

DPT Faculty Evaluation – Tenured, Tenure Track

**TEACHING**

<p><b>CHHS Criteria</b></p> <p>1. Demonstrate mastery of subject matter that is current and up to date.</p>		<p><b>DPT Related Criteria from Promotion &amp; Tenure Guidelines:</b></p> <p>8. <b>Development</b> of workbooks, manuals, tapes, other print and non-print <b>learning resources</b> developed primarily for classroom</p> <p>5. <b>Student performance</b> on departmental or other standardized exams or on other measures of student learning</p> <p>4. <b>Student assessment and feedback</b> from course appraisals (SITE) and students comments.</p>	
		<p><b>DPT Related Program Outcomes:</b></p> <p>SO-1. Program students/graduates will demonstrate competence in physical therapy knowledge and clinical skills.</p> <p>PO-1. Program curriculum incorporates current evidence to guide student and graduate clinical decision making.</p> <p>PO-2. Program curriculum incorporates current evidence to guide student and graduate clinical decision making.</p> <p>PO-3. Program curriculum adequately prepares graduates for all NPTE content and system areas.</p> <p>FO-1. Program faculty pursue and/or maintain evidence of advance practice expertise through clinical practice, completion of graduate post-professional education and/or degree(s), professional development, advance certifications, or clinical specializations.</p>	
<p><b>Distinguished</b></p>	<p><b>Skilled</b></p>	<p><b>Baseline</b></p>	<p><b>Unsatisfactory</b></p>
<p>The faculty member documents, with supporting evidence, 4 of the following items each year:</p> <p>1. Holds Advanced Board Specialization with completion of MOSC cycle in recent 3-years or re-certification in recent 3 years</p>	<p>The faculty member documents, with supporting evidence, 3 of the following items each year:</p> <p>1. Holds Advanced Board Specialization with completion of MOSC cycle in recent 3-years or re-certification in recent 3 years</p>	<p>The faculty member documents, with supporting evidence, 2 of the following items each year:</p> <p>1. Holds Advanced Board Specialization with completion of MOSC cycle in recent 3-years or re-certification in recent 3 years</p>	<p>The faculty member does not meet the conditions for evaluation of Baseline.</p>

<ol style="list-style-type: none"> <li>2. Achieved advance certification in area related to content area of teaching assignments in recent 3-years</li> <li>3. Completed continuing education in area related to content area of teaching assignments</li> <li>4. Completed teaching effectiveness workshop/training</li> <li>5. Completed self-study of current published evidence related to content area of teaching assignments</li> <li>6. Incorporated current published evidence related to teaching effectiveness in personal teaching methods.</li> <li>7. Incorporated current published evidence in lecture/lab materials, assignments</li> <li>8. Served as contemporary expertise mentor to junior or new faculty</li> <li>9. Completed mentorship with program faculty or other individual having contemporary expertise in area of teaching assignment.</li> <li>10. Creation of new course or significant new course materials</li> </ol>	<ol style="list-style-type: none"> <li>2. Achieved advance certification in area related to content area of teaching assignments in recent 3-years</li> <li>3. Completed continuing education in area related to content area of teaching assignments</li> <li>4. Completed teaching effectiveness workshop/training</li> <li>5. Completed self-study of current published evidence related to content area of teaching assignments</li> <li>6. Incorporated current published evidence related to teaching effectiveness in personal teaching methods.</li> <li>7. Incorporated current published evidence in lecture/lab materials, assignments</li> <li>8. Served as contemporary expertise mentor to junior or new faculty</li> <li>9. Completed mentorship with program faculty or other individual having contemporary expertise in area of teaching assignment.</li> <li>10. Creation of new course or significant new course materials</li> </ol>	<ol style="list-style-type: none"> <li>2. Achieved advance certification in area related to content area of teaching assignments in recent 3-years</li> <li>3. Completed continuing education in area related to content area of teaching assignments</li> <li>4. Completed teaching effectiveness workshop/training</li> <li>5. Completed self-study of current published evidence related to content area of teaching assignments</li> <li>6. Incorporated current published evidence related to teaching effectiveness in personal teaching methods.</li> <li>7. Incorporated current published evidence in lecture/lab materials, assignments</li> <li>8. Served as contemporary expertise mentor to junior or new faculty</li> <li>9. Completed mentorship with program faculty or other individual having contemporary expertise in area of teaching assignment.</li> <li>10. Creation of new course or significant new course materials</li> </ol>	
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<p>11. Developed/revise learning resources for instructional use that include current published evidence in related content - such as workbooks, manuals, course packets, videotapes, slides, online materials, in-class exercises.</p>	<p>11. Developed/revise learning resources for instructional use that include current published evidence in related content - such as workbooks, manuals, course packets, videotapes, slides, online materials, in-class exercises.</p>	<p>11. Developed/revise learning resources for instructional use that include current published evidence in related content - such as workbooks, manuals, course packets, videotapes, slides, online materials, in-class exercises.</p>	
<p>For each course in which a faculty member serves as primary instructor, <b>1</b> of the following criteria is met:</p> <ol style="list-style-type: none"> <li>1. <b>SITE Item 5</b> ( This course has effectively challenged me to think) is scored 5/5 in 100% of SITE evaluations received during the AY.</li> <li>2. Curriculum Survey Item (<b>this course emphasized current information in the content presented</b>) is scored Strongly Agree (5) in by 100% of student respondents</li> <li>3. Curriculum Survey Item (<b>Course design and delivery encourages students to have an active role in the learning process</b>) is scored Strongly Agree (5) by 100% of student respondents.</li> </ol>	<p>For each course in which a faculty member serves as primary instructor, <b>1</b> of the following criteria is met:</p> <ol style="list-style-type: none"> <li>1. <b>SITE Item 5</b> ( This course has effectively challenged me to think) is scored <math>\geq 4/5</math> in 75% of SITE evaluations received during the AY.</li> <li>2. Curriculum Survey Item (<b>this course emphasized current information in the content presented</b>) is scored Strongly Agree (5) in by 90% or &gt; of student respondents.</li> <li>3. Curriculum Survey Item (<b>Course design and delivery encourages students to have an active role in the learning process</b>) is scored Strongly Agree (5) by 90% or &gt; of student respondents.</li> </ol>	<p>For each course in which a faculty member serves as primary instructor, <b>1</b> of the following criteria is met:</p> <ol style="list-style-type: none"> <li>1. <b>SITE Item 5</b> ( This course has effectively challenged me to think) is scored <math>\geq 3/5</math> in more than 75% of SITE evaluations received during the AY.</li> <li>2. Curriculum Survey Item (<b>this course emphasized current information in the content presented</b>) is scored Agree (4) in by 75% or &gt; of student respondents.</li> <li>3. Curriculum Survey Item (<b>Course design and delivery encourages students to have an active role in the learning process</b>) is scored Agree (4) by 75% or &gt; of student respondents.</li> </ol>	<p>For each course in which a faculty member serves as primary instructor, <b>1</b> of the following criteria is met:</p> <ol style="list-style-type: none"> <li>1. <b>SITE Item 5</b> ( This course has effectively challenged me to think) is scored &lt; 3 in more than 50% of course evaluations received during the AY.</li> <li>• Curriculum Survey Item (<b>this course emphasized current information in the content presented</b>) is scored Disagree or Strongly Disagree in 50% or &gt; of student respondents.</li> <li>2. Curriculum Survey Item (<b>Course design and delivery encourages students to have an active role in the learning process</b>) is scored &lt; 3 in 50% or more of course evaluations received during the AY.</li> </ol>

