AGENDA

8:30  Welcome and Introductions

   College of Design
       Lee Anderson, Associate Dean of Academic Affairs
   Design Graduate Program
       Marilyn Bruin, Director of Graduate Studies
       Charleen Klarquist, Graduate Student Services
   Department of Design, Housing, and Apparel
       Elizabeth Bye, Department Head

   Introductions

9:00  Resources Presentations

   Career and Internship Center - Heidi Perman
   Goldstein Museum of Design - Lin Nelson-Mayson
   Wearable Product Design Center - Karen LaBat
   College of Design Computer Labs - Tim Walters
   University of Minnesota Libraries - Marlys McGuire

10:15 Break

10:30 Round Table Discussions

   Adviser/Student Relationship - Faculty: Becky Yust
                               Student: Mauricio Mejia Ramirez
   Curriculum - Faculty: Denise Guerin
                  Student: Heidi Wagner
   How to Complete Your Degree - Staff: Char Klarquist
   Annual Evaluation - Faculty: Lyn Bruin
                        Student: Karen James
   Graduate Assistantships - Faculty: Elizabeth Bye
                            Student: DooYoung Choi

Noon LUNCH  All Design Graduate Faculty & Students
22 McNeal Hall + additional seating in 274 McNeal Hall
Design Graduate Program
New Student Orientation

Contents:

Adviser/Student Relationship ................................................................. 1

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Adviser/Student Relationship

Your Adviser

Your adviser was assigned based on your goal statement and the interests and expertise of the faculty.

Meet with your adviser regularly, two or three times each semester, to keep your adviser informed about your interests and your learning processes.

**Meeting etiquette:**
- Schedule appointments with your adviser in advance. If there are materials to be reviewed or signed, provide the materials in advance.
- Be sure to show up for the appointment. If you must cancel or are running late, call or e-mail your adviser.
- If you cancel, reschedule a make-up appointment.

Plan your coursework with your adviser and committee members.

- Most courses are offered every other year; plan accordingly.

If another faculty member seems to be a better fit for your scholarly goals, make an appointment with the Director of Graduate Studies to discuss the possibility of a change in adviser.

Get to know the faculty

Set up brief appointments with each faculty member in your track area.

