and learning experiences and methods of student evaluation/grading.

Some new non-tenured faculty may be hired with limited teaching experience and may need time to develop a level of achievement that demonstrates teaching excellence. Two to three semesters of teaching on average should provide a newly hired faculty member sufficient time to develop the skills necessary to achieve this level of performance. The GPPT expects to see evidence that the faculty member is trying to improve his/her teaching skills by being responsive to student and colleague comments, and to incorporating current trends and advances in their content area of teaching.

Advising of pre-physical therapy students and graduate physical therapy students is viewed by the GPPT as another important element in the assessment of teaching performance. All faculty members are expected to maintain regular office hours for pre-physical therapy individual student advising (two hours minimum per week), participate in pre-physical therapy group advising sessions and physical therapy individual advising day each semester, meet regularly with assigned physical therapy student advisees and students requiring additional assistance in clarification of course content. The faculty member should allow extra time before and after class to allow for further interaction with the students who have questions or issues to address. The GPPT expects all faculty to be familiar with admission criteria, coursework and graduation requirements for the physical therapy graduate program.

### **Primary Assignment as Chair**

Administrative responsibilities of Department Chairs at SFSU are clearly defined in Academic Senate policy #S00-145. Although many of these duties and responsibilities can be classified as "managerial", there are other responsibilities listed which clearly go beyond keeping the department operational. The GPPT expects the Chair to perform all of the duties listed in a satisfactory manner. The GPPT expects the Mid-Term Chair Review to be at the Good to Excellent range on the variables assessed as outlined in Senate Policy S00-145.

The Chair of the GPPT at SFSU has a unique appointment that is split between administration/department leadership and teaching, professional growth and service

responsibilities. The complexity of running three graduate programs (one accredited Master of Science degree, one post-professional Doctor of Physical Therapy degree run on self-support, and one Doctor of Physical Therapy Science degree) is increased by the joint offering of these degrees through SFSU and the University of California, San Francisco. As such the Chair of the GPPT must know and enforce the policies and procedures of two universities as well as maintain responsibility for internal policies/procedures of the PT program. Another layer of complexity involves the responsibility for maintaining the accreditation status for our Master of Science degree with the Commission of Physical Therapy Education (CAPTE). Although our program is accredited for ten years, CAPTE requires a program progress report each year with a thorough reflection of the curriculum quality every three years. The leadership of the Chair working with the faculty to maintain program and curriculum quality is a large factor in the re-accreditation of physical therapy programs.

Effectiveness as a Department Chair in the GPPT may be exhibited in a variety of ways, such as:

- Annual personal goal setting and outcome reporting in consultation with the College Dean
- Results of formal surveys of students, faculty and staff for the preparation of the Chair Mid-Term Review
- Evidence of program development, both new and existing
- Evidence of innovative curriculum development
- Evidence of national recognition of the educational quality of the program that resulted from the leadership of the Department Chair
- Evidence of mentoring of individual faculty where goals and resources needed to achieve the goals are discussed
- Evidence of creative ways to fund faculty research at the department level
- Evidence of faculty scholarly productivity, community outreach or teaching evaluation improvements are seen under the leadership of the Chair

### **Professional Achievement and Growth.**

Academic Senate Retention, Tenure, and Promotion Policy F06-241 states that “Professional achievement and growth, disciplinary or interdisciplinary, may be exhibited in a variety of ways, including research, publications, clinics, and workshops, presentations to professional societies, development of new areas of expertise, attainment of new professional licenses or certification, creative work curricular and/or programmatic innovation, unpublished manuscripts, or similar work in progress. No single category of professional achievement and growth is viewed as more important than others by the GPPT.

#### Evidence of Professional Achievement and Growth

At least one scholarly accomplishment a year on average is expected to meet GPPT standards and would represent a minimal number necessary to show a pattern of developing a scholarly record. The scholarly accomplishment must be of high quality

and significant to the faculty member's scholarly agenda and the profession, be subject to peer review and be disseminated to appropriate audiences. Generally it is expected that the scholarly accomplishments will include a minimum of three written publications in peer reviewed journals or books over a 6 year period. However, it is also recognized that factors such as heavy teaching loads, required clinical work to maintain teaching content currency, required continuing education for licensure renewal, and difficulties in recruiting subjects with specific neuromusculoskeletal dysfunctions or disabilities for research studies can negatively impact scholarly productivity. These factors will be taken into consideration when professional achievement and growth are evaluated by the RTP Committee.