Peer observation item ( <b>Knowledge of Subject</b> ) is scored 5/5 in 100% of peer observations.	Peer observation item ( <b>Knowledge of Subject</b> ) is scored 5/5 in 75% of peer observations.	Peer observation item ( <b>Knowledge of Subject</b> ) is scored $\geq 4/5$ in 75% of peer observations.	Peer observation item ( <b>Knowledge of Subject</b> ) is scored $\leq 3$ or in 50% or more of peer observations.
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<b>CHHS Criteria</b>		<b>DPT Related Criteria from Promotion &amp; Tenure Guidelines:</b>	
<ul style="list-style-type: none"> <li>2. Convey complex concepts with ease and appropriate depth.</li> <li>3. Present material in a highly organized manner.</li> <li>4. Convey instructions in a clear and logical manner.</li> <li>5. Communicate learning objectives effectively.</li> </ul>		<ul style="list-style-type: none"> <li>2. <b>Effectiveness of presentation of course material</b></li> <li>6. <b>Effectiveness with which students are stimulated to develop and conduct research and present findings of research.</b></li> <li>1. <b>Systematic development and organization of appropriate materials for presentation and communication to students.</b></li> </ul>	
		<p><b>DPT Related Program Outcome:</b>  FO-2. Program faculty include student-centered teaching approaches in curricular delivery.  SO-7. Program students will disseminate scholarly/creative activity proposals and/or products in a professional venue or publication</p>	
<b>Distinguished</b>	<b>Skilled</b>	<b>Baseline</b>	<b>Unsatisfactory</b>
<p>The faculty member documents, with supporting evidence, 4 of the following items each year:</p> <ul style="list-style-type: none"> <li>1. Syllabus and Topical Outline are provided in Blackboard prior to the course start date.</li> <li>2. The course Topical Outline clearly identifies requirements for student preparation for class.</li> <li>3. Lecture and lab content is connected to one or more course objectives.</li> <li>4. Lecture and lab materials are organized and are sufficient depth to facilitate student responsibility for learning.</li> </ul>	<p>The faculty member documents, with supporting evidence, 3 of the following items each year:</p> <ul style="list-style-type: none"> <li>1. Syllabus and Topical Outline are provided in Blackboard prior to the course start date.</li> <li>2. The course Topical Outline clearly identifies requirements for student preparation for class.</li> <li>3. Lecture and lab content is connected to one or more course objectives.</li> <li>4. Lecture and lab materials are organized and are sufficient depth to facilitate student responsibility for learning.</li> </ul>	<p>The faculty member documents, with supporting evidence, 2 of the following items each year:</p> <ul style="list-style-type: none"> <li>1. Syllabus and Topical Outline are provided in Blackboard prior to the course start date.</li> <li>2. The course Topical Outline clearly identifies requirements for student preparation for class.</li> <li>3. Lecture and lab content is connected to one or more course objectives.</li> <li>4. Lecture and lab materials are organized and are sufficient depth to facilitate student responsibility for learning.</li> <li>5. Lecture and /or lab materials are congruent with required textbook(s) and promote</li> </ul>	<p>The faculty member does not meet the conditions for evaluation of Baseline.</p>

<p>5. Lecture and /or lab materials are congruent with required textbook(s) and promote student responsibility for completing assigned reading(s).</p> <p>6. Lab material instructions are provided in a clear and logical manner.</p> <p>7. Instructs an average of 1 student research group per cohort, resulting in assignment of 1 section of DPT 784 and 1 section of DPT 785 per AY.</p>	<p>5. Lecture and /or lab materials are congruent with required textbook(s) and promote student responsibility for completing assigned reading(s).</p> <p>6. Lab material instructions are provided in a clear and logical manner.</p> <p>7. Instructs an average of 1 student research group per cohort, resulting in assignment of 1 section of DPT 784 and 1 section of DPT 785 per AY.</p>	<p>student responsibility for completing assigned reading(s).</p> <p>6. Lab material instructions are provided in a clear and logical manner.</p> <p>7. Instructs an average of 1 student research group per cohort, resulting in assignment of 1 section of DPT 784 and 1 section of DPT 785 per AY.</p>	
<p>For each course in which a faculty member serves as primary instructor, <b>3 of the 5 SITE items are scored 5/5 in 100% of SITE evaluations received during the AY:</b></p> <ul style="list-style-type: none"> <li>• <b>SITE Item 2</b> ( My instructor is organized and well-prepared for class)</li> <li>• <b>SITE Item 3</b> ( Expectations for course assignments are clear and specific)</li> <li>• <b>SITE Item 7</b> ( Overall, my instructor is effective)</li> <li>• <b>SITE Item 8</b> ( I have learned a lot in this class)</li> </ul>	<p>For each course in which a faculty member serves as primary instructor, <b>3 of the 5 SITE items are scored <math>\geq 4/5</math> in 75% of SITE evaluations received during the AY:</b></p> <ul style="list-style-type: none"> <li>• <b>SITE Item 2</b> ( My instructor is organized and well-prepared for class)</li> <li>• <b>SITE Item 3</b> ( Expectations for course assignments are clear and specific)</li> <li>• <b>SITE Item 7</b> ( Overall, my instructor is effective)</li> <li>• <b>SITE Item 8</b> ( I have learned a lot in this class)</li> </ul>	<p>For each course in which a faculty member serves as primary instructor, <b>3 of the 5 SITE items are scored <math>\geq 3/5</math> in more than 75% of SITE evaluations received during the AY:</b></p> <ul style="list-style-type: none"> <li>• <b>SITE Item 2</b> ( My instructor is organized and well-prepared for class)</li> <li>• <b>SITE Item 3</b> ( Expectations for course assignments are clear and specific)</li> <li>• <b>SITE Item 7</b> ( Overall, my instructor is effective)</li> <li>• <b>SITE Item 8</b> ( I have learned a lot in this class)</li> </ul>	<p>For each course in which a faculty member serves as primary instructor, <b>3 of the 5 SITE items are scored <math>&lt; 3</math> in more than 50% of SITE evaluations received during the AY.</b></p> <ul style="list-style-type: none"> <li>• <b>SITE Item 2</b> ( My instructor is organized and well-prepared for class)</li> <li>• <b>SITE Item 3</b> ( Expectations for course assignments are clear and specific)</li> <li>• <b>SITE Item 7</b> ( Overall, my instructor is effective)</li> <li>• <b>SITE Item 8</b> ( I have learned a lot in this class)</li> </ul>

