

MISSOURI STATE UNIVERSITY

PERIODIC REVIEW OF REAPPOINTMENT (OR RENEWAL OF CONTRACT),
TENURE, PROMOTION GUIDELINES

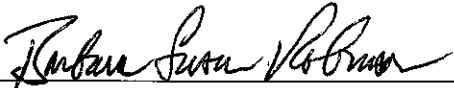
DEPARTMENT: Physical Therapy

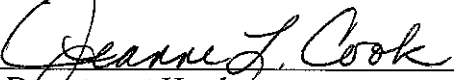
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SEMESTER/YEAR OF CURRENT REVIEW: Summer 2016

SEMESTER/YEAR OF NEXT REQUIRED REVIEW: Summer 2019

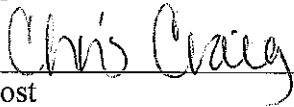
DEPARTMENT ADOPTION SIGNATURES:

 9/29/16
Department Personnel Committee Chair Date

 9/29/16
Department Head Date

APPROVAL SIGNATURES:

 10/21/2016
Dean Date

 10/26/2016
Provost Date

THIS PLAN IS IN EFFECT FROM JULY 2016, THROUGH JUNE 2019.

**Policy for Reappointment,
Tenure, and Promotion for
Tenure Track and
Clinical Faculty**

Department of Physical Therapy
Missouri State University

Revised October 20, 2016

**Policies and Procedures for Reappointment, Tenure, and Promotion
Department of Physical Therapy**

The Department of Physical Therapy's Policies and Procedures Handbook for Reappointment, Tenure, and Promotion includes the following components:

Part 1

Executive Summary (Basic Concepts)

- Objectives
- Overview of Implementation
- Overview of Mechanism of Use
- Allowing for Flexibility
- Additional Benefits
- Annual Review of the Tenure and Promotion Guidelines
- Implementation of a Mentoring System

Executive Summary (Specific Policies and Procedures)

- Faculty Participate in Several Evaluative Processes
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- Notes on Steps in the Various Processes of Evaluation
- Performance Review by the Department Head
- Special Review (Pre-Tenure Review) for Tenure Eligible Probationary Faculty
- Formal Review of Tenured Ranked Faculty by the Department Head
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- Process for Annual Appointments
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- Section I.: Philosophy
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Part 4

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Specific Departmental Templates (optional but recommended)**

- Appendix A: Guidelines for Reappointment, Promotion, and Tenure for Tenure Track Faculty in the Department of Physical Therapy
- Appendix B: Department of Physical Therapy Performance Compensation Plan for Tenure Track Faculty

Part 8

Policies for Appointment, Reappointment and Promotion of Clinical Faculty

Part 9

**Example of Keeping and Maintaining Records for Clinical Faculty
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- Appendix A: Guidelines for Reappointment and Promotion for Clinical Faculty in the Department of Physical Therapy
- Appendix B: Department of Physical Therapy Performance Compensation Plan for Clinical Faculty

Part 1: Executive Summary (Basic Concepts)

Objectives

Some of the major objectives of this plan are to:

1. help faculty members be successful in achieving their goals in teaching; research, scholarly activity and clinical practice; and service,
2. integrate each faculty member's goals with the goals and requirements adopted by the Department of Physical Therapy,
3. ensure that the department's goals are consistent with requirements of our "academic" profession, with our accreditation requirements, and with the university's requirements,
4. make our requirements understandable, clear, and achievable,
5. enable objective tracking of progress through time,
6. identify strengths and weaknesses early so that appropriate actions are taken,
7. maintain and facilitate strengths while improving/minimizing weaknesses,
8. identify weaknesses and overcome them to the extent that will allow progression in this academic environment
9. have a system where objective documentation is followed by helpful advising by the Department Head, the faculty member's tenure and promotion committee, and, if desired, by the faculty member's mentor

Overview of Implementation

1. Our requirements are described in three tables. The tables can be regarded as a listing of what is required, when it is required, and by whom it is required.
2. Each table represents one of the three main areas of requirements: (1) teaching, (2) research, scholarly activity, and clinical practice, and (3) service. We have included clinical practice with research/scholarly activity because we encourage faculty members to use clinical practice as a way to conduct clinical research while concurrently maintaining or improving clinical skills. We also realized that clinical practice is helpful in teaching, particularly in the applied areas of our curriculum.
3. In each table, the department's requirements/guidelines are listed in the first column.
4. Column headings address expectations for reappointment, tenure, and promotion. Depending on the length of academic experience, requirements may be met initially for reappointment if the faculty member is either making progress in an area or has a workable plan in place.
5. Column headings also show a temporal progression of requirements through academic ranks, i.e., assistant vs. associate vs. full professors.

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6. "R" is used to denote items (basic expectations) on the tables that are required (i.e. necessary or essential) and "E" is used to denote items that are encouraged; however, are not specifically required or necessary as accomplishments for reappointment, tenure, and promotion.

Overview of Mechanism of Use

1. The use of the tables described above is twofold. First, they are used to clarify requirements and provide them in an easily accessible format. Second, the Department of Physical Therapy suggests that faculty members use modified versions of the tables to *record* accomplishments. Modified tables can easily be created in Word, Excel, or Publisher and are provided to faculty if they wish to use this format.
2. Using the modified tables makes it easy for the Department Head, the faculty member's tenure and promotion committee and mentor to determine whether or not progress is appropriate in each of the required areas. We find this to be much superior to trying to decipher a narrative and compare it against the requirements listed in the three tables.

Allowing for Flexibility

Flexibility in our system is roughly equivalent to:

1. **To what extent** is a requirement met, (accomplishments may be met minimally or exceeded – but the department tries to have all faculty meet the required elements and suggest that they participate in the encouraged elements to the extent possible in their individual situations.
2. **What circumstances exist** that may require flexibility in applying the requirements. Being flexible in some areas depends on the assignments given to a faculty member by the Department Head or can be negotiated/discussed with the faculty member's tenure and promotion committee in combination with the Department Head. Flexibility is documented by narrative additions to the faculty member's yearly review.
3. Flexibility in the requirements is also demonstrated by **showing different levels of accomplishments within a given category**, i.e., a faculty member may have 10 accomplishments in one required area vs. one on a different faculty member's table of accomplishments. One accomplishment may, in some cases, meet a requirement, but 10 or more probably demonstrate significant strength in an area.

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Additional Benefits

Additional benefits of this system are:

1. It educates probationary faculty members and specifically helps them understand the types of activities available to them (broad range of activities) as they progress in their academic careers. Some probationary faculty members are not aware of many aspects of academic life/requirements.
2. It helps faculty members develop long-term and short-term goals and objectives. The charts make it easier for the faculty member, tenure and promotion committee, and the Department Head to document, and give counsel pertaining to, yearly progress.
3. It assists the Department Head write comments for the yearly review
4. It helps faculty members keep organized with regard to maintaining a tenure and promotion portfolio
5. It facilitates discussion about strengths and weaknesses and provides a clear path for writing goals for the upcoming year
6. It helps limit discussion to constructive mechanisms for accomplishing the requirements
7. It facilitates record keeping and reporting
8. It assists the Dean's office in clearly understanding our requirements, and in understanding where each of our faculty members is in the tenure and promotion process.

Annual Review of the Tenure and Promotion Guidelines

1. Tenured faculty members in the department evaluate the document every three years. Input is gathered from all faculty members during discussions with the Department Head and the tenure and promotion committee. Recommendations for change are discussed by the Department Head in conjunction with tenured faculty in the department.
2. In the event that a department's tenure guidelines change during the probationary period of a faculty member pursuing tenure and for promotion, the faculty member has the right to remain within the domain of the guidelines under which he or she was hired or elect to be evaluated with the new guidelines. If it is the desire of the faculty member to be evaluated with the new guideline document, the signed guidelines shall be amended to reflect the change and a copy provided to the faculty member (see Faculty Handbook, Section 4.8.7).

Implementation of a Mentoring System

The department believes that faculty mentors can be important in helping faculty members attain their goals. For example, when the tables show a weakness in a

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particular area, it is often wise to suggest a mentor who is strong in that area to help a typically younger faculty member overcome the weakness. Therefore, the original mentor may not be appropriate across time. As needs change, the intent is to make corresponding changes in mentors. In some cases a single mentor is sufficiently strong in all areas to provide effective mentorship throughout the pre-tenure period.

Part 1: Executive Summary (Specific Policies and Procedures)

Summary of Activities Associated with the Reappointment, Tenure, and Promotion System at Missouri State University and in the Department of Physical Therapy

Faculty Participate in Several Evaluative Processes as Detailed in the Faculty Handbook Section 4

1. A regular (at least annual) performance review by the Department Head
2. Review of application for tenure and promotion
3. For untenured, ranked faculty only, review of application for annual appointment
4. A formal review for tenured faculty yearly as required by the performance compensation plan

General Considerations

Depending on the process, *some* or *all* of the following people or committees can be involved in decisions regarding reappointment, tenure, or promotion:

1. Department Head
2. Departmental Personnel Committee
3. Faculty Member's Tenure, Promotion Committee
4. College Dean
5. College Committee
6. Provost
7. University President

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Notes on Steps in the Various Processes of Evaluation

1. The Department Head shall not be a participant in the voting or deliberations of the departmental committee. Rather, the Department Head will make an independent evaluation and recommendation in cases of reappointment, tenure, and promotion.
2. If a College Personnel Committee (CPC) has been granted the authority by the college Dean to make personnel recommendations, the department committee and Department Head's recommendations will be forwarded to the CPC for its evaluation and recommendation.
3. The college Dean will evaluate the application and all lower level recommendations. The Dean will then make a recommendation and will forward all recommendations along with applicant's materials to the Provost for final decision.
4. The process of faculty evaluation is described in detail in **Section 4** of the **Faculty Handbook**.

Performance Review by the Department Head

1. Faculty member initiates the submission of materials to be considered for reappointment, tenure, or promotion
2. Submission for reappointment is completed at least once each year according to the calendar published by the Provost's office.
3. Every faculty member is reviewed
4. Performance review minimally includes:
 - a. the results of prior performance
 - b. objectives for forthcoming performance
 - c. progressive performance expectations if pertinent
5. Results of this meeting will be summarized in writing and placed in:
 - a. the departmental personnel file
 - b. copy provided to the faculty member
 - c. copy provided to the departmental personnel committee as required for its promotion or tenure recommendations

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Annual Reviews for Probationary Faculty

1. Annual Reviews are conducted for probationary faculty to assess appropriate progress toward tenure (**Faculty Handbook, Section 4.6.3**). The Department Head and a committee of tenured faculty will each conduct a review, and both will specify in writing to the probationary faculty member one of the following three outcomes:
 - a. that progress toward tenure is satisfactory
 - b. that progress toward tenure is questionable, identifying areas for improvement and providing specific suggestions
 - c. that progress toward tenure is unsatisfactory, providing specific rationale
2. This review will constitute that year's regular performance review for the probationary faculty member
3. Copies will be maintained by the department and forwarded to the Dean

Formal Review of Tenured Ranked Faculty by the Department Head

1. Tenured faculty participate in an annual performance review, and, as appropriate, promotion reviews (**Faculty Handbook, Section 4.6.1**).
2. All ranked faculty shall meet annually with the Department Head to discuss performance expectations and to negotiate workload.
3. After the meeting and discussion, the Department Head will write a letter of evaluation addressed to the faculty member
4. Copies will be maintained by the department and forwarded to the Dean
5. This review will constitute the regular performance review for that year

Evaluation of Applications for Tenure and Promotion (Faculty Handbook, Section 4.6.2)

In most cases, a probationary faculty member must apply for tenure/promotion no later than the sixth year of employment (except when the tenure clock has been temporarily stopped) to remain employed beyond the seventh year.

The candidate, in conjunction with the Department Head and the departmental personnel committee shall identify potential external reviewers from comparable institutions, prepare the dossier, prepare the professional statement, and work with Department Head if updating materials is required.

Promotion and Tenure and Yearly Performance Review Calendars may be accessed from the Provost's website. The calendar details information regarding selection of external evaluator as detailed in the **Faculty Handbook**. For example, the 2016-2017 calendar notes the following: March 31, 2017 Recommended date to initiate discussions

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with Department Head on selection of external evaluators for Promotion and Tenure during the following academic year (2017-2018). Department Heads must work with faculty to insure that the material is sent to reviewers in a timely manner to meet an October 1st deadline (solicitation to occur prior to the end of spring term recommended).

Evaluation of Applications for Tenure and/or Promotion

Each application for tenure and/or promotion follows a similar series of steps as described in the **Faculty Handbook, Section 4.6.2. Specific Procedures.**

Process for Annual Appointment Reviews for Probationary Faculty

Annual reviews following the procedures outlined in the **Faculty Handbook, Section 4.6.2** are conducted for probationary faculty to assess appropriate progress toward tenure and to make recommendations for continuation of appointments. The personnel committee will annually assess the probationary faculty member's cumulative record as he or she progresses toward the tenure decision year, and will specify in writing one of three outcomes:

1. That progress toward tenure/promotion is satisfactory
2. That progress toward tenure/promotion is questionable, identifying areas for improvement and providing specific suggestions
3. That progress toward tenure/promotion is unsatisfactory, providing specific rationale

In all cases the committee will provide clear feedback, identifying areas for improvement, making specific suggestions or recommendations regarding continued appointment or non-renewal, and provide appropriate rationale in the event the committee recommends non-renewal.

The evaluation will proceed as described in the **Faculty Handbook, Section 4.6.2** through the Dean, who will report recommendations to the Provost. The Provost may elect to review any annual evaluation and recommendation.

The schedule of annual appointment reviews is described in the **Faculty Handbook, Section 4.6.3.**

Appeals of Performance Evaluations

1. A faculty member who is dissatisfied with his/her performance rating(s) may appeal the rating(s). The faculty member's request for review, along with any supporting materials, shall be forwarded to the College Personnel Committee according to the procedure described in the **Faculty Handbook, Section 4.6.6.3.**

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Appeal of Negative Decisions

1. A candidate for promotion or tenure or annual appointment may appeal a negative recommendation by the tenured faculty of the department or administrators by following the procedures outlined in the **Faculty Handbook, Section 4.7.**
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Part 2: Policies and Procedures for Reappointment, Tenure, and Promotion for Tenure Track Faculty

Section I: Philosophy

With this plan, the Department of Physical Therapy intends to ensure that each faculty member within the department who applies for reappointment, tenure, or promotion will be evaluated in a manner consistent with established university-wide policies. Furthermore, given the diversity of educational philosophies, academic experiences, and scholarly interests of faculty within the department and the distinctive nature of the program, this plan also seeks to establish policies that recognize and address the unique role of each faculty member in the affairs of the Department, College, University, and community at large.

Specific criteria, identified within the areas of (1) teaching, (2) research, scholarly activity, and clinical practice, and (3) service, described in the following sections, provide a basis for developing precise goals and evaluating performance. Criteria herein identify appropriate progression during an academic career.

Incorporation of the mentorship concept fosters and strengthens the role of mentors in the faculty development process. Mentors shall be faculty who are, and have consistently been, successful in accomplishing objectives and goals consistent with academic and/or clinical excellence. Mentors can be faculty in the Department of Physical Therapy as well as qualified faculty in any department within the University and particularly within the College of Health and Human Services. In addition, the American Physical Therapy Association has a mentoring program that shall be a part of a faculty member's plan if desired.

