

Part-Time Faculty Manual

2019-2020

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Part-time Faculty Handbook

<http://www.gvsu.edu/pt/>

**Introduction**

We are pleased that you have agreed to join us as part-time faculty! We value the special talents, rich clinical experiences, and specialized training that you bring to our students. Our program is strengthened by your presence. We hear this from our students every year, and we are keenly aware of this through our own observations. Thank you for what you bring to this program!

This manual is designed to assist you in your role as part-time/affiliate faculty. We hope you will let us know if this is helpful and/or if there is additional information that should be included. We value your feedback. Please note that much of this information also is available at the above PT Department web site. Feel free to notify any of the faculty of any updates and/or changes that you would like to see at that site.

Listed below are the Department Chair, Associate Chairs and Director of Clinical Education. For a full list of faculty, go to <http://www.gvsu.edu/pt/> . Look for faculty under ‘about us’.

Todd Sander, Chairman and Professor

Email: sandetod@gvsu.edu

Office number: 252 CHS   
Office phone: 616-331-2678

Barb Hoogenboom, Associate Chair and Professor

Email: [hoogenbb@gvsu.edu](mailto:hoogenbb@gvsu.edu)   
Office number: 266 CHS

**Office Phone:** 616-331-2695

Meri Goehring, Associate Chair and Associate Professor

Email: [goehrinm@gvsu.edu](mailto:goehrinm@gvsu.edu)

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Office Phone: 616-331-5651

Karen Ozga, Director of Clinical Education and Assistant Professor

Email: [ozgak@gvsu.edu](mailto:ozgak@gvsu.edu)

**Office number**: 274 CHS

**Office Phone:** 616-331-2679

**DPT Mission, Vision, & Core Values**

<https://www.gvsu.edu/pt/mission-vision-values-professional-conduct-1.htm>

**Mission and Vision**

**Mission:** To prepare exceptional physical therapists who will optimize the health, well-being and movement ability of individuals and society. **Vision:** The GVSU DPT program will develop autonomous, collaborative and reflective physical therapists who are specialists in assessing, diagnosing, and treating the human movement system using evidence-based practice.  Our graduates will be recognized in their communities as the provider of choice to prevent and manage movement-related disorders across the lifespan, thereby optimizing health and function at both the individual and community levels.  As life-long learners, they will be professional and community leaders who effect change in their organizations and communities to best meet the healthcare needs of a diverse, multi-cultural society.

**DPT Core Values**

Advocacy

Life-Long Learning

Collegiality and Collaboration

Professional and Ethical Behavior

Respect and Appreciation of Differences

Excellence in Teaching, Scholarship, Practice

Appreciation of Personal Well-Being

Evidence-Based Practice

Social Responsibility

Reflective Practice

Leadership

**Calendars**

For information on GVSU’s academic calendar, go to [www.gvsu.edu/registrar/academiccalendar.htm](http://www.gvsu.edu/registrar/academiccalendar.htm)

The Physical Therapy Program’s Academic Calendar for all cohorts is on the PT web site at <http://www.gvsu.edu/pt/> . On the PT home page, select Current Students 🡪 Student Resources 🡪 Annual Calendars and desired year.

**DPT Program Curriculum**

<http://www.gvsu.edu/pt/doctorate-of-physical-therapy-curriculum-77.htm>

* 1. DPT Program Course Descriptions – for specific course descriptions of all classes, please see the online graduate catalogue at <http://catalog.gvsu.edu/content.php?catoid=44&navoid=1907>.

In the course filter, under prefix, use the dropdown menu and select the prefix PT, and search. All PT courses will be displayed with a description of each course.

* 1. Clinical Education Curriculum – for information about clinical education, go to <http://www.gvsu.edu/pt/clinical-education-58.htm>.

**DPT Program Faculty**

For a list of faculty, use the above web link or go to <http://www.gvsu.edu/pt/>. Select About Us 🡪 Faculty Directory. Each faculty member has his/her name listed. Select the faculty member, click on the name and his/her photograph and information is listed.

**DPT Student Handbook**

To view the student handbook, use the above link, or go to the PT web site at <http://www.gvsu.edu/pt/>. Then select Current Students 🡪 Student Resources 🡪 Student Handbooks and the desired year.

**Operational Procedures**

1. Location
   * 1. Building Address: Cook-DeVos Center for Health Sciences, (CHS) 301 Michigan St. NE, Grand Rapids MI 49503
     2. Department Location – department support staff and mailboxes are located in CHS 200
     3. Raleigh J. Finkelstein Hall (RFH) is also used for classroom teaching. The address is 500 Lafayette Aveneue NE

Here is a link to the Health Campus map. <https://www.gvsu.edu/maps.htm>

Go to this link and select “Health Campus” where indicated.

1. Parking

You should be provided with a parking permit and/or parking directions by the department coordinator Ms. Sarah Kozminski. Please ask core faculty or the department chair or associate chair if you are not provided with a parking permit.

For information about parking at GVSU, go to <http://www.gvsu.edu/parking/>. To see specific areas where parking is provided around the Cook-DeVos Center and Raleigh J. Finkelstein building, please see the inset for the Health Campus at <http://www.gvsu.edu/homepage/files/pdf/maps/pew.pdf>.