<ul style="list-style-type: none"> <li>• <b>SITE Item 17</b> ( Course topics are dealt with in sufficient depth)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SITE Item 17</b> ( Course topics are dealt with in sufficient depth)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SITE Item 17</b> ( Course topics are dealt with in sufficient depth)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SITE Item 17</b> ( Course topics are dealt with in sufficient depth)</li> </ul>
Peer observation item ( <b>Teaching Instruction</b> ) is scored 5/5 in 100% of peer observations.	Peer observation item ( <b>Teaching Instruction</b> ) is scored 5/5 in 75% of peer observations.	Peer observation item ( <b>Teaching Instruction</b> ) is scored $\geq 4/5$ in 75% of peer observations.	Peer observation item ( <b>Teaching Instruction</b> ) is scored $\leq 3$ or in 50% or more of peer observations.

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<b>CHHS Criteria</b>		<b>DPT Related Criteria from Promotion &amp; Tenure Guidelines:</b>	
6. Create a dynamic and interactive learning environment. 7. Actively engage students through challenging and innovative teaching methods. 10. Provide mentorship and guidance to students through regular advising.		2. <b>Effectiveness of presentation of course material</b> 6. Effectiveness with which students are stimulated to develop and conduct research and present findings of research.	
		<b>DPT Related Program Outcome:</b> FO-2. Program faculty include student-centered teaching approaches in curricular delivery.	
<b>Distinguished</b>	<b>Skilled</b>	<b>Baseline</b>	<b>Unsatisfactory</b>
In the annual Faculty Development Plan, the faculty member's self-review of teaching effectiveness includes examples of at least 4 of the following: <ol style="list-style-type: none"> <li>Strategies to actively engage students.</li> <li>A variety of relevant instructional methods and tools.</li> <li>Mentorship and guidance of students struggling to achieve academic expectations identified in the DPT Student Manual.</li> <li>Guides student development and completion of a research/creative activity project.</li> <li>Incorporation of service learning into coursework.</li> <li>Incorporation of patient volunteers into coursework.</li> </ol>	In the annual Faculty Development Plan, the faculty member's self-review of teaching effectiveness includes examples of at least 3 of the following: <ol style="list-style-type: none"> <li>Strategies to actively engage students.</li> <li>A variety of relevant instructional methods and tools.</li> <li>Mentorship and guidance of students struggling to achieve academic expectations identified in the DPT Student Manual.</li> <li>Guides student development and completion of a research/creative activity project.</li> <li>Incorporation of service learning into coursework.</li> </ol>	In the annual Faculty Development Plan, the faculty member's self-review of teaching effectiveness includes examples of at least 2 of the following: <ol style="list-style-type: none"> <li>Strategies to actively engage students.</li> <li>A variety of relevant instructional methods and tools.</li> <li>Mentorship and guidance of students struggling to achieve academic expectations identified in the DPT Student Manual.</li> <li>Guides student development and completion of a research/creative activity project.</li> <li>Incorporation of service learning into coursework.</li> <li>Incorporation of patient volunteers into coursework.</li> </ol>	The faculty member does not meet the conditions for evaluation of Baseline.



