

## **Notes:**

We have 3 manuals in our department:

- Student handbook (maintained by Director of Academic Affairs)
- Clinical Education (maintained by the Director of clinical education)
- Faculty policy and procedure (maintained by Chair)

When naming the P & P manual, name it version 1,2,3, etc and the date on which it was modified. This allows us to keep them in order more easily.

# 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 (or longer by mutual consent of the faculty member, the committee and the Department Chair). 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

***End of Charge.***

Approved 1-27-10

## 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 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, but schedule may be altered as deemed necessary by committee chair. 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; edited for clarity on 1-27-14 (from “ranked core” to “core”).

## 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 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 Research

indicating the departmental decision and how the applicant meets departmental criteria, and a current curriculum vitae.

## 2. Appeal Process.

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

## **1.5 Executive Committee**

The Executive Committee is a Chair advisory group with no policy making authority. This committee will review certain policies and make recommendations to full faculty.

The committee is made up of:

- Director of Admissions and Academic Affairs
- Director of Clinical Education
- Director of Graduate Studies
- Director of Scholarly Activity
- Director of Student Activities

## 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:**

- The Chair will initiate the inspection of all modality/electrical equipment that is involved with in-class, laboratory and teaching clinic education. Generally this inspection will occur in the Fall semester with scheduling and documentation being completed by a designated Administrative Assistant.
- The staff member will make arrangements for the Department of Clinical Engineering at University Healthcare to inspect the equipment prior to commencement of the Spring semester.
- 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 administrative assistant in an annual 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.

Approved 1-27-10; edited to change responsibility to the Chair on 1-27-14

## 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. 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
- 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 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. Electronic voting is allowed.

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 current curriculum vitae.

## **2. Appeal Process.**

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. Electronic voting is allowed.

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.**

The Department of Physical Therapy Doctoral Faculty Criteria meets the minimum threshold established in 1974 by the Intercampus Doctoral Council in the General Policies on Doctoral Faculty Membership. Criteria also conform to the current Graduate Faculty Senate policy, updated in 2003.

- 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.

Submitted to the Graduate School/Graduate Faculty Senate

February 9, 2010

A handwritten signature in cursive script that reads "Marian A. Minor". The signature is written in black ink on a light-colored background.

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Marian A. Minor, PT, PhD

Professor and Chair, Department of Physical Therapy

Director of Research and Graduate Studies

School of Health Professions

[minorm@missouri.edu](mailto:minorm@missouri.edu)

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 SHP faculty committee or the office of 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  $\frac{3}{4}$  majority.

#### 6. A $\frac{3}{4}$ majority will be necessary to change an existing policy or procedure.

*Passed by faculty vote, 11-13-09; edited for clarity on 1-27-14.*

## 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 (pro or con) at a full faculty vote.
3. Approved changes that require alteration of the title, credit hours, course description, etc, may require approval at the School level.

#### School Approval Procedure:

- Proposing faculty member enters information into the campus electronic system; prints off paper copy.
- Paper copy proposal is voted on by the Department Curriculum and Instruction Committee; committee reviews and makes recommendation at full faculty vote
- Department Chair logs on to campus electronic system and formally approves the proposal electronically.
- Electronic approval in system alerts the School Curriculum committee of the proposed change
- School asks for school-wide comment and eventual school-wide vote.
- If approved at SHP level, SHP curriculum Chair logs on and approves. This approval alerts PT Chair that School Approval has been obtained.
- PT Chair electronically approves again
- Associate Dean of School is automatically alerted by electronic system and approves.
- Associate Dean approval triggers proposal being sent to campus for their approval.
- Fully approved proposal eventually sent back to school and department

Approved 1-27-10; updated to reflect drop in CAPTE forms, and addition of new SHP policy, 1-27-14

## 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 in a timely manner that the complaint/concern has been received and is under review.
- The issue will be placed on the agenda of the Department Executive Committee on next scheduled meeting.
- The Executive 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 Executive 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. Approved 1-27-10; edited for clarity on 1-27-14

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).
- Student/community participant groups will be supervised by a faculty member at all times. (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;  
Reviewed and revised 12/19/2013*

## **2.9 Admission Decisions are Not Subject to Appeal**

All Admission decisions are final and are not subject to appeal. Applicants who have any questions or concerns about an admission decision should contact the Director of Admissions. If an applicant's concerns are not resolved with the Director of Admissions, the applicant will be advised to contact the Department Chair.

