May 31, 2005

To: Jacqueline H. Wiggins  
Professor and Chairperson, Department of Music, Theatre and Dance

From: Virinder K. Moudgil  
Vice President for Academic Affairs and Provost

Re: Music, Theatre and Dance Review Statement

This is to inform you that Oakland approves the Department of Music, Theatre and Dance Review Statement as modified and submitted by you on behalf of your unit on May 31, 2005. The changes made are consistent with the recommendations that I suggested.

Please express my thanks to your faculty for working together with the administration to prepare a document that will help to insure the reappointment, promotion and tenure of a quality faculty.

VKM

cc: Ronald A. Sudol, Acting Dean, College of Arts and Sciences
Review Statement
Department of Music, Theatre and Dance
Oakland University

Consisting of the
University Standards for Re-employment, Promotion and Tenure
and
Department of Music, Theatre and Dance Criteria and Procedures for
Re-employment, Tenure and Promotion
and
Department of Music, Theatre and Dance Criteria and Procedures for
Re-employment of Special Instructors

Approved by the Department of Music, Theatre and Dance Faculty   Nov. 2, 2004
Approved by the College of Arts & Sciences CAP   Nov. 22, 2004
Approved by FRPC   Feb. 1, 2005
Approved by Oakland

Effective August 15, 2005
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.

Department of Music, Theatre and Dance
Review Statement
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 reemployment 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.
Department of Music, Theatre and Dance
Criteria and Procedures for Re-employment, Tenure and Promotion
Oakland University
College of Arts and Sciences

These Departmental Criteria, Policies and Procedures for Reappointment, Promotion and Tenure are developed in accordance with the stated policies as defined through the Faculty Agreement and Oakland University. For the purposes of this review process, the Department considers “full-time faculty” to include all tenure-track faculty and special instructors.

I. Components of the review process

A. On-going teaching visitations: As a standard practice (not just during a specific review period), all members of the full-time faculty will engage in class visitations every semester. Each faculty member is responsible for requesting two visitations by different faculty members each semester and for rotating the requests such that most colleagues get a chance to visit at least one class every 2 to 4 years and such that a variety of courses are covered. This includes faculty from all disciplines within the Department, such that a theatre faculty member may observe a music class, and so on. Each visit would be followed with written comments. The original will go to the teacher whose class was visited and, for access at review time, copies will go to the Chair and the Dossier Committee.

B. Dossier Committee: For each appointment period, a Dossier Committee (of at least 2 members) is selected from the full-time, regular faculty by the Chair in consultation with the Candidate to assist and facilitate the development of a complete Dossier. At least one member must be tenured. Any non-tenured committee member must have completed his or her own review at the level being reviewed. (A Special Instructor with job security would not be eligible to serve on a Dossier Committee for an Assistant Professor, but could serve on a Dossier Committee for a less experienced Special Instructor.) The Dossier Committee assists the Candidate in the preparation of the dossier before it is presented to the Review Committee. The Dossier Committee may also be called upon to help the Candidate explain or clarify what is in the dossier to the Review Committee, once the Review Committee has received the dossier. Beyond that, the job of the Dossier Committee is finished once the dossier is in the hands of the Review Committee.

C. Review Committee: A Review Committee is selected from the tenured full-time, regular faculty by the Chair in consultation with the faculty to serve as the reviewing body for all reviews in a specific semester. Members of the Review Committee may not also serve on a Dossier Committee if both groups serve the same Candidate. The Review Committee reviews the dossier as submitted. The Review Committee may ask for explanation or clarification from the Candidate and/or Dossier Committee, but essentially, the committee is charged with reviewing the materials and writing the report on behalf of the department.
D. **The Dossier:** The Dossier is comprised of materials supplied by the Candidate and augmented by materials gathered by the Dossier Committee. The suggested contents should appear in the following order, with each section independently paginated (A-1, A-2, A-3...; B-1, B-2... etc.). The Dossier is provided to the next reviewing body in multiple copies.

