



**THE UNIVERSITY OF
TENNESSEE AT
CHATTANOOGA**



**COLLEGE OF HEALTH,
EDUCATION AND
PROFESSIONAL STUDIES**

**DEPARTMENT OF
PHYSICAL THERAPY**

BYLAWS

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I. Introductory Preface

A. Preamble

The Department of Physical Therapy ("Department") in the College of Health, Education and Professional Studies ("College" or "CHEPS") at the University of Tennessee at Chattanooga ("University" or "UTC") aims for excellence in graduate education through quality instruction, research, creative expression, and learning that takes place both inside and beyond the classroom. These Bylaws govern the Department. These Bylaws shall not supersede any existing policy or procedure of the University of Tennessee System or Board of Trustees, University, UTC Faculty Handbook, or CHEPS Bylaws. In the event of any conflict between these Bylaws and any higher policy authority, the higher policy authority will govern.

B. Vision

We aspire to optimize the health and wellbeing of individuals and society by transforming the physical therapy profession through education, advocacy, research, and service.

C. Mission

Through education, advocacy, research, and service, the Department facilitates the development of professional leaders who provide high-quality, holistic, evidence-informed physical therapy to individuals and society.

D. Values

The Department is committed to:

1. engaging with honesty and integrity;
2. providing a diverse student population high quality educational experiences for mastering entry-level physical therapist practice;
3. enhancing the educational experience with research, technology, laboratory, and clinical experiences;
4. developing and teaching a curriculum that is foundationally strong and contemporary;
5. expanding the body of knowledge in physical therapy through research and other scholarly activities;
6. providing services for the university, college, the profession of physical therapy and the community-at-large; and
7. graduating competent, engaged physical therapists as evidenced by
 - achievement of advanced certifications,
 - service to the profession, and
 - service as clinical instructors.

E. Purpose

The purposes of the Department are to:

1. provide an organization through which the philosophy, purposes, objectives, and policies of the Department of Physical Therapy may be planned, promoted, and implemented within the framework of the university;
2. promote educational and professional advancement of the faculty and students; and
3. support a collegial environment conducive to learning and professional growth.

F. Functions

The functions of the Department are to:

1. develop, implement, and evaluate the activities of the Department of Physical Therapy;
2. develop, implement, and evaluate the entry-level professional Doctor of Physical Therapy (DPT) program according to accreditation criteria;
3. cooperate and consult with other departments and divisions of the university and participate in activities of the total university faculty;
4. submit proposals for items needed in order to formulate the budget for the Department of Physical Therapy on an annual basis;
5. provide information to stakeholders about the Department of Physical Therapy and DPT program;
6. provide for systems of student advisement;
7. promote and support the UTC Physical Therapy Alumni Association;
8. collaborate with community organizations/agencies;
9. support and conduct scholarship and creative activities; and
10. serve the university and profession.

G. Definitions

1. Collective Core Faculty:

The Department's collective core faculty are defined as all tenured, tenure-track, and non-tenure-track faculty (e.g., Faculty of Practice) who hold full-time appointments in the Department, including those on official leave, and the Department Head.

2. Voting Faculty:

Each of the Department's collective core faculty hold voting privileges in Department governance with the exception of promotion, tenure, and post-tenure review.

II. **Organizational Structure**

A. Department Head

1. Responsibilities

The Department Head is responsible to the CHEPS Dean for department administration. The Department Head:

- a. leads in development and implementation of the Department's strategic plan, in

- alignment with College and University strategic plans;
 - b. plans and provides for the success of the Department's academic mission;
 - c. manages Department budgets and plans for the allocation of departmental resources;
 - d. annually evaluates departmental faculty and staff performance;
 - e. reviews recommendations for reappointment, tenure, and promotion within the Department, and makes subsequent recommendations to the Dean;
 - f. assesses need and advocates for additional resources for the Department;
 - g. assesses the performance of and recommends changes in academic program(s) within the Department; and
 - h. leads needs assessments for the addition or removal of academic program(s).
2. Appointment and Evaluation
- The Department Head is appointed by the Dean. The administrative appointment of department head does not carry tenure. The Department Head serves at the pleasure of the CHEPS Dean, Provost, and Chancellor. The Dean conducts an annual performance evaluation of the Department Head.

B. Faculty

1. Description
- The faculty of the Department shall consist of all tenured, tenure-track, and non-tenure-track faculty (e.g., Faculty of Practice) who hold full-time appointments in the Department, including those on official leave. As members of the larger university, the department faculty enjoy certain rights and responsibilities with respect to academic freedom, freedom of expression, tenure and/or promotion, equity and diversity, and ethics (see *UTC Faculty Handbook*).
2. Responsibilities
- The department collective core faculty members are expected to make regular significant contributions to:
- a. teaching and corollary activities that include student advisement and mentorship;
 - b. research, scholarship, and creative activities; and
 - c. service to the Department, College, University, community, and profession.
3. Teaching and Variable Work Assignments
- Teaching responsibilities may vary among collective core faculty within the Department and course assignments may change over time to academic program needs and individual faculty workloads. Factors considered in differentiated teaching assignments include external funding that serves the mission of the University and requires active administrative or scholarly involvement; administrative duties at the Department, College, or University level that are beyond those typically expected of faculty; instruction in a course(s) that requires unusual preparation and/or grading time. In the event that a faculty member either requests or has reduced teaching responsibilities for any of these reasons, the Department Head must consult with the Dean to ensure that resources are available to cover instructional costs.

Faculty in the Department are encouraged to attend any/all commencement exercises annually. Faculty are expected to attend at least one (1) commencement exercise each year.

4. Course Syllabi

It is the responsibility of the faculty to prepare and make available course syllabi on or before the first day of each new semester/term. Syllabi should be made available to students via the University's learning management system. Syllabus guidelines and resources are provided by the Walker Center for Teaching and Learning.

C. Staff

The staff of the Department shall consist of all those individuals employed full-time in the Department and/or full-time employment shared with the Department of Occupational Therapy who do not hold a faculty appointment. Staff are managed by the department head(s) and governed through UTC Human Resources.

D. Behavioral Expectations for Department Head, Faculty, and Staff

1. Respect Self and Others

- a. Encourage free inquiry, mutual respect, and recognition of achievement
- b. Allow all constituents a reasonable opportunity to respond to any administrative policies and decisions without reprisal
- c. Maintain a safe and clean environment
- d. Prevent any discrimination or harassment

2. Integrity in Word and Deed

- a. Make all administration policies, rules, regulations, and guidelines open and available for all faculty, students, and staff
- b. Act ethically, honestly, and with integrity
- c. Treat faculty, staff, and students fairly and impartially
- d. Avoid any conflict of interest

3. Assume Responsibility

- a. Set and clarify goals and objectives with the faculty and staff
- b. Translate goals and objectives into action plans
- c. Practice transparent fiscal responsibility
- d. Use the University's facilities and resources in an effective and efficient manner

4. Commitment to Excellence

- a. Optimize administrative efficiency
- b. Encourage outstanding teaching, research, and other professional activities
- c. Promote student excellence in scholarship and extracurricular activities
- d. Enlist the support of university administrators, alumni, corporate friends, legislators, and other groups

- e. Act as an advocate for faculty, staff, and students
 - f. Dress appropriately for each occasion
5. Honesty
- a. Exercise fair and objective evaluation in all promotional and disciplinary decisions for all faculty, students, and staff
 - b. Be honest and straightforward in all dealings with stakeholders

