

DEPARTMENT POLICY STATEMENT

DEPARTMENT OF OCCUPATIONAL THERAPY

Submitted to Western Michigan University
by
Faculty of the Department of Occupational Therapy

approved by the faculty, 3/15/2011

approved with changes, Chair, 4/20/2011
submitted for review to AAUP and

WMU Director of Academic Collective Bargaining, 5/4/2011
resubmitted after edits recommended by WMU Director of Collective
Bargaining to

WMU Director of Academic Collective Bargaining, 4/4/2012
approved

WMU Director of Academic Collective Bargaining, _____

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ARTICLE ONE

Preamble

It is the right, the responsibility and the privilege of the University faculties to participate in the governance of their departments. Fundamentally, what is desirable and intended by the Department Policy Statement is to ensure meaningful participation by department faculties and procedural regularity within departments. It is understood that the ultimate power of decision-making resides with the administration. The Policy Statement is one means by which the faculty of this department make recommendations to Western.

Purpose

The purpose of the Department Policy Statement is to set forth the policies, the structure and the operating procedures of the Western Michigan University Department of Occupational Therapy. The Department Policy Statement is prepared, revised, and shall operate in accordance with the current Agreement between Western Michigan University and the WMU-AAUP chapter.

Membership

The members of the faculty shall be traditional tenured and tenure-track faculty, faculty specialists and term faculty employed at the Western Michigan University Department of Occupational Therapy.

Amending

Department Faculty have the right to review Department Policy Statements periodically and to modify them. The Department Policy Statement, in whole or in part, may be amended by a majority vote of the faculty at a scheduled meeting. The amendment must be approved according to the procedures of Article 23.4 of the Western/WMU-AAUP Agreement.

ARTICLE TWO

Tenure Policy

Approved by Faculty 3/05 & Revised 3/11

Tenure Review For Traditionally-Ranked Faculty And Faculty Specialists

Committee and Responsibilities: The Tenure Committee will complete all tenure reviews for traditionally-ranked faculty and faculty specialists.

Composition: The Tenure Committee will consist of 3-5 members who have tenure in the department. The committee shall elect one of its members to serve as chair.

Philosophy Statement

- While tenure is a rigorous peer review process, the Tenure Committee of the Occupational Therapy Department supports the use of this process as an opportunity for the growth and development of the faculty, and a way of assuring academic freedom.
- The committee members will orient tenure candidates to the intent, purpose, and process of the department tenure review.
- If the candidate initiates a request within a reasonable amount of time, a committee member will provide feedback on submission of their materials prior to the formal submission dates.
- Without significant publications, a traditionally-ranked candidate will not be recommended for tenure. The evaluation of academic potential of traditionally-ranked faculty is based on cumulative evidence of continuity of professional competence, expansion and maturation of professional recognition, and sustained participation in professional service.
- The evaluation of academic potential of faculty specialists is based on cumulative evidence of continuity of professional competence and sustained participation in professional service.

Process:

1. The department tenure committee will adhere to the definitions, procedures and timelines provided in the Western/WMU-AAUP Agreement.
2. Tenure decisions will be based on the current the AAUP Agreement. The appropriate areas will be evaluated for each position: Traditionally-ranked faculty will be evaluated on Professional Competence, Professional Recognition, and Professional Service; Faculty Specialists will be evaluated on Professional Competence and Professional Service.

3. The tenure review documentation must address all relevant categories by listing and describing accomplishments and ongoing efforts related to each category.
4. The candidate will create a narrative document that articulates the consistency between the department, college and university mission and the candidate's accomplishments.
5. The committee will review the documents according to the **Department Criteria for Positive Reviews**, determine the value of the candidates' products in each performance area according to current professional standards, and make a recommendation based on the merit of the materials.
6. The committee will summarize the committee's evaluation of the materials following the university procedures for the tenure review.

Department Criteria for Positive Reviews for the 2 year, 4 year and 6 year Reviews

Second Year Review

	Traditionally-Ranked Faculty	Faculty Specialists
Competence	<p>All required professional credentials and show promise in teaching ability. Supportive information and a narrative to include:</p> <ol style="list-style-type: none"> 1. Annual course evaluation data 2. Yearly classroom/clinical visitation 3. Other information to support teaching/clinical effectiveness 4. Approved Faculty Development Plan that addresses Competence 5. The tenure committee will determine the value of the candidates' products according to current professional standards. 	<p>All required professional credentials, show promise in assigned duties (i.e. teaching ability, clinical supervision or coordination) and begin to establish an area of clinical expertise. Supportive information and a narrative to include:</p> <ol style="list-style-type: none"> 1. Annual course evaluation data 2. Yearly classroom/clinical visitation 3. Other information to support teaching/clinical supervision/coordination effectiveness 4. Approved Faculty Development Plan, which addresses competence and identifies an area to develop clinical expertise. 5. The tenure committee will determine the value of the candidates' products according to current professional standards.
Service	<ol style="list-style-type: none"> 1. Participation on department committees 2. The tenure committee will determine the value of the candidates' products according to current professional standards. 	<ol style="list-style-type: none"> 1. Participation on department committees and clinical service delivery or management of clinical services 2. The tenure committee will determine the value of the candidates' products according to current professional standards.

