Department of Physical Therapy
School of Health Professions, University of Missouri
Policies and Procedures

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1.1 Student and Academic Affairs

I. Charge:

The Department Committee on Student and Academic Affairs (“the committee”) will:

1) assure timely and accurate communications to prospective and current students.
2) recommend policy and procedures and oversee practices pertaining to student recruitment and admissions.
   ○ The Admissions Committee, which consists of the entire faculty, is responsible for the processing and selection of applications. This group will function as a sub-committee of the Department Committee on Student and Academic Affairs.
3) recommend policy and procedures and oversee practices pertaining to enrolled students rights, responsibilities, retention and progression in the program.
4) be responsible for procedures for selection of student for awards and scholarships.

II. Membership:

Committee will consist of 2 at-large core faculty members, the Director of Student Activities and the Director of Admissions and Academic Affairs. At-large members can be nominated (self-nominated) by individual faculty and will be approved by faculty vote (majority). If no nominations occur, committee may be filled by Department Chair appointment. The Director of Admissions and Academic Affairs will chair the committee, but will have no voting privileges, except in the event of a tie. At-large members shall serve for a 2 year term (founding membership will stagger terms of 2 and 3 years). Members may serve 2 consecutive terms. Three members of the committee, including the committee chair, must be present for a quorum to exist and votes will be decided by a majority.

III. Reporting Structure:

The committee will report and make recommendations to the core faculty. Recommendations made by the committee will be implemented only by full faculty vote. Topics for consideration by the committee shall be brought before the committee by faculty vote (majority) or by the Department Chair.

IV. Meetings:

Meetings will occur a minimum of two times a year, but the schedule may be altered as deemed necessary by committee chair.
1.2 Committee on Scholarly Activity

Charge:

The Department Committee on Scholarly Activity (“the committee”) will:

1) promote research by faculty and students through mentoring and assistance in development and implementation of research projects
2) receive proposals for and make decisions regarding expenditure of departmental research incentive funds

Membership:

The committee will consist of ranked core faculty members who, as the Principal Investigator, have submitted a proposal for funding (external or internal with the exception of departmental funds). The chairperson will be the Director of Scholarly Activity. Committee decisions require a majority vote of a quorum (2/3’s) of the eligible committee members. Voting may occur either in person or electronically prior to the face-to-face meeting.

Meetings:

Meetings will be scheduled by the committee chair and held once each semester or more frequently as needs arise. A meeting may be requested by any committee member or the chair or the department chair.

APPROVED March 12, 2010; Edited for clarity 9-17-10
1.3 Committee on Curriculum and Instruction

I. Charge:

The Department Committee on Curriculum and Instruction (“the committee”) will improve the education of our students by:

1) providing systematic and ongoing review of the curriculum and providing oversight to changes in individual courses as well as curricular wide modification.

2) improving instruction by serving as a resource for faculty and by providing confidential, formative teaching evaluation of individual faculty members.

II. Membership:

Committee will consist of 4 at-large core faculty members and the Director of Graduate Studies. At-large members can be nominated (self-nominated) by individual faculty and will be approved by faculty vote (majority). If no nominations occur, committee may be filled by Department Chair appointment. The Director of Graduate Studies will chair the committee, but will have no voting privileges, except in the event of a tie. At-large members shall serve for a 2 year term (founding membership will stagger terms of 2 and 3 years). Members may serve 2 consecutive terms (or longer by mutual consent of the faculty member, the committee and the Department Chair). All members of the committee, including the committee chair, must be present for a quorum to exist and votes will be decided by a majority.

- Clinical Education Review Subcommittee: 2 members to include DCE and at large faculty member with past clinical education experience. At large faculty member will be appointed by Director of Graduate Studies with approval of Department Chair.

III. Reporting Structure:

The committee will report and make recommendations to the core faculty. Recommendations made by the committee will be implemented only by full faculty vote.

Topics for consideration by the committee shall be brought before the committee by faculty vote (majority) or by the Department Chair. Individual faculty members can request formative teaching evaluation by the committee.

IV. Meetings:

Meetings will occur monthly, but schedule may be altered as deemed necessary by committee chair.

End of Charge. Adopted by faculty vote, 11-13-09
1.4 Committee on Research and Graduate Studies

Charge:

The Department Committee on Research and Graduate Studies ("the committee") will:

1) promote research by faculty and students through mentoring and assistance in development and implementation of research projects
2) receive proposals for and make decisions regarding expenditure of departmental research incentive funds

Membership:

The committee will consist of ranked core faculty members who have submitted a research proposal for funding (internal or external). The chairperson will be the Director of Research and Graduate Studies. Committee decisions require a majority vote of a quorum (2/3's) of the eligible committee members. Voting may occur either in person or electronically prior to the face-to-face meeting.

Meetings:

Meetings will be scheduled by the committee chair and held once each semester or more frequently as needs arise. A meeting may be requested by any committee member or the chair or the department chair.

Approved 1-27-10
1.5 Doctoral Faculty Committee

**Charge:**

The Doctoral Faculty committee is charged with the nomination and periodic reappointment of faculty for MU Doctoral Faculty status. The committee will review applications and make nominations in accordance with the Departmental and Graduate School criteria. The doctoral faculty will also periodically evaluate department criteria and policy for graduate and doctoral faculty nominations and reappointments. Committee decisions require a simple majority of a quorum of members (2/3’s). Electronic voting is allowed prior to the face-to-face meeting. The chair of the committee is the Director of Research and Graduate Studies.

**Membership:**

The doctoral faculty committee of the Department of Physical Therapy will be composed of core faculty members who demonstrate the following:

- Current membership on the Graduate Faculty Senate
- Earned academic degree of Doctor of Philosophy, Doctor of Education, Doctor of Public Health, Doctor of Science, or equivalent
- Evidence of an active scholarly/research program
- Publications in nationally recognized refereed journals.
- Graduate level teaching and graduate student research supervision/mentorship.

**Procedure for nomination of faculty for MU Doctoral Faculty status:**

1. Nomination of faculty.

   To be nominated by the department for MU Doctoral Faculty, the faculty member is required to submit a summary of relevant activities related to research, scholarly activity, graduate teaching, service as a mentor-supervisor of graduate student research and a curriculum vitae.

   The doctoral committee will review the submission and vote to nominate or not nominate the candidate. Vote is by a simple majority of a quorum (2/3’s) of the department doctoral committee. Voting may be done in person or electronically prior to the face-to-face meeting.

   An applicant who receives a positive vote at the department level will be nominated for doctoral faculty to the Graduate Faculty Senate. The nomination packet will include the following materials: copy of the departmental criteria, signed cover letter from the department chair or Director of Graduate studies.
indicating the departmental decision and how the applicant meets departmental criteria, and a current curriculum vitae.


In the event of an appeal of a negative decision at the departmental level, the candidate may request a review by the School of Health Professions Associate Dean for Research. The Associate Dean will meet with the doctoral committee to discuss the appeal. A committee vote to consider overturning the prior decision will include the Associate Dean as a voting member. Vote is by a simple majority of a quorum (2/3’s) of the department doctoral committee. Voting may be done in person or electronically prior to the face-to-face meeting.

In the event of an appeal of a negative decision at the Graduate School level, the Graduate Faculty Senate Executive committee will adjudicate the matter.

3. Criteria for nomination to MU Doctoral Faculty.

These doctoral criteria for the Department of Physical Therapy meet the threshold established in 1974 by the Intercampus Doctoral Council (http://gradschool.missouri.edu/policies/faculty-senate/doctoral-faculty/member-criteria.php) and conform to the current Graduate Faculty Senate policy (http://gradschool.missouri.edu/policies/faculty-senate/doctoral-faculty/GFS-policy-2003.php).

- Criteria are the same for initial and renewal appointments.
- The review period is the previous five years.
- Current membership on the Graduate Faculty is required.
- Earned academic degree of Doctor of Philosophy, Doctor of Education, Doctor of Public Health, Doctor of Science or equivalent degree is required.
- Applicant shall have record of publications in nationally recognized refereed journals. (Publications from the previous five year will be listed in chronologic order in the curriculum vitae).
- Evidence of participation in graduate teaching and supervision/mentorship of graduate student research is required. Courses, students, research topics and dates of supervision/mentorship will be included in the curriculum vitae).
- In accordance with the Graduate School policy, faculty formally associated with the Department of Physical Therapy that are already appointed members of the Doctoral Faculty in their home departments are not required to be re-reviewed. Instead, the Department will notify the Graduate School about all newly affiliated doctoral faculty for records purposes.

Approved 1-27-10
2.1 Accreditation Compliance

Policy:

The University of Missouri Department of Physical Therapy will in a timely manner perform all required functions for accreditation as outlined by the Commission of Accreditation of Physical Therapist Education (CAPTE) in the current version of the *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists*.

Procedures:

- The Chair/Interim/Acting of the Physical Therapy program will be responsible for assuring the program’s compliance with the accreditation policies and procedures.

- These actions include the following: 1) timely submission of required fees, documentation of graduation rates, performance on state licensing examinations, and employment rates; 2) timely notification of CAPTE of expected or unexpected substantive changes in the program including changes in leadership, any change in institutional accreditation status or legal authority to provide postsecondary education; and 3) coming into compliance with accreditation criteria within 2 years of being determined to be out of compliance.

- In the event that the Chair is not present for any of the above stated compliance issues, the Director of Academic Affairs would assume responsibility for addressing any issue and maintaining compliance.

Evidence of Compliance:

- Timely submission of the CAPTE Annual Report.
- Department annual budget specifies funds for annual fees payment to CAPTE and receipt for payment of annual fees on file in Administrative Office.
- Timely submission of self-study documents, preparation for and participation in site visit by review team as required by CAPTE.
- Written record of report to CAPTE of any substantive changes in program or institutional status relevant to the program.
- Written record of any progress reports required following CAPTE determination of non- or conditional compliance with evaluative criteria.
2.2 Annual Equipment Inspection

Policy:

All equipment/modalities with an electrical component used for the purposes of teaching will be inspected annually by the University Healthcare Department of Clinical Engineering. All equipment without an electrical component will be inspected by a qualified member of the Department of Physical Therapy faculty.

Procedure:

- In the semester prior to the Physical Agents course each year, the coordinator for the course teaching physical agents will communicate to the department administrative assistant in writing the modalities/equipment to be inspected. This includes all equipment that has an electrical component.
- The staff member will make arrangements for the Department of Clinical Engineering at University Healthcare to inspect the equipment prior to commencement of the winter semester. It is the responsibility of the course coordinator to assure that this inspection has been done and the report is on file in the Department Administrative office.
- Other laboratory equipment (with no electrical component) will be inspected for structural safety annually. This inspection will be performed by two faculty members with knowledge of structural integrity and performance of the equipment. Results of the inspection will be reported to the faculty at a faculty meeting and a record kept in the Department Administrative office.
- Equipment that does not pass inspection will be repaired and re-inspected before use, discarded or sent to surplus. Results of all inspections and equipment repair or discard will be recorded and kept on file in the Department Administrative office. Results of inspections and location of equipment will be reported by the course coordinator for the physical agents course to the faculty annually at a faculty meeting.

Evidence of Compliance:

- Annual reports of inspections and subsequent actions (repair or disposal) will be recorded in the Department Administrative office and reported to faculty at a faculty meeting prior to the Spring semester.
2.3 Doctoral Faculty Policy and Procedures

Doctoral Faculty Committee

Charge:

The Doctoral Faculty committee is charged with the nomination and periodic reappointment of faculty for MU Doctoral Faculty status. The committee will review applications and make nominations in accordance with the Departmental and Graduate School criteria. The doctoral faculty will also periodically evaluate department criteria and policy for graduate and doctoral faculty nominations and reappointments. Committee decisions require a simple majority of a quorum of members (2/3’s). Electronic voting is allowed prior to the face-to-face meeting. The chair of the committee is the Director of Scholarly Activity.

