
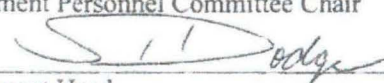


MISSOURI STATE UNIVERSITY



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

DEPARTMENT: Physician Assistant Studies
COLLEGE: McQueary College of Health and Human Services
SEMESTER/YEAR OF CURRENT REVIEW: Fall 2019
SEMESTER/YEAR OF NEXT REQUIRED REVIEW: Summer 2022

DEPARTMENT ADOPTION SIGNATURES:

 10/31/2019
Department Personnel Committee Chair Date
 10/31/2019
Department Head Date

APPROVAL SIGNATURES:

 6/4/2020
Dean Date
 6-4-2020
Provost Date

THIS PLAN IS IN EFFECT FROM 2019 THROUGH 2022.

Missouri State[®]

DEPARTMENT *of*
PHYSICIAN
ASSISTANT STUDIES

Faculty Evaluation Plan for:

Annual review

Reappointment

Promotion

Tenure

Revised April 2021

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Introduction

Description of the Profession

Physician assistants are health professionals prepared to practice medicine with physician supervision. Physician assistants are qualified by graduation from an accredited physician assistant program and by certification by the National Commission on the Certification of Physician Assistants. The Physician Assistant Education Association recognizes the master's degree in physician assistant studies as the terminal degree for the profession. Within the physician/PA relationship, physician assistants exercise autonomy in medical decision-making and provide a broad range of diagnostic and therapeutic services. The clinical role of physician assistants includes primary and specialty care in medical and surgical practice settings in rural and urban areas. Physician assistant practice is centered on patient care and may include educational, research and administrative roles.

Department Description

The main function of the Missouri State University (MSU) Physician Assistant (PA) Department is to operate the PA Program. The MSU PA program is a graduate entry-level professional course of study designed to prepare highly competent practitioners to practice primary care medicine in the context of team-delivered care in a rapidly evolving health care arena. The program is 24 months duration and is divided into didactic (12 months) and clinical (12 months) phases. Enrollment is on a continuous, full-time basis only. The curriculum is based on the Accreditation Review Commission on Education for the Physician Assistant's *Accreditation Standards for Physician Assistant Education* and incorporates the principles of scientific inquiry, self-directed study, critical analysis and problem solving.

Department Mission and Vision

Missouri State University is a public, comprehensive metropolitan system with a statewide mission in public affairs, whose purpose is to develop educated persons. The University's identity is distinguished by its public affairs mission, which entails a campus-wide commitment to foster expertise and responsibility in ethical leadership, cultural competence and community engagement.

In accordance with this, the Missouri State University Physician Assistant Program seeks to prepare highly competent physician assistant graduates to practice primary care medicine in the context of team delivered care in a rapidly evolving health care arena. Using the resources of the McQueary College of Health and Human Services and affiliated clinical sites, the Program seeks to provide a comprehensive didactic and clinical educational experience for its students that incorporate the principles of scientific inquiry, self-directed study, critical analysis and problem-solving, all within the context of holistic care.

The vision for Program graduates demonstrates a commitment to the education of physician assistants who will accomplish the following objectives:

- Practice in a competent and ethical manner.

- Commit to personal and professional growth through life-long learning.
- Fully appreciate the social and ethical issues related to health care delivery and services.
- Demonstrate sensitivity toward and appreciation for individual self-determination.
- Promote health enhancing behaviors and preventive health care.
- Contribute to the profession and community through teaching, service and research.
- Communicate and work effectively with other members of the health care team and the patient's family.
- Utilize community health resources in a cost-effective manner.
- Serve in areas of need, particularly in rural and inner city health professional shortage areas.

Department Philosophy

In order to provide an environment that will foster graduates who demonstrate the characteristics outlined in the Department's Mission and Vision, faculty must possess expert knowledge in their area of specialty, be highly proficient in clinical skills, and be skilled at teaching didactic, clinical and critical reasoning skills. In addition, the faculty must demonstrate competence in applied scholarship and service activities, as well as demonstrates professionalism. Additionally, those with administrative appointments must demonstrate the satisfactory achievement of their respective department responsibilities as outlined in their job description.

The administrative roles of faculty within the Department of Physician Assistant Studies are consistent with model physician assistant educational programs and are essential to successfully manage the complexities of the program.

The criteria for faculty evaluation reflect the mission and philosophy of the profession, department, and university, while acknowledging the uniqueness of the designated role of each faculty member in the Department. Consideration also is given to the fact that a majority of PA faculty have 12 month appointments and have students in attendance on a year round basis, including extended 10 week summer session.

Faculty Evaluation Plan

Annual review of progress toward tenure, tenure and promotion reviews, as well as annual performance reviews, proceed through a series of formal evaluations and recommendations beginning with the departmental personnel committee (herein referred to as the personnel committee). The personnel committee forwards its evaluation and recommendation to the Department Head. The Department Head forwards his or her evaluation and recommendation along with the department committee evaluation and recommendation to the Dean of the College. The Dean makes a recommendation on reviews of progress toward tenure, required performance evaluations, and sends a list of all required actions with appropriate documentation, to the Provost.

For tenure and promotion, the Dean forwards his or her recommendations along with all previous recommendations to the Provost. The Provost makes the final recommendation for tenure and promotion decisions to the President and the Board of Governors. As described in

the *Missouri State University Faculty Handbook*, 2018 section 4.6.1, discussions and/or negotiations will occur in those cases where the recommendations are not acceptable to the higher level administrator. In instances of disagreement between the personnel committee and the Department Head, there shall be a good faith effort to resolve these differences. In all tenure and promotion cases where the recommendation of the Department Head, Dean, Provost, or the President differs from that of the departmental personnel committee, the administrator initiating the change shall state in writing to the affected faculty member, the departmental committee, and other involved administrators, compelling reasons why he or she cannot agree with the original recommendation. Throughout the entire process, confidentiality of information must be maintained. Faculty members at every level of decision-making must assume personal responsibility to ensure confidentiality is not violated.

The criteria described for teaching, scholarship, and service represent the minimum performance levels that establish eligibility for reappointment, promotion and tenure and are not sufficient in-of-themselves for a favorable decision.

The candidate will present his/her application dossier to the Chair of the Personnel Committee. The personnel committee will make a recommendation in all cases involving appointment, review of tenure, tenure and promotion. If there is a split vote, the minority may file a report, signed by each member of the minority, which will be forwarded with the majority recommendation.

The PAS Departmental Faculty Evaluation Plan relies on the terminology and requirements regarding rank, appointment, tenure, and promotion of ranked faculty listed in Section 3 of the Faculty Handbook. The guidelines for the entire evaluation process can be found in section 4 of the Faculty Handbook. All processes shall follow the schedule and deadlines published by the Office of the Provost: Calendar for Faculty Evaluation or Promotion Calendar for Clinical Faculty and Instructors.