1. Faculty I.D.

You may not need a faculty ID if you are assigned to teach only a few classes. If this is the case, you will be asked to wear a visitor ID. Visitors will be issued dated visitor tags. However, if you are teaching for much of the term, you should obtain a free photo ID by visiting the Student Assistance Center in DeVos Center, Building C in downtown Grand Rapids. For directions on how to get to these buildings, please see the online map of GVSU at <http://www.gvsu.edu/maps.html>. Photo identification cards should be displayed while on University property. If a suspicious person is observed please notify security. Lost or stolen cards should be reported to Human Resources. Upon separating from the University, faculty will turn in their ID cards to Human Resources. ID cards belong to Grand Valley State University and are not transferable, nor can they be used by anyone other than the person to whom it was issued.

1. Building information and hours. For more specific information, go to this link.

https://www.gvsu.edu/facilitiesservices/grandrapids/building-hours-59.htm

Restrooms: There are NO restrooms on the main floors of CHS or RFH. All restrooms are located close to the elevator entrances on floors 1-5.

CHS and RFH buildings are restricted buildings. Whenever the building is open, there are GVSU Operations staff members at the kiosk on the main level. Card access is required for many of the rooms. Core faculty all have card access and should coordinate with you to allow you into the rooms. If you teach often, ask the core faculty member to provide you with the form needed to get an access card. All visitors must report to the front desk upon arrival. The actual building hours are listed below:

*General Building Hours*

Monday – Thursday 7:00 a.m. – 10:00 p.m.

Friday 7:00 a.m. – 5:00 p.m.

Saturday 7:30 a.m. – 5:00 p.m.

Sunday Closed

\*\* Card Access available after hours

*CHS Bus Schedule : NOTE- the #50 bus connects all GVSU campuses and is free with a GVSU photo ID. Additionally, all city busses are free at all times with a GVSU photo ID. #50 picks up and delivers riders just North of Michigan on Lafayette, near the overpass.*

The schedule for transportation via the bus route can be obtained at the following website:

<http://www.gvsu.edu/bus/>

*Computer Labs CHS 189 and 191 (RFH computer labs are same)*

Monday – Thursday 7:30 a.m. – 10:00 p.m.

Friday 7:30 a.m. – 5:00 p.m.

Saturday 7:30 a.m. – 5:00 p.m.

Sunday Closed

*Food Services (Bagel Beanery, Main Floor, CHS only – there are no food services in RFH)*

Monday – Thursday 7:00 a.m. – 6:00 p.m.

Friday 7:00 a.m. – 2:00 p.m.

NOTE: hours change near end of term, especially on Fridays. Bagel Beanery is closed between semesters. Summer hours are also more limited.

*Coffee, Microwave, and Refrigerator/Freezer*

These are available for your use in the 200 CHS office suite. Individuals are responsible for their own clean-up of dishes, microwave spills and refrigerator items. Label items in the refrigerator with your name. At the end of each month the refrigerator will be cleaned. For those of you who drink coffee, there is an automated coffee maker located in the work room area of the CHS 200 office suite. Decaf coffee is made in a small coffee maker. Both faculty and staff share the responsibility of making coffee, and cleaning up

*Lab Hours*

Labs will be accessed only by card access when class is not in session. Doors should be opened automatically during scheduled class times. Please contact a core faculty member, department chair or associate chair if you are unable to enter a lab room.

*Keys, mailboxes and office supplies*

- Office –part-time faculty do not have allocated office space but office support is available in CHS 200 which is staffed from 8am-5pm, Mon-Friday during the academic year. If your teaching load is substantial and office space would be helpful, please contact the Department Chair.

- Mailboxes – faculty mailboxes are not accessible from the hallway. If you wish to leave mail for a core faculty member, please go to CHS 200 and give any mail to the office support staff who are present Mon-Friday, 8am-5pm during the academic year.

- Office supplies – Should you need office supplies, please go to CHS 200 and ask the office support staff for help. They are available Mon-Friday, 8am-5pm during the academic year.

**Technology**

a. E-mail Access – you will be provided with a GVSU email address. Please see the department coordinator Sarah Kozminski in CHS 200 for information or email at [kozminsa@gvsu.edu](mailto:kozminsa@gvsu.edu)

b. BlackBoard – This is the official online teaching platform for the university. Therefore, it will be to your advantage to be able to access the BlackBoard site for the class you are assisting if the core faculty member for the course uses BlackBoard. If you desire further training on BlackBoard, please go to <http://www.gvsu.edu/elearn/help/>

c. Computers – you will not be provided with a university computer, but are welcome to use the computers in the CHS building that are accessible to students. You also may check out a laptop from the department or library for a day if you wish. Please see the librarian or talk to a core faculty member.

d. Printing – please provide the office support staff in CHS 200 adequate time to copy what you need for classes. If this is a large amount, the office support staff will direct you to the correct area to have this performed. Please allow at least 2 weeks to get a large printing job performed. It is best to consider posting information to students electronically rather than providing print copy whenever possible. Students may print material posted on Black board without cost.

e. Copying and printing:There is a copy machine in the work room of the 200 office suite. It is recommended that copies of more than 50 pages be requisitioned through the printing service. Orders for printing can be accomplished through an online Copy Center Service Request. For information, please contact Sarah Kosminski in CHS 200 or email at [kozminsa@gvsu.edu](mailto:kozminsa@gvsu.edu)

f. Faxing: A fax machine is located in the CHS 200 office suite, and in each clerical office suite for the graduate and undergraduate departments/programs. For an internal fax, dial 1 and the last four digits of the campus number, place the copies in the designated position described on the fax machine, and push the send button. After the fax has been completed, a confirmation page will print to confirm the location number to where your fax was sent and the number of pages they received. For an external fax, dial "9" first to get an outside line, then dial the complete phone number.

