

MEMO

May 27, 2022

TO: Carol Strohecker
CC: SLG
FR: Abimbola Asojo, Joe Favour, Hye-Young Kim, Greg Donofrio (7.12 Subgroup)
RE: 7.12 Recommendations

- When our subgroup commenced work the initial charge was to explore how to develop a single collegiate 7:12. However, the focus of our group had to change because a single 7:12 would mean the College of Design is a single unit and the next level of review will happen at the University level. As the college is composed of departments with their 7:12s, having the college as a single unit is not feasible.
- Given the above, we shifted focus to recommendations for departmental 7:12s on Diversity, Equity and Inclusion (DEI); Interdisciplinary; Community-Engaged and Practice-Based scholarship. These recommendations follow guidelines in [The Elements of the 7:12 Statement](#) from the Office of the Executive Vice President and Provost Faculty and Academic Affairs.
- **Diversity, Equity, and Inclusion (DEI)** - We spent time consulting across the college and University. We also reviewed documents from other Universities such as the University of Illinois Urbana Champaign, the University of Oregon, and Purdue University. We met with colleagues across the University most notably Malinda Lindquist, Associate Dean for Diversity, Equity, and Inclusion, CLA. Additionally, we met with colleagues from CLA, Humphrey School, School of Public Affairs, CFANS, CEHD, and Extension. A summary of our findings is as follows.
 - In terms of scholars engaged in DEI work, Purdue University has a pathway to tenure. At the University of Oregon, the candidate must demonstrate DEI in 15% of work. At the University of Minnesota Plant Pathology and Earth Science Departments, while there is no pathway to tenure based on DEI, it appears in research, teaching, and service in their 7:12s. In CLA, DEI is always put in service, it is not visible in the 7:12. That is evolving as CLA recognizes the importance of DEI and now has an Associate Dean for Diversity, Equity, and Inclusion. CLA is having conversations on how to embed DEI in CLA 7:12s and our subgroup has joined them and other colleagues from the University in conversations frequently this Spring.
 - Overall, our subgroup concurs with this national movement in U.S. higher education and agrees that faculty's voluntary endeavors are more effective than a policy-driven, top-down approach to truly advance DEI although it may take a long time to cultivate that level of commitment. Thus, we recommend evidence of contributions to DEI efforts can be drawn from different areas of faculty work such as teaching, research, and service. We recommend each College of Design Departmental 7:12s include a mission statement that incorporates language that reflects the value of diversity, equity, and inclusion in ways that are specific to the discipline. Departments should tie their DEI values to the [mission of the University](#). Additionally, faculty can be invited to include a reflection about their contributions to diversity, equity, and inclusion in aspects of their work in their P&T research, teaching, advising, and service statement(s), if applicable.

- **Community-Engaged Scholarship** - As a Carnegie classified institution, our University values Community-Engaged Scholarship as evidenced by the [Review Committee on Community-Engaged Scholarship](#), an initiative of the Office for Public Engagement (OPE) and the Vice Provost for Faculty and Academic Affairs. The review committee offers guidance and feedback for community-engaged faculty during their promotion and tenure (P&T) process. The committee is composed of the University of Minnesota, Twin Cities tenured faculty members from diverse disciplines and professional fields. [The University of Minnesota-Twin Cities: Assessment of Community-Engaged scholarship assessment](#) recommends candidates must demonstrate:

1. Clear Academic & Community Change Goals
2. Adequate Preparation in Content Area and Grounding in the Community
3. Appropriate Methods: Rigor and Community Engagement
4. Significant Results: Impact on the Discipline/Field and the Community
5. Effective Presentation and Communication to Academic and Community Audiences
6. Reflective Critique: Lessons Learned to Improve the Scholarship and Community Engagement
7. Collaborative Leadership and Personal Contribution
8. Socially and Ethically Responsible Conduct of Research and Teaching

Committee members review the dossier of participating scholar/candidates who conduct community-engaged work, then produce a letter offering an evaluation of the quality and impact of the candidate's community-engaged scholarship. The letter is submitted to the scholar/candidate's promotion and tenure (P&T) committee. Members also provide guidance and mentorship for early career scholars interested in presenting community-engaged scholarships within the promotion dossier. Candidates are strongly encouraged to seek mentoring from members of the [review committee](#) who are not on the panel offering feedback during their promotion and tenure (P&T) process. We recommend College of Design Departmental 7:12s incorporate these guidelines in their documents and work with candidates who are community-engaged scholars to follow the University guidelines above.

- **Interdisciplinary Work** – For faculty with dual appointments or doing interdisciplinary work, departments should follow the UMN policy: [Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty](#). Faculty with joint appointments or whose work is clearly of an interdisciplinary nature should have an MOU on file documenting how and by which criteria evaluations take place (See: [Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty](#)). Additional guidelines from [The Elements of the 7:12 Statement](#) suggest Departmental 7:12s provide examples of the kinds of interdisciplinary work that may be submitted for evidence in a file and make clear the relative importance of contributions in discipline-specific venues (e.g. journals; creative outlets, external sponsoring organizations). The 7:12 statement should specify how the contributions to multi-author publications or creative work must be annotated. Faculty should indicate the nature of their effort on multi-author articles, percentage of efforts in grants, etc.
- **Practice-Based scholarship** – The College of Design includes a variety of programs with faculty who hold professional licensure and registration in their fields and practice and are engaged with the industry. Through practice, they make significant impacts in the community and society. We recommend each College of Design Departmental 7:12 incorporate language that reflects the value of practice-based scholarship in ways that are specific to their discipline.

- **Recommendations for next steps** – As the 7:12 statements for the new departments need to be developed by faculty within the departments, our group is making the following recommendations for work that needs to commence immediately the fall semester starts.
 - As soon as the semester commences, Faculty need to assemble in Fall 2022 or elect representatives from their programs (Architecture, Interior Design, and Landscape Architecture) and (Apparel Design, Graphic Design, Product Design, and Retail Merchandising) to start developing/updating their new 7:12. We recommend they closely follow the guidelines from [*The Elements of the 7:12 Statement*](#) from the Office of the Executive Vice President and Provost Faculty and Academic Affairs and the sub-groups recommendations for Diversity, Equity, and Inclusion (DEI); Interdisciplinary; Community-Engaged, and Practice-Based scholarship above.
 - We recommend the small faculty group from the two departments collaborate and consult very closely with each other.
 - We recommend that the Departments and the College work with the University of Minnesota, Office of Equity and Diversity (OED), and/or Human Resources and require implicit bias training for faculty involved in making an assessment of promotion and tenure dossiers. We recommend these trainings be regular and conducted at the commencement of each academic year prior to the start of the P&T review processes in the departments.