

Guidelines for Tenure with Promotion and Promotion

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YOUNGSTOWN STATE UNIVERSITY



Williamson
College of
Business
Administration

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1. COLLEGE MISSION

The Williamson College of Business Administration (WCBA) is dedicated to providing educational experiences that develop our students into career-ready professionals.

As a student-centered college, we create value in our students' careers by engaging them in applied learning opportunities that cultivate their knowledge, skills, and competencies. We contribute to the economic development of our region as a leader in providing business-ready talent prepared to impact organizations. We advance the knowledge and practice of our fields through scholarly research. We emphasize collaborative engagement that creates value in our communities.

2. STRATEGIC PRIORITIES

Access to Quality Education. We are committed to providing access to a student-centered educational environment by offering quality, affordable learning experiences that foster lifelong learning to all students.

Pathway to Career Readiness. We are committed to equipping our students to excel in business and professional environments by developing industry-relevant skills, offering practical experiences, and providing guidance through career management and industry connections.

Source of Talent & Expertise. We are committed to supporting regional economic development by offering access to expertise and to business-ready graduates who can transition seamlessly into the workforce and contribute immediately.

3. EXPECTATIONS OF FACULTY

Faculty members are expected to make substantive, measurable contributions in teaching, scholarship, and service, aligning with the mission and strategic plan of WCBA and YSU. These contributions should drive continuous improvement, meaningful engagement, and lasting impact at the department, college, university, and professional levels.

A collaborative and collegial environment is essential to achieving these goals. Faculty are expected to engage productively with colleagues, students, and external stakeholders in ways that strengthen the academic community, institutional effectiveness, and professional impact.

The following framework outlines clear expectations in teaching, scholarship, and service to guide faculty in their efforts, performance, and career progression while advancing WCBA's and YSU's mission and long-term excellence.

TEACHING

Faculty members are expected to deliver high-quality teaching through effective instruction, curriculum development, and student-centered pedagogy that enhances student learning across all modalities they teach. To ensure they remain current and professionally relevant, faculty must meet the college's Faculty Qualification Standards, specifically Scholarly Academic (SA) for tenure-track/tenured faculty or Instructional Practitioner (IP) for lecturers, as required for AACSB accreditation.

They are responsible for instructional delivery & student learning, curriculum development & innovation, technology & digital resource integration, assurance of learning & continuous improvement, career readiness & professional development, and faculty development & pedagogical advancement. Core teaching activities include, but are not limited to, the following:

1. *Instructional Delivery & Student Learning*

- Deliver subject matter using effective pedagogical practices that promote course objectives and designated learning outcomes, ensuring students acquire the necessary knowledge and skills to succeed in their academic and professional pursuits.
- Employ teaching methods (e.g. flipped classrooms, multimedia-based instruction, and interactive discussion forums) that create dynamic learning environments that foster engagement, critical thinking, and deeper comprehension.
- Integrate an appropriate range of content, assessment strategies, and media to accommodate different learning styles and enhance student engagement, ensuring inclusive and effective instruction for all students.

2. *Curriculum Development & Innovation*

- Develop and refine curriculum to align with industry needs, workforce demands, and evolving academic standards, ensuring that graduates are well-prepared to meet professional expectations.
- Incorporate teaching methods focused on active learning (e.g. case studies, simulations, problem-based learning, and team-based projects) to deepen student understanding and application of course concepts.
- Engage in curriculum design that integrates experiential learning, interdisciplinary collaboration, and innovative instructional approaches to enhance students' problem-solving abilities and real-world preparedness.

3. *Technology & Digital Resource Integration*

- Leverage technology-enhanced instruction, including learning management systems, multimedia resources, online collaboration tools, and interactive learning technologies, to improve accessibility, student engagement, and success.
- Integrate industry-standard technologies to develop students' digital proficiencies, ensuring they are equipped for the modern workplace.
- Incorporate freely accessible digital course materials and textbooks (e.g., LinkedIn Learning, digital articles, Open Educational Resources) to reduce student costs and expand access to high-quality learning resources.

