



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

Approved by the Provost August 16, 2019 and effective Fall 2019

This document describes the general criteria for retention, tenure, and promotion within the Graduate Program in Physical Therapy (GPPT) at San Francisco State University (SFSU). The criteria are consistent with SFSU Academic Senate Retention, Tenure and Promotion Policy S19-241 and also contain more specific information unique to the criteria expected by the GPPT. These program criteria were created as benchmarks for faculty to evaluate their development in the areas of teaching, professional achievement and growth, and contributions to campus and community. Throughout all three areas, faculty are expected to address student success and collegiality. In addition, the criteria embody the expectations of faculty put forth by our accrediting body, the Commission on Accreditation for Physical Therapy Education (CAPTE).¹ The Retention, Tenure, and Promotion (RTP) Committee for the GPPT at SFSU (see end of document for membership) will evaluate a junior faculty's eligibility for retention, tenure, and/or promotion and an associate professor's eligibility for promotion based on these criteria according to the process established by the SFSU Academic Senate.

Teaching Effectiveness

Academic Senate Retention, Tenure, and Promotion Policy states that a “faculty member should maintain a scholarly level of instruction, show commitment to high academic and pedagogical 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 and support for student success includes:

- Faculty's personal statement on teaching philosophy and a description of his/her accomplishments in the area of teaching, including reflection about both strengths and challenges (required)
- Student evaluations, both quantitative scores and written comments (required)
- Colleague/peer observation and evaluation of teaching (one or two per year required)
- Course syllabi and examples of course content that meet academic standards and reflect the infusion of current trends and advances into the course (required)
- Course materials and content and teaching methods must reflect the faculty's application of new trends and advances for supporting student success learned from continuing study and attendance at professional conferences and workshops
- Advising of undergraduate and graduate physical therapy students including evidence of knowledge of programs and procedures appropriate to inform

- prospective students towards program requirements and/or to assist students in progress towards graduation
- Mentoring of physical therapy graduate students as successful research collaborators that may result in special projects, posters, presentations or scholarly manuscripts

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. Student and peer comments are expected to indicate teaching that exhibits best practices including but not limited to collegial collaboration, student engagement, approachability, expertise in content area, appropriate course assessments, and opportunities for student feedback. Generally, it is expected that the quantitative student evaluations from the faculty member's courses will be at the level of the core faculty program mean. The faculty member is expected to use both the qualitative and quantitative information from the peer and course evaluations for course development. For areas that need improvement, the faculty member is expected to demonstrate ways to address these concerns. However, it is also recognized that variables such as course content, class dynamics, changes in content delivery, and heavy workloads in other courses taken concurrently can negatively impact the student evaluation scores. The candidate is expected to document and discuss how such factors impacted their teaching effectiveness and student evaluations. 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 is expected to create a climate in the classroom that guides and stimulates student 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 are expected to be organized and contain: course title/number; description; prerequisites; credit hours; Student Learning Outcomes (course objectives); instructor(s) name and contact information; bibliographic referencing of required and recommended text(s) and reading materials; class schedule and content topics; description of teaching methods and learning experiences; methods of student evaluation/grading; and required College of Health & Social Sciences policies and deadlines.

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 time to begin to develop the skills necessary to achieve this level of performance. The GPPT expects to see evidence that the faculty member is working to improve her/his/their teaching skills by being responsive to student and colleague comments, and incorporating current trends and advances in their content area of teaching.

Advising of undergraduate 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 participate in undergraduate group advising sessions each semester, meet regularly with assigned graduate physical therapy student advisees and students requiring additional assistance in clarification or remediation of course content. The faculty member is expected to 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.

Professional Achievement and Growth

Academic Senate Retention, Tenure, and Promotion Policy S19-241 states that “Professional achievement and growth, disciplinary or interdisciplinary, may be exhibited in a variety of ways, including research, publications, clinics, and workshops, being the editor of a refereed professional journal, 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 over the entire period of evaluation will include a minimum of three publications in peer reviewed journals or books (e.g. book chapters) over a 6-year period, plus 3 other scholarly products (e.g. presentations, grants, curricular innovations, etc.). 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. The candidate is expected to document and discuss how such factors impacted their scholarly productivity. These factors will be taken into consideration when professional achievement and growth are evaluated by the RTP Committee.

Research and Publications

The faculty member is expected to focus her/his/their 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,¹ 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),² 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,¹ 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.³ The GPPT also expects that the faculty member’s scholarship contributes to curricular development and innovation.

Curricular Innovations

Academic Senate Retention, Tenure and Promotion Policy S19-241 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 considers 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.

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

- Faculty’s personal statement assessing the nature and quality of the work and works in progress, including reflection about impact and collaborations with colleagues (required)
- Evidence of publication (articles, case reports, chapters) in appropriate peer reviewed journals and books
- Evidence that the faculty member played a leading role in at least one of the publications
- Evidence of a research agenda or program that is impactful and contributes to the body of knowledge in the faculty member’s field of study
- 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 collegiality with other scholars who have contributed to professional achievement or growth
- 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

External reviews

The GPPT does not mandate that promotion or tenure in the department of physical therapy requires an independent external review. An external reviewer is someone who works independently of the faculty member, and is asked by the RTP committee to

comment on of the faculty's pertinent scholarly works in a particular field. When faculty have peer reviewed publications, the peer review system in respected journals typically accomplishes a similarly objective evaluation of scholarly work. In select decisions, however, especially where additional specialty expertise is helpful, the RTP committee may recommend and invite an external reviewer to assess the impact of scholarly works prior to tenure or promotion to the next rank.

