Department of: Physical Therapy & Rehabilitation Science

Year: 2015

1) Department Chair:

[Signature]

Date: 11/30/15

2) Dean:

[Signature]

Date: 12/4/15

3) Chair, UM Unit Standards Committee:

[Signature]

Date: 8/10/17

4) Provost and Vice President for Academic Affairs:

[Signature]

Date: 8/16/17
INTRODUCTION

The standards contained in this document are consistent with the general University guidelines for faculty advancement as outlined in the Collective Bargaining Agreement 10.230, and have been approved by the faculty of the School of Physical Therapy and Rehabilitation Sciences. The purpose of the Unit Standards is to provide a framework for the evaluation of faculty who are governed by the Collective Bargaining Agreement (CBA) as it relates to specific University and school wide responsibilities. (It should be noted that faculty members who hold less than 0.5 FTE or who are contract professionals are not evaluated through this process.) In any evaluation for purposes of promotion, award of tenure, salary determination, or recommendation for retention, performance in teaching, service, and scholarship/research are each important and essential, as set forth in section 6.200 of the CBA. However, as the School of Physical Therapy and Rehabilitation Sciences is a multifaceted unit, the blend of academic responsibility may vary as the school has different expectations for each faculty position including an explicit difference between tenurable and non-tenurable faculty. For all, the character of the performance shall be such that there is a clear demonstration of professional development, and increasingly valuable contribution to the University, and a discernable commitment to furthering the mission of the school.

These Unit Standards and procedures are intended to be in addition to, and consistent with, those provided in the current CBA, and if University Standards and Unit Standards conflict with each other, or are otherwise inconsistent with each other, the University Standards shall control all interpretations and applications.

Mission

The mission of the School of Physical Therapy and Rehabilitation Science seeks to prepare entry level physical therapists to practice as effective members of health care teams that serve people across the lifespan and around the globe. The Program’s mission is embedded in a curriculum designed to promote life-long learning, professional and ethical behaviors, and cultural competency which results in effective patient care that is outcome and evidence based, humane and compassionate, and attends to the knowledge, skills and emotional needs of the public we serve. Thus our graduates are prepared to assume the entry-level roles of patient care, administration, supervision, instruction, and consultation, all of which contribute to the preservation and advancement of Montana’s economy and society. The academic and clinical faculty of the Program further this mission through service and leadership to the physical therapy profession at the university, local, state, national, and international levels. The Program’s mission also seeks to enhance the clinical
and scientific base of physical therapy and medical knowledge through creative and scholarly activities, which is congruent with the University’s mission to have programs that promote faculty, staff, and student engagement in basic and applied research. The School of Physical Therapy and Rehabilitation Science considers education of physical therapists, research to improve the delivery of physical therapy, and service to the community to be the cornerstones of its mission. This mission is well aligned with the missions of the Montana University System, the University of Montana and the College of Health Professions and Biomedical Sciences within which it resides.

Preamble

Individuals holding academic appointments are members of the faculty of The University of Montana. In that capacity each is expected to carry out the principal assignments and responsibilities of the position and to share with colleagues in the overall mission and program of The University and the College of Health Professions and Biomedical Sciences. In the School of Physical Therapy and Rehabilitation Science, all faculty members are expected to perform within the arenas of teaching, scholarship, and service, recognizing that the central mission of the School is teaching. In addition, clinical involvement is valued as an integral component of most faculty appointments within the School.

Given the forgoing, faculty members are not expected to engage in equal amounts of teaching, scholarly activity, and service; it is recognized that the effectiveness of the School of Physical Therapy and Rehabilitation Science is dependent upon the collective contributions of the faculty in their respective areas of expertise and as elucidated in their contractual expectations. The School of Physical Therapy and Rehabilitation Science faculty believes that allowing for differences in expectations provides the most appropriate framework for achieving the goals of the School, College and University, as well as supporting professional development of the individual faculty member. Expectations for faculty members can be derived from a variety of sources including, but not limited to, the following: 1) a faculty member’s hiring contract, 2) documents formed in partnership during annual reviews with the School’s Chair (Attachment A), 3) recommendations from FEC committee reviews, and 4) documents from elective participation in faculty mentorship activities (example Attachment C).