4. *Assurance of Learning & Continuous Improvement*

- Participate in assurance of learning (AoL) data collection and analysis at the undergraduate, graduate, and major levels, including activities such as scoring student artifacts using common rubrics, assessing student learning outcomes, engaging in curriculum mapping, and analyzing results to support curriculum alignment and continuous improvement. Use data-driven decision-making to assess and improve student outcomes through curriculum assessment, continuously refining course content and instructional strategies based on measurable results.

- Engage in assurance of learning (AoL) discussions at the undergraduate, graduate, and major levels, focused on closing the loop, using assessment findings to improve student learning and ensure continuous program improvement while meeting learning objectives and accreditation standards.

5. *Career Readiness & Professional Development*

- Facilitate student connections with the professional community through consulting projects, service learning, internships, and employer collaborations, providing hands-on experiences that strengthen career readiness.
- Engage students in applied learning experiences, including opportunities to earn industry-recognized professional certifications, ensuring they graduate with credentials that enhance their employability.
- Support career readiness initiatives by integrating career management skills into coursework and facilitating professional networking opportunities, helping students transition smoothly from academic to professional settings.

6. *Faculty Development & Pedagogical Advancement*

- Participate in professional development related to teaching, including workshops, training, pedagogical research, and faculty learning communities, to stay current with best practices and evolving instructional methodologies.
- Engage in teaching innovations that enhance instructional effectiveness, developing skills that improve course quality and accessibility.
- Mentor colleagues and contribute to faculty learning initiatives that enhance teaching quality within the college, fostering a culture of continuous improvement and academic excellence.

SCHOLARSHIP

Faculty members are expected to conduct sustained, impactful scholarship that generates intellectual contributions (ICs) disseminated through high-quality academic and practitioner-oriented outlets. This scholarship should advance knowledge, inform practice, demonstrate research impact, and engage practitioner audiences.

PEER-REVIEWED JOURNALS (PRJs)

To guide faculty on quality expectations and research outlets, the college has adopted the ABDC+ Journal Quality List as the standard for peer-reviewed journal articles (PRJs) to ensure that only high-quality, influential research outlets are recognized. This list includes:

1. The Australian Business Deans Council (ABDC) journal ranking. A widely recognized measure of research impact that evaluates journals based on expert input, citation metrics, editorial standards, and scholarly contributions.
2. The “+” list. Faculty may propose peer-reviewed academic journals not currently listed in the ABDC ranking for inclusion. Journals that are blacklisted or considered predatory will not be considered. The “+” designation includes additional peer-reviewed academic journals proposed by college faculty and formally reviewed by the college’s graduate studies committees through the process outlined in the *Proposal and Review Process for ABDC+ Journal and Practice-Focused Outlet List Inclusion*.

PRACTICE-FOCUSED OUTLETS (PFOs)

Faculty may propose professionally oriented publication outlets for consideration as designated and approved a designated Practice-Focused Outlet (PFOs). These may include outlets such as trade publications, practitioner-focused journals, discipline-specific industry reports, and reputable industry-oriented websites that disseminate applied research or practice-based insights. Such outlets are typically not included in the ABDC ranking or do not meet the criteria for inclusion on the “+” list.

To be eligible for consideration, a proposed outlet must meet the definition of a Practice Focused Outlet (PFOs): a non-ABDC+, practice-oriented outlet whose publications undergo a formal editorial, peer, or professional/expert review process. The outlet must be relevant to industry, professional practice, business education, or public policy.

Approved Practice Focused Outlets (PFOs) typically have an established readership among industry professionals, policymakers, or practitioners. These outlets have a demonstrated track record of publishing practice-relevant work, and show evidence of widespread adoption, citation, or endorsement by recognized organizations, businesses, governmental entities, or practitioners.