Contributions to Campus and Community

Contributions to Campus.

Academic Senate Retention, Tenure and Promotion Policy 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 with a progression of roles from contributing member to leadership. For example, junior faculty in the early pre-tenured years may serve as members of departmental committees, progressing in the latter pre-tenured years to leadership positions and decision-making with high impact on the program. In the latter pre-tenured years, junior faculty are expected to show evidence of service to the college or university, with explicit documentation of the faculty member's contributions and the quality and impact of their work on committees or in other activities. Evidence of growth in leadership and contribution to the program, college, and university should be clear. 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 should include explicit descriptions of the nature and impact of work accomplished by the faculty member, along with appropriate supporting artifacts such as committee documents, letters from students and/or colleagues, project reports, etc.

Contributions to Community.

Academic Senate Retention, Tenure and Promotion Policy 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 her/his/their professional expertise. Evidence supporting contributions to the community should include explicit descriptions of the nature and impact of work accomplished by the faculty member, along with appropriate artifacts such as committee/work group documents, letters from participants and/or colleagues, project reports, etc.

Faculty service may be documented in a variety of ways such as:

- The faculty member's personal statement that includes a description and assessment of the nature, quality, and impact of campus and community service

activities as well as a reflection about ways these activities foster engagement with colleagues (required).

(Campus)

- Administrative assignments
- Faculty governance
- Department, college, and university committees and/or task forces
- 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 organizations
- Direction of non-instructional activities and projects

(Community)

- Membership, with description/evidence of active participation or 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
- 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 serving as a peer reviewer of manuscripts or serving as an 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. The expectation for scholarly work with higher rigor is that the faculty member should exceed the minimum of "three publications plus 3 other scholarly products," in impact on the profession or community if not in number of works. Therefore, the GPPT expects to see continued quality in teaching, dissemination of scholarly activities in peer-reviewed journals appropriate to the faculty member's intended audience, peer-reviewed presentations at professional conferences and meetings, and demonstrated leadership at the department, university and professional levels. Faculty promoted from Associate Professor to Professor should show leadership in student success efforts and be role models for collaborative work.

Specifically, the following are expectations in the teaching, research and service areas for promotion from Associate to Full Professor:

1. Evidence of teaching effectiveness and support for student success in student course evaluations, peer mentoring and evaluations, course materials/syllabi, advising, and student research mentorship. The faculty member is expected to

include in their summary and reflection any evolution of their teaching philosophy as well as strengths and areas where they have improved after challenges were identified.

2. Evidence of advanced scholarship in publications in peer reviewed journals or books (e.g. book chapters) with at least 3 publications, and at least 3 additional scholarly activities (e.g. presentations, grants, curricular innovations, etc.). The level of scholarship should be elevated compared to the faculty's work as an Assistant Professor, including the faculty member's role, rigor of work, scope, dissemination, or impact.

3. Evidence of increased impact in campus and community service in leadership roles, and substantial contributions to program/college/university/professional initiatives.

Primary Assignment as Chair

Administrative responsibilities of Department Chairs at SFSU are clearly defined in Academic Senate policy. 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.

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 the program is increased by the joint offering of our entry level DPT degree 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. Although our program is accredited for ten years, CAPTE requires a program progress report each year. 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:

- Effective management of the department, including but not limited to course schedule, hiring of part-time faculty, oversight of the budget, etc.
- 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

RTP Committee Membership

The Retention, Tenure, and Promotion (RTP) committee shall serve as the department peer review committee tasked with reviewing evidence submitted by the faculty member seeking retention, promotion, and/or tenure within the GPPT. Faculty being considered for promotion and/or tenure are ineligible to serve on the department RTP committee. At the request of the department, the President may agree that faculty participating in the Faculty Early Retirement Program may be eligible to serve on a department peer review committee. Department peer review committee members must have a higher rank than those faculty being considered for promotion.

The GPPT RTP committee shall consist of at least three members. Department peer review committee members shall serve a three-year term of office and may be re-elected for subsequent terms. Provision shall be made to ensure continuity of membership so that in any year there will be carryover of at least one person on a three-member committee and at least two persons on a five-or-more-member committee. When there are too few eligible faculty to serve on the department peer review committee within the department, the department shall elect members from among the tenured full time faculty in related academic disciplines.

The department chair is ineligible to serve as a member of the committee, or to participate in department peer review committee deliberations. The department chair shall make a separate and independent recommendation on each retention, tenure, or promotion case under consideration. However, when a department chair is under review for retention, promotion and/or tenure, or when they are not currently at a higher rank than the faculty under review, they may not make separate and independent chair level recommendations for faculty under review in their department.

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