

**School of Physical Therapy
Standards for Tenure and Promotion (2011)**

Candidates for Promotion and Tenure in the School of Physical Therapy will be assessed under either Category 4, Research/Scholarly Work, or Category 5, Practice of Professional Skills/Scholarly Work. The determination of which category is to be used is to be made by the Director in consultation with the faculty member at the time of appointment. Any modification of this would have to be justified in writing by the candidate and the Director and submitted to the Dean prior to the beginning of the academic year.

1. ACADEMIC AND/OR PROFESSIONAL CREDENTIALS

In the School of Physical Therapy, for appointment to tenure-track positions, candidates must have a degree and two years of clinical experience in Physical Therapy.

Candidates with a PhD or comparable credential will normally receive preference for initial appointment, however, PhD candidates will also be considered. In cases where the Ph.D. is not completed at the time of appointment, the letter of appointment will indicate that tenure cannot be awarded without the required credentials as specified in this section.

For tenure at the ranks of Assistant, Associate, or Full Professor, the faculty member must have a Physical Therapy degree and a PhD or its discipline-specific counterpart from a recognized university. Only in special circumstances will an exception be made.

In the School of Physical Therapy, for appointment at the rank of Lecturer, candidates must hold a Physical Therapy degree and either be enrolled in a PhD program or have an appropriate graduate degree (e.g., Master of Science, Master of Education, Master of Public Health). Candidates for a Lecturer position in Physical Therapy must have a minimum of two years clinical experience in Physical Therapy.

2. TEACHING ABILITY AND PERFORMANCE

Good teaching and advising are expected of all faculty members. Evaluation of teaching is an essential component of tenure and promotion considerations. Teaching responsibilities are determined at the time of appointment as determined by the appointment categories and reviewed annually with the Director as part of the assignment of duties.

Standard teaching roles as set out for the faculty member by the Director include teaching in graduate courses, teaching and/or supervision of students performing clinical work, mentoring, advising and supervising entry level students, and graduate students. Other teaching roles that faculty may be involved in are inter-professional teaching, teaching in courses provided by Continuing Professional Learning and/or

Continuing Physical Therapy Education, teaching at a distance and teaching in faculty development workshops. The Director will, at the beginning of the academic year, review with each faculty member what will be expected of them in their teaching duties, including the evaluative procedures to be followed. The Director will be responsible for the supervision of the evaluation of the teaching performance.

Aspects to be assessed include but are not limited to organization of class/course, preparation for classes, appropriateness of material presented, clarity of communication, ability to stimulate students' interest, responsiveness to students' questions and concerns, fairness and adequacy of evaluation of students' performance, willingness to try different or new teaching methods and technologies, teaching innovation in curricular design, and extent to which scholarly work is brought into the classroom.

The standards to be met for each rank are outlined below:

The candidate participates in average volume of teaching for the School. The School is responsible for providing evidence of average volume of teaching for its members at each rank. Aspects to be assessed are outlined in Table II of the University Standards. The candidate will provide evidence of regular Peer Review and student evaluation which are satisfactory and show evidence of progress in teaching.

Probationary appointment:

It is anticipated that candidates will participate in teaching duties according to assignment of duties by the Director. The candidate will provide peer review and student evaluations which document satisfactory teaching. Participation in activities to improve teaching is a requirement for all faculty members for advancement.

Tenure/Continuing Status as Assistant Professor:

In addition to teaching as described above, the candidate will participate in course coordination and development of teaching methods. The candidate will provide Peer Review and student evaluations which are satisfactory and show evidence of progress in teaching. Evaluations are required on an on going basis. In addition the candidate will participate in faculty development activities related to teaching.

For a rating of meets the standard at a superior level, the candidate will teach at a level that exceeds the School's standard and receives excellent Peer Review and student evaluations. Receipt of a Teaching Award may be consistent with meeting the standard at the superior level.

Tenure/Continuing Status as or Promotion to Associate Professor:

At the Associate Professor rank it is anticipated that the candidate will continue to participate in course coordination and development. In addition the candidate will participate in faculty development activities related to teaching and will facilitate the use of innovative teaching methods. The candidate will provide Peer Review and student evaluations which are consistently satisfactory. Evaluations are required on an on going basis.

For a rating of meets the standard at a superior level, the candidate will teach at a level that exceeds the School's standard and receive excellent Peer Review and student evaluations. Receipt of a Teaching Award may be consistent with meeting the standard at the superior level. The candidate may also be involved in the significant reorganization of weak courses, introduction of new courses or implementation of innovative teaching methods.