Membership:

The doctoral faculty committee of the Department of Physical Therapy will be composed of core faculty members who demonstrate the following:

- Current membership on the Graduate Faculty Senate
- Earned academic degree of Doctor of Philosophy, Doctor of Education, Doctor of Public Health, Doctor of Science, or equivalent
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The doctoral committee will review the submission and vote to nominate or not nominate the candidate. Vote is by a simple majority of a quorum (2/3’s) of the department doctoral committee. Voting may be done in person or electronically prior to the face-to-face meeting.

An applicant who receives a positive vote at the department level will be nominated for doctoral faculty to the Graduate Faculty Senate. The nomination packet will include the following materials: copy
of the departmental criteria, signed cover letter from the department chair or Director of Scholarly Activity indicating the departmental decision and how the applicant meets departmental criteria, and a current curriculum vitae.


In the event of an appeal of a negative decision at the departmental level, the candidate may request a review by the School of Health Professions Associate Dean for Research. The Associate Dean will meet with the doctoral committee to discuss the appeal. A committee vote to consider overturning the prior decision will include the Associate Dean as a voting member. Vote is by a simple majority of a quorum (2/3’s) of the department doctoral committee. Voting may be done in person or electronically prior to the face-to-face meeting.

In the event of an appeal of a negative decision at the Graduate School level, the Graduate Faculty Senate Executive committee will adjudicate the matter.

3. Criteria for nomination to MU Doctoral Faculty.

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- Applicant shall have record of publications in nationally recognized refereed journals. (Publications from the previous five year will be listed in chronologic order in the curriculum vitae).
- Evidence of participation in graduate teaching and supervision/mentorship of graduate student research is required. Courses, students, research topics and dates of supervision/mentorship will be included in the curriculum vitae).
- In accordance with the Graduate School policy, faculty formally associated with the Department of Physical Therapy that are already appointed members of the Doctoral Faculty in their home departments are not required to be re-reviewed. Instead, the Department will notify the Graduate School about all newly affiliated doctoral faculty for records purposes.
Submitted to the Graduate School/Graduate Faculty Senate

February 9, 2010

Marian A. Minor, PT, PhD
Professor and Chair, Department of Physical Therapy
Director of Research and Graduate Studies
School of Health Professions

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APPROVED 2-3-2010 at a regularly scheduled meeting by unanimous vote of doctoral faculty present: E. Dannecker, M. Brown, M. Minor (S. Sayers, absent)
2.4 Faculty Voting

Policy:

Physical Therapy Department values the process of faculty governance and to this end faculty will vote on academic issues, curriculum, and student affairs. Recommendations of the Physical Therapy Faculty pertaining to these matters will become policy and procedure unless sent back for reconsideration by the Dean of the School of Health Professions.

Promotion and Tenure, and Research Committee decisions are addressed by other policy and procedures.

Procedure:

1. Prior Consideration of Issue
   Issues meriting full faculty vote should be provided to the faculty for consideration prior to the meeting at which the vote will take place. Motion to set aside prior consideration can be made in instances of emergency/time-sensitive issues, but the motion to set aside prior consideration itself must pass full faculty vote as outlined below.

2. Voting Eligibility
   All core faculty, as defined by CAPTE criteria, are eligible to vote (one vote per faculty member).

3. Voting Methods
   Electronic ballots shall only be cast prior to the start of the scheduled meeting. No voting by proxy (one person voting for another) will be allowed. A faculty member’s request that the full faculty vote be conducted via secret ballot will be granted for any issue.

4. Quorum
   A voting quorum will be defined as 2/3 of core faculty.

5. Pass/Fail of a Vote
   Once quorum is established, all matters will be decided by a simple majority, with the exception of voting to dismiss a student, which shall require a ¾ majority.

6. A ¾ majority will be necessary to change an existing policy or procedure.

Passed by faculty vote, 11-13-09
2.5 Modification of Curriculum

Policy:

The Physical Therapy Department values the individual creativity and freedom of each instructor, but recognizes that content coverage and instructional activities must serve the overarching goal of contributing to a well coordinated educational curriculum. To that end, changes to the following must be approved by full faculty vote: 1) alteration of any Course Objective, 2) alteration of any Instructional Activity highlighted in a CAPTE accreditation document.

Procedure:

1. Faculty wishing to alter their course content or instructional activities as described above will first notify the Department Curriculum and Instruction Committee (the Committee). Notification can be done by presentation or by written document.
2. The Committee will review the request with respect to curricular needs and make a recommendation for full faculty vote.
3. If approved, the following updates will occur and be approved in detail by the Committee:
   
   Description of Update/(who performs update)
   
   - Update Objectives on syllabus including where/how objective will be assessed/(individual faculty)
   - Update Objectives listed in “Master Normative Model Document”/(Committee)
   - Update Objectives and/or Instructional Activities in “CAPTE Practice Expectations Evaluation Document” {if highlighted in the document}/(Committee)
   - Update Instructional Activities in the “CAPTE Foundational Sciences Evaluation Document” {if necessary}/(Committee)
   - Update Instructional Activities in the “CAPTE Clinical Sciences Evaluation Document” {if necessary}/(Committee)
2.6 Complaints that Fall Outside the Realm of Due Process

Policy:

The Department of Physical Therapy will act on and respond to all complaints or concerns made by persons whose complaints fall outside the realm of due process as specified for students, faculty, or staff. This may include, but is not confined to the public, volunteers, employers, other campus entities or clinical sites.

Procedures:

- Any and all complaints or concerns will be documented in writing (by the complainant or the individual receiving the complaint/concern for the department) and kept in a confidential and locked file (External Complaints/Concerns) in the department office. Each document will contain the date received, recipient, nature of the complaint and date and location of the episode. The document will be stamped with the date complaint was received or document created.
- The Chair will be notified within 24 hours of the complaint. The chair will communicate with the complainant that the complaint/concern has been received and is under review.
- The issue will be placed on the agenda of the Department Directors committee no later than the next scheduled meeting.
- The Directors committee will determine what further action is to be taken. These actions may include but are not limited to further investigation, communication with complainant and/or responsible parties, notification of the Dean, consideration by full faculty.
- The complainant will be notified of the decision in a timely manner by the chair or other party as determined by the Directors committee or full faculty.
- The response to the complaint/concern will be documented and kept on file in a secure location in the Department office.

Evidence of Compliance:

Complaints or concerns and subsequent actions are documented in External Complaints/Concerns file.

Location:

External Complaint/Concerns file available in Department Office.

CAPTE: P-6
2.7 Assessment of Policies and Procedures

Policy:

- The Department of Physical Therapy will conduct regular and formal assessment of policies, procedures and practices to determine adequacy and appropriate implementation to meet current program needs. Policies, procedures and practices (Policies) will come before the faculty for assessment, discussion and possible revision through a variety of channels.

Procedures:

1. Policies in the category of Curriculum and Instruction will be formally reviewed by the Department Curriculum and Instruction (C&I) committee annually. When it is determined that further assessment is needed, the policy will be added to a faculty meeting agenda with suggestions for change or need for revision by the C&I chair for full faculty consideration and vote.
2. Policies in the category of student affairs will be formally reviewed by the Committee on Student Affairs annually. When it is determined that further assessment is needed, the policy with suggested changes or need for change will be put on a faculty meeting agenda by the Chairman of the Student Affairs Committee for full faculty consideration and vote.
3. Policies in the category of Clinical Education will be formally reviewed by the Director of Clinical Education (DCE) annually. When it is determined that further assessment is needed, the policy and suggested changes or need for change will be added to a faculty meeting agenda by the DCE for full faculty consideration and vote.
4. Policies in the category of program and faculty/staff affairs will be formally reviewed annually by the Department Executive committee. When it is determined that further assessment is needed, the policy with suggested changes or need for change will be put on a faculty meeting agenda by the Department Chair for full faculty consideration and vote.
5. Policies may be brought to the Department Executive committee for assessment and consideration of revision by any student, faculty (campus, program or clinical), staff, or community member. These requests will be discussed by the Executive committee and forwarded to the full faculty with the Executive committee recommendations for consideration and vote.

Evidence of Compliance:

- Committee and faculty minutes document annual assessment of policies, procedures and practices.
- Current Policy and Procedure manual with dates noted of policy enactment, assessment and actions taken.
2.8 Safety of Community Participants in Educational Activities

Policy:
Community participants will be adequately supervised at all times. Students and faculty members will have access to community participant safety information.

Procedure:
- Emergency procedures will be posted in all community participant care areas.
- Faculty supervising students and community participant interactions will be CPR certified.
- Review of emergency procedures will be conducted in each course participating in ongoing community participant educational sessions.
- All interactions between students and community participants will have line-of-site supervision at all times (ongoing and 1x visits).
- Only one student/community participant group will be supervised by a faculty member at a time (ongoing visits).
- A Current Participant File will be present at all educational sessions involving community participants (ongoing visits).
  - This Current Participant File will contain:
    - Emergency procedures
    - Intake form
      - Signed approval from physician to participate in educational activity
      - Community participant medical information
      - Emergency contact numbers
      - Physician contact information
      - Precautions
    - Current Assessment and ongoing visit notes
      - The Current Participant File will be stored in a locked location in the student laboratory
- A Historical Participant Chart will be kept on all community participants
  - Will contain past records produced in the Current Participant File
  - Stored in locked curriculum office
- Community participants involved in laboratory/classroom sessions will not be billed.

Evidence of Compliance:
- Copies of CPR card will be kept in curriculum office and monitored at Start of Semester Retreat (noted in faculty minutes)
- Current Participant Files and Historical Participant Chart will be kept in locked file
- Course syllabi will note coverage of emergency procedures in class

Proposed and edited 1-10-11; Approved unanimously 1-28-11 ; To become effective Fall 2011
3.1 Availability of Lab Space Outside of Class Time

Policy:
Students will have access to Lewis Room 2 and Lewis Room 104 for laboratory practice.

Procedure:
- Lewis Room 2 and Lewis Room 104 be unlocked by faculty or staff for student use (when otherwise not reserved) Monday through Friday from 8:00 – 5:00 pm.
- Lewis Room 2 schedules are posted on a bulletin board on first floor for student viewing.
- Lewis Room 104 schedules are posted on the door.
- Additional lab practice may be arranged with an individual faculty member.
3.2 Grievance Policy

Students enrolled in the Physical Therapy program are entitled to an appropriate and equitable educational opportunity. In the event that a student feels like these rights have been violated, the following grievance procedures will be applied.

1. The student should initiate discussions directly with the involved faculty member or peer to resolve the concern. Guidance from their academic advisor prior to such meeting may be warranted.
2. If the involved parties are unable to resolve the differences, the student should provide a written complaint to the Departmental Student Affairs Committee Chair within 10 working days following the non-resolution. Upon receipt of such complaint, the Student Affairs Committee will investigate the situation—consult with the Department Chair and provide a written response to the student within 20 working days.
3. If the student remains dissatisfied with the proposed resolution, the student may file a complaint directly with the Departmental Chair within 10 working days. The Department Chair can uphold the decision, offer another resolution or refer the complaint to the School of Health Professions Dean.
4. Continued dissatisfaction with the proposed resolution would warrant a complaint directly to the School of Health Professions Dean and must follow procedure outlined in the SHP handbook available on the web.

Additional information relative to grievance may be found in these resources:

- University of Missouri M-book
  [http://studentlife.missouri.edu/docs/M-Book2009-2010.pdf](http://studentlife.missouri.edu/docs/M-Book2009-2010.pdf)

- University of Missouri Student Grievance Rules

Should a student find it necessary to contact the Commission on Accreditation in Physical Therapy Education (CAPTE) about the program, the following information is available to guide that process.