*Approved unanimously 1-28-11*

### **3.1 Availability of Lab Space Outside of Class Time**

Policy:

Students will have access to the small PT Lab (Clark 612) while Clark Hall (as a building) is unlocked.

Procedure:

- The lecture room, large laboratory instructional space, and all PBL rooms will be locked after normal working hours (typically 8-5). The small PT Lab (Clark 612) will not be locked and can be accessed by students when the building is open.
- Additional lab practice may be arranged with an individual faculty member.

Approved 1-27-10; Approved 1-24-14.

## 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>
- University of Missouri Student Grievance Rules  
<http://www.umsystem.edu/ums/departments/gc/rules/grievance/390/010.shtml>

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**

[http://www.apta.org/AM/Template.cfm?Section=Accreditation\\_Handbook&CONTENTID=19980&TEMPLATE=/CM/ContentDisplay.cfm](http://www.apta.org/AM/Template.cfm?Section=Accreditation_Handbook&CONTENTID=19980&TEMPLATE=/CM/ContentDisplay.cfm)

Approved 1-27-10

### **3.3 Dismissal Policy and Appeals Process for Graduate Students**

#### Dismissal Policy

The progress of each graduate student will be evaluated annually by the student's advisor and/or director of graduate studies. If the chair of the department is also serving as the director of graduate studies, the role of the director of graduate studies will be taken by the director of academic affairs. 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

#### STUDENT PERFORMANCE POLICY:

The faculty of the University of Missouri Physical Therapy Curriculum 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.

#### Grading Scale:

Grades will be assigned based on the following departmental standard:

#### Graduate:

92% + : A  
 83% - 91.9%: B  
 74% - 82.9%: C  
 65% - 73.9%: D  
 Below 74%: Fail

#### Undergraduate

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

**NOTE:** Faculty may elect to follow the undergraduate scale for graduate students also.

#### Minimum Competency:

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

#### Remediation Policy:

Students scoring below a 74% will be required to perform remediation of the activity. 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 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 different activities will result in failure of the class *regardless of the current cumulative point total*.

Assignment of Grade:

Reasonable effort will be made to allow students to remediate prior to the University imposed deadline for submission of grades. If remediation is not completed by grade submission deadline, and the completed portion of the student's work in the course is of passing quality, a grade of "I" will be assigned (see Policy on Incomplete Work, Office of the Registrar, University of Missouri-Columbia). If, at the end of the course, the final cumulative point total will result in a failing grade, remediation will not be completed and a failing grade will be assigned for the course.

Successful Completion of Course:

Students must fulfill each of the following requirements to successfully complete this 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-Columbia. ***Issues with professional behavior can result in warning, probation, alteration of final grade, failure of the course, or dismissal from the program. Please see Student Handbook section on Student Professional Behavior for policy and procedure concerning professional behavior issues.***

**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 on 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.

Approved 1-27-10; approved 1-24-14 to reiterate ability for faculty to grade graduate students with UG scale per campus policy.

### **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.

Approved 1-27-10

### **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: *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.

Approved 1-27-10

## 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.

**Timeline:**

- Director of Scholarly Activity will meet with faculty and prepare Scholarly Activity Plan prior to the end of the spring semester
- All information (teaching evaluations, scholarly plan, and service summary) will be due to the Chair two weeks after receipt of teaching evaluations for spring semester. Every effort will be made to complete the Faculty Evaluations and formulation of the Annual Faculty Plan within six weeks of graduation.