Thus, the trajectory towards advancement and, as applicable, tenure is individually designed to emphasize relative contributions in teaching, scholarship and service as described by the following operational definitions:

Teaching

As reflected by instructional effectiveness within the classroom, laboratory and clinic and as demonstrated by key outcome measures. Mentorship and supervision of students within these arenas are also considered critical components of teaching within the School. All faculty members are expected to be effective teachers who seek feedback and methods to become better educators throughout their career at the University of Montana. The
relative contribution of teaching as a fraction of the FTE is reviewed annually with the Chair of the School and adjusted as necessary (Attachment A).

**Scholarly Activity**

The School values the production and dissemination of the scholarship of discovery, integration, application and teaching as a key piece of integrating discovery beyond the local level. The complexity of a faculty member’s research agenda may differ based on their specific contract, planning meetings with their Chair (Attachment A), discussions with their mentor (Attachment C) and feedback produced from the documents used in the FEC process. The relative contribution of scholarly activity as a fraction of the FTE is reviewed annually with the Chair of the School and adjusted as necessary (Attachment A).

**Service**

Within the University of Montana, service is reflected by participation in School, College and University committees and task forces as well as administration of the Unit and delivery of Physical Therapy clinical services. Service also includes participation in professional organizations and through community engagement. The relative contribution of service as a fraction of the FTE is reviewed annually with the Chair of the School and adjusted as necessary.

Advancement in rank via promotion and, as applicable, tenure, in the School of Physical Therapy and Rehabilitation Science is fundamentally rooted in several documents; a) the faculty appointment that articulates expectations and goals across the areas of teaching, scholarly activity, service and as applicable, clinical education and b) the evaluation of progress (attachment A) and with recommendations that are generated at each subsequent Faculty Evaluation Committee (FEC) evaluation. Faculty members should use these documents and, as applicable, their mentorship plan (see Appendix C) and any other amendments as might be negotiated with the Chair to guide their work plan and submission of the Individualized Progress Report (IPR), so the FEC can fairly assess achievement, progress towards promotion and/or tenure and assist the faculty member as necessary.

A faculty member should consult the CBA in addition to the Unit Standards for procedures relative to the evaluation process, particularly those related to the procedural requirements for submitting the IPR, and for appeals.

**Unit Standards**

I. **Faculty Evaluation Committee**

A. **Purpose** - The articulated purpose of the Faculty Evaluation Committee (FEC) is to provide peer review and evaluation of the performance of each faculty member in the unit per the schedule as outlined in the CBA and
specific to the period of evaluation. Faculty Performance Evaluated - The FEC is responsible for evaluating the performance record of all tenurable and clinical faculty who have an FTE of $\geq 0.5$. In addition to evaluating the Chair’s performance as a regular faculty member, his/her performance in the completion of the School’s administrative responsibilities will also be evaluated on the same schedule as their academic evaluation.

B. Composition of the FEC - The FEC is a committee of the full faculty who are covered by the CBA. All faculty who are being evaluated are invited to participate in the FEC meetings, but they will be excused from discussion of their own record. All faculty members of the FEC can vote for salary increment decisions, but only tenured or tenure-track faculty are able to vote on tenure and promotion decisions (CBA 10.230), as a fraction of the FTE is reviewed annually with the Chair of the School and adjusted as necessary. The FEC of the School of Physical Therapy and Rehabilitation Sciences shall consist of at least three faculty who are tenured or tenurable, and at least one, preferably two student representatives. Then an alternate faculty member will replace any committee member who is prevented from participating in a faculty evaluation based on the conflicts of interest outlined in CBA 10.310. Preference is for the Chair of the FEC to be tenured.

In the event that 3 tenured/tenurable faculty members from the School are not available to participate in the FEC, then an outside person will be required to serve on the FEC. The chair of the FEC will head the effort to find an outside member and their selection will use the following criteria:

- The outside member will have been a University of Montana faculty member for no less than five years.
- Preference is that the outside member be tenured.
- Any member of the FEC may nominate a qualified person to serve as the outside member.
- If there is more than one nominee, the FEC will vote to approve the nominee; successive votes of the FEC will be taken until one nominee receives a majority of the votes.

The student observer(s) will be chosen by the chair of the FEC (see CBA 10.230). The student observer(s) shall have the right to participate in discussions and access to all information, but does not have the right to vote. The student observer(s) shall be in the second or third professional year of the Physical Therapy Professional Program.