1. Table of contents
2. Curriculum vitae (in specified format of the College of Arts and Sciences)
3. Candidate’s personal statement
4. Chair’s certification that procedures have been followed
5. Department Criteria, Policies and Procedures for Reappointment, Promotion and Tenure document
6. Review Committee’s recommendation
7. Department’s recommendation (followed by Chair’s letter, if in disagreement with the Department’s recommendation)
8. Candidate’s rebuttal, if submitted
9. For a c.4 review, a copy of the c.2 or c.3 CAP letter
10. Departmental colleague evaluation and comment forms (IV.A.4.c)
11. Reports: teaching (IV.A.2.c,d)
12. Reports: professional, including outside reviews. In the case of an outside reviewer, a brief bio should be included in the review document. The full CV of an outside reviewer should be placed in the Supplementary File. (IV.A.4.b)
13. Reports: service (IV.A.4.a)
14. List of contents of supplementary file

Plus anything else that the Committee on Appointment and Promotion may request or that the candidate may wish to include.

E. **The Supplementary File:** The supplementary file is a collection of single-copy back-up evidence for items listed in the vita. The contents in the file must be in the same order as the vita and must be clearly labeled to correspond to the “list of contents of supplementary file” as provided in the Dossier (item 14 above). All materials must be individually, clearly, identified and labeled. Materials that should be included are:

In support of scholarship:
- Published books, articles, compositions, scripts, program notes.
- Recordings, videotapes, designs, etc.
- Programs of performances
- Press reviews and clippings
- Other appropriate materials

Curriculum Vitae of outside reviewers, if solicited
In support of teaching:
- Copies of syllabi and other teaching documents
- Information about curricular innovations or revisions
- Teaching evaluations (at the rear of the supplementary file or in a separate binder)

In support of service:
- Documentation such as invitations, letters of thanks, copies of programs or agendas

II. Criteria

Effectiveness is expected in all three areas—instruction, creative/artistic/scholarly activities, and service—consistent with the standards outlined in this section. At all review levels and in all disciplines, qualities that assist in the evaluation of effectiveness are:
- capacity for and commitment to artistic excellence, and
- willingness and ability to engage in productive interaction and cooperation within the contexts of teaching, scholarly/artistic work, and service.

A. Assistant Professor
1. At this level, it is expected that the faculty member will possess strong potential for successful development as a teacher and as an artist or scholar.
2. Criteria for Reappointment at the rank of Assistant Professor, c.1 review
   a. Promise of successful scholarly and/or artistic productivity supported by publication, production, or other evidence. (See Section III.B. for examples of what is considered acceptable evidence.)
   b. Promise of valuable professional contribution in service.
   c. Ability and willingness to evaluate his or her own teaching with an eye toward growth as a teacher.
3. Criteria for Reappointment at the rank of Assistant Professor, c.2 or c.3 Review
   a. Acquisition of the doctorate, the MFA, or the equivalent.
   b. Evidence of successful scholarly and/or artistic productivity supported by publication, production, or other evidence. (See Section III.B. for examples of what is considered acceptable evidence.)
   c. Evidence of valuable professional contribution in service at the departmental level and entry-level work in the profession beyond Oakland.
   d. Evidence of reflection on teaching and growth in teaching ability.

B. Associate Professor
1. At this level, it is expected that the faculty member will have a consistent record of achievement involving teaching, artistic, and/or scholarly activity, and recognized professional contribution.
2. Criteria for Tenure and Promotion to the rank of Associate Professor.
   a. A record of effective teaching at Oakland University.
b. A continuous record of scholarly and/or artistic achievement indicated by publication, production or other evidence that shows that the Candidate has established a reputation among peers within the Candidate's discipline as a productive scholar or artist.

c. A record of valuable professional service to the Department, College and/or University, and the profession beyond Oakland.

C. Professor

1. At this level, it is expected that the faculty member will have a sustained record of artistic and/or scholarly achievement that has resulted in a substantial contribution to the field and a national reputation in the area of expertise (that is, activities and recognition beyond the local or regional area).

2. Criteria for Promotion to the rank of Professor

   a. A record of effective teaching at Oakland University.

   b. A continuous record of scholarly and/or artistic achievement that has resulted in a substantial contribution to the field. The record should be supported by publication, reviewed production, or the equivalent. There should be evidence that the Candidate has established a national reputation among peers within the Candidate's discipline as a productive artist or scholar.

   c. A record of professional service at the regional and national level.

   d. A record of effective service to the College and/or the University.

   e. A record of active participation in the work of the Department and of consistent support for Departmental goals, procedures, and programs.

