



**WAYNE STATE**  
UNIVERSITY

**College of Fine, Performing and Communication Arts**  
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## **FACTORS FOR PROMOTION AND EMPLOYMENT SECURITY STATUS FOR ACADEMIC STAFF**

Academic Staff in the departments of the College of Fine, Performing and Communication Arts are employed to support the work of students and faculty as they pursue the scholarly, creative, educational, and service mission of the college. The departments that comprise the College of Fine, Performing and Communication Arts are as follows:

- James Pearson Duffy Department of Art, Art History, and Design
- Communication
- Dean's Office
- Music
- Maggie Allesee Department of Theatre and Dance

Promotion and employment security status decisions in the college shall be made primarily based on excellence in job performance. Excellence in professional achievement and service are also required but are given secondary weight. Excellence in scholarly or creative achievement related to the academic disciplines, at the option of the academic staff member, will be considered but is not required. The job duties as described in the academic staff member's letter of offer or department approved job description will be considered in the review by the department chair, the dean, and the academic staff evaluation committees. Academic staff within the college are hired as either Academic Services Officers or as Academic Advisors. In each department of the college and even within departments, Academic Services Officers are assigned to do very different jobs while Academic Advisors share very similar job assignments. Therefore, the factors for the college academic staff should be considered as general guidelines.

The promotion and employment security status unit factors are as follows:

### **1. Job Performance (Required)**

In job performance, the standard of excellence is measured by the demonstrable contribution that the academic staff member makes to the department, college, and university in his/her assigned position. The criteria listed below should be considered.

- Due to the special characteristics and demands of the fine, performing and communication arts, students

and faculty in the college are especially dependent on facilities, support services or collections that are supervised or managed by academic staff. The accessibility, quality, and efficiency of the operation or resource under the academic staff member's supervision should be a principal factor in the evaluation process.

- The candidate's effectiveness in relations with students, faculty, and other personnel within the department in the execution of his or her professional assignments will be a major factor.
- For those whose assignments include direct responsibilities for retention and recruitment, initiatives and efforts will be considered.
- The candidate's anticipation of new developments in his or her field and the future needs of students and faculty, as well as his or her initiatives to advance the program through such special efforts as applications for university or outside funding for such purposes as program enrichment or equipment additions, will also be an important factor in the assessment process.
- Innovative projects and resources developed by the candidate to improve teaching, research, or administrative functions will be considered.
- If part of the candidate's workload includes teaching a course(s), excellence in undergraduate and graduate teaching will be considered. This work can include evidence of excellence in classroom performance, curricular development, supervising individual student work, and in preparation of innovative classroom materials (e.g., syllabi, exams, demonstrations, experiments, supplementary course readings, problems or workbooks or laboratory manuals, audio-visual instructional materials, etc.) as are appropriate to the discipline and the courses taught.
- The participation of the candidate in departmental efforts to reach the audience of extra-departmental students, faculty, and staff of the University as well as the citizens of the Detroit metropolitan area and cognate professions at large, may be an evaluation factor. Examples of initiatives in this area might include efforts to publicize and/or articulate the department's educational purposes and programs through personal presentations, workshops, or participation in university, community, or professional groups on and off campus.
- Several of the support services and facilities overseen by college academic staff are resources whose value extends beyond the department to the University community, the public, and the scholarly world at large. For those academic staff charged with responsibility for such services, the candidate's responsiveness to the needs of persons from outside the department would be a point for evaluation.
- For those whose assignments are primarily internal to the university, their ability to manage contacts with students, faculty, and staff external to the department with discretion, tact, and courtesy would be key evaluation criterion.

## **2. Professional Achievement (Required)**

The diversity of fields embraced by the college necessitates the pursuit of widely disparate areas of knowledge and practice. To be fully effective in servicing the teaching and research programs of the department, the candidate must personally remain current in his or her special field. Accordingly, evidence of professional and/or creative achievements in venues of significance for the resident department as well as contributions to or participation in appropriate professional associations will be assessed in the promotion and employment security status process. Evidence of such achievement would include advanced formal education, workshop attendance and conference participation.