Recognition	<ol style="list-style-type: none"> 1. At least two recognition outcomes “in progress” (publication, presentation, grant, etc.). 2. Approved Faculty Development Plan that addresses Recognition. 3. The tenure committee will determine the value of the candidates’ products according to current professional standards. 	

Four Year Review

	Traditionally-Ranked Faculty	Faculty Specialists
Competence	<ol style="list-style-type: none"> 1. All required professional credentials, establishment of teaching effectiveness and any action needed to address recommendations/conditions from the 2 year review 2. Narrative report with supplemental information that includes: <ul style="list-style-type: none"> • Annual course evaluation data reflecting teaching effectiveness in assigned courses • Teaching effectiveness demonstrated by yearly classroom visitations • Instructional development and growth, taking into account issues raised in student evaluations/signed comments and classroom visitations. • Description of efforts to adapt material to differing student populations and levels of ability. • Other information to support teaching effectiveness such as evidence of expertise and specialization related to subject matter of assigned 	<ol style="list-style-type: none"> 1. All required professional credentials, effectiveness in assigned duties (i.e. teaching, clinical supervision or coordination), any action addressing recommendations/ conditions from the 2 year review as well as progress toward developing an area of clinical expertise 2. Narrative report with supplemental information that includes: <ul style="list-style-type: none"> • Annual course evaluation data reflecting effectiveness in assigned duties. • Yearly classroom/clinical visitation demonstrating growth and development • Other information to support effectiveness and demonstrate growth since the two year review • Contribution to department curriculum development that is valued by department faculty

	<p>course, examples of innovative instructional materials or contemporary approach to course material and methods used in course instruction.</p> <p>3. The tenure committee will determine the value of the candidates' products according to current professional standards and make a recommendation.</p>	<p>3. Documentation of progress toward the identified area of clinical expertise</p> <p>4. The tenure committee will determine the value of the candidates' products according to current professional standards and make a recommendation.</p>
Service	<p>1. Participation on department and college or university committees</p> <p>2. The tenure committee will determine the value of the candidates' products according to current professional standards and make a recommendation.</p>	<p>1. Participation on department and college or university committees and</p> <p>2. Clinical service delivery or management of clinical services</p> <p>3. The tenure committee will determine the value of the candidates' products according to current professional standards and make a recommendation.</p>
Recognition	<p>1. At least three recognition outcomes must be completed/ accepted, and one "in progress." At minimum one recognition outcome completed, two accepted or "in press" (publication, presentation, grant, etc.) and one "in progress". One of these outcomes must be a publication in a peer reviewed journal or a national or international publication.</p> <p>2. Approved Faculty Development Plan that addresses Recognition.</p> <p>3. The tenure committee will determine the value of the candidates' products according to current professional standards and make a recommendation.</p>	

Six Year Review

	Traditionally-Ranked Faculty	Faculty Specialists
Competence	<ol style="list-style-type: none"> 1. Cumulative evidence of the continuity of professional competence that includes all required professional credentials, establishment of teaching effectiveness, and addressing recommendations/conditions from the 4 year review 2. Narrative report that includes: <ul style="list-style-type: none"> • Annual course evaluation data reflecting teaching effectiveness in assigned courses during years at WMU. • Yearly classroom visitation reports that demonstrate teaching effectiveness. • Instructional development and growth, taking into account issues raised in student evaluations/signed comments and classroom visitations. • Description of efforts to adapt material to differing student populations and levels of ability. • Other information to support teaching effectiveness such as evidence of expertise and specialization related to subject matter of assigned course, examples of innovative instructional materials or contemporary approach to course material and methods used in course instruction. • Contributions to curriculum development 3. Sustained ability to contribute important innovations to curriculum development as 	<ol style="list-style-type: none"> 1. All required professional credentials, effectiveness in assigned duties (i.e. teaching, clinical supervision or coordination) and addressing recommendations/conditions from the 4 year review as well as evidence of an area of clinical expertise 2. Narrative report that includes: <ul style="list-style-type: none"> • Annual evaluation data reflecting effectiveness in assigned duties during years at WMU. • Yearly classroom visitation reports that demonstrate teaching effectiveness. • Instructional/clinical development and growth, taking into account issues raised in student evaluations/signed comments and classroom visitations if appropriate to assigned duties. • Description of efforts to adapt material to differing student populations and levels of ability. • Other information to support teaching/clinical effectiveness such as evidence of expertise and specialization, examples of innovative and contemporary approaches, or outcomes/evidence for clinical work. • Contributions to curriculum development 3. Sustained ability to contribute important innovations to curriculum development as judged by colleagues. 4. Approved faculty development