III. Categories and evidence of criteria

A. Instruction

   Instruction consists of all activities that contribute directly to the students' acquisition of knowledge: classroom and studio teaching at all levels, independent study or research supervision, advising, course development and preparation, and artistic involvement in, guidance on and direction of student productions and performances.

B. Creative/Artistic/Scholarly Activities

   Artists are evaluated in the area of artistic achievement, while scholars are evaluated in the area of scholarly achievement. (Nothing is meant to imply that artists may not submit evidence of scholarly achievement or that scholars may not submit evidence of artistic achievement.)

   Scholars are evaluated in the area of scholarly achievement while artists are evaluated in the area of artistic achievement. (Nothing is meant to imply that scholars may not submit evidence of artistic achievement or that artists may not submit evidence of scholarly achievement.)
1. Artistic Achievement
   a. Artistic achievement functions as the equivalent of scholarly achievement.
   b. Artistic achievement is the appropriate area to evaluate faculty activity that is creative or artistic in intent.
   c. This category includes all activities related to artistic production or performance engaged in by the Candidate and which are distinct from the teaching load, roles and responsibilities. Included here are activities such as composing, writing scripts, directing, designing, choreographing, video and audio recordings, producing, performing, conducting, etc., as these are appropriate for the individual.
   d. Artistic work within the Department’s production season may be used as professional activities if the work is distinct from the instructional role. The ability to use this work as evidence of artistic achievement is greatly enhanced if this work is well-documented and evaluated by external referees from peer institutions who witness the artistic event.
   e. Further evidence of artistic achievement is work accomplished outside the University in professional circumstances. Evidence of national accomplishment is a goal to be pursued by all creative faculty. Appropriate documentation is mandatory to establish such professional experiences, such as printed materials, published reviews, recordings, photographs, and videotapes, etc.

2. Scholarly Achievement
   a. Scholarly achievement functions as the equivalent of artistic achievement.
   b. Scholarly achievement is the appropriate area to evaluate a faculty member’s research, such as in history, theory or education.
   c. This category includes all endeavors that contribute to the creation of new knowledge and the scholarly growth of the individual in areas of artistic interest, specialty and competence.
   d. Scholarly achievement will be evaluated by a careful consideration of the research published or in press. Publications include books written or co-written, books edited, chapters in books, monographs, abstracts, and articles in scholarly journals.
   e. Other evidence of scholarly achievement may be papers delivered at conferences, seminars and workshops presented, reviews, manuscript evaluations, grant funding, and consultations.
   f. Publication and other scholarly evidence is more impressive when conducted on the national level. Refereed scholarship is viewed as more significant than non-refereed activities.

C. University and Public Service and Other Professional Activities
   University and public service and other professional activities occur both within and without the university and contribute to the support, maintenance, and growth of the academic and artistic environment in which teaching, performance and scholarship can prosper. Such service may include:
   1. Departmental administrative and committee service.
   2. Membership and constructive participation in college or university committees.
3. Organization and administration of interdisciplinary programs.
4. Membership and constructive participation in a local, state, regional, or national organization related to professional concerns.
5. Performance of administrative duties for professional organizations.
6. Cultural activities in the community and beyond, such as consulting, jurying, planning, and implementing a community workshop or program.
7. Planning and implementation of a program grant proposal.
8. Professional consultantships; being asked to judge/jury the creative or scholarly works of instructors at other schools, or to review performers or performances.
9. Any other appropriate evidence of professional service or activities.