**Part-time Faculty Workload**

Part time faculty are not allowed to teach more than 9.0 credit hours per year. Contracts are initiated by the Department Chair. The contract will spell out the number of contact hours. Questions may be directed to the Department Chair.

**Teaching Procedures and Responsibilities**

1. Attendance
   * 1. All faculty are expected to be on time for class and to attend for the full term, unless arranged in advance with the Department Chair, or in the case of an emergency. Contact the core instructor if you have an emergency.
     2. Weather related cancellations are shown in the usual public domains. If you are in doubt about whether or not to come to class due to weather related phenomena, please check with the regular faculty instructor for that class or the department chair.
2. Schedules, Class Rosters, Student Pictures and Lab Manuals
   * 1. Schedules for the students can be obtained through the Department Chair, as desired.
     2. Class rosters, student pictures and lab manuals can be obtained through the primary course instructor or the Department Chair.

c. Course Resources for Course Leader

i. The past course leader may provide a recent syllabus, power points, tests, handouts, quizzes, textbook and on-going discussions about course delivery.

ii. You may ask the department chair to provide the course textbook, or given enough lead time, you may evaluate available textbooks and make your own selection. If you change textbooks, work with the Department Chair and the bookstore to order student copies.

iii. If a technical problem occurs with classroom computer, projector, etc., you may telephone for technical assistance at 331-2101. Often, help arrives in 5 minutes.

d. Preparation of Materials

i. The primary instructor, or course coordinator, can assist you with copying and distributing materials that you may wish to present to the class.

ii. Otherwise, the course instructor, or course coordinator, will have materials prepared for your use. Those are typically distributed to our part time faculty well in advance of a given class session.

e. Classroom Behavior

i. Students are expected to be respectful of their classmates, instructors, and guest speakers, as well as classroom visitors.

ii. Any concerns that you have regarding this expectation should be addressed directly with the student or discussed with the primary instructor or course coordinator. In either case, it is important to keep the primary instructor, or course coordinator, advised of the situation. iii. The Department upholds and periodically assesses each student’s Professional Abilities presented in Appendix A.

f. Academic Integrity

i. Academic integrity is considered to be an essential quality in all of our faculty and students. Any concerns regarding cheating, plagiarism, or dishonesty in any form, should be reported to the primary instructor, course coordinator, or department chair.

g. Methods of Student Evaluation

i. You will need to check with the core faculty regarding how written examinations, practical examinations and grading are performed and your specific duties in regards to student evaluation. Each faculty member may have different methods.

**Program Resources**

a. Classroom & Lab Space

i. All classrooms in the CHS and RFH building are equipped with a computer and monitor, a VCR/DVD player, an LCD projector mounted in the ceiling, and an audio system.

* 1. Overhead projectors, camcorders and slide projectors are to be reserved through an online system:

<https://gvsu.cherwellondemand.com/CherwellPortal/IT#1>

* 1. Physical therapy equipment is stored in various locations, so please plan ahead and ask a core faculty member or Department or Associate Chair well in advance so that any equipment needed can be taken out of storage and ready for use. Report any equipment problems to core faculty and/or department chair immediately. In some cases, lab assistants may be used to help with equipment, but this needs to be arranged in advance.

**Frey Foundation Learning Center (Library)**

The location and contact information for the Frey Foundation Learning Center is: 290 and 490, Cook-DeVos Center for the Health Sciences/Grand Rapids, [www.gvsu.edu/library](http://www.gvsu.edu/library)

331-5933, 331-5934, Fax: 331-5939 (located in 490 CHS)

1. Library Hours

When classes are in session:

Monday through Thursday, 7:30am – 10pm

Friday, 7:30am-5pm

Saturday, noon-4pm (fall and winter semesters)

During the spring/summer, the library is open one Saturday a month from 9am-5pm; consult the library’s website for more information.

1. Contact Information

Librarians: Contact librarians directly for library instruction, book and video purchase requests, reference, questions regarding research, etc.

**Betsy Williams**: Liaison Librarian for Physician Assistant Studies, Physical Therapy, Occupational Therapy, Therapeutic Recreation, Speech Language Pathology, Health Professions. williab2@gvsu.edu , 331-5932

1. Library Resources

To place materials on closed reserve at the Library, you must complete a request by logging into: <https://www.gvsu.edu/library/index.htm?contentid=08632E87-C55B-6F7D-D2EF7100C7B69651>

This is a self directed site which faculty can use to reserve materials for classes. If you have any questions regarding closed reserve materials you can contact the library representative for the program.

