

**Review Statement**  
**Department of Modern Languages and Literatures**  
**Oakland University**

**Consisting of the**  
**University Standards for Re-employment, Promotion and Tenure**  
**and**  
**Department of Modern Languages and Literatures Criteria and**  
**Procedures for Re-employment, Tenure and Promotion**

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Effective August 15, 2016

**Department of Modern Languages and Literatures (DMLL)**  
Criteria and Procedures for  
Reappointment and Promotion

**I. GOALS AND PURPOSE OF THE DMLL**

Oakland University is committed to the goal of providing an excellent liberal arts education to students in every field. The role of the DMLL within the university is essential to achieving that goal. A majority of OU students study a foreign language. The DMLL offers undergraduate programs with majors in French, German, Spanish, and Japanese, with minors in Chinese and, pending approval, Arabic. Hebrew and Italian are also offered. The DMLL's mission is to educate students in all aspects of foreign language learning. Our curriculum aims at teaching beginning students how to comprehend, speak, write, and read a foreign language and to understand the cultural contexts of the language they have chosen to study. We continue this process at the intermediate and advanced levels. In our upper-division courses our students develop a sophisticated knowledge of the language in its cultural context and study literature produced in this language as well. Courses throughout the curriculum provide students with the tools they need to become culturally educated critical thinkers. We prepare students who plan to pursue graduate work in a foreign language or to seek employment in a profession where the knowledge of a foreign language and culture is important or necessary. The DMLL works to serve the needs of all students who study a foreign language, whether they complete majors or minors in our department or take only what is needed to fulfill the university's general education requirement. The study of foreign language and culture helps students in their professional and personal lives.

Oakland University serves a variety of constituencies on campus and in the local community. Although most of the work of the DMLL takes place on the campus of Oakland University, we consider it important to teach foreign languages in the local area as well. Through off-site programs, the DMLL faculty members teach language, culture, and literature, facilitate service learning, and promote community engagement. We believe that students across the university curriculum benefit from the knowledge of a foreign language and culture and we are currently in the process of investigating further connections with the local international business community in order to provide Oakland University with a variety of internship opportunities. We strongly encourage study abroad through foreign exchange programs and other study abroad opportunities. In our department we are also actively involved in preparing teachers through our Oakland University Secondary Teacher Education Program (STEP). Through outreach programs, the DMLL contributes to community and professional organizations such as the Michigan World Language Association (MIWLA) and the Hispanic Outreach Center. Faculty also conduct courses in business Chinese and Japanese for local companies. Whether locally, nationally, or internationally, there is a clear and practical need for people to be able to communicate in a foreign language. The DMLL prepares students for the possibility of graduate study in a foreign language or employment in an international setting.

## **II. CRITERIA IN DMLL**

Members of the DMLL are expected to contribute to the goals and purpose of the DMLL, as stated on page 2 of this document, in Instruction, Research (this area does not apply to Special Instructors), and Service.

### **A. Definition of areas for review**

#### **1. Instruction**

Instruction includes classroom teaching, improving existing programs and curricula, developing new programs and courses, and writing and publishing instructional materials. Teaching plays a key role in the professional lives of the DMLL faculty members. Each DMLL faculty member is therefore expected to be a strong and dedicated teacher. We also value contributions to instruction through such activities as: implementing improvements to existing programs and curricula; assisting students; developing new programs and curricula; creating new courses; writing and publishing instructional materials; supervising independent study; applying new technology in teaching; and obtaining grant support for teaching activities.

Effective teaching is demonstrated through the following areas: clear and successful communication with students to promote the furthering of their knowledge; creating a vigorous classroom environment which stimulates active participation and critical thinking; advising and mentoring occurring inside and outside the classroom; developing creative teaching materials to extend and transform students' knowledge beyond the standard textbooks; revising coursework to reflect changes that emerge in those areas; diligent class preparation with clearly articulated goals that are suited to the course and to the level of the students; and making available resources conducive to research (where applicable). The achievement of teaching effectiveness is documented and evaluated through a variety of materials, including student evaluations, peer classroom observation letters, formal letters of support from students solicited by the department, and course materials. These materials may be supplemented by materials that document the candidate's common, regular availability to students for consultation, samples of graded student work to show extensive and timely feedback on student work, original assignments, evaluation rubrics, syllabi, documentation of guidance of student projects, and evidence of a wide breadth of activities and assignments tailored to reach a variety of learners.