**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*

## 4.3 Minimum Qualifications for Rank Non-Tenure Track Faculty

### *Teaching Track*

#### Basic Qualifications:

<b>Educational Background</b>
<p><u>Degree:</u></p> <ul style="list-style-type: none"> <li>• <b>Assistant:</b> Master's degree or higher</li> <li>• <b>Associate:</b> Master's degree or higher:</li> <li>• <b>Full:</b> Doctoral Degree</li> </ul> <p><u>Years Service:</u></p> <ul style="list-style-type: none"> <li>• <b>Assistant:</b> Minimum three years of teaching at the university level or a doctoral degree</li> <li>• <b>Associate:</b> Minimum three years at assistant level; exceptions made for equivalent service prior to academic appointment. Typical promotion to associate will occur after five years at assistant rank.</li> <li>• <b>Full:</b> Minimum three years at associate level. Typical promotion to full will occur after five years at associate rank.</li> </ul>

#### Teaching Performance:

<b>Evidence of Quality Teaching</b>
<ul style="list-style-type: none"> <li>• Evidence of reputation for excellence at the Department Level: <b>Assistant</b></li> <li>• Evidence of reputation for excellence at the Campus and Regional Level: <b>Associate/Full</b> <ul style="list-style-type: none"> <li>○ This evidence of reputation for excellence should also be demonstrated by "leadership roles in regional/national professional societies" for <b>Full Professors</b></li> </ul> </li> </ul>

<b>Evidence of Integration of Research/Scholarship</b>
<ul style="list-style-type: none"> <li>• Integrate primary research and scholarship into teaching activities (methods) and maintain currency of course content (<b>Assistant</b>)</li> <li>• Integrate primary research and original work* into teaching activities (methods) and maintain currency of course content (<b>Associate</b>)</li> <li>• Integrate primary research and original work* into teaching activities (methods) and maintain currency of course content (<b>Full</b>)</li> </ul> <p><small>*it was not the SHP Clinical and Research Faculty Promotion Committee's intent (personal communication with K. Moss, 5-10-11, committee chair) that "original work" meant the faculty member's own published research on teaching. The PT department interprets "integration...of original work" to be the integration of the faculty member's own experience, either clinical or instruction, in their teaching. Teaching Assistant Professors may not have the experience necessary to do this; it would be the expectation that Teaching Associate/Full Professors would do so.</small></p>

### **Mentorship (Teaching)**

- Mentors Students (*Assistant*)
- Mentors Students and Faculty (*Associate and Full*)
- Evidence of promoting professional growth of students (*Associate and Full*)

### **Innovation (Teaching)**

- Participate in the development of innovative curricular models or teaching programs. (*Assistant*)
- Lead the development of innovative curriculum models or teaching programs that gain recognition at the campus or regional level. Should demonstrate application of current best educational practice. (*Associate*)
- Lead the development of innovative curriculum models or teaching programs that gain recognition at the regional or national level. Should demonstrate application of current best educational practice. (*Full*)

### **Scholarly Activity:**

Scholarly Activity – Scholarly activities may be used to support promotion. Consideration of promotion will be predominantly based on candidates' performance in teaching however.

### **Scholarly Activity**

Scholarly activities may be used to support promotion. Consideration of promotion will be predominantly based on candidates' performance in teaching however.

Every effort should be made to tie their scholarly activity into the Teaching-Summary of Performance section.

### **Service and Administration:**

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.

### **Service and Administration**

- Local or institutional service/reputation (*Assistant*)
- Leadership to profession, department, school, university and community; service to the profession; involved in relevant state, regional and national professional organizations to promote teaching, education or scholarship (*Associate*).
- Nationally visible service. May include administrative leadership; includes activities such as school wide key roles, leadership of campus committees, roles in national associations, legislative advocacy, standards development and licensure review. (*Full*)

## *Clinical Track*

Note: individuals seeking promotion on the Clinical Track, may satisfy the minimum qualifications for rank listed previously under the “Teaching Track” or the following qualifications under Clinical Care