I. Faculty Performance Reviews

Annual Performance Faculty Review

Annual Reviews are conducted for probationary faculty to assess appropriate progress toward tenure. Probationary faculty members initiate this process by submitting relevant materials to the chair of the departmental personnel committee by a date specified by the Provost's office. The Department Head shall not be a participant in the voting or deliberations of the departmental committee. 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 personnel committee will forward its annual evaluation with any accompanying recommendations, and the dossier of materials to the Department Head, who will then add his or her evaluation and recommendation and forward the evaluation, with any accompanying recommendations, and the dossier to the Dean. The Dean will make his or her evaluation and accompanying recommendation, and notify the Provost. The Provost may elect to review any annual evaluation and recommendation. In the case of nonrenewal, the Provost is notified for a final decision.

Copies of all three evaluations and any accompanying recommendations shall be provided to the candidate for the purpose of acknowledging that they have been received, the candidate must undersign the evaluation from the committee, the department head, and the Dean before they are forwarded. Signing the evaluation does not imply that the candidate endorses all that is stated therein. The faculty member may append a response to any evaluation before it is forwarded to the next evaluator (Alternately, the response may be delivered to the evaluator within two business days of the faculty member's receipt of the recommendation.) In instances of disagreement between the recommendations at two successive levels (e.g., between the personnel committee and the Head), there should be a good faith effort to resolve differences. At each step of evaluation past the personnel committee, a written report of recommendations must be sent to each prior evaluator, e.g., from the Dean to both the Head and personnel committee. The report must provide rationale for any differences from recommendations made at lower levels. The Dean may request assistance in evaluations from the College Personnel Committee. The schedule of annual appointments is in accordance with the AAUP "Standards for Notice of Non-reappointment".

- First-year faculty: continuation of appointment to a second year or notified of non-reappointment by March 1 of the first year.
- Second-year faculty: continuation of appointment to a third year or notified of non-reappointment by December 15 of the second year of service.
- Second-year faculty: continuation of appointment to a fourth year or notified of non-reappointment 12 months before expiration of the appointment.
- Third-year faculty: continuation of appointment to a fifth year or notified of non-reappointment 12 months before expiration of the appointment.
- Fourth-year faculty: continuation of appointment to a sixth year or notified of non-reappointment 12 months before expiration of the appointment.
- Fifth-year faculty: continuation of appointment to a seventh year or notified of non-reappointment 12 months before expiration of the appointment.
- Sixth-year faculty: tenured or notified of non-reappointment 12 months before expiration of appointment.

Tenure and Promotion Review

Tenure Review

The process for tenure/promotion review follows the steps of the annual probationary review until it gets to the Dean. When the Dean completes his or her recommendation, all recommendations and rationales and requested materials are forwarded to the Provost for review. Other materials are forwarded as far as the Dean's office; they are forwarded beyond the Dean's office at the request of the Provost. The Provost makes a final recommendation that is forwarded to the President and the Board of Governors for approval. At each stage of evaluation, 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 including probative rationale and any appended rebuttals from the candidate will also be furnished to the personnel committee for its information and records. A candidate for tenure/promotion may choose to withdraw the application from consideration at any stage of the process (Missouri State University Faculty Handbook, 2018).

Tenure for individuals whose initial appointment is at the rank of Associate Professor

As described in section 4.6.4.1 of the Faculty Handbook (2018), individuals whose initial appointment is to the Associate Professor rank must apply for tenure by their fourth year of probationary status, except in those circumstances where the Provost has granted a temporary stopping of the tenure clock. In this situation, criteria for tenure will be the same as criteria for promotion to full professor. Individuals with exceptional records of accomplishment may apply for tenure earlier than their fourth year.

Promotion Review (Promotion from Assistant Professor Rank to Associate Professor Rank)

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. In cases where the faculty member has negotiated for a shorter probationary period, the final tenure application year is specified in the faculty member's initial letter of employment. Candidates denied tenure by the Provost in the final year for application are not permitted to reapply. Candidates who apply for early tenure (i.e., in a year prior to the final year for application as stated in the faculty member's initial letter of employment) may reapply up to and including the final year to apply. Although faculty hired at mid-year may "count" all work accomplished since the date of hire, the tenure clock for them begins the following August, unless otherwise negotiated.

Promotion Review (Promotion from Associate Professor Rank to Full Professor Rank)

Tenured faculty at the rank of Associate Professor are eligible to apply for promotion during their fifth year of academic service to Missouri State University in the rank of Associate Professor. Tenured faculty members may request a pre-promotion review one to two years prior to application for promotion. This review is optional, and the decision not to request a pre-promotion review does not preclude a favorable review at the time of application for promotion.

The personnel committee and the Department Head will specify in writing to the requesting faculty member one of the following three outcomes:

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

Application process for promotion for tenure track faculty

Tenure-track faculty prepare a promotion dossier and forward it to the Chair of the Personnel Committee, adhering to the process detailed in the MSU Faculty Handbook (2018). The faculty member prepares a complete promotion dossier according to guidelines provided by the Provost and forwards it to the chair of the departmental personnel committee. The tenure/promotion dossier will include external reviews gathered according to departmental guidelines based on guidelines from the Provost, and inserted by the department head. The process for promotion review follows the steps outlined in Section 4.6.2.

Application process for promotion for non-tenure track faculty (instructor, research faculty)

The faculty member prepares a complete promotion dossier according to guidelines provided by the Provost and forwards it to the chair of the Departmental personnel committee. The process for promotion review follows the steps outlined in Section 4.6.2.

External Review

For tenure track actions, external reviews, based on criteria provided in departmental guidelines, will be solicited by the Department Head to aid each tenure/promotion or promotion decision. External reviewers will normally be selected from comparable institutions; however, individuals whose expertise make them specifically suitable to serve as reviewers may also be selected with approval of the Dean (see the Provost's website for specific qualifications). For tenure and promotion of an assistant professor to associate professor, an external review must be obtained from individuals who are tenured and at the rank of associate professor or higher. For promotion of an associate professor to full professor, the external reviews must be from individuals who are the rank of full professor and tenured. In the event that an inadequate number of tenured PA trained full professors are available to serve as external reviewers, the Personnel Committee in collaboration with the Department Head will consider other options such as PA program Directors / PA Department Chairs, or otherwise qualified individuals in a related discipline.

Four external reviewers will be identified collaboratively by the faculty member, the Department Head and, to the extent specified in the department's governance documents, the departmental personnel committee. If the faculty member and Head cannot agree on the list of four reviewers, each shall select two. The list of reviewers will be submitted to the Dean who will certify that the selection process has followed guidelines. Reviewers may then be contacted. The Department Head is responsible for obtaining a sufficient number of reviews.