<p>7. Provision of open labs or review sessions.</p> <p>8. Other examples of effective presentation of course materials, methods to engage students, methods to meet a variety of learning styles, methods to assist students struggling with course material.</p>	<p>6. Incorporation of patient volunteers into coursework.</p> <p>7. Provision of open labs or review sessions.</p> <p>8. Other examples of effective presentation of course materials, methods to engage students, methods to meet a variety of learning styles, methods to assist students struggling with course material.</p>	<p>7. Provision of open labs or review sessions.</p> <p>8. Other examples of effective presentation of course materials, methods to engage students, methods to meet a variety of learning styles, methods to assist students struggling with course material.</p>	
<p>For each course in which a faculty member serves as primary instructor, <b>1 of the 2 SITE items are scored 5/5 in 100% of SITE evaluations received during the AY:</b></p> <ul style="list-style-type: none"> <li>• <b>SITE Item 11</b> (My instructor demonstrates genuine interest in students and their performance in class.)</li> <li>• <b>SITE Item 12</b> (My instructor encourages questions, comments, and class participation) )</li> </ul>	<p>For each course in which a faculty member serves as primary instructor, <b>1 of the 2 SITE items are scored <math>\geq 4/5</math> in 75% of SITE evaluations received during the AY:</b></p> <ul style="list-style-type: none"> <li>• <b>SITE Item 11</b> (My instructor demonstrates genuine interest in students and their performance in class.)</li> <li>• <b>SITE Item 12</b> (My instructor encourages questions, comments, and class participation) )</li> </ul>	<p>For each course in which a faculty member serves as primary instructor, <b>3 of the 5 SITE items are scored <math>\geq 3/5</math> in more than 75% of SITE evaluations received during the AY:</b></p> <ul style="list-style-type: none"> <li>• <b>SITE Item 11</b> (My instructor demonstrates genuine interest in students and their performance in class.)</li> <li>• <b>SITE Item 12</b> (My instructor encourages questions, comments, and class participation) )</li> </ul>	<p>For each course in which a faculty member serves as primary instructor, <b>3 of the 5 SITE items are scored <math>&lt; 3</math> in more than 50% of SITE evaluations received during the AY.</b></p> <ul style="list-style-type: none"> <li>• <b>SITE Item 11</b> (My instructor demonstrates genuine interest in students and their performance in class.)</li> <li>• <b>SITE Item 12</b> (My instructor encourages questions, comments, and class participation)</li> </ul>
<p>Each of the following items from <b>Peer Observation</b> are scored <b>5/5 in 100% of peer observations:</b></p> <ul style="list-style-type: none"> <li>• <b>Teaching Instruction</b></li> <li>• <b>Relationship with Students</b></li> <li>• <b>Personal Qualities</b></li> </ul>	<p>Each of the following items from <b>Peer Observation</b> are scored <b>5/5 in 75% of peer observations:</b></p> <ul style="list-style-type: none"> <li>• <b>Teaching Instruction</b></li> <li>• <b>Relationship with Students</b></li> <li>• <b>Personal Qualities</b></li> </ul>	<p>Each of the following items from <b>Peer Observation</b> are scored <b><math>\geq 4/5</math> in 75% of peer observations:</b></p> <ul style="list-style-type: none"> <li>• <b>Teaching Instruction</b></li> <li>• <b>Relationship with Students</b></li> <li>• <b>Personal Qualities</b></li> </ul>	<p>Each of the following items from <b>Peer Observation</b> are scored <b><math>\leq 3</math> in 50% or more of peer observations:</b></p> <ul style="list-style-type: none"> <li>• <b>Teaching Instruction</b></li> <li>• <b>Relationship with Students</b></li> <li>• <b>Personal Qualities</b></li> </ul>

<b>CHHS Criteria</b>		<b>DPT Related Criteria from Promotion &amp; Tenure Guidelines:</b>	
8. Provide detailed, constructive, and timely feedback. 9. Design assessment methods that effectively gauge student outcomes.		3. Develops tests, assignments, evaluation instruments that appropriately represent course content, objectives and does so frequently enough to provide students with adequate feedback about their progress. 5. Faculty contribution to student performance on departmental or other standardized exams or on other measures of student learning.	
		<b>DPT Related Program Outcome:</b> SO-1. Program <b>students</b> will demonstrate competence in physical therapy knowledge and clinical skills.	
<b>Distinguished</b>	<b>Skilled</b>	<b>Baseline</b>	<b>Unsatisfactory</b>
<p>In the annual Faculty Development Plan self-review of teaching effectiveness and/or Department Chair review of Blackboard course site(s), 4 of the following items are provided:</p> <ol style="list-style-type: none"> <li>Multiple relevant assessment strategies (examples include, but are not limited to: exams, pre-class quizzes, in-class quizzes, projects, oral presentations, critical appraisal of evidence) are utilized to assess student learning.</li> <li>Blackboard gradebook is updated prior to major course assessments.</li> </ol>	<p>In the annual Faculty Development Plan self-review of teaching effectiveness and/or Department Chair review of Blackboard course site(s), 3 of the following items are provided:</p> <ol style="list-style-type: none"> <li>Multiple relevant assessment strategies (examples include, but are not limited to: exams, pre-class quizzes, in-class quizzes, projects, oral presentations, critical appraisal of evidence) are utilized to assess student learning.</li> </ol>	<p>In the annual Faculty Development Plan self-review of teaching effectiveness and/or Department Chair review of Blackboard course site(s), 2 of the following items are provided:</p> <ol style="list-style-type: none"> <li>Multiple relevant assessment strategies (examples include, but are not limited to: exams, pre-class quizzes, in-class quizzes, projects, oral presentations, critical appraisal of evidence) are utilized to assess student learning.</li> <li>Blackboard gradebook is updated prior to major course assessments.</li> </ol>	<p>The faculty member does not meet the conditions for evaluation of Baseline.</p>

<ol style="list-style-type: none"> <li>3. Rubrics for lab check-off or practical exams convey expectations for student performance in a clear and logical manner.</li> <li>4. Rubrics for assignments convey expectations for student performance in a clear and logical manner.</li> <li>5. Quiz and exam items are of sufficient rigor to prepare students for the NPTE licensure examination.</li> <li>6. Quizzes and examinations are administered in a manner that preserves the test security.</li> <li>7. Quizzes, examinations, and assignments are reflective of course content delivered during the semester.</li> </ol>	<ol style="list-style-type: none"> <li>2. Blackboard gradebook is updated prior to major course assessments.</li> <li>3. Rubrics for lab check-off or practical exams convey expectations for student performance in a clear and logical manner.</li> <li>4. Rubrics for assignments convey expectations for student performance in a clear and logical manner.</li> <li>5. Quiz and exam items are of sufficient rigor to prepare students for the NPTE licensure examination.</li> <li>6. Quizzes and examinations are administered in a manner that preserves the test security.</li> <li>7. Quizzes, examinations, and assignments are reflective of course content delivered during the semester.</li> </ol>	<ol style="list-style-type: none"> <li>3. Rubrics for lab check-off or practical exams convey expectations for student performance in a clear and logical manner.</li> <li>4. Rubrics for assignments convey expectations for student performance in a clear and logical manner.</li> <li>5. Quiz and exam items are of sufficient rigor to prepare students for the NPTE licensure examination.</li> <li>6. Quizzes and examinations are administered in a manner that preserves the test security.</li> <li>7. Quizzes, examinations, and assignments are reflective of course content delivered during the semester.</li> </ol>	
<p>For each course in which a faculty member serves as primary instructor, <b>3 of 6 SITE items are scored 5/5 in 100% of SITE evaluations received during the AY:</b></p> <ul style="list-style-type: none"> <li>• <b>SITE Item 4</b> (Assignments/exams are</li> </ul>	<p>For each course in which a faculty member serves as primary instructor, <b>3 of 6 SITE items are scored <math>\geq 4/5</math> in 75% of SITE evaluations received during the AY:</b></p> <ul style="list-style-type: none"> <li>• <b>SITE Item 4</b> (Assignments/exams are</li> </ul>	<p>For each course in which a faculty member serves as primary instructor, <b>3 of 6 SITE items are scored <math>\geq 3/5</math> in more than 75% of SITE evaluations received during the AY:</b></p> <ul style="list-style-type: none"> <li>• <b>SITE Item 4</b> (Assignments/exams are</li> </ul>	<p>For each course in which a faculty member serves as primary instructor, <b>3 of 6 SITE items are scored <math>&lt; 3</math> in more than 50% of course evaluations during received during the AY:</b></p> <ul style="list-style-type: none"> <li>• <b>SITE Item 4</b> (Assignments/exams are aligned with course learning objectives.)</li> </ul>