### Basic Qualifications:

<b>Educational Background</b>
<p><u>Degree:</u></p> <ul style="list-style-type: none"> <li>• <b>Assistant:</b> Master’s degree or higher</li> <li>• <b>Associate:</b> Master’s degree or higher:</li> <li>• <b>Professor:</b> Doctoral Degree</li> </ul> <p><u>Years Service:</u></p> <ul style="list-style-type: none"> <li>• <b>Assistant:</b> Minimum three years served as a clinical instructor at the university level or three years of clinical practice or a doctoral degree.</li> <li>• <b>Associate:</b> Minimum three years at assistant level; exceptions made for equivalent service prior to academic appointment. Typical promotion to associate will occur after five years at assistant rank.</li> <li>• <b>Professor:</b> Minimum three years at associate level. Typical promotion to professor will occur after five years at associate rank.</li> </ul>

### Clinical Care Performance:

<b>Evidence of Quality Clinical Care</b>
<ul style="list-style-type: none"> <li>• <b>Assistant :</b> Highly regarded at the institutional level for clinical expertise.</li> <li>• <b>Associate/Professor:</b> Sought after on institutional or regional level for clinical expertise.</li> <li>• <b>Professor:</b> Widely perceived as a Master Clinician, sought after on an institutional, regional, and national level for clinical expertise.</li> </ul>

<b>Innovation</b>
<ul style="list-style-type: none"> <li>• <b>Assistant:</b> Actively engaged in clinical program development at the department level.</li> <li>• <b>Associate:</b> Recognized at institutional level for clinical program development.</li> <li>• <b>Professor:</b> Recognized at institutional level for creating and nurturing clinical programs known widely for innovation and excellence.</li> </ul>

### Scholarly Activity:

<b>Evidence of Integration of Research/Scholarship</b>
<ul style="list-style-type: none"> <li>• <b>Assistant:</b> Integrate evidence based practice into practice</li> <li>• <b>Associate:</b> Integrate evidence based practice into practice</li> <li>• <b>Professor:</b> Integrate evidence based practice into practice</li> </ul>

**Mentorship:**

<b>Mentorship</b>
<ul style="list-style-type: none"> <li>• <b>Assistant:</b> Seen as role models for Students. Seen as resource in local region for defining quality and standards of care</li> <li>• <b>Associate and Professor:</b> Seen as clinical role models for Students and Faculty. Recognized outside the local region for defining quality and standards of practice.</li> </ul>

**Scholarly Activity:**

<b>Scholarly Activity</b>
<p>Scholarly activities may be used to support promotion . Consideration of promotion will be predominantly based on candidate's performance in clinical care however.</p> <p>Every effort should be made to tie their scholarly activity into the Clinical Care-Summary of Performance section.</p>

**Service and Administration :**

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.

<b>Service and Administration</b>
<ul style="list-style-type: none"> <li>• <b>Assistant:</b> Local or institutional service/reputation</li> <li>• <b>Associate:</b> Involved in relevant state, regional and national professional organizations to promote clinical care , education or scholarship</li> <li>• <b>Professor:</b> Nationally visible service. May include administrative leadership; includes activities such as school wide key roles, leadership of campus committees, roles in national associations , legislative advocacy, standards development and licensure review.</li> </ul>

## *Research Track*

Note: This track is used to designate faculty whose primary responsibilities are to engage in research and similar scholarly activities.

### Basic Qualifications:

<b>Educational Background</b>
<p><u>Degree:</u></p> <ul style="list-style-type: none"> <li>• <b>Assistant:</b> Master's degree or higher</li> <li>• <b>Associate:</b> doctoral degree or the relevant terminal research degree for their field</li> <li>• <b>Professor:</b> Doctoral Degree</li> </ul> <p><u>Years Service:</u></p> <ul style="list-style-type: none"> <li>• <b>Assistant:</b> Minimum three years of scholarly activity at the university level or a doctoral degree.</li> <li>• <b>Associate:</b> Minimum three years at research assistant level; exceptions made for equivalent service prior to academic appointment. Typical promotion to associate will occur after five years at assistant rank.</li> <li>• <b>Professor:</b> Minimum three years at research associate level. Typical promotion to professor will occur after five years at associate rank.</li> </ul>