E. Department Meetings

1. Schedule
Department meetings scheduled for the next academic semester are determined by the end of the current semester. Such meetings include, but are not limited to, regular Department meetings and semiannual retreats. The Department Head may cancel a regular meeting or call special meetings in response to Department needs.
2. Quorum
Two-thirds of the voting membership shall constitute a quorum for the transaction of business.
3. Voting
A voice or written vote shall be taken on all motions. Any motion shall be passed by majority. Absentee voting is acceptable if it is submitted in writing to the Department Head prior to the vote. For matters for which University policy requires votes be cast anonymously, votes shall be cast by secret written ballot.
4. Summer Term Governance
In the event that decisions must be made during the summer academic terms, when the majority of collective core faculty are not active on their faculty appointment, the Department Head will communicate with the faculty electronically and will call a special meeting that attempts to establish a quorum. If core faculty are unable to attend the special meeting, they will be encouraged to submit absentee votes in writing. If no quorum is met, the special meeting will proceed with a quorum exception. Majority decisions shall be made by those faculty present and those submitting absentee votes in writing.
5. Electronic Business
The Department Head may bring special business electronically to the collective core faculty between regular department meetings. Electronic motions and voting are permitted and documented in an electronic business spreadsheet.
6. Parliamentary Authority
Meetings shall be conducted according to Robert's Rules of Order Revised, except as otherwise provided in these Bylaws.

F. Department Committees and Advisory Groups

1. Committees

a. Standing Committees

i. Accreditation

- Membership: The membership shall consist of the collective core faculty with two (2) core faculty serving as co-chairs.
- Purpose: Ascertain that all services in the Department meet the standards set by the Commission on Accreditation in Physical Therapy Education (CAPTE), and by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), including incorporating the standards into the Bylaws as well as Department policies and procedures. The committee further shall be responsible for effecting changes recommended by the accrediting bodies.

ii. Admissions & Pre-Professional Advisement

- Membership: The membership shall consist of the program (admissions) coordinator, Department Head, and one (1) core faculty member. The collective core faculty shall participate in final DPT program cohort selection processes.
- Purpose: Coordinate and direct recruitment, pre-professional advisement, and DPT program admission. Review, evaluate and revise admission standards and procedures. Review, evaluate and revise pre-professional advisement standards and procedures. Committee recommendations shall be brought to the collective core faculty for their consideration and action.

iii. Alumni & Community Partners

- Membership: The membership shall consist of two (2) core faculty members and the president of the UTC Physical Therapy Alumni Association.
- Purpose: Collaborate with alumni and advisory boards to expand department service and outreach as part of an engaged metropolitan university. Committee recommendations shall be brought to the collective core faculty for their consideration and action.

iv. Curriculum

- Membership: The membership shall consist of two (2) core faculty members, director of clinical education, and a DPT student appointed by the collective core faculty.
- Purpose: Review and evaluate the DPT program curriculum on a systematic basis. Formulate and present recommendations for collective core faculty approval or action regarding new courses, major revisions of current courses, and/or curriculum modification. Shepherd course and curriculum

proposals through college and university approval processes.

v. Differential Tuition

- Membership: The membership shall consist of the Department Head, administrative assistant, director of clinical education, and two (2) core faculty members.
- Purpose: Review, monitor, and recommend use of differential tuition funds for the following categories: student scholarships, student development and department fees, equipment and lab supplies, and faculty training.

vi. Faculty Reappointment, Tenure & Promotion

- Membership: The membership shall be as defined in the *UTC Faculty Handbook*.
- Purpose: Perform evaluations and make recommendations for reappointment, tenure, promotion, and/or post-tenure review of tenured/tenure-track department faculty members following the procedures as defined in the *UTC Faculty Handbook* and criteria outlined in these Bylaws. Perform evaluations and make recommendations for promotion of faculty of practice department faculty members following the procedures and criteria as outlined in these Bylaws.

vii. Research & Scholarship

- Membership: The membership shall consist of two (2) core faculty members
- Purpose: Promote and support the scholarly and creative activities of faculty and students. Committee recommendations shall be brought to the collective core faculty for their consideration and action.

viii. Student Activities

- Membership: The membership shall consist of two (2) core faculty members and the president of each DPT class. The Department Head shall serve as faculty liaison for DPT graduation activities.
- Purpose: Coordinate department-sponsored and/or sanctioned DPT student activities that occur outside of DPT courses. Committee recommendations shall be brought to the collective core faculty for their consideration and action.

ix. Student Advisement, Retention & Progression

- Membership: The membership shall consist of the collective core faculty with the Department Head serving as chair. All core faculty shall have defined DPT student advisement responsibilities as assigned by the department head.
- Purpose: Evaluate and refine standards and procedures and administer DPT student advisement. Certify student readiness for clinical education and academic matriculation. Review student petitions to remediate and/or re-enter the DPT program.

- x. Student Awards and Scholarships
 - Membership: The membership shall consist of the director of clinical education and two (2) core faculty members.
 - Purpose: Manage DPT program student awards and scholarships applications. Data and committee recommendations shall be brought to the collective core faculty for their consideration and action.

- xi. Post-Professional Education
 - Membership: The membership shall consist of the Department Head, administrative assistant, and two (2) core faculty members.
 - Purpose: Review and approve proposals for post-professional education courses sponsored (or co-sponsored) by the department. Provide strategic oversight for new program development for post- professional coursework leading to academic credit. Committee recommendations shall be brought to the collective core faculty for their consideration and action.

- b. Committee Reporting Responsibilities

Each committee shall prepare semiannual reports, submitted to the Department Head and collective core faculty via the departmental server.

- c. Adding and Deleting Committees

Standing committees shall be added or deleted by vote of the collective core faculty. Special committees shall be appointed by the Department Head as needed. Committees shall be charged to bring forward recommendations to the collective core faculty.

- d. Committee Quorum

A majority of the faculty committee members shall constitute a committee meeting quorum.

- e. Committee Membership

Unless released by the Department Head as part of their annual Faculty Evaluation and Development by Objectives (EDO), all collective core faculty serve on the Accreditation and Student Advisement, Retention & Progression Committees, as well as at least two (2) additional committees.

- f. Committee Assignments

Committee member and chair assignments for the next academic year will be made at the end of the spring semester by the core faculty considering faculty requests and department needs. The Department Head may make special request for committee and/or chair appointment(s).

2. Advisory Groups

a. DPT Program Advisory Board

- **Membership:** The membership shall consist of the president of the UTC Physical Therapy Alumni Association and six (6) community physical therapists representing a variety of clinical settings and serving staggered three (3) year terms. Ex-officio members will include all core faculty. The chair of Alumni and Community Partners Committee will organize and call the semiannual meetings.
- **Purpose:** Advise the Department Head and collective core faculty in strategic planning and contemporary practice.

b. Clinical Education Advisory Panel

- **Membership:** The membership of the committee shall consist of twelve (12) clinical partner therapists who represent a cross-section of clinical settings across the Chattanooga area (acute care, geriatrics, inpatient rehabilitation, outpatient rehabilitation, pediatrics).
- **Purpose:** Provide insight regarding the impact of DPT program clinical education practices and procedures on the clinical settings represented, as well as to gather input to proposed changes in clinical education courses, as physical therapy education continues to evolve.

III. Guidelines for Physical Therapy Faculty Search and Appointment

The Department will coordinate faculty search and hiring/appointment activities in compliance with College and University policies and procedures, including those published in the *UTC Faculty Handbook*.

The Department Head shall appoint the search committee chair and a minimum of two (2) additional search committee members. For tenure-track faculty searches, the committee shall consist of tenure-track and/or tenured faculty. Faculty of Practice or other full-time non-tenure-track faculty search committees may include tenure-track and/or tenured faculty and one (1) non-tenure-track (Faculty of Practice or other) faculty member, as determined by the Department Head.