Proposals for Practice Focused Outlet (PFOs) are formally reviewed through processes outlined in the *Proposal and Review Process: ABDC+ Journal and Practice-Focused Outlet List*.

QUALITY OF SCHOLARSHIP POINTS

Points are assigned to publications based on their ranking in the WCBA ABDC+ Journal Quality List (i.e., article is a PRJ) or being published in an approved Practice-Focused Outlet (i.e., article is a PFO). The ranking applied will be the ABDC+ classification at the time of the article's publication. The point allocation is as follows:

Ranking	Points
A* Journal (PRJ)	8
A Journal (PRJ)	5
B Journal (PRJ)	3
C Journal (PRJ)	2
PFO (Approved Outlet)	2

DISSEMINATION

Faculty research should be disseminated through academic dissemination, practitioner-focused dissemination, and public & media engagement to maximize its impact on scholarship, industry, and policy. This may include, but is not limited to:

1. Academic Dissemination

- Journal Quality & Rankings – Publishing in highly ranked journals, including those listed in the ABDC+ Journal Quality List. Faculty should prioritize journals recognized for their rigor and relevance to their discipline, also considering factors such as Impact Factor (IF), SCImago Journal Rank (SJR), and editorial standards.
- Research Impact & Citation Metrics – Demonstrating the influence of published work through citation counts, H-index, policy citations, industry adoption, or scholarly recognition. Faculty should focus on how their research will be cited or applied in academic literature, policy documents, or industry reports.

- Grant Funding & Sponsored Research – Securing external research grants or industry-sponsored projects that demonstrate the value of the faculty member’s expertise.
- Editorial & Peer Review Contributions – Serving as an editor, reviewer, or board member for high-impact journals, indicating scholarly reputation and leadership in the discipline.

2. *Practitioner-Focused Dissemination*

- Trade & Industry Publications – Publishing in practitioner-oriented publications, websites, business magazines, or trade association publications (e.g., The Business Journal, Crain’s Business, CPA Voice – Ohio Society of CPAs, The Conversation, Ohio Chamber of Commerce Publications).
- Conference Presentations & Keynotes – Presenting research at industry conferences, executive forums, professional association meetings, and corporate events.
- Technical Reports & Consulting Studies – Producing research-based market studies, economic impact reports, or consulting deliverables used by businesses and organizations.
- Webinars & Online Industry Panels – Leading professional development sessions, executive education webinars, or panel discussions for business, government, or non-profit audiences.
- Industry or Policy Influence – Research that informs industry best practices, policy changes, or economic development initiatives (e.g., cited in government reports, white papers, or industry guidelines).
- Professional Reports & White Papers – Authoring research-backed policy briefs, industry white papers, or best-practice reports adopted by businesses, trade groups, or government agencies.
- Professional & Practitioner Adoption – Case studies, models, or frameworks adopted by businesses, government agencies, or professional associations.

3. *Public & Media Engagement*

- Mainstream & Business Media Features – Research featured in media outlets or business news platforms.
- Web-Based Articles & Thought Leadership – Publishing research-based articles, op-eds, or expert commentary in reputable online business, industry, or policy web-based platforms.
- Podcasts & Video Content – Guest appearances on industry-focused podcasts or education-focused social media outlets that translate academic research for practitioners.

SERVICE

Faculty members are expected to engage in meaningful service that creates measurable impact, supports the university, profession, and broader community, and reinforces WCBA’s role as a source of expertise. They are expected to contribute to institutional service & academic leadership, AACSB accreditation & continuous improvement, and student recruitment & retention, student engagement & mentorship, industry, community, & professional engagement, and faculty development & knowledge sharing. Core activities include, but are not limited to:

1. *Institutional Service & Academic Contributions*

- Participate in department, college, and university committees, task forces, and strategic initiatives, contributing to policy changes, program enhancements, faculty governance, or institutional improvements.
- Engage in college initiatives, meetings, and operational activities that drive improvements in academic programs and student support services.
- Provide leadership at the department, college, and university levels, supporting strategic initiatives, policy development, institutional growth, and cross-campus or external collaborations that lead to measurable outcomes.