- Discuss your interests, ask about their work.
  - In developing relationships with faculty, you may discover opportunities for research assistantships, co-authorship of publications, and presentations at professional conferences.
- Ask them to recommend other faculty with whom you may share interests – in the Design Graduate Program, the College of Design, and across the University.
<table>
<thead>
<tr>
<th>Name</th>
<th>Track</th>
<th>Scholarly Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angell, William</td>
<td>Housing Studies</td>
<td>Building Science; International Radon Policy and Programs; Radon Prevention, Radon Mitigation</td>
</tr>
<tr>
<td><a href="mailto:wangell@umn.edu">wangell@umn.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asojo, Abimbola</td>
<td>Interior Design</td>
<td>Cross-Cultural Design; Computing and Design; Architectural Lighting Design; Global Design Issues; and African Architecture.</td>
</tr>
<tr>
<td><a href="mailto:aasojo@umn.edu">aasojo@umn.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boyd Brent, James</td>
<td>Graphic Design</td>
<td>Graphic Design; Design and Business; Art and Design in the United Kingdom; Printmaking; Design and Sense of Place</td>
</tr>
<tr>
<td><a href="mailto:jboydbre@umn.edu">jboydbre@umn.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bruin, Marilyn</td>
<td>Housing Studies</td>
<td>Affordable Housing and Neighborhoods; Family Housing Decisions and Housing Policy; Homeownership Initiatives; Housing for Aging Populations; Residential Satisfaction</td>
</tr>
<tr>
<td><a href="mailto:mbruin@umn.edu">mbruin@umn.edu</a></td>
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</tr>
<tr>
<td>Bye, Elizabeth</td>
<td>Apparel Studies</td>
<td>Balancing high tech/high touch in apparel products and experiences; Sizing and fit; Practice-based apparel design research</td>
</tr>
<tr>
<td><a href="mailto:ebye@umn.edu">ebye@umn.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chu, Sauman</td>
<td>Graphic Design</td>
<td>Graphic Design; Symbols; Design Education; Cross-Cultural Research; Multilingual Design; Computer Game Design</td>
</tr>
<tr>
<td><a href="mailto:schu@umn.edu">schu@umn.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crump, Jeff</td>
<td>Housing Studies</td>
<td>Affordable Housing, Housing Policy and Urban Politics; Housing Markets; Subprime Lending and Foreclosures</td>
</tr>
<tr>
<td><a href="mailto:jrcrump@umn.edu">jrcrump@umn.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DeLong, Marilyn</td>
<td>Apparel Studies</td>
<td>Physical and cognitive aspects of human centered apparel design; Research topics related to creativity, innovation, aesthetics, design history, and material culture</td>
</tr>
<tr>
<td><a href="mailto:mdelong@umn.edu">mdelong@umn.edu</a></td>
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<tr>
<td>Dunne, Lucy</td>
<td>Apparel Studies</td>
<td>Wearable technologies for medical and sports monitoring, biofeedback, and information display; Impact of sizing and fit on sensor performance in wearable technologies; Wardrobe management and wardrobe recommender systems</td>
</tr>
<tr>
<td><a href="mailto:ldunne@umn.edu">ldunne@umn.edu</a></td>
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<tr>
<td>Name</td>
<td>Track</td>
<td>Scholarly Interests</td>
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<tr>
<td>Guerin, Denise</td>
<td>Interior Design</td>
<td>Design and Human Behavior; Post-Occupancy Evaluation of Sustainable Environments; Development of the Interior Design Profession</td>
</tr>
<tr>
<td>Guerin, Denise</td>
<td>Interior Design</td>
<td>Residential Environments; Cultural Aspects of Space; Identity Construction; Displacement; Globalization</td>
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<tr>
<td>Hadjiyanni, Tasoulla</td>
<td>Interior Design</td>
<td>Graphic Design; Interactive Media; Cognitive Tools; Visual Thinking and Communication; Digital Imaging; Computer Graphics</td>
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<tr>
<td>Hokanson, Brad</td>
<td>Graphic Design</td>
<td>Consumer psychology related to consumer visual perception and use of new business technology in shopping</td>
</tr>
<tr>
<td>Im, Hyunjoo</td>
<td>Apparel Studies</td>
<td>Design and Identity; Consumerism &amp; Consumer Culture; Anti-Globalization; Critical Theory; Branding</td>
</tr>
<tr>
<td>Jasper, Daniel</td>
<td>Graphic Design</td>
<td>Consumer behavior, including understanding ethics and their role on consumer misbehavior (consumption of counterfeits, Black Friday shopping, merchandise borrowing, retail therapy; Social psychological aspects of dress (engagement in risky appearance management behaviors, influence of advertising on self-perceptions)</td>
</tr>
<tr>
<td>Johnson, Kim</td>
<td>Apparel Studies</td>
<td>Customer love and share of wallet; Postmodern paradigms for retail relationship marketing; Modeling hope and happiness in the consumer-retailer dyad; Consumer perspectives on retail loyalty programs</td>
</tr>
<tr>
<td>Kim, Hye-Young</td>
<td>Apparel Studies</td>
<td>In the remaining rows, the table continues with more detailed information about the scholars and their interests.</td>
</tr>
<tr>
<td>Name</td>
<td>Track</td>
<td>Scholarly Interests</td>
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<tr>
<td>Kudrowitz, Barry</td>
<td>Apparel Studies;</td>
<td>Product Design; Design Aesthetics; Creativity and Idea Generation; Design Education; Concept Visualization; Play and Humor</td>
</tr>
<tr>
<td><a href="mailto:barryk@umn.edu">barryk@umn.edu</a></td>
<td>Graphic Design</td>
<td></td>
</tr>
<tr>
<td>LaBat, Karen</td>
<td>Apparel Studies</td>
<td>Effects of weight loss on body shape and size; Use of body scan technology to develop an educational intervention for females with eating disorders; Effects of breast cancer treatment on body shape and posture</td>
</tr>
<tr>
<td><a href="mailto:klabat@umn.edu">klabat@umn.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Martin, Caren</td>
<td>Interior Design</td>
<td>Evidence-Based Design; Body of Knowledge; Professionalization; Public Opinion; InformeDesign®</td>
</tr>
<tr>
<td><a href="mailto:cmartin@umn.edu">cmartin@umn.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Martinson, Barbara</td>
<td>Graphic Design</td>
<td>Design Education; Color; Design History; Surface Design; Human Factors in Graphic Design</td>
</tr>
<tr>
<td><a href="mailto:bmartins@umn.edu">bmartins@umn.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McCarthy, Steven</td>
<td>Graphic Design</td>
<td>Design Authorship; Artists' Books; Design History; Interactive Narratives; Graphic Design Experimentation and Practice; Design in The Netherlands, Great Britain, Ireland</td>
</tr>
<tr>
<td><a href="mailto:smccarth@umn.edu">smccarth@umn.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nelson-Mayson, Lin</td>
<td>Director, Goldstein</td>
<td>Museum Studies; Visitor Studies; Exhibition Design; Abandoned Museum Property/Old Loan Legislation; Advocacy</td>
</tr>
<tr>
<td><a href="mailto:lnelsonm@umn.edu">lnelsonm@umn.edu</a></td>
<td>Museum of Design</td>
<td></td>
</tr>
<tr>
<td>Robinson, Julia</td>
<td>Housing Studies</td>
<td>Housing Design, Housing and Density, Housing and Urban Design, Contemporary Dutch Housing and Urbanism, Housing and Deinstitutionalization</td>
</tr>
<tr>
<td><a href="mailto:robinoo3@umn.edu">robinoo3@umn.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>name</td>
<td>track</td>
<td>scholarly interests</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
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<tr>
<td>Solomonson, Katherine</td>
<td>Apparel Studies Housing Studies</td>
<td>Culture, history Housing, history, heritage, culture</td>
</tr>
<tr>
<td></td>
<td>Waldron, Carol</td>
<td>Graphic Design; Design and Production of Handmade Books; Color Theory; Typography</td>
</tr>
<tr>
<td>Wu, Juanjuan</td>
<td>Apparel Studies</td>
<td>Design &amp; visual aspects of retail environments; Perceptions of product and store design attributes and implications for sustainable retailing; Fashion trends and theory</td>
</tr>
<tr>
<td></td>
<td>Yust, Becky</td>
<td>Housing Studies; Housing Adequacy and Affordability; Housing Decisions and Theory; Energy Consumption and Conservation; Homeownership Initiatives</td>
</tr>
<tr>
<td>Ziebarth, Ann</td>
<td>Housing Studies</td>
<td>Housing Issues in Small Towns and Rural Places; Housing Policy; Rural Sociology; Migrant Worker Housing; Employer Assisted Housing; Workforce Housing and Rural Health Care Providers</td>
</tr>
<tr>
<td>Zollinger, Stephanie</td>
<td>Interior Design</td>
<td>Interior Design; Regional and Vernacular Interiors; Design Education; Interior Design Learning; Culture and Design in England, France, Italy</td>
</tr>
</tbody>
</table>
Curriculum