C. Timelines, Process and Notations - All timelines and procedures will be in accordance with those outlined in the CBA.
Tenured faculty members who have achieved the rank of full professor shall be reviewed every third year, and tenured faculty members who have achieved rank of associate professor shall be reviewed every second year. All other faculty will be evaluated annually. Any faculty member may request to be evaluated in any year.

See section 10.340 of the CBA for specific information regarding the evaluation schedule for tenured and tenure-track faculty.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Process</th>
<th>Notations</th>
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<tbody>
<tr>
<td>9/15</td>
<td>Possible conflicts of interest to be filed with UFA-</td>
<td>The Administration determines no later than 10/10 if a conflict of interest exists (see CBA 10.310).</td>
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<td>Administration Committee (CBA 10.310).</td>
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<td>10/15</td>
<td>Each faculty member to be evaluated shall indicate in a cover letter</td>
<td>It is the responsibility of all faculty members to maintain a record of the quantity and quality of their achievements and to make this record available to the FEC according to a format approved by the FEC. Although it is the individual faculty member’s responsibility for assuring the accuracy of their IPR, any errors or omissions noted by the FEC and/or the FEC Subcommittee are to be corrected by the faculty member before the documentation moves from the FEC to the School’s Chairperson. The School’s Chairperson may also inform the faculty member of any errors, so that the IPR is accurate prior to forwarding the documentation to the Dean.</td>
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<td>submitted with their Individual Performance Record (IPR) (1) the period</td>
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<td>to be evaluated, and (2) whether the faculty member is requesting an</td>
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<td>evaluation for a normal salary increment, merit, promotion or tenure.</td>
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<td>Recommendations for the cover letter and IPR are found in attachment B.</td>
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<td>Recommendations for promotion or merit consideration may be initiated</td>
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<td>by the individual, the FEC, another faculty member, the School Chairperson</td>
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<td>or by the Dean.</td>
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The FEC report is provided to the School Chair or designate if there is a conflict of interest.

The Chair will review the IPR, the FEC evaluation and recommendation, the Evaluation of Progress, any other supporting documents (Mentorship Plan, contract and workload assignment), and complete a written evaluation and recommendation as per the CBA.

Prior to sending the written evaluation and recommendation to the Dean, the Chair will present the faculty member with this documentation, and as appropriate, their ranking for merit. Within ten (10) days of receipt of the recommendation from the Faculty Evaluation Committee, the faculty member may submit a written appeal to the Faculty Evaluation Committee regarding any aspect of the Faculty Evaluation Committee's recommendation or process (CBA 10.230)

The School Chair forwards his/her reports to the Dean for final disposition at the College.

Within ten (10) days of receipt of the School chairperson's recommendation, the faculty member may submit a written appeal to the department chairperson regarding any aspect of the chairperson's recommendation or process (CBA 10.240)

II. General Criteria & Considerations

The following criteria will be used to evaluate the IPR and for making recommendations on retention, salary increments, promotion, and tenure. The examples provided for teaching, scholarly activity and service are not weighted, but serve as examples. Both the quality and the quantity of the evidence provided will be used in decision making. Each faculty member’s performance will be evaluated individually in relation to the role they play and the expectations delineated in their appointment and annually reviewed workload assignment.

A. Faculty Teamwork, Collaboration and Work Environment

The School of Physical Therapy and Rehabilitation Science provides a professionally oriented program of education that must meet the accreditation standards issued by the Commission of Accredited Physical Therapist Education Programs (CAPTE). To meet the accrediting body’s standards and the mission of the School, faculty members are expected to actively engage in the work of the Unit in a professionally respectful, collaborative interaction with their colleagues (consistent with CBA
6.200). Faculty members are expected to demonstrate a pattern of professional behavior.

B. Teaching

Skilled instruction is expected of all faculty members and each faculty member must be, above all, an effective teacher within their workload assignment. Skilled instruction includes but is not limited to: efficient and organized pedagogy, assessment of student’s performance and delivery of formative feedback. Evidence of effective teaching ability may include, but is not limited to:

- Course syllabi and objectives.
- Teaching awards and honors.
- Formal student evaluations using the standard student evaluation form or some other instrument. The results of student evaluations from all courses or units evaluated by the students should be submitted into the evaluation process.
- Formal alumni feedback, particularly if not solicited by the individual faculty member.
- Written evaluation by colleagues in team-taught courses.
- Written evaluation as a result of an invited formal assessment of the faculty member’s teaching
- Written evaluation as a result of a peer assessment of the faculty member’s teaching
- Written evaluation as a result of a self-assessment via a taped teaching session
- Written evaluation of teaching in continuing education courses and workshops.
- Written evaluation of teaching in courses outside of the School of Physical Therapy and Rehabilitation Science.
- Teaching related to directing undergraduate and graduate students’ theses, research, or professionally-oriented programs, clinical internships, residencies, clinical practice, or consultation appropriate for teaching responsibilities. Advising students in the
Physical Therapy Professional Program. (e.g., tutoring, case reports, portfolio, research advising, etc.)