The only mechanism through which the Commission on Accreditation in Physical Therapy Education (CAPTE) can act on your concerns is through the formal complaint process. Please be aware that your complaint MUST be related specifically to one or more of the Evaluative Criteria, to the Statement on Integrity in Program Closure, or to the Statement of Integrity in Accreditation. In other words you need to link your complaint to violation of the Criteria or the Statements. The Criteria can be found in the Accreditation Handbook. Also, in order for CAPTE to consider your complaint to be bona fide, you MUST have exhausted all of your avenues for
redress at the institution. You need to understand that CAPTE cannot function as an arbiter between you and the school. Should CAPTE find that your complaint has merit and that the program is out of compliance with the Evaluative Criteria or the Statements, CAPTE can only require the program to come into compliance with the Evaluative Criteria. If you wish to pursue filing a complaint against a program, please contact the Department of Accreditation and we will provide you with the appropriate forms and information for doing so.

http://www.apta.org/AM/Template.cfm?Section=FAQs6&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=48&ContentID=49494#feedback

Link to Evaluative Criteria

3.3 Dismissal Policy and Appeals Process for Graduate Students
Amended by the Graduate Faculty Senate on April 23, 2002

Dismissal Policy

The progress of each graduate student will be evaluated annually by the student’s advisor and/or director of graduate studies. The definition of “satisfactory progress” and policies for verifying that satisfactory progress is being made vary among departments/programs, but each department/program should have a written definition on file in the Graduate School. This policy should be communicated to graduate students during their first semester.

When there is a question as to whether or not satisfactory progress is being made, the director of graduate studies in the department/program and/or faculty advisor will write to the student and recommend a face-to-face meeting between the student and the faculty advisor. The Graduate School will be informed of all students who are not making satisfactory progress. If there is disagreement, the faculty advisor will ask the student to submit a separate letter to the director of graduate studies. Copies of both letters will be made available to the student, maintained in a departmental/program file, and forwarded to the Graduate School.

If difficulties persist and the faculty advisor and director of graduate studies agree that probation is appropriate, the student will be notified in writing of the probationary period, which may vary among departments/programs from 30 days to a full semester. The probation letter will state explicitly that the student is on departmental/program probation and state precisely what must be accomplished and by what date in order for the student to return to good standing in the department/program and be removed from probation.

If the student does not comply with the conditions of probation, a letter (signed by the director of graduate studies) will be sent to the student with notification of dismissal from the degree program. This letter will inform the student of the right to appeal, first, to the department/program, and second, to the Graduate Faculty Senate. A copy of the department/program’s letter must be sent to the Vice Provost/Dean at the same time it is sent to the student. If the student decides to appeal the departmental/program dismissal, the appeal process will take effect. As long as a student is in an appeal process, the student should maintain enrollment and continue working on degree program requirements. Students must complete the
department/program appeal process prior to considering an appeal to the Graduate Faculty Senate. If the student does not appeal the department/program’s dismissal, the Graduate School will send the student an official notice of dismissal from the program.

**Process of Appeals to the Graduate Faculty Senate**

A student may appeal a departmental/program dismissal to the Graduate Faculty Senate only after completing the department/program’s appeal process. If a student’s appeal to the department/program does not result in permission to continue in the graduate degree program, the student will have 15 days to send written notification to the Vice Provost/Dean of an intent to appeal. Based upon the date the written notification of the intent to appeal reaches the office of the Vice Provost/Dean, the student has 15 additional working days in which to submit a written appeal.

Upon receipt of a written appeal, the Vice Provost/Dean will notify the President of the Graduate Faculty Senate who will appoint an ad hoc Appeal Committee to review the case. Committee membership will consist of six senators who are not members of the department involved in the appeal. The charge of the ad hoc Appeal Committee is to consider issues of due process only. The committee is to complete its review of the appeal within 90 days of receiving the student’s appeal file.

The Office of the Vice Provost/Graduate Dean will support the work of the Senate’s Appeal Committee by providing information to the student, the department/program, and members of the Appeal Committee regarding the content, process, and regulations/policies pertaining to the appeal. Upon receipt of the appeal file, the Office of the Vice Provost/Graduate Dean will duplicate the file and send a copy to all members of the Appeal Committee and to the department/program. Response from the department/program is optional, but if it chooses to respond, a written response must be submitted to the Appeal Committee chairperson and the Graduate School within 15 days of their receipt of the appeal file. The Graduate School will send a copy of the department/program’s response to the student.

The decision of the Appeal Committee will be based on the student’s written appeal and the department/program’s written response to that appeal. The student’s written appeal must include a letter of appeal and copies of correspondence related to the department/program appeal.

Both the student and the department/program have the right to request a meeting with the Appeal Committee before it makes its final decision. Such meetings will be limited to 30 minutes: 15
minutes of presentation time and up to 15 minutes of question/answer time. The student may have an advisor or other faculty representative attend the meeting; the director of graduate studies may have the department/program chairperson attend the meeting. In instances where both the student and the department/program want to meet with the Appeal Committee, both meetings will occur separately on the same day within a time period of 1 hour, allowing 30 minutes for both the student and the department/program.

Following its review of the student’s written appeal, any departmental/program response, and any meeting(s) with the student and/or department/program, the Appeal Committee will reach a decision and forward the decision in writing to:

1) The Appellant

2) The Director of Graduate Studies of the student’s department/program

3) The Chairperson of the student’s department/program

4) The Vice Provost/Graduate Dean

5) The Graduate Faculty Senate President

6) Any other appropriate party named in the appeal.

The decision of the Appeal Committee is binding.
3.4 Student Performance Policy

The faculty of the University of Missouri Physical Therapy Department is committed to high academic and professional standards. These high standards are central to our mission of preparing exceptional clinicians who will serve as stewards of our profession. Therefore, it is our obligation to insure that graduates demonstrate mastery of all course content. It is to this end we establish the following grading policies and procedures.

Grades will be assigned based on the following departmental standard:

**Graduate:**
- 92%+: A
- 83% - 91.9%: B
- 74% - 82.9%: C
- Below 74%: Fail

**Undergraduate – for those first year students classified as undergraduates:**
- 98-100: A+
- 95-97: A
- 92-94: A-
- 89-91: B+
- 86-88: B
- 83-85: B-
- 80-82: C+
- 77-79: C
- 74-76: C-
- 71-73: D+
- 68-70: D
- 65-67: D-
- < 65: Fail

**Minimum Competency:**
Students must obtain a minimum competency of 74% on all major course activities such as written examinations, checkouts and projects.

**Remediation Policy:**
Students scoring below a 74% will be required to perform remediation of the activity to demonstrate mastery. The nature of the remediation and the level of acceptable performance will be at the discretion of the individual faculty member. *The original score will be used in the tabulation of the final course grade.*

**Deficiencies:**
If a student does not achieve the required level of performance on the initial remediation, a deficiency for that activity will be assigned. Eventual remediation for all activities is required. Deficiencies occurring in 2 activities will result in failure of the class *regardless of the current cumulative point total.* Failure in any of the professional courses prevents students from proceeding to clinical education participation.

**Final Examinations:**
Final examinations will be held to the same standard previously described for other activities. Every possible effort will be made to allow students to remediate prior to the University imposed deadline for submission of grades. If the activity cannot be remediated prior to this deadline, University policy dictates that an “Incomplete” be assigned. A change of grade form will be submitted when successful remediation occurs. Students will not be allowed to attend/participate...
in clinical education experiences until remediation has been successful, and a passing grade has been assigned.

**Successful Completion of Course:**
Students must fulfill each of the following requirements to successfully complete a course:
1. Score of 74% on all examinations, checkouts, projects, etc. OR successful remediation of those activities
2. Deficiency in **not more than one** activity
3. Cumulative point total of 74% or above
4. Exhibit professional behavior as described in the Student Handbook, Department of Physical Therapy, School of Health Professions, University of Missouri

**Policy:**
All students in the professional phase of the program are expected to maintain at least a 3.0 for each semester (term) and during the professional program as a cumulative grade point average, with no grade below a "C" (2.0) in courses required for the degree. A student who fails to achieve at least a 3.0 semester GPA will be placed on academic probation. Pre-professional graded courses, for those first year students classified as undergraduates, will be averaged with graded courses taken during the professional program to determine cumulative GPA for admission to the Graduate School (last 60 undergraduate graded hours used for admission). A 3.0 GPA is required to enter Graduate School. Maintaining a minimum cumulative GPA of a 3.0 is required to remain in good standing with both the Physical Therapy Program and the Graduate School.

**Procedure:**
a. Failure to achieve a grade of "C" (2.0) or higher in a required course may result in probation with conditions or dismissal from the program. The student may request a meeting to discuss these options. A final decision will be made by the core faculty.
b. Failure to achieve a semester (term) or professional cumulative grade point average of 3.0 during any semester will result in the student’s performance being reviewed by the faculty. Possible outcomes of this review include 1) placing the student or continuing the student on academic probation with conditions, 2) remediation of weak areas of content or performance, or 3) dismissal from the department, or 4) alternative action as deemed appropriate by faculty.
c. In any case of probation or dismissal, including probation from the Graduate School, the student will receive written notification of his/her status from the Department and the Dean of the Graduate School. The student has the right of appeal/due process beyond the Department. The appeal is initiated with the Dean of the School of Health Professions.

**Successful Completion of the Program**
As noted previously, there are additional commitments that must be met in order to successfully complete the program. In addition to successful completion of all coursework, all graduate students, **beginning with the class of 2010**, will be required to complete/update the Graduate Student Progress System (GSPS), which is an online activity assessment system. This must be completed on an annual basis in order to advance to the next academic year in the program. The information you provide in the GSPS will be used to monitor student progress, accomplishments such as presentations, and activities involvement such as attending student conclave. This information will also be used to generate reports that are required by the
university. Beginning with the first semester as a graduate student, you will be provided with a template and instructions to guide you in completing the annual report. Updates for successful completion of the GSPS will be provided to you by the Director of Graduate Studies as needed.
3.5 Requests for MU PT students to participate in surveys.

When requests are received from other educational programs in the health professions (student or faculty), the MU PT department is willing to send an email that we have approved to our students that requests their participation in an online or email survey.

As a department, we will not provide class time for students to complete a survey, provide any student email addresses or personal information or ask our students to participate. We will not forward requests except those from educational programs.

The request to students for their participation must include a statement of appropriate institutional review of the project and procedures for consent of participants and protection of privacy.
3.6 ACCESS TO PT STUDENTS BY COMPANIES AND FIRMS

Policy:

There will be no visits, presentations or other communication by companies, vendors or recruiters with students during regularly scheduled class hours, with the exception of educational programming invited by faculty.

Procedures:

- In the case educational programming invited by faculty, presentation content and associated activities will be discussed and agreed upon with the inviting faculty prior to meeting with students.
- Gifts or promotional materials to students from individuals representing potential employers or vendors are not allowed.
- All requests for access or meetings with the class should be referred to the SHP Development Officer.
- Visits or presentations by persons for the purpose of recruitment or marketing must be scheduled through and coordinated by the SHP Development Office.
- Events will not occur in PT Department space.
- Students may be notified of the event but are under no requirement or expectation to attend.
- There are no constraints or reporting requirement for students meeting individually with recruiters or vendors.

Evidence of Compliance:

Reports of noncompliance with this policy will be brought for faculty discussion and action at a regularly scheduled faculty meeting. Discussion and subsequent action will be recorded in faculty minutes.