Conscientiously utilized, this plan offers multiple opportunities for growth and development of the faculty, the Department, College, University, and the profession of Physical Therapy. Throughout this process, the ultimate goal is to provide faculty with versatile mechanisms and opportunities to achieve excellence and to provide students with an optimal educational experience. Faculty re-appointed, tenured, and promoted through the ranks will demonstrate strength in (1) teaching, (2) research, scholarly activity, and clinical practice, and (3) service where appropriate.

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Section II: Procedures

A. Distribution and Review

1. A written copy of this plan will be made available to each probationary faculty member within the Department of Physical Therapy at the time of employment.
2. A written copy of this plan will be distributed to all current members of the Physical Therapy Department and to the Dean of the College of Health and Human Services.
3. The Physical Therapy Department's Reappointment, Promotion, and Tenure Plan will be reviewed at least every three years, or earlier upon request of a majority of the core faculty. Core faculty are academic faculty members in the Department who have primary obligations to the department and who report directly to the Department Head of Physical Therapy.
4. Changes suggested by the core faculty will be evaluated separately by the tenured faculty within the Department of Physical Therapy. Changes will be incorporated into this document upon approval by the majority of tenured faculty and via separate review by the Department Head in accordance with applicable University policies.

B. Documentation

1. This process shall be documented according to the criteria specified in the **Faculty Handbook**.
2. Each faculty member within the Department of Physical Therapy is solely responsible for preparing appropriate forms, collecting prescribed documentation, and providing copies of the documentation as needed.
3. The annual goals and specific objectives to be achieved, and developed by the faculty member in conjunction with the Department Head and mentor(s) as described in the mentor program, will be included in the documentation provided to the review committee.

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4. The Departmental Personnel Committee (see subsection "D" below) reserves the right to request any documentation needed to evaluate work in progress.
5. Work accomplished at another institution may be considered toward promotion, tenure, and reappointment in accordance with University policies (see the Faculty Handbook) and as evidenced by appropriate documentation.

C. Annual and Pre-tenure Review

1. Annual review will occur in accordance with the **Faculty Handbook**. Progress toward tenure, promotion, and annual reappointment (where appropriate) must be specified in writing in the annual review.
2. All faculty shall provide the Department Head with the following documentation at the end of each calendar year to assist with preparation of the departmental annual report:
 - a. Evidence of participation in teaching improvement activities
 - b. Summaries of all teaching evaluations
 - c. Committee assignments and results, including a brief narrative of the committee's work and extent of the faculty members' participation
 - d. Proposals written or grants received
 - e. Service activities other than committee assignments
 - f. Accomplishments made via the faculty practice plan, and
 - g. Any other pertinent information including additional scholarly/creative activities

D. Responsibilities of the Departmental Personnel Committee and of the Department Head

1. Members of the Departmental Personnel Committee will consist of the tenured members of the department. On some occasions, a subcommittee may be selected (for example; for Compensation considerations, typically only 3 faculty members serve on the committee). If the Department of Physical Therapy does not have tenured members, then tenured faculty from departments within the College of Health of Human Services will be asked to serve in this capacity. In such a case, supplementing the departmental committee with faculty from other departments (normally from the same college) who, based on rank, would qualify. The additional faculty should never increase the size of the committee to more than five

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total. These additional faculty are to be selected by the Dean, based on recommendations by the Department Head and the faculty member (**Faculty Handbook, Section 4.8.3.2.**).

2. When an applicant is being considered for promotion, only those faculty who hold a rank equal to or above the rank for which the candidate is being considered shall participate in the decision-making process. The committee shall consist of either three or five members.
3. The committee responsible for determining decisions of annual appointment, tenure, and promotion will function according to the guidelines described in the **Faculty Handbook**. Likewise, the Department Head will function according to the guidelines described in the **Faculty Handbook**.
4. Departmental Personnel Committees are normally made up of all tenured faculty members in the department with restrictions as noted in **Faculty Handbook, Section 4.8.3**. Departmental Personnel Committees may include non-tenure track faculty for certain evaluations as described in **Section 4.8.3.1**. The Departmental Personnel Committee may designate subcommittees for specific assignments as described in its departmental guidelines.
5. At least one of the mentor(s) for the faculty member in review shall be a member of the Departmental Personnel Committee or appointed as an *ex officio*.
6. All information and documentation pertaining to the faculty member under review will be confidential and shall not be discussed outside the realm of committee meetings.

E. Mentor Review

1. It is the responsibility of faculty mentors to conduct a peer review and provide the faculty member with a written summary of the review. These summaries will be made available to the Departmental Personnel Committee and to the Department Head for use in annual reviews. (See Part 7 herein for a full description of the Mentor Program.) A mentor is appointed or agreed upon for each faculty member in a tenure track position, unless the untenured faculty member objects to having a mentor.

F. Guidelines for Teaching, Research and Scholarly Productivity, Service, and Clinical Practice

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1. The guidelines herein have been designed according to the criteria described in the **Faculty Handbook**. The guidelines herein incorporate the department's Mentor Program in order to recognize the uniqueness and diversity of its faculty.
2. The criteria in the following sections specify the minimal expectations of all faculty. Criteria that faculty are required to meet are specified with an "R" and criteria that are encouraged are specified with an "E." (see Executive Summary, Overview of Implementation, paragraph 7, page 5)
3. It is expected that the quality and quantity of efforts demonstrated will increase for promotion through the ranks.
4. Evaluation of teaching effectiveness should include a variety of measures, including student evaluations and peer review of teaching. Teaching performance shall be evaluated each semester (see Part 5 herein).

Section III. Date of Implementation and Review

- A. This plan was implemented September 1, 1998 and is reviewed every three years by a Departmental Committee and by the Department Head
- B. Provisions in this plan will apply to all decisions for reappointment, tenure, and promotion for current untenured faculty and for those tenured faculty seeking promotion to higher ranks.
- C. In the event that a department's tenure guidelines change during the probationary period of a faculty member pursuing tenure and for promotion, the faculty member has the right to remain within the domain of the guidelines under which he or she was hired or elect to be evaluated with the new guidelines. If it is the desire of the faculty member to be evaluated with the new guideline document, the signed guidelines shall be amended to reflect the change and a copy provided to the faculty member (see **Faculty Handbook, Section 4.8.7**).

Section IV. Superseding Authority of the Current Faculty Handbook

Department documents are intended to enhance the review/promotion process. However, in cases of conflict, University documents such as the **Faculty Handbook** and those adopted by the Faculty Senate shall supersede departmental documents.

Part 3: General Responsibilities of a Faculty Member

- Write out a three-year plan of teaching, advisement, scholarship, research, service, and professional (clinically relevant) goals. This plan will be updated and reviewed during the January and May meetings with faculty mentors each year. The faculty member will initiate the calling of such reviews if not called for by the faculty mentors.
- Post and maintain office hours for student conference and advisement.
- Update curriculum vita yearly and provide copies for Departmental files and College files.
- Provide copies of course syllabi for Departmental files at the beginning of each semester (fall, spring, and summer). Course syllabi should include all information required by the Commission on Accreditation in Physical Therapy Education as well as course policy statements in the **Faculty Handbook, Section 4.5.1.3**.
- Build a portfolio that details activities and progress in faculty development for purposes of tenure and promotion.
- Seek out opportunities to collaborate with senior faculty on items related to teaching, research, scholarship, recruitment, service, and professional activities.
- Seek appropriate intramural and extramural funding when opportunities for such become available. The Department considers this effort an important aspect of the probationary faculty member's developmental process.
- Protect opportunities for research or scholarship by controlled involvement and time management in other activities.
- Keep the Department Head, mentors, and senior faculty routinely informed of significant accomplishments.
- Maintain share of responsibility for safety and security in the department.
- Invite individual senior faculty members, including mentors, to sit in on course lectures for the purpose of evaluation and soliciting suggestions for improvement. This should be done frequently enough during the year so that suggested improvements could be considered and appropriately implemented in a timely manner.

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- Present at least one seminar yearly, formal or informal, in which research and scholarly activities of the past year and progress on current projects is shared with the faculty of the department.

Assessment of Contributions

Each faculty member brings a different array of professional strengths from which to contribute to the Department, College, University, and Profession of which he or she is a member. The evaluation of each faculty member in any assessment category should not be directly compared to any other faculty member, tenured or untenured, but will consider the reasonable effort and success of the probationary faculty member according to those items of expectation as outlined in mentoring meetings. Faculty expectations are to be consistent with agreements at the time of hire and in consideration of individual strengths of the faculty member.

Requirement for Documentation

In all cases where possible, written documentation of contributions will be a part of the faculty member's portfolio. Documentation includes any written account or record identified and organized to reflect a specific contribution. These must include reprints, abstracts, grant applications, teaching syllabi and evaluations, and descriptions of service activities. These may include statements of self-assessment by the faculty member and written acknowledgments solicited by the faculty member from others that serve to document a particular contribution.

Major Categories of Faculty Contribution and Assessment

Expectations and assessment will be made according to the following categories annually, and cumulatively, until tenure decisions are requested or required. Examples of responsibilities are presented in each major category. Lack of mention here of other specific items does not indicate absence of faculty responsibility. The major areas are: (1) teaching and advisement, (2) research and scholarly activity, (3) service, and (4) clinical practice – which is optional.

1) Teaching and Advisement

- Each faculty member will provide a written statement of course policies to students during the first week of class. The document will outline general course policies and include the methods by which the course grade will be determined. A dated copy of these policies will be provided for departmental records each time the course is offered.
- Each faculty member will provide students with a course syllabus.

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- Each faculty member will stay informed of developments in the fields that are represented by the areas of teaching responsibilities. New developments in the field will be incorporated into teaching when appropriate.
- Each faculty member will meet scheduled classes and provide a learning atmosphere for students. When a faculty member cannot meet a class due to a prescheduled conflict, an appropriate out-of-class learning exercise will be provided, or arrangements for a substitute instructor will be made.
- Each faculty member will use appropriate assessment tools to measure student learning.
- Each faculty member will keep accurate records of student achievement and attendance.
- Each faculty member will keep scheduled office hours and be available to students during those office hours or by appointment.
- Each faculty member will provide academic and professional advisement to students enrolled in the Physical Therapy Program who have been assigned to them.
- Each faculty member shall provide faculty sponsorship and guidance to department-sponsored and student pre-professional organizations, if feasible, when requested to do so.

2) Research and Scholarship

- Each tenure track faculty member shall carry out appropriate research efforts and make educational, scholarly, or professional contributions to appropriate agencies. General, non-specific expectations of involvement in original scientific research and scholarship activities will be communicated at the time a faculty member is hired. Specific expectations regarding research and scholarship will be negotiated during the initial meetings with faculty mentors and with the Department Head during the first semester of each academic year. These expectations will be reviewed during each semiannual meeting. The Department Head and the faculty mentors will determine the level of research efforts expected. The research and scholarship evaluation of a faculty member will be based on how well the faculty member has met those expectations. An appropriate portion of faculty workload will reflect an acknowledgment of the time made available to meet a particular level of expectation. A reasonable goal for probationary faculty is one refereed publication or presentation per academic year.
- Each faculty member will make the strongest efforts to involve graduate or undergraduate students appropriately in research activity.

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- When students are assigned to a research activity for course credit, the faculty member will be responsible for ensuring a productive and meaningful experience for the student and for evaluating the research effort.
- In cases where significant research output is demonstrated by a student, the faculty member will assist that student in preparation for presentation or publication. The accepted standards and rules of authorship shall apply to presented and published student work.
- Each faculty member will report or communicate formally to others regarding areas of research, scholarly, professional, or educational activities.
- Each faculty member shall make reasonable and appropriate efforts to secure outside funding for research, professional, scholarly, and educational activities. Each faculty member is expected to submit at least one proposal for external funding during the probationary period.

3) Departmental, College, University, Professional, and Public Service

- The faculty member will be knowledgeable of the missions of the University, College, Department, and Profession, and will promote these as a representative participant in various group associations with others.
- The faculty member will offer leadership and service on various Departmental, College, and University committees when interests, experiences, scheduling, or abilities are enabling. Faculty members agree to give a most serious consideration to serve on such committees when requested by the Department Head, Dean, or other University representative.
- The faculty member shall maintain active professional involvement in appropriate professional associations or societies, and shall represent the Department, College, and University in those professional affiliations.
- The faculty member shall represent the Department, College, and University in the community and during public service functions where it is appropriate to do so. However, care should be taken so that the faculty member is not believed to be a "University Spokesperson" when such is not the case.
- The faculty member shall provide appropriate professional services, as time permits, when the faculty member's particular expertise is requested.
- The faculty member shall be willing to offer needed professional services to others as a professional courtesy when appropriate, or for an agreed upon fee when acting

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as a consultant. The faculty member will adhere to the policies of the University regarding consulting, conflict of interest, and use of University facilities.

4) Clinical Practice

Faculty Practice Plan

Some of the essential elements of the faculty practice plan are:

- The faculty practice plan shall allow faculty the opportunity to maintain and improve their clinical skills.
- The faculty practice plan shall serve to provide access to patients for research and for outcome analysis.
- The faculty practice plan shall serve to provide an opportunity for collaborations with colleagues "in the field."
- The faculty practice plan shall help support goals and objectives of the Department of Physical Therapy.
- The faculty practice plan shall provide the opportunity for our faculty to become widely known for their clinical expertise and knowledge.

General Responsibilities, as a Member of the University Community

- Each faculty member is a representative of numerous hierarchical groupings within the University. By action and example, each faculty member is obliged to represent these groupings in a professional manner.
- Each faculty member is obliged to inform and communicate regarding responsibilities, roles, and participation to professionals, students, and staff within the complex University community.
- Each faculty member is obliged to maintain contacts with other appropriate professionals within the community and at other educational institutions.
- Each faculty member is obliged to communicate to students the various educational opportunities and service functions of the university.
- Each faculty member is obliged to communicate the educational opportunities and benefits of the University to the larger community outside the university.

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- Each faculty member will respect the right of others in the University community who have perspectives different from their own.
- Each faculty member shall treat other faculty members, administrators, and students in the same manner and with the same dignity as they expect to be treated.
- When acting as a representative of the University community, each faculty member will take care to make distinctions between personally-held opinions and stated positions of the different groupings of the University to which they also belong.

Part 4: Specific Criteria (Requirements) for Reappointment, Tenure, and Promotion in the Department of Physical Therapy for Tenure Track Faculty

Effectiveness as a faculty member is dependent on fulfilling roles and achieving objectives in three major areas: (1) teaching, (2) research, scholarly activity, and clinical practice, and (3) service. These three areas form the three legs of the proverbial three-legged stool. In Physical Therapy, clinical practice is often, but not necessarily, associated with all three major areas.

If any of the legs is sufficiently weak, then the stool collapses as could the effectiveness of the faculty member. Moreover, glaring weakness in any of the three legs may also have a more global effect on the faculty member's colleagues, as well as students in the department. While great strength in any single leg will not compensate for a glaring weakness in one or both of the other legs, it can compensate for a minor weakness.