Tenure/Continuing Status as or Promotion to Professor:

At the Associate Professor rank it is anticipated that the candidate will participate in School's teaching and will demonstrate greater leadership in teaching. This might include any of the following:

- curricular development,
- course coordination and development,
- advanced teaching roles (e.g., supervision of MSc or PhD students)
- leading or organizing faculty development activities and will facilitate or
- providing mentorship in the use of innovative teaching methods.

The candidate will provide Peer Review and student evaluation which are consistently satisfactory. Evaluations are required on an on-going basis.

3. KNOWLEDGE OF THE DISCIPLINE AND FIELD OF SPECIALIZATION

3.1 A candidate needs to provide a written statement summarizing the evidence that would demonstrate the candidate's knowledge in the Field of Specialization. Examples of evidence are:

- Peer-reviewed papers
- Peer-reviewed grants
- Invited conference presentations
- Invited lectures and seminars outside U of S
- Membership on editorial boards

- Position on professional bodies
- Membership on advisory (e.g. graduate student) committees
- Request for consultation by clinician(s), clinics, program(s) or health care facilities
- Participation in accreditation of clinics, or facilities/programs
- Editing or publication of book chapters or books
- Service as an external reviewer of a masters or doctoral thesis
- Reviewer of articles for publication in national or international journals
- Service as an external reviewer for Promotion or Tenure of faculty of another university

3.2 A candidate should give an open seminar during the academic year before tenure or promotion, to colleagues at the University of Saskatchewan outlining the candidate's research/scholar program. Such seminars will be evaluated by the faculty members of the School and the College Review Committee.

4. RESEARCH and SCHOLARLY WORK

For the purposes of this document, and for faculty evaluated under this category, research and scholarly work is intellectual work, which has been subjected to external peer review and published peer-reviewed outlets. In addition, evidence of the ability to obtain adequate research funding for the faculty member's program of research is also considered as an indication of a candidate's performance.

Research and scholarly work is expected of all faculty members in the School of Physical Therapy. For tenure and promotion, the School of Physical Therapy will require evidence of an active research program or program of scholarship, and evidence of the ability to obtain adequate research funding. The Case File must contain a written description of the candidate's current research program or program of scholarship. The *primary and essential evidence* in this category is publication in reputable peer-reviewed outlets. Evaluation of research and scholarly work for tenure and promotion at all ranks will address the *quality and significance of the work*. In the School of Physical Therapy, the award of research funding from provincial, national or international granting councils or agencies that employ a process of peer evaluation is also a significant indication of a candidate's performance.

Assessment of performance will primarily be made by consideration of the evidence of intellectual work published in peer-reviewed outlets, but may also include other works as listed below. The following may be considered other works and are not intended to replace peer-reviewed publications and research grants, but may be considered as additional evidence in the evaluation of research and scholarly work:

- Published books
- Chapters in books
- Letters to the editor reporting original research data
- Clinical case reports in refereed journals
- Research related patents
- Copyrighted software

Other kinds of evidence, normally considered of lesser significance, may also be considered as scholarly work, but are not a substitute for refereed publications; for example publication of an article in a non-refereed journal or presentation of a paper at a local conference. Other scholarly activities, such as publication of book reviews, editorship of a journal, service as an external reviewer of a masters or doctoral thesis, service on the editorial board of a journal and reviewer of articles for publication in national or international journals are considered as evidence towards Categories 3 (Knowledge of Discipline) or 7 (Public service) rather than Category 4 (Research and Scholarly Work).

Specific Requirements by Rank: In addition to the above general requirements, the following will form the basis of the recommendation:

Tenure as Assistant Professor: For tenure to be recommended, there must be compelling evidence that a body of high quality scholarly work has been completed beyond that demonstrated at appointment. There must also be evidence of the promise of future development as a scholar, including the presence of a defined program of research or scholarship. There must be evidence that a candidate obtained funding at adequate levels to undertake the program of research (i.e. publishable work in peer-reviewed journals).

The quality of research and scholarly work will be assessed, using the tenure and promotion standards of the School of Physical Therapy, University of Saskatchewan by at least three *senior academics* drawn from comparable institutions.

Tenure as or Promotion to Associate Professor: For the award of tenure or promotion to be recommended, there must be compelling evidence of significant achievement in scholarly activity beyond that demonstrated at appointment and beyond that expected for the rank of Assistant Professor. Candidates will demonstrate through peer-reviewed publications that the results of their research and scholarly work have made a contribution sufficient to be recognized by colleagues in their field in other parts of Canada. There must also be evidence of leadership in the establishment and execution of a clearly defined program of research or scholarship and a positive indication that the candidate will maintain activity in research and scholarly work. There must be evidence

that the candidate obtained funding at adequate levels to sustain the program of research (i.e. publishable work in peer-reviewed journals).