Location:

Minutes are kept on file in the Department office (hard copy) and electronically at: Passed by unanimous faculty vote, April 15, 2008; format revised with consent March 11, 2001
4.1 Rights and Privileges of Clinical Education Faculty

The University of Missouri-Columbia Department of Physical Therapy’s clinical education faculty members are a valued part of our educational team. The rights and privileges of clinical faculty are:

The clinical faculty has the right to expect:

- academically well prepared students from our program
- ethical and professional behavior from all students, academic faculty and staff
- timely communication with academic faculty: includes requesting of Clinical education materials and guidance with student issues

Furthermore, the clinical faculty has the right to:

- provide input regarding curriculum of our program
- request immediate removal or remove any student from its facility who, in its opinion, is not acting in the best interest of patient care
- make recommendations regarding a student’s completion of affiliation. This includes requesting additional time as needed and suggestions to improve student performance

The rights and privileges associated with being a member of our clinical education faculty are published in our clinical educational manual. This manual is sent to all clinical sites with yearly updates offered.
4.2 Evaluation of Core and Associated Non-Tenure Track Faculty

**Policy:**
Core Non-Tenure Track (NTT) and NTT Associated Faculty will be evaluated yearly.

**Procedure:**

**Core NTT Faculty**
Annual Faculty Review of NTT Faculty will be documented by the following:
- Portfolio for Annual Review (prepared by Faculty receiving review)
- Evaluation by the Chair (prepared by Chair)
- Annual Faculty Plan (prepared jointly by Faculty and Chair)

**Portfolio for Annual Review**
- Each Core NTT Faculty Member will prepare a Portfolio for Annual Review (the portfolio).
- The portfolio will contain evidence of meeting the minimum standards for satisfactory performance for all areas of their appointment.

**Minimum Standards for Satisfactory Performance**
- **Teaching**
  - High quality teaching, that shows evidence of integration of primary research into teaching activities
  - Meets normal course obligations such as holding office hours, grading and returning assignment and tests in a reasonable time period, and following department, school and university regulations and guidelines
  - Promote a positive and professional classroom environment
- **Clinical Care**
  - Service as clinical role models for students and other clinicians
  - Integrate evidence-based practice in their clinical activity
  - Serve as a community resource for defining quality and standards of practice
- **Service**
  - Actively participate in Department, School, or University committees
  - Provide professional service at local, regional or national levels
- **Scholarly Activity**
  - Satisfy minimum core faculty standards as set forth by The Commission on Accreditation in Physical Therapy Education (CAPTE)

Per University guidelines (Collected Rules and Regulations, Performance of NTT Faculty), the performance of core NTT faculty will be evaluated on the primary responsibility of their appointment (either Teaching or Clinical Care) as well as service and professional activities related to that primary responsibility. At no time will decisions regarding hiring, continuation of employment, and evaluation of NTT faculty performance be based on a standard of Scholarly Activity higher than the minimum requirement described by CAPTE.

**Evaluation of Teaching**
- Core faculty will meet with the Director of Graduate Studies to prepare the teaching evaluation portion of the portfolio. This meeting, normally occurring shortly after the end of the spring semester (as soon as the student evaluations have been returned to the department and distributed to the individual faculty members), will consist of a review of the past year’s performance and
production of the instructional goals for the upcoming year. Mid-year reviews and reports may also be requested by the Chair.

- **Teaching evaluation will include:**
  - Notation if instructional goals from previous year were accomplished
  - Summary of student written comments
  - Student numeric feedback (MU form)
  - Grade distribution
  - Faculty summary of course
  - Instructional goals for next offering

**Evaluation of Clinical Care**
- Core faculty members will demonstrate that they have satisfied the minimum standards for satisfactory clinical care. This narrative may include examples of continuing education courses attended/presented, outcome results from care, and letters of support from stakeholders (patients/clients, family, healthcare team members).

**Evaluation of Service**
- Demonstrated by a narrative of service activities performed over the past year

**Evaluation of Scholarly Activity**
- Core faculty will meet with the Director of Scholarly Activity to prepare the scholarly activity portion of the portfolio. This meeting, normally occurring prior to the end of the spring semester, will consist of a review of the past year’s performance and production of the scholarly activity plan for the upcoming year. Mid-year reviews and reports may also be requested by the Chair.

**Evaluation by the Chair and Annual Faculty Plan**
- The Chair will meet yearly with each Core NTT Faculty member to evaluate their portfolio and create an Annual Faculty Plan (AFP).
- The faculty member will sign the Chair’s written evaluation and the jointly produced AFP to acknowledge its receipt and may provide a written response to each document.
- Using the Minimum Standards of Satisfactory Performance outlined previously in this document, the chair will evaluate each section of the appointment (Teaching, Clinical Care, Service, and Scholarly Activity) and assign a rating of “Satisfactory” or “Unsatisfactory”. The Chair will also provide an overall evaluation of “Satisfactory” or “Unsatisfactory”.
- The Annual Faculty Plan (AFP) will include a description of next year’s assignments related to teaching, clinical care, service, and scholarly activity. The AFP will also include specific Faculty Development Plans (FDP) agreed upon between the faculty member and the Chair. The FDP will be designed to address individual as well as program needs.
- If a faculty member receives an overall evaluation of “Unsatisfactory”, the AFP will also serve as a plan of remediation of deficits.
- Faculty members receiving an overall evaluation of “Unsatisfactory” may appeal this evaluation to the Dean of the School of Health Professions.
- Per University guidelines, (Collected Rules and Regulations, Reappointment of NTT Faculty) decisions to reappoint NTT faculty will be made in advance of the appointment end date. NTT faculty who will not receive a reappointment will be informed in writing at least three months in advance of the appointment end date, unless extenuating circumstances exist. Extenuating circumstances include, but are not limited to, fiscal changes that deem it necessary to eliminate a position or an overall evaluation of “Unsatisfactory” based primarily on performance in the areas of “Teaching” or “Clinical Care”.
Associated Faculty (teaching more than 50% of a course):
- Associated Faculty will be evaluated on their teaching only. Faculty teaching courses offered within our department will produce a document evaluating their teaching in the same manner as Core NTT faculty.
- Teaching opportunities will be offered to associated faculty based on the discretion of the Chair.

Evaluation of the Chair and the DCE:
- The Chair and the DCE will be evaluated by either the Tenure or Non-Tenure track policy as appropriate. Both of these positions should have a component of administration and leadership within their evaluation.

Evidence of Compliance:
- Copies of the Portfolio for Annual Review, Evaluation by the Chair, and Annual Faculty Plan will be placed in Chair’s Faculty Personnel File.
- Copies of all documents will be provided to each faculty member.

Passed by unanimous faculty vote: April 8, 2011
### 4.4 Minimum Qualifications for Rank

#### 4.3 Criteria for Appointment to Rank and Standards of Performance at Rank

#### MINIMUM QUALIFICATIONS FOR APPOINTMENT TO RANK

**REV : 1-27-10; REV: 2-3-10; Approved 2-10-10**

<table>
<thead>
<tr>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Doctorate in PT or related field.</td>
<td>1. Doctorate in PT or related field.</td>
<td>1. Doctorate in PT or related field.</td>
</tr>
<tr>
<td>2. Minimum of two years Physical Therapy or related experience.</td>
<td>2. Minimum of four years academic experience at the university or college level</td>
<td>2. Minimum of six years academic experience at university or college level.</td>
</tr>
<tr>
<td>3. Demonstration of scholarship.</td>
<td>3. Demonstration of substantial achievement in the areas of teaching and scholarship, and meaningful service.</td>
<td>3. Demonstration of sustained outstanding achievement in the areas of teaching, scholarship, and service.</td>
</tr>
<tr>
<td>4. Beginning trajectory toward productive program of research.</td>
<td>4. Established substantial program of research.</td>
<td>4. Sustained externally funded program of research.</td>
</tr>
<tr>
<td></td>
<td>5. Demonstrates collegial, supportive interactions with students, staff and faculty.</td>
<td>5. Fosters an environment of collegial, supportive interactions with students, staff and faculty.</td>
</tr>
<tr>
<td></td>
<td>6. Recognized expertise at state and national level</td>
<td>6. Recognized expertise at national and international level</td>
</tr>
</tbody>
</table>
# STANDARDS OF PERFORMANCE AT RANK

**Teaching REV 1-26-10; REV 2-3-10**

<table>
<thead>
<tr>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Instruction reflects knowledge of content areas for Physical Therapy curriculum relevant to teaching assignment.</td>
<td>1. Provides depth and breadth of knowledge in multiple content areas for PT curriculum.</td>
<td>1. Demonstrates mastery of multiple content areas for PT curriculum.</td>
</tr>
<tr>
<td>2. Establishes an environment which promotes learning in didactic and/or clinical setting.</td>
<td>2. Establishes an environment which promotes learning in didactic and/or clinical setting.</td>
<td>2. Establishes an environment which promotes learning in didactic and/or clinical setting.</td>
</tr>
<tr>
<td>3. Demonstrates beginning competence in didactic and/or clinical teaching.</td>
<td>3. Incorporates a variety of teaching technologies into courses.</td>
<td>3. Demonstrates excellence in didactic and/or clinical teaching to students and/or professionals.</td>
</tr>
<tr>
<td>4. Assists students in scholarly projects.</td>
<td>4. Demonstrates expertise in didactic and/or clinical teaching to students and/or professionals.</td>
<td>4. Incorporates a variety of teaching technologies into courses.</td>
</tr>
<tr>
<td>5. Uses evaluation methods appropriate to teaching objectives.</td>
<td>5. Mentors graduate students in scholarship and/or teaching.</td>
<td>5. Mentors graduate students in scholarship and/or teaching.</td>
</tr>
<tr>
<td>6. Collaborates with colleagues to enhance teaching skills.</td>
<td>6. Models professional development for students.</td>
<td>6. Mentors professional development for students.</td>
</tr>
<tr>
<td></td>
<td>7. Uses evaluation methods appropriate to course objectives.</td>
<td>7. Uses evaluation methods appropriate to course objectives.</td>
</tr>
<tr>
<td></td>
<td>8. Demonstrates collegial, supportive interactions with students, staff and faculty.</td>
<td>8. Demonstrates collegial, supportive interactions with students, staff and faculty.</td>
</tr>
<tr>
<td></td>
<td>9. Fosters an environment of collegial, supportive interactions with students, staff and faculty.</td>
<td>9. Fosters an environment of collegial, supportive interactions with students, staff and faculty.</td>
</tr>
</tbody>
</table>
# Standards of Performance at Rank

## Research and Scholarship  
REV: 2-3-10; Approved 2-10-10

<table>
<thead>
<tr>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Actively engages in independent or collaborative research or other scholarly activities.</td>
<td>1. Maintains independent and collaborative focused program of research.</td>
<td>1. Leads a research team,</td>
</tr>
<tr>
<td>2. Demonstrates beginning focused program of research with competitive external funding potential.</td>
<td>2. Demonstrated success in obtaining peer-reviewed external funding.</td>
<td>2. Participates as a senior member of interdisciplinary &amp; translational research teams.</td>
</tr>
<tr>
<td>3. Submits manuscripts to peer-reviewed journals on a regular basis.</td>
<td>3. Sustains a record of peer-reviewed publications, including first-authored, data-based reports.</td>
<td>3. Demonstrates program of research with sustained major competitive external funding.</td>
</tr>
<tr>
<td>4. Establishes a productive record of peer-reviewed publications including a substantial number of first-authored, data-based publications.</td>
<td>4. Presents research findings at regional and national conferences.</td>
<td>4. Makes major contributions to knowledge through a sustained record first-authored or senior-authored, peer-reviewed publications.</td>
</tr>
<tr>
<td>5. Presents research findings at campus and regional levels.</td>
<td>5. Gains national recognition for expertise in research and scholarly work.</td>
<td>5. Translates new knowledge to the fields of physical therapy, rehabilitation, and/or health sciences.</td>
</tr>
<tr>
<td>6. Establishes a productive record of peer-reviewed publications including a substantial number of first-authored, data-based publications.</td>
<td>6. Achieves doctoral-faculty status in the MU Graduate Faculty Senate.</td>
<td>6. Presents research findings at national and international conferences.</td>
</tr>
<tr>
<td>7. Demonstrates collegial, supportive interactions with students, staff and faculty.</td>
<td>7. Demonstrates collegial, supportive interactions with students, staff and faculty.</td>
<td>7. Gains national and international recognition for expertise in research and scholarly work.</td>
</tr>
<tr>
<td>8. Establishes a productive record of peer-reviewed publications including a substantial number of first-authored, data-based publications.</td>
<td>8. Maintains doctoral-faculty status on a continuous basis.</td>
<td>8. Maintains doctoral-faculty status on a continuous basis.</td>
</tr>
<tr>
<td>9. Demonstrates collegial, supportive interactions with students, staff and faculty.</td>
<td>9. Fosters an environment of collegial, supportive interactions with students, staff and faculty.</td>
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</tr>
</tbody>
</table>
# Standards of Performance at Rank