Tenure-track faculty members will be appointed for demonstrated achievement in teaching and advising, research and scholarly activities, and service consistent with Faculty Rights and Responsibilities (Chapter 2) and Tenure-Track and Tenured Faculty (Chapter 3) policies and procedures as described in the *UTC Faculty Handbook*.

Faculty of Practice (FOP) faculty members will be appointed for demonstrated achievement in teaching and advising, research and scholarly activities, and service consistent with Faculty Rights and Responsibilities (Chapter 2) and Non-Tenure-Track Faculty (Chapter 4) policies and procedures as described in the *UTC Faculty Handbook*.

IV. Guidelines for Reappointment, Tenure, Promotion, and Post-Tenure Review of Tenure-Track and Tenured Faculty Members

A. General Guidelines

Tenure-track faculty members will be reappointed, tenured and/or promoted for demonstrated achievement in teaching and advising, research and scholarly activities, and service consistent with Faculty Rights and Responsibilities (Chapter 2) and Tenure-Track and Tenured Faculty (Chapter 3) policies and procedures as described in the *UTC Faculty Handbook*. Likewise, tenured faculty members will be promoted for demonstrated achievement in teaching and advising, research and scholarly activities, and service consistent with Faculty Rights and Responsibilities (Chapter 2) and Tenure-Track and Tenured Faculty (Chapter 3) policies and procedures as described in the *UTC Faculty Handbook*. Tenured faculty members will also participate in periodic post-tenure performance review.

Tenure-track and tenured faculty members may have specific assigned administrative responsibilities, as defined in their official letter of appointment from the Provost. While all tenure-track and tenured faculty members have responsibilities in teaching and advising, research and scholarly activities, and service, the balance between these may vary between individuals and may also include additional administrative activities, as negotiated and established with the department head and documented in the annual Evaluation and Development by Objectives (EDO).

Documented evidence of accomplishments in each area is the responsibility of the faculty member. Each tenure-track and tenured faculty member is expected to integrate content from the annual EDO documentation into reappointment, tenure, promotion, and/or post-tenure review documentation.

Tenure-track faculty annual reappointment, tenure, and promotion procedures are outlined in the *UTC Faculty Handbook*. The Department's Reappointment, Tenure, Promotion (RTP) Committee will conduct annual reappointment reviews of each tenure-track faculty member per the schedule provided by UTC Academic Affairs and responsibilities outlined in the *UTC Faculty Handbook*. For tenure recommendations, a quorum of two-thirds of the RTP Committee members is required for the committee to make a recommendation. The RTP Committee's recommendation on tenure is decided upon votes (yes or no) of those committee members present and voting, and votes must be cast anonymously. A minimum number of two-thirds positive votes is required to constitute a positive recommendation for tenure by the committee.

Tenured faculty promotion and post-tenure review procedures are outlined in the *UTC Faculty Handbook*. The RTP Committee participates per the schedule provided by UTC Academic Affairs and responsibilities outlined in the *UTC Faculty Handbook*.

Tenure and/or promotion review considerations include both internal and external review of the candidate's dossier. Peer-review of teaching is required for tenure consideration. Tenure consideration is usually tied to promotion from Assistant Professor to Associate Professor. A tenure-track faculty candidate initially appointed at the rank of Associate Professor or higher may be granted tenure without receiving a promotion. Recommendations for promotion are based on the faculty member's accomplishments since attainment of present rank.

Post-tenure review consideration includes internal review of the candidate's dossier. The Dean, Provost, and/or Chancellor may request external review of the candidate's dossier as part of post-tenure review.

1. Teaching and Advising:

Teaching evaluation is based on student course evaluations, peer-review, and evidence-based, high quality course materials. Student advisement includes advisement that occurs within context of specific courses as well as overall program advisement assignments.

Consideration is given to new and innovative course design and supporting materials. Certification(s), clinical specialties, contemporary clinical practice, and ongoing professional education may also support professional growth toward teaching achievement. In such cases, it is the faculty member's responsibility to provide relevant evidence and make specific connection to their teaching achievement.

2. Research and Scholarly Activities:

Research and scholarly achievement is evaluated through the dossier of evidence, including the CAPTE scholarly agenda documentation form.

The Department endorses the CAPTE position paper "Physical Therapy Faculty and Scholarship" (**Appendix 1**) and its definitions of scholarship types and confirms the expectation that faculty research and scholarly products must be peer-reviewed and disseminated. As such, the position paper's Characteristics of Scholarship Chart may prove helpful to faculty in their documentation of research and scholarly activities. It is the faculty members' responsibility to provide evidence for scholarly product(s) peer-review mechanism(s) and relevant dissemination(s). Examples of evidence include, but are not limited to, publications in refereed scientific and professional journals, publications in refereed scholarly books, and invited refereed presentations. Lesser weight shall be attached to non-refereed publications and presentations. While the Department highly values professional dissemination through publication, it adheres to no rigid quantitative formula regarding the number and types of publications required for tenure and/or promotion. Note: The minimum standard for research and scholarly activity dissemination for tenure-track Assistant Professor faculty members is one (1) peer-reviewed disseminated product every two (2) years. See CAPTE's position paper: Physical Therapy Faculty and Scholarship (**Appendix 1**).

Certification(s), clinical specialties, and ongoing professional education may also support professional growth toward scholarly achievement. Note that the Department does not recognize ongoing professional education, in and of itself, as scholarship. In such cases, it is the faculty member's responsibility to provide relevant evidence and make specific connection between these activities and their scholarly achievement.

3. Service:

Service evaluation includes Department, College, University, professional and community organization and committee participation.

4. Assigned Administrative Duties:

Tenure-track and tenured faculty members may have specific assigned administrative responsibilities, as defined in their official letter of appointment from the Provost and/or negotiated with the Department Head as part of their EDO. In such cases, performance and accomplishments are evaluated in the annual EDO and included as part of the candidate's dossier for reappointment, tenure, and promotion considerations and post-tenure review.

B. Reappointment, Tenure, Promotion, and Post-Tenure Review Procedures

Tenure-track faculty members will be appointed and reappointed for demonstrated achievement in teaching and advising, research and scholarly activities, and service consistent with Faculty Rights and Responsibilities (Chapter 2) and Tenure-Track Faculty (Chapter 3) policies and procedures as described in the *UTC Faculty Handbook*. Reappointment is determined by the Department Head and Dean, per *UTC Faculty Handbook*. The RTP Committee will conduct annual reappointment reviews of tenure-track faculty. The reappointment, tenure, promotion, and post-tenure review calendar is posted on the UTC Academic Affairs website. The College provides dossier checklist(s).

The RTP Committee participates in tenure and promotion considerations.

Documented evidence of accomplishments in each area is the responsibility of the faculty member. Each faculty member is expected to integrate content from the annual EDO documentation into tenure, promotion, and post-tenure review documentation. Peer-review of teaching and external review are required for tenure and/or promotion and may be required for post-tenure review consideration. Recommendations for tenure, promotion, and post-tenure review are based on the faculty member's accomplishments since attainment of present rank. External reviews will be completed by no fewer than two (2) external reviewers.

