



# Textiles, Merchandising & Interiors

College of Family and Consumer Sciences

UNIVERSITY OF GEORGIA

Approved by: Faculty on 12/06/2023; DH on 12/08//2023, FACS Dean on 12/11/2023 and Provost on 02/02/2024

## III – Unit Criteria

### College of Family and Consumer Sciences Department of Textiles, Merchandising and Interiors: Supplement to the University Promotion and Tenure Guidelines

#### I. INTRODUCTION:

The department of Textiles, Merchandising and Interiors (TMI) is a multi-disciplinary department with faculty representing teaching and scholarship in consumer behavior, merchandising, retailing, cultural and historic aspects of dress and fashion, residential interior design, polymer, fibers, and textile sciences. The TMI Department's mission is threefold. First, to provide opportunities for the professional and personal development of our students in internationally recognized graduate and undergraduate programs in Textiles, Merchandising and Interiors. Second, to contribute significantly to the ever-changing body of knowledge in our disciplines. Lastly, to provide service to the institution, professional organizations, and society in general. Faculty are selected, appointed, and promoted to faculty ranks for TMI to conduct the mission of the Department and the College of Family and Consumer Sciences.

When a new faculty member is employed, the TMI Department Head shall provide the new faculty member with a copy of *Guidelines for Appointment, Promotion and Tenure: The University of Georgia* and the supplemental TMI Guidelines (the present document). The TMI department head will meet with the new faculty member to discuss these documents and advise the new faculty member about promotion and tenure at the University of Georgia. This meeting will include a discussion of the expected work assignments, which must allow time for satisfying the requirements for promotion and tenure. It is the responsibility of the new faculty member to be aware of the workload, the unit criteria, and University guidelines. It is advisable for new faculty to be paired with a senior faculty member who will serve as mentor or provide previous dossiers to guide respective new faculty.

The following guidelines are to help the candidate and department to prepare the strongest possible dossier for promotion and tenure.

#### A. General Aspects of Promotion and Tenure

In all matters related to promotion and tenure, the Department of Textiles, Merchandising and Interiors will carefully adhere to the *University of Georgia Guidelines for Appointment, Promotion and Tenure*. The standards, criteria, and processes presented in this document are intended to supplement and/or extend the *University's Guidelines*. All faculty are expected to be familiar with both this PTU document and the *University Guidelines*. If any inconsistency or discrepancy is found in this document or if this PTU document does not address a certain issue, the *University Guidelines* will supersede this document.

*Special Considerations for Joint Appointments.*

In the case of a joint appointment, notification must be sent to dual/joint or funding department(s)/college(s)/unit(s) to allow for participation and/or financial planning. It is essential that the secondary department's tenured faculty be involved in deliberations using *the same information as the tenure and promotion-home department* as per any agreements in place regarding the tenure process for the specific Assistant Professor.

*Spical considerations for Clinical Faculty.*

*Clinical faculty* should follow the guidelines in the FACS Clinical Appointment and Promotion criteria.

[https://provost.uga.edu/\\_resources/documents/fcs\\_clinical\\_criteria.pdf](https://provost.uga.edu/_resources/documents/fcs_clinical_criteria.pdf)

**B. Timeline**

Electronic PDF dossiers containing information for promotion and tenure should be delivered by the faculty member seeking promotion and tenure status to their respective department head by the specified timeline indicated on the University Provost Office website. For regular consideration submit documents by March 1<sup>st</sup> of Spring of fifth year, and for early consideration by March 1<sup>st</sup> of fourth year.

[https://provost.uga.edu/\\_resources/documents/Faculty\\_Affairs/UGA\\_Tenure\\_Clock\\_Calendar\\_19-20.pdf](https://provost.uga.edu/_resources/documents/Faculty_Affairs/UGA_Tenure_Clock_Calendar_19-20.pdf)

**C. Annual Performance Review and Third Year Review for Assistant Professors**

Criteria, standards, and documentation regarding annual performance reviews of all faculty members, and third year review of all assistant professors, are specified in the University Guidelines and the College of FACS guidelines for annual review. Reviews are conducted in accordance with the approved departmental standards and criteria for promotion and tenure. Furthermore, it is recommended that new faculty submit annually an update of their accomplishments in the format required by *Guidelines for Appointment, Promotion and Tenure: The University of Georgia (The Guidelines)* or the Provost Office. Refer to the following University of Georgia and College of FACS links for information.