Teaching

Although many definitions of teaching exist, perhaps that definition which is most germane to the faculty member is one that would define teaching as stimulating and facilitating the intellectual development of another individual. In the case of the faculty member, the vast majority of these individuals will be the students enrolled in the courses taught by the faculty member.

One of the most important responsibilities of the faculty member is to stimulate the students' intellectual curiosity so that learning becomes the outcome of the teaching effort. In many respects, this represents the more challenging of the two aspects of teaching as defined earlier. There are however, specific mechanisms whereby the student's intellectual curiosity can be stimulated. Some of these are listed below:

- Students are encouraged to think critically
- Students are encouraged to become internally motivated to learn
- Students actively participate in their learning
- A dynamic exchange between teacher and student is established
- Students are challenged and meet high academic standards
- The teaching and learning is relevant to the objective or outcomes that are desired
- Teaching and learning outcomes confirm that the objectives have been met
- Teaching should facilitate the student's ability to think, to reason, and to contemplate
- Teaching should stimulate problem solving skills in learners
- Teaching should impart an ability to teach in your students

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- ▣ Teaching should be linked to learning continuously and student input and participation is incorporated when reasonable
- ▣ Excellence in providing content, organization, and delivery is a lifelong “work in process”
- ▣ Teaching can be improved by obtaining feedback from colleagues or “expert teaching mentors”
- ▣ Teaching effectively often requires accommodating to the uniqueness of each class; effective and efficient methods in one class may not be effective and efficient in another
- ▣ Effective teaching will require that the students understand the goals and objectives of the class as well as how the information contained therein contributes to the student’s ultimate goal or objective
- ▣ A good teacher is a good learner and acquires (and incorporates) new information in coursework when it becomes available
- ▣ Teaching effectiveness should be measured with reliable methods
- ▣ Teaching effectively enables students to think more cogently and critically and with expanded ability to make wise choices
- ▣ Teaching should include being accessible to students (within reason)
- ▣ Good teachers “think” about teaching, they analyze teaching methods, they continuously strive to improve
- ▣ Good teachers evaluate frequently so that they understand where students are in their learning and thinking processes before it is too late to correct deficiencies
- ▣ Good teachers have characteristics such as “energy”, “creativity”, and “spontaneity”
- ▣ Good teachers can ask and answer questions and lead discussions
- ▣ Good teaching stimulates discovery
- ▣ Good teaching understands many perspectives
- ▣ Good teaching and thinking is clear, significant, purposeful, and consistent
- ▣ Good teaching imparts an understanding of the implications and consequences of the knowledge and thinking processes that have been learned
- ▣ Good teaching is easy to justify

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Research and Scholarly Activity

Scholarly activity can be broadly defined as activities that are indicative of intellectual life and energy. It is the pursuit of "truth" and the expression of curiosity. For members of the Department of Physical Therapy, this would be best exemplified by those pursuits that expand the scope of knowledge in our profession and in related areas. Scholarship cannot be distinctly separated from teaching or from service. A faculty member who is engaged in activities that both stimulate intellectual curiosity and augment knowledge is increasingly effective in the classroom. Moreover, the pursuit of scholarly activity cannot become that single endeavor to which the faculty member devotes all effort; rather it must remain as a single leg on the three-legged stool.

The University recognizes four forms of scholarship:

- Scholarship of Discovery
- Scholarship of Integration
- Scholarship of Application, and
- Scholarship of Teaching

The *Scholarship of Discovery* includes original research and activities that expand the scope of knowledge in the discipline.

Scholarship of Integration reflects efforts of the faculty to interpret, draw together, and bring new insight on original research and may be reflected as a textbook summarizing existing research, published review articles, or published research protocols.

The Scholarship of Application reflects application of research to solve real problems and reflects the interaction of theory and practice.

The *Scholarship of Teaching* involves assessing and improving teaching activities, determining the effectiveness of new teaching techniques, and developing teaching materials for use in the classroom. Each of these scholarships can involve the acquisition of funding for research or course development, presentations at scholarly meetings, and publication of findings in professional journals.

The following are some, but not all, measures of research and scholarly activity:

- There is evidence of research and scholarly activity
- There is evidence that the research and scholarly activity is shared with the scientific/professional community as a whole in the form of abstracts, presentations at meetings, publication in peer-reviewed journals, etc.
- There is evidence that the faculty member shares data and ideas with colleagues through seminars within the department, college, university, and local community

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- There is evidence that the faculty member seeks financial support for scholarly efforts in the form of applications to intramural or extramural funding agencies
- There is evidence that the faculty member's contribution is recognized by the scientific/professional community as a whole as evidenced by being asked to review publications or grant applications, to serve on editorial or national examination boards, to share knowledge and expertise through consultation, etc.
- There is evidence that the faculty member contributes to the fundamental knowledge base in the faculty member's clinical specialty area
- There is evidence that the faculty member engages in other activities that demonstrate intellectual curiosity
- There is evidence that the faculty member stays up to date on knowledge in specialty areas
- There is evidence that the faculty member is willing to collaborate with peers and experts to broaden knowledge and skills
- There is evidence that the faculty member seeks opportunities to enhance knowledge in the discipline
- There is evidence that the faculty member contributes to the advancement of examination and intervention techniques directly applicable to patient care
- There is evidence of outcome assessment during clinical practice activities
- There is evidence of improved patient care based on clinical effectiveness as a result of research or scholarly activity

Service

In many ways, the University Community is like a family, with each member having a part to play to assure the continued growth and well being of the family. Therefore, each faculty member must be involved in activities that assure the continued growth and well being of the University Community. Service must be shared by all members of a department. Hence, it is inappropriate if some members of the department neglect this leg of the three-legged stool. In such a case, the remaining colleagues must bear a disproportionate load that could possibly affect their teaching and scholarly efforts.

The following are some, but not all, measures of service activity:

- There is evidence of service such as efforts as active membership in, or serving as a chair of, Department, College, and University Committees.
- There is evidence of a willingness to take on duties in addition to attendance at committee meetings
- There is evidence that the faculty member makes a significant contribution to the work of the Department, College, and University
- There is evidence that the faculty member interacts with other members in the profession to solve problems in health care
- There is evidence that the faculty member interacts with professional or educational organizations

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- There is evidence of interaction with colleagues at other colleges or universities
- There is evidence of service to the local community
- There is evidence of service to the department, college, university, or community as a whole
- There is evidence of service to other individuals, which might include serving as a mentor

Clinical Practice

- All ranked faculty shall have the option to maintain and improve their clinical skills by participating in clinical practice. This is vital to ensuring the continued skills and practical competence of our professional faculty. Currently, the Department of Physical Therapy has a Faculty Practice Plan.
- The concept of our faculty practice plan is to maintain and improve clinical skills as described above. In addition, it is implemented with the intent of allowing the faculty to perform clinical research or outcome-based practice so that the acquisition and publication of new knowledge (scholarship) is an integral part of the faculty practice plan.

Faculty Practice Plan

Some of the essential elements of the faculty practice plan are:

- The faculty practice plan shall allow faculty the opportunity to maintain and improve their clinical skills.
- The faculty practice plan shall serve to provide access to patients for research and for outcome analysis.
- The faculty practice plan shall serve to provide an opportunity for collaborations with colleagues "in the field."
- The faculty practice plan shall help support goals and objectives of the Department of Physical Therapy.
- The faculty practice plan shall provide the opportunity for our faculty to become widely known for their clinical expertise and knowledge.

Part 5: Early Application for Tenure and Promotion

According to **Section 3.3.1** of the **Faculty Handbook**, faculty members who hold the rank of Assistant Professor or higher, "with exceptional records of accomplishments" may apply for early tenure and promotion (**Faculty Handbook, Section 4.8.5**).

Exceptional records of accomplishments may be quantified by using the Department of Physical Therapy Performance Compensation Plan (see Part 7: Appendix B). In order to meet the requirements for early tenure and promotion, the faculty member must meet the criteria for "exceptional" performance in the areas of Teaching, Research and Scholarly Activity, and Service for at least two of the three years prior to application for early tenure and promotion. For example, the faculty member could be rated as "exceptional" in teaching for years one and three, "exceptional" in scholarship for years one and two, and exceptional in service for years two and three.

Additionally, in the area of Research and Scholarly Activity, as a general guideline, faculty members seeking early promotion from Assistant Professor to Associate Professor should have a minimum of five peer-reviewed publications and a total of seven peer-reviewed items (publications, poster presentations, platform presentations) or a substantial external grant of >\$50,000.00 in lieu of two peer-reviewed publications.

As a general guideline, faculty members seeking promotion from Associate Professor to Full Professor should have a minimum of five peer-reviewed publications and a total of seven peer reviewed items (publications, poster presentations, platform presentations) or a substantial external grant of >\$50,000.00 in lieu of two peer-reviewed publications.

Part 6: Faculty Mentoring Program in the Department of Physical Therapy

Preface

A faculty mentorship program is an integral component of our department's concept of ensuring the success, advancement, and satisfaction of our faculty and staff. This section documents our plan for mentoring faculty, which includes our plan for an ongoing faculty seminar series. As is shown in our curriculum, our faculty seminar series is an integral part of each semester. It shall ensure that we have a consistent mechanism in place for "general" mentoring, which includes acquiring new information and applying that information to benefit each faculty member.

Philosophy

The Department of Physical Therapy constitutes a valuable asset of professional human

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resources organized to serve students, the department, the college, the university, the profession, and the public. This asset becomes a powerful mechanism for positive change. Our collective asset lies in our ability to acquire skills, knowledge, and values that are shared and imparted to the people and organizations that we serve. Our assets are expressed in various ways including:

- Excellence in teaching
- Excellence in research, scholarly activity, and clinical practice
- Excellence in service, and
- Excellence in citizenship, which includes becoming role models for our students and peers

Professionals who are invited to join the faculty of the department are expected to be well prepared and willing to increase these resources (our assets) through personal involvement and a demonstration of an increased quality of performance over time in their areas of talent. They are also expected to expand their areas of talent as they mature, gain wisdom, and become expert mentors themselves.

Objective

The primary objective of the mentoring program in the Department of Physical Therapy is to support maximum faculty development in newer members of its faculty in the period before applications for tenure or promotion. This objective is achieved by providing mechanisms for communication, direction, and evaluation of probationary faculty via the *Mentoring Program* in addition to the regular evaluation process for all faculty. In addition, it is recognized that even "junior" faculty have strengths and attributes that can be passed on to more "senior" faculty for improvement. Hence, the *Mentoring Program* does not work in one direction only. Rather, it consists of a dynamic exchange of ideas that results in excellence and improvement in all faculty members who participate.

Mechanics of the Departmental Mentoring Program

Appointment of Faculty Mentors

Each new tenure-track faculty member will be assigned to one or two mentors who have experience in areas that are required for tenure and promotion, unless the probationary faculty member refuses to participate. However, the Mentoring Program is not limited to only those areas that are required for tenure and promotion. Any area of professional life can be mentored, and that is the true intent of the Mentoring Program.

In most cases, tenured faculty members in the Department of Physical Therapy and within the College of Health and Human Services shall serve as faculty mentors. The

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selection of faculty mentors will depend on several factors including the number of tenured faculty in the department, the interests and needs of the probationary faculty member, and the interest of potential mentors. If appropriate mentors do not exist within the department, mentors will be asked to serve our department from among the many outstanding departments within the College of Health and Human Services. These mentors will be selected because of their knowledge of the assets of the probationary faculty member and because of their interest in supporting the maximum development of those assets to the benefit of the Department. Where possible, any special relationships, which may have developed during the recruitment process, will be considered in making assignments of faculty mentors. Furthermore, the Department Head of Physical Therapy will serve as a mentor for any faculty member who desires it.

In addition, by using modern technology it is easy to select additional mentors across the country and communicate with them over the Internet. In certain cases, mentoring of this type will be implemented, especially when a probationary faculty member has areas of interest that are beyond what can be expertly provided from among the faculty at MSU

Assessment/Review Meetings

Initial

During the first semester, faculty mentors will meet with probationary faculty members to relate the requirements and expectations of the Department concerning tenure and promotion. Each of the evaluation criteria will be discussed and a range of minimal and maximal departmental expectations in each category will be discussed with the faculty member. This shall be supplemented by similar discussions with the Department Head.

These expectations will take into consideration the strengths of the faculty member, the range of responsibilities expected of the faculty member at the time he or she was hired, and the time and resources available to the faculty member to achieve these expectations. One of the faculty mentors will record and summarize the events of the meeting in writing. The written record of the goals, etc., which are discussed in this meeting, will be provided to the participants and to the Department Head. When the Department Head, faculty mentors, and the probationary faculty member agree on the objectives and goals established, a copy of said information will be placed in the faculty member's departmental folder.

Semiannual

The probationary faculty member will meet with faculty mentors and the Department Head in January and May of each year to assess progress in professional development and the progress toward meeting requirements for tenure and promotion. The January assessment meeting may correspond with the yearly faculty evaluation required of all

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faculty. A written summary of the discussions will be provided to the participants at the meeting and a copy will be placed in the faculty member's departmental folder.

Responsibilities of Faculty Mentors

- Faculty mentors will assist and facilitate the full participation of a probationary faculty member into the Department.
- Faculty mentors will act as available resource individuals in communicating routine procedures of the Department, College, and University.
- Faculty mentors will act as available resource individuals in communicating the many opportunities for involvement in professional activities, including Chapter and National meetings, etc.
- Faculty mentors will communicate opportunities for intramural and extramural funding.
- Faculty mentors will provide bona fide guidance and advice to faculty members in preparation for tenure decisions.
- Faculty mentors will advise on matters of Departmental, College, and University policies when such advice is sought or otherwise warranted.
- Faculty mentors will seek out opportunities among departmental faculty for collaboration with probationary faculty.
- Faculty mentors will take a lead role in establishing the content of our faculty seminar series, which will address important issues relevant to the total development of all faculty.