C. External Review Procedures

1. Three (3) names of external reviewers with appropriate knowledge and credentials will be provided by both the candidate and the Chair of the RTP Committee.
 - a. External reviewers must be in the same, or a very similar field;
 - b. External reviewers must be at or above the rank that the candidate seeks;
 - c. External reviewers must be at a comparable institution;

- d. External reviewers must not have a conflict of interest with the candidate;
 - e. Neither the RTP Committee nor the candidate are permitted to contact the external reviewers during the review process. However, the external reviewers are permitted to contact the Chair of the RTP Committee for procedural clarifications.
2. The RTP Committee Chair and candidate choose at least two (2) mutually agreed upon potential reviewers from the combined lists;
 3. The RTP Committee Chair will contact potential external reviewers and secure their participation;
 4. When the external reviewer has agreed to serve, they are mailed copies of the candidate's supporting materials and the Department's Bylaws for tenure, promotion, and/or post-tenure review;
 5. Unless the external reviewer has direct knowledge of the candidate's teaching achievements, they will be asked to evaluate only the research and scholarly activities and service components of the dossier;
 6. There will be no formula or weight for the results of the external reviews. Reviews will be considered along with that of the RTP Committee findings. However, it will be difficult to consider a positive recommendation for tenure, promotion, and/or post-tenure review without at least one (1) positive recommendation from an external reviewer.

D. Tenure-Track and Tenured Faculty Rank Expectations

1. Assistant Professor

An Assistant Professor is expected to:

- a. hold a degree in physical therapy or related discipline;
- b. if a physical therapist, hold license as a physical therapist in Tennessee with credentials to treat patients/clients in a direct access setting (DPT, tDPT, or appropriate coursework in differential diagnosis);
- c. if a clinical professional other than physical therapist, hold the appropriate clinical practice license in Tennessee;
- d. hold a terminal academic degree (PhD, EdD, DSc, DHS, or equivalent) in physical therapy or related discipline. If ABD at initial appointment, the degree must be conferred within twelve (12) months of the first semester of employment;
- e. show potential or have demonstrated ability as a good teacher;
- f. show potential or have demonstrated evidence of research or scholarly activities.
Note: The minimum standard for research and scholarly activity dissemination for tenure-track Assistant Professor faculty members is one (1) peer-reviewed disseminated product every two (2) years. See CAPTE's position paper: Physical Therapy Faculty and Scholarship (**Appendix 1**);
- g. demonstrate willingness to participate effectively in professional service activities other than teaching and research; and
- h. demonstrate ability to relate appropriately to students and professional colleagues.

2. Associate Professor

An Associate Professor is expected to:

- a. hold a degree in physical therapy or related discipline;
- b. if a physical therapist, hold license as a physical therapist in Tennessee with credentials to treat patients/clients in a direct access setting (DPT, tDPT, or appropriate coursework in differential diagnosis);
- c. if a clinical professional other than physical therapist, hold the appropriate clinical practice license in Tennessee;
- d. hold a terminal academic degree (PhD, EdD, DSc, DHS, or equivalent) in physical therapy or related discipline;
- e. have achieved a reputation as an accomplished teacher;
- f. have achieved a good record in research and scholarly activities with a focused scholarly agenda and productivity;
- g. have an established record of effective participation in professional service activities other than teaching and research;
- h. consistently demonstrate ability to relate appropriately to students and professional colleagues; and
- i. demonstrate excellence in at least one (1) of the three (3) areas of responsibility (i.e., teaching and advising, research and scholarly activities, or service) required for full-time faculty status.

For tenure and promotion to Associate Professor, excellence in at least one (1) of the three (3) areas of responsibility and record of a focused scholarly agenda with evidence of successful peer-reviewed research/scholarly activity dissemination are required.

The assessment of a candidate for Associate Professor is based on documentation/evidence:

Teaching and Advising: A reputation as an accomplished teacher

- Strong teaching with average to above average course evaluations;
- Current evidence-based course materials;
- Positive peer-teaching review(s); and
- Strong advising with average to above average course evaluations and student advisement feedback
- Additional supporting elements:
 - Record of current literature applied to instructional design;
 - Development of new course(s);
 - Major revisions to existing course(s);
 - Involvement in curriculum/program development; and
 - Internal and/or external contracts and/or grants supporting teaching/advising initiatives.

Research and Scholarly Activities: A good record in research and scholarly activities within a focused scholarly agenda; See CAPTE's position paper: Physical Therapy Faculty and Scholarship (**Appendix 1**).

- A well-defined research agenda with scholarly productivity;

- Publications in refereed scientific and professional journals and/or scholarly books;
- Refereed presentations at state, regional, national and/or international professional meetings;
- Invited presentations at state, regional, national, and/or international professional meetings;
- Record of internal and/or external grant proposal(s) submission;
- Receipt of internal and/or external grant award(s); and
- Record of service as an editor, editorial board member, or reviewer for a professional journal and/or grant agency.

Service: An established record of effective participation in professional service activities other than teaching and research

- Record of reliable service on department, college, and/or university committees;
- Record of reliable service on professional committees at local, state, regional, national, and/or international levels;
- Professional work for the benefit of the department, college, and/or university;
- Record of service as a reviewer for a publisher of textbook/chapter; and
- Internal and/or external contracts and/or grants supporting professional service activities.

Additional evidence may include awards recognizing teaching, advising, research and scholarly activities, and/or service at the college, university or professional levels.

3. Professor

A Professor is expected to:

- a. hold a degree in physical therapy or related discipline;
- b. if a physical therapist, hold license as a physical therapist in Tennessee with credentials to treat patients/clients in a direct access setting (DPT, tDPT, or appropriate coursework in differential diagnosis);
- c. if a clinical professional other than physical therapist, hold the appropriate clinical practice license in Tennessee;
- d. hold a terminal academic degree (PhD, EdD, DSc, DHS, or equivalent) in physical therapy or related discipline;
- e. have achieved and maintained a reputation as an accomplished teacher;
- f. have achieved and maintained a focused scholarly agenda with significant record in research and scholarly activities;
- g. have achieved and maintained a significant record of effective participation and leadership in professional activities other than teaching and research;
- h. consistently demonstrate ability to relate appropriately to students and professional colleagues; and
- i. demonstrate excellence in at least two (2) of the three (3) areas of responsibility (i.e., teaching and advising, research and scholarly activities, or service) required for full-time faculty status.

For promotion to Professor, excellence in at least two (2) of the three (3) areas of

responsibility and record of a focused scholarly agenda with significant evidence of peer-reviewed research/scholarly activity dissemination is required.

The assessment of a candidate for Professor is based on documentation/evidence:

Teaching and Advising: Achieved and maintained a reputation as an accomplished teacher

- Strong teaching with average to above average course evaluations;
- Current evidence-based course materials;
- Positive peer-teaching review(s);
- Leadership in curriculum/program development; and
- Strong advising with average to above average course evaluations and student advisement feedback;
- Additional supporting elements:
 - Record of current literature applied to instructional design;
 - Development of new course(s);
 - Major revisions to existing course(s); and
 - Internal and/or external contracts and/or grants supporting teaching/advising initiatives.

Research and Scholarly Activities: Achieved and maintained a focused scholarly agenda with significant record in research and scholarly activities; See CAPTE's position paper: Physical Therapy Faculty and Scholarship (**Appendix 1**).

- A well-defined research agenda with clear record of ongoing scholarly production;
- Publications in refereed scientific and professional journals and/or scholarly books;
- Refereed presentations at national and/or international professional meetings;
- Invited presentations at national and/or international professional meetings;
- Record of internal and/or external grant proposal(s) submission;
- Receipt of internal and/or external grant award(s);
- Principal investigator or co-principal investigator on grants and/or contracts; and
- Record of service as an editor, editorial board member, or reviewer for a professional journal and/or grant agency.

