

GUIDELINES FOR TENURE WITH PROMOTION AND PROMOTION

CLIFFE COLLEGE OF CREATIVE ARTS

Designed and Adopted by the Faculty of the Cliffe College of Creative Arts

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Reviewed and Affirmed by Dean's Advisory Council

May, 2024

Introduction and Rationale:

In compliance with Article 15 of the [Collective Bargaining Agreement](#) (CBA) between Youngstown State University and the Youngstown State University of the Ohio Education Association, the Dean's Advisory Council (DAC) of the Cliffe College of Creative Arts provides the guidelines for the evaluation of an applicant's suitability for promotion.

The document serves three purposes:

- 1) to outline College-wide expectations of performance by individual faculty members seeking promotion.
- 2) to relate information to Cliffe faculty members about expectations of individual performance.
- 3) to guide peer review by members of the College Review Committee (CRC).

It is hoped that in addition to describing guidelines for promotion, this material will also provide encouragement and guide faculty members toward a successful career in the college.

While all faculty initially appointed to tenure-track positions are presumed to have the potential to be promoted, the responsibility of demonstrating performance worthy of promotion rests with the individual. Applicants are expected to provide ample and appropriate documentation, both written and oral, to the CRC, to most convincingly support their promotion applications. The candidate should keep in mind that the CRC shall consist of members of disciplines whose measures and evaluations, especially in the area of scholarship, may differ from the candidate's. It is the responsibility of the candidate to build a strong and effective case for promotion.

Standards for Promotion:

For promotion, the tenured and tenure-track faculty member who has served the requisite amount of time in rank must have recognized accomplishments in teaching, scholarship and service. For promotion, the full-time lecturer faculty member who has served the requisite time in rank must have recognized accomplishments in teaching and service, if applicable (see [YSU/OEA CBA](#), Article 29, Types and Duration of Contracts). For additional information, please refer to [YSU/OEA CBA](#), Article 10.6, Eligibility for Tenure, Tenure with Promotion, and Promotion.

It is to be noted that there is a difference between the quality and quantity of activities that will contribute to promotion to Associate Professor than those required for promotion to Full Professor.

In addition to having a clear and well-organized dossier delineating the candidate's activities in the separate categories of teaching, scholarship and service, candidates for promotion in Cliffe College must also include the following items in their dossier:

I. TEACHING

- a. A written statement summarizing and contextualizing the candidate's teaching activities, as delineated by Appendix C of the [YSU/OEA CBA](#) and as appropriate to the candidate's field. Additionally, the statement should include:
 - 1) Teaching experiences including, but not limited to a discussion of successes and challenges.
 - 2) A discussion of student evaluations of teaching and learning that may indicate how the candidate adjusted his/her teaching accordingly.
 - 3) The kinds of courses taught (e.g., GER, advanced undergraduate, graduate).
 - 4) Contributions to assessment (major and/or general education) as appropriate.
 - 5) Supervisory activities (e.g., graduate assistants, theses, independent study, student research, service learning, etc.).
 - 6) Innovation in pedagogy.
 - 7) Other appropriate activities.
 - 8) Other discipline-related teaching, including community engagement and outreach.
 - Community-engaged teaching: pedagogical approach that connects students and faculty with activities that address community identified needs through mutually beneficial partnerships that deepen students' academic and civic learning.
- b. An Appendix including:
 - 1) Syllabi from a selection of courses taught.
 - 2) Examples of student work.
 - 3) Evidence of assessment standards (e.g., rubrics, assignment descriptions, recital programs, written comments).
 - 4) Supporting materials relevant to the candidate's field (e.g., supporting letters from alumni, conference/workshop attendance, and other activities impacting your classroom).