- Inclusion of contemporary content in current teaching load and the development of new courses and/or new methods in response to student and curricular needs.

- Application of principles and skills learned in continuing education programs and workshops specifically designed to enhance the faculty member’s teaching skills and/or pedagogical knowledge base.

C. **Scholarly Activity**

All faculty members are expected to engage in scholarly activity and to disseminate their findings (e.g., publications, presentations, patents) within the context of their appointment, recognizing that the expectations for promotion and advancement in rank is greater for tenure-line faculty and those tenure-line faculty for whom research has a higher percentage allocation than teaching in their appointment. Equal consideration will be given to laboratory, educational and clinical research.

Documentation or other evidence of ability in the area of scholarship may include, but is not limited to, the following examples:

- Submission and/or publication of research and professional articles and reviews in peer-reviewed professional and scientific journals.

- Attempts to obtain grants

- Success in obtaining grants

- Success in grant management (e.g. completion of aims and proposed grant activities as described in the grant’s timeline)

- Submissions leading to publication of books, book chapters, monographs, book reviews, abstracts and reports within the discipline.

- Publication of books, book chapters, monographs, book reviews, abstracts and reports within the discipline.

- Citations of the faculty member’s original scholarly works.
Creative projects related to teaching, service or research.

Submission of research or original ideas via platform or poster presentations.

Presentations of research or original ideas via platform or poster presentations.

Invited presentations and participation in symposia, colloquia, and conferences.

Receipt of awards, honors, or fellowships related to scholarly activity.

Disseminated reports associated with service as a professional consultant in one’s discipline for other institutions and organizations.

Seeking and obtaining collaborations within the school, college, nationally and internationally.

D. Professional and Public Service

Service to The University, College, School, and the profession is expected of each faculty member within the context of their appointment. A generalized distinction will not be made between compensated and uncompensated service, but a designation is required.

Documentation or other evidence of ability in the area of service may include, but is not limited to:

Service on committees within the School, College, and The University

Service to student groups and organizations.

Service on boards or commissions devoted to scholarly inquiry.

Review of applications for grants in national competitions and refereeing articles in national and international journals.

Application of principles and skills learned while attending continuing education programs and workshops to enhance the faculty member’s professional knowledge and engagement to complete the mission of the School.
o Membership and active participation in professional and civic organizations.

o Developing and maintaining supportive relationships with agencies, organizations, or persons whose cooperation is important to the realization of the School’s academic programs.

o Election or appointment to governing boards.

o Service as a professional consultant in one’s discipline for other institutions and organizations.

o Clinical practice.

o Professional service and consultation with other professionals and the public.

o Administration of programs for the School, The University, or an outside agency.

o Presentations to the public.

o Developing, supporting, and maintaining relationships with clinical affiliation sites.

o Advising Pre-Physical Therapy students.

o Mentorship of faculty.

III. Promotions

The faculty member must possess a terminal degree for promotion. In the School of Physical Therapy and Rehabilitation Science, the terminal degree is a post-entry level Master’s Degree recognizing that tenure-line appointments in the School generally require a post-entry level Doctoral degree. Post–entry level refers to a degree beyond the original degree granting access to licensure and professional practice.

The recommendation for promotion is based on satisfactory achievement of the School’s standards in the context of the faculty member’s appointment and their compliance with previous recommendations for satisfactory progress.