For tenure at the Associate rank (unless tenure is a condition of appointment), the quality of research and scholarly work will be assessed, using the tenure and promotion standards of the School of Physical Therapy, University of Saskatchewan, by at least three senior academics¹ drawn from comparable institutions.

For promotion to the Associate rank, the candidate will be evaluated by colleagues in the School of Physical Therapy. The candidate will provide an up-to-date *curriculum vitae* and, in collaboration with the Director of the School, will provide a case file, and other relevant evidence for the purposes of this assessment.

Tenure as or Promotion to Professor: For the award of tenure or promotion to be recommended, there must be compelling evidence of significant achievement in scholarly activity beyond that demonstrated at appointment and beyond that expected for the rank of Associate Professor. Candidates will demonstrate, through publications in reputable, peer reviewed outlets that the results of their research have made a contribution to the field of specialization, sufficient for this contribution to be recognized as substantial by authorities in the field in other parts of Canada and other countries as appropriate. There must also be evidence of leadership in the establishment and execution of a clearly defined program of research or scholarship and a positive indication that the candidate will maintain activity in research and scholarly work. There must be evidence that the candidate obtained funding at adequate levels to sustain the program of research (i.e. publishable work in peer-reviewed journals). Candidates will also be expected to participate in the supervision of graduate students in research programs.

For tenure (unless tenure is a condition of appointment) and/or promotion, the quality of research, scholarly and/or artistic work will be assessed, using the tenure and promotion standards of the School of Physical Therapy, University of Saskatchewan, by at least three senior academics drawn from comparable institutions.

5. PRACTICE OF PROFESSIONAL SKILLS

Candidates considered for promotion and tenure under this category will, as a major part of their assigned duties, engage in a professional practice which involves a significant and continuing commitment of time. Research and scholarly work linked to their professional practice is expected of all faculty evaluated under this category of assessment.

¹The definition of "senior academic" and the process for solicitation of letters from external referees is described in Section E

Since the average teaching load of faculty members assigned to this category is heavy, the time available for clinical work and maintaining professional skills is limited. However, it is an essential part of the activities of each member in a clinical field, and some contribution in this area must be undertaken. It is recognized that clinical work will, of necessity, be limited to the specific areas of individual expertise, and may be included in the teaching program where there is an essential clinical component in a class.

Professional practice means mastery of the professional skills associated with the discipline, and their effective use in a discipline-appropriate practice setting. Research and scholarly work is creative, intellectual work which is in the public realm and which has been subjected to external peer review.

Both the professional practice and the research and scholarly work components of this category of assessment will be taken into account in the overall evaluation of the candidate's performance. The evaluation should reflect the balance between the practice of professional skills and the research and scholarly work in which the candidate is engaged.

5.1 Professional Practice

Clinical Practice applies to Physical Therapy faculty members who engage in testing, diagnosis, treatment and similar activities. School of PT standards will refer to some or all of the standards for practice identified in the list below and outline expectations.

Educational Practice applies to faculty members engaged in a professional practice in educational program development and delivery, and/or in instructional design. School of PT standards will outline expectations ensuring that the practice is grounded in a conceptual framework that is supported by contemporary literature, and that there is evidence of results achieved.

School of Physical Therapy standards will include some of the following:

- performance of professional skills (e.g., clinical management, program design and evaluation, diagnosis, systems analysis, applied government and/or private sector technical and policy reports, consultation to colleagues)
- peer recognition (e.g., referrals and requests for services, provision of expert advice, testimonials from client organizations, professional association recognition)
- delivery of health care, technical or professional services
- completeness and accuracy of investigations, procedures, reports, case records, policy analyses

- effectiveness as a professional role model (for students and other individuals)
- willingness to accept and perform duties integral to practice of professional skills
- high quality communication with colleagues and clients
- evidence of the ability to organize and manage complex multi-faceted and large-scale clinical projects/programs
- evidence of the ability to establish effective relationships with professional colleagues, resource persons, clients and collaborators
- involvement in post-graduate courses in a clinical specialty
- clinical teaching or clinical supervision of students
- success in obtaining external funding
- leadership in the profession

In assembling evidence of professional practice, School of PT standards will ensure that a broad-based consultative process is in place for tenure or promotion considerations. Following consultation with the candidate, the Director and/or Dean will request confidential, written evaluations from colleagues and professional and/or client agencies who are familiar with the technical and/or professional aspects of practice. Candidates may also provide letters of support (placed in the case file).