1. About the Library
   * The Frey Foundation Learning Center, located in the Cook-DeVos Center for the Health Sciences, houses the health science journal, reference and circulating collections.
   * The collection consists of the most recent five years of journals in relevant health and medically related journals, reference books, and the most recent year of circulating books. Earlier journal volumes and earlier editions of circulating books are found at the main library in Allendale and can be ordered on document delivery and sent to the Frey Circulation Desk. GVSU health science theses are located at the main library in Allendale, but can also be viewed online from a full-text database.
   * Interlibrary loans and document delivery materials can be ordered online through the Voyager catalog, through links to the Voyager catalog from database searches, and through Loansome Doc. Interlibrary loans and documents are delivered daily.. Requested journal articles will be sent directly via email to the faculty requesting them unless noted otherwise.
   * Computers for database searching are available in the Learning Center. Several health sciences databases can be searched and are linked to many full-text articles and e-journals. Search results can be saved to disk or to N drive, or can be emailed. Searchers desiring print-outs of their search results can use computer labs CHS 191 or CHS 189 for searching and printing.
   * Course reserve materials are available at the Frey Circulation desk for use during the week. Physical reserves may be placed at multiple locations so that students may access them during evenings and weekends from the Steelcase or Zumberge Circulation desks. Full-text online journal articles are available on e-reserve.
   * Reference service is available mornings and afternoons throughout the week.
2. The health science video collection is housed in CHS room 407. Hours for room 407 are Monday through Friday from 8:00AM to 5:00PM with extended evening hours (Wednesday and Thursday) during the week. Videos should be viewed in the same room on video player/monitors. Room 407 is monitored by an assistant. However, if an assistant is unavailable, the room will be locked and patrons may go to room 305 to ask for assistance. Videos required for viewing by a course instructor must be viewed in room 407. Checking out of non-required viewing videos must receive prior approval through the Learning Resource Center Coordinator in CHS room 324. Videos must be checked out through the computer in CHS room 305.

**Faculty Title Definitions**

1. Part-time Faculty.

As stated in the GVSU Administrative Manual Part-time Faculty are any Faculty appointed to full time or part time positions created for purposes such as working on grants or contracts, filling in for Regular Faculty who may be absent, completing specific projects, augmenting the Regular Faculty, teaching a single semester's course offering, enhancing the programs of the university with distinguished Visiting persons, and for other purposes. Part-time Faculty include visiting faculty, affiliate faculty, and part-time instructors (at any rank) as defined below. Part-time Faculty are not eligible for nor do they accrue any credit toward academic tenure. There are no employment rights beyond the appointment terms stated below. Each appointing unit shall be responsible for carrying out an annual evaluation of Part-time Faculty for the purpose of contract renewal.

1. Affiliate Faculty:

Affiliate Faculty serve in a specialized role such as a clinical coordinator, field supervisor, or may be selected to teach a limited range of courses. Those individuals who are selected to teach full time normally maintain twelve (12) to eighteen (18) credit hours per semester. Those individuals selected to teach part time normally maintain six (6) to eleven (11) credit hours per semester. Such individuals are normally not terminally qualified in their respective discipline. Initially, upon hire, individuals will be appointed for one academic year, or fiscal year if appropriate, on a full time or part time basis. This may be renewed once for an additional academic or fiscal year. Thereafter, such individuals may be appointed for three (3) consecutive academic or fiscal years***.*** Employment contracts are renewable. If no notification of renewal is given by May 1 of the second year of the contract, it will not be renewed. Appointment exceptions must be approved in advance by the Provost. The terms and conditions of appointment will be covered in the employment contract.

1. Visiting Faculty:

Appointments will be made on full time or part time basis for one (1) academic or fiscal year. Such appointments are normally not renewable beyond three (3) one-year appointments.

1. Senior Part-time Instructor:

Part-time Instructors, who have taught for Grand Valley for a minimum of a five-year time span including within that time at least eight semesters of teaching and there is a continuing need, are eligible for appointment as Senior Part-time Instructor. Senior Part-time Instructors may be appointed to one-year contracts when a Unit Head determines there is a sufficient demand for the courses offered.

1. Part-time Instructor:

Appointments to teach one or more classes for a single academic semester.

**University Policies Regarding Employment:**

1. Termination of Employment:
   * The university may terminate any Part-time Faculty appointment at any time, upon 7-calendar days’ written notice, for the following reasons:

1. Financial reasons as determined by the Office of the Provost.

2. Course and/or program elimination.

3. Committing an act of professional incompetence, moral turpitude, neglect of professional responsibilities, or conviction of a felony.

4. Failure to follow instructions and directions of the unit head and/or appointing officer.

5. Violation of university Policies and Procedures.

1. Equal Opportunity Employment:

* Equal Employment and compensation policies including pay.

Grand Valley State University is an equal opportunity employer and complies with its legal requirements with regard to all aspects of faculty and staff recruitment, hiring and all other terms and conditions of employment. Grand Valley State University does not discriminate illegally on the basis of race, color, age, religion, sex, national origin, sexual orientation, or marital status or mental or physical disability, in its educational programs, admissions, activities or employment policies as required by applicable federal and state equal opportunity law. For further information regarding equal employment as well as compensation and pay periods, go to <http://www.gvsu.edu/hro/compensationemployment-185.htm>

* Sexual Harassment, Inclusion and Equity

GVSU has specific policies on inclusion and equity. Please go to <http://www.gvsu.edu/bias/> for specific information.