2. *AACSB Accreditation & Continuous Improvement Contributions*

- Actively contribute to ongoing maintenance of AACSB accreditation, including data collection, documentation, and reporting to ensure compliance with accreditation standards.
- Serve on Assurance of Learning (AoL) committees, curriculum review teams, and accreditation task forces, strengthening academic quality.
- Support faculty qualifications and engagement tracking by documenting scholarly contributions, professional activities, and instructional effectiveness in alignment with AACSB standards.
- Engage in strategic planning related to accreditation, including mission alignment, faculty qualifications, research impact, and industry engagement initiatives.
- Assist in report preparation, accreditation visits, and peer review processes to maintain accreditation.
- Lead or contribute to curriculum assessment and program review, driving improvements in learning outcomes, program alignment, and accreditation success.

3. *Recruitment & Retention*

- Serve as representative of the WCBA through engagement with current and prospective students, parents, and stakeholders to highlight the value of a WCBA education and its long-term career benefits.
- Engage in student recruitment efforts by participating in open houses, prospective and admitted student events, and outreach initiatives designed to attract prospective students to WCBA programs.
- Contribute to student retention initiatives by engaging in early intervention programs, mentoring, and outreach efforts focused on promoting academic success and persistence, particularly for at-risk students.
- Collaborate with admissions, marketing, faculty, and staff to develop and implement strategies that enhance WCBA's visibility and appeal to prospective students, ensuring alignment with enrollment goals.
- Promote and attract students to WCBA majors by participating in major exploration events, classroom visits, and career-focused workshops that help students understand the value and opportunities associated with each discipline.
- Contribute to career pathway awareness by working with faculty, staff, advisors, and industry professionals to showcase industry demand, career trajectories, and student success stories, helping students make informed decisions about their academic and professional futures.

4. *Student Engagement & Mentorship*

- Engage with students beyond the classroom by advising co-curricular organizations, mentoring competition teams, and facilitating industry networking opportunities focused on student success and professional development.
- Actively participate in career development events, including the Professional Development Summit, Meet the Employers Day, and networking panels, connecting students with industry professionals and providing direct exposure to career expectations, leadership skills, and professional growth opportunities.
- Support and promote experiential learning opportunities, such as internships, consulting projects, mentorship programs, industry site visits, and global learning experiences, to enhance students' career readiness and applied learning.
- Collaborate with career services and industry partners to design and implement programs that strengthen career awareness, leadership development, and professional skills.
- Participate in student recognition and achievement events, such as Beta Gamma Sigma inductions, commencement ceremonies, honors receptions, and other milestone celebrations, recognizing and celebrating student success.

5. *Industry, Community, & Professional Engagement*

- Develop and maintain strategic partnerships with the business community that generate measurable outcomes for the business community, students, faculty, and the college.
- Serve in leadership roles within professional organizations, participate in advisory boards, and contribute to community-based service initiatives aligned with WCBA's mission.
- Engage in professional consultation, evaluation, or speaking engagements that enhance WCBA's reputation, strengthen faculty visibility, and contribute to industry and community advancements.

6. *Faculty Development & Knowledge Sharing*

- Contribute to faculty development by leading professional development initiatives, mentoring junior faculty, and implementing programs that enhance faculty success in teaching, research, and service.
- Develop and present teaching workshops, seminars, or conference sessions to support faculty development and knowledge-sharing.

4. **CRITERIA FOR PROMOTION AND TENURE**

Promotion is based on a consistent record of substantive achievements in areas relevant to the faculty member's position (tenure-track, tenured, or lecturer) during the evaluation period, aligned with the expectations and criteria articulated in this document. In addition, applicants must meet all requirements specified in the YSU-OEA Agreement.