Service: Achieved and maintained a significant record of effective participation and leadership in professional service activities other than teaching and research

- Record of leadership service on department, college, and/or university committees;
- Record of leadership service on professional committees at local, state, regional, national, and/or international levels;
- Appointed and/or elected professional service at local, state, regional, national, and/or international levels;
- Professional work for the benefit of the department, college, and/or university;
- Record of service as a reviewer for a publisher of textbook/chapter; and
- Internal and/or external contracts and/or grants supporting professional service activities.

Additional evidence may include awards recognizing teaching, advising, research and

scholarly activities, and/or service at the college, university or professional levels.

V. Guidelines for Appointment, Reappointment, and/or Promotion of Faculty of Practice Faculty Members

Faculty of Practice (FOP) faculty members will be appointed, reappointed and/or promoted for demonstrated achievement in teaching and advising, research and scholarly activities, and service consistent with Faculty Rights and Responsibilities (Chapter 2) and Non-Tenure-Track Faculty (Chapter 4) policies and procedures as described in the *UTC Faculty Handbook*.

FOP faculty members in the Department follow the same EDO procedures and annual evaluation calendar as that of tenure-track and tenured faculty members.

Reappointment is determined by the Department Head and Dean, per the *UTC Faculty Handbook*. FOP faculty member promotion consideration procedures are outlined below. The RTP Committee participates in FOP promotion consideration.

FOP faculty members may have specific assigned administrative responsibilities, as defined in their official letter of appointment from the Provost. While all FOP faculty members have responsibilities in teaching and advising, research and scholarly activities, and service, the balance between these may vary between individuals and may also include additional administrative activities, as negotiated, and established with the Department Head and documented in the annual Evaluation and Development by Objectives (EDO).

Documented evidence of accomplishments in each area is the responsibility of the faculty member. Each FOP faculty member is expected to integrate content from the annual EDO documentation into promotion documentation.

Teaching and Advising:

Teaching evaluation is based on student course evaluations, peer-review, and evidence-based, high quality course materials. Student advisement includes advisement that occurs within context of specific courses as well as overall program advisement assignments.

Consideration is given to new and innovative course design and supporting materials. Certification(s), clinical specialties, contemporary clinical practice, and ongoing professional education may also support professional growth toward teaching achievement. In such cases, it is the faculty member's responsibility to provide relevant evidence and make specific connection to their teaching achievement.

Research and Scholarly Activities:

Research and scholarly achievement is evaluated through the dossier of evidence, including the CAPTE scholarly agenda documentation form.

The Department endorses the CAPTE position paper "Physical Therapy Faculty and

Scholarship" (Appendix 1) and its definitions of scholarship types and confirms the expectation that faculty research and scholarly products must be peer-reviewed and disseminated. As such, the position paper's Characteristics of Scholarship Chart may prove helpful to faculty in their documentation of research and scholarly activities. It is the faculty members' responsibility to provide evidence for scholarly product(s) peer-review mechanism(s) and relevant dissemination(s). Examples of evidence include, but are not limited to, publications in refereed scientific and professional journals, publications in refereed scholarly books, and invited refereed presentations. Lesser weight shall be attached to non-refereed publications and presentations. While the Department highly values professional dissemination through publication, it adheres to no rigid quantitative formula regarding the number and types of publications required for promotion. Note: The minimum standard for research and scholarly activity dissemination for FOP Assistant Professor faculty members is one (1) peer-reviewed disseminated product every two (2) years. See CAPTE's position paper: Physical Therapy Faculty and Scholarship (**Appendix 1**).

Certification(s), clinical specialties, and ongoing professional education may also support professional growth toward scholarly achievement. Note that the Department does not recognize ongoing professional education, in and of itself, as scholarship. In such cases, it is the faculty member's responsibility to provide relevant evidence and make specific connection between these activities and their scholarly achievement.

Service:

Service evaluation includes Department, College, University, professional and community organization and committee participation.

Assigned Administrative Duties:

Faculty of Practice faculty members may have specific assigned administrative responsibilities, as defined in their official letter of appointment from the Provost and/or negotiated with the Department Head as part of their EDO. In such cases, performance and accomplishments are evaluated in the annual EDO and included as part of the candidate's dossier for promotion consideration.

A. Reappointment and Promotion Procedures

Faculty of Practice faculty members will be appointed and reappointed for demonstrated achievement in teaching and advising, research and scholarly activities, and service consistent with Faculty Rights and Responsibilities (Chapter 2) and Non-Tenure-Track Faculty (Chapter 4) policies and procedures as described in the *UTC Faculty Handbook*. Reappointment is determined by the Department Head and Dean, per the *UTC Faculty Handbook*. The reappointment and promotion review calendars are posted on the UTC Academic Affairs website. The College provides dossier checklist(s).

The RTP Committee participates in FOP promotion considerations. Peer-review of teaching and external review are required for FOP promotion consideration. Recommendations for promotion are based on the FOP faculty member's accomplishments since attainment of present rank. External reviews will be completed by no fewer than two

(2) external reviewers.

B. External Review Procedures

1. Three (3) names of external reviewers with appropriate knowledge and credentials will be provided by both the candidate and the Chair of the RTP Committee.
 - a. External reviewers must be in the same, or a very similar field;
 - b. External reviewers must be at or above the rank that the candidate seeks;
 - c. External reviewers must be at a comparable institution;
 - d. External reviewers must not have a conflict of interest with the candidate;
 - e. Neither the RTP Committee nor the candidate are permitted to contact the external reviewers during the review process. However, the external reviewers are permitted to contact the Chair of the RTP Committee for procedural clarifications.
2. The RTP Committee Chair and candidate choose least two (2) mutually agreed upon potential external reviewers from the combined lists;
3. The RTP Committee Chair will contact potential external reviewers and secure their participation;
4. When the external reviewer has agreed to serve, they are mailed copies of the candidate's supporting materials and the Department's Bylaws for promotion;
5. Unless the external reviewer has direct knowledge of the candidate's teaching achievements, they will be asked to evaluate the research and scholarly activities and service components of the dossier;
6. There will be no formula or weight for the results of the external reviews. Reviews will be considered along with that of the RTP Committee findings. However, it will be difficult to consider a positive recommendation for promotion without at least one (1) positive recommendation from an external reviewer.

C. Faculty of Practice Faculty Rank Expectations

1. Assistant Professor of Practice
An Assistant Professor of Practice is expected to:
 - a. hold a degree in physical therapy;
 - b. hold license as a physical therapist in Tennessee with credentials to treat patients/clients in a direct access setting (DPT, tDPT, or appropriate coursework in differential diagnosis);
 - c. demonstrate clinical expertise in specialty practice area(s), which may include ABPTS or other specialty certification(s);
 - d. minimum of 3-years full-time clinical practice experience as a licensed physical therapist;
 - e. maintain part-time contemporary clinical practice;
 - f. demonstrate ability as a good clinical instructor;
 - g. show potential or demonstrate ability as a good teacher;
 - h. show potential or demonstrate evidence of research or scholarly activities; See CAPTE's position paper: Physical Therapy Faculty and Scholarship (Appendix 1);
 - i. demonstrate willingness to participate effectively in professional service activities other than teaching and research; and

- j. demonstrate ability to relate appropriately to students and professional colleagues.
2. Associate Professor of Practice
- An Associate Professor of Practice is expected to:
- a. hold a degree in physical therapy;
 - b. hold license as a physical therapist in Tennessee with credentials to treat patients/clients in a direct access setting (DPT, tDPT, or appropriate coursework in differential diagnosis);
 - c. demonstrate clinical expertise in specialty practice area(s), which may include ABPTS or other specialty certification(s);
 - d. minimum of 8-years (full or part-time) clinical practice experience as a licensed physical therapist;
 - e. maintain part-time contemporary clinical practice;
 - f. demonstrate ability as a good clinical instructor;
 - g. have achieved a reputation as an accomplished teacher;
 - h. contribute to curriculum/program development;
 - i. have achieved a focused scholarly agenda with good record in ongoing scholarly production;
 - j. have an established record of effective participation in professional activities other than teaching and research;
 - k. demonstrate ability to relate appropriately to students and professional colleagues; and
 - l. demonstrate excellence in teaching and advising and record of a focused scholarly agenda with evidence of successful peer-reviewed research dissemination.