The Department Head should contact selected reviewers early in the process (ideally during the Spring) to determine if they would be willing to provide reviews; when a timely review appears unlikely, an alternate reviewer should then be identified. The absence of review will not be allowed to prejudice the tenure or promotion candidacy of the faculty member.

Eligibility for application for early promotion and tenure

The applicant is strongly encouraged to consult with the Department Head prior to applying for early promotion and tenure.

In reference to early promotion and tenure to the rank of Associate Professor, individuals with exceptional records of accomplishments may apply for tenure in their fourth year. The Department defines an exceptional record as not only meeting required criteria but encouraged criteria as well in the areas of teaching, scholarship, and service. In the area of scholarship, the application for early promotion / tenure must include obtaining one additional external grant and one additional peer-reviewed publication in addition to the criteria listed in the scholarship table.

In reference to eligibility for promotion for faculty to the rank of full Professor, individuals with exceptional records of accomplishments may be granted early promotion. The Department defines an exceptional record as not only meeting required criteria but encouraged criteria as well in the areas of teaching, scholarship, and service. In the area of scholarship, the application for early promotion must include obtaining one additional external grant and one additional peer-reviewed publication in addition to criteria listed in the scholarship table.

Performance Review

Annual Performance Review Performance evaluations shall be conducted annually for all full-time faculty (Section 4.6.6.1) and, for per course faculty after completion of each teaching assignment (see Section 4.6.6.2). The annual evaluation process should foster an open and encouraging environment for faculty performance. Accordingly, faculty evaluations shall observe the highest standards of collegiality, be based on coherent published policy, and administered fairly. 4.6.6.1. Performance Reviews for Full-Time Faculty. The Department Head shall seek the written input of the departmental personnel committee on each faculty member and recommend a composite rating to the Dean of the college in which the department is located. However, in years when there will be no performance-based component to salary adjustments, the full-time faculty of a department may, by majority vote, opt to forgo a review by the departmental personnel committee; in those years, the review process shall start with the Department Head. The Dean shall either endorse or modify the recommended rating. In instances where the Dean modifies the rating, the Dean must provide a compelling rationale for the change in writing to the Department Head, to the departmental personnel committee, and to the affected faculty member. At least five numerical or categorical ratings are to be used. The ratings are to be designed to recognize both outstanding and unsatisfactory performances as well as those appraised as degrees of good or satisfactory.

Each department shall develop a clear set of expectations for satisfactory performance in the categories of Teaching, Research, and Service. (Outreach and Professional Productivity will be

evaluated for those faculty for whom these are considered responsibilities.) At each step of the evaluation process, the faculty member must be informed on the results of the evaluation, including an explanation for each numerical or categorical rating. A faculty member who is dissatisfied with his or her evaluation may append a written response to the evaluation before it is forwarded to the next evaluator. Each recommendation must also be reported back to prior evaluators, e.g., the Dean must report her/his recommendation back to the Department Head and the Departmental Committee, along with a written explanation for any changes in recommendations. Each faculty member should have an opportunity to meet directly with the Department Head to discuss his or her (her) annual review as well as to establish goals and support for the next year. These discussions may be incorporated into the workload assignment negotiation (Section 4.6.7). A faculty member may appeal the performance rating to the College Compensation Committee. (Missouri State University Faculty Handbook, 2018).

Work Assignment Negotiation

Work assignments are negotiated between the faculty member and the Department Head at the time of the annual or biennial review (if a work assignment change is needed before a review is done, the Department Head will negotiate that change with the faculty member). In making an appropriate assignment, the Department Head will take into consideration the needs of the department, and the professional objectives and recent productivity of the faculty member. The Department Head must make assignments within the parameters set by the University for expected workloads.

II. Department Specific Processes and Policies

Personnel Committee

Departmental personnel committees are made up of all tenured faculty members in the department and serve as the initial evaluating body for all departmental faculty evaluations. The term personnel committee is understood to mean the departmental committee responsible for these evaluations. The personnel committee may designate subcommittees for specific assignments as described in its departmental guidelines. (In the event that the department has fewer than five tenured faculty members, additional tenured faculty members from the college may be appointed by the Dean to a total number of five. In such cases, the Department Head and the faculty applicant will submit a list of possible committee members for the Dean's consideration and appointment). The committee selects a chair that is responsible for working with the head to establish and communicate internal application deadlines. The chair convenes the committee's meetings and generally is responsible for writing personnel recommendations based on the deliberations of the committee. The personnel committee operates as an autonomous faculty body, and therefore the Department Head shall not participate in personnel committee proceedings or make decisions regarding its composition or actions. A faculty member with a potential conflict of interest (usually evaluating a spouse) should not participate in the evaluation process for annual appointment, tenure, or promotion. Inappropriate actions by individuals on the committee should be addressed by the committee chair and/or members of the personnel committee.

The candidate's credentials and/or application will be presented to the chair of the personnel committee. At the time of evaluation for annual appointment, required performance reviews, promotion or tenure, the personnel committee will have access to the candidate's current vita as well as all prior personnel reviews generated by the Department Head and personnel committee. Additional materials, supporting teaching, research, and service, may be requested by the personnel committee.

A personnel committee of tenured faculty members shall make the original recommendations in all cases involving annual appointment, promotion or tenure. If there is a personnel subcommittee, it will present its recommendations to the full tenured faculty, whose vote will establish the departmental faculty recommendation for a personnel action. When an applicant is being considered for promotion, only those tenured faculty members who hold a rank equal to or above the rank for which the candidate is applying shall participate in the decision-making process. If there is a split vote among tenured faculty, the minority may file a report, signed by each member of the minority, which will be forwarded with the majority decision.

In instances of disagreement between the personnel committee and the head, there shall be a good faith effort to resolve these differences. If resolution is not possible, the Department Head must offer in writing compelling reasons for disagreeing with the committee's recommendation before advancing his or her recommendation to the Dean. (Missouri State University Faculty Handbook, Section 4.8.3)

New Faculty

Each department shall supply new faculty with a copy of the departmental tenure and promotion guidelines in effect on the date of hire. During the first month of full-time employment, the new faculty shall meet with the Department Head and review the tenure and promotion document to ensure understanding of expectations and governing procedures. Clarifications of expectations emanating from the meeting shall be noted on the guideline document. Both the faculty and Department Head shall sign off on the guidelines, and this will be placed in the faculty member's personnel file. The signed guidelines should be provided for the faculty member's records. In the event that a department's tenure guidelines change during the time period of a faculty member pursuing tenure and/or 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.

Should the negotiated faculty workload change subsequent to the original agreement, this amendment to the faculty member's and Department Head's procedural agreement shall be reflected in all future evaluations.

Guidelines for Teaching, Scholarship, and Service

All faculty members are expected to demonstrate a sustained record of achievement in the areas of teaching, scholarship, and service. The types of achievements and the level of achievement will vary depending on the faculty member's educational preparation, clinical expertise, rank, years in rank, and departmental needs.