**Student Privacy Rights**

1. FERPA – Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an

applicable program of the U.S. Department of Education including GVSU. All part-time faculty are responsible for understanding FERPA laws. For more information on this, go to

<http://www.gvsu.edu/registrar/faculty-staff-ferpa-faqs-21.htm>

**Class Cancellation**

1. If you are teaching a course, please notify the Department Chair and the department main office at 616-331-5675 for any unexpected absence from class. Classes are not to be canceled for any reason except emergency situations and/or unexpected illness. If you are assisting a faculty member, please contact the faculty member directly. If you are unable to contact the faculty member, please contact the department main office at 616-331-5700.

1. Cancelations that do occur for any reason are to be made up. Please see the Dept. Chair for further information in these instances.

**Emergency & Safety Procedures**

1. GVSU’s emergency plans for essentially any contingency can be found at: <http://www.gvsu.edu/emergency/do-you-know-what-to-do-13.htm>. We encourare all faculty to review the site and ask questions of the Department Chair.
2. An AED is located in our Assement Lab (CHS 255; south wall).
3. Safety is not merely a matter of mechanical safeguards, but is also a matter of careful personal habits and safe working methods. Therefore, the responsibility for safety rests with all staff and faculty. Everyone is expected to use good judgment and common sense in situations, which may arise during performance of daily tasks. If you observe any unsafe condition, notify your department head or office staff immediately.
4. Failure to use designated safety devices or procedures, any act or threat of physical violence toward a faculty member, staff, visitor, or student, and any behavior which could result in personal injury is strictly prohibited at all times while on the University's property, including the parking lots. This includes the time before and after scheduled work hours and applies to all Grand Valley State University property whether indoors or out (and while operating University vehicles).
5. Possession of explosives, firearms, or other weapons or dangerous articles on University property is strictly prohibited at any time, including before and after scheduled work hours, and applies to all University property (including the parking lots).

**Work-Related Injuries**

1. All work-related injuries, no matter how small, must be reported to the Department Chair, or Associate Chair, immediately. Because of the potential for serious and permanent injury, failure to comply with any of the above stated safety procedures or those procedures explained to you by your unit head, and/or negligence in attention to general safe practices may result in disciplinary action up to and including termination.
2. In the event of an emergency, Security is to be notified immediately by calling 911. Security will summon the police, if necessary. Security will complete an incident report, which will be filed in the office of Human Resources. In the event of physical injury to any person on the premises, Security and other responsible persons on the scene should decide whether an ambulance is necessary. If the injured person is unconscious or otherwise unable to make such a decision, Security will arrange for an ambulance.
3. There are three automated external defibrillators (AED’s) in the building. One is located with the security guard at the kiosk on the main floor. The other is in CHS 255 on the south wall. The third one is located in CHS 305.

**Faculty Evaluation Procedures**

1. Formal Evaluation
   1. All GVSU faculty are evaluated regularly in the classroom. This includes part-time faculty. After a semester in which a part-time faculty member teaches a significant portion of a course, the faculty member should expect to receive feedback from the primary course instructor, the course coordinator, or the Department Chair. If that should NOT occur, please reach out to the Department Chair to notify that office. Feedback from these sources will take the form of Appendix B. Special questions may be added to that form, by the department, to glean important information related to a particular course. Part-time instructors will be advised of that in advance of the course’s start date.
2. Student Evaluation of Part-time Faculty
   1. Students also are invited to provide feedback regarding all of their instructors. That feedback is obtained informally at times, throughout the course of a semester at the discretion of the lead instructor. That feedback which is informative for the part-time instructor’s benefit will be shared.
   2. At the end of the term, GVSU students provide formal feedback on a university standardized form. Part-time instructors may receive a form of their own (depending on the degree to which that person is in charge of the course) or their effectiveness may be evaluated in the form of specific questions offered by the primary course instructor, or the course coordinator. This feedback will be made available to the part-time instructor through the department chair, course coordinator, or primary instructor.

**Rights & Privileges**

Part time faculty are not expected to attend meetings and do not vote, but are welcome to attend and participate in discussion and deliveration. A voting member at the College Faculty meeting shall be any tenured or tenure-track member of the College who holds a faculty appointment in the College. Per the University Administrative Manual, part-time faculty, affiliate Faculty, and AP staff who are not tenure-track employees shall have participation, discussion, and deliberation rights without vote. For additional information, please see the GVSU Policy Manual at <https://www.gvsu.edu/policies/category.htm?sort=asc&order=title&categoryId=A32CFD87-E21A-74F9-30003FCE20378A4B#Visiting%20and%20Part-Time%20Faculty%20(non-tenure)%20Information%20(VPTI)>.

**Characteristics of Effective Teaching & Learning**

The GVSU Teaching and Learning center offers a vast number of resources to assist in developing effective teaching and learning skills. We encourage you to look at the many resources available at <http://www.gvsu.edu/ftlc/>

Please note that there is an online orientation available for part time faculty. Information is available at he previous link under “Resources/New Faculty”.