## **3. Service (Optional)**

Service to the department, college, university and to the community is expected of all academic staff members and will be considered for promotion and employment security status. Service to the department, college and university includes principally services on committees. In evaluation of service to the department, college and university, the importance and duration of the committee assignment together with the extent and effectiveness of participation from the candidate should be considered. Additionally, hosting or assisting with departmental, college, or university events (e.g., recruitment or admitted student events, gallery events or performances) should be considered. Employee engagement in promoting Diversity, Equity, and Inclusion (DEI) to organize events, workshops, and activities that celebrate different cultures and identities, encourage leaders to actively participate in DEI initiatives and serve as role models, initiate or aid in mentoring and training of new staff in diversity or cultural sensitivity training, and initiate or aid in efforts to recognize and celebrate individuals and teams that contribute to a more inclusive workplace and educational setting also should be considered. Community or public service entails the application of a candidate's knowledge of his/her profession on behalf of individuals, foundations, agencies, organizations, or other entities in the public or private sector. If the candidate teaches as an additional assignment, excellence in undergraduate and graduate teaching should be considered. This consideration may include evidence of excellence in classroom performance, curricular development, supervising individual student work, and in preparation of innovative classroom materials (e.g., syllabi, exams, demonstrations, experiments, supplementary course readings, problems or workbooks or laboratory manuals, audio-visual instructional materials, etc.) as are appropriate to the discipline and the courses taught.

## **4. Scholarly/Creative Achievement (Optional)**

Scholarly/Creative achievement can be considered in promotion and employment security status decisions at the option of the academic staff member in conjunction with other factors. These activities are not a requirement or promotion and/or of employment security status. Papers and presentations at professional

meetings, publication of books, journal articles, chapters and similar materials that contribute directly to the advancement of knowledge are to be considered scholarly achievement. For academic staff members in performing and creative arts, performances, exhibitions, recitals, and similar creative activities are evidence of scholarship if they are done for professional creative or scholarly activities for the benefit of the university rather than as personal interest or hobby. The prestige of the meeting, the selectivity of the conference, the character of the audience and similar considerations may be evidence of the importance of the scholarly or creative work. Work that has been invited or received favorable recognition such as prizes or awards is to be held in high regard when considering scholarly/creative achievement.

### **Promotion from Rank to Rank**

There is a minimum requirement of three years of service at each level prior to eligibility for promotion to the next level. In exceptional circumstances and upon the recommendation of the dean and the approval of the President, a member of the academic staff may receive a promotion in fewer than three years.

**Rank I** – This is a beginning professional rank. Basic qualification for entry is a bachelor's degree from an accredited university/college or equivalent credentials from a foreign institution. Candidates at this level are in the process of developing a professional identity and competence in their field. Their work requires supervision and guidance. It is at this level that candidates should give evidence of beginning a record of excellence in professional achievement. While services is not required, it is encouraged. ESS is not normally granted at this level.

**Rank II** – All academic staff hired after August 1, 1992, must possess the master's degree or higher to be eligible for appointment or promotion to this rank. Beyond the degree requirement, basic qualification for appointment or promotion to this rank is the demonstrated ability to carry out competently the range of professional functions pertaining to the candidate's primary assigned duties/area. At this level, candidates should give evidence of an established record of excellence in professional achievement and a beginning record of service. The individual must demonstrate the ability to work well independently, to make sound decisions, and to have constructive/productive interactions with colleagues. Performance is at a higher level than a Rank I. Potential for continuing professional growth is a condition of promotion to Rank II.

**Rank III** – The essential characteristic of Rank III is excellence in overall job performance, professional achievement, service and if appropriate scholarly achievement. Performance is at a higher level than a Rank II in terms of scope and depth of knowledge.

**Rank IV** – Generally, a candidate promoted to Rank IV is one who has received recognition beyond their department because of excellence in their job performance, professional accomplishments, and contributions to the profession. Appointment or promotion to this rank demands widely recognized contributions to the advancement of their professional field that are of greater scope and importance than those characterizing Rank III. Excellence in job performance must be at the highest level with evidence of leadership and of a broad understanding of his/her profession beyond the primary assignment. Excellence in professional achievement and service must be demonstrated but are given secondary weight. Appointment or promotion to this level is based on an assessment of a person's cumulative professional performance.

**Effective Date: April 2024**