In the event that departmental needs require that an individual be involved with one area (teaching, scholarship, or service) to such an extent that it decreases contributions in the other areas, tenure and/or promotion consideration may take into account these special circumstances. It is expected, however, that in all cases each faculty member shall be responsible for meeting all required criteria.

Teaching:

Evaluation of teaching effectiveness must be based on multiple indicators whenever possible. Teaching effectiveness also varies depending on terms of employment. Because there is a period of initial adjustment to a new position, teaching effectiveness in the first year of employment, may not be weighed as heavily as in subsequent years. Other conditions of employment, such as faculty workload, development of new courses, or teaching courses new to the faculty member, shall be considered when evaluating teaching effectiveness. The faculty member's record of teaching is expected to demonstrate a gradual increase in responsibility commensurate with rank and tenure.

The Department supports the faculty handbook's general approach to teaching evaluation and response to feedback.

Faculty must ensure evaluation of their teaching through multiple means (e.g., self-reflection, peer and/or supervisor review, assessment of student learning outcomes). Student evaluations are an important source of feedback; however, they should account for no more than 50% of the total evaluation of teaching effectiveness. Faculty should carefully consider evaluation data and modify future teaching strategies as appropriate.

The matrix for teaching can be found in [Appendix 1](#).

Research / Scholarship:

The Department defines scholarship broadly as activities encompassing original research or creative endeavors (scholarship of discovery), review and integration of prior research (scholarship of integration), applying current knowledge and innovations to practice (scholarship of application), and activities that involve students in the process of inquiry and discovery.

Faculty members are expected to be engaged in scholarship activities commensurate with rank and tenure. The matrix for Research/Scholarship can be found in [Appendix 2](#).

Service:

Service is believed to be an integral part of the faculty role and helps assure the maintenance, growth, and well-being of the Department, College, University and the professional community. Evidence of service involves activities that contribute to the governance and function of the Department, the College of Health and Human Services, and MSU, such as committee work, and completion of special projects. At the community level, service may involve volunteer work in professional organizations or consulting.

The faculty member's record of service is expected to demonstrate gradual increase in responsibility commensurate with rank and tenure. The matrix for Service can be found in Appendix 3.

Evaluation Criteria

The applicant for annual reappointment, tenure and promotion must achieve the required items indicated by "Required" in the areas of teaching, scholarship, and service activities under the area for which action is being considered. Suggested methods and materials to be used in documentation are found in the evaluation column of the criteria. Specific criteria for tenure and ranks are presented in the grids following this narrative and the key for criteria to be achieved is below each table.

In regards to criteria for annual reappointment, tenure and promotion, the Departmental Committee shall evaluate each applicant separately for annual reappointment, tenure, and promotion.

The Committee shall submit a separate evaluation form to the Department Head regarding the recommendation for or against reappointment, tenure or promotion and the rationale behind its decision per the following evaluation criteria.

Activity described to meet required activity in one category cannot be used to meet required activity in another category.

Amendments

Any tenured faculty members may propose amendments to this plan at any faculty meeting within the Department. No faculty member is excluded from debate on the proposed amendments, but adoption requires affirmative votes by a majority of the tenured faculty. Amendments take effect in the academic year immediately following the year of their adoption.

Appendix 1 – Teaching Matrix

Criteria for Teaching Activity				
Criteria for the assessment of Teaching Activity	Reappointment	Tenure & Associate Professor	Full Professor	Evaluation
1.1 Graduate courses developed/taught within the Program including knowledge, skill and professional objectives for clinical year preceptorship rotations.	R	R	R	1
1.2 Courses developed/taught in other programs/departments	E	E	E	1
1.3 Guest lecturing in other courses/departments	E	E	E	4
1.4 Didactic clinical laboratory assignments, including skills such as demonstration/teaching of clinical skills (medical interviewing and physical examination techniques), and clinical procedure skills such as radiographic interpretation, suturing, and EKG interpretation.	E	E	E	4
1.5 Participation in student clinical skills evaluation activities such as Objective Structured Clinical Exams (OSCEs).	E	E	E	4
1.6 Demonstrates a pattern of satisfactory evaluation of teaching after second year of appointment. · Departmental benchmark score on teaching evaluations is 4.0 on a 5.0 Likert scale, with 5.0 being the highest possible score.	R	R	R	2,4
1.7 Peer evaluations should indicate satisfactory competence.	R	R	R	3

1.8 Peer mentoring for new or inexperienced faculty	E	E	E	4
1.9 Curriculum development or revision	E	E	E	1,4
1.10 Preparation and dissemination of custom course materials for students. Examples include; student self-assessment packets, full course instructional packets, custom texts, and development of manuals for didactic or clinical year students and preceptors	E	E	E	4
1.11 Participation in organized faculty development activities directed at improving teaching or instruction delivery such as MSU faculty development activities or PAEA teaching enhancement workshops.	R	R	R	4
1.12 Academic advisor for Program students	R	R	R	4
1.13 Advisement/mentorship of clinical year student research projects	R	R	R	4
1.14 Is accessible to students for questions and concerns in a regular and on-going basis, which includes office hours as required by the faculty handbook.	R	R	R	1,4
1.15 Teaching awards, honors or recognition	E	E	E	4
1.16 Incorporates aspects of the public affairs mission of the University in the curriculum.	R	R	R	4

KEY: R=Required E=Encouraged

Possible methods to evaluate teaching criteria: 1. Syllabus. 2. Student evaluations. 3. Peer evaluations 4. Portfolio documents (teaching materials, continuing education certificate, supporting documentation such as a copy of advisee research project,, etc)

Activities to improve teaching or instruction delivery such as revision of existing courses, new teaching methodology, participation and utilization of professional development activities (PowerPoint, Problem Based Learning instruction, Internet instruction, training of standardized patients, Evidence Based Medicine, etc); achieving or maintaining clinical skill expertise relevant to courses taught; development of learning outcome measures (such as pre and post tests that provide evidence of learning in a course), innovative use of instructional technology and development of internet resources for course instruction.

This is representative, rather than exhaustive. Furthermore, it should be noted that faculty ARE NOT expected to complete or demonstrate evidence of each of the above-mentioned activities, rather it is meant to demonstrate possible avenues to meet the competence of a given area.