**Appendix A**

**Professional Behaviors\* Assessment**

**Physical Therapy Department**

**Grand Valley State University**

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Completion\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: 1. Read the description of each Professional Behavior.

2. Become familiar with the behavioral criteria described in each of the levels.

3. You will be expected to self assess your performance, relative to the Professional Behaviors, at specified points in the PT

Curriculum (i.e., semesters 2, 6 and 8).

4. Complete the electronic form as follows:

For each of the 10 criteria, electronically highlight all criteria that describe behaviors you typically demonstrate at this point in your professional development in Beginning (column 1), Intermediate (column 2), Entry Level (column 3) and Post-Entry Level categories. In your self assessment, consider your performance as a PT student in both the academic and clinical education contexts. If your self assessment varies based on context, use different methods of highlighting (different colors or highlighting and underlining) and give examples to describe the differences. After identifying your typical behaviors and answering the questions for the 10 criteria, complete the last page by identifying 3-5 goals and actions to accomplish the goals.

5. Submit the completed electronic form to your PT Faculty Advisor by the requested date.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1. Critical Thinking** **-** The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information**.** The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process. | | | | |
| ***Beginning Level:***   * Raises relevant questions * Considers all available information * Articulates ideas * Understands the scientific method * States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion) * Recognizes holes in knowledge base * Demonstrates acceptance of limited knowledge and experience in knowledge base | ***Intermediate Level:***   * Feels challenged to examine ideas * Critically analyzes the literature and applies it to patient management * Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas * Seeks alternative ideas * Formulates alternative hypotheses * Critiques hypotheses and ideas at a level consistent with knowledge base * Acknowledges presence of contradictions | ***Entry Level:***   * Distinguishes relevant from irrelevant patient data * Readily formulates and critiques alternative hypotheses and ideas * Infers applicability of information across populations * Exhibits openness to contradictory ideas * Identifies appropriate measures and determines effectiveness of applied solutions efficiently * Justifies solutions selected | ***Post-Entry Level:***   * Develops new knowledge through research, professional writing and/or professional presentations * Thoroughly critiques hypotheses and ideas often crossing disciplines in thought process * Weighs information value based on source and level of evidence * Identifies complex patterns of associations * Distinguishes when to think intuitively vs. analytically * Recognizes own biases and suspends judgmental thinking * Challenges others to think critically | |
| *I function predominantly in the* ***beginning/intermediate/entry/post entry*** *level.*  *Examples of behaviors to support my self assessment:*  *Regarding this Professional Behavior, I would like to improve in the following ways:* | | | | |
| **2. Communication -** The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes. | | | |
| ***Beginning Level:***   * Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting * Recognizes impact of non-verbal communication in self and others * Recognizes the verbal and non-verbal characteristics that portray confidence * Utilizes electronic communication appropriately | ***Intermediate Level:***   * Utilizes and modifies communication (verbal, non-verbal, written and electronic) to meet the needs of different audiences * Restates, reflects and clarifies message(s) * Communicates collaboratively with both individuals and groups * Collects necessary information from all pertinent individuals in the patient/client management process * Provides effective education (verbal, non-verbal, written and electronic) | ***Entry Level:***   * Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups * Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing * Maintains open and constructive communication * Utilizes communication technology effectively and efficiently | ***Post Entry Level:***   * Adapts messages to address needs, expectations, and prior knowledge of the audience to maximize learning * Effectively delivers messages capable of influencing patients, the community and society * Provides education locally, regionally and/or nationally * Mediates conflict |
| I function predominantly in the **beginning/intermediate/entry/post entry** level.  Examples of behaviors to support my self assessment:  Regarding this Professional Behavior, I would like to improve in the following ways: | | | |

**\*Professional Behaviors were developed by Warren May, Laurie Kontney and Annette Iglarsh (2010) as an update to the Generic Abilities. This tool was adopted from Marquette University.**

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| **3. Problem Solving** – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes. | | | |
| ***Beginning Level:***   * Recognizes problems * States problems clearly * Describes known solutions to problems * Identifies resources needed to develop solutions * Uses technology to search for and locate resources * Identifies possible solutions and probable outcomes | ***Intermediate Level:***   * Prioritizes problems * Identifies contributors to problems * Consults with others to clarify problems * Appropriately seeks input or guidance * Prioritizes resources (analysis and critique of resources) * Considers consequences of possible solutions | ***Entry Level:***   * Independently locates, prioritizes and uses resources to solve problems * Accepts responsibility for implementing solutions * Implements solutions * Reassesses solutions * Evaluates outcomes * Modifies solutions based on the outcome and current evidence * Evaluates generalizability of current evidence to a particular problem | ***Post Entry Level:***   * Weighs advantages and disadvantages of a solution to a problem * Participates in outcome studies * Participates in formal quality assessment in work environment * Seeks solutions to community health-related problems * Considers second and third order effects of solutions chosen |
| I function predominantly in the **beginning/intermediate/entry/post entry** level.  Examples of behaviors to support my self assessment:  Regarding this Professional Behavior, I would like to improve in the following ways: | | | |