	<p>judged by department colleagues.</p> <ol style="list-style-type: none"> 4. Approved faculty development plan that demonstrates sustained progress toward achieving department goals. 5. The tenure committee will determine the value of the candidates' products according to current professional standards and make a tenure recommendation. 	<p>plan that demonstrates sustained progress toward achieving department goals.</p> <ol style="list-style-type: none"> 5. The tenure committee will determine the value of the candidates' products according to current professional standards and make a tenure recommendation.
Service	<ol style="list-style-type: none"> 1. Leadership roles and sustained commitment to department, college and/or university committees. 2. Mentoring within the department, college, university or community 3. Sustained commitment to a community service agency 4. Evidence of other service to the department, college, university or community. 5. The tenure committee will determine the value of the candidates' products according to current professional standards and make a tenure recommendation. 	<ol style="list-style-type: none"> 1. Leadership roles and sustained commitment to department, college and/or university committees. 2. Mentoring within the department, college, university or community 3. Sustained commitment to a community service agency 4. Evidence of other service to the department, college, university or community. 5. Evidence of service related to area of clinical specialty or expertise. 6. The tenure committee will determine the value of the candidates' products according to current professional standards and make a tenure recommendation.
Recognition	<ol style="list-style-type: none"> 1. Without significant publications and a record of maturation in professional recognition, a candidate will not be recommended for tenure. 2. Approved Faculty Development Plan that addresses Recognition. 3. The tenure committee will determine the value of the candidates' products according to current professional standards and make a tenure recommendation. 	

ARTICLE THREE

Promotion Policy Full Professor

Last Approved 4/11/01
Revised 12/14/2010 Personnel Committee

“The rapidly changing and dynamic nature of contemporary health and human services delivery systems requires the occupational therapist to possess basic skills as a direct care provider, consultant, educator, manager, researcher and advocate for the profession and the consumer.” (Accreditation Council for Occupational Therapy Education, 2006)

Qualifying Criteria

To be eligible for consideration for promotion, a faculty member must meet minimum qualifying standards in educational attainment and number of years in rank.

Professor:

Educational attainments: The doctoral degree is the accepted terminal degree in occupational therapy education and will serve as the department standard for eligibility.

Time in rank: To be eligible for promotion to full professor, a faculty member shall have been an associate professor or at least 7 years. To be eligible for promotion to associate professor, a faculty member shall have been an assistant professor for at least 6 years. To be eligible for promotion to assistant professor, a faculty member shall have been an instructor for at least 3 years. (Article 18: 2.2)

Judgmental Criteria

In considering candidates for promotion; professional competence, professional recognition, and professional service are all important. For the purpose of clarification in the promotion review process, the following terms are presented ordinarily, from high to low: *outstanding; substantial; significant; satisfactory; unsatisfactory*. For promotion to full professor, a faculty member must have:

- (a) achieved outstanding professional recognition and a satisfactory record of professional competence; or
- (b) achieved outstanding success in professional competence and gained substantial professional recognition; or

(c) gained substantial professional recognition, a satisfactory record of professional competence, and rendered significant professional service.

Department Interpretation of judgmental criteria:

Interpretation and application of these judgmental criteria for the Department of Occupational Therapy are as follows:

Professional Competence

A rating of SATISFACTORY shall be awarded when the candidate presents evidence of the following for the time period under consideration:

- I. Outside evidence of teaching competence as indicated by the following:
 - Ratings from the approved university evaluation procedure
 - In addition, but not to the exclusion of student evaluations, SATISFACTORY evidence of competence in teaching completed by any of the following: external evaluators, peers, alumni or administrators
 - Evidence of SATISFACTORY skill in teaching by increasing knowledge in related subject matter of courses assigned; ability to effectively use varied instructional approaches including design, delivery, and evaluation systems
- II. Approved faculty development plan that demonstrates SATISFACTORY progress.
- III. Curriculum development/teaching innovations to improve assigned courses.
- IV. Continued self-education in areas related to teaching, clinical or research agenda.
- V. Supervision/mentoring/tutoring of students in clinical or research area.

A rating of SIGNIFICANT shall be awarded when the candidate presents evidence of the following for the time period under consideration:

- I. Outside evidence of teaching competence as indicated by the following:

- Ratings from the approved university evaluation procedure
- In addition, but not to the exclusion of student evaluations, SIGNIFICANT evidence of competence in teaching completed by any of the following: external evaluators, peers, alumni or administrators
- Evidence of SIGNIFICANT skill in teaching by increasing knowledge in related subject matter of courses assigned; ability to effectively use varied instructional approaches including design, delivery, and evaluation systems

II. Approved faculty development plan that demonstrates SIGNIFICANT progress.

III. Curriculum development/teaching innovations to SIGNIFICANTLY improve assigned courses.

IV. Continued self-education in areas related to teaching, clinical or research agenda.

V. SIGNIFICANT supervision/mentoring/tutoring of students in clinical or research area.

A rating of SUBSTANTIAL shall be awarded when the candidate presents evidence of the following for the time period under consideration:

