

PHYSICAL THERAPY FACULTY AND SCHOLARSHIP

Background

Since physical therapist education programs culminate in the awarding of a doctoral degree, CAPTE believes it is incumbent on the physical therapist professoriate to be engaged in research or scholarship. To that end, CAPTE's Standards and Required Elements include the following Element:

- 4B *Each core faculty member has a well-defined, ongoing scholarly agenda* that reflects contributions to the profession and is aligned with the mission of the institution.*

**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 for scholarly products, scholarly activities, and anticipated accomplishments. The agenda may also include plans for relevant mentorship and collaboration with colleagues.*

CAPTE acknowledges that this accreditation Element sets a standard for core faculty, regardless of type of appointment or the size, type, or mission of the institutions that house physical therapist education programs. This accreditation Element is not intended to set a standard to be used by faculty, programs, or institutions in the tenure or promotion process. Individual faculty are responsible for meeting established institutional expectations for tenure and promotion.

The purpose of this paper is to (1) identify the characteristics of scholarship based on Boyer's model, (2) describe CAPTE's expectations for scholarship for core faculty in PT programs, and (3) describe how core faculty document their scholarship with CAPTE using the scholarship form.

Characteristics of Scholarship

CAPTE believes that scholarship extends beyond traditional research and has adopted Boyer's Model as a guideline for describing scholarship. (Boyer 1990, 1996). Boyer's model categorizes scholarship into five types as described below:

1. The Scholarship of Discovery is the development or creation of new knowledge. This type of scholarship represents the traditional view of research.
2. The Scholarship of Integration involves contributions to the critical analysis and review of knowledge within disciplines or the creative synthesis of insights contained in different disciplines or fields of study.
3. The Scholarship of Application/Practice applies findings generated through the scholarship of discovery or integration to solve real problems in professions, industry, government and the community.
4. The Scholarship of Teaching contributes to the development of critically reflective knowledge about teaching, learning, and educational outcomes.
5. The Scholarship of Engagement contributes to the identification, understanding and resolution of significant social, civic, or ethical problems.

For all types of scholarship, fundamental requirements of the scholarly product include that it: (1) is significant to the profession, (2) is peer-reviewed through various methods, and (3) is disseminated through publication, presentation, or other recognized format.

The peer-review process involves evaluation of scholarly products or accomplishments by people with similar competencies such that quality standards are ensured, and credibility is established. Scholarly products undergo critical assessment for accuracy and quality by individuals (reviewers) with content expertise. An assessment or decision is then made to revise, accept, or reject the product for dissemination in a variety of formats, such as publication in a journal or textbook, presentation at a conference (e.g., poster, platform, session), or other recognized format that is disseminated and accessible to the public.

CAPTE's Expectations for Scholarship for Core Faculty

All core faculty members in a physical therapy program are expected to develop a scholarly agenda and a record of accomplishments consistent with both the guidelines of their educational institution and the CAPTE Standards and Required Elements. CAPTE expects all core faculty to produce five scholarly products within a ten-year period. Core faculty serve as role models for students and often mentor students to pursue careers in research.

Scholarly products can be any of the following:

1. Peer-reviewed publication of research, policy analysis, case studies, comprehensive reviews of literature on a specific topic, meta-analyses and/or topics related to teaching methodology
2. Peer-reviewed professional presentations, including poster and platform presentations on topics listed under number 1.
3. Grant awards
4. Published textbooks or chapters within textbooks

CAPTE does not consider the following activities as scholarly products:

1. Completion and defense of a dissertation
2. Supervision of student research
3. Continuing education presentations or seminars
4. Presentations where the faculty member is an invited speaker

A dissertation may result in papers and presentations that are peer-reviewed and disseminated; however, the dissertation itself is not considered a scholarly product. Supervising student research is considered an educational activity and does not meet this Element unless the work is peer-reviewed and disseminated. Continuing education courses or invited presentations do not undergo the type of review consistent with a rigorous peer-review process. Although presentations may be reviewed for eligibility for continuing education units, that review is not the same as the scientific peer review that occurs for presentations conducted in professional forums.