#### **2. Research and Scholarship**

Research is fundamental to our mission because it allows the DMLL faculty members to bring new insights and current scholarly trends to the classroom, and to contribute to the larger scholarly community.

The DMLL faculty carries on research and scholarship in literary and cultural studies, interdisciplinary studies, pedagogy, linguistics, and translation.

Scholarly publications and regular presentations at professional, regional, national, and/or international conferences are required of all tenure-track faculty.

The requirement of a publication record can be met in a variety of ways, primarily by peer-reviewed works. The primary types of publication considered, in order of relative importance, are: books that have undergone peer review prior to publication; refereed articles in professional journals; and peer-reviewed or editor-reviewed book chapters. Other scholarly works, such as peer-reviewed conference proceedings, translations, critical editions, book reviews, encyclopedia entries, prefaces, introductions, glossaries, and essays, and reference or educational works such as dictionaries and textbooks, can contribute to the publication record subject to the requirements specified for each level of reappointment or promotion. Publication of creative work is a valuable contribution to the literary field and can also contribute to a candidate's publication record.

All candidates for re-appointment, promotion, and tenure in positions having a research and scholarship component are expected to publish scholarly work. Evidence of continued scholarly productivity should be shown at each review. The evaluation of a candidate's scholarly output will be based on upon the quality, quantity, and relevance of the candidate's work as evaluated primarily by outside reviewers and faculty members of the DMLL. Beginning with the c.2 review, all research material is sent for evaluation to outside experts who conduct research in relevant areas.

In the case of textbooks, documentation must be provided by someone other than the candidate about the area and amount of scholarly contributions. Textbooks in our discipline could fit into the categories of teaching, scholarship, or both; this must be decided in each individual case. Short workbooks, pictorial illustrations, or test banks, for example, would fall into the category of teaching, but extensive scholarship in cultural studies or in literary analysis of suitable texts would fall into the category of research.

### 3. Service

The DMLL faculty members are expected to be active participants in the service of the department, the college, and the university. Service to the profession at large and public service are also valued by the DMLL. Effective service can be demonstrated by documents produced in the course of service activities, and by letters detailing concrete and substantial contributions written by peers, students, and other members of the university community and the community at large.

a. Departmental: working on departmental committees, advising, coordinating study abroad programs, participating in faculty searches, and contributing to most department and program functions.

b. College: working on college committees, initiating or participating in special projects, fundraising, writing grants, serving on the Assembly, and making contributions to college matters.

c. University: working on university committees, fundraising, writing grants, giving presentations to the university community, organizing lectures and workshops, participating in the secondary education program (STEP), serving on the Senate, and making contributions to university matters.

d. Service to the profession at large: serving in an official capacity in a professional national or regional organization, organizing lectures, colloquia, or sessions at conferences, serving as a referee reader or guest editor for a professional publication, or providing service to other universities, such as the evaluation of existing and new programs.

e. Public: presentations to the larger community and services that rely on the candidate's professional competence.

## **B. Criteria for each level of review for tenure-track faculty**

### **1. Reappointment as Assistant Professor (c.1)**

Instruction. The candidate must have a record of effective and enthusiastic teaching, as evidenced by end-of-semester student evaluations, student letters, teaching material (syllabi, tests, handouts, etc.), and peer review.

Research and Scholarship. The candidate should show evidence that he or she is conducting research and has made progress, since hire, in establishing a publication record. This progress could be demonstrated by the publication of one article of appropriate length and quality in a peer-reviewed journal OR by having one article of appropriate length and quality in a peer-reviewed journal in the "revise and resubmit" stage, OR an equivalent to this in other forms of scholarly production, as defined in "Definition of areas for review" above. Alternatively, a contract for a single-authored book with an academic press would meet department standards for reappointment at this level. It is expected that the candidate will have presented papers at professional conferences.