Part 7:

Example of Keeping and Maintaining Records

Specific Departmental Templates

- Appendix A: Guidelines for Reappointment, Promotion, and Tenure in the Department of Physical Therapy
- Appendix B: Department of Physical Therapy Performance Compensation Plan

Part 7: (Appendix A)

**Guidelines for Reappointment, Promotion, and Tenure in the Department of Physical Therapy
Criteria for Research, Scholarly Activity, and Clinical Practice**

Criteria that Demonstrates Proficiency and Excellence in Research - Scholarly Activity - Clinical Practice	Reappointment	Promotion	Tenure	Assistant Professor	Associate Professor	Full Professor
1. Stays abreast of current information related to the profession	1R	1R	1R	1R	1R	1R
2. Makes reasonable and appropriate efforts to secure funding for research, professional, scholarly, or educational activities. Each faculty member is expected to submit at least one proposal for intramural and external funding during the probationary period.	1R	1R	1R	1R	1R	1R
3. Initiates communication and collaboration with peers, or with external constituencies	1R	1R	1R	1R	1R	1R
4. Initiates and maintains a research program and/or ongoing outcome assessments in the case of clinical practice	1R	1R	1R	1R	1R	1R
5. Participates in discussions, seminars, and workshops within and outside of the faculty member's department	1R	1R	1R	1R	1R	1R
6. Contributes to scholarly development by making professional presentations in district, state, regional, national, or international forums.	1R	1R	1R	1R	1R	1R
7. Presents research activities in seminars within the department, college, university, or local community	1R	1R	1R	1R	1R	1R
8. Publishes original research findings in scholarly refereed journals, or publishes scholarly abstracts, journal articles, monographs, or books	1R	1R	1R	1R	1R*	1R**
9. Chairing scholarly sessions at professional meetings	1E	1E	1E	1E	1E	1E
10. Develops collaborative research efforts with professional peers	1E	1E	1E	1E	1E	1E
11. Presents or publishes reviews of relevant scholarly material	1E	1E	1E	1E	1E	1E
12. Writes textbooks that summarize existing research and thought that are published for external dissemination	1E	1E	1E	1E	1E	1E
<p>1R = Required; 1E = Encouraged Criteria for Research, Scholarly Activity, and Clinical Practice Last Updated: 7/29/2016</p>						

Part 7: (Appendix A)

**Guidelines for Reappointment, Promotion, and Tenure in the Department of Physical Therapy
Criteria for Research, Scholarly Activity, and Clinical Practice**

Criteria that Demonstrates Proficiency and Excellence in Research - Scholarly Activity - Clinical Practice	Reappointment	Promotion	Tenure	Assistant Professor	Associate Professor	Full Professor
13. Writes ancillary text materials (study guides, text banks, etc.) to accompany published textbooks for external dissemination	1E	1E	1E	1E	1E	1E
14. Writes book reviews, opinions, or commentaries published in a journal	1E	1E	1E	1E	1E	1E
15. Publishes articles in non-refereed journals or popular magazines related to professional interest area	1E	1E	1E	1E	1E	1E
16. Serves in an editorial function for a refereed journal	1E	1E	1E	1E	1E	1E
17. Serves as a grant reviewer for a funding agency	1E	1E	1E	1E	1E	1E
18. Serves as a manuscript reviewer for a professional journal	1E	1E	1E	1E	1E	1E
19. Critically reviews scholarly projects (e.g., meeting abstracts, research reports) to assist decision-making by professional organizations	1E	1E	1E	1E	1E	1E
20. Obtains funding for intramural or extramural grants or contracts and serves either as the principle or co-principle investigator	1E	1E	1E	1E	1E	1E
21. Serves as the principle or co-principle investigator for an extramurally-funded grant	1E	1E	1E	1E	1E	1E
22. Publishes or otherwise disseminates clinically relevant data to improve patient care (new techniques, new treatments, demonstrates outcome effectiveness)	1E	1E	1E	1E	1E	1E
23. Is recognized for expertise in clinical practice or presents new and effective patient management strategies to peers	1E	1E	1E	1E	1E	1E
24. Other: As required for accreditation process <ul style="list-style-type: none"> ◦ Clinical practice in areas that support teaching and research ◦ Research in areas that support teaching and clinical practice 	1E	1E	1E	1E	1E	1E

1R = Required; 1E = Encouraged **Criteria for Research, Scholarly Activity, and Clinical Practice**
Last Updated: 7/29/2016

Part 7: (Appendix A)

Additional notes regarding specific criteria:

8. Publishes original research findings in scholarly refereed journals, or publishes scholarly abstracts, journal articles, monographs, or books

*As a general guideline, faculty members seeking promotion to Associate Professor from Assistant Professor should have a minimum of three peer-reviewed publications and a total of five peer-reviewed items (publications, poster presentations, platform presentations)

**As a general guideline, faculty members seeking promotion to Full Professor should have a minimum of three peer-reviewed publications and a total of five peer reviewed items (publications, poster presentations, platform presentations)

Basic competence in itself is not sufficient to justify granting tenure, for such competence is a prerequisite for the initial appointment. The decision to grant tenure is inherently and inescapably judgmental and is a deliberate action indicating the person has been selected as a member of the permanent faculty because of demonstrated high-quality performance and relative merit.

Early Tenure and/or Promotion Applications:

As a general guideline, in the area of Research, Scholarship, and Clinical Practice, faculty members seeking early promotion from Assistant Professor to Associate Professor should have a minimum of five peer-reviewed publications and a total of seven peer-reviewed items (publications, poster presentations, platform presentations) or a substantial external grant of >\$50,000.00 in lieu of two peer-reviewed publications.

As a general guideline, faculty members seeking promotion from Associate Professor to Full Professor should have a minimum of five peer-reviewed publications and a total of seven peer reviewed items (publications, poster presentations, platform presentations) or a substantial external grant of >\$50,000.00 in lieu of two peer-reviewed publications.

Part 7: (Appendix A)

**Guidelines for Reappointment, Promotion, and Tenure in the Department of Physical Therapy
Criteria for Service**

Criteria that Demonstrates Proficiency and Excellence in Service	Reappointment	Promotion	Tenure	Assistant Professor	Associate Professor	Full Professor
1. Actively participates in student advisement and recruitment activities	1R	1R	1R	1R	1R	1R
2. Understands the curriculum and general course requirements in enough detail to provide effective advisement	1R	1R	1R	1R	1R	1R
3. Participates actively on departmental (college and university) committees as requested	1R	1R	1R	1R	1R	1R
4. Participates in the activities of appropriate departmental and student organizations	1R	1R	1R	1R	1R	1R
5. Maintains professional licensure and membership in professional organizations	1R	1R	1R	1R	1R	1R
6. Duties associated with Accreditation and Self-Study (including AAR) as assigned/requested by Department Head	1R	1R	1R	1R	1R	1R
7. Participates in advising students regarding employment and other external opportunities	1R	1R	1R	1R	1R	1R
8. Actively seeks to assume a share of the department's duties	1E	1E	1E	1E	1R	1R
9. Serves as a consult or friendly critic to students and colleagues	1E	1E	1E	1E	1R	1R
10. Attends scholarly programs, exhibits, and presentations by students and colleagues within the department and in other departments on campus as appropriate	1E	1E	1E	1E	1R	1R
11. Participates in guest lectures, discussions, seminars, and workshops in and outside the "home" department	1E	1E	1E	1E	1R	1R

1R = Required; 1E = Encouraged Criteria for Service Last Updated: 10/19/2016

Part 7: (Appendix A)

**Guidelines for Reappointment, Promotion, and Tenure in the Department of Physical Therapy
Criteria for Service**

Criteria that Demonstrates Proficiency and Excellence in Service	Reappointment	Promotion	Tenure	Assistant Professor	Associate Professor	Full Professor
12. Serves as an officer in a local, state, national, or international professional organization	1E	1E	1E	1E	1E	1E
13. Serves as a mentor in the Department's mentorship program or as a mentor for colleagues at other universities or entities (hospitals, etc.)	1E	1E	1E	1E	1E	1E
14. Initiates and maintains direct discourse with communities outside of the institution (e.g., through committee service to professional associations, consulting in local organizations) to identify needs, help develop solutions, and communicate helpful information	1E	1E	1E	1E	1E	1E
15. Participates in university or departmental fund-raising activities	1E	1E	1E	1E	1E	1E
16. Participates in the development, implementation, and evaluation of a state, regional, or national scientific meeting	1E	1E	1E	1E	1E	1E
17. Participates actively in the development, implementation, and evaluation of department- or college-sponsored seminars, symposia, and conferences	1E	1E	1E	1E	1E	1E
18. Presents professional programs on campus and in the community (e.g., schools, community, or other colleges and universities).	1E	1E	1E	1E	1E	1E
1R = Required; 1E = Encouraged Criteria for Service Last Updated: 10/19/2016						

Additional notes regarding criteria for service:

In order to provide clear evidence of the "quality and quantity" of service, candidates for tenure and promotion must meet at a minimum the "Expected" level on the Department of Physical Therapy Performance Compensation Plan (Part 7: Appendix B). The Performance Compensation Plan may be used to quantify the level of the candidate's performance.

Basic competence in itself is not sufficient to justify granting tenure, for such competence is a prerequisite for the initial appointment. The decision to grant tenure is inherently and inescapably judgmental and is a deliberate action indicating the person has been selected as a member of the permanent faculty because of demonstrated high-quality performance and relative merit.

Part 7: (Appendix A)

**Guidelines for Reappointment, Promotion, and Tenure in the Department of Physical Therapy
Criteria for Teaching**

Criteria that Demonstrates Proficiency and Excellence in Teaching	Reappointment	Promotion	Tenure	Assistant Professor	Associate Professor	Full Professor
1. Demonstrates, communicates, and consistently applies clearly defined standards of performance in classroom and homework activities through well-articulated policies for grading, attendance, make-ups, late work, etc. as reflected in course syllabus and clearly stated outcome objectives	1R	1R	1R	1R	1R	1R
2. Evaluates students' performance based on appropriate goals and objectives	1R	1R	1R	1R	1R	1R
3. Uses a variety of teaching techniques as required and as appropriate for the material that is presented	1R	1R	1R	1R	1R	1R
4. Is accessible to students for questions and concerns	1R	1R	1R	1R	1R	1R
5. Frequently uses classroom assessment techniques to assess learning	1R	1R	1R	1R	1R	1R
6. Seeks feedback from students and responds to questions, comments, ideas, etc.	1R	1R	1R	1R	1R	1R
7. Participates in discussions, seminars, and workshops or seeks input from expert mentors to enhance teaching effectiveness	1E	1R	1R	1R	1R	1R
8. Regularly seeks new information in the subject area being taught	1R	1R	1R	1R	1R	1R
9. Updates learning materials, tests, assignments, and teaching methods appropriate to changing standards in the field	1R	1R	1R	1R	1R	1R
10. Incorporates the use of technological advancements to enhance teaching effectiveness	1R	1R	1R	1R	1R	1R
11. Initiates and participates in course and curriculum development and revision as needed	1R	1R	1R	1R	1R	1R
1R = Required; 1E = Encouraged						
Criteria for Teaching						
Last Updated: 10/19/2016						

Part 7: (Appendix A)

**Guidelines for Reappointment, Promotion, and Tenure in the Department of Physical Therapy
Criteria for Teaching**

Criteria that Demonstrates Proficiency and Excellence in Teaching	Reappointment	Promotion	Tenure	Assistant Professor	Associate Professor	Full Professor
12. Assigns readings, exercises, projects and exams at an appropriate level of difficulty to challenge students	1R	1R	1R	1R	1R	1R
13. Documentation of course and student outcomes as required by CAPTE	1R	1R	1R	1R	1R	1R
14. Provides opportunities for students to participate in the process of exploration by independent readings, research, creative projects, and experiences	1E	1E	1E	1E	1E	1E
15. Poses questions or uses activities that encourage students to learn independently through discussion and exploration	1E	1E	1E	1E	1E	1E
16. Designs activities for use in and outside of class that enable students to work cooperatively and contribute to each other's learning	1E	1E	1E	1E	1E	1E
17. Stimulates critical thinking in coursework and imparts an understanding of the implications and consequences of the knowledge and thinking processes that have been learned	1E	1E	1E	1E	1E	1E
18. Seeks to motivate students to be independent thinkers and life-long learners	1E	1E	1E	1E	1E	1E
19. Helps colleagues and students become better teachers	1E	1E	1E	1E	1E	1E
20. Writes textbooks or original classroom materials	1E	1E	1E	1E	1E	1E
21. Writes computer programs or uses computer programs in providing information, etc., to students	1E	1E	1E	1E	1E	1E
22. Uses the Internet and other modern technologies in unique ways to enhance student learning and thinking	1E	1E	1E	1E	1E	1E
23. Is invited to give seminars on teaching and learning to colleagues	1E	1E	1E	1E	1E	1E
1R = Required; 1E = Encouraged						
Criteria for Teaching						Last Updated: 10/19/2016

Part 7: (Appendix A)

Additional notes regarding teaching criteria:

In order to provide clear evidence of the “quality and quantity” of teaching, candidates for tenure and promotion must meet at a minimum the “Expected” level on the Department of Physical Therapy Performance Compensation Plan (Part 7: Appendix B). The Performance Compensation Plan may be used to quantify the level of the candidate’s performance.

Basic competence in itself is not sufficient to justify granting tenure, for such competence is a prerequisite for the initial appointment. The decision to grant tenure is inherently and inescapably judgmental and is a deliberate action indicating the person has been selected as a member of the permanent faculty because of demonstrated high-quality performance and relative merit.

**MISSOURI STATE UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY**

PERFORMANCE COMPENSATION PLAN

PERFORMANCE REVIEW COMMITTEE PROCEDURE (SYNOPSIS): The Departmental Personnel Committee will receive the individual faculty member's reporting forms on which will be documented activities for categories I-III. The Personnel Committee will evaluate the performance of departmental faculty separately in each of three major categories (Teaching, Scholarship, and Service). The Committee shall then rank each faculty member's performance in each category according to the rating scale recommended by the University Compensation Committee (<http://www.missouristate.edu/president/committees/compensation/finalreport/section1.htm>, accessed 8-21-06) as follows and report the rating numbers (and supporting documentation) to the Department Head:

<u>Rating</u>	<u>Rating Name</u>	<u>Rating Description</u>
5	Exceptional	Performance/results consistently exceed expected levels. A high degree of proficiency is shown in most aspects of performance.
4	Commendable	Performance/results frequently exceed expected levels. A high degree of proficiency is shown in certain aspects of performance.
3	Expected	Performance/results are consistently at expected levels. Meets job requirements.
2	Development Needed	Some performance deficiencies exist. Performance Improvement Plan is to be established and improvement is required.
1	Unsatisfactory	Performance is consistently below acceptable levels. Performance Improvement plan is to be established and immediate improvement is required.

I. TEACHING: This category includes activities related to teaching. *Each faculty member is responsible for reporting accomplishments from the lists below and supplying supportive documentation.* It should be noted that these represent minimum criteria for consideration of a rating, not a guarantee that the rating will be assigned based on the points. The Departmental Personnel Committee must have the flexibility to consider qualitative information derived through meaningful dialogue with personnel committee members and the Department Head on the importance of the documented teaching, research, or service activities.