For promotion to Associate Professor of Practice, excellence in teaching and advising and record of a focused scholarly agenda with evidence of successful peer-reviewed research dissemination are required.

The assessment of a candidate for Associate Professor of Practice is based on documentation/evidence:

Teaching and Advising: A reputation as an accomplished teacher

- Strong teaching with average to above average course evaluations;
- Current evidence-based course materials;
- Positive peer-teaching review(s); and
- Strong advising with average to above average course evaluations and student advisement feedback;
- Additional supporting elements:
 - Record of current literature applied to instructional design;
 - Development of new course(s);
 - Major revisions to existing course(s); and
 - Internal and/or external contracts and/or grants supporting teaching/advising initiatives.

Research and Scholarly Activities:

- A good record in research and scholarly activities with a focused scholarly agenda; The minimum standard for research and scholarly activity dissemination for Associate Professor of Practice faculty members is one (1) peer-reviewed disseminated product at the national level or higher every two (2) years. See CAPTE's position paper: Physical Therapy Faculty and Scholarship (**Appendix 1**).
- A well-defined research agenda with scholarly potential;
- Publications in refereed scientific and professional journals and/or scholarly books;
- Refereed presentations at state, regional, national and/or international professional meetings;
- Invited presentations at state, regional, national, and/or international professional meetings;
- Record of internal and/or external grant proposal(s) submission;
- Receipt of internal and/or external grant award(s); and
- Record of service as an editor or reviewer for a professional journal and/or grant agency.

Service: An established record of effective participation in professional service activities other than teaching and research

- Record of reliable service on department, college, and/or university committees;
- Record of reliable service on professional committees at local, state, regional, national, and/or international levels;
- Professional work for the benefit of the department, college, and/or university;
- Record of service as a reviewer for a publisher of textbook/chapter; and
- Internal and/or external contracts and/or grants supporting professional service activities.

Additional evidence may include awards recognizing teaching, advising, research and scholarly activities, and/or service at the college, university or professional levels.

3. Professor of Practice

A Professor of Practice is expected to:

- hold a degree in physical therapy;
- hold license as a physical therapist in Tennessee with credentials to treat patients/clients in a direct access setting (DPT, tDPT, or appropriate coursework in differential diagnosis);
- demonstrate clinical expertise in specialty practice area(s), which may include ABPTS or other specialty certification(s);
- minimum of 12-years (full or part-time) clinical practice experience as a licensed physical therapist;
- maintain part-time contemporary clinical practice;
- demonstrate ability as an accomplished clinical instructor;
- have achieved and maintained a reputation as an accomplished teacher;
- contribute to curriculum/program development;
- have achieved and maintained a focused scholarly agenda with good record in ongoing scholarly production;
- have achieved and maintained a significant record of effective participation and

- leadership in professional service activities other than teaching and research;
- k. consistently demonstrate ability to relate appropriately to students and professional colleagues; and
 - l. demonstrate excellence in teaching and advising and one (1) additional area of responsibility with a record of focused scholarly agenda with evidence of successful peer-reviewed research dissemination.

For promotion to Professor of Practice, excellence in teaching and advising and one (1) additional area of responsibility with a record of a focused scholarly agenda with evidence of successful peer-reviewed research dissemination are required.

The assessment of a candidate for Professor of Practice is based on documentation/evidence:

Teaching and Advising: Achieved and maintained a reputation as an accomplished teacher

- Strong teaching with average to above average course evaluations;
- Current evidence-based course materials;
- Positive peer-teaching review(s); and
- Strong advising with average to above average course evaluations and student advisement feedback; Additional supporting elements:
 - Record of current literature applied to instructional design;
 - Development of new course(s);
 - Major revisions to existing course(s); and
 - Internal and/or external contracts and/or grants supporting teaching/advising initiatives.

Research and Scholarly Activities: Achieved and maintained a focused scholarly agenda – the minimum standard for research and scholarly activity dissemination for Professor of Practice faculty members is one (1) peer-reviewed disseminated product at the national level or higher every two (2) years. See CAPTE's position paper: Physical Therapy Faculty and Scholarship (**Appendix 1**).

- A well-defined research agenda with clear record of ongoing scholarly production;
- Publications in refereed scientific and professional journals and/or scholarly books;
- Refereed presentations at national and/or international professional meetings;
- Invited presentations at state, regional, national, and/or international professional meetings;
- Record of internal and/or external grant proposal(s) submission;
- Receipt of internal and/or external grant award(s);
- Principal investigator or co-principal investigator on grants and/or contracts; and
- Record of service as an editor, editorial board member, or reviewer for a professional journal and/or grant agency.

Service: Achieved and maintained a significant record of effective participation and leadership in professional service activities other than teaching and research

- Record of leadership service on department, college, and/or university committees;

- Record of leadership service on professional committees at local, state, regional, national, and/or international levels;
- Appointed and/or elected professional service at local, state, regional, national, and/or international levels;
- Professional work for the benefit of the department, college, and/or university;
- Record of service as a reviewer for a publisher of textbook/chapter; and
- Internal and/or external contracts and/or grants supporting professional service activities. Additional evidence may include awards recognizing teaching, advising, research and scholarly activities, and/or service at the college, university or professional levels.

Additional evidence may include awards recognizing teaching, advising, research and scholarly activities, and/or service at the college, university or professional levels.

VI. Faculty Appeals and Grievances

Any faculty appeals or grievances shall follow the policies and procedures outlined in the *UTC Faculty Handbook*.

VII. Ratification and Amendments of the Bylaws

A. Ratification

The Department may ratify these Bylaws with approval of two-thirds of the voting faculty casting a ballot at a business meeting of the Department. Once ratified by the voting faculty, these Bylaws must be approved by the CHEPS Dean and Provost before they become effective. These Bylaws shall go into effect after ratification by the voting faculty, subject to their approval by the CHEPS Dean and Provost.

B. Amendments

1. Proposal

The Department Head and/or core faculty may propose an amendment to these Bylaws. Any such amendment must be delivered as a written document to the Department Head.

2. Distribution

The Department Head shall distribute electronically any duly proposed amendment for consideration by the voting faculty.

3. Voting

At the next business meeting of the Department or via electronic vote, at least ten (10) working days after the distribution of the amendment, the full voting faculty will consider the proposed amendment. If at least two-thirds of the voting faculty cast

ballots to approve the amendment, then it shall be forwarded to the Dean and Provost for review and approval. An amendment shall go into effect upon the first day of the next full calendar month after approval by the voting faculty, subject to their approval by the Dean and Provost.