<p>aligned with course learning objectives.)</p> <ul style="list-style-type: none"> <li>• <b>SITE Item 6</b> (My instructor provides constructive feedback)</li> <li>• <b>SITE Item 13</b> (My instructor gives prompt feedback on tests, papers, etc.)</li> <li>• <b>SITE Item 16</b> (Grades are assigned fairly and impartially.)</li> <li>• <b>SITE Item 14</b> (Assignments in this course are reasonable in terms of the needs of this course.)</li> <li>• <b>SITE Item 15</b> (Exams/tests/quizzes in this course accurately measure the content covered)</li> </ul>	<p>aligned with course learning objectives.)</p> <ul style="list-style-type: none"> <li>• <b>SITE Item 6</b> (My instructor provides constructive feedback)</li> <li>• <b>SITE Item 13</b> (My instructor gives prompt feedback on tests, papers, etc.)</li> <li>• <b>SITE Item 16</b> (Grades are assigned fairly and impartially.)</li> <li>• <b>SITE Item 14</b> (Assignments in this course are reasonable in terms of the needs of this course.)</li> <li>• <b>SITE Item 15</b> (Exams/tests/quizzes in this course accurately measure the content covered)</li> </ul>	<p>aligned with course learning objectives.)</p> <ul style="list-style-type: none"> <li>• <b>SITE Item 6</b> (My instructor provides constructive feedback)</li> <li>• <b>SITE Item 13</b> (My instructor gives prompt feedback on tests, papers, etc.)</li> <li>• <b>SITE Item 16</b> (Grades are assigned fairly and impartially.)</li> <li>• <b>SITE Item 14</b> (Assignments in this course are reasonable in terms of the needs of this course.)</li> <li>• <b>SITE Item 15</b> (Exams/tests/quizzes in this course accurately measure the content covered)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SITE Item 6</b> (My instructor provides constructive feedback)</li> <li>• <b>SITE Item 13</b> (My instructor gives prompt feedback on tests, papers, etc.)</li> <li>• <b>SITE Item 16</b> (Grades are assigned fairly and impartially.)</li> <li>• <b>SITE Item 14</b> (Assignments in this course are reasonable in terms of the needs of this course.)</li> <li>• <b>SITE Item 15</b> (Exams/tests/quizzes in this course accurately measure the content covered)</li> </ul>
<ul style="list-style-type: none"> <li>• Peer observation item (<b>Feedback/evaluation</b>) is scored 5/5 in 100% of peer observations.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer observation item (<b>Feedback/evaluation</b>) is scored 5/5 in 75% of peer observations.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer observation item (<b>Feedback/evaluation</b>) is scored <math>\geq 4/5</math> in 75% of peer observations.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer observation item (<b>Feedback/evaluation</b>) is scored <math>\leq 3</math> in 50% or more of peer observations.</li> </ul>

**SCHOLARSHIP/CREATIVE ACTIVITY**

CHHS Criteria	DPT Related Criteria from Promotion & Tenure Guidelines:
<ul style="list-style-type: none"> <li>• Exhibit originality and innovative insights that generate new knowledge and/or understanding.</li> <li>• Make an outstanding and transformative contribution to their field.</li> <li>• Produce findings that have potential to shape future scholarly directions.</li> <li>• Seek funding for impactful scholarship.</li> <li>• Seek interdisciplinary opportunities and/or involvement of students in projects.</li> <li>• Include tangible application and/or contributions addressing real-world challenges.</li> </ul>	<p><b>DPT Related Criteria from Promotion &amp; Tenure Guidelines:</b></p> <p><u>Assistant Professor &gt; Associate Professor, Tenure</u></p> <ol style="list-style-type: none"> <li>1. 3 or more peer-reviewed publications or significant creative works (as recognized in certain disciplines) since appointment at WKU. At least one shall be first authored.</li> <li>2. 3 or more peer-reviewed scholarly products that may include any combination of poster/podium presentations at international, national, regional, and state conferences/ meetings At least 1 of these 3 products are first authored.</li> <li>3. Submission of at least one internal or external grant/contract as PI, Co PI, or Key Personnel.</li> </ol> <p><u>Associate Professor &gt; Professor</u></p> <ol style="list-style-type: none"> <li>1. At least 10 peer-reviewed publications or significant creative works (as recognized in certain disciplines). At least 4 of these publications/works must be first authored and at least an additional 3 must be first or second authored. <ul style="list-style-type: none"> <li>• A minimum of 6 publications are required since promotion to Associate Professor.</li> </ul> </li> <li>2. At least 6 poster/podium peer- reviewed presentations at international, national, regional, and state conferences/ meetings. At least 3 of these are first authored, with two required at the national level. <ul style="list-style-type: none"> <li>• A minimum of 3 presentations are required since promotion to Associate Professor.</li> </ul> </li> <li>3. Evidence of submission of one grant/contract as PI/Co-PI or key personnel</li> </ol> <p><b>DPT Related Program Outcome:</b></p> <p>PO-6. Program <b>faculty</b> disseminate peer-reviewed scholarly products in professional venues and publications</p>