[https://provost.uga.edu/faculty-affairs/guidelines\\_for\\_appointment\\_promotion\\_tenure\\_of\\_academic\\_rank\\_faculty\\_rev23\\_for\\_print\\_or\\_webiste\\_ew.pdf](https://provost.uga.edu/faculty-affairs/guidelines_for_appointment_promotion_tenure_of_academic_rank_faculty_rev23_for_print_or_webiste_ew.pdf)

[https://www.fcs.uga.edu/docs/FACS\\_Annual\\_Performance\\_Review\\_Revised\\_10\\_18\\_22\\_FINAL.pdf](https://www.fcs.uga.edu/docs/FACS_Annual_Performance_Review_Revised_10_18_22_FINAL.pdf)

[https://www.fcs.uga.edu/docs/Third\\_year\\_review\\_best\\_practices\\_recommendations02\\_16\\_2017.pdf](https://www.fcs.uga.edu/docs/Third_year_review_best_practices_recommendations02_16_2017.pdf)



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The College of FACS's review policies and University regulations specify an annual performance review of each faculty member that is to be conducted by the department head in consultation with other relevant participants. As a component of that assessment the department head will assess and advise the faculty member of his/her progress toward promotion and/or tenure. This assessment will be included in the written documentation of the annual review. The assessment will address performance in the context of the faculty member's letter of offer and current allocation of effort. Additionally, a copy of the third-year review and annual evaluations will be included in a dossier for tenure and/or promotion to Associate Professor, and annual evaluations will be included in a dossier for promotion to Professor. Both annual evaluations and third-year reviews must be conducted using the discipline-specific criteria as the key assessment tool.

## II. DOCUMENTATION OF CONTRIBUTIONS TO TEACHING, RESEARCH, AND SERVICE

Candidates for promotion and/or tenure must have demonstrated competence in all areas of assignment and a high quality of scholarship and performance in the following areas, depending upon the assigned responsibilities of the faculty member: (1) teaching, (2) research, (3) service, including student success activities. Weights placed on the three areas will be proportionate to the candidate's appointment letter and workload assignments for the period under review.

Candidates are encouraged to establish a clear research focus that is published and presented to others consistently over an extended period of time to develop a recognized expertise in their area of scholarship.

In the review of candidates for promotion and tenure, the Department of Textiles, Merchandising and Interiors uses the standards described in the *University Guidelines* for measuring contributions to teaching, research and service.

[https://provost.uga.edu/faculty-affairs/guidelines\\_for\\_appointment\\_promotion\\_tenure\\_of\\_academic\\_rank\\_faculty\\_rev23\\_for\\_print\\_or\\_webiste\\_ew.pdf](https://provost.uga.edu/faculty-affairs/guidelines_for_appointment_promotion_tenure_of_academic_rank_faculty_rev23_for_print_or_webiste_ew.pdf)

The letter of appointment will be a permanent part of the candidate's dossier. It will indicate a distribution of effort, expressed as percentages, that explains how much time is expected to be devoted to research, teaching, service and/or administration. Satisfactory performance must also be documented in areas for which effort is assigned. For multiple author accomplishments, e.g., publications, grants, co-teaching, workshops, and/or speaking engagements, it is recommended that each item be annotated as appropriate to indicate the candidate's contribution, and the involvement of students and/or post-doctoral associates. No matter what the primary focus may be, participation in faculty governance is expected unless exemptions have been received. If the effort has been reallocated after hiring, the date of the change and new allocation should be noted in the dossier.

## **A. Contributions to Teaching Scholarship**

### **The Standard**

The Department of Textiles, Merchandising and Interiors uses the standards described in the *University Guidelines* for measuring contributions to teaching:

[https://provost.uga.edu/faculty-affairs/guidelines\\_for\\_appointment\\_promotion\\_tenure\\_of\\_academic\\_rank\\_faculty\\_rev23\\_for\\_print\\_or\\_webiste\\_ew.pdf](https://provost.uga.edu/faculty-affairs/guidelines_for_appointment_promotion_tenure_of_academic_rank_faculty_rev23_for_print_or_webiste_ew.pdf)

### **Documentation**

Effectiveness in teaching is reflected by student learning and development and in improvements in the learning environment and curriculum. Evidence of teaching effectiveness may include, but is not limited to, any combination of two or more of the numbered categories (#1-9) listed in the University Promotion and Tenure Guidelines. In joint instructional endeavors, the evidence should specify the extent of each person's contribution.

## **B. Contributions to Research, Scholarship and Other Creative Activities**

### **The Standard**

The Department of Textiles, Merchandising and Interiors uses the standards described in the *University Guidelines* for measuring research, scholarship and other creative activities contributions:

[https://provost.uga.edu/faculty-affairs/guidelines\\_for\\_appointment\\_promotion\\_tenure\\_of\\_academic\\_rank\\_faculty\\_rev23\\_for\\_print\\_or\\_webiste\\_ew.pdf](https://provost.uga.edu/faculty-affairs/guidelines_for_appointment_promotion_tenure_of_academic_rank_faculty_rev23_for_print_or_webiste_ew.pdf)

### **Documentation**

Evidence of research and other creative activities may include, but is not limited to, any combination of the sources listed in the University Promotion and Tenure Guidelines as well as the department-specific sources

## **C. Contributions in Service to Society, the University and the Profession**

### **The Standard**

The Department of Textiles, Merchandising and Interiors uses the standards described in the *University Guidelines* for measuring service to society, the university and the profession contributions.

[https://provost.uga.edu/faculty-affairs/guidelines\\_for\\_appointment\\_promotion\\_tenure\\_of\\_academic\\_rank\\_faculty\\_rev23\\_for\\_print\\_or\\_webiste\\_ew.pdf](https://provost.uga.edu/faculty-affairs/guidelines_for_appointment_promotion_tenure_of_academic_rank_faculty_rev23_for_print_or_webiste_ew.pdf)



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## Documentation

Contributions to service should be considered in the context of the candidate's allocation of effort.

The University distinguishes between the routine and the outstanding as judged by the candidate's peers at the University of Georgia and elsewhere. *The principal standard should always be quality rather than quantity.*

Interdisciplinary and collaborative work related to service is valued. In interdisciplinary and collaborative instructional endeavors, the evidence should specify the extent of each person's contribution.

Evidence of the effectiveness of service to society, the University, and the profession may include any combination of the sources listed in the University Promotion and Tenure Guidelines. The indicants are not listed in any priority order of importance.

## D. Student Success Activities

As specified in University System of Georgia Board of Regents Policy Manual 8.3.5.1, Evaluation of Personnel; Faculty, and UGA Academic Affairs Policy Manual 1.10-10, Student Success Activities, teaching faculty reviews, including annual evaluations, third-year review, and post-tenure review, as well as University and discipline-specific criteria for promotion and tenure, shall include evaluation of teaching faculty members' involvement in student success activities. Student success activities is a comprehensive term for teaching faculty effort expended to support the short- and long-term academic and professional achievements of undergraduate, graduate, and professional students and trainees. Student success is supported by in class as well as outside of class efforts. Involvement in student success activities is not predicated upon additional allocation of effort but is included within the faculty member's allocation of effort in instruction, research/scholarship/creative work, service, and administration, as applicable. Units are responsible for further specification of student success activities in their criteria for all review processes as relevant to their disciplines and practices. Refer to the standards described in the University AAPM for measuring contributions to student success activities.

<https://provost.uga.edu/policies/academic-affairs-policy-manual/1-10-promotion-process/#p-1-10-10>

## III. APPLICATION OF THE CRITERIA TO FACULTY WITH ASSIGNED TIME IN ONLY ONE AREA

Some faculty members may have all their effort level assigned to teaching. If faculty members with this load wish to be promoted and/or be tenured, they are expected not only to engage in teaching, but they also should produce a record of teaching scholarship that is unique, peer

validated, and disseminated. The scholarship can be scholarship of engagement (public service/outreach), discovery (research), application, or integration (teaching). The scholarship of teaching may be demonstrated by publications in appropriate venues, presentations at or organization of conferences on teaching, writing grants and other funding proposals that promote teaching, development of teaching materials, including books, and/or active participation in instructional leadership conferences. These efforts should be allocated to include scholarship that will lead to a national or international reputation in the scholarship of teaching, which typically means publications in refereed journals or other reputable sources with national or international stature.