Completion of the required number of years in rank is not in itself adequate grounds for promotion. The requirements as outlined in the CBA must be met regarding each of the
respective types of advancement. Criteria for promotion also include:

**A. To Assistant Professor –**

- Possession of the terminal degree.
- Clear demonstration of professional growth and includes participation in activities for the purpose of improving teaching, service and scholarly activity.
- Service activity at least at the School/College level.
- Evidence of scholarly activity that minimally satisfies the CAPTE requirements

**B. To Associate Professor –**

- Possession of the terminal degree.
- Clear demonstration of continued professional growth that includes participation in activities for the purpose of improving teaching, service and scholarly activity.
- Service activity that is positively recognized through documentation and includes service at the School, College and University level, as feasible and/or relevant regional, state, national, or international agencies.
- Evidence of professional recognition at the regional, state, national, or international level.
- For tenure line faculty, evidence of scholarly activity must include a record of meaningful publications in refereed journals in their area of scholarly expertise, within the expectations of their appointment. For clinical faculty, evidence of scholarly activity needs to meet the CAPTE requirements at a minimum.
- It is understood that both the quantity and quality of documentation will be higher than that required for Assistant Professor.

**C. To Professor –**

- Possession of the terminal degree.
- Clear demonstration of continued professional growth includes participation in activities for the purpose of improving teaching, service and scholarly activity.
Service activity that is positively recognized through documentation and includes service at the School, College and University level, as well as at the state, regional, national or international level.

Evidence of substantial scholarly activity since promotion to Associate Professor

Two letters of support from outside The University indicating the applicant’s recognition at the regional, state, national, or international level. The applicant will provide a list of 4 – 6 referees who are capable of appraising the applicant’s work from documents provided. Half of these referees must not have a present or historical working relationship with the applicant. The FEC will solicit two letters from the list of 4 – 6, one of which must come from the pool of referees unknown to the applicant and the other from the pool of applicants who have or have had a working relationship with the applicant.

IV. Tenure

Applications for and School recommendation for tenure must be in accordance with the CBA in effect at the time of application.

To be considered for tenure the faculty member must possess the appropriate degree and demonstrate continuing professional growth. An award of tenure is based on meeting the School’s standards for teaching, scholarly activity and research in the context of the faculty members appointment and their compliance with previous recommendations for progress.

A recommendation for tenure represents a judgment by the School that a faculty member has made significant contributions to the strength of the University of Montana’s program of physical therapy education and will continue to do so moving forward.

The criteria for tenure shall be no less than those established for promotion from Assistant Professor to Associate Professor.

V. Salary Increments

A. Normal

The performance of the faculty members is expected to grow in value to the institution with greater years of service. Annual scholarly activity and an equitable
service component as outlined in the faculty member’s hiring contract, annual reviews, or mentorship plan are expected.

B. Merit

Only those faculty who have demonstrated above normal performance in teaching, scholarly activity, or service or, as applicable, clinical education will be considered for merit salary increase. Merit recognition will be based upon above normal performance in at least two areas or outstanding performance in at least one area with no less than normal assessments in remaining areas.

C. Less-than-normal Decisions

Within the limitations outlined in the CBA, either the absence of any performance or poor performance of assigned responsibilities within the scope of employment may constitute grounds for a recommendation of less-than-normal.

It is understood that the absence of performance in any one or two of the areas of teaching, research or creative activity, and public service does not justify a less-than-normal increment if the quantity of performance in the remaining area or areas is at least normal, if the individual has assigned duties solely in the remaining area or areas.

VI. Retention

A. Probationary Appointments

A probationary appointee has the right to serve the specified term of the appointment and may be discharged only in accordance with CBA procedures.

B. Non-Tenure Appointments

The performance of Faculty members holding a non-tenured faculty appointment of 0.5 FTE and above is evaluated annually by the FEC. The evaluation is based on documentation prepared by the faculty member in light of their assigned duties in teaching, scholarly activity, and service. All such appointments shall be in keeping with existing University of Montana Policy.

The specific assignments for persons with non-tenurable appointments shall be recommended by the School Chair upon consultation of the faculty and approved by the Dean. Such assignments shall be consistent with the mission and needs of the School. Assignments may include teaching, special projects, research, service, internship supervision, and the advising of students.
The work of Lecturers, Adjunct, Clinical and Research Faculty can be requested to be evaluated by the School (FEC) and independently by the School Chair during any year.

The work of Visiting Faculty and International Visiting Scholars shall be evaluated by the FEC, if they continue with the School of Physical Therapy and Rehabilitation Science beyond one academic year.

C. Faculty Affiliates

School of Physical Therapy and Rehabilitation Science Faculty Affiliates are those individuals whom the School wishes to recognize as making a contribution to either the instructional, research and creative works, or service components of the School.