A. Rating Category: Expected (3)

Evaluation Criteria: *A faculty member under evaluation must demonstrate activity in areas #1 to #5 and in addition, must demonstrate activity in four (4) of the remaining areas.*

ACTIVITY AREA

1. Completing assigned teaching workload (average of 9 TLE/semester unless reduced due to activities such as administrative assignments or research) (Includes issuing course policies containing standard university-required content, evaluating student performance, updating learning materials, maintaining high performance expectations, and documenting CAPTE required outcomes)
2. Actively engaging in graduate academic advisement
3. Administering course/instructor evaluations; receiving consistently acceptable ratings 3.0 or less (average of all courses instructed) and satisfactory peer review of teaching indicating competence

4. Incorporating appropriate instructional technology into courses (this could include the use of Blackboard and or Exam Soft and other applications of technology)
5. Completing duties associated with accreditation and self-study documents as assigned or requested by the Department Head
6. Attaining or renewing Master Advisor status

7. Directing and supervising graduate student research (IRB approved projects) designed to meet research requirements (two students or 1 group project)
8. Participating in seminars and/or workshops to enhance or develop teaching effectiveness or skills
9. Initiating and/or participating in curriculum development and revision
10. Significantly revising an existing course (with supportive evidence of revision)
11. Presenting guest lectures or labs for courses in the PT department (not counted as TLE) or other departments (Activity in this category may count as either teaching or service, but not both.) (one course or lab)
12. Providing supplemental course materials and information via a course website for the benefit of students
13. Presenting a departmental seminar
14. Planning and conducting an extracurricular field trip
15. Developing instructional material that is incorporated into a course (computer programs, audio-visual aids, lab manual, etc.)
16. Regularly seeks new information in the subject area being taught

B. Rating Category: Commendable (4)

Evaluation Criteria: *A faculty member under evaluation must fulfill all criteria for the expected category plus item #1 in the activity area list below plus two (2) of the remaining activity areas on this list.*

ACTIVITY AREA

1. Administering course/instructor evaluations; receiving consistently acceptable ratings better than 2.5 (average of all courses instructed) and commendable peer review of teaching
2. Teaching a > 9 TLE/semester average without supplemental remuneration
3. Developing and teaching a new course for students on campus
4. Developing or executing a distance learning course
5. Compiling custom texts, lab guides, and other pedagogical materials (Activity in this category may count as teaching or scholarship, but not both.)
6. Presenting guest lectures or labs for courses in the PT department (not counted as TLE) or other departments (Activity in this category may count as either teaching or service, but not both.) (two or more courses or labs)

7. Directing and supervising graduate student research (IRB approved) activities (three or four students or 2 groups)
8. Innovative teaching methods. Faculty member should provide description of activity

C. Rating Category: Exceptional (5)

Evaluation Criteria: *A faculty member under evaluation must meet the criteria for the commendable category plus item #1 in the activity area list below plus one (1) of the remaining activities on the list.*

ACTIVITY AREA

1. Administering course/instructor evaluations; receiving consistently acceptable ratings better than 2.0 (average of all courses instructed) or exceptional peer review of teaching
2. Teaching a 15-hr or greater TLE/semester average without supplemental remuneration
3. Directing/supervising graduate student research (IRB approved projects) activity (more than 4 students or 3 or more groups)
4. Innovative teaching methods (could include service learning activities). Faculty member should provide description of activity
5. Presenting guest lectures at another institution or Chapter of the APTA
6. Teaching a professional continuing education course

D. Rating Category: Development Needed (2)

Evaluation Criterion: *Faculty member under evaluation displays activity array between unsatisfactory and expected and meets 4-5 criterion under the expected (3) category.*

E. Rating Category: Unsatisfactory (1)

Evaluation Criterion: *A faculty member under evaluation fails to meet four or more of the required activities under the expected (3) category.*

II. SCHOLARSHIP: This category uses the relevant definitions found on pp 25-26 of the department document, *Policies for Reappointment, Tenure, and Promotion* (2012 revision) and includes scholarly publications of all kinds as well as intramural and extramural grant activity. ***Each faculty member under evaluation is required to document his/her research involvement and supply supportive documentation.*** It should be noted that these represent minimum criteria for consideration of a rating, not a guarantee that the rating will be assigned based on the points. The Departmental personnel committee must have the flexibility to consider qualitative information derived through meaningful dialogue with personnel committee members and the Department Head on the importance of the documented teaching, research, or service activities.

The committee recognizes that accomplishments in scholarship are often directly linked to the time/effort allocated to scholarship. Thus, the following guidelines are intended to apply to those faculty members whose time/effort devoted to scholarship is between 10% and 30%. Faculty members whose time/effort to scholarship exceeds 30% are expected to demonstrate two (2) activities under the Commendable and two (2) activities under the Exceptional rating categories in order to meet the criteria. Faculty members whose time/effort to scholarship is less than 10% must demonstrate one (1) activity under the Commendable or Exceptional rating category to be considered Exceptional.

A. Rating Category: Expected (3)

Evaluation Criterion: *A faculty member under evaluation must demonstrate activity in four (4) of the thirteen (13)*

areas listed below in order to be evaluated as expected in scholarship.

ACTIVITY AREA

1. Submitting an application as the principal or co-investigator for an externally-funded grant or contract
2. Presenting original peer-reviewed data at a district, state, or regional meeting
3. Presenting original peer-reviewed data at a national or international meeting (in the absence of a district or state meeting this may be counted in the expected category)
4. Presenting PT graduate student/faculty IRB approved research projects as poster or platform presentations at the college level (may count as more than one activity for multiple posters)
5. Publishing an article in a non-refereed journal or popular magazine related to interest area
6. Writing a book review published in a refereed journal
7. Presenting scholarly activities in seminars within the department, college, university, or local community
8. Submitting applications for intramural grants or projects as principal or co-investigator
9. Attending scholarly or scientific state, regional, or national programs, conferences, or conventions
10. Presenting original data at district, state, or regional meetings (per meeting)
11. Receiving additional formal training in a new research methodology, technique, or design
12. Providing documentation of research in progress, including research collaboration with, or data collection for, a University colleague that does not necessarily result in a co-authored publication
13. Compiling/disseminating custom texts, lab guides, and other pedagogical materials (Activity in this category may count as teaching or scholarship, but not both.)

B. Rating Category: Commendable (4)

Evaluation Criteria: *A faculty member under evaluation must demonstrate activity in four (4) areas of the expected category plus any one (1) activity in the list below.*

ACTIVITY AREA

1. Demonstrating a scholarly manuscript submitted for publication in a refereed journal
2. Presenting original peer-reviewed data at a district or state meeting (2 items or meetings)
3. Presenting original peer-reviewed data at a regional or national meeting (1 or more meetings)
4. Presenting original peer-reviewed data at an international meeting (1 or more meetings)
5. Writing a text book or contributing a chapter to a discipline-related book to be published for external dissemination
6. Publishing a peer-reviewed technical report

7. Writing ancillary text materials (study guides, test banks, etc.) to accompany published textbooks for external dissemination
8. Submitting applications for extramural grants or projects as principal or co-investigator
9. Obtaining funding for intramural grants or projects as principal or co-investigator

C. Rating Category: Exceptional (5)

Evaluation Criteria: *A faculty member under evaluation must demonstrate activity in four (4) areas of the Expected category plus one (1) activity in the commendable category plus any one (1) activity from the list below. Additionally, a faculty member may be considered to meet the exceptional criteria if he/she meets multiple criteria (4 or more) under the commendable category.*

ACTIVITY AREA

1. Publishing, as author or co-author, scholarship of discovery, application, or teaching/learning in a peer-reviewed refereed journal
2. Publishing a scholarly review of discipline-related research in a refereed journal
3. Obtaining funding, as the principal or co-investigator, for an externally funded grant or contract
4. Publishing, as author or co-author, a discipline-related textbook published for external dissemination (textbooks under review or revision included)

D. Rating Category: Development Needed (2)

Evaluation Criterion: *A faculty member under evaluation demonstrates activity in at least two (2), yet less than four (4), areas of the expected category listed above.*

E. Rating Category: Unsatisfactory (1)

Evaluation Criterion: *A faculty member under evaluation demonstrates activity in one (1) or none of the areas listed in the expected category above.*

III. SERVICE: This category includes service activities that may benefit the University, the Department, and the Community. As in the case of the scholarship category, *each faculty member is responsible for reporting activities and supplying supportive documentation.* It should be noted that these represent minimum criteria for consideration of a rating, not a guarantee that the rating will be assigned based on the points. The Departmental personnel committee must have the flexibility to consider qualitative information derived through meaningful dialogue with personnel committee members and the Department Head on the importance of the documented teaching, research, or service activities.

A. Rating Category: Expected (3)

Evaluation Criterion: *A faculty member under evaluation must demonstrate activity in five (5) of the nine (9) areas listed below in order to be evaluated as expected in service.*

ACTIVITY AREA

1. Completing assigned duties as a *member* of departmental, college, or university committees or councils (each committee)
2. Maintaining active membership in discipline-related professional organizations
3. Maintaining professional credentials (registration and licensure) as appropriate

4. Actively participating in undergraduate and graduate student recruitment activities
5. Serving community or professional organizations without remuneration in the spirit of the Public Affairs mission of the university
6. Presenting guest lectures or demonstrations for courses in the Physical Therapy Department (not counted as TLE) or other departments. (Activity in this category may count either as service or as teaching, but not both.)
7. Acting as a consultant for an extramural academic or commercial agency without remuneration
8. Participating in special university or departmental fund-raising activities (excluding research grants)
9. Serving on an admissions/selection committee (each committee)
10. Other activities: Could include such activities as teaching a CEU course without remuneration, medical service experience (Study Away could count as Teaching or Service, but not both), pro bono clinical practice, or other activities described by the faculty member and approved by the personnel committee

B. Rating Category: Commendable (4)

Evaluation Criteria: A faculty member under evaluation must demonstrate activity in five (5) areas of the competent category plus any two (2) activities from the list below.

ACTIVITY AREA

1. Serving in an editorial function for a refereed journal
2. Serving as a grant reviewer for a funding agency
3. Serving as a manuscript reviewer for a professional refereed journal
4. Serving as a chair for paper sessions at professional meetings
5. Presenting information in a workshop or demonstration to internal or external groups (e.g., Showcase on Teaching, Academic Development seminars, demonstrations for visiting groups) (Activity in this category may count as either teaching or service, but not both.) (each event)
6. Serving as an advisor or co-advisor for a recognized student organization
7. Participating actively in the development and execution of a state, regional, or national professional meeting
8. Chairing a committee for a professional organization (e.g. MPTA, APTA, etc.)
9. Membership on an elected committee (e.g., Faculty Senate, Faculty Concerns Committee, Pre-Med Committee, College Council, etc.)
10. Serving in a leadership capacity in a community service organization where the member's expertise serves the organization (e.g., City Council Advisory Committee, Mayor's Commission on Human Rights, City Utilities Board, Zoning and Planning Commission, non-profit organizations, etc.)
11. Serving in a volunteer capacity for other organizations and activities (please note the time commitment involved)

12. Other activities: Could include such activities as teaching a CEU course without remuneration, medical service experience (Study Away could count as Teaching or Service, but not both), pro bono clinical practice, or other activities described by the faculty member and approved by the personnel committee

C. Rating Category: Exceptional (5)

Evaluation Criteria: *A faculty member under evaluation must demonstrate activity in five (5) areas of the Expected category plus two (2) activities in the commendable category plus any one (1) activity from the list below.*

ACTIVITY AREA

1. Completing assigned duties as *chair* of departmental, college, or university committees or councils
2. Actively participating in other non-committee departmental assignments (e.g., graduate student coordinator, Web master, serving as mentor in the department's faculty mentoring program, equipment inventory and maintenance)
3. Hosting or co-hosting a state, regional, or national scientific meeting
4. Acting as an officer in a professional organization (Southwest District MPTA, MPTA, APTA, etc.)
5. Organizing any department, college, or university recruitment activity
6. Organizing special university or departmental fund-raising activities
7. Serving as chair, co-chair, or officer of a university-wide faculty organization (e.g., Faculty Senate, College Council, Graduate Council, etc.)
8. Serving in a leadership capacity in a community service organization where the member's expertise serves the organization (e.g., City Council Advisory Committee, Mayor's Commission on Human Rights, City Utilities Board, Zoning and Planning Commission, non-profit organizations, etc.)
9. Serving in a volunteer capacity for other organizations and activities (please note the time commitment involved)
10. Other activities: Could include such activities as teaching a CEU course without remuneration, medical service experience (Study Away could count as Teaching or Service, but not both), pro bono clinical practice, or other activities described by the faculty member and approved by the personnel committee

D. Rating Category: Development Needed (2)

Evaluation Criterion: *A faculty member under evaluation demonstrates activity in at least four (4), yet less than five (5), areas of the expected category listed above.*

E. Rating Category: Unsatisfactory (1)

Evaluation Criterion: *A faculty member under evaluation demonstrates activity in less than four (4) of the areas listed in the expected category above.*

Part 8: Policies for Appointment, Reappointment and Promotion of Clinical Faculty

DEPARTMENT OF PHYSICAL THERAPY COLLEGE OF HEALTH AND HUMAN SERVICES Department of Physical Therapy

Guidelines for Clinical Faculty Appointment, Reappointment and Promotion

The 2016 Missouri State University Faculty Handbook provides for the classification and ranking of Clinical Faculty.

3.5.11. Clinical Faculty

Clinical Faculty are members of the faculty whose primary responsibilities are clinical education and service. Clinical Faculty may participate in research and other scholarly or creative activities. Clinical Faculty must be qualified as defined by professional/discipline standards, have practical experience appropriate for the responsibilities assigned and must maintain appropriate professional credentials. Appointment is to the rank of Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor. Departments desiring to appoint Clinical Faculty shall develop appropriate appointment, promotion and performance review criteria for each rank, which must be approved by the Dean of the College and the Provost. Clinical Faculty may be appointed to a specific term not to exceed five years and may be reappointed to one or more additional terms, contingent upon satisfactory performance reviews, educational needs of the department, and continued funding. Clinical Faculty are not eligible for tenure but have the same right to academic freedom accorded tenure track faculty. If a Clinical Faculty member is appointed to a tenure-track faculty position, the time spent as a Clinical Faculty member at Missouri State University will not count toward the probationary period for tenure and promotion. Clinical Faculty members may be appointed to 9-month or 12-month contracts. Clinical Faculty on 9-month contracts will receive salary compensation and benefits for 12 months.

3.5.11.1 CHHS Requirements for Appointment, Reappointment, and Promotion of Clinical Faculty

3.5.11.1.1. Clinical Instructor

Definition:

An entry-level clinical faculty rank of one who has potential or demonstrated achievement in the areas of Clinical Education, Professional Productivity/Research, and Service appropriate to the discipline.

Basis of Appointment:

A master's degree or doctorate as determined appropriate by department faculty with the approval of the Dean of the College and the Provost, current Missouri licensure or certification appropriate for the discipline, at least one year of professional experience

obtained after the entry-level degree, and potential for, or demonstrated effectiveness, in the areas of Clinical Education, Professional Productivity/Research, and Service appropriate to the discipline. Individuals with progress toward the advanced degree may be appointed with the stipulation in the appointment letter that the degree must be completed within a specified period of time.

Eligibility for Promotion:

A minimum of three years of service in the rank of Clinical Instructor, and evidence of effectiveness in Clinical Education, Professional Productivity/Research, and Service. Clinical Instructors may apply for promotion during their third year of service with the effective date of the promotion at the beginning of the fourth year.

Policy in Effect for Promotion:

Clinical Instructors applying for promotion to Clinical Assistant Professor have the option of using either the current version of promotion criteria or the version in effect at the time of initial appointment as a Clinical Instructor, provided that it has been no longer than seven years since it was in effect.

3.5.11.1.2. Clinical Assistant Professor

Definition:

A clinical faculty rank of one who has potential or demonstrated achievement in the areas of Clinical Education, Professional Productivity/Research, and Service appropriate to the discipline.

Basis of Appointment:

A master's degree or doctorate as determine appropriate by department faculty with the approval of the Dean of the College and the Provost, current Missouri licensure or certification appropriate for the discipline, a minimum of three years of professional experience obtained after the entry-level degree, and potential for, or demonstrated effectiveness, in the areas of Clinical Education, Professional Productivity/Research, and Service appropriate to the discipline. Individuals with progress toward the advanced degree may be appointed with the stipulation in the appointment letter that the degree must be completed within a specified period of time.

Eligibility for Promotion:

Six years of service in the rank of Clinical Assistant Professor or a combination of three years in the rank of clinical Instructor and three years in the rank of Clinical Assistant Professor,

sustained effectiveness in Clinical Education, Professional Productivity/Research, and Service to the discipline.