<b>Distinguished</b> Y1: 2 outputs Y2 and >: 3 outputs	<b>Skilled</b> Y1: 1 outputs Y2 and >: 2 outputs	<b>Baseline</b> Y1: 0 outputs Y2 and >: 1 output	<b>Unsatisfactory</b>
<p><b>The faculty member:</b></p> <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>• Establishes research agenda (CAPTE scholarship form)</li> <li>• Initiates scholarly/creative activity toward a publication, presentation or product.</li> <li>• Documents 2 scholarly/creative activity outputs.</li> </ul> <p><b>Year 2 and &gt;:</b></p> <ul style="list-style-type: none"> <li>• Updates research agenda (CAPTE scholarship form) AND</li> <li>• Conducts scholarly/creative activity toward a publication, presentation or product.</li> <li>• Documents 3 scholarly/creative activity outputs.</li> </ul> <p><b>Scholarly/creative activity outputs:</b></p> <ol style="list-style-type: none"> <li>1. Peer-reviewed dissemination of scholarly/creative activity: <ol style="list-style-type: none"> <li>a. Publication, 1<sup>st</sup> author</li> <li>b. Publication</li> <li>c. Presentation, 1<sup>st</sup> author</li> </ol> </li> </ol>	<p><b>The faculty member:</b></p> <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>• Establishes research agenda (CAPTE scholarship form)</li> <li>• Initiates scholarly/creative activity toward a publication, presentation, or product.</li> <li>• Documents 1 scholarly/creative activity output.</li> </ul> <p><b>Year 2 and &gt;:</b></p> <ul style="list-style-type: none"> <li>• Updates research agenda (CAPTE scholarship form) AND</li> <li>• Conducts scholarly/creative activity toward a publication, presentation or product.</li> <li>• Documents 2 scholarly/creative activity outputs:</li> </ul> <p><b>Scholarly/creative activity outputs:</b></p> <ol style="list-style-type: none"> <li>1. Peer-reviewed dissemination of scholarly/creative activity: <ol style="list-style-type: none"> <li>a. Publication, 1<sup>st</sup> author</li> <li>b. Publication</li> </ol> </li> </ol>	<p><b>The faculty member:</b></p> <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>• Establishes research agenda (CAPTE scholarship form) AND</li> <li>• Initiates scholarly/creative activity toward a publication, presentation or product.</li> </ul> <p><b>Year 2 and &gt;:</b></p> <ul style="list-style-type: none"> <li>• Updates research agenda (CAPTE scholarship form) AND</li> <li>• Conducts scholarly/creative activity toward a publication, presentation or product.</li> <li>• Documents 1 scholarly/creative activity output.</li> </ul> <p><b>Scholarly/creative activity outputs:</b></p> <ol style="list-style-type: none"> <li>1. Peer-reviewed dissemination of scholarly/creative activity: <ol style="list-style-type: none"> <li>a. Publication, 1<sup>st</sup> author</li> <li>b. Publication</li> <li>c. Presentation, 1<sup>st</sup> author</li> <li>d. Presentation</li> </ol> </li> <li>2. Peer-reviewed submission of scholarly/creative activity: <ol style="list-style-type: none"> <li>a. Publication, 1<sup>st</sup> author</li> <li>b. Publication</li> <li>c. Presentation, 1<sup>st</sup> author</li> <li>d. Presentation</li> </ol> </li> </ol>	<p>The faculty member does not meet the conditions for evaluation of Baseline.</p>

<ul style="list-style-type: none"> <li>d. Presentation</li> <li>2. Peer-reviewed submission of scholarly/creative activity: <ul style="list-style-type: none"> <li>a. Publication, 1<sup>st</sup> author</li> <li>b. Publication</li> <li>c. Presentation, 1<sup>st</sup> author</li> <li>d. Presentation</li> </ul> </li> <li>3. Non-peer reviewed dissemination of scholarly/creative activity: <ul style="list-style-type: none"> <li>a. Publication, 1<sup>st</sup> author</li> <li>b. Publication</li> <li>c. Presentation, 1<sup>st</sup> author</li> <li>d. Presentation</li> </ul> </li> <li>4. Internal or external grant funding as: <ul style="list-style-type: none"> <li>a. PI</li> <li>b. Co-PI</li> <li>c. Key Personnel</li> </ul> </li> <li>5. Internal or external grant submission as: <ul style="list-style-type: none"> <li>a. PI</li> <li>b. Co-PI</li> <li>c. Key Personnel</li> </ul> </li> <li>6. Completion of creative activity product.</li> </ul>	<ul style="list-style-type: none"> <li>c. Presentation, 1<sup>st</sup> author</li> <li>d. Presentation</li> <li>2. Peer-reviewed submission of scholarly/creative activity: <ul style="list-style-type: none"> <li>a. Publication, 1<sup>st</sup> author</li> <li>b. Publication</li> <li>c. Presentation, 1<sup>st</sup> author</li> <li>d. Presentation</li> </ul> </li> <li>3. Non-peer reviewed dissemination of scholarly/creative activity: <ul style="list-style-type: none"> <li>a. Publication, 1<sup>st</sup> author</li> <li>b. Publication</li> <li>c. Presentation, 1<sup>st</sup> author</li> <li>d. Presentation</li> </ul> </li> <li>4. Internal or external grant funding as: <ul style="list-style-type: none"> <li>a. PI</li> <li>b. Co-PI</li> <li>c. Key Personnel</li> </ul> </li> <li>5. Internal or external grant submission as: <ul style="list-style-type: none"> <li>a. PI</li> <li>b. Co-PI</li> <li>c. Key Personnel</li> </ul> </li> <li>6. Completion of creative activity product</li> </ul>	<ul style="list-style-type: none"> <li>3. Non-peer reviewed dissemination of scholarly/creative activity: <ul style="list-style-type: none"> <li>a. Publication, 1<sup>st</sup> author</li> <li>b. Publication</li> <li>c. Presentation, 1<sup>st</sup> author</li> <li>d. Presentation</li> </ul> </li> <li>4. Internal or external grant funding as: <ul style="list-style-type: none"> <li>a. PI</li> <li>b. Co-PI</li> <li>c. Key Personnel</li> </ul> </li> <li>5. Internal or external grant submission as: <ul style="list-style-type: none"> <li>a. PI</li> <li>b. Co-PI</li> <li>c. Key Personnel</li> </ul> </li> <li>6. Completion of creative activity product</li> </ul>	
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The same type of scholarly/creative activity can count multiple times. For example, submitting 2 different abstracts could count for 2 items in an AY.