Appendix 2 – Scholarship Matrix

Criteria for Scholarly Activity						
Category	Criteria for the assessment of scholarly activity	Reappointment	Tenure & Associate Professor	Full Professor	Evaluation	
<p>2.1 Publications</p> <p>* As a general guideline, faculty members seeking tenure/promotion to associate professor should have a minimum of 3 publications.</p> <p>One (1) must be a peer-reviewed publication.</p> <p>**As a general guideline, faculty members seeking promotion to full professor should have a minimum of 3 publications since their last promotion.</p> <p>Two (2) must be peer-reviewed publications.</p>	Items 1-3 below meet the requirements set forth by the PAS department for peer-reviewed publications.					
	1. Publication(s) in peer-reviewed professional journal	E	R*	R**	1	
	2. Publication(s) of scholarly materials which involve a peer-review process such as item exam writing for PAEA or NCCPA				1	
	3. Contribution(s) to textbook or textbook chapter published by a national or international publisher and where the author is acknowledged in public credits				1	
	Items 4-6 meet the requirements set forth by the PAS department for non-peer-reviewed publications.					
	4. Publish article(s) in non-refereed journal or popular magazine related to professional interest areas	E	E*	E**	1	
	5. Book review(s), essay(s) abstract(s), editorial(s) published in peer-reviewed journals.	E	E*	E**	1	
	6. Monograph(s) or essay(s) written for and published by professional associations and philanthropic	E	E*	E**	1	

	organizations, and non-peer-reviewed journal articles.				
2.2 Presentations	7. Paper(s), poster(s) or presentation(s) at local, regional, or state professional meetings	E	E	E	1
*As a general guideline, faculty members seeking tenure / promotion to associate professor should have a minimum of 2 presentations in any combination of criteria **As a general guideline, faculty members seeking promotion to full professor should have a minimum of 3 presentations in any combination of criteria	8. Paper(s), poster(s) or presentation(s) at national and international professional meetings	E	E	E	1
	9. Scholarly presentation(s) to campus or community based groups	E	E	E	1
	10. Scholarly presentation(s) to peers or medical professionals such as CME panelist, grand rounds, etc	E	E	E	1
	11. Presentation(s) of original research materials at regional, state or national professional meetings	E	E	E	1
	12. Presentation(s) which requires substantial contribution to the concept and design, acquisition of data, or analysis and interpretation of data	E	E	E	1
	2.3 Grants	13. Applies for intramural grant(s), contract(s), or project(s)	E	R	E
*As a general guideline, faculty members seeking tenure / promotion	14. Applies for extramural grant(s), contract(s), or project(s)	E	E	R	1

to associate or full professor should have a minimum of any 2 grant related activities	15. Obtains funding for external grant, contract or project as principle investigator or co-investigator	E	E	E	1
	16. Funded research proposals and grant reports emanating from such projects	E	E	E	1
2.4 Clinical Practice Activities *As a general guideline, faculty members seeking tenure / promotion to associate or full professor should have a minimum of 3 clinical practice activities	17. Clinical practice activities: paid or voluntary ongoing clinical practice in area of specialty	E	E	E	1
	18. Professional development activities, such as attendance at professional meetings needed to maintain national certification, and/or state certification and/or licensure	E	E	E	1
	19. Current certifications achieved in any area of professional clinical practice: examples include but are not limited to: CPR, ACLS, Pediatric ACLS, ATLS, special recognition in Surgery, etc	E	E	E	1
	20. Development of clinical protocol(s), quality assurance parameters, evaluation of effective outcome criteria or any other clinical evaluation instruments	E	E	E	1
	21. Contribution(s) to clinical research projects (not related to student research projects)	E	E	E	1

	22. Special community, regional, state, or national scholarly activities deemed significant (activity described in this category cannot be applied to teaching or service).	E	E	E	1
2.5 Education	23. Advancement of education: doctoral degrees for master's prepared faculty, post-doctoral fellowships, specialty certifications in education, etc	E	E	E	1
*As a general guideline, faculty members seeking tenure / promotion should have a minimum of 1 educational criteria	24. Attends grant writing workshop, writing skills workshop, PAEA directed scholarly activities, etc. to encourage development of skills that enhance scholarship	E	E	E	1

KEY: R=Required E=Encouraged

Evaluation Key: Possible methods of evaluating scholarly / research. 1. Portfolio documents (grant applications, copies of publications, presentation brochures, acknowledgment letters, etc).

This is representative, rather than exhaustive. Furthermore, it should be noted that faculty ARE NOT expected to complete or demonstrate evidence of each of the above-mentioned activities, rather it is meant to demonstrate possible avenues to meet the competence of a given area.

Appendix 3 – Service Matrix

Criteria for Service Activity					
Category	Criteria for the assessment of Service Activity	Reappointment	Tenure & Associate Professor	Full Professor	Evaluation
3.1 Professional Organizations	1. Active participation	R	R	R	1
	2. Provides volunteer leadership	E	E	E	1
	3. Elected or appointed to a state or national leadership position	E	E	R	1
	4. Participates in special assignment(s) such as directing seminars or providing workshops	E	E	E	1
	5. Participates as a moderator, panelist discussant or evaluator	E	E	E	1
3.2 University	6. Performs clinical preceptor site visits	R	R	R	1
	7. Involvement or faculty sponsorship of student organizations or activities	E	E	E	1
	8. Supports ongoing efforts to maintain accreditation	R	R	R	1
	9. Actively participates in departmental committees or initiatives	R	R	R	1
	10. Actively participates in college committees or initiatives	E	R	R	1
	11. Actively participates in university committees or initiatives	E	R	R	1

*Those seeking full professor are required to hold a leadership position in at least two departmental, college, or university committees or initiatives

**If faculty member has a significant administrative position within the department (i.e. academic or clinical coordinator), this may serve as one of the

two required leadership positions.	12. Provides leadership in departmental, college, and university committees and initiatives	E	E	R	1
3.3 Professional Service	13. Professional consultation activities	E	E	E	1
	14. Professional editorship	E	E	E	1
	15. Professional program reviewer or site visitor	E	E	E	1
	16. Peer reviewer for publications	E	E	E	1
	17. Grant reviewer	E	E	E	1
	18. External reviewer for tenure or promotion faculty candidate	E	E	E	1
3.4 Community	19. Engages in community service related activities which contribute to the public affairs mission of the University. Such activities include volunteering on a periodic or continual basis with a non-profit /service organization, serving as a facilitator for a student community service project, participation in University, professional or community health fairs/expositions, etc.	E	R	R	1

KEY: R=Required E=Encouraged

Evaluation Key: Possible methods of evaluating service criteria. 1. Portfolio documents (letters of appointment, membership documents, committee minutes, documentation of participation, i.e. meeting/conference attendance)

This is representative, rather than exhaustive. Furthermore, it should be noted that faculty ARE NOT expected to complete or demonstrate evidence of each of the above-mentioned activities, rather it is meant to demonstrate possible avenues to meet the competence of a given area.



DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES
MCQUEARY COLLEGE OF HEALTH AND HUMAN SERVICES
GUIDELINES FOR CLINICAL FACULTY REAPPOINTMENT AND PROMOTION

Revised: April 2021

INTRODUCTION

Description of the Profession

Physician assistants are health professionals prepared to practice medicine with physician supervision. Physician assistants are qualified by graduation from an accredited physician assistant program and by certification by the National Commission on the Certification of Physician Assistants. The Physician Assistant Education Association recognizes the master's degree in physician assistant studies as the terminal degree for the profession. Within the physician/PA relationship, physician assistants exercise autonomy in medical decision-making and provide a broad range of diagnostic and therapeutic services. The clinical role of physician assistants includes primary and specialty care in medical and surgical practice settings in rural and urban areas. Physician assistant practice is centered on patient care and may include educational, research and administrative roles.

Department Description

The main function of the Missouri State University (MSU) Physician Assistant (PA) Department is to operate the PA Program. The MSU PA program is a graduate entry-level professional course of study designed to prepare highly competent practitioners to practice primary care medicine in the context of team-delivered care in a rapidly evolving health care arena. The program is 24 months duration and is divided into didactic (12 months) and clinical (12 months) phases. Enrollment is on a continuous, full-time basis only. The curriculum is based on the Accreditation Review Commission on Education for the Physician Assistant's *Accreditation Standards for Physician Assistant* and incorporates the principles of scientific inquiry, self-directed study, critical analysis and problem solving.

Department Mission and Vision

Missouri State University is a public, comprehensive metropolitan system with a statewide mission in public affairs, whose purpose is to develop educated persons. The University's identity is distinguished by its public affairs mission, which entails a campus-wide commitment to foster expertise and responsibility in ethical leadership, cultural competence and community engagement.

In accordance with this, the Missouri State University Physician Assistant Program seeks to prepare highly competent physician assistant graduates to practice primary care medicine in the context of team delivered care in a rapidly evolving health care arena. Using the resources of the McQueary College of Health and Human Services and affiliated clinical sites, the Program seeks to provide a comprehensive didactic and clinical educational experience for its students that incorporates the principles of scientific inquiry, self-directed study, critical analysis and problem-solving, all within the context of holistic care.

The vision for Program graduates demonstrates a commitment to the education of physician assistants who will accomplish the following objectives:

- Practice in a competent and ethical manner.
- Commit to personal and professional growth through life-long learning.
- Fully appreciate the social and ethical issues related to health care delivery and services.
- Demonstrate sensitivity toward and appreciation for individual self-determination.
- Promote health enhancing behaviors and preventive health care.
- Contribute to the profession and community through teaching, service and research.
- Communicate and work effectively with other members of the health care team and the patient's family.
- Utilize community health resources in a cost-effective manner.
- Serve in areas of need, particularly in rural and inner city health professional shortage areas.

PHILOSOPHY OF THE DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES

In order to provide an environment that will foster graduates who demonstrate the characteristics outlined in the Department's Mission and Vision, faculty must possess expert knowledge in their area of specialty, be highly proficient in clinical skills, and be skilled at teaching didactic, clinical and critical reasoning skills. In addition, the faculty must demonstrate competence in applied scholarship and service activities, as well as demonstrate professionalism. Additionally, those with administrative appointments must demonstrate the satisfactory achievement of their respective department responsibilities as outlined in their job description.

The administrative roles of faculty within the Department of Physician Assistant Studies are consistent with model physician assistant educational programs and are essential to successfully manage the complexities of the program.

The criteria for faculty evaluation reflect the mission and philosophy of the profession, department, and university while acknowledging the uniqueness of the designated role of each faculty member in the Department. Consideration also is given to the fact that a majority of PA faculty have 12 month appointments and have students in attendance on a year round basis, including extended 10 week summer sessions.

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. A Clinical Faculty member wishing to move to a tenure-track regular faculty position must apply for a vacant position for which recruitment has been authorized. If a Clinical Faculty member

applies for and 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.

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. Clinical faculty requirements are addressed in Section 3.5.11 of the Faculty Handbook.

Clinical faculty are vital to the success of certain programs in professional fields such as communication sciences and disorders, nursing, physical therapy and physician assistant studies. 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 Section 4.2.3.2). Like tenure-track faculty, areas of evaluation include teaching, service, and research/scholarship. However, less emphasis is placed in the area of research/scholarship.

Reappointment and Promotion Committee Composition

The department Personnel Committee will evaluate clinical faculty for promotion in a process similar to that of promotion for academic (tenure-track) faculty. A clinical faculty member beyond the rank of clinical instructor may be appointed by the Department Head to the Department Personnel Committee when decisions regarding reappointment and promotion of clinical faculty at a lower rank are under consideration.

Evaluation of Applications for Promotion

When a faculty member submits an 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 Calendar for faculty evaluation 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.

During this initial cycle faculty members who were reclassified from staff to clinical faculty may be minimally eligible to apply for assistant professor based on a minimum of three years of service to the university and associate professor based on a minimum of six years of service to the university. Each faculty member making application is responsible for assembling evidentiary documentation, for making the case in support of the application, and for submitting materials according to established deadlines. Recommendations at each level will be based upon data supplied by the candidate, as well as departmental data.

Application Process for Promotion

For non-tenure track faculty (Instructor, Clinical Faculty, Research Faculty) the member prepares a complete promotion dossier that is compiled according to department and college guidelines. Once completed, the member forwards the dossier to the chair of the Departmental personnel committee. The dossier will be evaluated by the departmental personnel committee and department head and then forwarded to the Dean. When the Dean completes his or her recommendation, all recommendations and rationales and a current vita are forwarded to the Provost's Office for review. Supporting materials are forwarded as far as the Dean's office; they are forwarded beyond the Dean's office at the request of the Provost. The Provost makes a final recommendation that is forwarded to the President and the Board of Governors for approval. At each stage of the evaluation, 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 including probative rationale and any appended rebuttals from the candidate will also be furnished to the personnel committee for its information and records. A candidate for promotion may choose to withdraw the application from consideration at any stage of the process.

Copies are maintained by the department, forwarded to the Dean and provided to the candidate, who must undersign to indicate receipt of the evaluation.

Annual Evaluations

All clinical faculty members are reviewed annually by the Department Head at the date specified in the Provost's calendar for Faculty Evaluation. Clinical faculty are evaluated in teaching, service, and when appropriate, research/scholarship. The annual review will include a discussion of (a) the results of past year's performance, and completion of goals

established during the prior review, and (b) objective for forthcoming performance. When requested by the clinical faculty member, discussion at the annual meeting can also address progress toward promotion to the subsequent rank.

Evaluation for Renewal of Contract

The duration of contracts for clinical faculty members varies depending on level of initial appointment and time in service. The department head conducts evaluation or renewal of contract, which should be based on the performance of clinical faculty members as reflected in their annual reviews. Renewal of contract is contingent upon positive annual evaluations from the Department Head.