Applicants must demonstrate ongoing contributions in teaching, scholarship, and service, and clearly articulate their impact at the department, college, and university levels, including identifiable organizational contributions that reflect their role in advancing institutional goals. They are responsible for providing comprehensive documentation that aligns with the Promotion Guidelines.

Faculty should ensure their application explicitly highlights their measurable contributions to the department, college, and university.

Faculty members considering promotion are strongly encouraged to consult with their department chairperson before applying or preparing their promotion portfolio to ensure appropriate planning and thorough preparation.

TENURE WITH PROMOTION TO ASSOCIATE PROFESSOR

Applicants for tenure with promotion to associate professor will be evaluated based on their contributions to teaching, scholarship, and service, as outlined in these promotion guidelines.

Candidates applying early for tenure with promotion to associate professor must provide clear evidence of consistently outstanding achievements in all three areas: teaching, scholarship, and service.

TEACHING

Applicants must submit a statement outlining their teaching philosophy and describing how their approach and ongoing contributions align with the mission and strategic plan of WCBA and YSU. Faculty are expected to stay current in their discipline, incorporate applied, practice-based learning approaches, and actively engage students in the learning process. Teaching excellence extends beyond instruction to also encompass curriculum development, pedagogical innovation, digital resource integration, and participation in faculty development initiatives.

Successful candidates for tenure with promotion must demonstrate excellence in teaching, fostering student engagement, curriculum contributions, and a commitment to continuous improvement in instructional practices.

For a detailed list of expected teaching activities that align with these criteria, refer to the Faculty Expectations section.

SCHOLARSHIP

Applicants must submit a statement outlining their research agenda, detailing how their intellectual contributions (ICs) are disseminated through high-quality academic and practitioner-oriented outlets, along with efforts to engage practitioner audiences. Faculty should also explain how their ongoing scholarly work aligns with the mission and strategic plan of WCBA and YSU and has relevance to practice, community, or policy.

For tenure with promotion, the primary focus is on the quantity and quality of intellectual contributions, while dissemination and impact beyond academia are secondary considerations. However, faculty are still expected to make reasonable efforts to share their research with practitioner, business, community, industry, or policy audiences.

Successful applicants for tenure with promotion must demonstrate a sustained research stream and an IC portfolio that meets the following criteria:

1. A minimum of four (4) intellectual contributions (PRJs or PFOs) that meet stated quality standards, with at least three (3) being PRJs.
2. A minimum of 12 Quality of Scholarship points, with no more than 6 points earned from C-level PRJs or PFOs combined.

3. Demonstrated efforts to share research beyond academic audiences, including submitting work to practitioner-oriented outlets, presenting at industry or policy forums, engaging with professional associations, developing research tailored for non-academic stakeholders, or other efforts to share their research with practitioner, business, community, industry, or policy audiences.

For a detailed list of expected scholarship activities that align with these criteria, refer to the Faculty Expectations section.

SERVICE

Applicants must submit a statement outlining their service philosophy, describing how their approach, engagements, and contributions support the mission and strategic plan of the WCBA and YSU. Faculty are expected to demonstrate a sustained commitment to service that enhances the department, college, university, and profession, clearly identifying the specific outcomes and impact of their contributions.

Successful candidates for tenure with promotion must demonstrate excellence in service, evidenced by advancing institutional priorities and engaging in professional or community-based initiatives with measurable impact. While membership in committees, task forces, and other service roles is important, a listing of committee membership is not a sufficient demonstration of service engagement. Instead, applicants should articulate their specific contributions and how their involvement has positively influenced outcomes.

For a detailed list of expected service activities that align with these criteria, refer to the Faculty Expectations section.