Policy in Effect for Promotion:

Clinical Assistant Professors applying for promotion to Clinical Associate Professor have the option of using either the most current version of promotion criteria or an earlier version, provided that it has been no longer than seven years since it was in effect.

3.5.11.1.3. Clinical Associate Professor

Definition:

A clinical faculty rank of one who has demonstrated a sustained record of achievement in the areas of Clinical Education, Professional Productivity/Research, and Service appropriate to the discipline.

Basis of Appointment:

(1) Promotion from Assistant Clinical Professor rank, or (2) doctoral degree or master's degree and specialization or advance certification, Missouri Licensure or appropriate certification for the discipline, a minimum of six years of professional experience obtained after the entry-level degree, including teaching or supervision in higher education, and evidence of sustained effectiveness in Clinical Education, Professional Productivity/Research, and Service to the discipline.

Eligibility for Promotion:

Doctorate degree or master's degree and specialization or advanced certification, a minimum of five years of service in the rank of Clinical Associate Professor at Missouri State University, evidence of leadership at the regional or national level, and a cumulative record of excellence in Clinical Education, Professional Productivity/Research, and Service appropriate to the discipline. Individuals with exceptional records of accomplishments may apply for early promotion.

Policy in Effect for Promotion:

Clinical Assistant Professors applying for promotion to Clinical Associate Professor have the option of using either the most current version of promotion criteria or an earlier version, provided that it has been no longer than seven years since it was in effect.

3.5.11.1.4. Clinical Professor

Definition:

A clinical faculty rank of one who is recognized as a leader in health and human services with a cumulative record of excellence in Clinical Education, Professional Productivity/Research, and Service appropriate to the discipline.

Basis of Appointment:

(1) Promotion from Associate Clinical Professor rank, or (2) doctoral degree or master's degree and specialization or advance certification, Missouri Licensure or appropriate certification for the discipline, a minimum of eleven years of professional experience obtained after the entry-level degree, including teaching or supervision in higher education, and a cumulative record of excellence in Clinical Education, Professional Productivity/Research, and Service, including national or regional recognition and leadership in the discipline.

4.3. Evaluation of Faculty with Clinical Appointments

The University recognizes the need to evaluate faculty members with specialized assignments according to the requirements of their appointment letters. Clinical faculty should be so designated in appointment letters. The following addresses the evaluation of clinical faculty (Refer to **Faculty Handbook, Section 3.5.11** for a definition of this category). Clinical faculty are vital to the success of certain programs in professional fields. Their primary purpose is to provide an authentic applied learning environment for students in these disciplines while maintaining their own applied expertise. Clinical faculty translate new knowledge in their discipline into clinical practice and clinical practice into new knowledge. Clinical faculty members have the same Service requirements as those with standard appointments. (Refer to **Faculty Handbook, Section 4.2.3.2.**) Areas of performance evaluation and evaluation for promotion specific to clinical faculty are Clinical Education and Service.

4.3.1. Clinical Education Mission

The Clinical Education Mission for Clinical Faculty encompasses the Teaching mission to develop educated persons as defined in **Faculty Handbook, Section 4.2.1.1**, and the specific mission to evaluate clinical competencies. Therefore, the goals and criteria for evaluating Clinical Education are specific to this faculty role.

4.3.2. Goals and Criteria for Evaluating Clinical Education

Clinical faculty members have responsibilities for didactic and clinical instruction and/or supervision in clinical or field settings. These roles require communicating information and knowledge to students, promoting the acquisition of skills, fostering the development of critical thinking, modeling ethical behavior, and evaluating clinical competencies. Specific responsibilities may include the development of clinical settings, coordination of student field or clinical experiences; instruction, supervision and evaluation of students. Clinical faculty members must maintain appropriate professional credentials and currency in their practice through continuing education and training. There are two primary goals, with respective evaluative criteria. The first goal must be achieved for promotion.

1. Developing educated persons who are competent clinical professionals Success in this area both describes successful clinical education at this University and is a prerequisite for successful performance review and for promotion.

- a. Clinical faculty members meet this goal when they demonstrate their effectiveness in cultivating students' knowledge base and skills within a specific discipline including competencies for professional practice.
- b. Faculty should strive to make explicit the relationship between the general education curriculum and various disciplinary curricula so students can integrate their acquired knowledge and skills for lifelong application.
- c. Maintenance of appropriate professional credentials and evidence of continuing professional development are required to meet this goal.

2. Exceptional Modes or Qualities of Clinical Education The specifics in this area need to be described in writing by the department from the beginning of employment, with any exceptions dependent on negotiation between the clinical faculty member and the Department Head and the Dean, as approved by the Provost.

a. Outstanding Performance as a Clinical Educator

Beyond basic effectiveness as a clinical educator, outstanding performance may be evidenced by judgments made by students, peers, administrators, and colleagues with appropriate academic and clinical expertise. Further evidence may include external recognition for outstanding preparation of students for professional clinical fields, and students receiving external recognition for outstanding clinical outcomes. Such evidence may also include noteworthy clinical outcomes or Research done with undergraduate and/or graduate students, noteworthy work in student advisement, participation in graduate committees, and grants to support innovative clinical education.

b. Experiential Learning

While it is expected that all Teaching and Clinical Education efforts contribute to developing citizen scholars, special efforts in this regard may be used to meet this goal. Faculty should provide evidence of service learning components in their courses, internships or other structured outreach activities that apply the course material to clinical or practice contexts.

c. Accessibility

This goal refers to efforts to increase accessibility to clinical education beyond one's typical assignments. These may include, but are not limited to, offering distance learning online and continuing professional education for practitioners, public lectures or workshops, working with community agencies and health care institutions in

providing access to education, clinical service/interventions and developing clinical educational materials that address accessibility issues.

d. Diversity Special efforts to use diversity in broadening students' perspectives and to develop cultural sensitivity may include inviting guest speakers who offer diverse viewpoints, ~~establishing clinical experiences/ externships in diverse settings, or~~ providing exposure to clinical populations with special needs.

4.3.3. Service

Goals and criteria for evaluation of Service for faculty with clinical appointments are identical to those for faculty with standard appointments (Refer to **Faculty Handbook, Section 4.2.3.2**).

4.3.4. Professional Productivity/Research

Clinical faculty may be evaluated on Professional Productivity and Research for promotion.

4.3.4.1. Professional Productivity Mission for Clinical Faculty

Professional productivity includes translation of new knowledge into measurable improvements in clinical outcomes through practice and communications with peers, as well as original Research in any of the five modes identified in **Faculty Handbook, Section 4.2.2**. Professional Productivity/Research advances knowledge and practices in clinical professions, promotes development of clinical faculty, and enhances the quality of clinical education for students. Although there is inevitable overlap with the Clinical Education and Service criteria, Professional Productivity/Research criteria focus on professional outcomes, recognition, and development.

4.3.4.2. Goals and Criteria for Evaluating Professional Productivity/Research

Below are the four goals with respective criteria for evaluating Professional Productivity/Research. The first goal should be achieved for promotion.

1. Contributes knowledge to discipline. Translates new knowledge in their discipline into measurable improvements in clinical practice and outcomes and/ or translates clinical practice into new knowledge. The criterion for this goal requires communication of outcomes to peers through conference presentations, workshops, peer-reviewed and non-peer reviewed publications or sponsored research/contracts. Participation on masters committees, selection as a reviewer for a major funding agency, collaboration on Research in clinical settings, or the development of nationally recognized clinical service or practice standards also may be considered as evidence.
2. Application of clinical expertise to provide expert service to the local and professional community. Evidence of positive outcomes within the practice setting may be documented through field assessments, employer surveys, or client/patient surveys. Evidence of recognition by professional peers in the form of awards, requests for service, commendations, citations, etc. may be considered as evidence.

3. Transmission. Clinical faculty members meet this goal by documenting special accomplishments in sharing clinical expertise or Research with a broad audience.

4. Involvement of students. Professional practice and scholarly activities are of added value to the University mission if the work involves students, either undergraduate or graduate, as active participants in the process.

Reappointment and Promotion Committee Composition The department promotion and tenure committee will evaluate clinical faculty for promotion in a process similar to that of promotion for academic faculty. A clinical faculty member beyond the rank of clinical instructor may be appointed by the Department Head to the department promotion and tenure committee when decisions regarding reappointment and promotion of clinical faculty are under consideration.

Evaluation of Applications for Promotion

When a faculty member submits application for promotion, the evaluation of that application shall not preclude the regular yearly review. Such evaluations shall proceed according to the schedule announced in the Academic Work Calendar prepared by the Provost and distributed at the beginning of the academic year. Such evaluations will be based upon the departmental statement of expectations provided to the faculty member and the regular yearly reviews, as well as the documentation presented by the candidate.

Process of Recommendations on Promotion

At each stage of evaluation, i.e., the Department of Physical Therapy Personnel Committee, Department Head, Dean, and the Provost, the candidate will be given a copy of the recommendation and the written rationale for the recommendation. At each subsequent stage, a copy of the recommendation and a probative rationale therefore will also be furnished to the departmental committee for its information and records.

Recommendations; rationales; previous faculty evaluations by the Department Personnel Committee and Department Head; and current vita will be forwarded to the next stage for evaluation. Supporting materials will be forwarded as far as the Dean's office; they will be forwarded beyond the Dean's office at the request of the Provost. The candidate may choose to withdraw the application from consideration at any stage of the process.

**Criteria for Appointment, Reappointment, and Promotion of Clinical Faculty
Department of Physical Therapy**

MINIMUM CRITERIA FOR INITIAL APPOINTMENT TO CLINICAL FACULTY RANKS											
Clinical Instructor			Clinical Assistant Professor			Clinical Associate Professor			Clinical Full Professor		
Education	Credentials	Experience/Service	Education	Credentials	Experience/Service	Education	Credentials	Experience/Service	Education	Credentials	Experience/Service
Master's or Doctorate degree in progress may be considered	Licensure or eligibility for licensure in Missouri	1 year professional experience obtained after the entry-level degree	Master's or Doctorate degree in progress may be considered	Licensure or eligibility for licensure in Missouri	3 years of post-professional degree clinical experience with supervision of students or professionals seeking advanced training or certification	Master's or Doctorate and specialization or advanced certification	Licensure or eligibility for licensure in Missouri	6 years of post-professional degree clinical experience, including teaching or supervision of students in higher education; regional recognition	Doctorate or Master's and specialization or advanced certification	Licensure or eligibility for licensure in Missouri	11 years of post-professional degree experience, including teaching or supervision of students in higher education; regional or national recognition
REAPPOINTMENT											
Clinical faculty will be evaluated on the same schedule as tenure earning faculty. For the first two years, annual evaluation will be by the Department Head and the Department Personnel Committee. Clinical faculty will undergo comprehensive review prior to the end of the individual's appointment period. The review will consist of self-evaluation and evaluation by the Department Personnel Committee, Department Head, College Dean, and Provost.											
Eligibility for Reappointment to Clinical Instructor			Eligibility for Reappointment to Clinical Assistant Professor			Eligibility for Reappointment to Clinical Associate Professor			Eligibility for Reappointment to Clinical Full Professor		
Faculty must maintain or exceed requirements for the rank of clinical instructor and receive positive annual evaluations.			Faculty must maintain or exceed requirements for the rank of clinical assistant professor and receive positive annual evaluations			Faculty must maintain or exceed requirements for the rank of clinical associate professor and receive positive annual evaluations.			Faculty must maintain or exceed requirements for the rank of clinical full professor and receive positive annual evaluations.		

PROMOTION

Eligibility for Promotion to Clinical Assistant Professor	Eligibility for Promotion to Clinical Associate Professor	Eligibility for Promotion to Clinical Professor	Clinical Professor is currently the highest rank available in the Clinical Faculty track
<p>Applicant must meet all reappointment criteria and demonstrate continued professional development and application of knowledge and skill.</p> <p>Applicant is minimally eligible to apply for promotion to Clinical Assistant Professor after 3 years of service to Missouri State University as a Clinical Instructor.</p>	<p>Applicant must satisfy requirements of the lower ranks and must show evidence of a high degree of skill and continued productivity, evidence of excellence in teaching, evidence of clinical research or innovations, or other scholarly activities, as well as state or national involvement.</p> <p>Applicant is minimally eligible to apply for promotion to Clinical Associate Professor after 6 years of service to Missouri State University, including three years in the rank of Clinical Assistant Professor at Missouri State University.</p>	<p>Applicant must satisfy the requirements of the lower ranks, must show continued excellence in clinical education, must show strong evidence of national recognition and leadership as an authority and or/leader in his/her field of endeavor, and demonstrate continuing professional productivity.</p> <p>Applicant is minimally eligible to apply for Clinical Professor after 5 years of service at the rank of Clinical Associate Professor; regional or national recognition</p>	
<p>Promotion for Individuals with Administrative Responsibilities:</p>	<p>Clinical faculty members who have administrative responsibilities will be evaluated on their administrative responsibilities as well as clinical education, service, and professional productivity. The criteria will be weighted according to the actual assignment as determined by the Department Head. Evaluation of administrative duties will be undertaken by the Department Head and Dean by review of patient/clinic surveys, clinical faculty evaluation of administrator, annual evaluation by the Department Head, and review of duties and requirements associated with HIPAA, accreditation, or professional guidelines.</p>		

CLINICAL EDUCATION 4.3.2	Clinical Instructor to Clinical Assistant Professor	Clinical Assistant Professor to Clinical Associate Professor	Clinical Associate Professor to Clinical Full Professor
<p>4.3.2. (1) <i>Developing educated persons who are competent clinical professionals.</i></p> <p><i>a. Clinical faculty members meet this goal when they demonstrate their effectiveness in cultivating students' knowledge base and skills within a specific discipline including competencies for professional practice.</i></p>	<p>Required: Course syllabi reflect sufficient depth and breadth of content; adheres to faculty handbook, and required accreditation standards.</p> <p>Required: Peer review of teaching /clinical instruction documents a positive learning environment that develops critical thinking and improves student's written and oral communication.</p>	<p>Required: Course syllabi reflect sufficient depth and breadth of content; adheres to faculty handbook and required accreditation standards.</p> <p>Required: Peer review of teaching /clinical instruction documents a positive learning environment that develops critical thinking and improves student's written and oral communication.</p>	<p>Required: Course syllabi reflect sufficient depth and breadth of content; adheres to faculty handbook and required accreditation standards.</p> <p>Required: Peer review of teaching /clinical instruction documents a positive learning environment that develops critical thinking and improves student's written and oral communication.</p>
<p><i>b. Faculty should strive to make explicit the relationship between the general education curriculum and various disciplinary curricula so students can integrate their acquired knowledge and skills for lifelong application.</i></p> <p><i>c. Maintenance of appropriate professional credentials and evidence of continuing professional development are required to meet this goal.</i></p>	<p>Required: Documentation of discipline-specific student acquisition of knowledge and skills; evidence of student use of critical thinking, problem solving, and appropriate communication skills.</p> <p>Required: Maintenance of appropriate professional credentials and evidence of continuing professional development.</p>	<p>Required: Documentation of discipline-specific student acquisition of knowledge and skills; evidence of student use of critical thinking, problem solving, and appropriate communication skills.</p> <p>Required: Maintenance of appropriate professional credentials and evidence of continuing professional development.</p>	<p>Required: Documentation of discipline-specific student acquisition of knowledge and skills; evidence of student use of critical thinking, problem solving, and appropriate communication skills.</p> <p>Required: Maintenance of appropriate professional credentials and evidence of continuing professional development.</p>
<p>4.3.2(2). <i>Exceptional Modes or Qualities of Clinical Education</i></p> <p><i>a. Outstanding performance as a clinical educator</i></p> <p><i>b. Experiential learning</i></p>	<p>Clinical Instructor to Clinical Assistant Professor</p> <p>Required: Student evaluation ratings equivalent to criteria for academic faculty in the same department; responds to student feedback as written on the evaluations.</p> <p>Encouraged: Evidence of experiential learning components in courses.</p>	<p>Clinical Assistant Professor to Clinical Associate Professor</p> <p>Required: Student evaluation ratings equivalent to criteria for academic faculty in the same department; responds to student feedback as written on the evaluations.</p> <p>Encouraged: Evidence of experiential learning components in courses.</p>	<p>Clinical Associate Professor to Clinical Full Professor</p> <p>Required: Student evaluation ratings equivalent to criteria for academic faculty in the same department; responds to student feedback as written on the evaluations.</p> <p>Encouraged: Evidence of experiential learning components in courses.</p>