IV. Procedures

A. Dossier preparation
1. The responsibility of assembling the Dossier is with the Candidate; the Dossier Committee assists as requested by the Candidate and adds materials that it gathers as evidence for the review.
2. For the Dossier, the Candidate will:
   a. Prepare the curriculum vitae in the format specified by the College of Arts and Sciences.
   b. Prepare a personal statement.
   c. Review all the teaching evaluations since the last review and make a written report as part of the teaching portion of the Candidate’s Statement. (This review and report provides an opportunity for the Candidate to reflect on his or her teaching with an eye toward improvement, for instructors at any level of experience and proficiency. The Review Committee will also review the teaching evaluations, and construct their own statement regarding the students’ perceptions of the teaching.)
   d. Provide copies of all written feedback received from faculty following their class visitations.
3. At the beginning of the semester prior to the semester that the Dossier is to be forwarded to the next reviewing body outside the Department, the Candidate and the Dossier Committee will meet to discuss the gathering of additional data, and the Candidate will assist in identifying individuals who may be able to provide insight.
   a. Chairs of committees; contacts for activities and organizations: departmental, college, university, community, professional.
   b. Outside reviewers:
      Goal: The goal of an outside review is to obtain an objective review of the Candidate’s work. An outside reviewer may have had a professional relationship with the Candidate but should not have had a personal relationship, a mentorship relationship, or any vested interest in the Candidate’s reappointment or promotion.
Selection: The Review Committee asks the Candidate to provide a list of 6-10 potential reviewers in his or her field, providing information for the Committee about who these individuals are in the field and about their prior relationship with them (if any). The Review Committee, with input from the Dossier Committee, and/or tenured faculty of the department, then considers the list, selects potential reviewers, and solicits their participation in the review process. All contact with outside reviewers is handled by the Review Committee.

1. For a c.1 review, outside reviewers are not required.
2. For a c.2 or c.3 review, one or two outside reviewers (local or regional) may be solicited.
3. For a c.4, d.1, h, or I review, at least three regional and/or national outside reviewers must be selected.

Note: Outside reviews of performances are generally achieved in two possible ways. Whenever possible, outside reviewers are invited to visit campus and attend a live performance. When this is not possible, outside reviewers consider video and/or audio recordings.

4. The Dossier Committee will:
   a. Solicit written statements regarding service from the individuals described above. A sample letter of solicitation and the responses will be added to the Dossier.
   b. Provide outside reviewers, if any, with samples of the Candidate’s work as supplied by the Candidate, a copy of the vita, and list of pertinent questions/issues that should be addressed in the response. The reviewer will be asked to provide formal comments in writing within a month along with his or her professional resume and a short biography. A small stipend may be paid. A sample letter of solicitation, reviewers’ comments, and the short bio are placed in the Dossier. The reviewer’s CV is placed in the supplementary file.
   c. Request comments on a standardized form from all members of the full-time faculty, and from any member of the part-time faculty who wishes to do so. In their responses, faculty are reminded to limit their comments to aspects of the Candidate’s work of which they have first-hand knowledge and experience. Conversely, it is perfectly acceptable for a faculty member to decline to comment on work of which they have no knowledge or expertise.

B. By mid-semester, the Dossier Committee will meet with the Department Chair to discuss the progress of the review process. Any outstanding material must be itemized and a plan must be determined to obtain the missing materials.

C. Within two weeks following the Department Chair/Dossier Committee meeting, the Dossier is to be presented by the Dossier Committee to the full-time faculty, at which time the Review Committee commences a formal review of the materials. The Candidate may be present at this presentation if he or she chooses and may participate in and respond to any discussions that might arise.
D. The Dossier Committee remains active until the Dossier is fully complete.

E. The Review Committee’s role is to objectively review the contents of the Dossier, fact-find as necessary, weigh the data against the criteria, and write a full report along with a recommendation to the Department. This recommendation must be written before the beginning of the semester the review is to be forwarded from the Department.

F. By the end of the first week of classes, the completed Dossier will be available for perusal in the departmental office.
   1. All full-time faculty must review the completed Dossier and the Review Committee’s recommendation and provide a written, anonymous vote (not labeled “tenured” and “non-tenured”). This vote will be recorded and included in the written report.
   2. The Department Chair will then review the data, recommendation, and vote. If the Department Chair agrees with the Department’s recommendation, he or she will write a letter summarizing the Department’s recommendation for the next reviewing body, including the vote count. If the Department Chair disagrees with the Department’s recommendation, the Department letter will be written by someone sharing the majority viewpoint.
   3. The Department Chair retains the right to write a dissenting letter. If this is the case, it is to be made clear that the Department Chair’s letter is a statement independent of the Department’s assessment.
   4. The Department Chair will then discuss the results with the Candidate, allowing time for a possible rebuttal.