Faculty Affiliates may contribute to the School through internship supervision, membership on a School advisory committee, guest lecturing in classes, teaching in the online curriculum(s) and providing recurring specialized workshops approved by and under the auspices of the School of Physical Therapy & Rehabilitation Science or School of Continuing Education, and participation with faculty members who are conducting research and/or demonstration projects.

School of Physical Therapy and Rehabilitation Science Faculty Affiliates are subject to annual evaluation by the Academic Coordinator of Clinical Education, the Associate Academic Coordinator of Clinical Education and/or the School Chair, as appropriate.

VII. Revision of Standards and Procedures

These standards and procedures are subject to periodic review by the Unit Standards Committee and may be revised according to the procedures outlined in section 10.250 of the CBA.
Attachment A: Faculty Plan for the Academic Year

Name:    Date submitted AY:    Date reviewed AY:

For each section describe work planned and outline the dates and/or resource requested for planning purposes and facilitating success.

**TEACHING: % effort:**

List specific ACTIVITIES:
Primary instruction in DPT curriculum

<table>
<thead>
<tr>
<th>Course # &amp; brief title</th>
<th>Year students, Term &amp; Block</th>
<th>credits</th>
<th>Contact hrs.</th>
<th>Primary instructor (Y/N) &amp; % of course contact hours taught; other role</th>
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Electives, Trends classes, or teaching outside of DPT curriculum

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<tr>
<th>Course # &amp; brief title</th>
<th>Year students, Term &amp; Block</th>
<th>credits</th>
<th>Contact hrs.</th>
<th>Primary instructor (Y/N) &amp; % of course contact hours taught; other role</th>
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Teaching in Integrated Clinical Experiences (ICE)

Clinical Education Courses and Related activities

Other Instructional activities

**PLANS for continued DEVELOPMENT:**

Areas needing change identified by others (example: how addressing suggestions from outcome data (e.g., exit interview, course evaluations, peer review) Include strategies for success.

Areas needing/wanting change prioritized by self (goals) (new teaching format or content focus; professional development or continuing education planned) Include strategies for success.

Resource needs: (TA needs, supplies, equipment, space,)
SCHOLARSHIP: % effort:

List specific ACTIVITIES with measurable GOALS
(Examples can be found in Unit standards and must include projected dates of completion)

PLANS for continued DEVELOPMENT:

Areas for improvement/growth identified by external reviewers (include strategies for success)

Areas needing/wanting change prioritized by self (goals)  (include strategies for success)

Resource needs/wants:

SERVICE/ADMINISTRATION/CLINICAL: % effort:

List specific ACTIVITIES
(Examples can be found in the Unit Standards)

Explain how your service activities align with your personal and/or professional goals as well as the mission of the School/University:

Resource needs/wants:

OTHER EFFORTS TO SUPPORT UMPT’s MISSION: % effort breakdown as needed:

List specific ACTIVITIES
Examples might include program development, special assignments etc.

Chair: (completed by Chair)
Brief summary or rationale for planning/development or to explain work load distribution and accomplished during AY to build understanding of the faculty member’s role and program contribution.

Faculty Member signature       Date

Chair signature        Date
Attachment B

Recommendations to assist in Individual Performance Review Format

1. Number pages in consecutive order.
2. Page 1 titled “Individual Performance Record”
   a. Include the following data
      i. Name and Degree:
      ii. Present Academic Rank:
      iii. Academic Unit: College of Health Professions and Biomedical Sciences, School of Physical Therapy and Rehabilitation Science
      iv. Date Hired:
      v. Date Last Promoted: (Date the promotion was effective)
      vi. Merits: (List all by the date they were actually received)
      vii. Documentation Period:

3. Cover Letter
   a. State if you are requesting consideration for a Normal Salary Increment, Merit, Promotion, and/or Tenure and provide a rationale for the action
   b. Goals within the context of the appointment

4. Table of Contents for promotion and tenure requests

5. Faculty Evaluation Record
   a. Most recent academic year first. Precede each academic year’s record with a title page
      i. Faculty Evaluation Record
      ii. Provost & Vice President of Academic Affairs’ Decision
      iii. Dean’s Evaluation and Recommendation
      iv. School Chairperson’s Recommendation
      v. Faculty Evaluation Committee’s Evaluation
      vi. Student Evaluation Committee’s Evaluation

6. Other Pertinent Documentation
   a. Examples
      i. Market Adjustment Requests
      ii. Tenure Extension Requests
      iii. Sabbatical and Leave of Absence Documentation