<p><i>c. Accessibility</i></p>	<p>Required: Evidence of increased accessibility through activities such as guest lectures, continuing education offerings, or workshops.</p> <p>Required: Evidence of multiple avenues for student consultation with faculty.</p>	<p>Required: Evidence of any combination of collaboration, exceptional critical thinking and learning experiences.</p> <p>Required: Evidence of increased accessibility through activities such as guest lectures, continuing education offerings, or workshops.</p> <p>Required: Evidence of multiple avenues for student consultation with faculty.</p> <p>Required: Evidence of presentations at local, state, or regional conferences to share effective clinical strategies or present an area of clinical expertise.</p>	<p>Required: Evidence of any combination of collaboration, exceptional critical thinking and learning experiences.</p> <p>Required: Evidence of increased accessibility through activities such as guest lectures, continuing education offerings, or workshops.</p> <p>Required: Evidence of multiple avenues for student consultation with faculty.</p> <p>Required: Evidence of presentations at state, regional and/or national conferences to share effective clinical strategies or present an example of clinical expertise.</p>
<p><i>d. Diversity</i></p>	<p>Required: Examples of being open and flexible in the selection, administration, and interpretation of diagnostic and/or treatment regimens.</p> <p>Encouraged: Inviting guest speakers who offer diverse viewpoints.</p> <p>Encouraged: Establishing clinical experiences in diverse settings, or providing exposure to clinical populations with special needs.</p>	<p>Required: Examples of being open and flexible in the selection, administration, and interpretation of diagnostic and/or treatment regimens.</p> <p>Encouraged: Inviting guest speakers who offer diverse viewpoints.</p> <p>Encouraged: Establishing clinical experiences in diverse settings, or providing exposure to clinical populations with special needs.</p>	<p>Required: Examples of being open and flexible in the selection, administration, and interpretation of diagnostic and/or treatment regimens.</p> <p>Encouraged: Inviting guest speakers who offer diverse viewpoints.</p> <p>Encouraged: Establishing clinical experiences in diverse settings, or providing exposure to clinical populations with special needs.</p>

SERVICE 4.3.3 (refer to section 4.2.3.2)	Clinical Instructor to Clinical Assistant Professor	Clinical Assistant Professor to Clinical Associate Professor	Clinical Associate Professor to Clinical Full Professor
1. University Citizenship: Department/College/University	Required: Evidence of work on department committees or equivalent inclusive of degree of rigor, individual productivity and contribution.	Required: Evidence of work on department and college committees or equivalent, inclusive of degree of rigor, individual productivity and contribution.	Required: Leadership roles on committees, including university level committees, mentoring, or equivalent to include degree of rigor, individual contribution and productivity.
2. Professional Service	Encouraged: Contributions to professional organizations within the faculty member's field.	Required: Contributions to professional organizations within the faculty member's field.	Required: Leadership contributions to district, state, national professional organizations within the faculty member's field as board or committee member.
3. Public Service	Encouraged: Evidence of providing professional expertise to schools, community, or colleagues.	Required: Evidence of providing professional expertise to schools, community, or colleagues.	Required: Evidence of providing professional expertise to schools, community, or colleagues.
PROFESSIONAL PRODUCTIVITY/RESEARCH 4.3.4	Clinical Instructor to Clinical Assistant Professor Required: Evidence of communication of outcomes or new knowledge to peers through professional presentations or workshops.	Clinical Assistant Professor to Clinical Associate Professor Required: Evidence of communication of outcomes or new knowledge to peers through professional presentations or workshops or publications.	Clinical Associate Professor to Clinical Full Professor Required: Meet requirements of lower ranks.
1. Contributes knowledge to discipline: Translates new knowledge into clinical practice and outcomes and/or translates clinical practice into new knowledge.		Required: Participation in student research as an advisor or co-advisor.	Required: Peer-reviewed publications or sponsored research or contracts. Required: Collaboration on research in clinical settings.
2. Application of clinical expertise to provide expert service to the local and professional community.	Encouraged: Evidence of positive outcomes within the practice setting.	Required: Evidence of positive outcomes within the practice setting.	Required: National presentation of clinical research or programming innovations. Required: Evidence of positive outcomes within the practice setting.

<p>3. <i>Transmission</i></p>	<p>Encouraged: Collaboration with other faculty on the submission of an internal or external grant.</p>	<p>Required: Collaboration with other faculty on the submission of an internal or external grant.</p>	<p>Required: At least one successful grant submission for internal or external funding as principal investigator.</p>
<p>4. <i>Involvement of students</i></p>	<p>Encouraged: Evidence of student involvement in clinical research.</p>	<p>Required: Evidence of student involvement in clinical research.</p>	<p>Required: Evidence of student involvement in clinical research.</p>

**Guidelines for Reappointment and Promotion in the Department of Physical Therapy
Clinical Faculty
Criteria for Teaching Versus Status and Goal**

Criteria that Demonstrates Proficiency and Excellence in Teaching	Reappointment	Promotion	Clinical Instructor	Clinical Assistant Professor	Clinical Associate Professor	Clinical Full Professor
Demonstrates, communicates, and consistently applies clearly defined standards of performance in classroom and homework activities through well-articulated policies for grading, attendance, make-ups, late work, etc.	1R	1R	1R	1R	1R	1R
Evaluates students' performance based on appropriate goals and objectives	1R	1R	1R	1R	1R	1R
Uses a variety of teaching techniques as required and as appropriate for the material that is presented	1R	1R	1R	1R	1R	1R
Is assessable to students for questions and concerns	1R	1R	1R	1R	1R	1R
Frequently uses classroom assessment techniques to assess learning	1R	1R	1R	1R	1R	1R
Seeks feedback from students and responds to questions, comments, ideas, etc.	1R	1R	1R	1R	1R	1R
Documentation of course and student outcomes as required by CAPTE	1R	1R	1R	1R	1R	1R
Regularly seeks new information in the subject area being taught	1R	1R	1R	1R	1R	1R
Updates learning materials, tests, assignments, and teaching methods appropriate to changing standards in the field	1R	1R	1R	1R	1R	1R
Incorporates the use of technological advancements to enhance teaching effectiveness	1R	1R	1R	1R	1R	1R
Initiates and participates in course and curriculum development and revision as needed	1R	1R	1R	1R	1R	1R
Assigns readings, exercises, projects and exams at an appropriate level of difficulty to challenge students	1R	1R	1R	1R	1R	1R

**Guidelines for Reappointment and Promotion in the Department of Physical Therapy
Clinical Faculty
Criteria for Teaching Versus Status and Goal**

Criteria that Demonstrates Proficiency and Excellence in Teaching	Reappointment	Promotion	Clinical Instructor	Clinical Assistant Professor	Clinical Associate Professor	Clinical Full Professor
Provides opportunities for students to participate in the process of exploration by independent readings, research, creative projects, and experiences	1E	1E	1E	1E	1E	1E
Participates in discussions, seminars, and workshops or seeks input from expert mentors to enhance teaching effectiveness or clinical practice	1E	1E	1E	1E	1E	1E
Poses questions or uses activities that encourage students to learn independently through discussion and exploration	1E	1E	1E	1E	1E	1E
Designs activities for use in and outside of class that enable students to work cooperatively and contribute to each other's learning	1E	1E	1E	1E	1E	1E
Stimulates critical thinking in coursework and imparts an understanding of the implications and consequences of the knowledge and thinking processes that have been learned	1E	1E	1E	1E	1E	1E
Seeks to motivate students to be independent thinkers and life-long learners	1E	1E	1E	1E	1E	1E
Helps colleagues and students become better teachers	1E	1E	1E	1E	1E	1E
Writes textbooks or original classroom materials	1E	1E	1E	1E	1E	1E
Writes computer programs or uses computer programs in providing information, etc., to students	1E	1E	1E	1E	1E	1E
Uses the Internet and other modern technologies in unique ways to enhance student learning and thinking	1E	1E	1E	1E	1E	1E
Is invited to give seminars on teaching and learning to colleagues	1E	1E	1E	1E	1E	1E
1R = Required; 1E = Encouraged						
Criteria for Teaching						Last Updated: 10/19/2016
Part II						

**Guidelines for Reappointment and Promotion in the Department of Physical Therapy
Clinical Faculty
Criteria for Service Versus Status and Goal**

Criteria that Demonstrates Proficiency and Excellence in Service	Reappointment	Promotion	Clinical Instructor	Clinical Assistant Professor	Clinical Associate Professor	Clinical Full Professor
Stays abreast of current information related to service activities	1R	1R	1R	1R	1R	1R
Actively participates in student advisement and recruitment activities	1E	1E	1E	1E	1E	1E
Understands the curriculum and general course requirements	1R	1R	1R	1R	1R	1R
Participates actively on departmental (college and university) committees as requested	1R	1R	1R	1R	1R	1R
Participates in the activities of appropriate departmental and student organizations	1R	1R	1R	1R	1R	1R
Actively seeks to assume a share of the department's duties	1E	1E	1E	1E	1E	1E
Maintains professional licensure and membership in professional organizations	1R	1R	1R	1R	1R	1R
Attends scholarly programs, exhibits, and presentations by students and colleagues within the department and in other departments on campus as appropriate	1E	1E	1E	1E	1E	1E
Participates in discussions, seminars, and workshops in and outside the "home" department	1E	1E	1E	1E	1E	1E
Serves as a consult or friendly critic to students and colleagues	1R	1R	1R	1R	1R	1R
Participates in advising students regarding employment and other external opportunities	1E	1E	1E	1R	1R	1R
Serves as an officer in a local, state, national, or international professional organization	1E	1E	1E	1E	1E	1E

1R = Required; 1E = Encouraged Criteria for Service Last Updated: 10/19/2016 Part I

**Guidelines for Reappointment and Promotion in the Department of Physical Therapy
Clinical Faculty
Criteria for Service Versus Status and Goal**

Criteria that Demonstrates Proficiency and Excellence in Service	Reappointment	Promotion	Clinical Instructor	Clinical Assistant Professor	Clinical Associate Professor	Clinical Full Professor
Serves as a mentor in the Department's mentorship program or as a mentor for colleagues at other universities or entities (hospitals, etc.)	1E	1E	1E	1E	1E	1E
Initiates and maintains direct discourse with communities outside of the institution (e.g., through committee service to professional associations, consulting in local organizations) to identify needs, help develop solutions, and communicate helpful information	1E	1E	1E	1E	1E	1E
Participates in the development, implementation, and evaluation of a state, regional, or national professional meeting	1E	1E	1E	1E	1E	1E
Participates actively in the development, implementation, and evaluation of department- or college-sponsored seminars, symposia, and conferences	1E	1E	1E	1E	1E	1E
Presents scholarly or professional programs on campus and in the community (e.g., schools, community, or other colleges and universities).	1E	1E	1E	1E	1E	1E
Other: Duties associated with Accreditation and Self-Study as assigned/requested by Department Head	1R	1R	1R	1R	1R	1R

1R = Required; 1E = Encouraged

Criteria for Service

Last Updated: 10/19/2016

Part II

**Guidelines for Reappointment and Promotion in the Department of Physical Therapy
Clinical Faculty
Criteria for Professional Productivity Versus Status and Goal**

Criteria that Demonstrates Proficiency and Excellence in Professional Productivity	Reappointment	Promotion	Clinical Instructor	Clinical Assistant Professor	Clinical Associate Professor	Clinical Full Professor
Stays abreast of current information related to the profession	1R	1R	1R	1R	1R	1R
Makes reasonable and appropriate efforts to secure funding for research, professional, scholarly, or educational activities. Each faculty member is expected to submit at least one proposal for intramural and external funding during the probationary period.	1E	1E	1E	1E	1E	1R
Initiates communication and collaboration with peers, or with external constituencies	1E	1E	1E	1E	1E	1R
Initiates and maintains a research program and/or ongoing outcome assessments in the case of clinical practice	1E	1R	1E	1E	1R	1R
Participates in discussions, seminars, and workshops within and outside of the faculty member's department	1E	1E	1E	1E	1R	1R
Presents research activities in seminars within the department, college, university, or local community	1E	1R	1E	1R	1R	1R
Chairing scholarly sessions at professional meetings	1E	1E	1E	1E	1E	1E
Develops collaborative research efforts with professional peers	1E	1E	1E	1E	1E	1E
Presents or publishes reviews of relevant scholarly material	1E	1E	1E	1E	1E	1E
Writes textbooks that summarize existing research and thought that are published for external dissemination	1E	1E	1E	1E	1E	1E
Writes ancillary text materials (study guides, text banks, etc.) to accompany published textbooks for external dissemination	1E	1E	1E	1E	1E	1E

1R = Required; 1E = Encouraged

Criteria for Professional Productivity

Last Updated: 10/19/2016

Part I

**Guidelines for Reappointment and Promotion in the Department of Physical Therapy
Clinical Faculty**

Criteria for Professional Productivity Versus Status and Goal

Criteria that Demonstrates Proficiency and Excellence in Professional Productivity	Reappointment	Promotion	Clinical Instructor	Clinical Assistant Professor	Clinical Associate Professor	Clinical Full Professor
Writes book reviews, opinions, or commentaries published in a journal	1E	1E	1E	1E	1E	1E
Publishes original research findings in scholarly refereed journals, or publishes scholarly abstracts, journal articles, monographs, or books	1E	1E	1E	1E	1E	1R
Publishes articles in non-refereed journals or popular magazines related to professional interest area	1E	1E	1E	1E	1E	1E
Serves in an editorial function for a refereed journal	1E	1E	1E	1E	1E	1E
Serves as a grant reviewer for a funding agency	1E	1E	1E	1E	1E	1E
Serves as a manuscript reviewer for a professional journal	1E	1E	1E	1E	1E	1E
Critically reviews scholarly projects (e.g., meeting abstracts, research reports) to assist decision-making by professional organizations	1E	1E	1E	1E	1E	1E
Obtains funding for intramural or extramural grants or contracts and serves either as the principle or co-principle investigator	1E	1E	1E	1E	1E	1R
Serves as the principle or co-principle investigator for an extramurally-funded grant	1E	1E	1E	1E	1E	1E
Publishes or otherwise widely disseminates clinically relevant data to improve patient care (new techniques, new treatments, demonstrates outcome effectiveness)	1E	1E	1E	1E	1E	1E
Is recognized for expertise in clinical practice or presents new and effective patient management strategies to peers	1E	1E	1E	1E	1E	1E
Developing innovative clinical tools or instrumentation for documentation of clinical measurement and outcomes	1E	1E	1E	1E	1E	1E
1R = Required; 1E = Encouraged						Part II
Criteria for Professional Productivity						Last Updated: 10/19/2016

MISSOURI STATE UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY
PERFORMANCE COMPENSATION PLAN
CLINICAL FACULTY

PERFORMANCE REVIEW COMMITTEE PROCEDURE (SYNOPSIS):

Clinical faculty will be considered for compensation based on their meritorious achievements in a manner similar to that of compensation for academic faculty. The Departmental Personnel Committee will evaluate the clinical faculty member for compensation/merit during the same time frame as that for academic faculty. For departments with clinical faculty beyond the rank of clinical instructor, those clinical faculty will participate in compensation/merit decisions regarding clinical faculty. Guidelines for merit rankings for clinical faculty will be separate and distinct from those for academic faculty and will be developed by the individual department and approved by the university administration.