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| **4. Interpersonal Skills** – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner. | | | | |
| ***Beginning Level:***   * Maintains professional demeanor in all interactions * Demonstrates interest in patients as individuals * Communicates with others in a respectful and confident manner * Respects differences in personality, lifestyle and learning styles during interactions with all persons * Maintains confidentiality in all interactions * Recognizes the emotions and bias that one brings to all professional interactions | ***Intermediate Level:***   * Recognizes the non-verbal communication and emotions that others bring to professional interactions * Establishes trust * Seeks to gain input from others * Respects role of others * Accommodates differences in learning styles as appropriate | | ***Entry Level:***   * Demonstrates active listening skills and reflects back to original concern to determine course of action * Responds effectively to unexpected situations * Demonstrates ability to build partnerships * Applies conflict management strategies when dealing with challenging interactions * Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them | ***Post Entry Level:***   * Establishes mentor relationships * Recognizes the impact that non-verbal communication and the emotions of self and others have during interactions and demonstrates the ability to modify the behaviors of self and others during the interaction |
| I function predominantly in the **beginning/intermediate/entry/post entry** level.  Examples of behaviors to support my self assessment::  Regarding this Professional Behavior, I would like to improve in the following ways: | | | | |
| **5. Responsibility** – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities. | | | | |
| ***Beginning Level:***   * Demonstrates punctuality * Provides a safe and secure environment for patients * Assumes responsibility for actions * Follows through on commitments * Articulates limitations and readiness to learn * Abides by all policies of academic program and clinical facility | ***Intermediate Level:***   * Displays awareness of and sensitivity to diverse populations * Completes projects without prompting * Delegates tasks as needed * Collaborates with team members, patients and families * Provides evidence-based patient care | | ***Entry Level:***   * Educates patients as consumers of health care services * Encourages patient accountability * Directs patients to other health care professionals as needed * Acts as a patient advocate * Promotes evidence-based practice in health care settings * Accepts responsibility for implementing solutions * Demonstrates accountability for all decisions and behaviors in academic and clinical settings | ***Post Entry Level:***   * Recognizes role as a leader * Encourages and displays leadership * Facilitates program development and modification * Promotes clinical training for students and coworkers * Monitors and adapts to changes in the health care system * Promotes service to the community |
| I function predominantly in the **beginning/intermediate/entry/post entry** level.  Examples of behaviors to support my self assessment:  Regarding this Professional Behavior, I would like to improve in the following ways: | | | | |
| **6.** **Professionalism** – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession. | | | | |
| ***Beginning Level:***   * Abides by all aspects of the academic program honor code and the APTA Code of Ethics * Demonstrates awareness of state licensure regulations * Projects professional image * Attends professional meetings * Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers | ***Intermediate Level:***   * Identifies positive professional role models within the academic and clinical settings * Acts on moral commitment during all academic and clinical activities * Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making * Discusses societal expectations of the profession | ***Entry Level:***   * Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary * Provides patient/family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity * Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development * Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices * Discusses role of physical therapy within the healthcare system and in population health * Demonstrates leadership in collaboration with both individuals and groups | | ***Post Entry Level:***   * Actively promotes and advocates for the profession * Pursues leadership roles * Supports research * Participates in program development * Participates in education of the community * Demonstrates the ability to practice effectively in multiple settings * Acts as a clinical instructor * Advocates for the patient, the community and society |
| I function predominantly in the **beginning/intermediate/entry/post entry** level.  Examples of behaviors that support my self assessment:  Regarding this Professional Behavior, I would like to improve in the following ways: | | | | |