Your coursework plan includes a core of two courses and additional courses to fulfill the following competencies:

- Philosophy and Theory
- Evaluation and Analysis
- Concentration
- Related Field

Plan your coursework with your adviser and committee members.
- Most courses are offered every other year; plan accordingly.

Core Courses

<table>
<thead>
<tr>
<th>Design Graduate Program CORE:</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>Programs with tracks must have common core courses taken by all students in the program.</td>
</tr>
<tr>
<td>Required of all students:</td>
</tr>
<tr>
<td>DES 8181 Research Ethics</td>
</tr>
<tr>
<td>Select one course to fulfill core &amp; one component:</td>
</tr>
<tr>
<td>DES 8102 Quantitative Research Methods</td>
</tr>
<tr>
<td>DES 8103 Qualitative &amp; Mixed Methods Research</td>
</tr>
<tr>
<td>DES 8112 Design Theory and Criticism</td>
</tr>
<tr>
<td>DES 8113 Teaching and Assessment</td>
</tr>
<tr>
<td>DES 8164 Innovation Theory and Analysis</td>
</tr>
<tr>
<td>Component Fulfilled:</td>
</tr>
<tr>
<td>Concentration</td>
</tr>
<tr>
<td>Component Fulfilled:</td>
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<tr>
<td>Evaluation &amp; Analysis</td>
</tr>
<tr>
<td>Theory</td>
</tr>
<tr>
<td>Concentration</td>
</tr>
<tr>
<td>Theory or Concentration</td>
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</table>

Track Requirements

Each track has established courses to meet the minimum requirements for the competencies. The Coursework Planning and Clearance Sheets, available in the track section of the website, provide information about courses typically taken to fulfill the competencies. Other courses may be acceptable as substitutes for those listed after conferring with your adviser.

The Related Field courses are determined in consultation with your adviser and committee.