The Departmental Personnel Committee will receive the individual faculty member's reporting forms on which will be documented activities for categories I-III. The Personnel Committee will evaluate the performance of departmental clinical faculty separately in each of three major categories (Teaching, Service, and Professional Productivity). The Committee shall then rank each faculty member's performance in each category according to the rating scale recommended by the University Compensation Committee

(<http://www.missouristate.edu/president/committees/compensation/finalreport/section1.htm>, accessed 8-21-06) as follows and report the rating numbers (and supporting documentation) to the Department Head:

<u>Rating</u>	<u>Rating Name</u>	<u>Rating Description</u>
5	Exceptional	Performance/results consistently exceed expected levels. A high degree of proficiency is shown in most aspects of performance.
4	Commendable	Performance/results frequently exceed expected levels. A high degree of proficiency is shown in certain aspects of performance.
3	Expected	Performance/results are consistently at expected levels. Meets job requirements.
2	Development Needed	Some performance deficiencies exist. Performance Improvement Plan is to be established and improvement is required.
1	Unsatisfactory	Performance is consistently below acceptable levels. Performance Improvement plan is to be established and immediate improvement is required.

I. TEACHING: This category includes activities related to teaching. *Each faculty member is responsible for reporting accomplishments from the lists below and supplying supportive documentation.* It should be noted that these represent minimum criteria for consideration of a rating, not a guarantee that the rating will be assigned based on the points. The Departmental Personnel Committee must have the flexibility to consider qualitative information derived through meaningful dialogue with personnel committee members and the Department Head on the importance of the documented teaching, research, or service activities.

C. Rating Category: Expected (3)

Evaluation Criteria: *A faculty member under evaluation must demonstrate activity in areas #1 to #5 and in addition, must demonstrate activity in four (4) of the remaining areas.*

ACTIVITY AREA

1. Completing assigned teaching workload (Includes issuing course policies containing standard university-required content, evaluating student performance, updating learning materials, maintaining high performance expectations, and documenting CAPTE required outcomes)

2. Administering course/instructor evaluations; receiving consistently acceptable ratings 3.0 or less (average of all courses instructed) and satisfactory peer review of teaching and supervision of students indicating competence
3. Incorporating appropriate instructional technology into courses
4. ~~Completing duties associated with accreditation and self-study documents as assigned or requested by the Department Head~~
5. Evidence of communication of and consistent implementation of clinic/department policies
6. Participating in seminars and/or workshops to enhance or develop teaching effectiveness or clinical skills
7. Initiating and/or participating in curriculum development and revision
8. Significantly revising an existing course (with supportive evidence of revision)
9. Presenting guest lectures or labs for courses in the PT department (not counted as TLE) or other departments (Activity in this category may count as either teaching or service, but not both.) (one course or lab)
10. Providing supplemental course materials and information via a course website for the benefit of students
11. Presenting a departmental seminar
12. Planning and conducting an extracurricular field trip
13. Developing instructional material that is incorporated into a course (computer programs, audio-visual aids, lab manual, etc.)
14. Regularly seeks new information in the subject area being taught

D. Rating Category: Commendable (4)

Evaluation Criteria: *A faculty member under evaluation must fulfill all criteria for the competent category plus item #1 in the activity area list below plus two (2) of the remaining activity areas on this list.*

ACTIVITY AREA

1. Administering course/instructor evaluations; receiving consistently acceptable ratings better than 2.5 (average of all courses instructed) and commendable peer review of teaching
2. Developing and teaching a new course for students on campus
3. Developing or executing a distance learning course
4. Compiling custom texts, lab guides, and other pedagogical materials (Activity in this category may count as teaching or scholarship, but not both.)
5. Presenting guest lectures or labs for courses in the PT department (not counted as TLE) or other departments (Activity in this category may count as either teaching or service, but not both.) (two or more courses or labs)
6. Directing and supervising graduate student research (IRB approved projects) designed to meet research requirements (two students or 1 group project)

7. Innovative teaching methods. Faculty member should provide description of activity
8. Evidence of participation in professional development activities to enhance teaching or clinical practice
9. Evidence of clinical experiences in diverse settings
10. Attaining or renewing Master Advisor status

C. Rating Category: Exceptional (5)

Evaluation Criteria: *A faculty member under evaluation must meet the criteria for the commendable category plus item #1 in the activity area list below plus one (1) of the remaining activities on the list.*

ACTIVITY AREA

1. Administering course/instructor evaluations; receiving consistently acceptable ratings better than 2.0 (average of all courses instructed) or exceptional peer review of teaching
2. Directing/supervising graduate student research (IRB approved projects) activity (more than 4 students or 2 or more groups)
3. Innovative teaching methods (could include service learning activities). Faculty member should provide description of activity
4. Presenting guest lectures at another institution or Chapter of the APTA
5. Teaching a professional continuing education course

E. Rating Category: Development Needed (2)

Evaluation Criterion: *Faculty member under evaluation displays activity array between unsatisfactory and expected and meets 4-5 criterion under the expected (3) category.*

E. Rating Category: Unsatisfactory (1)

Evaluation Criterion: *A faculty member under evaluation fails to meet four or more of the required activities under the expected (3) category.*

II. PROFESSIONAL PRODUCTIVITY: This category uses the relevant definitions found in the Faculty Handbook:

4.3.4.1 Professional Productivity

Professional productivity includes translation of new knowledge into measurable improvements in clinical outcomes through practice and communications with peers, as well as original research in any of the five modes identified in Section 4.2.2:

Discovery: gaining knowledge of or ascertaining the existence of something previously unknown or unrecognized

Application: using established knowledge to solve significant problems

Synthesis: bringing knowledge together from disparate sources to produce a whole work that is greater than the sum of its parts

Criticism: using established values (aesthetic, logical, ethical) to evaluate quality of artifacts (e.g., art, legal decisions, news media)

Creation: production of unique forms of expression, generation of new interpretations, theory-building, and model-building

Professional productivity/research advances knowledge and practice in clinical professions, promotes development of clinical faculty and enhances the quality of clinical education for students. Although there is inevitable overlap with the clinical education and service criteria, professional productivity/research criteria focus on professional outcomes, recognition, and development.

Areas of performance and evaluation for compensation and promotion specific to clinical faculty are Clinical Education/Teaching and Service. When the clinical faculty member does participate in professional productivity it should be considered above job requirements and be considered to be at the level 4 or 5

Each faculty member under evaluation is required to document his/her research involvement and supply supportive documentation. It should be noted that these represent minimum criteria for consideration of a rating, not a guarantee that the rating will be assigned based on the points. The Departmental personnel committee must have the flexibility to consider qualitative information derived through meaningful dialogue with personnel committee members and the Department Head on the importance of the documented teaching, professional productivity, or service activities.

A. Rating Category: Commendable (4)

Evaluation Criterion: *A faculty member under evaluation must demonstrate activity in four (4) of the thirteen (14) areas listed below in order to be evaluated as commendable in professional productivity.*

ACTIVITY AREA

1. Submitting application as the principal or co-investigator for an externally-funded grant or contract
2. Presenting original peer-reviewed data at a district, state, or regional meeting
3. Presenting original peer-reviewed data at a national or international meeting (in the absence of a district or state meeting this may be counted in the expected category)
4. Presenting PT graduate student/faculty IRB approved research projects as poster or platform presentations at the college level (may count as more than one activity for multiple posters)
5. Publishing an article in a non-refereed journal or popular magazine related to interest area
6. Writing a book review published in a refereed journal
7. Presenting scholarly activities in seminars within the department, college, university, or local community
8. Submitting applications for intramural grants or projects as principal or co-investigator
9. Attending scholarly or scientific state, regional, or national programs, conferences, or conventions
10. Presenting original data at district, state, or regional meetings (per meeting)
11. Receiving additional formal training in a new research methodology, technique, or design
12. Providing documentation of research in progress, including research collaboration with, or data collection for, a University colleague that does not necessarily result in a co-authored publication
13. Compiling/disseminating custom texts, lab guides, and other pedagogical materials (Activity in this category may count as teaching or scholarship, but not both.)

14. Evidence of positive outcomes within the practice setting documented through patient/client surveys or specific outcome measures

B. Rating Category:

Evaluation Criteria: **Exceptional (5)**

Evaluation Criteria: *A faculty member under evaluation must demonstrate activity in four (4) areas of the commendable category plus any one (1) activity from the list below. Additionally, a faculty member may be considered to meet the exceptional criteria if he/she meets multiple criteria (5 or more) under the commendable category*

ACTIVITY AREA

1. Demonstrating a scholarly manuscript submitted for publication in a refereed journal
2. Presenting original peer-reviewed data at a district or state meeting (2 items or meetings)
3. Presenting original peer-reviewed data at a regional or national meeting (1 or more meetings)
4. Presenting original peer-reviewed data at an international meeting (1 or more meetings)
5. Writing a text book or contributing a chapter to a discipline-related book to be published for external dissemination
6. Publishing a peer-reviewed technical report
7. Developing innovative clinical tools or instrumentation for documentation of clinical measurement and outcomes
8. Writing ancillary text materials (study guides, test banks, etc.) to accompany published textbooks for external dissemination
9. Submitting applications for extramural grants or projects as principal or co-investigator
10. Obtaining funding for intramural grants or projects as principal or co-investigator
11. Publishing, as author or co-author, scholarship of discovery, application, or teaching/learning in a peer-reviewed refereed journal
12. Publishing a scholarly review of discipline-related research in a refereed journal
13. Developing innovative clinical tools or instrumentation for documentation of clinical measurement and outcomes
14. Obtaining funding, as the principal or co-investigator, for an externally funded grant or contract
15. Publishing, as author or co-author, a discipline-related textbook published for external dissemination (textbooks under review or revision included)

ACTIVITY AREA

D. Rating Category: Development Needed (2)

Evaluation Criterion: *A faculty member under evaluation demonstrates activity in at least two (2), yet less than four (4), areas of the expected category listed above.*

E. Rating Category: Unsatisfactory (1)

Evaluation Criterion: *A faculty member under evaluation demonstrates activity in one (1) or none of the areas listed in the expected category above.*

III. SERVICE: This category includes service activities that may benefit the University, the Department, and the Community. As in the case of the scholarship category, *each faculty member is responsible for reporting activities and supplying supportive documentation.* It should be noted that these represent minimum criteria for consideration of a rating, not a guarantee that the rating will be assigned based on the points. The Departmental personnel committee must have the flexibility to consider qualitative information derived through meaningful dialogue with personnel committee members and the Department Head on the importance of the documented teaching, research, or service activities.

A. Rating Category: Expected (3)

Evaluation Criterion: *A faculty member under evaluation must demonstrate activity in five (5) of the nine (9) areas listed below in order to be evaluated as expected in service.*

ACTIVITY AREA

1. Completing assigned duties as a *member* of departmental, college, or university committees or councils (each committee)
2. Maintaining active membership in discipline-related professional organizations
3. Maintaining professional credentials (registration and licensure) as appropriate
4. Serving community organizations without remuneration in the spirit of the Public Affairs mission of the university
5. Presenting guest lectures or demonstrations for courses in the Physical Therapy Department (not counted as TLE) or other departments. (Activity in this category may count either as service or as teaching, but not both.)
6. Acting as a consultant for an extramural academic or commercial agency without remuneration
7. Participating in special university or departmental fund-raising activities (excluding research grants)
8. Serving on an admissions/selection committee (each committee)

B. Rating Category: Commendable (4)

Evaluation Criteria: *A faculty member under evaluation must demonstrate activity in five (5) areas of the expected category plus any two (2) activities from the list below.*

ACTIVITY AREA

1. Serving in an editorial function for a refereed journal
2. Serving as a grant reviewer for a funding agency
3. Serving as a manuscript reviewer for a professional refereed journal

4. Serving as a chair for paper sessions at professional meetings
5. Presenting information in a workshop or demonstration to internal or external groups (e.g., Showcase on Teaching, Academic Development seminars, demonstrations for visiting groups) (Activity in this category may count as either teaching or service, but not both.) (each event)
6. Serving as an advisor or co-advisor for a recognized student organization
- ~~7. Participating actively in the development and execution of a state, regional, or national professional meeting~~
8. Chairing a committee for a professional organization (e.g. MPTA, APTA, etc.)
9. Membership on an elected committee (e.g., Faculty Senate, Faculty Concerns Committee, Pre-Med Committee, College Council, etc.)
10. Serving a community service organization where the member's expertise serves the organization (e.g., City Council Advisory Committee, Mayor's Commission on Human Rights, City Utilities Board, Zoning and Planning Commission, non-profit organizations, etc.)

C. Rating Category: Exceptional (5)

Evaluation Criteria: *A faculty member under evaluation must demonstrate activity in five (5) areas of the expected category plus two (2) activities in the commendable category plus any one (1) activity from the list below.*

ACTIVITY AREA

1. Completing assigned duties as *chair* of departmental, college, or university committees or councils
2. Actively participating in other non-committee departmental assignments (e.g., graduate student coordinator, Web master, serving as mentor in the department's faculty mentoring program, equipment inventory and maintenance)
3. Hosting or co-hosting a state, regional, or national professional meeting
4. Acting as an officer in a professional organization (Southwest District MPTA, MPTA, APTA, etc.)
5. Serving as chair, co-chair, or officer of a university-wide faculty organization (e.g., Faculty Senate, College Council, Graduate Council, etc.)
6. Serving in a leadership capacity in a community service organization where the member's expertise serves the organization (e.g., City Council Advisory Committee, Mayor's Commission on Human Rights, City Utilities Board, Zoning and Planning Commission, non-profit organizations, etc.)

D. Rating Category: Development Needed (2)

Evaluation Criterion: *A faculty member under evaluation demonstrates activity in at least four (4), yet less than five (5), areas of the expected category listed above.*

E. Rating Category: Unsatisfactory (1)

Evaluation Criterion: *A faculty member under evaluation demonstrates activity in less than four (4) of the areas listed in the expected category above.*