Service. The candidate must show evidence of active and effective service in the program in which he or she teaches, and to the department. Other forms of service will be viewed favorably.

### **2. Reappointment as Assistant Professor (c.2 or c.3)**

Instruction. The candidate must continue to show evidence of effective teaching. It is expected that any problems in the quality of instruction that came to light in the c.1 review will have been rectified by the c.2 review. It is expected that the candidate will have taught a variety of courses at different levels in his or her language section. Improvement of existing courses, creation of new courses, and involvement in writing and publishing instructional materials will be viewed favorably.

Research and Scholarship. The candidate should have an established publication record, and should show evidence of continued scholarly productivity since his or her previous review, with further work in process. This productivity could be demonstrated by the publication of at least one article and having an additional article of appropriate length and quality in a peer-reviewed journal in the “revise and resubmit” stage, or an equivalent to this in other forms of scholarly production, as defined in “Definition of areas for review” above. Alternatively, a contract for a single-authored book with an academic press would meet department standards for reappointment at this level. The work “in process” can be demonstrated by conference presentations, article or book manuscripts in significant stages of production, or grant proposals submitted. It is expected that the candidate will have continued to present papers at professional conferences.

Service. The candidate must show evidence of active and effective service to the program in which he or she teaches, to the department, and to the college or university community. Other forms of service will be viewed favorably.

### 3. Promotion to Associate Professor with tenure (c.4 or d)

Instruction. The candidate must have established himself or herself as a strong and dedicated teacher. It is expected that any problems in the quality of instruction that came to light in the c.2 review will have been rectified by the c.4 review. It is expected that the candidate continue to teach a variety of courses at different levels in his or her language section. Course development and improvement, supervision of independent projects, writing and publishing instructional materials, are invaluable to the department; therefore, evidence of any of these activities will be an asset.

Research and Scholarship. The candidate should have established a significant publication record with continuing scholarly productivity since his or her previous review. Several peer-reviewed articles of appropriate length and quality, or the equivalent to this inclusive of other forms of scholarly production, should be published or in press. Alternatively, a contract for a single-authored book with an academic press in addition to further evidence of ongoing scholarly activity would meet department standards for reappointment and promotion. It is expected that the candidate will have continued to present papers at professional conferences.

Service. The candidate must show evidence of active and effective service to the program in which he or she teaches, to the department, and to the college and university communities. Other forms of service will be viewed favorably.

### 4. Promotion to Professor

We consider promotion to professor to be a mark of distinction granted through academic, service, and teaching accomplishments. Candidates for professor are expected to have achieved wide recognition as authorities or leaders in scholarly contributions and an excellent record in teaching (Track A) OR wide recognition in public, institutional, and professional service and an excellent record in teaching (Track B).

a. Track A.

Instruction. The candidate should have a strong teaching record, as demonstrated by activities such as: developing new curricula and programs, directing student research, and continuing to teach a variety of courses at different levels in his or her language section or in related fields.

Research and Scholarship. The candidate should show a steady and consistent record of publications. A single-authored book published by an academic press after tenure would meet department standards for promotion to full professor. A significant number of peer-reviewed articles or the equivalent to this inclusive of other forms of scholarly production, as defined in “Definition of areas for review” above, published or in press, could also meet these standards. Overall recognition in the field of research is expected and can be exemplified by the following: steady publishing production, participation in national and international academic conferences, editing books or journals, invitations to review manuscripts for possible publication in academic journals, invitations to panels and journals to contribute one’s expertise, invitations to lecture in different institutions, organizing conferences, and being cited in works of other scholars in the field, whether in dissertations, articles, or books. In general, the candidate must show that that he or she has achieved considerable standing in his or her field, offering a sustained list of publications of high quality as judged by scholars both inside and outside the university.

Service. The candidate must show evidence of active and effective service to the program in which he or she teaches, to the department, college, and university communities, and to the profession at large. A record of leadership is desirable. Public service will be viewed favorably.

b. Track B.

