

Department of Design, Housing, and Apparel
ACADEMIC PROFESSIONAL FACULTY
**Procedures for Promotion in Professorial
Working Title**

A. Policy

The criteria for promotion in professorial working title are primarily a record of increasing responsibility, distinction, and continued contributions to the field in teaching and learning, research, or outreach. Employees seek consideration for promotion on a voluntary basis. Promotions affect rank and salary only, and do not affect future employment prospects. Individuals denied promotion will not face termination or jeopardy of future employment prospects based on the outcome of the promotion review, and may ask to be considered for promotion again in the future.

B. Eligibility

Academic Professional Faculty with a minimum of two years of service with appointments of 75% or above may request consideration for a professorial working title. Professorial title at the level of Associate Professor requires a minimum of three years of service at 75% time or above. A maximum of one year of experience elsewhere in the University of Minnesota may be counted towards the required years of service. Professorial working titles must be approved by a vote of the department faculty and with approval by the department head and dean.

C. Criteria

Specific criteria for promotion of Academic Professional Faculty are identified in the document "Academic Professional Faculty: Performance Criteria for Promotion in Professorial Working Title and for Annual Review."

D. Procedures

1. An individual requesting consideration for promotion should notify his/her department head/director in writing no later than May 1

that s/he would like to be considered as a candidate for promotion in the subsequent academic year.

2. The department head/director will select a departmental P & A Promotion Review Committee to evaluate professional academic candidates who request a promotional review. The committee will consist of 3 Tenure/Tenure Track, contract faculty, or P & A faculty who hold the title for which the individual is applying.
3. By October 1, the individual will submit his/her promotion dossier to the department head/director, who will then make the dossier available to the Promotion Review Committee.
4. The department head/director will notify the HR director by October 1 of those individuals seeking promotion.
5. The departmental P & A Promotion Review Committee considers the candidate's dossier and, through committee discussion, deliberation, and vote, decides whether or not promotion should be recommended. The committee forwards its recommendation statement, vote tally, and rationale for its decision to the department head/director, who then submits it for a vote by the department Tenured/Tenure-Track and contract faculty. The department head communicates the department recommendation to the Dean.
6. Dossiers of candidates recommended by the department for promotion are forwarded to the college HR director by the end of the third week in November for consideration by the College Promotion Committee.
7. The Dean will appoint the College Promotion Committee, which will typically be composed of three tenured/tenure-track, contract faculty, and three academic professional faculty with academic rank of the rank sought, with appointments of at least 75%-time. Members of the committee from the candidate's department are not eligible to vote and may not participate in discussions regarding the candidate's qualifications for promotion.
8. The College Promotion Committee considers the candidate's dossier and, through committee discussion, deliberation and vote decides whether or not promotion should be recommended. The committee forwards its recommendation statement and vote tally to the Dean with a rationale for its decision by approximately December 20.

9. The Dean reviews the committee recommendation, and sends a letter to the candidate and department head/director indicating whether s/he concurs with the recommendations and the basis for concurrence or disagreement by approximately January 15. Final consideration of promotion rests with the Dean. Successful promotions are effective at the beginning of the next appointment year.

E. Guidelines for Preparation of Dossiers

All academic professionals seeking promotion within professorial working titles should submit a dossier for review. The format of the promotion dossiers is important, as this document is the basis of deliberations at all levels of the promotion review process.

The following outline is to be used in preparation of the dossier for consideration of promotion decisions for academic professional staff.

Division tabs for the following are to be prepared in this order:

1. Employment Profile: Completion of the Candidate Information Form, which is provided by the department head. This profile includes the following information: name, college, department, rank degrees, number of faculty eligible to vote, number of faculty who voted.
2. Summary Review: The statement from the College Promotion Review Committee will be inserted by the HR director.
3. Department Head's Letter: Transmittal letter and recommendation to the College Promotion Committee. This letter is critical, as it should explain areas that may be difficult for those outside the candidate's department to assess. The letter should briefly summarize the candidate's career to date, delineating responsibilities held, how responsibility has increased, level of distinction in teaching or research or outreach, degree of excellence in service contributions and contributions to the field or discipline. Clarity should be given regarding the candidate's workload effort.
4. Department Recommendation: Should consist of the report from the departmental P & A Promotion Review Committee as listed in D, 2 above.
5. Position Descriptions: Current and from recent past, in reverse chronological order.
6. Current Curriculum Vitae: Complete and current, with listings in reverse chronological order.

7. **Candidate's Personal Statement:** The candidate should address his/her philosophy in each area of assigned faculty workload: teaching, research, or outreach (3-6 pages). Do not repeat the vitae.

a. **Teaching.**

Personal statement regarding resident instruction should reference self assessment/reflection of teaching activities, career direction, personal mission, and major professional and personal development representative of the quality and level of contributions to teaching and learning. Where the candidate has responsibility for advising, serving on graduate programs, program administration, etc., this should be referenced.

Continued Contributions to the Field and/or Contributions to the Academy:

- 1) For contributions to the field: Personal statement should reference professional contributions to the field or discipline; i.e., where the candidate has been, is going, and professional achievements representative of the quality and level of contributions to the field or discipline.
- 2) For contributions to the academy: Personal statement should reference service direction, personal mission, and major professional and personal development efforts representative of the quality and level of contributions to the academy. This statement summarizes service to the department, College and University community and professional service contributions.
- 3) Where the candidate has engaged in research and outreach, information regarding these contributions and accomplishments may be included, with a corresponding personal statement.

b. **Research.**

Personal statement regarding research should reference self assessment/reflection of research activities, career direction, personal mission, and major professional and personal development representative of the quality and level of contributions to the field or discipline. Where the candidate has responsibility for advising, serving on graduate programs, program administration, etc., this should be referenced.

Continued Contributions to the Field and/or Contributions to the Academy:

- 1) For contributions to the field: Personal statement should reference professional contributions to the field or discipline;

- i.e., where the candidate has been, is going, and professional achievements representative of the quality and level of contributions to the field or discipline.
- 2) For contributions to the academy: Personal statement should reference service direction, personal mission, and major professional and personal development efforts representative of the quality and level of contributions to the academy. This statement summarizes service to the department, College and University community and professional service contributions.
 - 3) Where the candidate has engaged in teaching and outreach, information regarding these contributions and accomplishments may be included, with a corresponding personal statement.

c. Outreach.

Personal statement regarding outreach should reference self assessment/reflection of outreach activities, career direction, personal mission, and major professional and personal development representative of the quality and level of contributions to outreach. Where the candidate has responsibility for advising, serving on graduate programs, program administration, etc., this should be referenced.

Continued Contributions to the Field and/or Contributions to the Academy:

- 1) For contributions to the field: Personal statement should reference professional contributions to the field or discipline; i.e., where the candidate has been, is going, and professional achievements representative of the quality and level of contributions to the field or discipline.
- 2) For contributions to the academy: Personal statement should reference service direction, personal mission, and major professional and personal development efforts representative of the quality and level of contributions to the academy. This statement summarizes service to the department, College and University community and professional service contributions.
- 3) Where the candidate has engaged in research, information regarding these contributions and accomplishments may be included, with a corresponding personal statement.

8. Abbreviated Professional Portfolio:

a. Teaching.

- 1) Table summarizing graduate and undergraduate courses taught and when (for past four years).

- 2) Graduate and undergraduate teaching evaluations should include tables (one for each course evaluated) summarizing student evaluations. Include one copy of the rating form(s). Qualitative comments offered by students may be included.
 - 3) Course syllabi. If instruction occurred at both undergraduate and graduate levels, representative syllabi for each level should be included. Other unique and outstanding teaching/learning materials may also be included.
 - 4) Service documentation may include the following: 1) University, UMES, college or departmental task forces and committees; 2) committee member, board member, or officer of a professional organization or society. Provide a perspective about the nature and significance of the candidate's contribution when it is beyond the ordinary
 - 5) Optional documentation for contributions to the field beyond teaching responsibilities may include the following: publications, disciplinary peer evaluation, outside funding, examples of juried creative work, participation in professional development, and a personal statement.
- b. Research.
- 1) Supporting evidence, including papers, creative work, and grant proposals.
 - 2) Articles, research presentations.
 - 3) Service documentation may include the following: 1) University, UMES, college or departmental task forces and committees; 2) committee member, board member, or officer of a professional organization or society; 3) participation in professional development. Provide a perspective about the nature and significance of the candidate's contribution when it is beyond the ordinary.
 - 4) Optional documentation of contributions to the field beyond research responsibilities may include the following: courses or workshops taught, disciplinary peer evaluation, and a personal statement.
- c. Outreach.
- 1) Table summarizing programs taught and when (for past four years).
 - 2) Evaluations of workshops, seminars.
 - 3) Program outlines representative of various audiences should be included. Other unique and outstanding teaching/learning materials may also be included.
 - 4) Service documentation may include the following: 1) University, UMES, college or departmental task forces and committees; 2) committee member, board member, or

- officer of a professional organization or society; 3) participation in professional development. Provide a perspective about the nature and significance of the candidate's contribution when it is beyond the ordinary.
- 5) Optional documentation may include the following: publications, disciplinary peer evaluation, outside funding, examples of juried creative work and a personal statement.
9. Reference Letters. The candidate is responsible for forwarding seven names to the department head, who solicits these letters and provides them to the candidate for inclusion in the dossier. Three letters of evaluation from respected peers should be included in the dossier. The letters should be analytical in nature, rather than letters of recommendation.

Individuals to be solicited are those who:

- a. worked with the candidate as a colleague; i.e., faculty or Teaching Assistant;
- b. can speak to the candidate's participation in or contributions to professional development activities, and
- c. are expert in ways which allow for skilled assessment of work-related outcomes.

At the back of these letters, include: 1) a one-paragraph bio-sketch for each reviewer indicating the individual's professional status and relationship to the candidate, and 2) sample request letter(s). Reviewers should not be paid an honorarium to write reference letters. Only one representative copy of the request letter to reviewer is needed.

10. Optional supplemental documents may include such items as:
- Awards or special recognition.
 - Description of contributions to of the department not covered elsewhere in the dossier
 - Documentation of excellence in contributions in teaching, research and discovery, and/or outreach and engagement.