**Service**  
REV: 2-3-10; Approved 2-10-10  

<table>
<thead>
<tr>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participates as a contributing member on at least one PT Department and one SHP committee.</td>
<td>1. Chairs or actively participates in dept. and school committees.</td>
<td>1. Chairs and actively participates in School of HP and/or MU committees.</td>
</tr>
<tr>
<td>2. Participates in professional and/or community organizations.</td>
<td>2. Participates in recruitment of students/faculty.</td>
<td>2. Mentors colleagues in research, teaching, and service roles.</td>
</tr>
<tr>
<td>3. Participates as a contributing member on MU committees.</td>
<td>3. Assumes leadership roles in professional organizations.</td>
<td>3. Participates in initiatives to advance SHP recognition.</td>
</tr>
<tr>
<td>4. Assumes leadership roles in professional organizations.</td>
<td>4. Provides professional service at state and national level.</td>
<td>4. Assumes leadership roles in professional organizations.</td>
</tr>
<tr>
<td>5. Provides professional service at state and national level.</td>
<td></td>
<td>5. Provides professional service at national and international level.</td>
</tr>
</tbody>
</table>

Approved February 10, 2010 by all tenured faculty (Brown, Dannecker, Minor, Sayers) (4 pp.)
4.4 SCHOOL OF HEALTH PROFESSIONS
GUIDELINES FOR PROMOTION OF CLINICAL, TEACHING, AND RESEARCH FACULTY

Preamble

- Guidelines are needed to facilitate the promotion of Non-Tenure-Track faculty (herein referred to as clinical, teaching, and research faculty) and to ensure high quality, innovative scholarship, education, clinical care, and service/administration. Informed and reasoned judgment should be the basis for decisions about promotion. The guidelines for promotion of clinical, teaching, and research faculty members provide general performance descripto...
part, on the performance expectations communicated at the time of appointment by the chair.

- Non-Tenure-Track faculty appointments shall begin at a specified date and terminate at a specified date. Such appointments are usually for a period of one academic year but may be for longer or shorter period, except no single term appointment shall be for a period longer than three years. At the department chairperson's recommendation, faculty members at the Assistant level may receive a two-year contract after three years of satisfactory performance as evidenced by annual written reviews. At the department chairperson's recommendation, faculty members at the Associate and Professor levels may receive three-year contracts. Prior to the stated ending date of their term appointments, NTT faculty members have the same academic protections regarding academic freedom as tenured and tenure track faculty.

- The following titles and descriptions will be used for the purpose of initial appointment for ranked faculty and for consideration for promotion. In making new clinical, teaching, and research faculty appointments, departments should follow the descriptions to determine the category, title, and level of appointments for those qualifying as ranked faculty. New appointments for ranked faculty (new appointments made at a level above Instructor) will be reviewed by the School of Health Profession’s Clinical, Teaching, and Research Faculty Promotion Committee. Appointment of non-ranked faculty (Instructor, Lecturer, Preceptor) will not require Committee review.

- NTT faculty members’ role in faculty governance shall be articulated by the individual campus within the limits of the University of Missouri Collected Rules and Regulations. The goal is to identify ways for the NTT faculty members to have a voice within their campus, college or school and to be involved in faculty governance where appropriate.

**Hiring Practices for Non-Tenure Track Faculty**

- Initial searches for NTT faculty, and clinical instructors, should be conducted on a regional or national basis as appropriate with the involvement of a faculty-based search committee. NTT faculty should be selected using a process somewhat similar to one used for tenure track faculty members with interviews/presentations to division faculty, staff and students, and a full review of candidates’ dossiers. Student feedback is particularly important for all NTT teaching faculty.
- Recommendations for hiring decisions remain under the purview of the department chair or dean.
- Please refer to the SHP Policy Manual for specific hiring guidelines.

**Academic Titles to be used in Promotion of Faculty on the Clinical Track**
Title Definition

“Clinical” is used to designate faculty members whose primary responsibility is the preparation of professional clinicians, the provision of clinical services, and/or teaching in the classroom setting.

I. Clinical Instructor

A. Candidates must possess an entry level professional degree (B.A. degree or higher).

B. Candidates must exhibit clear evidence of experience in clinical teaching and clinical care. Candidates for appointment at the rank of Clinical Instructor are expected to demonstrate competence in clinical care, teaching, and educational development. Continued appointment as a Clinical Instructor is based upon contributions to the clinical and educational goals of the department. Service contributions and modest scholarly contributions will be at the discretion of the departments and will be appropriate to the discipline.

C. Note that a person appointed as clinical instructor is not an NTT faculty member as defined in CRR 310.035, and does not have some of the benefits given to NTT faculty.

II. Clinical Assistant Professor

A. Candidates must possess a master’s degree or higher.

B. Candidates must excel in classroom or clinical teaching and/or in clinical care.

1. Teaching -- Candidates should demonstrate high quality, scholarly teaching in either formal coursework or clinical supervision that reflects currency in knowledge and in teaching methods. They should show evidence of integration of primary research and scholarship into teaching activities. Candidates should serve as role models to students and exhibit innovation in teaching methods to promote learning among students. Candidates will have participated in the development of innovative curricular models or teaching programs.

2. Clinical Care -- Candidates are competent clinicians and clinical role models for students. They should be actively engaged in development of clinical expertise and clinical program development. Candidates should integrate evidence-based practice in
their clinical activity. If their scholarship includes a specific area of clinical care, they should be seen as a resource in the local region for defining quality and standards of practice within that area. Candidates should be highly regarded at the institutional level for clinical competence and sought out for participation in the development of innovation and excellence in clinical programs.

C. **Scholarly Activity** – Scholarly activities may be used to support promotion to Clinical Assistant Professor. Consideration of promotion will be predominantly based on candidates’ performance in teaching or clinical care, however.

D. **Service and Administration** - Candidates should engage in activity that enhances the profession, supports department, school, and university functions, and serves the community. Candidates for promotion will demonstrate evidence of visibility in service to the profession, and will develop an institutional or local reputation in their field. Generally, quantity of service alone does not constitute grounds for promotion; rather, there should be evidence that this service has made a contribution to the field or to the institution.

E. A minimum of three years served as clinical instructor at the university level or three years of clinical practice or a doctoral degree is generally required, but exceptions may be made for faculty members who have performed in an equivalent capacity prior to their academic appointment.

III. **Clinical Associate Professor**

A. Candidates must possess a master’s degree or higher.

B. Candidates must excel in teaching and/or clinical care:

1. **Teaching** -- Candidates must demonstrate exceptional teaching either in formal coursework or in their clinical supervision. They should serve as mentors to students and role models for young faculty who are striving to become master teachers and/or clinicians. Candidates should demonstrate evidence of promoting the professional growth of students. Candidates should possess uniformly excellent reputations as teachers throughout the institution and the region. They should integrate primary research and original work into their teaching, and their performance should reflect current knowledge and teaching methods. Candidates should
lead the development of innovative curricular models or teaching programs that gain recognition at the institutional or regional level.

2. **Clinical Care** -- Candidates should be widely perceived as clinical leaders who serve as role models for students and as resources for other faculty members. They should be actively sought after on an institutional or regional level for their clinical expertise. They should be seen as a resource outside of the local region for defining quality and standards of practice. Candidates should be clearly recognized at the institutional level as leaders within their specific clinical areas, particularly for clinical program development.

C. Scholarly Activity – Scholarly activities may be used to support promotion to Clinical Associate Professor. Consideration of promotion will be predominantly based on candidates’ performance in teaching or clinical care, however.

D. Service and Administration - Candidates should demonstrate leadership in activity that enhances the profession, supports department, school, and university functions, and serves the community. Candidates for promotion will demonstrate evidence of visibility in service to the profession. Candidates should be involved in relevant state, regional and national professional organizations to promote clinical care, education, or scholarship. Generally, quantity of service alone does not constitute grounds for promotion; rather, there should be evidence that the candidate’s leadership has made a substantive contribution to the field or to the institution.

E. A minimum of three years served as a clinical assistant professor or assistant professor at the college level is generally required, but exceptions may be made for faculty members who have performed in equivalent capacity prior to their academic appointment. Typically, promotion to clinical associate professor will be obtained after five years at the clinical assistant professor level or assistant professor level.

IV. Clinical Professor

A. Candidates must possess a doctoral degree.

B. Candidates must excel in teaching or clinical care and be recognized at the national level as an important leader.
1. **Teaching** -- Candidates must demonstrate exceptional teaching either in formal coursework or in clinical supervision that reflects currency in knowledge and teaching methods. They should serve as role models and mentors to young faculty who are striving to become master teachers and/or clinicians. Candidates should possess uniformly excellent reputations as teachers throughout the institution and the region, demonstrated by leadership roles in regional and/or national professional societies. The development of innovative curricular models or teaching programs that have achieved national or international recognition will also be expected.

2. **Clinical Care** -- Candidates should be widely perceived as “master clinicians” who serve as role models for students and other faculty members. They should be actively sought after on an institutional, regional, and national level for their clinical expertise. Candidates should be seen as a resource outside of the local region for defining quality and standards of practice within that area or by receiving referrals and consultations from a broad patient base. Candidates should also be clearly recognized at the institutional level as significant leaders within their specific clinical areas, particularly for creating and nurturing a clinical program known widely for innovation and excellence.

C. **Scholarly Activity** – Scholarly activities may be used to support promotion to Clinical Professor. Consideration of promotion will be predominantly based on candidates’ performance in teaching or clinical care, however.

D. **Service and Administration** - Candidates should engage in nationally visible activity that enhances the profession, supports department, school, and university functions, and activities that affect broad constituencies. Evidence of significant service contributions may include but are not limited to legislative advocacy, standards development, licensure review, and organizational leadership. Administrative leadership may be considered and is reflected but are not limited to activities such as school-wide key roles, leadership of important campus committees, and important roles in national associations. Generally, quantity of service alone does not constitute grounds for promotion; rather, there should be evidence that this service has made a substantive contribution to the field and to the institution.

E. A minimum of three years served as a clinical associate professor at the college level is required. Typically, candidates for promotion to clinical professor will be considered after five years of service at the clinical associate professor level or associate professor level.
Academic Titles to be used in Promotion of Faculty on the Teaching Track

Title Definition

“Teaching” is used to designate faculty members whose primary responsibility is teaching in the classroom setting.

I. Clinical Instructor

A. Candidates must possess an entry level professional degree (B.A. degree or higher).

B. Candidates must exhibit clear evidence of experience in teaching. Candidates for appointment at the rank of Instructor are expected to demonstrate competence in, teaching and educational development. Continued appointment as an Instructor is based upon contributions to the educational goals of the department. Scholarly activities and service contributions will be at the discretion of the departments and will be appropriate to the discipline.

C. Note that a person appointed as clinical instructor is not an NTT faculty member as defined in CRR 310.035, and does not have some of the benefits given to NTT faculty.

II. Teaching Assistant Professor

A. Candidates must possess a master’s degree or higher.

B. Candidates must excel in classroom teaching. Candidates should demonstrate high quality, scholarly teaching that reflects currency in knowledge and in teaching methods. They should show evidence of integration of primary research and scholarship into teaching activities. Candidates should serve as role models to students and exhibit innovation in teaching methods to promote learning among students. Candidates will have participated in the development of innovative curricular models or teaching programs.

