General Expectations in Academia

- Teaching (and Advising?)
- Scholarship (Scholarly Work/Professional Accomplishments)
  - Peer reviewed?
  - Credential awarded? Test given?
- Service
  - beyond what is expected of every faculty member, often extends beyond institution but needs to be related to professional role/expertise
Factors influencing expectations

- Institutional Type/Carnegie classification
- Contract Type
- Your degree level, “terminal degree” for department,

Institution Types

- Community College vs. four year/graduate institutions
- State institutions vs. private non-profit vs. for-profit (proprietary)
- Carnegie Classification
  - Examples:
    - Marjorie: R1: Doctoral Universities – Highest research activity
    - Holly: Master’s Colleges & Universities: Larger Programs
Contracts for PTA faculty

- Often not full year, even for PDs
  - “Overload” contracts, administrative stipends
- Annual or multi-year
- May be part of a union
- Promotion/tenure may not be an option
- Titles may vary

Tenure

- Reciprocal agreement between an individual and an academic unit in which the individual is expected to maintain certain standards of teaching, research and service and in return is provided with academic freedom and economic security.
- May or may not be connected with promotion
- Tenure-track: process of working toward tenure, usually with designated review points/performance expectations.
  - 2-yr, 4-yr, 6-yr
Advancement in the University: St. Catherine University

- Ranked vs. Non-Ranked Faculty
  - Instructor
  - Assistant Professor
  - Associate Professor
  - Professor
- All ranked faculty eligible for promotion, regardless of contract type
- Based on TEACHING, scholarship and professional accomplishments, service
  - Also based on degree level, “terminal degree” for profession
- Individual departments have norms for promotion
  - Must be within guidelines set by University

Advancement in a State Institution: Lake Superior College

(Information from Jane Worley, PT, MS: Program Director)

- All faculty called “instructors”
- No expectation for scholarship
- Faculty development funds can be obtained from faculty union or from the program’s budget
- First 3-year contract: Probation period, annual reviews
- Subsequent contracts: review every 3-years
- No real opportunity for promotion
- No formal job descriptions (as a result of being in union)
CAPTE Criteria: Core Faculty (PTA)

- Minimum of two full time (preferably three) core faculty members (8A)
- One core faculty must be a PT and licensed in the jurisdiction where the program operates (8A)
- All core faculty who are PTs/PTAs and who are teaching clinical PT/PTA content must be licensed or regulated in a United States jurisdiction as a PT or PTA (4A)
- Minimum of three years of full time clinical experience (or equivalent) (4B)
- Each must have a record of institutional or professional service (4B)
- Has contemporary expertise in assigned teaching areas (4D)
  - Education/Licensure
  - Clinical Expertise
  - Consultation and service related to teaching areas
  - Course materials
  - Scholarship, eval of course materials by content experts, independent stud

CAPTE Criteria for DCE/ACCE (PTA)

- Has a license to practice as PT or PTA in any US jurisdiction
- Three years of clinical experience
- Two years as CI and/or CCCE OR two years experience in teaching, curriculum development and administration (4I)
- Effective in developing, conducting, and coordinating the clinical education program (4J)
**CAPTE Criteria for Program Director (PTA)**

- PT or PTA (with license/certification/registration)
- Minimum of a Master’s Degree
- Minimum of five years of clinical experience, that includes a minimum of three years (or equivalent) of full-time clinical experience;
- Experience in:
  - Didactic and/or clinical teaching
  - Administration/management
  - Education theory and methodology
  - Instructional design
  - Student evaluation
  - Outcomes assessment
  - Must have Nine academic credits of post professional coursework in education foundations (will begin enforcing in 2018)

**“9 credits of post professional coursework” – what counts?**

- Academic credits (vs. continuing education)
- Post professional – not in entry-level training
- Examples:
  - APTA Educational Leadership Institute
  - University of Indianapolis Certificate Program
  - Rehab Essentials (through Univ. of Montana)
  - Washburn University
Boyder’s Model of Scholarship

“The richness of faculty should be celebrated.”

- **Discovery**: Development of new knowledge and theory development; “traditional research”
- **Integration**: Interdisciplinary work; broader context for synthesizing findings and applying
- **Practice/Application**: Aid community/society and professions in addressing real world problems
- **Teaching**: Search for innovative approaches and best practices to develop skills and disseminate knowledge
- **Engagement**: Identify, understand and resolve social, civic or ethical problems; includes data collection, analysis, interpretation and impact

Measures of Performance in Scholarship

- **Discovery**: Publishing in peer-reviewed journals, grants
- **Integration**: Writing textbook for multiple disciplines, peer-reviewed research on interprofessional program or service project
- **Practice/Application**: Consultation reports; patents/products; policy papers related to practice
- **Teaching**: Publish peer-reviewed articles related to teaching methodology or learning outcomes, successful application of technology to teaching and learning (digital scholarship)
- **Engagement**: Write grants/policy papers in support of community-based intervention
Why should PTA educators do scholarship and service?

- Hold ourselves to same rigorous standards
- CAPTE expectations for service
- Advance the profession, provide different point of view
- Presenters may be able to tap into different funds for travelling
- Highlight our unique pedagogical tools/methods

Other ways of sharing:
- PTA Educators listserv (must be APTA Education Section member)
- PTA Educators Facebook page

References

REFERENCES


