

CORE FACULTY DETERMINATION TABLE: DPT Programs (Nov 2020)

Purpose: This document is intended to be a resource for program directors of DPT programs when considering whether a faculty member is core or not. **Rows marked with an * reflect expectations delineated in the core faculty definition.** Other questions relate to the expectations for core faculty that are delineated in the PT Standards and Required Elements; a ‘no’ response to these indicate that the individual does not demonstrate compliance with the related element but might still be considered a core faculty member. **Definitions and related elements are provided below.**

Faculty Name	Program Response	Rationale
List the faculty member’s credentials (degrees and specializations).		Relates to #3 in core faculty definition.
Is the individual appointed to and employed primarily in the DPT program? If not appointed to and employed primarily in the DPT program, describe how the majority of the individual’s work at the institution involves or is associated with the DPT program. (See definition of core faculty; footnote # 19 in PT SRE.)		Relates to #1 in core faculty definition. Allows for institutions with varying reporting structures to designate faculty as core if they meet the guidelines but don’t report directly to the program director. The standards should not dictate an institution’s reporting structure; rather, the program director should be able to narrate and provide evidence that the majority of a core faculty member’s work involves the DPT program.
What is the individual’s assignment to the DPT program, i.e., full-time or part-time? Include FTE to the institution and to the DPT program.		Relates to #5 in core faculty definition. Core faculty members may be part time. At this time, data from CAPTE did not indicate a large number of part-time core faculty below .5 FTE. Program directors should be able to clearly narrate why they feel a faculty member is core, regardless of FTE.
Does the individual have the responsibility and authority to establish academic regulations and to design, implement, and evaluate the curriculum?	Yes/no	Relates to #2 in core faculty definition; also relates to Elements 4L and 4M). This does NOT ONLY apply to the course(s) in which they teach.
Does the individual attend a majority of the department/program meetings? Does the individual have the authority to vote on issues discussed, as appropriate?	Yes/no	Relates to their role for “responsibility and authority” within the DPT program that is delineated in #2 in core faculty definition.
Does the individual have a record of institutional or professional service?	Yes/no	This is an expectation of Element 4C ; a faculty member could be reported as core but not be in compliance with 4C.
Does the individual have a well-defined, ongoing scholarly agenda?	Yes/no	This is an expectation of Element 4B ; a faculty member could be reported as core but not be in compliance with 4B.
Does the individual participate in the process	Yes/no	This is an expectation of Element 4N ; a faculty member could be

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Faculty Name	Program Response	Rationale
of ensuring that students are safe and ready to progress to clinical education?		reported as core but not be in compliance with 4N.
Provide name, credentials, and title of the individual who evaluates this faculty member's effectiveness in the DPT Program, and the name, credentials, and title of the individual to whom this faculty member is accountable regarding their activities within the DPT program. These may be the same or different individuals.		Even for faculty who are evaluated by other departments/units, the individual should be accountable to someone within the DPT program.

Core faculty definition, which is found in footnote # 19 in PT Standards and Required Elements; yellow highlight represents new wording adopted Nov 3, 2020.

1. Individuals appointed to and employed primarily in the program, including the program director, the director of clinical education, and other faculty who report to the program director. **If not appointed to and employed primarily in the DPT program, the majority of the individual's work at the institution must involve the DPT program.**
2. The core faculty have the responsibility and authority to establish academic regulations and to design, implement, and evaluate the curriculum.
3. The core faculty include physical therapists and may include others with expertise to meet specific curricular needs.
4. The core faculty may hold tenured, tenure track, or non-tenure track positions.
5. Members of the core faculty typically have full-time appointments, although some part-time faculty members may be included among the core faculty.

Related Elements from the *PT Standards and Required Elements*

- 4B** Each core faculty member has a well-defined, ongoing scholarly agenda¹ that reflects contributions to: (1) the development or creation of new knowledge, OR (2) the critical analysis and review of knowledge within disciplines or the creative synthesis of insights contained in different disciplines or fields of study, OR (3) the application of findings generated through the scholarship of integration or discovery to solve real problems in the professions, industry, government, and the community, OR (4) the development of critically reflective knowledge about teaching and learning, OR (5) the identification and resolution of pressing social, civic, and ethical problems through the scholarship of engagement.
- 4C** Each core faculty member has a record of institutional or professional service².

¹ **Scholarly agenda:** A long-term plan for building lines of inquiry that will result in original contributions to the profession. It should include the principal topics of scholarly inquiry, specific goals that identify the types of scholarship, scholarly activities, and anticipated accomplishments with a timeline. The agenda may also include plans for relevant mentorship and collaboration with colleagues.

² **Service:** Activities in which faculty may be expected to engage including, but not limited to, institution/program governance and committee work, clinical practice, consultation, involvement in

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- 4L** The collective core faculty initiate, adopt, evaluate, and uphold academic regulations specific to the program and compatible with institutional policies, procedures and practices. The regulations address, but are not limited to, admission requirements; the clinical education program; grading policy; minimum performance levels, including those relating to professional and ethical behaviors; and student progression through the program.
- 4M** The collective core faculty have primary responsibility for development, review and revision of the curriculum with input from other appropriate communities of interest.
- 4N** The collective core faculty are responsible for assuring that students are safe and ready to progress to clinical education.