Instruction. The candidate should have a superb teaching record, as demonstrated by activities such as: creating new courses, developing new curricula and programs, directing student research in the form of theses for the Honors College or MA programs, mentoring students’ grant-funded research projects, and continuing to teach a variety of courses at different levels in his or her language section or in related fields.

Research and Scholarship. The candidate must show a continued and ongoing record of publications since tenure. A number of peer-reviewed articles or the equivalent to this inclusive of other forms of scholarly production, as defined in “Definition of areas for review” above, published or in press, could meet department standards for promotion to full professor. The candidate must have a strong record of presentations at national and international academic conferences. In general, the candidate must show a sustained record of research presentations and publications.

Service. The candidate must show evidence of continuous outstanding and effective service to the program in which he or she teaches, to the department, college, and university communities, and to the profession at large. A record of leadership in three or more of these areas is required, as demonstrated by activities such as: chairing university-

wide committees, acting as section head or department chair, organizing department and university-wide events, directing or serving on executive committees or boards for other university programs, directing study-abroad programs, or serving on the OU Senate Steering Committee or the CAS Assembly Executive Committee.

5. Early promotion to Associate Professor with tenure

For a candidate to be able to apply for early promotion to Associate Professor with tenure, it is expected that he or she has exceeded the criteria for review that apply to regular promotion to Associate Professor with tenure as stated in II.B.3.

**C. Criteria for each level of review for Special Instructors**

1. First review for re-employment for Special Instructors

Instruction. The candidate must have a record of effective teaching as evidenced by end-of-semester student evaluations, student letters, teaching material (syllabi, tests, handouts, etc.), and peer review.

Research and Scholarship. This area does not apply to Special Instructors.

Service. The candidate must show evidence that he or she participates actively in the program in which he or she teaches, and in departmental service. Participation in college or university service will be viewed favorably.

2. Second review for re-employment for Special Instructors

Instruction. The candidate must continue to show evidence of effective teaching. If there have been problems, the case should be made that they have been addressed. It is expected that the candidate has taught a variety of courses at different levels in his or her language section. Improvement of existing courses, creation of new courses, and involvement in writing and publishing instructional materials will be viewed favorably.

Research and Scholarship. This area does not apply to Special Instructors.

Service. The candidate must show evidence that he or she continues to participate actively in the program in which he or she teaches, and in departmental service. College and university service will be viewed favorably.

3. Re-employment with the granting of Job Security

Instruction. The candidate must have established himself or herself as a strong and dedicated teacher. It is expected that the candidate continue to teach a variety of courses at different levels in his or her language section. Initiative in course development or improvement is expected. Supervision of independent projects, writing and publishing



instructional materials are invaluable to the department; therefore, evidence of any of these activities will be an asset.

Research. This area does not apply to Special Instructors.

Service. The candidate must have a steady record of active participation in the program in which he or she teaches, and in departmental service. College or university service is expected.

#### 4. Promotion to Associate Professor with tenure

A Special Instructor may apply for promotion to Associate Professor with tenure. In such a case, the candidate will follow the same procedures and comply with the same criteria as an Assistant Professor who is reviewed for promotion to Associate Professor with tenure.

### **D. Review of Visiting Faculty**

In the event that the department can re-employ a visiting faculty member for an additional term, criteria and procedures will be followed to evaluate the candidate prior to making the employment recommendation. This process, by necessity, will not involve a dossier or formal committee recommendations, and will be done in the final month(s) of the candidate's contract. The chair will be responsible for this evaluation. The candidate must achieve a satisfactory rating in teaching, as described in paragraph II.B "Instruction" above, depending on the visitor's rank and years of experience. In addition, any scholarly or service expectations assigned to the candidate at the time of hire should also be evaluated and satisfactory ratings achieved, again using the criteria associated with the candidate's rank and experience. If a decision not to re-employ a visitor on the basis of performance is being considered, the tenured faculty of the department may be consulted.