Appendices

- Appendix 1: Commission on Accreditation in Physical Therapy Education (CAPTE) Position Paper for Physical Therapy Faculty and Scholarship

APPENDIX 1: PHYSICAL THERAPY FACULTY AND SCHOLARSHIP

Because physical therapist education programs are expected to culminate in the awarding of a doctoral degree, CAPTE believes it is incumbent on the physical therapist professoriate to be engaged in activities characteristic of faculty who teach in postbaccalaureate programs. Active engagement in research or scholarship is typically among those activities. To that end, CAPTE's Standards and Required Elements include the following criterion:

4B *Each core faculty member has a well-defined, ongoing scholarly agenda* that reflects contributions to: (1) the development or creation of new knowledge, OR (2) the critical analysis and review of knowledge within disciplines or the creative synthesis of insights contained in different disciplines or fields of study, OR (3) the application of findings generated through the scholarship of integration or discovery to solve real problems in the professions, industry, government, and the community, OR (4) the development of critically reflective knowledge about teaching and learning, OR (5) the identification and resolution of pressing social, civic, and ethical problems through the scholarship of engagement.*

***Scholarly agenda:** *A long-term plan for building lines of inquiry that will result in original contributions to the profession. It should include the principal topics of scholarly inquiry, specific goals that identify the types of scholarship, scholarly activities, and anticipated accomplishments with a timeline and a target source for dissemination. The agenda may also include plans for relevant mentorship and collaboration with colleagues.*

CAPTE fully acknowledges that this accreditation criterion is appropriate for the purpose of setting a standard for all core faculty, regardless of type of appointment or the size, type, or mission of the institutions that house physical therapist education programs. It is not intended to set a standard to be used by faculty, programs, or institutions in the tenure or promotion process. Individual faculty are responsible for meeting established institutional expectations for tenure and promotion.

The intention of this paper is to (1) explain the links among accreditation, physical therapist education, and scholarship; (2) describe scholarship as applied to physical therapist education; (3) define the term "scholarly agenda"; and (4) discuss the general development of such an agenda for faculty — all within the context of scholarship as described in the Standards and Required Elements for Accreditation of Physical Therapist Education Programs.

Rationale for CAPTE's Expectations Regarding Core Faculty Scholarship

There are important reasons for physical therapist core faculty to be engaged in scholarship:

Continuous Advances in Physical Therapist Practice

Accreditation has the special responsibility to help ensure the safety and competence of each graduate as a practicing physical therapist. It is therefore the responsibility of CAPTE to ensure that faculty have the ability to provide teaching and learning experiences that reflect contemporary practice. Because knowledge and technology are changing at a rapid pace, faculty must keep abreast of new information and be able to evaluate how this information influences physical therapist practice. This is accomplished through a process of critical inquiry, including:

- Analyzing and applying research findings to physical therapy practice and education;
- Evaluating the efficacy and effectiveness of both new and established practice and technologies;
- Participating in planning, conducting, and disseminating clinical, basic, or applied research.

Faculty Serve as Role Models

Modeling lifelong learning and the importance of contributing to the advancement of physical therapist practice are essential components of the faculty role. Faculty are responsible for the intellectual growth of their students in terms of analytical and critical thinking skills and the delineation of best practice. Scholarship provides the means for faculty to demonstrate the link between theory and practice. Students learn the value of scholarship from faculty and have ongoing opportunities to observe various ways in which faculty carry out a scholarly agenda.

Providing Evidence Related to the Efficacy of Physical Therapist Practice

It is imperative that evidence related to the efficacy of physical therapist practice continues to grow. As members of the academy, faculty are in a special position to lead the profession in developing the knowledge that is used to inform both clinical practice and education. Without ongoing scholarship, clinical practice patterns and educational standards risk becoming stagnant and cannot reflect

contemporary knowledge.

Faculty Qualifications

Decisions about appointment, tenure, and promotion involve many criteria, one of which is the applicant's record of scholarship. In many institutions this is the primary criterion upon which such decisions are made. Physical therapist faculty who have a record of scholarly accomplishments are more likely to be successful in the tenure and promotion process, and therefore contribute to the stability and ongoing viability of the education program.

Based on this rationale, all core physical therapist faculty members are expected to develop a scholarly agenda and a record of accomplishments consistent with both the guidelines of their educational institution and the CAPTE Standards and Required Elements. The union of institutional mission with professional education is critical to successful graduate education in a doctoring profession. Institutions with physical therapist programs must recognize that the choice to offer a graduate professional educational program includes the obligation of scholarship among its program faculty because of the demands of contemporary clinical practice, the need for quality outcome assessment, and the complex nature of patient care. By offering the educational program, the institution endorses participation of the physical therapist faculty in scholarship and sanctions the expectations of graduate faculty in the academy.

The academic enterprise involves a blend of didactic, laboratory, and clinical experiences; scholarly activity; professional service; and community involvement that in combination define the students' learning atmosphere and the faculty's work environment. Regardless of the definition of scholarship embraced by any constituency, there are fundamental requirements of the scholarly product, including that it: (1) is significant to the profession, (2) is creative, (3) is peer-reviewed through various methods, (4) can be replicated or elaborated, and (5) is published, presented, and/or documented. Additionally, the scholarly process and results should contribute to the faculty member's teaching and/or practice. Each institution is encouraged to support its faculty in one or more forms of scholarship (American Association of Colleges of Nursing, 1999).

In sum, each faculty member must establish credentials as a scholar, which means every faculty member must be able to demonstrate the capacity to engage in one or more types of scholarly activity and disseminate the results to a variety of stakeholders.

Scholarship as Applied to Physical Therapist Education

CAPTE recognizes that many definitions of scholarship have been described in the literature. For the purposes of this paper, Boyer's paradigm of five categories of scholarship is being used (Boyer, 1990; Boyer, 1996). For all types of scholarship, the subsequent scholarly products or achievements must be evaluated by people with similar competencies such that quality standards are ensured and credibility is established. Peer review of scholarship is the process by which products undergo critical assessment for accuracy and quality by individuals (reviewers) with content expertise. An assessment or decision is then made to revise, accept, or reject the product for dissemination in a variety of formats, such as publication in a journal or textbook, presentation at a conference (e.g., poster, platform, session), or other recognized format that is disseminated and accessible to the public. Decisions to revise may be accompanied by feedback to improve the scholarly product for future reconsideration. Ideally, the reviewers in this peer review process are blinded to the authors of the product. The peer-review process adds credibility to products that are accepted for dissemination. Consistent with the findings from the "Publishing Research Consortium Peer Review Survey 2015," CAPTE values the peer review process and agrees with the statement "without peer review there is no control in the scientific communication" (Ware, 2016).

Further, the scholarship must be publicly disseminated. The most frequent types of dissemination are presentations and publications. Other examples of scholarship accomplishments include grant awards, published policy papers or government reports, published books and/or book chapters, patents and/or license and/or copyrights, and service on an editorial board or as a peer reviewer.

Types of Scholarship

The Scholarship of Discovery contributes to the development or creation of new knowledge. This represents the traditional view of research.

The Scholarship of Integration involves contributions to the critical analysis and review of knowledge within disciplines or the creative synthesis of insights contained in different disciplines or fields of study.

The Scholarship of Application/Practice applies findings generated through the scholarship of integration or

discovery to solve real problems in the professions, industry, government, and the community.

The Scholarship of Teaching, sometimes referred to more broadly as educational research, contributes to the development of critically reflective knowledge about teaching and learning and educational outcomes. It is important to differentiate between the scholarship of teaching and "good" teaching, as all faculty have an obligation to high-quality teaching in their role as educators (Hutchings, 1999).

The Scholarship of Engagement contributes to the identification, understanding, and resolution of significant social, civic, or ethical problems (Boyer, 1996).

The table below summarizes the types and provides examples of characteristics associated with each type.