G. The Candidate may add a rebuttal to the Department’s recommendation or Department Chair’s dissenting letter, if desired. This must be completed within 48 hours of receiving the Department Chair’s summary of the Department’s recommendation (and dissenting letter, should there be one).
V. **Recommended Timeline**  
(minor deviations do not constitute a violation of procedure)

<table>
<thead>
<tr>
<th>Event / Event Timeframe</th>
<th>Reviews to be forwarded by February 1</th>
<th>Reviews to be forwarded by October 1</th>
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<tr>
<td>Dossier Committee selected</td>
<td>to prepare for c.1, c.2, or d: within first semester at OU.</td>
<td>to prepare for i: upon candidate's decision to seek promotion.</td>
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<td>to prepare for c.4 or h: within first semester following receipt of reappointment letter.</td>
<td>to prepare for c.3: within first semester following receipt of reappointment letter.</td>
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<tr>
<td>Review Committee selected</td>
<td>August/September before September 1</td>
<td>December/January before January 1</td>
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<td>Vita/personal statement penultimate draft</td>
<td>before September 10</td>
<td>before January 10</td>
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<td>Dossier Committee/Candidate meeting</td>
<td>before September 14</td>
<td>before January 14</td>
</tr>
<tr>
<td>Comment requests/review materials sent</td>
<td>October 15</td>
<td>February 15</td>
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<tr>
<td>Dossier Committee/Chair meeting</td>
<td>November 1</td>
<td>March 1</td>
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<td>Dossier Committee presentation to faculty</td>
<td>January 1</td>
<td>September 1</td>
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<td>Review Comm's recommendation written</td>
<td>January 6-15</td>
<td>September 6-15</td>
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<td>Perusal and vote period</td>
<td>January 20</td>
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<td>Department's recommendation written</td>
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<td>September 25</td>
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<td>Rebuttal written</td>
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*Department of Music, Theatre and Dance*  
*Review Statement*
Department of Music, Theatre and Dance  
Criteria and Procedures for Re-employment of Special Instructors  

Oakland University  
College of Arts and Sciences  

These Departmental Criteria, Policies and Procedures for Reappointment of Special Instructors are developed in accordance with the stated policies as defined through the Faculty Agreement and Oakland University. For the purposes of this review process, the Department considers “full-time faculty” to include all tenure-track faculty and special instructors.

I. Components of the review process

A. On-going teaching visitations: As a standard practice (not just during a specific review period), all members of the full-time faculty will engage in class visitations every semester. Each faculty member is responsible for requesting two visitations by different faculty members each semester and for rotating the requests such that most colleagues get a chance to visit at least one class every couple of years and such that a variety of courses are covered. This includes faculty from all disciplines within the Department, such that a theatre faculty member may observe a music class, and so on. Each visit would be followed with written comments. The original will go to the teacher whose class was visited and, for access at review time, copies will go to the Chair and the Dossier Committee.

B. Dossier Committee: For each appointment period, a Dossier Committee (of at least 2 members) is selected from the full-time, regular faculty by the Chair in consultation with the Candidate to assist and facilitate the development of a complete Dossier. At least one member must be tenured. Any non-tenured committee member must have completed his or her own review at the level being reviewed. (A Special Instructor with job security would not be eligible to serve on a Dossier Committee for an Assistant Professor. However, an Assistant Professor would be eligible to serve on a Dossier Committee for a Special Instructor.) The Dossier Committee assists the Candidate in the preparation of the dossier before it is presented to the Review Committee. The Dossier Committee may also be called upon to help the Candidate explain or clarify what is in the dossier to the Review Committee, once the Review Committee has received the dossier. Beyond that, the job of the Dossier Committee is finished once the dossier is in the hands of the Review Committee.

C. Review Committee: A Review Committee is selected from the tenured full-time, regular faculty by the Chair in consultation with the faculty to serve as the reviewing body for all reviews in a specific semester. Members of the Review Committee may not also serve on a Dossier Committee if both groups serve the same Candidate. The Review Committee reviews the dossier as submitted. The Review Committee may ask for explanation or
clarification from the Candidate and/or Dossier Committee, but essentially, the committee is charged with reviewing the materials and writing the report on behalf of the department.

D. The Dossier: The Dossier is comprised of materials supplied by the Candidate and augmented by materials gathered by the Dossier Committee. The suggested contents should appear in the following order, with each section independently paginated (A-1, A-2, A-3… ; B-1, B-2… etc.). The Dossier is provided to the next reviewing body in multiple copies.