C. Scholarly Activity – Scholarly activities may be used to support promotion to Teaching Assistant Professor. Consideration of promotion will be predominantly based on candidates’ performance in teaching, however.
D. Service and Administration—Candidates should engage in activity that enhances the profession, supports department, school, and university functions, and serves the community. Candidates for promotion will demonstrate evidence of visibility in service to the profession, and will develop an institutional or local reputation in their field. Generally, quantity of service alone does not constitute grounds for promotion; rather, there should be evidence that this service has made a contribution to the field or to the institution.

E. A minimum of three years of teaching at the university level or a doctoral degree.

III. Teaching Associate Professor

A. Candidates must possess a master’s degree or higher.

B. Candidates must demonstrate exceptional teaching. They should serve as mentors to students and role models for young faculty who are striving to become master teachers. Candidates should demonstrate evidence of promoting the professional growth of students. Candidates should possess uniformly excellent reputations as teachers throughout the institution and the region. They should integrate primary research and original work into their teaching, and their performance should reflect current knowledge and teaching methods. Candidates should lead the development of innovative curricular models or teaching programs that gain recognition at the institutional or regional level.

C. Scholarly Activity – Scholarly activities may be used to support promotion to Teaching Associate Professor. Consideration of promotion will be predominantly based on candidates’ performance in teaching, however.

D. Service and Administration - Candidates should demonstrate leadership in activity that enhances the profession, supports department, school, and university functions, and serves the community. Candidates for promotion will demonstrate evidence of visibility in service to the profession. Candidates should be involved in relevant state, regional and national professional organizations to promote teaching, education, or scholarship. Generally, quantity of service alone does not constitute grounds for promotion; rather, there should be evidence that the candidate’s leadership has made a substantive contribution to the field or to the institution.

E. A minimum of three years served as a teaching assistant professor or assistant professor at the college level is generally required, but exceptions may be made for faculty
members who have performed in equivalent capacity prior to their academic appointment. Typically, promotion to teaching associate professor will be considered after five years at the teaching assistant professor rank or assistant professor rank.

IV. Teaching Professor

A. Candidates must possess a doctoral degree.

B. Candidates must excel in teaching and be recognized at the national level as an important leader. Candidates must demonstrate exceptional teaching that reflects currency in knowledge and teaching methods. They should serve as role models and mentors to young faculty who are striving to become master teachers and/or clinicians. Candidates should possess uniformly excellent reputations as teachers throughout the institution and the region, demonstrated by leadership roles in regional and/or national professional societies. The development of innovative curricular models or teaching programs that have achieved national or international recognition will also be expected.

C. Scholarly Activity – Scholarly activities may be used to support promotion to Teaching Professor. Consideration of promotion will be predominantly based on candidates’ performance in teaching, however.

D. Service and Administration - Candidates should engage in nationally visible activity that enhances the profession, supports department, school, and university functions, and activities that affect broad constituencies. Evidence of significant service contributions may include but are not limited to legislative advocacy, standards development, licensure review, and organizational leadership. Administrative leadership may be considered and is reflected but are not limited to activities such as school-wide key roles, leadership of important campus committees, and important roles in national associations. Generally, quantity of service alone does not constitute grounds for promotion; rather, there should be evidence that this service has made a substantive contribution to the field and to the institution.

E. A minimum of three years served as a teaching associate professor at the college level is required. Typically, promotion to teaching professor will be considered after five years at the teaching associate professor rank or associate professor rank.
Academic Titles to be used in Promotion of Faculty on the Research Track

Title Definition

“Research” is used to designate faculty whose primary responsibilities are to engage in research and similar scholarly activities.

I. Research Assistant Professor

A. Candidates must possess a Master’s degree or higher.

B. Candidates must excel in scholarly activity. Scholarship can be evidenced by publications and/or presentations at the national or international level. Presentations and publications can be but are not limited to reviews, analytic studies, clinical case studies, standards of care, innovative teaching method tools, or basic or translational research results. Textbook chapters, development of training materials and faculty development activities will be considered. Serving as a reviewer for textbooks or journals is evidence of scholarship. Candidates will show evidence of promoting student participation in research and/or other scholarly activities.

C. Teaching and Clinical Activity – Teaching and clinical activities may be used to support promotion to Research Assistant Professor. Consideration of promotion will be predominantly based on candidates’ performance in scholarship, however.

D. Service and Administration -- Candidates should engage in activity that enhances the profession, supports departmental, school, and university functions, and serves the community. Candidates for promotion will demonstrate evidence of visibility in service to the profession, and will develop a state or regional reputation in their field. Generally, quantity of service alone does not constitute grounds for promotion; rather, there should be evidence that this service has made a substantive contribution to the field or to the institution.

E. A minimum of three years of scholarly activity as a faculty member at the university level or a doctoral degree is required.

II. Research Associate Professor
A. Candidates must possess a doctoral degree or the relevant terminal research degree for their field.

B. Candidates must excel in scholarly activity. Scholarship can be evidenced by publications and/or presentations. Publications and presentations at the national or international level can be but are not limited to basic or translational research results, reviews, analytic studies, clinical case studies, standards of care, or innovative teaching tools. Textbook chapters, development of teaching materials and faculty development activities will be considered. Developing and participating in internally and externally funded projects will be given strong consideration. Serving as a reviewer for major textbooks or significant journals is evidence of scholarship. Candidates should show evidence of contributing to research education at the graduate level by serving on masters’ and doctoral students’ thesis committees.

C. Teaching and Clinical Activity. Teaching and clinical activities may be used to support promotion to Research Associate Professor. Consideration of promotion will be predominantly based on candidates’ performance in scholarship, however.

D. Service and Administration. Candidates should demonstrate leadership in activity that enhances the profession, supports department, school, and university functions, and serves the community. Candidates for promotion will demonstrate evidence of visibility in service to the profession, and will demonstrate an emerging national reputation in their field. Candidates may be involved in relevant state, regional and national professional organizations to promote scholarship, clinical care, and education. Candidates may provide service by serving as a reviewer for peer-reviewed journals. Generally, quantity of service alone does not constitute grounds for promotion; rather, there should be evidence that the candidates’ leadership has made a substantive contribution to the field or the institution.

E. A minimum of three years served as a research assistant professor at the university level is generally required, but exceptions may be made for faculty members who have performed in equivalent capacity prior to their academic appointment. Typically, promotion to research associate professor will be considered after five years at the research assistant professor rank.

III. **Research Professor**

A. Candidates must possess a doctoral degree.
B. Candidates must excel in scholarly activity. Candidates should have established a national or international reputation. Scholarship at the level of a professor can be evidenced by presentations and publications. Publications can be basic or translational research results, reviews, analytic studies, clinical case studies, standards of care, or innovative teaching tools. Textbook chapters, development of teaching material and faculty development activities will be considered. Development of, and participation in, intramural and extramural funding at a significant level will be given strong consideration. Serving as an editor of a major book(s) or as an editor or member of an editorial board of a significant journal is evidence of scholarship at this level. Active participation in national organizations may be evidence of national leadership. Candidates should show evidence of contributing to research education at the graduate level by serving on masters’ and doctoral students’ thesis committees.

C. Teaching and Clinical Activity – Teaching and clinical activities may be used to support promotion to Research Professor. Consideration of promotion will be predominantly based on candidates’ performance in scholarship, however.

D. Service and Administration. Candidates should engage in nationally visible activity that enhances the profession, supports department, school, and university functions, and activities that affect broad constituencies. Evidence of significant service contributions may include, but are not limited to serving as an editor or on an editorial review board of a peer-reviewed journal, legislative advocacy, standards development, licensure review, and organizational leadership. Administrative leadership may be reflected but is not limited to activities such as school-wide key roles, leadership of important campus committees, and strong roles in national associations. Generally, quantity of service alone does not constitute grounds for promotion; rather, there should be evidence that this service has made a substantive contribution to the field and to the institution.

E. A minimum of three years served as a research associate professor or associate professor at the university level is required. Typically, promotion to research professor will be considered after five years at the research associate professor rank.
**Procedure for Review of Clinical and Research Track Faculty Dossiers**

**Rationale**
The School of Health Professions and each of its departments must maintain high standards in recruiting and promoting non-regular faculty members. Following the *System-Wide Perspectives on Appointment, Promotion, and Tenure: Oct. 29, 1984*, "Because of the wide diversity within the university, it is recognized that there must be some variation among units in the development of specific criteria for judging the merits of individual faculty. However, variation in criteria must not translate into variation in standards."

Advancement is not an entitlement, but recognition of excellence. Clinical and Research track faculty members are to be evaluated in accordance with responsibilities specified in their letter of appointment and annual reviews. Clinical and Research track faculty members within the School of Health Professions represent diverse disciplines and have a diverse set of responsibilities. Each faculty member should be informed in writing of his/her responsibilities prior to appointment in a department in the School of Health Professions. The decision on a promotion application of a NTT academic appointment carries an automatic salary increase provided by the Provost’s office.

**Review Process**
**Committee on Review.** Each non-regular faculty member who desires to be considered for promotion will compile a dossier that must be submitted by **September 30** of the academic year in which he/she wishes to be reviewed. The dossier will first be considered by a Committee on Review (COR). The candidate may nominate two faculty members to serve on the COR. The department chair will appoint three qualified faculty members to serve; at least one of these should be selected from those suggested by the candidate. All members of the COR shall be individuals who are qualified to review the candidate’s activities, contributions, and progress. All members of the COR shall be at the promotable level or above in rank to the candidate. For example, a clinical assistant professor applying for promotion may have clinical associate professors, associate professors, clinical full professors, or full professors serving on the COR. The three members shall include at least one tenure-track faculty member and at least one clinical, teaching, or research track faculty member. The third member may be either a tenure-track faculty member or a clinical/teaching/research track faculty member.

In departments with sufficient faculty to provide appropriate guidance and evaluative judgments of merit, the COR may be conducted by a committee formed from within the candidate's department. However, external members from outside the department may be selected as needed. For candidates whose departments do not include sufficient numbers of senior faculty, the COR may consist of members that
are drawn primarily from other departments within the School of Health Professions or may include members from other university departments or divisions.

The COR shall review all materials provided by the candidate. This committee may solicit whatever additional information its members deem appropriate, from within and outside the university, to evaluate the candidate in the areas of teaching, research/scholarly activity, clinical teaching and practice, and service/administration. The members of the COR will collectively write an integrative report designed to review scope and significance of clinical practice, research, teaching, and service/administration. The individual comments of all reviewers and other individuals who provide input to the COR shall be kept confidential. The report shall be submitted to the department chair by November 15.

**Departmental Chairperson**

The candidate’s Department Chair will compose a letter summarizing the content of the COR’s report and adding his/her own independent assessment. The letter should include the recommendations regarding promotion or non-promotion; these recommendations should be forwarded to School of Health Profession’s Clinical and Research Faculty Promotion Committee by December 31.

**Clinical and Research Faculty Promotion Committee**

All materials will be forwarded to the School of Health Profession’s Clinical and Research Faculty Promotion Committee. This committee will be comprised of five members including at least two clinical, teaching, and/or research faculty members at or above the promotion level and at least one tenure-track faculty member. In addition, the Dean will assign an ex-officio member to this committee. Ideally, terms of appointment will be three years with approximately 60 percent of the committee being retained each year to maintain continuity. The School of Health Profession’s Clinical and Research Faculty Promotion Committee may solicit additional information and offer the candidate suggestions for clarification, supplementation, or organization of the dossier as necessary to enable formulation of an evaluative summary of the candidate's qualifications for promotion.

Any committee member who is under consideration for promotion or who has a personal conflict of interest in the process will be absent during the Committee’s deliberations and will not vote on the relevant promotion. All other members of the Committee shall vote on the candidate. The Committee Chair, in consultation with other members of the Committee, shall decide on what constitutes a conflict of interest. The tally of votes on personnel actions will be documented in the Committee's letter to the Dean. The Clinical and Research Faculty Promotion Committee will submit all materials, including its summary evaluation and a recommendation for/against promotion to the Dean by February 15.