### Scholarly Activity:

<b>Scholarly Activity</b>
<ul style="list-style-type: none"> <li>• <b>Assistant:</b> Must excel in scholarly activity, 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, standard of care, innovative teaching methods tools, or basic/translational research. Textbook chapters, development of training materials and faculty development activities will be considered. Serving as a reviewer for textbooks or journals is also evidence of scholarship.</li> <li>• <b>Associate:</b> As above. In addition: developing and participating in internally and externally funded projects will be given strong consideration.</li> <li>• <b>Professor:</b> As above. In addition: established reputation at national or international level. Development of, and participation in, intramural and extramural funding at a significant level will be given strong consideration. Serving as an editor of major book(s) or as an editor or member of an editorial board of a significant journal is evidence of scholarship at this level.</li> </ul>

### Teaching and Clinical Care Performance:

<b>Evidence of Quality Clinical Care and Teaching</b>
<p>Teaching and clinical activities may be used to support promotion. However, consideration of promotion will be predominately based on candidate's performance in scholarly activity.</p>

**Mentorship:**

<b>Mentorship</b>
<ul style="list-style-type: none"> <li>• <b>Assistant:</b> Faculty will demonstrate evidence of promoting student participation in research or other scholarly activities.</li> <li>• <b>Associate and Professor:</b> Will contribute to research education at the graduate level by serving on masters' and doctoral students' thesis committees.</li> </ul>

**Service and Administration :**

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.

<b>Service and Administration</b>
<ul style="list-style-type: none"> <li>• <b>Assistant:</b> Local or institutional service/reputation</li> <li>• <b>Associate:</b> Involved in relevant state, regional and national professional organizations to promote clinical care , education or scholarship</li> <li>• <b>Full:</b> Nationally visible service. May include administrative leadership; includes activities such as school wide key roles, leadership of campus committees, roles in national associations , legislative advocacy, standards development and licensure review.</li> </ul>

All NTT promotion guidelines approved by unanimous faculty vote: 12-18-13

## 4.4 Minimum Qualifications for Rank-TT

Criteria for Appointment to Rank and Standards of Performance at Rank

<b>MINIMUM QUALIFICATIONS FOR APPOINTMENT TO RANK</b>		
<b>REV : 1-27-10; REV: 2-3-10; Approved 2-10-10</b>		
<b>Assistant Professor</b>	<b>Associate Professor</b>	<b>Professor</b>
<ol style="list-style-type: none"> <li>1. Doctorate.</li> <li>2. Minimum of two years Physical Therapy or related experience.</li> <li>3. Demonstration of scholarship.</li> <li>4. Beginning trajectory toward productive program of research.</li> </ol>	<ol style="list-style-type: none"> <li>1. Doctorate.</li> <li>2. Minimum of four years academic experience at the university or college level</li> <li>3. Demonstration of substantial achievement in the areas of teaching and scholarship, and meaningful service.</li> <li>4. Established substantial program of research.</li> <li>5. Demonstrates collegial, supportive interactions with students, staff and faculty.</li> <li>6. Recognized expertise at state and national level</li> </ol>	<ol style="list-style-type: none"> <li>1. Doctorate.</li> <li>2. Minimum of six years academic experience at university or college level.</li> <li>3. Demonstration of sustained outstanding achievement in the areas of teaching, scholarship, and service</li> <li>4. Sustained externally funded program of research</li> <li>5. Fosters an environment of collegial, supportive interactions with students, staff and faculty.</li> <li>6. Recognized expertise at national and international level</li> </ol>