Early in your program...
- Take research methods courses. These will help you develop topics and frameworks for your thesis or dissertation.
- Take courses in your Related Field, to help you identify external committee members.
## Design Graduate Program Course Offerings
### Fall 2012 & Spring 2013
*Schedule is subject to change.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Time</th>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Semester 2012</strong></td>
<td></td>
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</tr>
<tr>
<td>GDes 4131.</td>
<td>History of Visual Communication. (4 cr)</td>
<td></td>
<td>Historical analysis of visual communication with an emphasis on the technological, cultural, and aesthetic influences on graphic design. Examination of how historical events are communicated and perceived through graphic presentation and imagery.</td>
<td></td>
<td>Martinson</td>
</tr>
<tr>
<td>GDes 4345.</td>
<td>Advanced Typography. (4 cr)</td>
<td></td>
<td>Expressive visual communication of words. Fundamental legibility of ‘the invisible art’ and overt expression through type will be addressed. Students complete an extended typographic project.</td>
<td></td>
<td>Waldron</td>
</tr>
<tr>
<td>GDes 4350.</td>
<td>Advanced Design Material: Topics</td>
<td></td>
<td>Letterpress, screen, and relief printing, and/or bookmaking. Defined but varying range of media expression. Graphic design communication through group and individualized projects in a cohort and under supervision of faculty.</td>
<td></td>
<td>Waldron</td>
</tr>
<tr>
<td>ApSt 5123.</td>
<td>Living in a Consumer Society. (3 cr)</td>
<td></td>
<td>Consumerism within the US society and the relentless commodification of all areas of social life, including health care education, the production of news, and the commercialization of public space and culture. What drives consumer society? How is meaning manufactured? What are the lived experiences of consumers today?</td>
<td></td>
<td>Kim</td>
</tr>
<tr>
<td>DES 5168.</td>
<td>Evidence-Based Design. (3 cr)</td>
<td></td>
<td>An exploration of the origins of Evidence-Based Design (EBD) and its possible benefits and/or detractors. Methods of integrating the EBD process via application to a design project; analysis of the outcomes in comparison to a normative approach.</td>
<td></td>
<td>Martin</td>
</tr>
<tr>
<td>GDes 5342.</td>
<td>Web and Interface Design. (3 cr)</td>
<td></td>
<td>Introduction to design/usability of interface between humans and technology. Evaluation of visual elements that control/organize dealings with computers that are used to direct work. Students develop designs, evaluate their effectiveness through usability testing.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**GDes 5386. Fundamentals of Game Design.** (3 cr)
Games of all kinds. Theoretical/practical aspects of making games.
Investigation of design process. Rules, strategies, methodologies. Analysis of
interactivity, choice, action, outcome, rules in game design. Social interaction,
story telling, meaning/ideology, semiotics. Signs and cultural meaning.

**HSG 5467. Housing and the Social Environment.** (4 cr)
Housing choices in context of social environment. Emphasizes special needs of
elderly, disabled, minorities, large families, female-headed households, and
low-income households. Students conduct a post-occupancy evaluation of
housing.

**HSG 5471. Housing Studies Certificate Seminar.** (2 cr)
Integrative seminar and "capstone" to Certificate program. Students prepare an
individual career plan that focuses on application of housing studies to
community/workplace.

**DES 8102. Quantitative Research Methods.** (3 cr)
Quantitative research methods for issues related to humans, their behaviors,
and everyday living in the designed environment.

**DES 8113. Teaching and Assessment.** (2 cr – **first 8 weeks**)
Educational processes/methods used in design studio/lecture courses. Learning
styles, best practices for grading, alternative methods of critique, interacting
with students, active learning strategies, teaching with technology. Lecture (3
cr), practicum (1 cr).

**DES 8114. Design Studio.** (4 cr)
Advanced problem analysis and design solution.

**DES 8115. Grant Writing.** (2 cr – **second 8 weeks**)
An interdisciplinary course in grant writing.

**DES 8166. Material Culture and Design.** (3 cr)
Research approaches to material culture study using artifacts from Goldstein
Museum of Design.

**HSG 8463. Housing: Race and Class.** (3 cr)
Roles of difference (race, gender, class) in shaping distribution of housing,
particularly in cities. Role of housing in patterns of social differentiation.