### **E. Review of Full-time Adjunct Faculty**

Candidates seeking re-employment are expected to demonstrate a record of effective instruction and a record of service to the department in their specific professional capacities. The candidate will be evaluated by the candidate's section head and the department chair in September during the last year of his or her contract. If there is disagreement over whether the candidate should be re-employed, the committee will consult the department's Executive Committee.

#### 1. First review for re-employment for Full-time Adjuncts

Instruction. The candidate must have a record of effective teaching as evidenced by end-of-semester student evaluations, student letters, teaching material (syllabi, tests, handouts, etc.), and peer review.

Service. The candidate must show evidence that he or she participates actively in the program in which he or she teaches, and in departmental service. Participation in college or university service will be viewed favorably.

Research: Although research is not specifically required of Full-Time Adjuncts, research activities, including publication and presentation of research at conferences, will be viewed positively.

## 2. Subsequent reviews for re-employment for Full-time Adjuncts

Instruction. The candidate must continue to show evidence of effective teaching and must have established himself or herself as a strong and dedicated teacher. Any problems in job performance that have been raised should have been addressed and corrected. It is expected that the candidate will have taught a variety of courses at different levels in his or her language section. Improvement of existing courses, creation of new courses, supervision of independent projects, and involvement in writing and publishing instructional materials will be viewed favorably.

Service. The candidate must show evidence that he or she continues to participate actively in the program in which he or she teaches, and in departmental service. College and university service is expected.

Research: Although research is not specifically required of Full-Time Adjuncts, research activities, including publication and presentation of research at conferences, will be viewed positively.

## **F. Review of Part-Time Faculty**

Part-time faculty (lecturers and special lecturers) are hired on a semester by semester or year by year basis. For continuation as a part-time faculty, the candidate must, as determined by the chairperson, achieve a satisfactory rating in teaching and additionally have demonstrated high professional standards, reliability, conscientiousness, and availability to students. For first re-employment, the teaching criteria in paragraph II.B.1 “Instruction” of this document should be applied. For any subsequent re-employments, the teaching criteria in paragraph II.B.2 “Instruction” should be applied. If a decision not to re-employ a part-time faculty member on the basis of performance is being considered, the tenured faculty of the department may be consulted.

## **III. PROCEDURES AT ALL LEVELS OF REVIEW**

### **TIMELINE FOR REVIEWS OF ASSISTANT PROFESSORS AND SPECIAL INSTRUCTORS**

1. All materials for the dossier and back-up file (except the Review Committee Report and the department’s letter) will be submitted to the main office.	Second Friday of December
2. Review Committee’s report will be submitted to the department office.	First day of classes in January

3. The voting faculty will meet to discuss the dossier.	Second week of classes in January
4. Voting Faculty will cast their votes.	Within three days of the voting faculty meeting to discuss the dossier.
5. The department's letter will be completed.	Within four days of the ballots being counted.
6. The complete dossier will be forwarded to the next reviewing body.	February 1

**TIMELINE FOR REVIEWS OF ASSOCIATE PROFESSORS SEEKING  
PROMOTION TO FULL PROFESSOR**

1. All materials for the dossier and back-up file (except the Review Committee Report and the department's letter) will be submitted to the main office.	Friday of the first week of classes in September
2. Review Committee's report will be submitted to the department office.	Friday of the third week of classes in September
3. The voting faculty will meet to discuss the dossier.	Fourth week of classes in September
4. Voting Faculty will cast their votes.	Within three days of the voting faculty meeting to discuss the dossier.
5. The department's letter will be completed.	Within four days of the ballots being counted.
6. The complete dossier will be forwarded to the next reviewing body.	October 15

**A. Review Committee**

The DMLL chairperson will appoint all Review Committee members in consultation with the candidate, but the candidate has no veto power. This committee will elect its chair from among the tenured faculty members.

For tenure-track reviews and promotion to full professor, the Review Committee will consist of three tenured faculty members.

For Special Instructors, the Review Committee will consist of three faculty members, at least one of whom will be a Special Instructor with job security, when available, and the others will be tenured faculty members. There should be at least one tenured faculty member on the Review Committee.