<b>STANDARDS OF PERFORMANCE AT RANK</b>		
<b>Teaching REV 1-26-10; REV 2-3-10</b>		
<b>Assistant Professor</b>	<b>Associate Professor</b>	<b>Professor</b>
<ol style="list-style-type: none"> <li>1. Instruction reflects knowledge of content areas relevant to teaching assignment.</li> <li>2. Establishes an environment which promotes learning in didactic and/or clinical setting.</li> <li>3. Demonstrates beginning competence in didactic and/or clinical teaching.</li> <li>4. Assists students in scholarly projects.</li> <li>5. Uses evaluation methods appropriate to teaching objectives.</li> <li>6. Collaborates with colleagues to enhance teaching skills.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provides depth and breadth of knowledge in multiple content areas.</li> <li>2. Establishes an environment that promotes learning in didactic and/or clinical setting.</li> <li>3. Incorporates a variety of teaching technologies into courses.</li> <li>4. Demonstrates expertise in didactic and/or clinical teaching to students and/or professionals</li> <li>5. Mentors graduate students in scholarship and/or teaching.</li> <li>6. Models professional development for students.</li> <li>7. Uses evaluation methods appropriate to course objectives.</li> <li>8. Demonstrates collegial, supportive interactions with students, staff and faculty.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrates mastery of multiple content areas.</li> <li>2. Establishes an environment which promotes learning in didactic and/or clinical setting.</li> <li>3. Demonstrates excellence in didactic and/or clinical teaching to students and/or professionals.</li> <li>4. Incorporates a variety of teaching technologies into courses.</li> <li>5. Mentors graduate students in scholarship and/or teaching.</li> <li>6. Mentors professional development for students.</li> <li>7. Uses evaluation methods appropriate to course objectives.</li> <li>8. Mentors and consults with colleagues in areas of teaching skills, and integration of knowledge in curriculum.</li> <li>9. Fosters an environment of collegial, supportive interactions with students, staff and faculty</li> </ol>

<b>STANDARDS OF PERFORMANCE AT RANK</b>		
<b>Research and Scholarship REV: 2-3-10; Approved 2-10-10</b>		
<b>Assistant Professor</b>	<b>Associate Professor</b>	<b>Professor</b>
<ol style="list-style-type: none"> <li>1. Actively engages in independent or collaborative research or other scholarly activities.</li> <li>2. Demonstrates beginning focused program of research with competitive external funding potential.</li> <li>3. Submits manuscripts to peer-reviewed journals on a regular basis.</li> <li>4. Establishes a productive record of peer-reviewed publications including a substantial number of first-authored, data-based publications.</li> <li>5. Presents research findings at campus and regional levels.</li> </ol>	<ol style="list-style-type: none"> <li>1. Maintains independent and collaborative focused program of research.</li> <li>2. Demonstrated success in obtaining peer-reviewed external funding.</li> <li>3. Sustains a record of peer-reviewed publications, including first-authored, data-based reports</li> <li>4. Presents research findings at regional and national conferences.</li> <li>5. Gains national recognition for expertise in research and scholarly work.</li> <li>6. Achieves doctoral-faculty status in the MU Graduate Faculty Senate.</li> <li>7. Demonstrates collegial, supportive interactions with students, staff and faculty.</li> </ol>	<ol style="list-style-type: none"> <li>1. Leads a research team.</li> <li>2. Participates as a senior member of interdisciplinary &amp; translational research teams.</li> <li>3. Demonstrates program of research with sustained major competitive external funding.</li> <li>4. Makes major contributions to knowledge through a sustained record first-authored or senior-authored, peer-reviewed publications.</li> <li>5. Translates new knowledge to the fields of physical therapy, rehabilitation, and/or health sciences.</li> <li>6. Presents research findings at national and international conferences.</li> <li>7. Gains national and international recognition for expertise in research and scholarly work.</li> <li>8. Maintains doctoral-faculty status on a continuous basis.</li> <li>9. Fosters an environment of collegial, supportive interactions with students, staff and faculty</li> </ol>

<b>STANDARDS OF PERFORMANCE AT RANK</b>		
<b>Service REV: 2-3-10; Approved 2-10-10</b>		
<b>Assistant Professor</b>	<b>Associate Professor</b>	<b>Professor</b>
<ol style="list-style-type: none"> <li>1. Participates as a contributing member on at least one PT Department and one SHP committee.</li>   <li>2. Participates in professional and/or community organizations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Chairs or actively participates in dept. and school committees.</li>   <li>2. Participates in recruitment of students/faculty.</li>   <li>3. Participates as a contributing member on MU committees.</li>   <li>4. Assumes leadership roles in professional organizations.</li>   <li>5. Provides professional service at state and national level.</li> </ol>	<ol style="list-style-type: none"> <li>1. Chairs and actively participates in School of HP and/or MU committees.</li>   <li>2. Mentors colleagues in research, teaching, and service roles.</li>   <li>3. Participates in initiatives to advance SHP recognition.</li>   <li>4. Assumes leadership roles in professional organizations.</li>   <li>5. Provides professional service at national and international level.</li> </ol>