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| **7. Use of Constructive Feedback** – The ability to seek out and identify quality sources of feedback, reflection and integrate the feedback, and provide meaningful feedback to others. | | | | |
| ***Beginning Level:***   * Demonstrates active listening skills * Assesses own performance * Actively seeks feedback from appropriate sources * Demonstrates receptive behavior and positive attitude toward feedback * Incorporates specific feedback into behaviors * Maintains two-way communication without defensiveness | ***Intermediate Level:***   * Critiques own performance accurately * Responds effectively to constructive feedback * Utilizes feedback when establishing professional and patient related goals * Develops and implements a plan of action in response to feedback * Provides constructive and timely feedback | ***Entry Level:***   * Independently engages in a continual process of self evaluation of skills, knowledge and abilities * Seeks feedback from patients/clients and peers/mentors * Readily integrates feedback provided from a variety of sources to improve skills, knowledge and abilities * Uses multiple approaches when responding to feedback * Reconciles differences with sensitivity * Modifies feedback given to patients/clients according to their learning styles | | ***Post Entry Level:***   * Engages in non-judgmental, constructive problem-solving discussions * Acts as conduit for feedback between multiple sources * Seeks feedback from a variety of sources to include students/supervisees/   peers/supervisors/patients   * Utilizes feedback when analyzing and updating professional goals |
| I function predominantly in the **beginning/intermediate/entry/post entry** level.  Examples of behaviors to support my self assessment:  Regarding this Professional Behavior, I would like to improve in the following ways: | | | | |
| **8. Effective Use of Time and Resources** – The ability to manage time and resources effectively to obtain the maximum possible benefit. | | | | |
| ***Beginning Level:***   * Comes prepared for the day’s activities/responsibilities * Identifies resource limitations (i.e. information, time, experience) * Determines when and how much help/assistance is needed * Accesses current evidence in a timely manner * Verbalizes productivity standards and identifies barriers to meeting productivity standards * Self-identifies and initiates learning opportunities during unscheduled time | ***Intermediate Level:***   * Utilizes effective methods of searching for evidence for practice decisions * Recognizes own resource contributions * Shares knowledge and collaborates with staff to utilize best current evidence * Discusses and implements strategies for meeting productivity standards * Identifies need for and seeks referrals to other disciplines | ***Entry Level:***   * Uses current best evidence * Collaborates with members of the team to maximize the impact of treatment available * Has the ability to set boundaries, negotiate, compromise, and set realistic expectations * Gathers data and effectively interprets and assimilates the data to determine plan of care * Utilizes community resources in discharge planning * Adjusts plans, schedule etc. as patient needs and circumstances dictate * Meets productivity standards of facility while providing quality care and completing non-productive work activities | ***Post Entry Level:***   * Advances profession by contributing to the body of knowledge (outcomes, case studies, etc) * Applies best evidence considering available resources and constraints * Organizes and prioritizes effectively * Prioritizes multiple demands and situations that arise on a given day * Mentors peers and supervisees in increasing productivity and/or effectiveness without decrement in quality of care | |
| I function predominantly in the **beginning/intermediate/entry/post entry** level.  Examples of behaviors to support my self assessment:  Regarding this Professional Behavior, I would like to improve in the following ways: | | | | |
| **9.** **Stress Management** – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios. | | | | |
| ***Beginning Level:***   * Recognizes own stressors * Recognizes distress or problems in others * Seeks assistance as needed * Maintains professional demeanor in all situations | ***Intermediate Level:***   * Actively employs stress management techniques * Reconciles inconsistencies in the educational process * Maintains balance between professional and personal life * Accepts constructive feedback and clarifies expectations * Establishes outlets to cope with stressors | ***Entry Level:***   * Demonstrates appropriate affective responses in all situations * Responds calmly to urgent situations with reflection and debriefing as needed * Prioritizes multiple commitments * Reconciles inconsistencies within professional, personal and work/life environments * Demonstrates ability to defuse potential stressors with self and others | ***Post Entry Level:***   * Recognizes when problems are unsolvable * Assists others in recognizing and managing stressors * Demonstrates preventative approach to stress management * Establishes support networks for self and others * Offers solutions to the reduction of stress * Models work/life balance through health/wellness behaviors in professional and personal life | |
| I function predominantly in the **beginning/intermediate/entry/post entry** level.  Examples of behaviors to support my self assessment:  Regarding this Professional Behavior, I would like to improve in the following ways: | | | | |

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| **10. Commitment to Learning** – The ability to self direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills. | | | |
| ***Beginning Level:***   * Prioritizes information needs * Analyzes and subdivides large questions into components * Identifies own learning needs based on previous experiences * Welcomes and/or seeks new learning opportunities * Seeks out professional literature * Plans and presents an in-service, research or cases studies | ***Intermediate Level:***   * Researches and studies areas where own knowledge base is lacking in order to augment learning and practice * Applies new information and re-evaluates performance * Accepts that there may be more than one answer to a problem * Recognizes the need to and is able to verify solutions to problems * Reads articles critically and understands limits of application to professional practice | ***Entry Level:***   * Respectfully questions conventional wisdom * Formulates and re-evaluates position based on available evidence * Demonstrates confidence in sharing new knowledge with all staff levels * Modifies programs and treatments based on newly-learned skills and considerations * Consults with other health professionals and physical therapists for treatment ideas | ***Post Entry Level:***   * Acts as a mentor not only to other PT’s, but to other health professionals * Utilizes mentors who have knowledge available to them * Continues to seek and review relevant literature * Works towards clinical specialty certifications * Seeks specialty training * Is committed to understanding the PT’s role in the health care environment today (i.e. wellness clinics, massage therapy, holistic medicine) * Pursues participation in clinical education as an educational opportunity |
| I function predominantly in the **beginning/intermediate/entry/post entry** level.  Examples of behaviors to support my self assessment:  Regarding this Professional Behavior, I would like to improve in the following ways: | | | |

**Professional Development Plan:**

**Based on my self assessment of my Professional Behaviors and the areas I have identified for improvement, I am setting the following 3 to 5 goals:**

**To accomplish these goals, I will take the following specific actions:**

By my signature below, I indicate that I have completed this self assessment.

Student Signature (typed) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PT faculty advisor feedback/suggestions:

Advisor signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix B**

**Part-Time Faculty Evaluation**

**Part-Time Faculty Evaluation**

**Grand Valley State University DPT Program**

DATE: ­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Lab Adjunct \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­\_\_\_\_\_\_\_\_\_**

Evaluate the lab adjunct using the following scale:

5=excellent 4=good 3=fair or average 2=poor 1=unacceptable

1- Enthusiasm and preparation for the teaching role in the course:\_\_\_\_\_\_\_\_

(in roles such as seminar leader, laboratory assistant, guest lecturer, etc.)

2- Quality of instruction: \_\_\_\_\_\_\_\_

3- Ability to explain/teach concepts in a helpful or meaningful manner: \_\_\_\_\_\_\_

4- Knowledge of material: \_\_\_\_\_\_\_\_

5- Overall benefit to the course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6- Additional comments and suggestions for improvement: