Department of Design, Housing, and Apparel

ACADEMIC PROFESSIONAL FACULTY

Performance Criteria for Promotion in Professorial Working Title and for Annual Review

I. Introductory Statement

This document describes the criteria for promotion within professorial title for those academic professionals in the teaching specialist/senior teaching specialist and lecturer/senior lecturer job titles who by a vote of the department faculty and approval by the department head and dean carry a secondary working title that is a professorial title:

A. Indices and standards for recommendation for promotion to the working title of teaching assistant professor, teaching associate professor and teaching professor.

B. Indices and standards for recommendation for promotion to the working title of research assistant professor, research associate professor and research professor

C. Indices and standards for recommendation for promotion to the working title of service/outreach assistant professor, outreach associate professor, and outreach professor

D. Expectations for Service

II. Departmental Mission Statement.

The Department of Design, Housing, and Apparel is a multidisciplinary department that is centered on the interactions between people and the components of apparel, housing, interiors, and visual communication. We are committed to developing a richer understanding of these interactions to contribute toward socioeconomic well-being and empowerment, to enhance the well-being of communities through effecting positive change, and to improve environmental conditions. Our systematic inquiry advances knowledge in these areas and provides a basis for undergraduate and graduate learning, discovery, and engagement.

III. Indices & Standards.

The responsibilities of Academic Professional Faculty in the Department of Design, Housing, and Apparel may focus on teaching, research, or outreach.

A. Teaching

Teaching includes and extends beyond classroom instruction. It includes the communication of knowledge (to both registered University students and persons in the extramural community) as well as supervising, mentoring, or advising graduate or undergraduate students, and others engaged in the teaching mission. (*Faculty Tenure*, Section 7.11, General Criteria)

Determination of effectiveness in credit and outreach teaching should include:

1. Review of graduate, undergraduate, and outreach courses, seminars, workshops, and short courses developed, taught, or directed by the candidate.

2. Evaluation by peers through classroom visitations and/or seminar presentations; review of pertinent classroom materials including text, material covered, assignments, examinations, and/or review of student work.

3. Participation in advising undergraduate and graduate students.

4. Evaluations by students, participants, and/or clientele.

5. Participation in program activities and curriculum development.

B. Scholarship Including Creative Production and Research

Scholarship in this context means the dissemination of creative production and research. “Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable.” (*Faculty Tenure* Section 7.11, General Criteria.)

DHA and UMN recognize the scholarship of creative production as equivalent to research. Many of the same evaluative criteria prevail: review, size and prestige of venue, and competition. Samples of scholarship must be included in the candidate's promotion dossier.

Determination of effectiveness in scholarship is based on a review of the candidate's record comprised of (the terms refereed and juried are used synonymously to represent peer-reviewed work):

1. Publications (i.e., books, book chapters, journal articles, reviews, reports, catalogs, or abstracts); exhibitions (i.e., works, curated, or designed) and/or, media productions. Those products that have been blind peer reviewed and invited are generally of higher prestige than refereed and juried, or non-refereed. Evidence must be presented that the work is significant and of high quality.

2. Presentations in invited and/or juried conferences, symposia, exhibits, and/or lectures.

3. A coherent strategy for obtaining funding and/or resources; funding support obtained and the sources.

4. Independent and/or collaborative character of accomplishments. In collaborative work, the contribution of the individual under review should be specifically described.

C. Outreach

Outreach effectiveness includes engagement with the local, state, national, or international community when it is within the faculty member's academic expertise and the mission of the academic unit. It may also include the communication of knowledge (to both registered University students and persons in the extramural community) as well as supervising, mentoring, or advising graduate or undergraduate students and others whether individually or in groups. It is expected that contribution toward outreach will vary between individuals and type of faculty appointment. In these efforts, collaboration and interdisciplinarity is valued but not requisite.

Determination of effectiveness in credit and outreach teaching should include:

1. Review of outreach programs, courses, seminars, workshops, and short courses developed, taught, or directed by the candidate.

2. Evaluation by peers through classroom visitations and/or seminar presentations; review of pertinent classroom materials including text, material covered, assignments, examinations, and/or review of student work.

3. Participation in advising undergraduate and graduate students, if applicable.

4. Evaluations by students, participants, and/or clientele.

5. Participation in program activities and curriculum development.

D. Service

All P&A faculty of 75% time and above are expected to fulfill the citizenship obligations of the academic community, which include service to the department, college, and University. Service contributions include the following:

1. Institutional Service – Participation in administrative, committee, and related service to one's department, college, and/or the University.

2. Discipline-Related Service –Service to the Profession -- Discipline-related and/or professional practice (i.e., consulting) when it is related to the mission of the academic unit.

IV. Expectations for Promotion within Professorial Title

All departmental/college academic professional (P&A) faculty considered for promotion are evaluated based upon standards cited in this document.

A. Teaching Professorial Titles

1. Teaching Assistant Professor. Where initial hiring is done in the Teaching Specialist or Lecturer series, addition of Teaching Assistant Professor title is based on evidence of:

   a. effectiveness in teaching.

   b. evidence of service contributions.

2. Teaching Associate Professor. Where initial hiring or current appointment carries the working professorial title of

Teaching Assistant Professor, promotion to Teaching Associate Professor is based on evidence of:

a. distinction in teaching.

b. evidence of a record of service.

c. critical evaluations from authorities in the candidate's field assessing the candidate's record based on criteria in II. A.

3. Teaching Professor. Where initial or current appointment is carries the working professorial title of Teaching Associate Professor, promotion to Teaching Professor is based on evidence of:

a. distinction in teaching above that required for promotion to the professorial title of Teaching Associate Professor.

b. evidence of a record of continuous service.

c. critical evaluations from authorities in the candidate's field assessing the candidate's record, based on criteria in II.A.

B. Research Professorial Titles

1. Research Assistant Professor. Where initial hiring is done in the Teaching Specialist or Lecturer series, addition of Research Assistant Professor title is based on evidence of:

a. effectiveness in scholarship.

b. evidence of service contributions.

2. Research Associate Professor. Where initial hiring or current appointment is at the Research Assistant Professor level, promotion to Research Associate Professor is based on evidence of:

a. distinction in scholarship.

b. evidence of a record of service.

c. critical evaluations from authorities in the candidate's field assessing the candidate's record, based on criteria in II.B.

3. Research Professor. Where initial hiring or current appointment is at the Research Associate Professor level, promotion to Research Professor is based on evidence of:

a. distinction in scholarship above that required for promotion to the rank of Research Associate Professor.

b. A national and/or international reputation in the candidate's discipline or field.

c. evidence of a record of continuous service.

d. critical evaluations from authorities in the candidate's field assessing the candidate's record, based on criteria in II.B.

C. Outreach Professorial Titles

1. Outreach Assistant Professor. Where initial hiring is done at the Teaching Specialist or Lecturer levels, addition of Outreach Assistant Professor title is based on evidence of:

a. effectiveness in outreach instruction and services.

b. evidence of service to the institution.

2. Outreach Associate Professor. Where initial hiring or current appointment is at the Outreach Assistant Professor level, promotion to Outreach Associate Professor is based on evidence of:

a. distinction in outreach instruction and service
b. evidence of a record of service to the institution.

c. critical evaluations from authorities in the candidate's field assessing the candidate's record, based on criteria in II.C.

3. Outreach Professor. Where initial hiring or current appointment is at the Outreach Associate Professor level, promotion to Outreach Professor is based on evidence of:

a. distinction in outreach instruction and service above that required for promotion to the rank of outreach associate professor.

b. A national and/or international reputation in the candidate's discipline or field.

c. evidence of a record of continuous service to the institution.

d. critical evaluations from authorities in the candidate's field assessing the candidate's record, based on criteria in II.C.

IV. Annual Review of Academic Professional Faculty Member Performance

A. The goals and expectations for academic professional faculty members will parallel those used in awarding promotion, but will take into account the different stages of professional development of P&A faculty members, providing for flexibility.

B. The indices of acceptable performance are included in Appendix A.

Appendices:

Appendix A: Indices of Performance for Professional Academic Faculty

Appendix A: Indices of Performance for Academic Professional Faculty: On-Going Review

Minimum Faculty Standards for Annual Performance Review

Faculty standards require that at a minimum, academic professional faculty members with appointments of 75% and above will meet the expectations related to the position description. Performance reviews will be based on:

1. *DHA standards and expectations*
2. *Individual's position description*
3. *Current vitae*
4. *Annual goals statement*
5. *Annual Faculty Activity Report*

A. Teaching Expectations for Teaching P & A

Teaching effectiveness includes and extends beyond classroom instruction. It includes the communication of knowledge (to both registered University students and persons in the extramural community) as well as supervising, mentoring, or advising graduate or undergraduate students and others engaged in the teaching mission whether individually or in groups. It is expected that contribution toward teaching will vary between individuals and type of faculty appointment. In these efforts, collaboration and interdisciplinarity is valued but not requisite.