#### **IV. REQUIREMENTS FOR RANKS**

Requirements for ranks will be consistent with Board of Regents' policy as stated in Section IV of the *University Guidelines*.

##### **A. Assistant to Associate Professor**

###### **Contributions to Teaching**

A candidate's effectiveness in **teaching** must be documented by two or more of the following: (1) peer observations evaluations of teaching, (2) positive teaching evaluations and student comments, (3) development or significant revision of programs and courses, (4) departmental and institutional governance and academic policy and procedure development as related to curriculum and instruction, (5) receipt of competitive grants/contracts to fund innovative teaching activities, and (6) effective advisement/mentoring of undergraduate and graduate students, and post-doc for various scholarly activities (e.g., faculty mentor for student associations, committee member directed research, theses, and dissertations).

Additional evidence of teaching effectiveness may include, but is not limited to, any combination of two or more of the categories listed below as shown in the University Promotion and Tenure Guidelines. In joint instructional endeavors, the evidence should specify the extent of each person's contribution. Refer to the standards described in the *University Guidelines* for measuring contributions to teaching:

[https://provost.uga.edu/faculty-affairs/guidelines\\_for\\_appointment\\_promotion\\_tenure\\_of\\_academic\\_rank\\_faculty\\_rev23\\_for\\_print\\_or\\_webiste\\_ew.pdf](https://provost.uga.edu/faculty-affairs/guidelines_for_appointment_promotion_tenure_of_academic_rank_faculty_rev23_for_print_or_webiste_ew.pdf)

###### **Contributions to Research, Scholarship and Other Creative Activities**

In addition to the University Guidelines, the following primary unit metrics should be used to demonstrate the quality of scholarship and performance: (1) peer-reviewed journal papers (published, accepted); (2) peer-reviewed book chapters, editor reviewed book chapters; (3) juried creative accomplishments such as juried exhibits (4) textbook or monographs; (5) intellectual



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property (i.e., patents); and/or (6) a consistent record of submitting competitive proposals for external funding.

Additional research activities such as juried/peer-reviewed scholarly presentations at major national and international conferences (e.g., American Chemical Society, American Association of Textile Chemists and Colorists, Fiber Society, Costume Society of America (CSA), International Textiles and Apparel Association (ITAA), Interior Design Educators Council (IDEC)); editor reviewed encyclopedia entries; non-juried design exhibit; guest editor, invited book review; record of participation and publications in proceedings—major conferences; seminars and workshops; and citations and H-indices (Google Scholar) are valued and support candidate's stature.

Every faculty member with a portion of their effort dedicated to research must establish an independent program of research and demonstrate a continuous record of scholarly productivity in the form of peer-reviewed publications in journals salient to candidate's area of expertise. This is in addition to publications in other scholarly outlets including books, book chapters, reviews, monographs, professional and extension publications.

The H-index, Scientific Journal Ranking (SJR), Impact Factor can be provided to demonstrate journal quality. The H-index and SJR rankings can be obtained here:

<https://www.scimagojr.com/journalrank.php>. In the absence of these quality attributes, the journal's acceptance rate can be requested from the editor via mail.

Contribution of research and/or scholarly publications will be evaluated using a combination of the following discipline-specific criteria:

1. Order of authorship, indicating major accountability and initiative in the product.
2. Type of journal
  - a. Impact factors can be indicative of the quality of journals in that higher impact scores reflect papers, which are cited more frequently. However, in emerging and specialized fields, low impact factors may not accurately reflect influence in the discipline due to the relative size and uniqueness of the subject area.
  - b. Articles published in national/international/professional organizations' journals that are targeted to specific audiences relevant to the candidate's research focus
3. Awards received for papers, presentations, and posters.
4. State/National/International media recognition for research findings related to the candidate's research area (Evidence to be provided through newspaper clippings, links to online media reports, etc.).
5. Other evidence of creativity and productivity pertaining to one's effort and appointment includes:

- a. Original creative products such as assessment tools, curricula or educational programs, evaluation tools, quantitative/statistical/qualitative analysis programs or techniques, video, or online or multimedia programs arising from research used by others at the state level
- b. Internally funded research projects used to establish an independent program of research
- c. Significant responsibility on externally funded, peer-reviewed projects (e.g., PI, co-PI, investigator). If candidate has written un-funded grant proposals, the candidate should include documentation of grant submissions proposed to state, federal, and private funding agencies, along with reviews and priority scores as evidence of progress toward a funded research program.
- d. Presentation of research and/or organizing symposia at a minimum of one national and/or international conference per year relevant to the candidate's research/academic focus. Each research presentation should be reported separately.
- e. Invited speeches, presentations, workshops, evaluations, etc. related to the candidate's program(s) of research.
- f. National, state, university, or college awards and honors related to research.
- g. Collaboration with graduate and post-doctoral students on scholarly achievements (e.g., publications, awards, grants). List of honors or awards for research scholarship.
- i. Evidence of effective mentoring of graduate and post-doctoral students, resulting in their professional and scholarly achievements (e.g., publications, awards, grants).
- j. Membership on editorial boards reviewing publications, juries judging art works or juries auditioning performing artists is an indicant of service to the profession.
- k. List of grants and contracts for improvement of instruction, with an indication of the candidate's role in preparing and administering grants and contracts.
- l. Election to offices, committee activities, and important service to professional associations and learned societies, including editorial work and peer review, is an indicant of service to the profession.

Faculty with a 50% research appointment or higher must have a minimum of 12 to 14 examples of research accomplishments, such as articles published or accepted for publication by peer-reviewed journals related to their discipline area or a combination of peer reviewed publications, peer reviewed book chapters, patents and juried creative accomplishments at major professional organizations—ITAA, CSA and IDEC. Two externally panel-reviewed funded competitive (e.g., NSF, NIH, NEA, USDA etc.) research grants may count towards one peer reviewed publication. A maximum of 25% of creative scholarship accomplishments can be counted towards 12-14 research accomplishments as stated above.

### **Contributions in Service to Society, the University and the Profession**

Standards and documentation regarding service are specified in the University Guidelines. Faculty members must participate in service activities that directly benefit the department, college, the University, the professional discipline or society overall. The service contribution will be evaluated based on:





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1. Service-based community activities. Activities include collaborating directly with individuals in the community or working with established organizations in the community. These activities may also involve supervising students working with families or organizations in the community.
2. Outreach publications and products (if not included in research section) that translate academic research for community audiences. Examples specific to the discipline include fact sheets, books, book chapters, videos, websites, social media, exhibits, etc. relating to TMI. Candidate should indicate if publications are peer-reviewed or invited. Information about impact of these publications and products should be provided when available.
3. Presentations of outreach projects/efforts at professional meetings (if not previously mentioned).
4. Development of new video, online, or multimedia programs related to service.
5. Documentation of outreach or other activities in which there was significant use of candidate's research expertise (e.g., consultant, peer reviewer of grants, service to government agencies, service to professional and industrial associations or educational institutions).
6. Active participation in departmental, college, and university initiatives intended to foster professional development related to research.
7. Service as a member of committees at departmental or college levels.
8. Development, implementation or management of academic programs, projects, or study-abroad initiatives.
9. Service to the professions as leaders or members of committees of professional organizations or societies.

## **B. Associate to Professor**

Standards and documentation regarding promotion to professor are specified in the University Guidelines.

[https://provost.uga.edu/faculty-affairs/guidelines\\_for\\_appointment\\_promotion\\_tenure\\_of\\_academic\\_rank\\_faculty\\_rev23\\_for\\_print\\_or\\_webiste\\_ew.pdf](https://provost.uga.edu/faculty-affairs/guidelines_for_appointment_promotion_tenure_of_academic_rank_faculty_rev23_for_print_or_webiste_ew.pdf)

The rank of Professor is the highest rank in the university. Candidates seeking promotion to Professor are expected to satisfy all the standards for promotion to Associate Professor. In addition, the candidate must demonstrate a sustained record of excellence in all three areas of research, teaching, and service, as well as a national and international reputation in their area of expertise in Textiles, Merchandising and Interiors. Under usual circumstances, candidates must serve at least five years as associate professor, including the year when the promotion will be considered at the University level, before they are eligible for promotion to professor.