I. Outside evidence of teaching competence as indicated by the following:

- Ratings from the approved university evaluation procedure
- In addition, but not to the exclusion of student evaluations, SUBSTANTIAL evidence of competence in teaching completed by any of the following: external evaluators, peers, alumni or administrators
- Evidence of SUBSTANTIAL skill in teaching by increasing knowledge in related subject matter of courses assigned; ability to effectively use varied instructional approaches including design, delivery, and evaluation systems

II. Approved faculty development plan that demonstrates SUBSTANTIAL progress.

III. Curriculum development/teaching innovations to SUBSTANTIALLY improve assigned courses.

- Contemporary approach to course material and methods used in course instruction
- Ability to adapt material to differing student populations and levels of ability
- Increasing knowledge in related subject matter of courses assigned;
- Ability to effectively use varied instructional approaches including design, delivery, and evaluation systems

IV. Continued self-education in areas related to teaching, clinical or research agenda.

V. SUBSTANTIAL supervision/mentoring/tutoring of students in clinical or research area.

A rating of OUTSTANDING shall be awarded when the candidate presents evidence of the following for the time period under consideration:

I. Outside evidence of teaching competence as indicated by the following:

- Ratings from the approved university evaluation procedure
- In addition, but not to the exclusion of student evaluations, OUTSTANDING evidence of competence completed by any of the following: external evaluators, peers, alumni or administrators
- Evidence of OUTSTANDING skill in teaching by increasing knowledge in related subject matter of courses assigned; ability to effectively use varied instructional approaches including design, delivery, and evaluation systems

II. Approved faculty development plan that demonstrates OUTSTANDING progress.

III. Curriculum development/teaching innovations at an OUTSTANDING level to improve assigned courses.

- Contemporary approach to course material and methods used in course instruction
- Ability to adapt material to differing student populations and levels of ability
- Ability to effectively use varied instructional approaches including design, delivery, and evaluation systems

IV. Continued self-education in areas related to teaching, clinical or research agenda.

V. OUTSTANDING supervision/mentoring/tutoring of students in clinical or research area.

VI. Viewed as a consultant/expert for others within or outside of the Department, College or University.

- Recognition by others having leadership in curriculum matters
- Being sought out by professional colleagues for consultation on instructional issues.
- Serving as an expert resource for former and current students for consultation on topics related to specialized knowledge and skills

Professional Recognition

A rating of SATISFACTORY for Professional Recognition will be awarded when the candidate has documented the following during the length of service, as defined in the promotion article of the current Western/WMU-AAUP contract, from the last promotion or initial appointment:

- One publication during the “length of service” from the last promotion in rank or initial appointment. Publications may be in the form of journal articles, chapters in published conference proceedings, book chapters or entire books, OR principal or co-principal investigator/author on one submitted internal and/or external grant.
- One presentation, workshop, or institute where research work, clinical expertise, or grant outcomes are presented at a professionally recognized conference.

A rating of SIGNIFICANT for Professional Recognition will be awarded when the candidate has documented one of the following during the length of service, as defined in the promotion article of the current Western/WMU-AAUP contract, from the last promotion or initial appointment:

- Refereed journal article (published or accepted for publication)
- Refereed journal article submitted for publication
- One local, state, national, or international presentation per year.
- Internal or external grant submitted for funding.
- Internal or external grant funded.
- Book editorship or co-editorship
- Book authorship or co-authorship
- Book chapter
- HSIRB approved research proposal
- Invited workshop or presentation related to professional expertise
- Local, state, national or international award related to the contribution to the body of knowledge in occupational therapy or related professional areas.

A rating of SUBSTANTIAL for Professional Recognition will be awarded when the candidate has documented two of the following artifacts, per year, during the length of service, as defined in the promotion article or the current Western/WMU-AAUP contract, from the last promotion or initial appointment:

- Refereed journal article (published or accepted for publication)
- Refereed journal article submitted for publication
- One local, state, national, or international presentation per year.
- Internal or external grant submitted for funding.
- Internal or external grant funded.
- Book editorship or co-editorship
- Book authorship or co-authorship
- Book chapter
- HSIRB approved research proposal
- Invited workshop or presentation related to professional expertise
- Local, state, national or international award related to the contribution to the body of knowledge in occupational therapy or related professional areas.
- Expert consultation to external agencies and professional organizations related to the candidate's academic or clinical specialty.