<table>
<thead>
<tr>
<th><strong>Spring Semester 2013</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GDes 4330. Surface Fabric Design Workshop</strong> (4 cr)</td>
</tr>
<tr>
<td>Studio experience in the development and production of surface design. Screen</td>
</tr>
<tr>
<td>printing, batik, resist dying, shibori, cyanotypes, and dye transfers are included.</td>
</tr>
<tr>
<td><strong>GDes 4345. Advanced Typography</strong> (4 cr)</td>
</tr>
<tr>
<td>Expressive visual communication of words. Fundamental legibility of the</td>
</tr>
<tr>
<td>invisible art' and overt expression through type will be addressed. Students</td>
</tr>
<tr>
<td>complete an extended typographic project.</td>
</tr>
<tr>
<td><strong>HSG 4461. Housing Development and Management.</strong> (3 cr)</td>
</tr>
<tr>
<td>Housing development process/financing. Management of multifamily housing.</td>
</tr>
<tr>
<td>Emphasizes housing for low-income families and special populations (e.g.,</td>
</tr>
<tr>
<td>elderly residents).</td>
</tr>
<tr>
<td>Course Code</td>
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<tr>
<td>ApSt 5121</td>
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<tr>
<td>DES 5185</td>
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<tr>
<td>GDes 5341</td>
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<tr>
<td>GDes 5342</td>
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<tr>
<td>GDes 5388</td>
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<tr>
<td>HSG 5463</td>
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<tr>
<td>HSG 5464</td>
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<td>HSG 5484</td>
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<td>DES 8103</td>
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<tr>
<td>DES 8112</td>
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<tr>
<td>DES 8151</td>
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<td>Course Code</td>
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<tr>
<td>DES 8181</td>
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<tr>
<td>GDes 8362</td>
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<tr>
<td>HSG 8467</td>
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- online
- Th, 6:15-9:15
- Boyd Brent
- M, 3:00-5:45
- Ziebarth
How to Complete Your Degree

Obtaining Signature of the DGS

Any form requiring the signature of the DGS must be given to Char, who will obtain the signature, send you and your adviser a .pdf of the signed document, and then forward it to the appropriate office. A copy of every document is kept for your file.

Handbook

The Design Graduate Program Handbook contains information specific to your graduate program, and is available on the Design Graduate Program website, http://dha.design.umn.edu/programs/grad/designhandbook.html. The Handbook is supplemental to other University of Minnesota policies and procedures. Changes to program policies and procedures are published in the meeting minutes of the Design Graduate Faculty; graduate students receive the agenda and minutes via an e-mail attachment.

- Program-specific policies are easy to locate: check out the text boxes.

Supplemental to the Handbook are Degree Completion Checklists, which are available on your track page of the Design Graduate Program website. These checklists provide you with the sequence you follow as you progress through the program, from first semester to the conferring of the degree.

Degree Program

Degree program forms are submitted at the end of your first year of study. Forms specific to your track and degree objective are available on the Design Graduate Program website.

The degree program...

- lists all coursework that you plan to take in fulfillment of your degree.
- must be approved by your adviser and committee members.
- is submitted to the Graduate School.
- can be amended after it is filed.

Once your degree program is finalized and submitted to Graduate School, any new course requirements instituted by the program faculty do not apply to you.
When you reach the end of your first year of study:

- The set of forms, including instructions, is located on your track page of the program's website: [http://dha.design.umn.edu/programs/grad/](http://dha.design.umn.edu/programs/grad/).
- Your committee members – internal (Design Graduate Program faculty) and external (faculty member representing your minor or related field) – must be identified before filing.
- It is your responsibility to set up a meeting with your internal committee members to discuss your degree program.

**Milestones and Forms**

Milestones include...

- filing the degree program
- completing the Preliminary Written and Preliminary Oral Examinations (PhD students only)
- completing the Final Oral Examination

Forms related to degree progress are available on the Design Graduate Program website, with links to the Graduate School website.
Annual Evaluation

A required annual evaluation is conducted each January. Design graduate students are notified via e-mail to complete this evaluation with their adviser and supervisor (if applicable). The e-mail message provides the students with forms and links relevant to these evaluations.

The Annual Evaluation is composed of the following:

- Academic Progress Annual Evaluation of Graduate Students (Required) pp. 12-13
  - This is an evaluation of the student's academic progress.
  - Once the evaluation is completed, it is submitted to the Director of Graduate Studies for review – and, if necessary, for action.

- Annual Graduate Assistant Performance Evaluation (Required, if applicable) pp. 14-17
  - This is an evaluation of the student's work performance.
  - Once the evaluation is completed, it is submitted to the Department Head.

- Assistantship Online Request (Required, even if to decline the opportunity). The url to the site is sent to you in the e-mail message.

- Curriculum Vitae (Optional) pp. 18-22

Samples of these documents follow.
Academic Progress Annual Evaluation for Graduate Students
Design Graduate Program

Each academic year graduate students are evaluated in terms of their academic performance and progress toward obtaining a graduate degree. While Graduate School will notify the Director of Graduate Studies and the academic advisor if the student's grade point average falls below the minimum required (3.0), Graduate School requires that additional feedback be given to graduate students concerning their academic performance. The purpose of the evaluation is to provide students with timely feedback concerning their academic progress, and, in cases where the graduate students' academic progress is unsatisfactory, to initiate a process by which students can be assisted in making progress toward obtaining their degrees.

In cases where students may need to reapply to the graduate school in order to progress on their degree work, additional coursework may be required or adjustments may need to be made to their research project to reflect the changing nature of the field. Lack of academic progress jeopardizes a student's status in Graduate School.

Students are evaluated by their academic adviser(s). Once the student has conferred with the adviser, the evaluation form is to be completed and forwarded to the Director of Graduate Studies. Students who are informed that they are not making academic progress will meet with adviser(s) and submit an action plan for successful completion of their degrees.

Procedure:

Students will be sent the evaluation document via e-mail in early January and will make an appointment to meet with their adviser before February 1. It is the student's responsibility to set up this appointment.

Once the student has met with the adviser, the form will be completed and signed. The original document will be filed in the student’s permanent program file.

All students will be notified whether they are or are not making academic progress.

Student who are notified that they are not making academic progress will:

1. Schedule an appointment within 2 weeks of the notification with their academic advisor.

2. Present a plan for making academic progress on their degree during that appointment.

The form follows.
All Evaluations must be completed and submitted to the DGS by February 1.

Academic Progress Annual Evaluation for Graduate Students
Department of Design, Housing, and Apparel

Evaluation Criteria:

☐ Grade Point Average (3.0 in program courses)

☐ Confers regularly with academic advisor
  ☐ Planning: degree program
  ☐ Meeting degree milestones (e.g., filing degree programs, passing written exams)
  ☐ Goals: Setting and meeting
  ☐ On-going communication with academic advisors (e.g., degree progress, needs)

☐ Registering for degree program coursework
  (to accomplish degree in recommended time frame, full-time graduate students should be registered for 6-9 degree program credits per semester.)

☐ Making progress on Thesis/Dissertation while registering for credit

☐ If applicable: Students with assistantships are required to take a minimum of one seminar from the Teaching Enrichment Series or the Writing Center.

Other comments:

Student signature

Advisor signature Date
Annual Graduate Assistant Performance Evaluation
Department of Design, Housing, and Apparel

The annual performance evaluation is intended to encourage professional growth and constructive communication between you, the graduate assistant, and your faculty supervisor(s).

Process:
1) You first make an appointment with your supervisor(s). If you had more than one supervisor during the year, complete an evaluation and make an appointment with each.
2) Before you meet, complete the evaluation form, and then give it to your supervisor at least two days in advance of your appointment.
3) Your faculty supervisor completes his/her assessment, filling out the evaluation form before you meet.
4) At the meeting, discuss your performance with your supervisor using the form as a guide. At the end of the meeting, both of you sign the form.
5) After your meeting, make a copy of the form for your own file and submit the original form to the Department Head by February 1.

Your Name

Your Supervisor's Name

Assistantship Appointment(s) under this Supervisor:

<table>
<thead>
<tr>
<th>Semester</th>
<th>%</th>
<th>Main Responsibility</th>
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Evaluation Key

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<thead>
<tr>
<th>Rating</th>
<th>Definition</th>
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<tbody>
<tr>
<td>1</td>
<td>Exceeds expectations</td>
</tr>
<tr>
<td>2</td>
<td>Meets expectations</td>
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<tr>
<td>3</td>
<td>Development needed</td>
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<tr>
<td>N/A</td>
<td>Not applicable</td>
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# Part I. Performance Evaluation

## General Work Attributes

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rating</th>
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<td>N/A</td>
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<tr>
<th>Criteria</th>
<th>student</th>
<th>supervisor</th>
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<tbody>
<tr>
<td>1. Professional behavior:</td>
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<td>a. is dependable.</td>
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<td>b. is punctual.</td>
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<td>c. is in attendance when required.</td>
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<td>d. exhibits ethical behavior. (commitment to organization)</td>
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<td>e. exhibits professional attitude.</td>
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<td>f. honors time commitment to appointment.</td>
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<td>2. Demonstrates independent thinking; is willing to offer suggestions.</td>
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<td>3. Exhibits effective oral and written communication skills.</td>
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<td>4. Completes assigned work on time.</td>
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<td>5. Works well with faculty, staff, and other graduate assistants; is receptive to others' ideas.</td>
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<td>6. Represents the college and department well with visitors, volunteers, and research subjects.</td>
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<td>7. Takes initiative in problem solving; is self-directed when necessary.</td>
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<td>8. Plans and organizes workload efficiently; is able to prioritize.</td>
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<td>9. Produces high quality work in areas of responsibility.</td>
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<td>10. Follows directions with adequate speed and accuracy. Asks questions when necessary for clarification.</td>
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<td>11. Has developed interpersonal skills needed for group work.</td>
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</table>
### Teaching Assistantship/Graduate Instructor