Professional achievement and growth may be exhibited in a variety of ways such as:

- Evidence of publication (articles, case reports, chapters) in appropriate peer reviewed journals and books
- Evidence that the faculty member played a leading role in many of the publications
- Evidence that a research program was attained under the direction of the faculty member
- Evidence of systematic efforts to attain grant funding to support scholarly work
- Evidence of peer reviewed poster or oral presentations and invited presentations at scholarly meetings or at academic institutions
- Evidence of collaboration with other scholars that have contributed to professional achievement or growth
- Evidence of research work and manuscripts in progress
- Evidence of conducting workshops and symposia at academic institutions, scholarly meetings or for professional associations
- Evidence of curricular or programmatic innovations
- Evidence that faculty's scholarship leads to curricular innovations
- The faculty's personal statement and the evidence provided should include an assessment of the nature and quality of the work

### Research and Publication

The faculty member should focus his/her scholarly work in a given interest area(s) within physical therapy and/or related disciplines and develop scholarship goals within this area(s) and scholarly activities to meet the goals. As described by the Evaluative Criteria for Accreditation of Education Programs for Preparation of Physical Therapists<sup>1</sup>, these scholarly activities should “advance physical therapy teaching, research and practice through rigorous inquiry that is significant to the profession, creative, peer-reviewed through various methods, can be replicated or elaborated, and is published, presented or documented.” As defined by Boyer (1990)<sup>2</sup>, these scholarly accomplishments should contribute to the Scholarship of Discovery, Scholarship of Integration, Scholarship of Application/Practice, or Scholarship of Teaching.

As described in the Evaluative Criteria for Accreditation of Education Programs for Preparation of Physical Therapists,<sup>1</sup> examples of scholarly accomplishments may include but are not limited to: peer-reviewed publications (articles, case reports, chapters,

books), peer-reviewed poster or oral presentations, invited presentations, grants, and published learning aids.<sup>3</sup> The GPPT also expects that the faculty member's scholarship contributes to curricular development and innovation, such as the development of new courses, revisions of courses, and curriculum revisions and development.

### Curricular Innovations

Academic Senate Retention, Tenure and Promotion Policy F06-241 defines curricular innovations as "...the development of original academic programs, new courses or course content, disciplinary and/or pedagogical approaches, applications of technology, etc. Development of new areas of instructional expertise may also be considered in this category." The GPPT values the scholarly development of curricula as evidence of professional achievement and growth providing the innovations are evaluated or reviewed by individuals external to the department who are recognized as leaders in physical therapy academic pedagogy.

## **Contributions to Campus and Community**

### Contributions to Campus.

Academic Senate Retention, Tenure and Promotion Policy F06-241 states that contributions to campus "may include, but are not limited to, the following: administrative assignments (other than primary assignment), faculty governance, committee work, special advising assignments (e.g., General Education advising, Liberal Studies advising, Special Major advising, etc.), program development, sponsorship of student organizations, and direction of non-instructional activities and projects." For promotion, the GPPT expects significant involvement in one or more of these activities. It is anticipated that these contributions will increase the leadership role of the faculty member. The outcome of these contributions to the campus should be a positive impact at the department, college or university level. Evidence supporting contributions to campus may include descriptions of the nature and extent of work accomplished, committee documents, letters from students and/or colleagues, project reports, etc.

Faculty members may serve the University campus by actively participating in:

- Administrative assignments
- Faculty governance
- Department, college and university committees
- Non-teaching program development for GPPT or university campus
- Special pre-physical therapy student and graduate physical therapy student advising assignments
- Sponsorship or participation in pre-Physical Therapy Student Association (PTSA)
- Direction of non-instructional activities and projects
- The faculty member's personal statement and evidence provided should include an assessment of the nature and quality of these campus activities

### Contributions to Community.

Academic Senate Retention, Tenure and Promotion Policy F06-241 states that faculty may use “their professional expertise to provide service at the community or city, state, or national levels.” Contributions are expected to enhance relations between the University and the community. The GPPT expects the faculty member’s community activities to involve participation and leadership in professional associations and activities, and service to the general community utilizing his/her professional expertise.

Contributions to community may be exhibited in a variety of ways such as:

- Membership and offices held in professional associations
- Committee and task force activities in professional associations
- Services provided as a physical therapy consultant to the professional or general community
- Physical therapy patient care services
- The faculty member’s personal statement should include a description and assessment of the nature and quality of these community service activities
- Evidence of elections to or offices held in professional societies;
- Evidence of special certifications, honors or awards by professional societies that contribute to or recognize professional leadership
- Evidence of participation in professional activities such as a manuscript reviewer or editorial board member for scholarly journals or reviewer of grant proposals for internal and external funding agencies

### **Promotion from Associate to Professor**

Department expectations for promotion from Associate Professor to Professor do not focus purely on increases in quantitative numbers in teaching, professional achievement and growth, and service but rather an expectation of increased involvement in these areas, a wider scope of impact and dissemination of work, and a higher level of rigor.

Therefore the GPPT would expect to see continued quality in teaching, dissemination of scholarly activities in tier 1 and 2 level peer-reviewed journals, peer-reviewed presentations at professional conferences and meetings and demonstrated leadership at the department, university and professional levels.

### References

1. Evaluative Criteria for Accreditation of Education Programs for Preparation of Physical Therapists , Commission on Accreditation for Physical Therapy Education, Alexandria, Virginia, 1998 and 2006 versions
2. Boyer, E: Scholarship Reconsidered: Priorities for the Professoriate. Carnegie Foundation for the Advancement of Teaching, Jossey Bass Publ, San Francisco, California, 1990
3. Commission on Accreditation in Physical Therapy Education’s position paper on Faculty and Scholarship, 2005