The Review Committee will be responsible for putting together the dossier of the candidate (see Sections B-G below). The candidate is responsible for providing documentation for the supplementary file, as outlined below in Section H. All materials for the dossier and supplemental file, except for the Review Committee report and the department's letter, will be submitted to the department office by the second Friday of December. The Review Committee's report will be submitted to the department office by

the first day of classes in January. The department's letter will be completed within four days of the ballots being counted.

To ensure that the candidate clearly understands the procedures for review, the chair of the Review Committee (described below) and the candidate will meet at the beginning of the review process, and discuss the procedures. At the end of the review process, it is the responsibility of the chair of the Review Committee to meet with the candidate again, and seek agreement in writing that the procedures have been followed.

### **B. Outside Letters**

For the c.2 or c.3 review of tenure-track faculty members, at least one outside reviewer will be contacted for a letter that will become part of the candidate's dossier.

For the c.4 review of tenure-track faculty members and the promotion to the rank of Professor, at least three responses will be requested from outside reviewers, who are considered to be specialists working in the candidate's field of research.

Each outside evaluator's curriculum vitae should reflect a solid record in the candidate's field of study. The Review Committee will contact the outside evaluators. Outside reviewers will submit a statement in which they explain what, if any, relationship they have with the candidate.

It is desirable that new outside evaluators be contacted for each level of review.

### **C. Student Letters**

For each level of review, the Review Committee will solicit written feedback from students. Students will be selected from among the students who have completed one or more courses with the candidate. Students will be selected to represent all levels of classes that the candidate has taught. The Review Committee will select 15 students at random from class lists, and the candidate will be asked to submit the names of 5 students whom the Review Committee will contact.

The Review Committee will make its selection after receiving the names submitted by the candidate, in order to be sure that the Review Committee will not duplicate the names suggested by the candidate. There will thus be a total of 20 different students who will be contacted.

For the candidate's first review, the students will be selected from among the classes taught by the candidate since the initial hire. For subsequent reviews, students will be selected who have taken courses since the previous review.

If after three weeks fewer than five responses have been received, then the Review Committee will make every effort to contact by phone and/or email those students who did not respond.

Electronic correspondence from students will be accepted.

### **D. Service Letters**

The Review Committee will request letters from colleagues regarding the candidate's service at the department, college and university levels. In addition, letters can be requested for the candidate's service in the community-at-large, such as serving on an advisory board in an organization in the community, or for other types of outreach

activities. If the candidate has served on executive committees in national organizations or engaged in service activities in his or her discipline at the national and international level, the Review Committee will request service letters when appropriate.

It is desirable that new outside evaluators be contacted for each level of review. Electronic correspondence will be accepted, but will need to be confirmed with a signed hard copy.

#### **E. Class Visitations and Teaching Portfolio**

For each level of review, two announced class visitations will be made, one of which will be conducted by a member of the candidate's language section. Whenever possible, one of the classes observed will be a 100- or 200-level class and the other a higher level class. A class visitation report will be submitted to the Review Committee, and will become a part of the candidate's dossier.

The candidate will also be required to submit to the Review Committee a portfolio of teaching material (sample tests, syllabi, handouts and other relevant material), reflecting his or her work in this area during the period of review. This shall become part of the Supplementary File.

#### **F. Review Committee's Report**

Once the candidate's dossier and supplementary file (as listed above in sections B-D, and below in G and H) are complete, the Review Committee will write a report that will analyze and summarize their contents. This report will be given to the candidate. It will be the responsibility of the candidate to read the report of the Review Committee, and the candidate will be informed that he or she has the right to respond to the report. The candidate may appear before the Review Committee, if desired.

#### **G. Dossier**

The candidate's dossier should be prepared in accordance with CAP and FRPC guidelines.

#### **H. Supplementary File**

The contents of the Supplementary File should be in accordance with CAP and FRPC guidelines.

#### **I. Departmental Vote**

When steps A-H above have been completed, the dossier will be submitted for review to full-time faculty members of the DMLL, including the DMLL chairperson. For the reviews of assistant professors and for promotion to full professor, only associate and full professors may vote. Special instructors with job security, along with associate and full professors, may vote on reappointment decisions regarding special instructors. The chair of the Review Committee will schedule a meeting for the eligible voting faculty to discuss the dossier.