### **National and/ or International Reputation**

Being nationally and/or internationally recognized means that the candidate is well-regarded and his/her expertise is sought. Examples of national/international evidence include:

1. Selected as fellow of a professional organization
2. Service as an officer, on a committee, or on an advisory board,
3. Earning an award/honor from a national or international organization.
4. Presenting as an invited speaker at another university.
5. Presenting a keynote address or serve as an invited or featured speaker at a national or international conference.
6. Serving as an Editor, Associate Editor, or Editorial Board of a journal
7. Membership on national grant review panels
8. Leadership of national or international conferences
9. Leadership of funded outreach projects with national or international scope

### **Contributions to Research and Other Creative Activities**

The candidate should demonstrate a record of sustained independent research. Although sustained productivity is necessary, it is acceptable for a scholar approaching senior status to change research directions or switch the focus area. In addition to the criteria specified for promotion to the Associate level, research productivity will be evaluated using a combination of the following:

1. Superior record of sustained research productivity as evidenced by publications in top tier journals with strong impact scores, publishing a peer-reviewed book, extramural funding for research, and peer recognition for research program.
2. Well-defined program(s) of research and/or development of a clear line of new research in recognition that some senior faculty members do change their line of research as their career trajectory progresses.
3. Evidence of positive impact on the field (e.g., number of times cited, edited volumes, chapters, awards, attraction of graduate students to the TMI program).

Candidates for promotion to professor, irrespective of their allocation of effort, should demonstrate a record of growth and influence in their **research and other creative/scholarly activity** throughout their post-tenure period. Candidates for promotion to professor are expected to have an established record of productive research or other creative/scholarly accomplishments of at least national and/or international visibility in the following two areas: (1) peer-reviewed publications and/or juried creative accomplishments; (2) presentations at major conferences.

National and/or international visibility can be demonstrated by a record of the following accomplishments: substantial work in refereed journals of national or international prestige, book chapters, written opinions by external reviewers regarding the significance of the candidate's work, special projects at the national and/ or international level (e.g., multi-state collaborative work), serve as invited journal reviewer for a journal of national or international prestige, invitations to present or lecture at national and international conferences, invitations to serve as panel reviewer for external grant proposals, as well as by evidence of active and increased levels



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of engagement and responsibility in national or international organizations (e.g., serving as officer of national or international organizations or on editorial board of national or international journals).

## **Contributions to Teaching**

In addition to the requirements specified for promotion to the associate level, the candidate should continue to demonstrate effective and innovative teaching. In addition, evidence of generativity (mentoring students and colleagues) is expected for promotion to professor in TMI. Standards and indicators of effective teaching and mentoring are specified in the University Guidelines

- a. Documentation should not be based solely on numbers, but may include, for example:
  - I. Number of MS and PhD committees chaired to completion for TMI
  - ii. Number of MS and PhD committees on which the candidate served for TMI
  - iii. Number of MS and PhD committees on which candidate served as a member (or chair) for other departments or other universities
  - iv. Number of post-doctoral scholars mentored.
  - v. Evidence of quality/productivity of the students mentored (e. g, national/international presentations, publications, awards, etc.)
  - vi. Supervision of postdoctoral scholars and mentoring of research scientists or visiting scholars

## **Contributions in Service to Society, the University, and the Profession**

Standards and documentation regarding service are specified in the University Guidelines. In addition to the TMI requirements specified for promotion to the associate level, the candidate should demonstrate excellence in service/outreach to the university, community, society, including service/outreach at the national and/or international levels.

Examples of national/international documentation of service/outreach include:

1. Leadership in the department, college, or university in directing educational units or programs.
2. Ongoing leadership in innovative research-based educational program(s) that translate TMI research findings for community audiences.
2. Records of needs assessment, program development and implementation, and systematic evaluation.
3. Evidence of adoption of programs, models, assessment tools, or other creative products in other states and/or internationally.
4. Significant service to the department, college, and/or university, (e.g., chairing committees at the departmental, college, or university levels; serving on major committees at the college or university levels, such as dean search committees)

5. Serving as external reviewer for faculty being considered for promotion/tenure or for departments/programs at other institutions
6. Peer-reviewed publications related to outreach/service

### **C. Additional Considerations for Teaching Faculty**

Promotion for Teaching Faculty (whose primary assignment is instruction, 75% of time or greater) requires clear evidence of excellence in teaching and recognition at the national/international levels (Professor) as an authority in the instruction of the candidate's specialty area. In addition to the required teaching documentation for all faculty candidates being considered for promotion and tenure (discussed in Section III), Teaching Faculty must include some combination of the sources described in the *University Guidelines* that serve as evidence of creative or professional work of distinction and accomplishments in the following areas:

- a. Originality or innovation in instruction demonstrated at more than one academic level (undergraduate, masters, doctoral) and in more than one form (e.g., lecturing to large groups, teaching studio classes, conducting seminars, guiding independent studies, facilitating undergraduate and graduate scholarly activities and teaching efforts)
- b. Possessing up-to-date knowledge and ways of implementation of the latest instructional technologies
- c. Leadership roles in acquiring instructional grants (PI or co-PI)
- d. Designing new classes to meet students' changing needs and continually updating with new content and innovative methodological approaches.

### **E. Clinical Faculty**

Promotion for Clinical Faculty requires clear evidence of clinical competency and recognition at the national or international level as an authority in the candidate's practice area. The candidate should have considerable industry experience in various roles that fit the profiles of the department and have significant industry contacts. In addition to the documentation described above, Clinical Faculty must provide evidence of accomplishments as described in the FACS *Clinical Appointment and Promotion Criteria*.

[https://provost.uga.edu/resources/documents/fcs\\_clinical\\_criteria.pdf](https://provost.uga.edu/resources/documents/fcs_clinical_criteria.pdf)

### **F. From Lecturer to Senior Lecturer**

The Department of Textiles, Merchandising and Interiors uses the standards described in the *University of Georgia Office of Vice President for Academic Affairs and Provost Guidelines* for measuring the standards and contributions of Lecturer and Senior Lecturer faculty members.

[https://provost.uga.edu/policies/appointment-promotion-and-tenure/UGA\\_Guidelines\\_for\\_Appointmet\\_and\\_Promotion\\_of\\_Lecturers.pdf](https://provost.uga.edu/policies/appointment-promotion-and-tenure/UGA_Guidelines_for_Appointmet_and_Promotion_of_Lecturers.pdf)



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Lecturers in TMI who are recommended for Senior Lecturer promotion are expected to develop areas of particular expertise (e.g., service learning, online learning) and demonstrate effective teaching reflected by a pattern of student evaluations across all courses taught in a year that are at or above the department average.

## **G. From Senior Lecturer to Principal Lecturer**

The Department of Textiles, Merchandising and Interiors uses the standards described in the *University of Georgia Office of Vice President for Academic Affairs and Provost Guidelines* for measuring the standards and contributions of Senior and Principal Lecturer faculty members.

[https://provost.uga.edu/policies/appointment-promotion-and-tenure/UGA\\_Guidelines\\_for\\_Appointmet\\_and\\_Promotion\\_of\\_Lecturers.pdf](https://provost.uga.edu/policies/appointment-promotion-and-tenure/UGA_Guidelines_for_Appointmet_and_Promotion_of_Lecturers.pdf)

Senior Lecturers in TMI who are recommended for Principal Lecturer promotion are expected to further develop areas of particular expertise (e.g., service learning, online learning) and demonstrate effective teaching reflected by a pattern of student evaluations across all courses taught in a year that are at or above the department average.

## **V. REVISIONS OF THE GUIDELINES**

These unit guidelines and criteria will apply to all faculty in the PTU in the annual cycle of promotion and tenure from the approved date forward. Upon approval, this document will be publicly available at: <https://provost.uga.edu/policies/academic-affairs-policy-manual/1-10-promotion-process/#p-1-10-9>

## **VI. ANNUAL EVALUATION**

For annual evaluation guidelines, refer to the University Guidelines:

[https://www.fcs.uga.edu/docs/FACS\\_Annual\\_Performance\\_Review\\_Revised\\_10\\_18\\_22\\_FINALE.pdf](https://www.fcs.uga.edu/docs/FACS_Annual_Performance_Review_Revised_10_18_22_FINALE.pdf)

## **VII. POST-TENURE REVIEW**

For post-tenure review guidelines, refer to the University Guidelines:

<https://provost.uga.edu/policies/academic-affairs-policy-manual/1-06-evaluation/#p-1-06-4>