**Dean of School of Health Professions**
The Dean shall review all recommendations and may consult with members of his/her faculty individually or in a group and may confer with others. The Dean should solicit whatever additional information is deemed appropriate for making an independent evaluation and recommendation. The Dean shall then forward all recommendations to the Provost of the University for a final decision by **March 15**.

**Reconsideration Process**
Candidates will be notified within five business days of the decision taken at each level of the review process and of the explanation for a negative decision. Candidates have the right to request reconsideration of a negative decision. Within five business days from his/her receipt of notification of the negative decision, a candidate must notify the person in charge (chair, committee chair, or dean) at the level of the negative decision of his/her intent to request reconsideration. The candidate must submit a written document setting forth the basis for reconsideration within ten business days from receipt of notification of the decision for which reconsideration is requested.

The School of Health Professions committee or individual administrator whose decision is under appeal should respond to the candidate's appeal within ten business days. The candidate must be available and accessible for a reasonable amount of time during this period to respond to questions or requests for information.

Regardless of the ruling at any level, the candidate's dossier will continue to be reviewed at all designated levels (e.g., department, school, Provost as applicable) unless the candidate withdraws his/her dossier from the process. A candidate may withdraw his/her dossier from the process at any point.

Any further appeals are governed by relevant campus and university policy.
Items for Inclusion in Promotion Dossiers for Clinical and Research Track Faculty

The School of Health Professions follows the “Promotion Procedures for Ranked Non-Regular Faculty” found at: http://provost.missouri.edu/faculty/tenure_nonregular.html.

When preparing your dossier, please follow the content outline carefully.

Note: The School of Health Professions does not require external letters of review, but recommends that peer review letters be obtained by the candidates.

The following are guidelines for Summaries of Accomplishments. Candidates are unlikely to have participated in all of the listed activities and should present only those that are applicable.

Clinical Track – Teaching

- Statement of teaching philosophy
- Summary of teaching responsibilities reviewed historically, including any especially noteworthy accomplishments, awards and honors
- Summary of student and peer teaching evaluations (no more than 4 peer evaluation letters)
- Statement of what the candidate has contributed to the department in teaching/education (new courses, mentoring, teaching innovations, etc.)
- Summary and evaluation of advising activities (undergraduate advising, graduate advising, thesis/dissertation direction, etc.)
- Involvement in campus-wide teaching initiatives (Campus Writing Program, General Education Program, Honors College, FIGS, Residential Learning Communities, Wakonse, First-Year Experience, etc.) and the use of technology in the delivery of instruction
- Number of related external activities (number of workshops, presentations, newsletters, etc.)
- Detailed evidence of the quality of external activities, including any awards or honors
- Description of candidate’s national/international work, including teaching, research, lecturing, technical assistance, and program development

Clinical Track – Clinical Care

- Statement of Clinical Philosophy
- Summary of clinical responsibilities reviewed historically, including any especially noteworthy accomplishments, awards and honors
- Summary of student and peer clinical evaluations (no more than 4 student/peer evaluation letters)
• Summary of what the candidate has contributed to the department clinically (new services, new
techniques of innovations, standards of care, program development, mentoring, etc.)
• Summary and evaluation of professional training activities (practica students, interns, pre- and
post-doctoral fellows, etc.)
• Involvement in local or regional clinical initiatives (professional workshops, etc.)
• Number of related external activities (number of workshops, presentations, newsletters, etc.)
• Detailed evidence of the quality of external activities, including professional consultations, awards,
or honors
• Description of candidate’s national and/or international work, including teaching, research,
lecturing, technical assistance, and program development

Research Track

• Statement of research/scholarly responsibilities reviewed historically, including any especially
noteworthy accomplishments, awards and honors
• Summary of student and peer evaluations (no more than 4 peer evaluation letters)
• Statement of what the candidate has contributed to the department in research and scholarship:
  o Information on scholarly works
  o Lists of titles of books with percent contribution to joint-authored works
  o List of refereed journal articles with percent contribution to joint-authored works
  o Other publications, including abstracts and proceedings
  o Comments with respect to quality of publications, creative works, including any major
awards and honors, general comments about disciplinary standards (basic vs. applied
research, journal articles vs. case reports)
  o Statements of quality of journals in which the candidate has published
  o Institutional support (e.g. start-up funds, released time, internal grants)
  o Comments concerning nature of research within the discipline. (For example, it is typical
for people in the discipline to list the major author first or last?)
  o Proper expectations for external funding
  o Detail on grants such as total funding, number of years, salary coverage, and whether
graduate students are paid from a grant
• Summary and evaluation of mentoring activities (undergraduate and graduate mentoring, thesis
committees, etc.)
• Involvement in campus-wide research initiatives (grant-writing workshops, multidivisional research
programs, etc.)
• Number of related external activities (number of workshops, presentations, newsletters, etc.)
• Detailed evidence of the quality of external activities, including any awards or honors
• Description of candidate’s national/international work, including teaching, research, lecturing,
technical assistance, and program development

Service/Administration

• Summary of the amount and quality of service contributions
• Participation in meetings of state, regional, and national associations. This should include a listing
of scholarly participation, offices held, editorial and refereeing responsibilities, and major
presentations.

Approved by Unanimous SHP Faculty Electronic Vote: 4-27-2011
4.5 Pre-Tenure Review of Tenure Track Faculty

Policy:

Tenure track faculty will be evaluated yearly.

Procedure:

Pre-Tenure Review: Years 1, 2, 4, and 5

Pre-tenure annual review of Tenure Track Faculty (Faculty) will be documented by the following:

- Department Portfolio for Annual Review (prepared by Faculty)
- Evaluation by the Chair (prepared by Chair)
- Evaluation by the Department Committee on Review of Tenure Track Faculty (DCOR)
  - Members will include all tenured faculty in the department, excluding the chair
- Annual Faculty Plan (prepared jointly by Faculty and Chair)

Department Portfolio for Annual Review

- Each faculty member will prepare a Department Portfolio for Annual Review (the portfolio).
- The portfolio will contain evidence of making progress towards satisfaction of the Department of Physical Therapy Criteria for Appointment to Rank and Standards of Performance at Rank (for Associate Professor) for areas of 1. Teaching, 2. Service, and 3. Scholarly Activity.

Evaluation of Teaching

- Faculty will meet with the Director of Graduate Studies to prepare the teaching evaluation portion of the portfolio. This meeting, normally occurring shortly after the end of the spring semester (as soon as the student evaluations have been returned to the department and distributed to the individual faculty members), will consist of a review of the past year’s performance and production of the instructional goals for the upcoming year. Mid-year reviews and reports may also be requested by the Chair
  - Teaching evaluation will include:
    - Notation if instruction goals from previous year were accomplished
    - Summary of student written comments
    - Student numeric feedback (MU form)
    - Grade distribution
    - Faculty summary of course
    - Instructional goals for next offering
Evaluation of Service

- Demonstrated by a narrative of service activities performed over the past year

Evaluation of Scholarly Activity

- Core faculty will meet with the Director of Scholarly Activity to prepare the scholarly activity portion of the portfolio. This meeting, normally occurring prior to the end of the spring semester, will consist of a review of the past year’s performance and production of scholarly activity goals for the upcoming year. Mid-year reviews and reports may also be requested by the Chair.

Annual Evaluation and Annual Faculty Plan

- The Department Portfolio for Annual Review will be evaluated annually by the Chair and the DCOR.
- The DCOR will compose a letter evaluating the progress toward satisfaction of the Standards of Performance at Rank (Associate Professor). This letter will evaluate the appointment areas of Teaching, Service, and Scholarly Activity and also contain specific suggestions for further professional development in each area.
- The DCOR evaluation will then be forwarded to the Chair who will perform a similar evaluation. The evaluation by the chair will include a rating of “Satisfactory” or “Unsatisfactory” performance for each area of appointment as well as a rating of “Satisfactory” or “Unsatisfactory” for overall performance.
- The Chair will meet with the faculty member to review the evaluations and to construct an Annual Faculty Plan (AFP).
- The Annual Faculty Plan (AFP) will include a description of next year’s assignments related to teaching, clinical care, service, and scholarly activity. The AFP will also include specific Faculty Development Plans (FDP) agreed upon between the faculty member and the Chair. The FDP will be designed to address individual as well as program needs.
- The faculty member will sign both the DCOR and the Chair’s written evaluation and the jointly produced AFP to acknowledge its receipt and may provide a written response to each document.
- Faculty members receiving an overall evaluation of “Unsatisfactory” from the Chair may appeal this evaluation to the Dean of the School of Health Professions.
- Faculty who will not receive a reappointment will be informed per University guidelines (Collected Rules and Regulations, Procedures for Review of Faculty Performance). Only in rare instances will a pre-tenured, tenure-track faculty member not be offered reappointment prior to their 3rd year review. These instances will include, but not be limited to, violation of professional responsibility (see Collected Rules and Regulations, Faculty Bylaws of the University of Missouri-Columbia, Procedures Governing the Disposition of Charges of Faculty Irresponsibility).
- The Faculty member will receive copies of the AFP, the DCOR and Chair’s evaluations.

3rd Year Review:
• Faculty members will receive a more thorough review during their 3rd year of service toward tenure. See SHP Policy for Mid-Probationary Review.

Application for Tenure:
• Faculty member should consult School of Health Professions and University of Missouri guidelines for requirement for applying for tenure.

Post-Tenure Review:
• See Department Policy on Post-Tenure Review

Evaluation of the Chair and the DCE:
• The Chair and the DCE will be evaluated by either the Tenure or Non-Tenure track policy as appropriate. Both of these positions should have a component of administration and leadership within their evaluation.

Evidence of Compliance:
• Copies of all evaluation documents will be kept in Chair’s Faculty Personnel File.
• Copies of all documents will be provided to each faculty member.

APPROVED by an electronic vote of the majority of the tenured faculty within the PT Department on April 4, 2011
4.6 Post-Tenure Review

Policy:
Tenured faculty will be reviewed annually with additional review at five year intervals.

Procedure:
The Department of Physical Therapy view post-tenure review as an important process to ensure the continuation of professional performance and accountability. The following represent our Department’s post-tenure review standards and procedures. We have achieved consensus on the following attributes, minimum standards, and procedures for our Department:

1. Post-tenure review should be conducted by the Department Chair.

2. A signed annual report describing the Faculty Member’s activities in teaching, scholarly activity, and service will be reviewed by the Chair. Post-tenure evaluations should be based upon these annual performance evaluations.

3. At five-year intervals, the Chair will evaluate the Faculty Member’s performance as “satisfactory” or “unsatisfactory” using the Minimum Standards for Satisfactory Performance of Tenured Faculty* developed by tenured faculty in the Department of Physical Therapy.

4. Satisfactory annual performance evaluations should result in a satisfactory five-year post-tenure evaluation. An unsatisfactory five-year post-tenure evaluation would occur only when preceded by several unsatisfactory annual evaluations during the preceding five years.

Minimum Standards for Satisfactory Performance of Tenured Faculty*

Satisfactory Teaching Performance
Faculty members must demonstrate evidence of competence in teaching which may include, but is not limited to:

- High quality, scholarly teaching, that shows evidence of integration of primary research into teaching activities
- Meeting normal course obligations such as holding office hours, grading and returning assignment and tests in a reasonable time period, and following department, school and university regulations and guidelines
- Promoting a positive and professional classroom environment

Satisfactory Performance of Scholarly Activity
Faculty members must demonstrate evidence of scholarly activity which may include, but is not limited to:
Maintaining a collaborative focused program of research
- Submitting applications for funding
- Submission and publication of original research in peer-reviewed scholarly journals
- Presentation of research at regional and national conferences

Satisfactory Service Performance
Faculty members must make positive contributions to the Department, School, University, and their profession. Satisfactory service performance may include, but is not limited to:

- Actively participating in Department, School, or University committees
- Providing professional service at regional and/or national levels
- Mentoring colleagues in teaching, research, and service roles

Post-Tenure Review will consist of evaluation of: 1) an Annual Review conducted in each of the five years after the tenure decision, or five years after the most recent promotion in rank, whichever is later, and 2) a Five-Year Review conducted five years after the tenure decision, or five years after the most recent promotion in rank, whichever is later. The following will describe the process involved in both the Annual Review and Five-Year Review.