TENURE ONLY (FOR ASSOCIATE PROFESSORS)

Faculty hired at the rank of Associate Professor must apply for tenure and promotion to Professor through separate processes and applications. As outlined in the YSU-OEA Agreement, for those hired at the rank of Associate Professor, tenure and promotion occur at different times and follow distinct evaluation criteria.

- For tenure, applicants must meet the criteria outlined in the section "Tenure with Promotion to Associate Professor" in this document.
- For promotion to Professor, applicants must meet the criteria outlined in the section "Promotion to Professor" in this document.

PROMOTION TO PROFESSOR

Promotion to Professor represents the highest level of academic achievement. Successful applicants must demonstrate significant, identifiable contributions in teaching and service, that advance the department, college, and university. Faculty are also expected to maintain currency in the discipline through ongoing scholarly productivity.

Candidates must demonstrate a consistent record of effective performance in multiple years leading up to their application in core faculty responsibilities—teaching, scholarship, and service. Faculty do not meet criteria for promotion if they:

1. Have received a rating of 'Weak' or 'Very Weak' on any of the two most recent Chair's Evaluations of Faculty, and/or
2. Are currently on or have been placed on a Performance Improvement Plan (PIP) for teaching, scholarship, or service within the most recent three-year period.

TEACHING

Applicants must submit a statement outlining their teaching philosophy and describing how their approach and ongoing contributions align with the mission and strategic plan of the WCBA and YSU. Faculty are expected to stay current in their discipline, incorporate applied, practice-based learning approaches, and actively engage students in the learning process. Teaching excellence extends beyond individual instruction to also encompass curriculum development, pedagogical innovation, digital resource integration, and participation in faculty development initiatives.

Successful candidates for promotion to Professor must demonstrate a sustained record of excellence in teaching, with formal or informal leadership in curriculum development, pedagogical advancement, and faculty mentoring. Further, they should actively lead instructional initiatives, drive curricular enhancements, foster collaboration, and support faculty development to elevate teaching quality.

For a detailed list of expected teaching activities, refer to the Faculty Expectations section.

SCHOLARSHIP

Applicants must submit a statement outlining their research agenda, describing how their intellectual contributions (ICs) are disseminated through high-quality academic and practitioner-oriented outlets, along with efforts to engage practitioner audiences. Faculty should also explain how their ongoing scholarly work aligns with the mission and strategic plan of the WCBA and YSU and has relevance to practice, community, or policy.

For promotion to Professor a greater emphasis is placed on a sustained record of scholarly contributions. Faculty are expected to maintain an active research agenda, demonstrate consistent scholarly productivity, and contribute to the advancement of applied knowledge in their discipline.

Successful applicants for promotion to Professor must demonstrate a consistent and sustained research record and an IC portfolio that meets the following criteria:

1. Meets the college's criteria for Scholarly Academic (SA), required for AACSB accreditation, as defined in the *Faculty Qualifications Standards* at the time of application.
2. Provides evidence of the quality and impact of scholarship, which may include scholarly recognition, research awards, citation metrics, or publication quality indexes.
3. Demonstrates efforts to disseminate research beyond academic audiences. Refer to the "Dissemination" section.
4. Shows evidence of scholarly leadership, which may include mentoring junior faculty in research, collaborating on interdisciplinary or applied research projects, securing external funding, or serving as a peer reviewer or editorial board member for a journal or professional outlet.

For a detailed list of expected scholarship activities that align with these criteria, refer to the Faculty Expectations section.

SERVICE

Applicants must submit a statement outlining their service philosophy, explaining how their approach, ongoing engagements, and contributions support the mission and strategic plan of the WCBA and YSU. Faculty should clearly identify the specific outcomes and impact of their service contributions.

Faculty are expected to demonstrate a sustained commitment to service that enhances the department, college, university, and profession. Service must extend beyond membership or participation, reflecting meaningful contributions that drive improvements in curriculum development, student success, institutional effectiveness, and professional or community engagement.