II. SCHOLARSHIP

- a. A written statement summarizing and contextualizing the candidate's scholarship activities, as delineated by Appendix C Faculty Tasks, Duties, and Assignments of the [YSU/OEA CBA](#) and as appropriate to the candidate's field. It is the candidate's responsibility to provide evidence of the relative quality and importance of his/her scholarship (e.g., regional, national or international). The

statement should include: Evidence of sustained regular growth and progress in one's discipline, which may be shown by:

- 1) Peer-reviewed publication in scholarly journals and/or creative works appearing in venues appropriate to the candidate's discipline.
- 2) A book (or a chapter in an edited book), CD, composition, play, artwork, etc. authored/interpreted/performed/exhibited by the candidate and evidence of its impact.
- 3) Scholarly/creative work appearing in influential blogs, vlogs, or virtual/online venues with impact in one's field.
- 4) Scholarly/creative presentations at professional conferences.
- 5) Evidence of applied products of work appropriate to one's discipline.
- 6) Writing reviews of creative or scholarly works.
- 7) Editing journals or collections of essays.
- 8) Letters of acceptance or contracts for works in progress.
- 9) Grant applications (for grants received or pending).
- 10) Textbooks and other pedagogical materials.
- 11) Serving as a referee for a scholarly journal or as a member of a journal editorial board.
- 12) Additional activities deemed relevant by the discipline.
- 13) Other discipline-related scholarship, including community engagement and outreach.
 - Community-engaged research: a collaborative process between the researcher and community partner at all stages of the research process that creates and disseminates knowledge and creative expression with the goal of contributing to the discipline and strengthening the well-being of the community.

III. SERVICE

- a. A written statement summarizing and contextualizing the candidate's service activities, as delineated by Appendix C of the [YSU/OEA CBA](#), and appropriate to the candidate's field. In addition to the representative list of department, college, and university activities in Appendix C, the statement should include a description of the candidate's service to their discipline (i.e., local, state, national, international) including, but not limited to:
 - 1) Serving a san officer in a professional organization.
 - 2) Planning and organizing a professional conference, festival, workshop, or master classes.
 - 3) Chairing a panel at a professional conference.
 - 4) Reviewing textbooks.
 - 5) Curatorial activities.
 - 6) Evaluating and adjudicating creative work.
 - 7) Discipline-related articles for non-peer reviewed venues.

- 8) Other discipline-related service, including community engagement and outreach.
 - Community-engaged service: the application of one's professional expertise that addresses a community identified need and supports the goals and mission of the university and the community partner.

Faculty seeking promotion should review and be familiar with the [YSU/YSU-OEA Agreement 2023-2024](#) and especially the contents of *CBA* Article 10 Tenure and Promotion and *CBA* Appendix C Faculty Tasks, Duties, and Assignments.

Questions regarding preparation for promotion are encouraged and may be addressed to your colleagues, your chair, and your dean.

Samples of Relevant Questions:

Promotion committees often ask these kinds of questions about a faculty member's evidence about performance in **teaching**:

- 1) Do available course materials such as lecture outlines, projects, assignments, instructional models and simulations, and statements of intended outcomes present intellectual tasks that are meaningful and appropriately challenging?
- 2) Do student evaluations of instructions indicate effectiveness in establishing communication and in fostering a suitable learning climate?
- 3) Do standardized tests or other outcome measures indicate student mastery of the subject matter?
- 4) What evidence is there of continuing efforts to improve teaching?
- 5) What other evidence supports the judgment of competent and effective teaching?

Promotion committees often ask these kinds of questions about a faculty member's performance in **scholarship**:

- 1) What scholarly accomplishments have been recognized through peer review?
- 2) Does the record of presentation and publication indicate a steady and clear trajectory of a study or program of research in some area of scholarship or creativity?
- 3) What indications are there that the faculty member has significant scholarly and/or creative work in progress?
- 4) Has financial support been sought for scholarly projects?

Promotion committees often ask these kinds of questions about a faculty member's evidence about performance in **service**:

- 1) Has the faculty member served to link the university with the community at large?
- 2) Has the faculty member had a positive impact on campus discourse and culture?
- 3) Has the faculty member been active in service to their discipline (at a regional, national, or international level)?
- 4) What other evidence supports the judgment of competent and effective work and leadership in the area of service?