1. Table of contents
2. Curriculum vitae (in specified format of the College of Arts and Sciences)
3. Candidate’s personal statement
4. Chair’s certification that procedures have been followed
5. Department Criteria, Policies and Procedures for Reappointment of Special Instructors document
6. Review Committee’s recommendation
7. Department’s recommendation (followed by Chair’s letter, if in disagreement with the Department’s recommendation)
8. Candidate’s rebuttal, if submitted
9. Departmental colleague evaluation and comment forms (III.A.4.c)
10. Reports: teaching (III.A.4.b)
11. Reports: service (IV.A.4.a)
12. List of contents of supplementary file

Plus anything else that the Committee on Appointment and Promotion may request or that the candidate may wish to include.

E. The Supplementary File: The supplementary file is a collection of single-copy back-up evidence for items listed in the vita. The contents in the file must be in the same order as the vita and must be clearly labeled to correspond to the “list of contents of supplementary file” as provided in the Dossier (item 12 above).

In support of teaching:
- Copies of syllabi and other teaching documents
- Information about curricular innovations or revisions
- Teaching evaluations (at the rear of the supplementary file or in a separate binder)

In support of service:
- Documentation such as invitations, letters of thanks, copies of programs or agendas
II. Criteria

Effectiveness is expected in instruction and service. Qualities that assist in the evaluation of effectiveness are:

- capacity for and commitment to artistic excellence, and
- willingness and ability to engage in productive interaction and cooperation within the contexts of teaching and service.

A. Instruction is all activities that contribute directly to the students’ acquisition of knowledge: classroom and studio teaching at all levels, independent study or research supervision, advising, course development and preparation, and artistic involvement in, guidance on and direction of student productions and performances.

1. To be reappointed, a Special Instructor must either possess a record of effective teaching, or show consistent progress toward that goal.

2. To be reappointed, a Special Instructor must have a record of effective service to the Department.

III. Procedures

A. Dossier preparation

1. The responsibility of assembling the Dossier is with the Candidate; the Dossier Committee assists as requested by the Candidate and adds materials that it gathers as evidence for the review.

2. For the Dossier, the Candidate will:
   a. Prepare the Curriculum Vitae in the format specified by the College of Arts and Sciences.
   b. Prepare a personal statement.
   c. Review all the teaching evaluations since the last review and make a written report as part of the teaching portion of the Candidate’s Statement. (This review and report provides an opportunity for the Candidate to reflect on his or her teaching with an eye toward improvement, for instructors at any level of experience and proficiency. The Review Committee will also review the teaching evaluations, and construct their own statement regarding the students’ perceptions of the teaching.)
   d. Provide copies of all written feedback received from faculty following their class visitations.

3. Before September 1 of the Fall Semester prior to the last year of appointment, the Candidate and the Dossier Committee will meet to discuss the gathering of additional data. The Candidate will identify individuals who may be able to provide insight, such as Chairs of committees and contacts for other service activities.
4. The Dossier Committee will:
   a. Solicit written statements regarding service from the individuals described above. A sample letter of solicitation and the responses will be added to the Dossier.
   b. Request comments on a standardized form from all members of the full-time faculty, and from any member of the part-time faculty who wishes to do so. In their responses, faculty are reminded to limit their comments to aspects of the Candidate’s work of which they have first-hand knowledge and experience. Conversely, it is perfectly acceptable for a faculty member to decline to comment on work of which they have no knowledge or expertise.

B. Near the beginning of Fall semester, the Dossier is to be presented by the Dossier Committee to the full-time faculty, at which time the Review Committee commences a formal review of the materials. The Candidate may be present at this presentation, if he or she chooses and may participate in and respond to any discussions that might arise.

C. The Dossier Committee remains active until the Dossier is fully complete.

D. The Review Committee’s role is to objectively review the contents of the Dossier, fact-find as necessary, weigh the data against the criteria, and write a full report along with a recommendation to the Department. This recommendation must be written before the middle of October.