A rating of OUTSTANDING for Professional Recognition will be awarded when the candidate has documented during the length of service, as defined in the promotion article of the current Western/WMU-AAUP contract, from the last promotion or initial appointment:

1. Eminent publication record which demonstrates a focus of topic and the generation of new knowledge as indicated by these criteria:
 - Consistent, high-quality contributions to recognized, refereed journals
 - Frequent citations of such contributions within profession in index databases, signifying an impact on the profession
 - Frequent citations of such contributions outside the profession in index databases
 - Refereed presentations to national organizations
 - Book chapters based on candidate's research
 - Author or editor of books, such as textbooks, that are widely recognized and utilized in the profession

OR a substantial publication record and evidence of:

- Principal investigator or co-principal investigator from outside agencies

- Principal or co-principal investigator for training grants outside agencies
- Member of interdisciplinary team for research grants from outside agency

OR a substantial publication record and evidence of Outstanding professional achievement indicated by national and/or international level invitations for:

- Consultant activity in the area of research or other areas of expertise
- Curriculum invitations based on research or other expertise
- Editorial boards
- Critique of state and national documents that involve research

OR, a substantial publication record and evidence of awards that indicate outstanding performance such as:

- University Awards
- Fellow of the American Occupational Therapy Association
- Eleanor Clarke Slagle Lecture-AOTA
- Award of Merit-AOTA
- Service Award-AOTA
- Other awards of distinction from other professional organizations

Service

A rating of SATISFACTORY will be awarded when the candidate has documented the following during the length of service, as defined in the promotion article of the current Western/WMU-AAUP contract, from the last promotion or initial appointment:

1. In the period of time since the last promotion or initial appointment, the faculty member will have served on a fair share of department committees.
2. And, have clearly made him/herself available for appointment or election to college, university, AAUP and faculty senate committees.

A rating of SIGNIFICANT will be awarded when the candidate has documented the following during the length of service, as defined in the promotion article of the current Western/WMU-AAUP contract, from the last promotion or initial appointment:

1. Assuming responsibility for major tasks in the department, college, university, or professional organization

2. Chair or member of various committees, in the form of any combination of 2 of the following:

- 2 department committees
- 1 college-wide committee
- 1 university-wide committee
- National/State professional organization official

A rating of SUBSTANTIAL will be awarded when the candidate has documented the following during the length of service, as defined in the promotion article of the current Western/WMU-AAUP contract, from the last promotion or initial appointment:

1. A consistent track record of service to the department which includes but is not limited to:

- Committee membership
- Committee chair
- Coordinator of workshops/guest speakers
- Advisor to department-approved student organizations

2. Expanded participation in college and university-wide governance or service which includes but is not limited to:

- Membership on college committees
- Chair of college committees
- Membership on university councils, faculty, senate, etc.
- Unit representative to AAUP
- Participation in inter or multidisciplinary projects
- Advisor to approved university groups

3. Service to the community, which includes but is not limited to:

- Consultation in one's academic field to community agencies or projects
- Membership in related community organizations
- Leadership in related community organizations (board member or officer)

A rating of OUTSTANDING will be awarded when the candidate has documented criteria for a rating of Substantial, plus the following during the length of service, as defined in the promotion article of the current Western/WMU-AAUP contract, from the last promotion or initial appointment:

- Leadership roles within department, college, and/or university committees

- Sustained commitment (last 5 years or more) to department, college, and/or university committees
- Mentoring roles within department, college, and/or university committees
- Board member of agencies in local, state, or national community organizations
- Sustained commitment to community service agencies
- Appointed or elected officer of related professional organizations
- Consultant
- Awards for service from local, state, national, and/or international professional organizations

Promotion Policy Faculty Specialist

Approved by Faculty 03-11

Qualifying Criteria

“The rapidly changing and dynamic nature of contemporary health and human services delivery systems requires the occupational therapist to possess basic skills as a direct care provider, consultant, educator, manager, researcher and advocate for the profession and the consumer.” (Accreditation Council for Occupational Therapy Education, 2006)

To be eligible for consideration for promotion, a faculty member must meet minimum qualifying standards in educational attainment and number of years in rank. Recognized ranks of faculty specialists are master faculty specialist (highest), faculty specialist II and faculty specialist I.

Educational attainments: The master degree is the entry-level degree in occupational therapy education and will serve as the department standard for eligibility for position of faculty specialist.

Time in rank: To be eligible for promotion to faculty specialist II, a faculty member shall have been a faculty specialist I for at least 3 years. To be eligible for promotion to master faculty specialist, a faculty member shall have been a faculty specialist II for at least 6 years (Article 18: 2.2)

Judgmental Criteria

Areas to be evaluated for faculty specialists are Professional Competence and Professional Service. Duties may vary depending upon the type of faculty specialist position. Specific duties and expectations of performance will be delineated in the letter of appointment.

Judgmental Criteria

In considering candidates for promotion; professional competence and professional service are important. For the purpose of clarification in the promotion review process, the following terms are presented ordinarily, from high to low: *outstanding; substantial; significant; satisfactory*. For promotion to master faculty specialist, a faculty member must have:

- (a) achieved outstanding record of professional competence and either substantial or significant record of professional service; or
- (b) achieved outstanding record of professional service and either substantial or significant record of professional competence.