The eligible voting faculty will subsequently vote by secret ballot for the reappointment and promotion and/or job security of the candidate. This vote will occur within three days of the faculty meeting. Ballots will be distributed at the faculty meeting and faculty will indicate in writing that they have received their ballots.

After the vote, the chair (or designee appointed by the Review Committee if the chair does not agree with the majority) will write a summary of the department's deliberations and recommendation to send to either CAP or the Dean, as appropriate. In this letter, the chair or designee must indicate the range of opinions raised in the discussions. The chair or designee must also give the exact results of the vote. This letter must be made available to all voting members.

The DMLL chairperson will discuss the results of the vote with the candidate within three days following the vote. Should the candidate decide to appeal the results of the vote, the appeal process shall begin within three days.

### **J. Appeal Process**

The candidate will have the opportunity to appeal, and to request a reconsideration of the recommendation of the department. All appeal procedures will be made known to the individual by the chair of the DMLL.

If a formal appeal is requested, the voting members of the department will elect an Appeals Committee. The Appeals Committee will consist of three elected voting members.

The Appeals Committee will meet with the candidate. Following this hearing, the Appeals Committee will write a report. This report will be made available to the voting faculty of the department. The department will then vote again. The final vote will be forwarded to CAP and the Dean.

All other appeal routes are stipulated in the pertinent sections of the university Faculty Agreement.

### **K. Request for Early Promotion to Associate Professor**

1. The chairperson of the DMLL, or any tenured faculty member of the DMLL, may submit in writing the name of an Assistant Professor to be considered for early promotion to Associate Professor with tenure. The Assistant Professor will then be informed by the DMLL chairperson and asked if he or she agrees that a review be undertaken. If the candidate agrees, the review process as described above will be initiated.

2. Any Assistant Professor may submit a written request to the chairperson of the DMLL to be considered for early promotion to Associate Professor with tenure. The review process will then be undertaken.

### **L. Request for Promotion to Professor**

1. The chairperson of the DMLL, or any tenured faculty member of the DMLL, may submit in writing to the chair, the name of an Associate Professor, who has a minimum of five years' tenure, to be considered for promotion to Professor. The Associate Professor will be informed by the chairperson and asked if he or she agrees that

a review be undertaken. If the candidate agrees, the review process as described above will be followed.

2. Any Associate Professor who has a minimum of five years' tenure may submit a written request to the chairperson of the DMLL to be considered for promotion to Professor. The review process will then be undertaken.

### **M. Promotion of the Chairperson of the DMLL**

The tenure-track faculty and the Special Instructors of the DMLL will elect a tenured faculty member who will serve as proxy chair for the review process. The procedures described above will then be followed.

## **UNIVERSITY STANDARDS FOR RE-EMPLOYMENT, PROMOTION, AND TENURE**

In all reviews for tenure and promotion Oakland will consider the candidate's entire record, emphasizing efforts and accomplishments since attainment of current rank. The candidate's record at Oakland University generally will be of particular importance. Oakland's evaluation of the candidate will consider:

- the programmatic and institutional setting of the candidate's work at Oakland and the nature of the candidate's assignments and responsibilities;
- the quality of the candidate's accomplishments;
- the relation of all these factors to the objectives of the area or department, the goals of the college or school or institute, and the mission and long range vision of the university.

Oakland's evaluation focuses on the candidate's efforts and accomplishments in three areas:

- teaching or performance as a university librarian, as appropriate to the appointment;
- intellectual contributions such as scholarship, research, and creative activities;
- service.

### **Teaching and University Librarianship**

The term "teaching" refers to all instruction and advising activities that affect or support the academic progress of students. These activities include classroom, laboratory, studio, field, and clinical teaching and evaluation; the supervision of research, writing, independent study, practica, and performance; individual and group advising and

mentoring; preparation of courses; development of curricular and instructional materials; instructional innovations; and application of new educational technologies.