Approved February 10, 2010 by all tenured faculty (Brown, Dannecker, Minor, Sayers) (4 pp.)

## 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 3<sup>rd</sup> year review. These instance 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.

### **3<sup>rd</sup> Year Review:**

- Faculty members will receive a more thorough review during their 3<sup>rd</sup> 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

**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:

- A current Curriculum Vitae

Section II:

- 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:

- 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.*

## **1.7 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.

Approved 1-27-10

## **4.8 Physical Therapy Student Advisement**

Faculty members 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.

Approved 1-27-10; edited for clarity 1-27-14.

## **4.9 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

## 4.10 Safety Procedures for Hostile/Dangerous Interactions

### **Safety Procedure:**

In the event that a faculty/staff member feels uncomfortable or threatened in a meeting, please initiate the safety procedure.

1. Call the main office (882-7103 or 882-7250).
2. Tell the staff member to let Dr. Lewis know you will be running late to your meeting.
3. The staff member will contact another colleague to station themselves outside of your office (inside if the situation warrants).
4. The staff member will also contact the non-emergency campus police line (882-7201) to make them aware of the situation.

Suggested language: Your concerns are important to me, so please let me call the office to have them notify my next appointment that I will be running a little late.

## **4.11 Research Incentive Fund**

### **Policy on Use of Research Incentive Funds**

Of the portion of the Research Incentive Funds (RIF) that returned to the Department of Physical Therapy, 50% will be returned directly to the Investigator (PI) of the grant to use for the support of scholarly activity. Of the remaining 50%, half goes to the Departmental Research Account and half to the Chair. Expenditures from the Departmental Research Account will be agreed upon by the Departmental Scholarly Activity Committee.

This policy was approved by a unanimous vote by members of the Physical Therapy Research Committee.

Edited for clarity on 1-27-14

## 4.12 Faculty Workload Policy

The Department faculty workload policy is consistent with University requirements outlined in the MU Collected Rules and Regulations 310.080 (Tenure or Tenure Track Faculty) and 310.035 (Non-Tenure Track Faculty). The MU teaching workload policies for Tenure or Tenure Track (TT) Faculty are described in terms of section credits (credit hours) and student credit hours (number of students in a course multiplied by the credits of the course). The MU Collected Rules are silent on the workload requirement for the Non-Tenure Track (NTT) Faculty. Currently, our accrediting body (CAPTE) requires teaching workload be reported in terms of faculty/student contact hours. Because of the different needs of the University and our accrediting body, teaching workload will be reported in this document in terms of credit hours for TT faculty and contact hours for NTT faculty.

The Department Chair, in consultation with the individual faculty member, will determine a faculty member's assignments and distribution of effort in the areas of teaching, research, service and administration relative to the departmental workload standard. Assignments among faculty members will vary to meet the objectives of the department. These assignments will be documented yearly. Department workload distribution will strive to be equitable, flexible, and transparent.

### Teaching Workload

#### **Tenured or Track Faculty:**

The standard TT faculty teaching appointment for the year will consist of 12 credit hours and 180 student credit hours. This will amount to a 40% appointment allotment for the year.

#### **Non-Tenure Track Faculty:**

The standard teaching workload for a NTT faculty member with a teaching emphasis will be 20-30 contact hours per year for a 60% appointment allotment for the year.

#### **Contact Hour:**

A contact hour is defined as 1 hour regularly scheduled instructional face-to-face time. Lab time (included repeated hours) will also be awarded a 1:1 ratio of contact hours. Problem-based learning (PBL) group meeting between tutor and students are given 1:1 credit. Course instructor oversight (being available during PBL sessions) will not be awarded contact hours. Group meetings with teaching assistants or PBL instructors will not be awarded contact hours.