Department Interpretation of judgmental criteria:

Interpretation and application of these judgmental criteria for the Department of Occupational Therapy are as follows:

Professional Competence

A rating of SATISFACTORY shall be awarded when the candidate presents evidence of the following for the time period under consideration:

- I. Outside evidence of teaching/clinical instruction/program coordination/management competence as indicated by the following:
 - Ratings from the approved university student evaluation of faculty procedure for classroom/clinic instruction
 - In addition, but not to the exclusion of student evaluations, SATISFACTORY teaching/clinical supervision/program coordination/management completed by any of the following: external evaluators, peers, alumni or administrators
 -
 - Evidence of SATISFACTORY skill in teaching/clinical supervision/program coordination/management by increasing knowledge in related subject matter of courses assigned; ability to effectively use varied

instructional/management approaches including design, delivery, and evaluation systems

II. Approved faculty development plan that demonstrates SATISFACTORY progress.

III. Curriculum development/teaching innovations/program development to improve assigned courses/clinic programs or other programs.

IV. Continued self-education in areas related to teaching, clinical or program development/coordination/management.

V. Supervision/mentoring/tutoring of students in clinical/program area.

A rating of SIGNIFICANT shall be awarded when the candidate presents evidence of the following for the time period under consideration:

I. Outside evidence of teaching/clinical instruction/program coordination/management competence as indicated by the following:

- Ratings from the approved university student evaluation of faculty procedure
- In addition, but not to the exclusion of student evaluations, SIGNIFICANT evidence of competence in teaching/clinical supervision/program coordination completed by any of the following: external evaluators, peers, alumni or administrators
- Evidence of SIGNIFICANT skill in teaching/clinical supervision/program coordination/management by increasing knowledge in related subject matter of courses assigned; ability to effectively use varied instructional/clinical supervision approaches including design, delivery, and evaluation systems

II. Approved faculty development plan that demonstrates SIGNIFICANT progress.

III. Curriculum development/teaching innovations/program improvements to SIGNIFICANTLY improve assigned courses/clinical or other programs.

IV. Continued self-education in areas related to clinical practice, teaching methods or program development agenda.

V. SIGNIFICANT supervision/mentoring/tutoring of students in clinical or other program area.

A rating of SUBSTANTIAL shall be awarded when the candidate presents evidence of the following for the time period under consideration:

I. Outside evidence of teaching/clinical instruction/program coordination/management competence as indicated by the following:

- Ratings from the approved university student evaluation of faculty procedure
- In addition, but not to the exclusion of student evaluations, SUBSTANTIAL evidence of competence in teaching/clinical supervision/program coordination completed by any of the following: external evaluators, peers, alumni or administrators
- Evidence of SUBSTANTIAL skill in teaching/clinical supervision/program coordination/management by increasing knowledge in related subject matter of courses assigned; ability to effectively use varied instructional/clinical supervision approaches including design, delivery, and evaluation systems

II. Approved faculty development plan that demonstrates SUBSTANTIAL progress.

III. Curriculum development/teaching innovations/program improvements to SUBSTANTIALLY improve assigned courses/clinical or other programs.

- Contemporary approach to material and methods used in teaching/clinical supervision/program coordination/management
- Ability to adapt material to differing student populations and levels of ability
- Increasing knowledge in related subject matter of courses assigned/clinical area/program coordination/management;
- Ability to effectively use varied instructional/clinical supervision/program coordination/management approaches including design, delivery, and evaluation systems

IV. Continued self-education in areas related to clinical practice, teaching methods or program management agenda.

V. SUBSTANTIAL supervision/mentoring/tutoring of students in clinical in clinical or other program area.

A rating of OUTSTANDING shall be awarded when the candidate presents evidence of the following for the time period under consideration:

I. Outside evidence of teaching /clinical instruction/program coordination competence as indicated by the following:

- Ratings from the approved university student evaluation of faculty procedure
- In addition, but not to the exclusion of student evaluations, OUTSTANDING evidence of competence in teaching/clinical supervision/program coordination completed by any of the following: external evaluators, peers, alumni or administrators
- Evidence of OUTSTANDING skill teaching/clinical supervision/program coordination/management by increasing knowledge in related subject matter of courses assigned; ability to effectively use varied instructional/clinical supervision approaches including design, delivery, and evaluation systems

II. Approved faculty development plan that demonstrates OUTSTANDING progress.

III. Curriculum development/ /teaching innovations/program improvements at an OUTSTANDING level to improve assigned courses/clinical or other programs.

- Contemporary approach to material and methods used in teaching/clinical supervision/program coordination/management
- Ability to adapt material to differing student populations and levels of ability
- Increasing knowledge in related subject matter of courses assigned/clinical area/program coordination/management
- Ability to effectively use varied instructional/clinical supervision/program coordination/management approaches including design, delivery, and evaluation systems

IV. Continued self-education in areas related to clinical practice, teaching methods or program management agenda.

- Calibration in specialty evaluation
- Clinical specialist certification
- Clinical doctorate or other relevant doctorate

V. OUTSTANDING supervision/mentoring/tutoring of students in clinical in clinical or other program area.

VI. Viewed as a consultant/expert for others within or outside of the Department, College or University.

- Recognition by others having leadership in curriculum/clinical program matters
- Being sought out by professional colleagues for consultation on instructional/clinical supervision/program management issues.
- Serving as an expert resource for former and current students for consultation on topics related to specialized knowledge and skills

Service

A rating of SATISFACTORY will be awarded when the candidate has documented the following during the length of service, as defined in the promotion article of the current Western/WMU-AAUP contract, from the last promotion or initial appointment:

1. In the period of time since the last promotion or initial appointment, the faculty member will have served on a fair share of department committees.