The phrase “performance as a university librarian” refers to initiating, planning, organizing, and implementing library programs, including application of technology and effective communication with and service to library users.

A candidate for tenure must show substantial evidence of achievement in teaching and/or performance as a university librarian. Such evidence must be obtained through use of systematic procedures for student and peer review. Evidence may include, but is not limited to, assessments of the instructor’s preparation through peer review of syllabi, reading lists, class and library handouts, tests, examinations, and other course and library materials in all formats; student appraisals such as course evaluations and solicited and unsolicited letters; evidence of student achievement; and success in sharing teaching philosophies and methodologies and in obtaining grant support relating to teaching and/or university librarianship.

### **Intellectual Contributions – Scholarship, Research and Creative Endeavors**

Because of the comprehensive and diverse nature of Oakland University’s mission, Oakland recognizes in its reviews a broad range of intellectual contributions. Such contributions improve theory and practice and support the present and future quality of instruction at Oakland University.

Scholarship and research include:

- basic, theoretical or applied research;
- scholarship that applies the research to the betterment of society, institutions, groups, and individuals;
- peer recognition of the above as reflected in publications in refereed journals, other peer-reviewed publications, and critical reviews as appropriate to the discipline;
- successful efforts in securing competitive or professionally significant external funding in disciplines where research is traditionally supported by grants;
- scholarship that interprets, draws together, and brings new insights to bear on original research, gives meaning to isolated facts and puts them in perspective, or creates connections across disciplinary lines;
- scholarship that involves not only transmitting knowledge but transforming and extending it as well through carefully planned and continuously examined pedagogical procedures that stimulate active learning and encourage students to be critical and creative thinkers with the capacity to go on learning after their college days are over.



“Creative activities” refers to works of artistic expression, production, or performance, and includes such activities as composing, writing, directing, performing, and conducting.

The most important evidence of scholarship, research, and creative activities is that authorities in the discipline(s) or field(s), including authorities outside the institution, have critically evaluated the work as meeting high standards (e.g., publications in refereed journals, grants and other funded research proposals). A candidate for tenure is expected to have made substantial progress toward maturity as a scholar or creative artist and to have established the presumption of continued growth in these areas.

### **Service**

The term “service” refers to the following activities:

- public, institutional, and professional service through work that grows out of the university’s programs and mission and has the potential for substantial and positive effects on a community, profession, or external perceptions of the university, and that draws upon the candidate’s professional competence. Such service includes not only contributions to the organizational work of academic professional associations and societies at all levels but also activities that extend Oakland’s scholarly and instructional capabilities into various external agencies and communities.
- university service through committee work or governance activities in the area, department, school, institute, college, or the university; for faculty, university service includes service as a role model and mentor for colleagues and students.

Documentation of the candidate’s service should recognize these distinctions and, particularly in the case of public, institutional, and professional service, should indicate the relationship of the candidate’s service activities to the programs and mission of the university and to the candidate’s instruction, intellectual contributions, and professional responsibilities. A candidate’s involvement in university service should reflect an appropriate sharing of general faculty obligations in university governance.

Evidence of service should speak to its magnitude, complexity, and duration and may be derived from the testimony of those served; from evaluations provided by others involved in service work; from reports, articles, instructional materials and other documents produced through service; and from grants and funded projects, honors, and awards received in recognition of service.

Oakland regards teaching or performance as a university librarian and intellectual contributions as the most crucial areas of development for candidates for non-tenured re-employment or for tenure. Oakland normally will expect the record of candidates for tenure to show some accomplishments in service.

Beyond their achievements at the time of tenure all candidates for professor are expected to have continued their development in teaching or performance as a university librarian and in intellectual contributions and service. In addition, candidates for professor are expected

to have demonstrated excellence and creativity in teaching or performance as a university librarian including application of technology, or to have achieved wide recognition beyond the institution as authorities or leaders in intellectual contributions or wide recognition in public, institutional, and professional service. In disciplines where research is traditionally supported by grant support, external funding is desirable for consideration of promotion to professor. In addition, candidates for professor must demonstrate potential for sustained involvement in teaching, research, and service.