5.2 Scholarly Work

Candidates for tenure or promotion will engage in scholarly work appropriate to the profession or discipline with the fundamental expectation that the results of scholarly work will be shared with other members of the profession, the academic community and other relevant communities. Publication in reputable peer-reviewed outlets is the *primary* evidence in this category.

Evaluation of scholarly work for tenure and promotion at all ranks will address the *quality and significance of the work*. There must be a positive indication of involvement in scholarly work with research funding at levels appropriate to the discipline.

The appropriate vehicles for dissemination or publication of scholarly work include, publication of refereed articles, case reports; preparation of technical reports, reports to agencies; presentations at academic, scientific or professional meetings, dissemination of scholarly work to community organizations.

Specific Requirements for Each Rank: In addition to the above general requirements, the following will form the basis of the recommendation:

For Tenure as Assistant Professor: There must be compelling evidence, beyond that demonstrated at appointment, that: 1) the candidate is developing a

leadership role in the field of specialization with provision for further development; and, 2) the candidate is contributing to the creation and dissemination of knowledge through scholarly work. The results of research must have been published in a peer-reviewed publication. There must also be evidence of the promise of future development as an advanced practitioner and scholar, including the presence of a defined professional practice and a defined program of scholarship. Evidence of the ability to obtain adequate research funding is not a requirement in this category.

The quality of the candidate's professional practice and scholarly work will be assessed, using the tenure and promotion standards of the University of Saskatchewan, by at least three senior academics drawn from comparable institutions.

For Tenure as or Promotion to Associate Professor: There must be compelling evidence, beyond that demonstrated for the rank of Assistant Professor, that: 1) the candidate has established a significant leadership role in the field of specialization and demonstrated exemplary standards of clinical practice; and, 2) the candidate has contributed to the creation and dissemination of knowledge through scholarly work. There must also be evidence of continuing development as a practicing professional and as a scholar, including the presence of a clearly defined professional practice and a clearly defined program of scholarship. The results of significant investigations, such as experimental studies or clinical observations, must have been published in reputable peer-reviewed publications. This work must have made a contribution sufficient to be recognized by colleagues in their field in other parts of Canada or internationally. Evidence of the ability to obtain adequate research funding is a requirement in this category.

For tenure at the Associate rank (unless tenure is a condition of appointment), the quality of the candidate's professional practice and scholarly work will be assessed, using the tenure and promotion standards of the University of Saskatchewan, by at least three senior academics drawn from comparable institutions.

For Tenure as or Promotion to Professor: There must be compelling evidence, beyond that demonstrated for the rank of Associate Professor, that: 1) the candidate has demonstrated a sustained high level of performance in the practice of the profession and established a reputation for expertise in the field among colleagues and, where appropriate client agencies or professional associations; and, 2) the candidate has made a significant contribution to the creation and dissemination of knowledge through scholarly work. There must also be evidence of leadership in the establishment and execution of a clearly defined program of scholarship and a positive indication that the candidate will maintain

activity in scholarly work as well as in professional practice. The candidate will have played a leading role in scholarly investigations and published the results in reputable peer-reviewed publications. The candidate will have made a contribution sufficient to be recognized by colleagues in their field in other parts of Canada and in other countries. In cases where the opportunity exists to supervise graduate students, candidates for Professor will have actively pursued these opportunities. Evidence of the ability to obtain adequate research funding is required in this category.

For tenure (unless tenure is a condition of appointment) and/or promotion, the quality of the candidate's scholarly work will be assessed, using the tenure and promotion standards of the University of Saskatchewan, by at least three senior academics drawn from com

6. **CONTRIBUTIONS TO THE ADMINISTRATIVE RESPONSIBILITIES OF THE DEPARTMENT/SCHOOL, COLLEGE, UNIVERSITY AND HEALTH REGION**

This category describes the candidate's commitment to the collegium and reflects "service" within and outside the university community. Faculty are expected to be actively engaged in the collegial decision-making processes, to participate in administrative work, and are encouraged to be involved in the activities of academic and professional organizations. Faculty should use good judgment in balancing their activities in this category with those in other categories of assessment. All faculty members are expected to carry their fair share of administrative work. The amount of time is determined at the time of appointment as determined by the **appointment category** and reviewed annually with the Director in committee as part of the assignment of duties.