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<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>N/A</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>student</td>
<td>supervisor</td>
<td>student</td>
<td>supervisor</td>
<td>student</td>
</tr>
<tr>
<td>1. Prepares well-planned assignments for students.</td>
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<td>2. Is able to evaluate student work objectively and consistently.</td>
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<td>3. Works well with undergraduate students; is approachable and friendly.</td>
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<td>4. Is able to generate thoughtful classroom discussion and is receptive to students' ideas.</td>
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<td>5. Other (specify):</td>
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</table>

### Research Assistantship

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<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>N/A</th>
<th>Comments</th>
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<tbody>
<tr>
<td></td>
<td>student</td>
<td>supervisor</td>
<td>student</td>
<td>supervisor</td>
<td>student</td>
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<tr>
<td>1. Assists in the accurate collection of qualitative and/or quantitative data.</td>
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<td>2. Is respectful and courteous to contacts from whom to gather information and to research subjects.</td>
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<td>3. Assists in the review of literature related to the faculty member's research project.</td>
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<td>4. Assists in preparing written outcomes of research.</td>
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<td>5. Follows research ethics policies.</td>
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<tr>
<td>6. Other (specify):</td>
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</table>
Part II: Future Goals and Comments

1. Are the student’s skills and experience well-matched to the work assignments of the assistantship?

   Student:  
   
   
   
   Supervisor:  
   
   
   

2. Student’s goals and supervisor’s recommendations for professional development.

   Student:  
   
   
   
   Supervisor:  
   
   
   

3. Supervisor’s evaluation of the graduate assistant’s professional potential:

   
   
   

Signing below indicates that you have seen and reviewed this evaluation. If you disagree with any part of the evaluation, you may submit a separate letter of explanation to the Department Head.

Graduate Assistant Signature  Date  
Faculty Supervisor Signature  Date  
Department Head Signature  Date
Department of Design, Housing, & Apparel

VITAE

[put your name, institution, contact information, and date here]

Before you begin, ask your mentors if they would be willing to share their vitae so you can get ideas. Also, look at websites of faculty in other institutions to see how they cite items, although the entire vitae is not usually on the web.

EDUCATION

List your highest degree completed first (or the current degree program with expected date of graduation). Include the degree, the institution, the title of your dissertation/thesis/MFA project, your major, and your minor or supporting area for each degree. Frequently, the year the degree was granted is included, but some individuals do not include the year because of potential discrimination due to age (too young or too old).

PROFESSIONAL POSITIONS HELD

Beginning with the most recent professional employment, list the job title, the organization/institution (down to the department, if applicable), and the inclusive dates of employment. If you have held a number of positions at one place, you may decide to organize by place first and then list the positions, department, dates under the place.

HONORS AND AWARDS

These are recognition honors and awards that you have received and are generally considered to be competitive. List the most recent first, clearly identifying the name of the award, the organization that bestowed it, and the year. For example, First Place Award, National Art Educator's Exhibition, 2001; or, Best Graduate Student Paper Award, International Textile and Apparel Association Annual Conference, 2004. The actual artistic work/publication/presentation would be listed later in the vitae under the appropriate category.

RESEARCH AND DISCOVERY
(or SCHOLARSHIP AND CREATIVE PRODUCTION)

Before you begin to list individual works, a couple of sentences about the area of scholarship in which you focus is very useful here. Depending on your scholarship, the order of the headings below will vary. Use a standard style guide; in DHA, we try to maintain citations based on the APA style guide. Works are listed in order of prominence and breadth of dissemination.

PUBLICATIONS

Publications can be grouped if there aren't many depending on the stage of your career. For example, Refereed Publications could include journal articles and refereed
proceedings. Also, if some are editor refereed that should be indicated; sometimes it is another category.

**Refereed Journal Articles**
You need to indicate the level of contribution to the work if you are a co-author. For example, state, “authors are listed in order of contribution to the work unless otherwise indicated”. In our fields, it means that the first author contributed the most. Sometimes all authors have done an equal share and names are listed alphabetically. If so, let the reader know by a note at the end of the citation. Authors are always listed in the order they appear in the published journal.

