

REGULAR TITLE SERIES

The Department of Product Design is committed to excellence in instruction, scholarship, creative activity, and service. Impacting Lexington, the Commonwealth, the nation, and the world, our faculty leverage coherent and robust research programs, carry out careful evaluation and dissemination of scholarly and creative products to reach audiences in the profession, in the university, and in the community.

In that product design touches all scales and aspects of our lives, there is considerable potential variation in areas of experience, interest, and specialization of each faculty member. Design, as a multi-disciplinary endeavor, also requires faculty to actively expand beyond their specific area of focus, participating in teaching, research and creative work, and service activities more broadly.

Directly corresponding to the multi-disciplinary nature of the profession, the Department values candidates for promotion and tenure who embrace:

Versatility

1. all faculty should contribute to the school beyond their own particular area of expertise to make contributions to the curriculum as a whole
2. all faculty must show evidence of being able to balance teaching, scholarship, creative activities and service activities

Coherence

3. faculty must establish a rationale to underpin approaches to scholarship creative activities, teaching, and service
4. in approaches with depth, faculty pursue focused and specialized scholarship, eventually providing an evidence of a strong pattern of scholarship in a particular area
5. rather than the pursuit of a specialized area, faculty can pursue scholarly work of synthesis that demonstrates a breadth of knowledge and expertise to bridge various aspects of design

Collegiality

6. co-operative interaction with members of the university community, other universities, as well as with departmental colleagues and professionals outside the department
7. willingness to take on organizational efforts for coordination of critiques, lectures, presentations, committee work, teaching college-level courses, coordinate/participate in field trips, develop new course(s), network with professionals and members of the community outside the department, and professional service to the community or profession

Promotion and Tenure Criteria

Members of the tenured faculty regularly review evidence from the research and creative activities, teaching, and service of any tenure-track faculty member according to the percentages assigned by the Director of the Department on the annual distribution of effort (DOE) form. Candidates pursuing Associate Professor status must have gained some success and recognition for professional activities at the national level. Candidates pursuing full Professor status must have gained success and recognition for professional activities at a global scale.

Essential to the tenure-track and promotion process, peer evaluation and/or public dissemination of one's activities (teaching, research/creative activities, and/or service) serves as the standard measure of quality. Evaluation may take several forms: publishing and/or presentation of one's scholarship in venues that utilize a peer review process and/or professional evaluation of faculty or student work, including juried design competitions.

Faculty in the Department of Product Design are expected to contribute in substantial ways to undergraduate education and eventually to the future graduate program and supervision of Master's thesis projects. Research possibilities will be significant across the spectrum of medicine/health and technology, and faculty are expected to seize opportunities to enhance the knowledge base of the profession as well as presentable materials for the classroom. Service to the academic community as well as outreach to the profession and community is expected.

Based on Administrative Regulation 2:4, the noted criteria will guide appointment, promotion, and tenure decisions for this position. Evaluation of performance will be commensurate with the individual's DOE agreement.

Outline of anticipated accomplishments for each rank:

Assistant Professor

- Quantitative ratings by students of course quality and teaching effectiveness;
- Demonstrated teaching competence in a variety of course preparations;
- Submission of a teaching portfolio that includes a teaching philosophy statement, evidence of currency of course materials, and pedagogical soundness;
- Involvement of students in engagement projects;
- Engagement and competence in service/outreach to the department, college, university, community and state, and the profession;
- Letters from students;
- Letters from academic peers;
- Presentations/panels/publications/exhibitions of pedagogical research, both refereed and non-refereed, in professional journals, reports, conference presentations, and workshops.

Associate Professor

- Quantitative ratings by students of course quality and teaching effectiveness;
- Demonstrated teaching competence in a variety of course preparations;
- Evidence of course development competence;
- Submission of a teaching portfolio that includes a teaching philosophy statement, evidence of currency of course materials, and pedagogical soundness;
- Letters from students;
- Letters from academic peers;
- Letters from industry and community partners;
- Demonstrated understanding of and coordination of current fabrication technology with product/industrial design studio pedagogy;
- Involvement of students in engagement projects;
- Engagement and competence in service/outreach to the department, college, university, community and state, and the profession;
- Evidence of collaborative work with multidisciplinary/local/regional partners;
- Presentations/panels/publications/exhibitions of pedagogical research and ecological sustainability within the product/service design field, both refereed and non-refereed, in professional journals, reports, conference presentations, and workshops.

Professor

- Quantitative ratings by students of course quality and teaching effectiveness;
- Demonstrated teaching competence in a variety of course preparations;

- Submission of a teaching portfolio that includes a teaching philosophy statement, evidence of currency of course materials, and pedagogical soundness;
- Letters from students;
- Letters from academic peers;
- Letters from industry and community partners;
- Involvement of students in engagement projects;
- Engagement and competence in service/outreach to the department, college, university, community and state, and the profession;
- Demonstrated understanding of and coordination of current fabrication technology with product/industrial design studio pedagogy;
- Evidence of collaborative work with multidisciplinary/local/regional partners;
- Presentations/panels/publications/exhibitions of pedagogical research and ecological sustainability within the product/service design field, refereed, in professional journals, technical reports, conference presentations, and workshops.
- Evidence of professional development;
- External funding strongly encouraged, but not mandatory for success.