**SERVICE**

CHHS Criteria	DPT Related Criteria from Promotion & Tenure Guidelines:
<ul style="list-style-type: none"> <li>• Go above and beyond in contributions to the department/school, college, WKU and/or community and/or profession.</li> <li>• Serve as a role model for colleagues in service leadership and dedication.</li> <li>• Provide service contributions that have a transformative impact on the department, college and/or institution.</li> <li>• Collaborate with colleagues and vested partners, fostering strong connections and teamwork.</li> <li>• Demonstrate leadership in mobilizing resources and coordinating efforts for impactful service projects.</li> </ul>	<p><b>Assistant Professor &gt; Associate Professor, Tenure</b></p> <ol style="list-style-type: none"> <li>1. University Service:               <ul style="list-style-type: none"> <li>• Average involvement in 2 committees/activities a year at the college or university or department/school level.</li> </ul> </li> <li>2. Public Service:               <ul style="list-style-type: none"> <li>• Involvement in 1 international/national committee, board, officer per year OR</li> <li>• 2 regional/state/local committee, board, officer, and/or professional service activities per year</li> </ul> </li> </ol> <p><b>Associate Professor &gt; Professor</b></p> <ol style="list-style-type: none"> <li>1. University Service:               <ul style="list-style-type: none"> <li>• Average involvement in 3 committees/activities/year at the college or university or department/school level.                   <ul style="list-style-type: none"> <li>○ At least one committee involves leadership role (i.e., Committee Chair)</li> <li>○ Service in leadership roles is expected.</li> </ul> </li> </ul> </li> <li>2. Public Service:               <ul style="list-style-type: none"> <li>• Involvement in at least 2 international/national/ regional/state/local committees, board, officer and/or professional service activities.                   <ul style="list-style-type: none"> <li>○ Service in leadership roles is expected.</li> </ul> </li> </ul> </li> </ol> <p><b>DPT Related Program Outcomes:</b></p> <p>FO-3. Program faculty will participate in community-based service initiatives and/or professional service to the community.</p> <p>FO-4. Program faculty are actively engaged in professional organizations and leadership roles.</p> <p>FO-6. Program faculty provide research mentorship to students</p>



		SO-7. Program students will disseminate the results of scholarly activity in a professional venue	
<b>Distinguished: 5 + activities</b>	<b>Skilled: 4+ activities</b>	<b>Baseline: 1-2 activities</b>	<b>Unsatisfactory: 0-1 activities;</b>
<p>Faculty member documents the following criteria (2 points):</p> <ol style="list-style-type: none"> <li>1. Serve on 1 or more university committees per AY.</li> <li>2. Involvement in 1 international/national committee, board, officer OR 2 regional/state/local committee, board, officer, and/or professional service activities</li> </ol> <p>In addition, faculty member documents 3 or more of the following items each AY:</p> <ol style="list-style-type: none"> <li>1. Serve as chair of one university committee</li> <li>2. Serve on additional university committees beyond the required 1/per AY.</li> <li>3. Document additional public service beyond what is required per AY.</li> <li>4. Coordinating or assisting in a community service activity.</li> </ol>	<p>Faculty member documents the following criteria (2 points):</p> <ol style="list-style-type: none"> <li>1. Serve on 1 or more university committees per AY.</li> <li>2. Involvement in 1 international/national committee, board, officer OR 2 regional/state/local committee, board, officer, and/or professional service activities</li> </ol> <p>In addition, faculty member documents 2 or more of the following items each AY (2 points):</p> <ol style="list-style-type: none"> <li>1. Serve as chair of one university committee</li> <li>2. Serve on additional university committees beyond the required 1/per AY.</li> <li>3. Document additional public service beyond what is required per AY.</li> </ol>	<p>Faculty member documents 2 service activities completed in the AY.</p> <p>1 or 2 from the following criteria</p> <ol style="list-style-type: none"> <li>1. Serve on 1 or more university committees per AY.</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>2. Involvement in 1 international/national committee, board, officer OR 2 regional/state/local committee, board, officer, and/or professional service activities</li> </ol> <p>If documenting 1 from above criteria, 1 additional activity is documented from the following activities:</p> <ol style="list-style-type: none"> <li>1. Serve as chair of one university committee</li> <li>2. Serve on additional university committees beyond the required 1/per AY.</li> <li>3. Document additional public service beyond what is required per AY.</li> </ol>	<p>The faculty member does not meet the required criteria or meets the conditions for evaluation of Baseline.</p>