**Teaching Workload Assignment:**

The Chair has the discretion to adjust contact hours per workload % appointment allotment based on individual course factors.

Such factors might include:

- Taking over a new course for the first time (e.g. a faculty member may be assigned fewer credit/contact hours for the same % appointment allotment)
- Developing a new course (e.g. a faculty member may be assigned fewer credit/contact hours for the same % appointment allotment)
- Participating in a great number of teaching lab contact hours (e.g. a faculty member may be assigned a higher amount of contact hours for the same % appointment time)
- Fulfilling the role of teaching lab assistant (e.g. a faculty member may be assigned a higher amount of contact hours for the same % appointment allotment)
- Coordinating a PBL course (e.g. due to the increased “administrative nature” of a PBL course, a faculty member may be assigned a lower amount of contact hours for the same % appointment time)
- Coordinating a course with a high amount of written work to be graded (e.g. a faculty member may be assigned a lower amount of credit/contact hours for the same % appointment time)
- Co-Instructors will be given contact hours for the time they spend attending the course (e.g. both instructors that co-teach a course may receive full contact hours if they attend all classes)

**Recording Teaching On Appointment History Forms:**

The Appointment History Forms for TT and NTT Faculty differ regarding the detail used to capture teaching effort. For TT faculty, teaching in all forms is categorized under “% in Teaching”. For NTT faculty, greater detail exists to describe teaching efforts. Traditional didactic instruction will be placed in the section “% in Traditional Teaching”. Clinical practice designed to educate our students (e.g. PhysZOU) and the supervision of students completing clinical education will be recorded under “% in Other Teaching”.

**Research Buyout of Teaching:**

If a faculty member is 20% funded on a grant, a buyout of one course may be awarded at the discretion of the Chair. If this occurs, the % effort recorded on the Appointment History will be adjusted by adding 10% to the Research component and subtracting 10% from Teaching. Chair discretion will be based on the needs of the curriculum and the timing of the award announcement.

## **Administrative Duties**

- Administrative duties will be recorded under “Service/Administration” for TT faculty and “Traditional Service” for NTT on the appropriate Appointment History Forms.
- The Department Chair and Director of Clinical Education are required by CAPTE to have administrative time documented within their appointment

## **Typical Appointments**

### **Tenure Track:**

- 40% Teaching
- 40% Research
- 20% Service

### **Non-Tenure Track:**

- 80% Teaching (“Traditional” and “Other”)
- 10% Scholarly Activity
- 10% Service

Approved by faculty vote, 3-6-15

## 4.13 Course Buyout Policy

**Overview:** The Department of Physical Therapy (PT), in an effort to support all faculty in their scholarly endeavors, may allow faculty with salary support external to the department to buyout of their assigned teaching responsibilities as defined herein. This policy applies to both tenure-track and non-tenure track PT faculty. This policy supercedes previous buyout policies for the department.

**Policy:**

- All course buyouts will be at the discretion of the Chair of the Department of Physical Therapy.
- Funding equal to 25% of the faculty member's FTE salary and benefits for a semester, is required to obtain a course buyout.
  - Salary and benefits will be calculated as a 4.5 month semester for consistency
  - 25% Salary and benefit total is based on a 3 credit hour course; buyouts of different credit hours will be prorated accordingly
- Obtaining funding does not automatically trigger a course buyout.

**Course Buyout notification:** Faculty are expected to notify the PT Chair of their intent to buyout a course prior to the grant (or other funding request) submission. The buyout should be requested at least 3 months prior to the start of the semester in which the buyout will occur.

The PT chair has the discretion to modify these deadlines based on individual variations in submission or funding timelines. In the event of a delay in the award of funding, additional discussion with the PT Chair should occur to enable timely planning for the course buyout.

Effective Date: 09/01/2016

*Approved by vote of the Department of Physical Therapy Faculty on 4-29-16*