Determination of effectiveness in credit and outreach teaching will include a holistic review of the individual's contributions to teaching as indicated by the following:

1. Syllabi for all courses offered during the period under review.

2. University of Minnesota Student Evaluation of Teaching. Scores are expected to average 4 (satisfactory) or above for question 1 "How would you rate the instructor's overall teaching ability?" across all courses taught during the period under review. Other relevant scores on other questions pertaining to the instructor's teaching effectiveness will be considered.

3. Peer evaluation of teaching/training (one course or outreach program per year)

Additional materials could include:

4. Current teaching materials/support materials such as assignments, exams, lecture outlines, textbooks, electronic presentations, and so

forth.

5. Outcomes including projects, papers, exhibits, and so forth.

6. Effective teaching strategies such as active learning, service learning or online education.

7. Curriculum/Program development activities such as course development, course revisions, participation in program activities, and program development.

8. Advise graduate students and service on graduate committees

9. Advise undergraduates concerning activities such as Undergraduate Research Opportunity Program, study abroad opportunities, honors capstone projects, student organizations, and internships.

B. Scholarship Including Creative Production and Research for Research P & A

Scholarship in this context means the dissemination of creative production and/or research. "Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable." (*Faculty Tenure* Section 7.11. General Criteria).

A holistic review of the individual's contributions to scholarship will be conducted. A qualitative assessment of the excellence and significance of the work will be considered in conjunction with quantity expectations. Determination of effectiveness in scholarship will include review of contributions to scholarship noted below. Consideration will be given to submission and acceptance of the work(s) along with whether the work has been blind peer reviewed, refereed, juried, invited, or non-refereed. Based on the teaching load of the faculty member, scholarship contributions average six to eight works of dissemination each year.

1. Publications
   a. *Journal articles
   b. *Book chapters
   c. *Books
   d. Abstracts
   e. Reviews
   f. Reports
   g. Catalogs

2. Exhibitions
    a. *Works
    b. Curated
    c. Designed

3. Presentations:
    a. Papers
    b. Posters
    c. Educational displays

4. *Grant applications following a coherent strategy for obtaining funding and resources.

5. Media Production

(*Preference is given to these types of contributions to scholarship).

C. Expectations for Outreach P & A

Service and Outreach effectiveness may include the communication of knowledge (to both registered University students and persons in the extramural community) as well as supervising, mentoring, or advising graduate or undergraduate students and others engaged in the teaching mission whether individually or in groups. It is expected that contribution toward service/outreach will vary between individuals and type of faculty appointment. In these efforts, collaboration and interdisciplinarity is valued but not requisite.

Terminology may include teaching, training, etc.; "course" is used in its broadest application.

Determination of effectiveness in service and outreach teaching will include a holistic review of the individual's contributions as indicated by the following:

1. Program material developed during the period under review.

2. Peer evaluation of programs (one course or outreach program per year)

Additional materials could include:

3. Current teaching materials/support materials used in the delivery of this outreach program, such as assignments, exams, lecture outlines, textbooks, electronic presentations, events, and so forth.

4. Outcomes including projects, papers, exhibits, and so forth.

5. Documentation of effective teaching strategies such as active learning, service learning or online education.

6. Documentation of program development activities.

7. Documentation of advising graduate students and service on graduate committees, if applicable.

8. Documentation of advising undergraduates concerning activities such as Undergraduate Research Opportunity Program, study abroad opportunities, honors capstone projects, student organizations, and internships, if applicable.

D. Expectations for Service

All faculty members are expected to fulfill citizenship obligations of the academic community, which includes institutional service as well as discipline-based and outreach service. Members of committees are expected to attend scheduled meetings, facilitate the work of the committee, share in the workload, and participate in decision making. Members are typically elected or appointed to committees to represent departmental interests, not solely one's own subject matter area and so should bring that broad perspective to their committee role.

1. Institutional Service. All faculty are expected to serve on one but no more than five institutional committees a year. Institutional service may include, but is not limited to, the following:
   a. University committees
   b. College committees
   c. Departmental committees

2. Discipline-Based Service. All faculty are expected to provide service to their profession and the public. Discipline-based service may include, but is not limited to, the following:

   a. Peer review of: scholarship, promotion dossiers, grant applications, award nominations

   b. Leadership roles in professional organizations
   c. Editing professional publications

   d. Creative practice

3. Outreach Service
   a. Board membership

b. Legislative testimony
c. Community group presentations
d. Jury entries for community activities or events
e. Consulting with community members