E. Immediately upon receipt of the Review Committee’s recommendation, the completed Dossier will be available for perusal in the Departmental office.
   1. All full-time faculty must review the completed Dossier and the Review Committee’s recommendation and provide a written, anonymous vote (not labeled “tenured” and “non-tenured”). This vote will be recorded and included in the written report.
   2. The Department Chair will then review the data, recommendation, and vote. If the Department Chair agrees with the Department’s recommendation, he or she will write a letter summarizing the Department’s recommendation for the next reviewing body, including the vote count. If the Department Chair disagrees with the Department’s recommendation, the Department letter should be written by someone sharing the majority viewpoint.
   3. The Department Chair retains the right to write a dissenting letter. If this is the case, it is to be made clear that the Department Chair’s letter is a statement independent of the Department’s assessment.
   4. The Department Chair will then discuss the results with the Candidate, allowing time for a possible rebuttal.

F. The Candidate may add a rebuttal to the Department’s recommendation or Department Chair’s dissenting letter, if desired. This must be completed within 48 hours of receiving the Department Chair’s summary of the Department’s recommendation (and dissenting letter, should there be one).

Department of Music, Theatre and Dance
Review Statement
V. **Recommended Timeline**
(minor deviations do not constitute a violation of procedure)

<table>
<thead>
<tr>
<th>Event</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Dossier Committee selected</td>
<td>within the first semester at OU, or within the first semester following receipt of reappointment letter.</td>
</tr>
<tr>
<td>Review Committee selected</td>
<td>August/September before September 1</td>
</tr>
<tr>
<td>Vitae/personal statement penultimate draft</td>
<td>before September 10</td>
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<tr>
<td>Dossier Committee/Candidate meeting</td>
<td>before September 14</td>
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<tr>
<td>Comment requests/review materials sent</td>
<td>October 15</td>
</tr>
<tr>
<td>Dossier Committee/Chair meeting</td>
<td>November 1</td>
</tr>
<tr>
<td>Dossier Committee presentation to faculty</td>
<td>January 1</td>
</tr>
<tr>
<td>Review Committee’s recommendation written</td>
<td>January 6-15</td>
</tr>
<tr>
<td>Perusal and vote period</td>
<td>January 20</td>
</tr>
<tr>
<td>Department’s recommendation written</td>
<td>January 25</td>
</tr>
<tr>
<td>Rebuttal written</td>
<td>February 1</td>
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<tr>
<td>Materials forwarded</td>
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</table>
Department of Music, Theatre and Dance
Criteria and Procedures for Re-employment of Visiting Faculty

Oakland University
College of Arts and Sciences

These Departmental Criteria, Policies and Procedures for Reappointment of Visiting Faculty are developed in accordance with the stated policies as defined through the Faculty Agreement and Oakland University.

In the event that the department can reemploy 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 chairperson assisted by the music, theatre, or dance program director will conduct this evaluation.

The candidate must achieve a satisfactory rating in teaching as described in paragraph II.A.1, II.B.1, or II.C.1 of the Criteria and Procedures for full-time, tenure track faculty, depending on the visitor’s rank and years of experience. In addition, any scholarly and/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 is made to not reemploy a visitor on the basis of performance, the full-time faculty of the appropriate program (music, theatre, or dance) in the department may be consulted.
Department of Music, Theatre and Dance
Criteria and Procedures for Re-employment of Part-Time Faculty

These Departmental Criteria, Policies and Procedures for Reappointment of Part-Time Faculty are developed in accordance with the stated policies as defined through the Faculty Agreement and Oakland University.

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 and the music, theatre, or dance program director, achieve a satisfactory rating in teaching and additionally have demonstrated high professional standards, reliability, conscientiousness and availability to students. For first reemployment, the teaching criteria in paragraph II.A.1. of the Criteria and Procedures for Assistant Professor should be applied:

“(I)t is expected that the faculty member will possesses strong potential for successful development as a teacher.”

For any subsequent reemploysments, the teaching criteria in paragraph II.A.1 of the Criteria and Procedures for Special Instructor should be applied:

“To be reappointed, a Special Instructor must either possess a record of effective teaching, or show consistent progress toward that goal.”

If a decision is made to not reemploy a part-time faculty member on the basis of performance, the full-time faculty of the appropriate program (music, theatre, or dance) in the department may be consulted.

Department of Music, Theatre and Dance
Review Statement