In summary, consistent with the profession's commitment to evidence-based practice and graduate professional education, CAPTE expects scholarship of core faculty to be peer-reviewed and to be disseminated to appropriate communities of interest.

Development of a Scholarly Agenda using the Faculty Scholarship Form

The Faculty Scholarship Form is used for each core faculty to document their scholarly agenda and scholarly products. A scholarly agenda is a long-term plan for building lines of inquiry that will result in original contributions to the profession. It includes specific goals, scholarly activities, and anticipated peer-reviewed accomplishments. The agenda may include plans for relevant mentorship and collaboration with colleagues. The scholarly agenda may change as a faculty

member's teaching, practice, or research interests evolve, but should show some consistency over time to allow for professional development and growth in the chosen area of inquiry. Faculty new to academia are expected to work with their mentor and colleagues to develop topics of interest and scholarship goals.

The Faculty Scholarship form includes examples of peer-reviewed and disseminated accomplishments within the last 10 years. Bibliographic citations are typically sufficient to document peer-reviewed publications, textbooks, and chapters. If the peer-review process is not clear from the citation, then the narrative portion of the form should be used to provide details about the peer-review process used and dissemination of the work.

Resources and References

Boyer, Ernest. Chapter 2 in: *Scholarship Reconsidered: Priorities for the Professoriate*. Carnegie Foundation for the Advancement of Teaching. Jossey Bass Publishers, 1990.

Boyer, Ernest. The Scholarship of Engagement. *Journal of Public Service and Outreach*, Vol. 1, No. 1, 1996.

(Adopted by CAPTE Oct 2004; revised Oct 2007, April 2010, Nov 2015, Nov 2020, July 2026)

FACULTY SCHOLARSHIP FORM (Required Form) (July 2026)

Provide 5-10 selected peer-reviewed activities during past ten (10) year period

Core Faculty Name and Credentials:	
Date Form Completed:	
Total years as a core faculty member in any PT program:	
<u>Principal Topics of Scholarly Inquiry</u>	
<u>Peer-Reviewed Scholarly Accomplishments Completed During the Past 10 years.</u> Scholarly accomplishments are expected to relate to the principal topics of scholarly inquiry and scholarship goals. All accomplishments should meet the definition of scholarship as defined in the Physical Therapy Faculty and Scholarship Position Paper. CAPTE expects all core faculty to have a minimum of five products over a ten year period. • Cite scholarly accomplishments that have been disseminated in a peer-reviewed format. • Provide <u>complete</u> bibliographic citations for all publications or presentations. Use only abbreviations that would be widely known. • For other types of accomplishments, in the narrative box below, provide a brief description that includes the peer review process. Guidance: 1. Platform presentation or poster or abstract from one study or scholarly accomplishment = 1 product. 2. Two or more platform presentations and/or posters and/or abstracts from one study or scholarly accomplishment = 1 product. 3. One manuscript and one platform presentation and/or poster and/or abstract from one study or scholarly accomplishment = 2 products. Identify research mentors for newer faculty and for faculty who do not meet the CAPTE expectation for scholarship in the narrative box below.	
<u>Specific Measurable Scholarship Goals</u>	

List scholarship goals to be achieved over the next four years that will result in peer-reviewed accomplishments. Number each goal.				
<u>Ongoing/Planned Scholarly Activities Related To Above Goals</u> For each of the above goals, list the related ongoing or planned scholarly activities including the project title, your role in the project, and the expected (year and month) timeline for dissemination. Add rows as necessary	Related Goal #(s)	Project Title	Role in Project	Projected Date of Dissemination
<u>Narrative</u> In this text box provide a narrative when: 1. The relationship between the agenda and products is not obvious. 2. The peer review process for any product is not clear. 3. Mentors are assigned to newer faculty and to faculty who do not meet the CAPTE expectation for scholarship.				