The standards to be met for each rank are outlined below:

Probationary appointment: Ordinarily, candidates during their probationary appointment are not expected to have significant administrative responsibilities. During the initial appointment, candidates are expected to attend and participate in academic and collegial meetings of the School (e.g., Academic Affairs, School of Physical Therapy Faculty Council, and collegial decision making meetings for which they are eligible). Candidates during probationary appointment may be assigned to serve on standing committees of the School, and/or to chair minor committees. During the first three years of probationary appointment, candidates will not be required to chair major committees of the School (e.g., Admissions, Executive of Curriculum). If an extension to probation is granted, during the extended period, the candidate may serve as a co-chair of major committees of the School (e.g., Admissions, Executive of Curriculum).

Tenure/Continuing Status as Assistant Professor:

Candidates for tenure as an Assistant Professor are **not required to meet a specific standard** in the category of administration, but are expected to attend and participate in academic and collegial meetings of the School (e.g., Academic Affairs, School of Physical Therapy Faculty Council, collegial decision making meetings for which they are eligible), College of Medicine, College of Graduate Studies and research, and the University. They will be assigned to serve on standing committees of the School and may serve as a co-chair of major committees of the School (see above). Evidence should be available to support participation for a rating of meets the standard. Such evidence could include letters from the committee Chair, Director, or senior administration of the College, University to the candidate.

Tenure/Continuing Status as or Promotion to Associate Professor:

For appointment categories at this level of assignment of duties, the candidate is expected to continue to participate in academic and collegial meetings of the School and other committees of the School, College of Medicine, CGSR, or University in order to meet the standard. Normally, the candidate will be expected to chair one or more committees.

For a rating of meets the standards at a superior level, evidence of the following should be available:

- Extraordinary leadership
- Noteworthy contributions to the School, (e.g., chair one of the major committees of the School), College of Medicine, College of Graduate Studies and Research, and/or University

Tenure/Continuing Status as or Promotion to Professor:

For appointment categories at this level of duties, the candidate is expected to Chair and to have Chaired, as well as participating in, committees of the School, College, or University and/or to have shown significant administrative contributions to the various curriculum development areas of the School or to have shown significant leadership at the national level in professional societies and organizations in order to meet the standard.

For a rating of meets the standards at a superior level evidence of the following should be available:

- Extraordinary leadership
- Noteworthy contributions to the School, (e.g., chair one of the major committees of the School), College of Medicine, College of Graduate Studies and Research, and/or University

7. PUBLIC SERVICE, OUTREACH & COMMUNITY ENGAGEMENT AND CONTRIBUTIONS TO ACADEMIC AND PROFESSIONAL BODIES

Public service is normally defined as the faculty member's provision of expertise to the outside community and will be accorded recognition insofar as the activities entail application of expertise associated with the candidate's position in the university. Outreach and Community Engagement work is defined as extending the University to the community through the provision of a service to the community outside of the University. It is expected that such service will be sponsored or sanctioned by the department and/or college in which the faculty member resides. Service to academic, profession or scientific organizations, to be recognized in this category, must go beyond membership in an organization and focus on active participation.

The standards to be met for each rank are outlined below:

Probationary Appointment:

Ordinarily, the candidate during probationary appointment is not expected to have significant responsibilities in PSEC.

Tenure/Continuing Status as Assistant Professor:

Candidates for tenure as Assistant Professor are not required to meet a specific standard.

Tenure/Continuing Status as Associate Professor:

Candidates for tenure as Associate Professor, to meet the standard, must provide evidence of a willingness to participate and effective performance in public service, extension and/or contributions to academic and professional bodies. Public service might include service on community, provincial or national boards, committees and organizations, and public presentations. Outreach and Community Engagement may involve activities of knowledge translation to the non-academic environment. Contributions to academic and professional bodies may include service on committees of academic or professional bodies, on review panels of granting agencies, or on editorial boards of academic journals. To meet the standard at a superior level, evidence should be available of extraordinary leadership, significant impact of the activities on the community or organization, or exceptional evaluations of the service.

Tenure/Continuing Status as Professor:

Candidates for tenure as Professor, to meet the standard, must provide evidence of a willingness to participate effective performance in public service, extension and/or contributions to academic and professional bodies. Public service might include service on community, provincial or national boards, committees and organizations, and public presentations. Extension may involve activities of knowledge translation, continuing medical or physical therapy education. Contributions to academic and professional bodies may include service on committees of academic or professional bodies, on review panels of granting agencies, or on editorial boards of academic journals. To meet the standard at a superior level, evidence should be available of extraordinary leadership, significant impact of the activities on the community or organization, or exceptional evaluations of the service.