During the first period of appointment (typically a year), this evaluation will be conducted after at least one full semester of service. Faculty members will be notified of the status of their contract (renewal, non-renewal) by the end of the semester in which they were evaluated.

Work Assignment Negotiation

Work assignments are negotiated between the faculty member and the Department Head at the time of the annual or biennial review (if a work assignment change is needed before a review is done, the Department Head will negotiate that change with the faculty member). In making an appropriate assignment, the Department Head will take into consideration the needs of the department, and the professional objectives and recent productivity of the faculty member. The Department Head must make assignments within the parameters set by the University for expected-workloads.

Department of Physician Assistant Studies Guidelines for Teaching, Professional Productivity, and Service

All faculty members are expected to demonstrate a sustained record of achievement in the areas of teaching, scholarship, and service. The types of achievements and the level of achievement will vary depending on the faculty member's educational preparation, clinical expertise, rank, years in rank, and departmental needs.

In the event that departmental needs require that an individual be involved with one area (teaching, scholarship, or service) to such an extent that it decreases contributions in the other areas, tenure and/or promotion consideration may take into account these special circumstances. It is expected, however, that in all cases each faculty member shall be responsible for meeting all required criteria.

Teaching:

Evaluation of teaching effectiveness must be based on multiple indicators whenever possible. Teaching effectiveness also varies depending on terms of employment. Because there is a period of initial adjustment to a new position, teaching effectiveness in the first year of employment, may not be weighed as heavily as in subsequent years. Other conditions of employment, such as faculty workload, development of new courses, or teaching courses new to the faculty member, shall be considered when evaluating teaching effectiveness. The faculty member's record of teaching is expected to demonstrate a gradual increase in responsibility commensurate with rank and tenure.

The Department supports the faculty handbook's general approach to teaching evaluation and response to feedback.

Faculty must ensure evaluation of their teaching through multiple means (e.g., self-reflection, peer and/or supervisor review, assessment of student learning outcomes). Student evaluations are an important source of feedback; however, they should account for no more than 50% of the total evaluation of teaching effectiveness. Faculty should carefully consider evaluation data and modify future teaching strategies as appropriate.

Guidelines for Clinical Faculty Reappointment and Promotion

Criteria for Teaching Activity

	Reappoint ment	Clinical Associate Professor	Clinical Professor	Evaluation (see bottom of table for legend)
Graduate courses developed/taught within the Program including knowledge, skill and professional objectives for clinical year preceptorship rotations.	<u>R</u>	<u>R</u>	<u>R</u>	1
Guest lecturing in other courses/departments	E	E	E	4
Didactic clinical laboratory assignments, including skills such as demonstration/teaching of clinical skills (medical interviewing and physical examination techniques), and clinical procedure skills such as radiographic interpretation, suturing, and EKG interpretation.	E	E	E	4
Participation in student clinical skills evaluation activities such as Objective Structured Clinical Exams (OSCEs).	<u>R</u>	<u>R</u>	<u>R</u>	4
Demonstrates a pattern of satisfactory evaluation of teaching after second year of appointment.* <ul style="list-style-type: none"> • Departmental benchmark score on teaching evaluations is 4.0 on a 5.0 Likert scale, with 5.0 being the highest possible score. 	<u>R</u>	<u>R</u>	<u>R</u>	2,4
Peer evaluations should indicate satisfactory competence.	<u>R</u>	<u>R</u>	<u>R</u>	3
Peer mentoring for new or inexperienced faculty	E	E	E	4
Curriculum development or revision	E	E	E	1,4

	Reappointment	Clinical Associate Professor	Clinical Professor	Evaluation (see bottom of table for legend)
Preparation and dissemination of custom course materials for students. Examples include; student self-assessment packets, full course instructional packets, custom texts, and/or development of manuals for didactic or clinical year students and preceptors	E	E	E	4
Participation in organized faculty development activities directed at improving teaching or instruction delivery such as MSU faculty development activities or PAEA teaching enhancement workshops.	R	R	R	1
Advisement/mentorship of clinical year student research projects	<u>R</u>	<u>R</u>	<u>R</u>	4
Academic advisor for Program students	<u>R</u>	<u>R</u>	<u>R</u>	4
Teaching awards, honors or recognition	E	E	E	4
Is accessible to students for questions and concerns in a regular and on-going basis, which includes office hours as required in the faculty handbook.	<u>R</u>	<u>R</u>	<u>R</u>	1,2
Incorporates aspects of the public affairs mission of the University in the curriculum.	<u>R</u>	<u>R</u>	<u>R</u>	4

KEY: R=Required E=Encouraged

Possible methods to evaluate teaching criteria: 1. Syllabus. 2. Student evaluations. 3. Peer evaluations 4. Portfolio documents (teaching materials, continuing education certificate, supporting documentation such as a copy of advisee research project, etc)

- Summary score is the percent of students who rated the course and/or instructor evaluation criteria in the two top categories.

Activities to improve teaching or instruction delivery such as revision of existing courses, new teaching methodology, participation and utilization of professional development activities (PowerPoint, Problem Based Learning instruction,

Internet instruction, training of standardized patients, Evidence Based Medicine, etc); achieving or maintaining clinical skill expertise relevant to courses taught; development of learning outcome measures (such as pre and post-tests that provide evidence of learning in a course), innovative use of instructional technology and development of internet resources for course instruction.

This is representative, rather than exhaustive. Furthermore, it should be noted that faculty ARE NOT expected to complete or demonstrate evidence of each of the above-mentioned activities, rather it is meant to demonstrate possible avenues to meet the competence of a given area.

Professional Productivity:

The Department defines professional productivity as activities encompassing original research or creative endeavors (scholarship of discovery), review and integration of prior research (scholarship of integration), applying current knowledge and innovations to practice (scholarship of application), and activities that involve students in the process of inquiry and discovery.

Faculty members are expected to be engaged in scholarship activities commensurate with clinical faculty rank.