<ul style="list-style-type: none"> <li>5. Coordinating or assisting with a department/ college/ university event.</li> <li>6. Contributing to program review reports requested by the University</li> <li>7. Contributing to writing self-study documents requested as evidence from the annual assessment report, compliance report or re-affirmation visit.</li> <li>8. Mentoring students who were unsuccessful in passing the NPTE.</li> <li>9. Mentoring/advising new DPT faculty</li> <li>10. Mentoring/advising adjunct DPT faculty</li> <li>11. Participation in student recruitment activities</li> <li>12. Mentoring student groups</li> <li>13. Provide mentorship to 1 DPT student research group per cohort outside of research teaching responsibilities.</li> <li>14. Faculty advisor for student organizations</li> <li>15. Development of recruitment material</li> <li>16. Participation in fund raising</li> <li>17. Special assignments from the Department Chair</li> </ul>	<ul style="list-style-type: none"> <li>4. Coordinating or assisting in a community service activity.</li> <li>5. Coordinating or assisting with a department/ college/ university event.</li> <li>6. Contributing to program review reports requested by the University</li> <li>7. Contributing to writing self-study documents requested as evidence from the annual assessment report, compliance report or re-affirmation visit.</li> <li>8. Mentoring students who were unsuccessful in passing the NPTE.</li> <li>9. Mentoring/advising new DPT faculty</li> <li>10. Mentoring/advising adjunct DPT faculty</li> <li>11. Participation in student recruitment activities</li> <li>12. Mentoring student groups</li> <li>13. Provide mentorship to 1 DPT student research group per cohort outside of research teaching responsibilities.</li> <li>14. Faculty advisor for student organizations</li> <li>15. Development of recruitment material</li> <li>16. Participation in fund raising</li> </ul>	<ul style="list-style-type: none"> <li>4. Coordinating or assisting in a community service activity.</li> <li>5. Coordinating or assisting with a department/ college/ university event.</li> <li>6. Contributing to program review reports requested by the University</li> <li>7. Contributing to writing self-study documents requested as evidence from the annual assessment report, compliance report or re-affirmation visit.</li> <li>8. Mentoring students who were unsuccessful in passing the NPTE.</li> <li>9. Mentoring/advising new DPT faculty</li> <li>10. Mentoring/advising adjunct DPT faculty</li> <li>11. Participation in student recruitment activities</li> <li>12. Mentoring student groups</li> <li>13. Provide mentorship to 1 DPT student research group per cohort outside of research teaching responsibilities.</li> <li>14. Faculty advisor for student organizations</li> <li>15. Development of recruitment material</li> <li>16. Participation in fund raising</li> <li>17. Special assignments from the Department Chair</li> </ul>	
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<p>18. Coordinating or assisting in a workshop offered by the DPT program</p> <p>19. Serve in a leadership role in a professional committee or organization</p> <p>20. Item writer for NPTE</p> <p>21. Item writer for ABPTS examination</p> <p>22. Other activities demonstrating appropriate service as outlined in the DPT P&amp;T guidelines</p>	<p>17. Special assignments from the Department Chair</p> <p>18. Coordinating or assisting in a workshop offered by the DPT program</p> <p>19. Serve in a leadership role in a professional committee or organization</p> <p>20. Item writer for NPTE</p> <p>21. Item writer for ABPTS examination</p> <p>22. Other activities demonstrating appropriate service as outlined in the DPT P&amp;T guidelines</p>	<p>18. Coordinating or assisting in a workshop offered by the DPT program</p> <p>19. Serve in a leadership role in a professional committee or organization</p> <p>20. Item writer for NPTE</p> <p>21. Item writer for ABPTS examination</p> <p>22. Other activities demonstrating appropriate service as outlined in the DPT P&amp;T guidelines</p>	
<ul style="list-style-type: none"> <li>• University service includes department/program, college and university committees and/or activities.</li> <li>• In accordance with DPT P&amp;T guidelines, Public Service is directly related to the faculty member's profession.</li> <li>• Additional service items #1, 18-20, constitute 1 additional point per activity documented.</li> </ul>			

**PROFESSIONALISM**

**CHHS Criteria: Professionalism**

A faculty member behaves professionally by adhering to department, college, University and professional organization standards. Professional behavior includes timely completion of departmental, college and University tasks; ethical conduct in matters of instruction, research and finances; and the maintenance of civil and respectful relationships with students and colleagues.

Standards to which faculty are expected to adhere are more specifically identified here:

1. WKU Faculty Handbook Section II.D., Professional Conduct;
2. WKU Standards of Conduct, Policy 4.8;
3. WKU departmental/college standards, as adopted through shared governance; and Professional organization standards, if applicable.

Meets Teaching Expectations and Responsibilities of Core Faculty Member of DPT Program

Criteria	Distinguished, Skilled, Baseline	Unsatisfactory
<ol style="list-style-type: none"> <li>1. Adheres to standards of Professional Conduct as outlined in the WKU Faculty Handbook, section II.D.</li> <li>2. Complies with standards of conduct as outlined in WKU Standards of Conduct, Policy 4.8.</li> <li>3. Maintains valid/current licensure in good standing as a physical therapist in the state of KY or in a state with compact privileges to KY.</li> <li>4. Syllabus is in the CAPTE approved format.</li> <li>5. Syllabi objectives are mapped to current CAPTE standards.</li> <li>6. Syllabi objectives are revised in accordance with program and college curricular review process.</li> <li>7. Syllabus includes required university information.</li> </ol>	<p>Faculty member meets 100% of the 17 criteria</p>	<p>The faculty member does not meet the conditions for evaluation of Baseline, Skilled and Distinguished.</p>

<ul style="list-style-type: none"> <li>8. Syllabus includes a topical outline.</li> <li>9. Syllabus includes required textbook(s) of the most current edition.</li> <li>10. Syllabus is posted on TopNet a minimum of 1-week prior to the semester start or 1-week prior to course start for courses starting in differing semester terms.</li> <li>11. Weekly schedule is posted on office door.</li> <li>12. Maintains 4 office hours per week for advising students related to student performance in assigned teaching areas.</li> <li>13. Completes advisement of assigned advisees in accordance with DPT Student Manual.</li> <li>14. Completes advisement of assigned advisees related to performance on departmental comprehensive exam and study plan for NPTE.</li> <li>15. Completes and submits DPT Faculty Development Plan in accordance with requested timeframe.</li> <li>16. Completes and submits review of CHHS Workload Spreadsheet in accordance with requested timeframe.</li> <li>17. Submits updated CV in accordance with requested timeframe.</li> </ul>				
	Distinguished	Skilled	Baseline	Unsatisfactory
<ul style="list-style-type: none"> <li>1. SITE Item 10 (<b>My instructor is punctual and holds classes as scheduled</b>).</li> <li>2. Site Item 9 (<b>My instructor treats me fairly with regard to race, age, sex, religion, national origin, disability, gender identity, and sexual orientation</b>).</li> </ul>	Item 10 is scored: 5/5 in 100% of SITE evaluations received during the AY.	Item 10 is scored $\geq$ 4/5 in more than 75% of course evaluations received during the AY.	Item 10 is scored $\geq$ 3/5 in more than 75% of course evaluations received during the AY.	Item 10 is scored $<$ 3 in more than 50% of course evaluations received during the AY.

	Item 9 is scored 5/5 in 100% of SITE evaluations received during the AY.	Item 9 is scored $\geq 4/5$ in more than 75% of course evaluations received during the AY.	Item 9 is scored $\geq 3/5$ in more than 75% of course evaluations received during the AY.	Item 9 is scored $< 3$ in more than 50% of course evaluations received during the AY.
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