I. Annual Review

Procedure:
Annual Review of Tenured Faculty will be documented by the following:
- Portfolio for Annual Review (prepared by faculty receiving review)
- Evaluation by the Chair (prepared by Chair)
- Annual Faculty Plan (prepared jointly by faculty and Chair)

Portfolio for Annual Review
- Each Tenured Faculty Member will prepare a Portfolio for Annual Review (the portfolio).
- The portfolio will contain evidence of meeting the Minimum Standards for Satisfactory Performance of Tenure Faculty in each of the areas of teaching, scholarly activity, and service.
Directions for Preparation of Portfolio for Annual Review

**Evaluation of Teaching**

- Tenured Faculty Members will meet with the Director of Graduate Studies to prepare the teaching evaluation portion of the portfolio. This meeting, normally occurring shortly after the end of the spring semester (as soon as the student evaluations have been returned to the department and distributed to the individual faculty members), will consist of a review of the past year’s performance and production of the instructional goals for the upcoming year. Mid-year reviews and reports may also be requested by the Chair.
  - Teaching evaluation will include:
    - Notation if instructional goals from previous year were accomplished
    - Summary of student written comments
    - Student numeric feedback (MU form)
    - Grade distribution
    - Faculty summary of course
    - Instructional goals for next offering

**Evaluation of Scholarly Activity**

- Tenured Faculty Members will meet with the Director of Scholarly Activity to prepare the scholarly activity portion of the portfolio. This meeting, normally occurring prior to the end of the spring semester, will consist of a review of the past year’s performance and production of the scholarly activity plan for the upcoming year. Mid-year reviews and reports may also be requested by the Chair.
  - Evaluation of scholarly activity will utilize the appropriate accrediting format

**Evaluation of Service**

- Service portion of the portfolio will be documented by a narrative of service activities performed over the past year

**Evaluation by the Chair and Annual Faculty Plan**

- The Chair will meet yearly with each Faculty Member to evaluate their Portfolio for Annual Review and create an Annual Faculty Plan (AFP).
  - The faculty member will sign the Chair’s written evaluation and AFP to acknowledge its receipt and may provide a written response.
  - The Annual Faculty Plan (AFP) will include a description of next year’s assignments related to teaching, clinical care, service, and scholarly activity. The AFP will also include specific Faculty Development Plans (FDP) agreed upon between the faculty member and the Chair. The FDP will be designed to address individual as well as program needs.
Using the Minimum Standards of Satisfactory Performance of Tenured Faculty outlined previously in this document, the Chair will evaluate each section of the appointment (Teaching, Scholarly Activity, and Service) and assign a rating of “Satisfactory” or “Unsatisfactory”. The Chair will also provide an overall evaluation of “Satisfactory” or “Unsatisfactory”.

If a Faculty Member receives an overall evaluation of “Unsatisfactory”, the AFP will also serve as a plan of remediation of deficits.

Faculty Members receiving an overall evaluation of “Unsatisfactory” may appeal this evaluation to the Dean of the School of Health Professions. Because the Annual Review is not used to make decisions on tenure, the appeal process for the Annual Review will not involve the SHP Committee on Promotion and Tenure. The written appeal may include additional information that the Faculty Member wishes the Dean to consider.

The Dean shall evaluate the Faculty Member using the criteria set forth in the Physical Therapy Department Minimum Standards for Satisfactory Performance of Tenured Faculty. The Dean will also consider any information the Faculty Member may have provided in an appeal.

If the Faculty Member receives an overall performance evaluation of satisfactory in the Annual Review by the Dean of the School of Health Professions, the Annual Review process is complete. The Faculty Member’s overall performance evaluation will be noted as “satisfactory” in his/her permanent file. If performance is evaluated as unsatisfactory, a written explanation of the basis for this judgment shall be included in the statement. The Faculty Member will sign the evaluation to acknowledge its receipt.

The Faculty member and Chair will sign the Dean’s evaluation to acknowledge its receipt.

If the Faculty Member is dissatisfied with the outcome of the appeal process, he/she may prepare a written rebuttal to be included in their personnel file.

II. Five-Year Review of Tenured Faculty

Procedure:

Faculty Preparation of Materials
At five-year intervals, each tenured Faculty Member will submit to the Chair a Five-Year Review Dossier.

This Five-Year Review Dossier will contain three sections:
Section I:
  o A current Curriculum Vitae

Section II:
  o Compilation of last five Annual Faculty Reviews. Each Annual Faculty Review will include the yearly Portfolio for Annual Review, the Evaluation by the Chair, the Annual Faculty Plan, documentations of appeal, and any faculty written commentary.

Section III:
  o A brief narrative overview of the Faculty Member’s activities in the prior five years in the areas of teaching, scholarly activity, and service

Review Process
  ● The first five-year review will be conducted five years after the tenure decision, or five years after the most recent promotion in rank, whichever is later. Faculty hired with tenure will be evaluated five years after they are hired.

  ● Based on the five-year report, the Chair will evaluate the Faculty Member’s overall performance as “Satisfactory” or “Unsatisfactory”. Evaluation will be made according to the criteria described in Minimum Standards for Satisfactory Performance of Tenured Faculty and results of the Annual Reviews of the preceding five years.

  ● If the Faculty Member receives an overall performance evaluation of satisfactory in the five-year review by the Chair, the five-year review process is completed. If performance is evaluated as unsatisfactory, a written explanation of the basis for this judgment shall be included in the statement. The Faculty Member will sign the evaluation to acknowledge its receipt.

  ● If the Faculty Member is dissatisfied with the outcome of the evaluation by the Chair, he/she may appeal the decision to the School of Health Professions Committee for Promotion and Tenure (the Committee) in writing. The written appeal may include additional information that the Faculty Member wishes the committee to consider. The Committee shall evaluate the Faculty Member using the criteria set forth in the Physical Therapy Department Minimum Standards for Satisfactory Performance of Tenured Faculty. The Committee will also consider any information the Faculty Member may have provided in an appeal.

  ● If the Faculty Member receives an overall performance evaluation of satisfactory in the five-year review by the Committee, the five-year review process is complete. The Faculty Member’s overall performance evaluation will be noted as “satisfactory” in his/her permanent file. If performance is evaluated as unsatisfactory, a written explanation of the basis for this judgment shall be included in the statement. The Faculty Member will sign the evaluation to acknowledge its receipt.

  ● If the Faculty Member is dissatisfied with the outcome of the evaluation by the Committee, he/she may appeal the decision to the Dean of the School of Health
Professions in writing. The written appeal may include additional information that the Faculty Member wishes the Dean to consider. The Dean shall evaluate the Faculty Member using the criteria set forth in the Physical Therapy Department Minimum Standards for Satisfactory Performance of Tenured Faculty. The Dean will also consider any information the Faculty Member may have provided in an appeal.

- If the Faculty Member receives an overall performance evaluation of satisfactory in the five-year review by the Dean of the School of Health Professions, the five-year review process is complete. The Faculty Member’s overall performance evaluation, as shown in his/her permanent file, will be adjusted to a satisfactory rating. If performance is evaluated as unsatisfactory, a written explanation of the basis for this judgment shall be included in the statement. The Faculty Member will sign the evaluation to acknowledge its receipt.

**Formulation of Development Plan and Assessment of Progress**

- If the Chair, Committee and Dean of the School of Health Professions consider the performance of the Faculty Member to be unsatisfactory, a plan for professional development will be outlined on the AFP. The professional development plan will be formed by the Faculty Member and Chair and will have clear and attainable objectives. This plan may include a reallocation of the Faculty Member's effort and a commitment of institutional resources. The plan will be signed by the Faculty Member and Chair. The development phase will begin when the necessary resources as described in the development plan are provided.

- The Faculty Member who has received an overall unsatisfactory five-year evaluation by the Chair, the Committee, and the Dean may not appeal the process of forming a professional development plan. If the Faculty Member is not satisfied with the plan that has been developed, he/she may appeal to the next administrative level for help in the formulation of an acceptable development plan.

- The Faculty Member with a plan for professional development will submit an annual progress report to the Chair for three successive years after the plan has been initiated. The Chair will review the report and provide a written annual evaluation on the progress of the Faculty Member toward the objectives stated in the development plan. The Faculty Member will sign the evaluation to acknowledge its receipt. If the Chair finds satisfactory progress for any two of the three years, then the process will cease and the Faculty Member will begin a new five-year cycle.

- If the Chair does not find satisfactory progress in at least two of the three years of the development plan, the Chair will provide the annual reports and evaluations to the Committee. If the Committee finds satisfactory progress in two of the three years of the development plan, the process ceases and the Faculty Member will begin a new five-year cycle.
● If both the Chair and the Committee do not find satisfactory progress in at least two of the three years of the development plan, the Chair will provide annual reports and evaluations to the Dean of the School of Health Professions. If the Dean finds satisfactory progress in two or more of the three years of the development plan, the process ceases and the Faculty Member will begin a new five-year cycle.

● If the Chair, the Committee, and the Dean do not find satisfactory progress in at least two of the three years, then the five-year evaluations plus the three years of progress reports and evaluations by the Chair on the development plan will be forwarded to the campus committee on Tenure and Promotion and to the Provost or Vice Chancellor for Academic Affairs. Each will review the reports and will recommend separately to the Chancellor that: 1) an additional two-year development plan be written and implemented in consultation with the Faculty Member and the originating departmental committee, or 2) the Faculty Member be considered for dismissal for cause proceedings (see University Collected Rules and Regulations section 3. Dismissal for Cause).

● Any Faculty Member may request participation in a formal professional development plan after two or more consecutive unsatisfactory annual evaluations. In addition, the Chair will strongly encourage faculty who have had three consecutive unsatisfactory annual evaluations to participate in a professional development plan.

**Evaluation of the Chair and the DCE:**

● The Chair and the DCE will be evaluated by either the Tenure or Non-Tenure track policy as appropriate. Both of these positions should have a component of administration and leadership within their evaluation.

**Evidence of Compliance:**

● The following will be placed in Chair’s Faculty Member Personnel File
  ○ Portfolio for Annual Review
  ○ All evaluations (e.g. from Chair/Other Administrators, Committees, etc)
  ○ Additional Faculty statements
  ○ Annual Faculty Plan

● Copies of all documents will be provided to each faculty member.

*This post-tenure review document, including both the Minimum Standards for Satisfactory Performance of Tenured Faculty, and the Performance Review Procedures, was approved by the tenured faculty of the Department of Physical Therapy on 1-18-2011.*
Each faculty member will be assigned advisees from each incoming class of physical therapy students. It is expected that each faculty member will contact each incoming student verbally or in writing within four weeks of the start of the first fall semester and initiate a visit with the student shortly after mid-term in the first year.

If the advisee has academic or social difficulties at any time during the program, it is the responsibility of the advisor to initiate a meeting with the student and determine what type of assistance may be needed. It is expected that the advisor know the academic standing of each advisee.
4.8 ADMINISTRATION OF FINANCIAL RESOURCES

The Chair is responsible for allocation of department funds and can alter line items to best fit the needs of the department. Each year, the Chair (with assistance from the Department Fiscal Officer) presents the budget to the Dean and the Schools Fiscal office. This process insures accuracy of the budget and that a balanced budget has been produced.

Short and long term planning takes place within the department and includes input from all core faculty (strategic planning sessions, regular faculty meetings, semester and year end department retreats).

Passed by unanimous faculty vote, 5-17-11