Guidelines for Clinical Faculty Reappointment and Promotion

Criteria for Professional Productivity

Category	Criteria for the assessment of scholarly activity	Reappointment	Clinical Associate Professor	Clinical Professor	Evaluation (see bottom of table)
<p>Publications</p> <p>*As a general guideline, clinical faculty members seeking promotion to Clinical Associate Professor should have a minimum of 2 scholarly activities (consisting of either publications or presentations).</p> <p>**As a general guideline, clinical faculty members seeking promotion to full Clinical Professor should have a minimum of 3 scholarly activities since his or her last promotion (consisting of either publications or presentations and one of which must be a peer-reviewed publication)</p>	Publication(s) in peer-reviewed professional journal	E	E	E	1
	Publication(s) of original research materials which involve a peer-review process such as item exam writing for PAEA or NCCPA	E	E	E	1
	Publish article(s) in non-refereed journal or popular magazine related to professional interest areas	E	E	E	1
	Contribution(s) to textbook or textbook chapter published by a national or international publisher and where the author is acknowledged in public credits	E	E	E	1
	Book review(s), essay(s) abstract(s), editorial(s) published in peer-reviewed journals.	E	E	E	1

Category	Criteria for the assessment of scholarly activity	Reappointment	Clinical Associate Professor	Clinical Professor	Evaluation (see bottom of table)
	Monograph(s) or essay(s) written for and published by professional associations and philanthropic organizations, and non-peer-reviewed journal articles.	E	E	E	1
Presentations	Paper(s), poster(s) or presentation(s) at local, regional, or state professional meetings	E	E	E	1
	Paper(s), poster(s) or presentation(s) at national and international professional meetings	E	E	E	1
	Scholarly presentation(s) to campus or community-based groups	E	E	E	1
	Scholarly presentation(s) to peers or medical professionals such as CME panelist, grand rounds, etc	E	E	E	1
	Presentation(s) of original research materials at regional, state or national professional meetings	E	E	E	1
	Presentation(s) which requires substantial contribution to the concept and design, acquisition	E	E	E	1

Category	Criteria for the assessment of scholarly activity	Reappointment	Clinical Associate Professor	Clinical Professor	Evaluation (see bottom of table)
	of data, or analysis and interpretation of data				
Grants *As a general guideline, clinical faculty members seeking promotion to Clinical Associate Professor should have a minimum of 1 grant related activity. Faculty seeking promotion to full Clinical Professor should have a minimum of any 2 grant related activities.	Applies for intramural grant(s), contract(s), or project(s)	E	E	E	1
	Applies for extramural grant(s), contract(s), or project(s)	E	E	E	1
	Obtains funding for external grant, contract or project as principle investigator or co-investigator	E	E	E	1
	Funded research proposals and grant reports emanating from such projects	E	E	E	1
Clinical Practice Activities *As a general guideline, clinical faculty members seeking promotion to Clinical Associate Professor or Clinical Professor should have a minimum of 2 clinical practice activities	Clinical practice activities: paid or voluntary ongoing clinical practice in area of specialty	E	E	E	1
	Professional development activities, such as attendance at professional meetings needed to maintain national certification, and/or state certification and/or licensure	E	E	E	1
	Current certifications achieved in any area of professional clinical practice: examples include but	E	E	E	1

Category	Criteria for the assessment of scholarly activity	Reappointment	Clinical Associate Professor	Clinical Professor	Evaluation (see bottom of table)
Education	are not limited to: CPR, ACLS, Pediatric ACLS, ATLS, special recognition in Surgery, etc				
	Development of clinical protocol(s), quality assurance parameters, evaluation of effective outcome criteria or any other clinical evaluation instruments	E	E	E	1
	Contribution(s) to clinical research projects (not related to student research projects)	E	E	E	1
	Special community, regional, state, or national scholarly activities deemed significant (activity described in this category cannot be applied to teaching or service).	E	E	E	1
	Advancement of education: doctoral degrees for master's prepared faculty, post-doctoral fellowships, specialty certifications in education, etc	E	E	E	1
	Attends grant writing workshop, writing skills workshop, PAEA directed scholarly activities, etc. to encourage development of skills that enhance scholarship	E	E	E	1

Category	Criteria for the assessment of scholarly activity	Reappointment	Clinical Associate Professor	Clinical Professor	Evaluation (see bottom of table)
	Attendance in a graduate studies course	E	E	E	1

KEY: R=Required E=Encouraged

Evaluation Key: Possible methods of evaluating scholarly / research. 1. Portfolio documents (grant applications, copies of publications, presentation brochures, acknowledgment letters, etc.).

This is representative, rather than exhaustive. Furthermore, it should be noted that faculty ARE NOT expected to complete or demonstrate evidence of each of the above-mentioned activities, rather it is meant to demonstrate possible avenues to meet the competence of a given area.

Service:

Service is believed to be an integral part of the faculty role and helps assure the maintenance, growth, and well-being of the Department, College, University and the professional community. Evidence of service involves activities that contribute to the governance and function of the Department, the College of Health and Human Services, and MSU, such as committee work, and completion of special projects. At the community level, service may involve volunteer work in professional organizations or consulting.

The faculty member's record of service is expected to demonstrate gradual increase in responsibility commensurate with rank and tenure.

Guidelines for Clinical Faculty Reappointment and Promotion

Criteria for Service Activity

	Criteria for the assessment of Service Activity	Reappointment	Associate	Associate to Full	Evaluation (see bottom of table)
Professional Organizations	Active participation	<u>R</u>	<u>R</u>	<u>R</u>	1
	Provides volunteer leadership	E	E	E	1
	Elected or appointed to a state or national leadership position	E	E	E	1
	Participates in special assignment(s) such as directing seminars or providing workshops	E	E	E	1
	Participates as a moderator, panelist discussant or evaluator	E	E	E	1
College/University	Performs clinical preceptor site visits	<u>R</u>	<u>R</u>	<u>R</u>	1
	Involvement or faculty sponsorship of student organizations or activities	E	E	E	1

	Supports ongoing efforts to maintain accreditation	<u>R</u>	<u>R</u>	<u>R</u>	1
	Actively participates in departmental committees or initiatives	<u>R</u>	<u>R</u>	<u>R</u>	1
	Actively participates in college or university initiatives	E	<u>R</u>	<u>R</u>	1
	Provides leadership in departmental, college, and university committees and initiatives <ul style="list-style-type: none"> • Those seeking full professor are required to hold a leadership position in at least two departmental, college, or university committees or initiatives. • If faculty member has a significant administrative position within the department (i.e. academic or clinical coordinator), this may serve as one of the two required leadership positions. 	E	E	<u>R</u>	1
Professional Service	Professional consultation activities	E	E	E	1
	Professional editorship	E	E	E	1
	Professional program reviewer or site visitor	E	E	E	1
	Peer reviewer for publications	E	E	E	1
	Grant reviewer	E	E	E	1
	External reviewer for tenure or promotion faculty candidate	E	E	E	
Community	Engages in community service related activities which contribute to the public affairs mission of the University. Such activities include volunteering on a periodic or continual basis with a non-profit /service organization,	E	<u>R</u>	<u>R</u>	1

	serving as a facilitator for a student community service project, participation in University, professional or community health fairs/expositions, etc.				
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KEY: R=Required E=Encouraged

Evaluation Key: Possible methods of evaluating service criteria. 1. Portfolio documents (letters of appointment, membership documents, committee minutes, documentation of participation, i.e. meeting/conference attendance)

This is representative, rather than exhaustive. Furthermore, it should be noted that faculty ARE NOT expected to complete or demonstrate evidence of each of the above-mentioned activities, rather it is meant to demonstrate possible avenues to meet the competence of a given area.