2. And, have clearly made him/herself available for appointment or election to college, university, AAUP and faculty senate committees.

A rating of SIGNIFICANT will be awarded when the candidate has documented the following during the length of service, as defined in the promotion article of the current Western/WMU-AAUP contract, from the last promotion or initial appointment:

1. Assuming responsibility for major tasks in the department, college, university, or professional organization

2. Chair or member of various committees, in the form of any combination of 2 or more of the following:

- 2 department committees
- 1 college-wide committee
- 1 university-wide committee
- National/State professional organization official

A rating of SUBSTANTIAL will be awarded when the candidate has documented the following during the length of service, as defined in the promotion article of the current Western/WMU-AAUP contract, from the last promotion or initial appointment:

1. A consistent track record of service to the department which includes but is not limited to:

- Committee membership
 - Committee chair
 - Coordinator of workshops/guest speakers
 - Advisor to department-approved student organizations
2. Expanded participation in college and university-wide governance or service which includes but is not limited to:
- Membership on college committees
 - Chair of college committees
 - Membership on university councils, faculty, senate, etc.
 - Unit representative to AAUP
 - Participation in inter or multidisciplinary projects
 - Advisor to approved university groups
3. Service to the community, which includes but is not limited to:
- Consultation in one's academic field to community agencies or projects
 - Membership in related community organizations
 - Leadership in related community organizations (board member or officer)

A rating of OUTSTANDING will be awarded when the candidate has documented criteria for a rating of Substantial, plus the following during the length of service, as defined in the promotion article of the current Western/WMU-AAUP contract, from the last promotion or initial appointment:

- Leadership roles within department, college, and/or university committees
- Sustained commitment (last 5 years or more) to department, college, and/or university committees
- Mentoring roles within department, college, and/or university committees
- Board member of agencies in local, state, or national community organizations
- Sustained commitment to community service agencies
- Appointed or elected officer of related professional organizations
- Consultant
- Awards for service from local, state, national, international professional organizations

ARTICLE FOUR

Appointment and Reappointment Policy

Approved by Faculty 3/23/10

Appointment of Tenure-Track Faculty/Faculty Specialist

Process:

The decision to add faculty/FS to the department is a shared responsibility between faculty/FS and administration. The recognition of need and the recruitment, selection, and retention of qualified faculty/FS requires collaboration between the chair and the faculty/FS.

Procedure:

1. The department chair, in collaboration with the faculty/FS, will undertake a general review of faculty/FS needs, course enrollment, and program needs. Faculty/FS will also provide input into the type of appointment.
2. When approval has been obtained for a tenure-track position the faculty shall, if called upon to do so, make appropriate recommendations for prospective candidates. For new appointments it is recommended that a faculty search committee (faculty of the whole with a Search chair) be instituted.
3. The Faculty Search chair will coordinate a process that will include:
 - a. obtaining application packet materials
 - b. screening applicants
 - c. making curriculum vitae available for examination
 - d. recommending candidates for on-campus interviews
 - e. organizing candidates' campus visits
 - f. checking references
 - g. recommending candidates for selection to the department chair and the College of Health and Human Services.
4. The faculty, at a regular or special meeting called by the Faculty Search chair (department chair present by invitation), shall discuss the applicants and by secret ballot vote on the choice for recommendation.
5. A majority vote of those present and voting shall determine the candidate to be recommended, with rationale, to the department chair for appointment.

Initial Appointment and Reappointment for Term Appointments

Process:

In matters involving the reappointment of term faculty, faculty members shall have the right to make relevant, germane and timely recommendations to the department chair.

Such recommendations shall be directed to the professional competence and performance of candidates as well as to their potential contributions to the department and the University.

Procedure:

1. Upon receipt of notification by the department chair that a faculty member is being considered for reappointment, the chair of the Personnel Committee shall call a special faculty meeting (with Department Chair present by invitation) to review the candidate's performance and professional contributions to the department and the University.
2. At a minimum, all term appointees will be evaluated within the guidelines and time frame provided by the Office of the Provost. If the individual being considered for reappointment has received a performance review evaluation, it is recommended such evaluation be reviewed and considered by the department chair and Personnel Committee and be included in the documents forwarded to the Dean and Provost.
3. After appropriate review of the candidate, a faculty vote by secret ballot shall be taken. A majority of those present and voting shall be necessary to recommend for reappointment.
4. In the event the faculty and department chair do not recommend reappointment, it is recommended the position shall then come under the procedure of a newly appointed position.
5. The faculty recommendation with rationale shall be forwarded to the department chair by the chair of the Personnel Committee.
6. The candidate has the right to appeal a negative recommendation.