TYPE OF SCHOLARSHIP	TYPICALLY INCLUDES:	EXAMPLES OF ACCOMPLISHMENTS
<i>Scholarship of Discovery</i>	<ul style="list-style-type: none"> • Primary empirical research. • Historical research. • Theory development. • Methodological studies. 	<ul style="list-style-type: none"> • Peer-reviewed publications of research, theory, or philosophical essays. • Peer-reviewed professional presentations of research, theory, or philosophical essays. • Grant awards (not submissions) in support of research or scholarship.
<i>Scholarship of Integration</i>	<ul style="list-style-type: none"> • Inquiry that advances knowledge across a range of theories, practice areas, techniques, or methodologies. • Works that interface between physical therapy and a variety of disciplines. • Team Science. 	<ul style="list-style-type: none"> • Peer-reviewed publications of research, policy analysis, case studies, integrative reviews of the literature, and others • Copyrights, licenses, patents, or products. • Published books Interdisciplinary grant awards. • Peer-reviewed professional presentations. • Disseminated policy papers designed to influence organizations or governments. • Service on editorial board or as peer reviewer.
<i>Scholarship of Application/Practice</i>	<ul style="list-style-type: none"> • Development of clinical knowledge. • Application of technical or research skills to address problems. • Development and testing of innovations. 	<ul style="list-style-type: none"> • Peer-reviewed professional presentations related to practice. • Disseminated reports compiling and analyzing patient or health services outcomes. • Products, patents, license copyrights. • Grant awards in support of practice. • Published meta-analyses related to practice problems. • Peer-reviewed publications or presentations related to clinical demonstration projects. • Disseminated policy papers related to practice.

TYPE OF SCHOLARSHIP	TYPICALLY INCLUDES:	EXAMPLES OF ACCOMPLISHMENTS
<i>Scholarship of Teaching/Learning</i>	<ul style="list-style-type: none"> • Application of knowledge of the discipline or specialty applied in teaching/learning. • Development of innovative teaching and evaluation methods. • Program development and learning outcome evaluation. • Professional role modeling. 	<ul style="list-style-type: none"> • Peer-reviewed publications of research related to teaching methodology, learning outcomes, development or testing of educational models or theories, and successful applications of technology to teaching and learning. • Published textbooks or other publicly disseminated learning aids or teaching materials. • Grant awards in support of teaching and learning. • Peer-reviewed professional presentations related to teaching and learning.
<i>Scholarship of Engagement</i>	<ul style="list-style-type: none"> • Collaborative partnerships involving faculty, community members and organizational representatives (community-based research or interventions). 	<ul style="list-style-type: none"> • Peer-reviewed publications or professional presentations related to development of community-based intervention. • Grant awards in support of community-based intervention. • Disseminated policy papers, presentations, or reports compiling and analyzing community program outcomes that includes analysis and interpretation of data collected and leads to an outcome or plan.

Several activities that demonstrate the expertise of the faculty member as an educator, scholar, and subject matter expert do not usually meet CAPTE's definition of scholarship product. For example, continuing education courses or invited presentations do not usually undergo the type of review consistent with a rigorous peer-review process. Although presentations may be reviewed for eligibility for continuing education units, that review is not similar to the scientific review that occurs for presentations conducted in professional forums.

In summary, consistent with the profession's commitment to evidence-based practice and graduate professional education, CAPTE expects scholarship of core faculty to be subject to peer review and disseminated to appropriate constituencies. The primary mechanisms for disseminations are typically presentations in peer-reviewed forums and publications in peer-reviewed journals. Other mechanisms of disseminations exist such as those listed above.

Development of a Scholarly Agenda

A scholarly agenda is a long-term plan for building lines of inquiry that will result in original contributions to the profession. It should include specific goals that identify types of scholarship, scholarly activities, and anticipated accomplishments with a timeline and dissemination targets. The agenda also may include plans for relevant mentorship and collaboration with colleagues. The scholarly agenda may change as a faculty member's teaching, practice, or research interests evolve, but should show some consistency over time to allow for professional development and growth in the chosen area of inquiry.

Three factors play a large part in defining a specific faculty member's individual scholarly agenda. First is the institutional context. The institutional mission may affect the resources that are available to support a scholarly agenda. Depending on the institution's mission, expectations for faculty scholarship may vary; however, regardless of an institution's mission, CAPTE expects evidence of scholarly activity for all core faculty. Second, the specific role assigned to the faculty member may influence the depth and breadth of the scholarly agenda. Program directors, directors of clinical education, faculty on a tenure-line (or the equivalent), and faculty with clinical appointments may approach scholarship with different goals to reflect their faculty commitments, their clinical or teaching responsibilities, and their areas of expertise. Third, the stage of development of the faculty member as a scholar also will play a role. Faculty new to the responsibility of scholarship may have less well-developed agendas and may initially pursue more limited forms of scholarship than do senior scholars. They also may need to seek assistance from mentors in their development as scholars. Agendas of more experienced scholars may reflect changes consistent with their ongoing professional development and should show expectations for continued productivity throughout their career.

Demonstration of Scholarly Accomplishments

Faculty members should be able to exhibit a pattern of scholarly accomplishments or products that contribute

to their scholarly agenda. This is often facilitated by a focused agenda, but it also can be achieved when the faculty member has a variety of interests. A close integration of scholarly inquiry, teaching, and practice is most conducive to a successful outcome, meeting CAPTE's mission to serve the public and the faculty member's responsibility for scholarship. Such an integration of activities allows the faculty member to apply critical inquiry processes so that their practice or teaching may result in scholarly accomplishments. Accordingly, clinical and educational domains benefit from scholarly findings, and faculty members can be more efficient in their roles by focusing their scholarly activities in their areas of interest. In all cases, faculty members must demonstrate the link between the scholarly products and the scholarly agenda.

Faculty Scholarship Form

The Faculty Scholarship form should include accomplishments within the last 10 years, regardless of the length of the faculty appointment. The form should clearly delineate that the work is peer reviewed and indicate how and where the work was disseminated.

Bibliographic citations are typically sufficient to document peer-reviewed publications, textbooks, and chapters. If a journal article has been accepted for publication, it may be included on the scholarship form, noting the manuscript is pending publication. Presentations at professional conferences with a known process of peer review such as the APTA Combined Sections Meeting may be documented with a citation that includes authors, title of the presentation, conference, and date. Multiple presentations of the same scholarly accomplishment should list the forums and dates under the presentation title rather than repeating the citation multiple times on the form. Similarly, if the faculty member serves on an editorial board or as a peer reviewer, this scholarly accomplishment should be listed once on the scholarship form regardless of the number of journals or boards on which the faculty member serves. If the work is not typical of peer-reviewed work, then the narrative portion of the form should be used to provide details about the peer-review process used and dissemination of the work. Generally, a Research Day at the faculty member's institution does not meet the expectations associated with the peer review-process; exceptions must be justified in detail.

The form should not include activities and products that would not meet CAPTE's expectations, such as supervision of student research projects that are not part of the faculty member's scholarly agenda, professional development activities such as enrollment in a doctoral program, and/or conducting continuing education courses or invited presentations that were not subject to peer review. Although books and book chapters are acceptable as scholarship, being a textbook reviewer is considered a service activity rather than scholarship.

Ongoing scholarship plans must include a completion timeline and identify planned peer-reviewed disseminations. CAPTE typically expects core faculty to provide evidence of at least one accomplishment for every two years of academic service. However, CAPTE will consider large, multi-year projects in lieu of the typical expectation. For accreditation purposes, new faculty (less than five years as a core faculty in any institution) are expected to provide evidence of a scholarship agenda that meet CAPTE's expectations and one accomplishment within the first three years as a core faculty member.

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