7. Teaching
   a. Courses taught in the Professional Physical Therapy Program starting with the most recent academic year
      i. Semester and Year
         1. Course Number, Title, and number of credits
         2. Number of students enrolled
         3. Number of contact hours or percent of course credit taught
   b. Courses taught outside the Professional Physical Therapy Program starting with the most recent academic year
      i. Semester and Year
         1. Course Number, Title, and number of credits
         2. Number of students enrolled
3. Number of contact hours  
c. Clinical Instructor, Internship Mentor, Undergraduate Research Mentor, etc. starting with the most recent academic year  
i. Course number, title, and number of credits as appropriate  
   1. Semester and year  
   2. Number of students enrolled  
d. Graduate Student Thesis Committee Membership starting with the most recent academic year  
i. Student name  
ii. Degree sought  
iii. Program  
iv. Current status (proposal date, defense date, or completed/withdrawn for the program)  
e. Advising Students in the Physical Therapy Professional Program  
i. List activities, most recent first  
f. Course Evaluations  
i. Most recent academic year first. Each academic year’s record should be preceded by a title page  
   1. The order of the course evaluations and student comments should reflect the order of presentation in section 7a followed by 7b  
g. Course Syllabi and Course Objectives  
   1. The order of the course syllabi and course objectives should reflect the order of presentation in section 7a followed by 7b  
h. Continuing education programs and workshops specifically to enhance one’s teaching  
i. List most recent first  
j. Other  

8. Scholarly Activity  
a. Professional Publications & Abstracts in Referred Journals  
i. Most recent presented first  
ii. Clearly differentiate between those that have been published, are in press, or have been submitted  
b. Books and Book Chapters  
i. Most recent presented first  
ii. Clearly differentiate those that have been published, are in press, or have been submitted  
c. Citations of One’s Works  
d. Solicited Articles, Reviews, and Commentary  
i. Most recent presented first  
ii. Clearly differentiate between those that have been published, are in press, or have been submitted  
e. Grants Awarded
i. Most recent first
f. Grants Pending
   i. Most recent first
g. Grants Approved but not Funded
   i. Most recent first
h. Grants Submitted but not Funded
   i. Most recent first
i. Presentations at Conferences and Symposia
   i. Most recent first
   ii. Clearly differentiate between those that have been peer evaluated versus those that have been solicited
j. Awards and Honors
   i. Most recent first
k. Copies of published Articles, Books, and Book Chapters
   i. Provided at the discretion of the faculty member
   ii. Place in order as listed in section 8 a-c
l. Other

9. Service
   a. University Committees and Service
      i. List most recent first
         1. Name of Committee
         2. Role on Committee
         3. Year(s) of membership
   b. College of Health Professions and Biomedical Sciences Committees and Service
      i. List most recent first
         1. Name of Committee
         2. Role on Committee
         3. Year(s) of membership
   c. School of Physical Therapy and Rehabilitation Science Committees and Service
      i. List most recent first
         1. Name of Committee
         2. Role on Committee
         3. Year(s) of membership
   d. Professional Service
      i. List most recent first
         1. Name of Committee or Organization
         2. Service performed
         3. Year(s) of membership
   e. Manuscript Review and Editorial Service
      i. List most recent first
         1. Name of Journal or Organization
         2. Service performed (number of manuscripts reviewed)
   f. Advising pre-Professional Physical Therapy Students
      i. List activities, most recent first
g. Service to Student Groups and Organizations
   i. List activities, most recent first
   i. Professional Membership
   j. Continuing education programs and workshops to enhance one’s
general knowledge
   i. List most recent first
   k. Other
10. Professional C.V.
11. Other Documentation as determined necessary by the faculty member
12. The final page of the IPR must be signed and dated by the faculty member
Attachment C- Mentorship Plans

Mentorship Plans are written collaboratively between a mentee and a more senior professor. The senior professor is selected by the mentee and is generally someone working within the same research or teaching discipline. The plan will outline expectations, outcomes and perhaps a timetable of completion involving scholarship, teaching and service. This mentorship plan will be shared with the Chair and can be used during FEC proceedings or appeals if so desired by the faculty member. This process is not mandatory. The mentorship plan may be modified by the mentee at any time, but a change would need a mutual collaboration agreement with the mentor. It is expected that the mentorship plan is generally only necessary for the first one to two years of a faculty member’s hire and is designed to assist the new hire in creating realistic goals and a plan for success.