ARTICLE FIVE

Equitable Distribution of Opportunities to Teach Summer I and II Sessions, and Extended University Programs

Faculty approval 3/23/10

Process:

Unit faculty/FS have preferences for teaching summer sessions as stated in the Western/WMU-AAUP Agreement (Article 41.1). Unit faculty/FS have priority over part-time or graduate assistants for up to 6 credit hours of summer teaching. Moreover, summer classes will be distributed equitably among unit faculty/FS as per the Western/WMU-AAUP Agreement.

The following recommendations shall serve as a guide in determining faculty/FS teaching assignments in the summer sessions, as well as Extended University Programs:

Procedure:

1. Expertise in the content area shall be the primary consideration, consistent with professional accreditation standards (ACOTE).
2. Teaching preferences of individual faculty/FS members as communicated in writing to the department chair shall be the second consideration. Any preferences must be related to the department chair no later than the date specified in the Western/WMU-AAUP Agreement.
3. The final schedule of summer and extended university programs shall be presented to faculty/FS prior to its final submission for inclusion in the university's schedule of classes.
4. Faculty/FS are limited to the number of EUP courses in addition to the regular workload as stipulated in the Western/WMU-AAUP Agreement.
5. In order to insure equity among faculty/FS in the assignment of teaching responsibilities in Summer and Extended University Programs, the faculty/FS recommend that a systematic rotation of teaching assignments be instituted for similarly qualified faculty requesting the same Summer I or II course. Full-time board appointed faculty/FS who did not teach full-time in either of the summer sessions of the preceding year and who were employed by WMU at that time shall be given first priority for appointment in Summer I session.

ARTICLE SIX

Evaluation of Faculty

Approved March 9, 2010

Process:

The purposes of evaluations of faculty are (a) improving the quality of instruction and/or the quality of the other professional duties and services rendered; (b) identifying and rewarding individual meritorious performance; and (c) assisting those responsible for making personnel recommendations by providing regular, reliable, and comparable data for comparable positions/groups.

According to the Western/WMU-AAUP Agreement (Article 16.1), the faculty/FS will be evaluated to identify and reward faculty and to improve competence and performance.

Procedure:

1. Per Article 42.12, all bargaining unit faculty/FS shall update their curriculum vitae in the first year of a new contract and complete a Professional Activities Report (PAR) by 15 October each year. The PAR will be submitted to the department chair and college dean.
2. It is the policy of the department faculty and ACOTE (OT accreditation entity), that all faculty submit an annual self-evaluation/faculty development plan (Form F). The intent of the self-evaluation is to:
 - a. encourage faculty/FS development;
 - b. encourage faculty activity that supports the strategic plan of the department
 - c. prepare faculty/FS for promotion and tenure processes;
 - d. provide evaluation data for personnel decisions.
3. Student ratings. The purposes of student ratings are to improve the quality of instruction, and evaluate the curricula. The Western/WMU-AAUP Agreement (Article 16) mandates student ratings of faculty/FS in at least one semester each academic year.
 - a. Term appointees are required to conduct student ratings on courses taught in the first semester of the appointment.
 - b. For part-time and term faculty members, the department requires student ratings be completed in every course every semester, including spring and summer.

- c. The department will follow the current university procedure for student evaluation of faculty utilizing the Instructor and Course Evaluation System (ICES) Program Procedural Protocol.
4. Classroom Visitation. The current Western/WMU-AAUP Agreement requires pre-tenure classroom visitations. At least one classroom visitation per year is required for all pre-tenured faculty/FS. The observer will prepare a narrative report, as required by the current agreement, to be sent to the department chair. After 3 years in the probationary track, the faculty member and the department chair may determine that no further classroom visits shall be necessary for the duration of the probationary period. The current agreement also requires a classroom visitation during the first and second semesters of a term appointment.
5. Peer Evaluations. While not required by the Western/WMU-AAUP Agreement for tenured faculty/FS, individuals may solicit evaluations regarding practice or classroom teaching performance from colleagues.

ARTICLE SEVEN

Sabbatical Leave

Approved by Faculty 3/23/10

Procedure:

1. Applications for sabbatical leave shall be made to the Personnel Committee by the date specified in the Western/WMU-AAUP Agreement.
2. The Personnel Committee shall review the proposals according to the following criteria:
 - a. The merits of the proposal in its own right.
 - b. The merits of the proposal for the individual.
 - c. The merits of the proposal for the University.
3. The Personnel Committee chair shall review all department Sabbatical Leave applications and make recommendations (in writing) to the department chair by the date specified in the Agreement.
4. The Personnel Committee chair shall notify all applicants of the committee's recommendations.

Election Procedure:

(For department nominee to represent the college on the University Sabbatical Leave Committee)

- 1) At a bargaining-unit faculty meeting of the Fall Semester, the chair of the Personnel Committee shall conduct an election by secret ballot to select the department's nominee for the election of the College Representative to the University Sabbatical Leave Committee.
- 2) The person who receives a majority of votes shall serve as the nominee.