Successful applicants for promotion to Professor must demonstrate excellence in service, evidenced by leadership—formal or informal—within or beyond the WCBA. This may include mentoring faculty, leading strategic initiatives, developing partnerships, or influencing policies that enhance institutional effectiveness or professional practice. Strong applicants should provide clear examples of service contributions where their leadership resulted in measurable, positive change—such as improving a process, launching a new initiative, or strengthening a program with lasting impact on the department, college, university, or profession.

For a detailed list of expected service activities, refer to the Faculty Expectations section.

PROMOTION TO SENIOR LECTURER

Applicants for promotion from Lecturer to Senior Lecturer will be evaluated based on their contributions to teaching and service, as outlined in these promotion guidelines.

Additionally, candidates must satisfy the college's Instructional Practitioner (IP) criteria, as outlined in the Faculty Qualifications Standards for AACSB accreditation.

TEACHING

Applicants must submit a statement outlining their teaching philosophy, describing how their approach and ongoing contributions align with the missions of the WCBA and YSU. Faculty are expected to stay current in their discipline, incorporate applied, practice-based learning approaches, and actively engage students in the learning process. Teaching excellence extends beyond instruction and includes curriculum development, pedagogical innovation, digital resource integration, and participation in faculty development initiatives.

Successful candidates for promotion to Senior Lecturer must demonstrate excellence in teaching, as evidenced by fostering student engagement, curriculum contributions, instructional leadership, and a commitment to continuous improvement in teaching practices.

For a detailed list of expected teaching activities, refer to the Faculty Expectations section.

SERVICE

Applicants may submit a statement outlining their service philosophy, describing how their engagements and contributions support the mission and strategic plan of the WCBA and YSU.

Applicants for promotion to Senior Lecturer may also show active engagement in service beyond their instructional responsibilities that enhances the department, college, university, community,

and/or profession. This may include participation in curriculum initiatives, student mentoring, faculty development, or other college-wide contributions.

Applicants who have received workload reassignment for non-teaching must identify the impact of those contributions and how their work has supported WCBA and/or YSU goals.

For a detailed list of expected service activities, refer to the Faculty Expectations section.

PROMOTION TO PRINCIPAL LECTURER

Promotion to Principal Lecturer requires that there be an approved and available Principal Lecturer position at the time of application.

Successful applicants must demonstrate significant, identifiable contributions in teaching and community engagement, while meeting any domain-specific and position requirements. Additionally, candidates must satisfy the college's Instructional Practitioner (IP) criteria, as outlined in the *Faculty Qualifications Standards* for AACSB accreditation.

TEACHING

Applicants must submit a statement outlining their teaching philosophy and describing how their approach and ongoing contributions align with the mission and strategic plan of the WCBA and YSU. Faculty are expected to stay current in their discipline, incorporate applied, practice-based learning approaches, and actively engage students in the learning process. Teaching excellence extends beyond individual instruction to also encompass curriculum development, pedagogical innovation, digital resource integration, and participation in faculty development initiatives.

Successful candidates for promotion to Principal Lecturer must demonstrate a sustained record of excellence in teaching, fostering student engagement, curriculum contributions, formal or informal leadership in curriculum development, pedagogical advancement, and faculty mentoring. Further, they should actively lead instructional initiatives, drive curricular enhancements, foster collaboration, and support faculty development to elevate teaching quality.

For a detailed list of expected teaching activities, refer to the Faculty Expectations section.

SERVICE

Applicants for promotion to Principal Lecturer must demonstrate excellence in community engaged initiatives with measurable impact.

Applicants may submit a statement outlining their service philosophy and explaining how their approach, ongoing engagements, and contributions support the mission and strategic plan of the WCBA and YSU, clearly identifying the specific outcomes and impact of their service contributions.

Applicants who have received workload reassignment for non-teaching duties must identify the impact of those contributions and how their work has supported WCBA and/or YSU goals.

For a detailed list of expected service activities, refer to the Faculty Expectations section.