**Refereed Proceedings**
Note at the end of the citation if it is a paper or an abstract that is in the proceedings. Follow APA style and be sure to include the page(s) in which your paper or abstract is published in the proceedings.

**Non-refereed Proceedings**
Non-refereed proceedings mean that there was no peer review process for inclusion in the conference but it still appears in the published proceedings.

**Books**
In some fields, this category would be first. If you do not have any books published yet, don’t use this category.

**Other Publications**
Depending on the types of publications you do, there may be separate categories for Book Chapters, Book Reviews, Monographs, Research Reports, etc.

**Engagement and Outreach Publications**
These publications are based on research but the information is written for audiences who would not be reading the same type of literature as your academic peers. There are many levels of these from major extension publications adopted for national distribution to newspaper editorials you wrote that were printed in the local paper or popular press. So as not to diminish the significant outreach publications from the more minor ones, you may have separate categories for the types of publications within this domain.

**JURIED EXHIBITIONS**
List the creative/artistic works by exact title, the name of the exhibition, the name of the museum, the inclusive dates of the exhibit, and the location (or the website if on-line). It is valuable to also note at the end of the citation the number of submissions to the exhibition, the number of works accepted, and even the names of the jurors. If a single work is exhibited in many different venues, you may want to list the work first, and then the list of all the different exhibitions. This can get complicated depending on the nature of the exhibitions and how many of your works were in each. You may want to separate out local, regional, national and international juried exhibitions.

**INVITATIONAL EXHIBITIONS**
Depending on the quantity of your exhibitions, you may want to separate out solo exhibitions (your work alone) versus group exhibitions. If you have both types within one heading, note at the end of the citation if it was a group or solo exhibit. You could also note
the curator (similar to jurors above) at the end of your citation. Again, you may want to separate out local, regional, national and international venues.

EXHIBITION CURATOR
If you were the intellectual engine behind an exhibit, such as a Goldstein exhibit, and identified the concept, chose the artifacts for exhibition, and did the interpretative text, list those exhibits here. If you co-curated, also list your partners.

EXHIBITION DESIGN
If you have been the designer of the exhibit layout, list the name of the exhibit and the other data mentioned above. Curating an exhibit is separate from designing the exhibit.

REFEREED PRESENTATIONS
You may be a presenter of a paper that was peer reviewed for presentation and is also published in a proceeding. Some institutions would consider you to “pad” your vitae by including the paper under the refereed presentation section here since you have already listed it under proceedings. A presentation is a different type of dissemination than proceedings so some academics include them here, too—check out the norm in your department or the department to which you are applying. Until you know, go ahead and include them here as well as under proceedings—you can always delete them later (and, of course, you never really delete any information, you just have different versions). The citation format for a presentation is slightly different than for a proceedings citation because here you would identify the place of presentation (where the meeting was held) and for a published proceeding the place of publication is likely the organization’s headquarters. If you are a co-author of a paper presentation, you need to indicate who actually stood up to give the paper—typically not all of the co-authors present—underlining the presenter’s name is one way to indicate this.

INVITED PRESENTATIONS
Being invited to give a presentation connotes your emerging prominence as a scholar. This section may be subdivided by local, regional, national and international presentations as your career builds.

GRANTS
These are typically competitive grants you have applied for and received. It is sometimes appropriate to include grants you did not receive, but indicate those in a separate heading. For all, include the exact title of the grant, the Principal Investigator’s name(s), the funding source, the inclusive project dates, and the amount (sometimes both the amount requested and the amount received). Grants external to the institution are considered more competitive and so may be under a separate heading; grants internal to the institution can be under a heading of internal grants.

TEACHING AND LEARNING

COURSES TAUGHT (or OUTREACH PROGRAMS)
Both of these types of courses/programs are ones in which you had the responsibility for the delivery of the series. Include the designator and number of the course, the exact name of the course or program, the credits or CEU’s, the number of times you have taught it or delivered the program and the average number of students in the class or program per offering (or sometimes the total number of program participants). Also, include here or in...
a separate category, your contributions toward developing new courses and programs and/or significantly revising ones you teach or are responsible for. You might want a separate section or at least comment on service-learning activities you facilitate in your courses.

STUDENT ADVISING
Advising is one of the functions of teaching domain.

Graduate Students
These are listed by the role you had and by the level of the degree. Start with the highest degree for which you advised. Include the name of the student, the year they graduated, and the title of their final dissertation or project. For students who have graduated, the place of their first employment is also valuable to include here.

Advisor, Doctorate
Advisor, Master of Fine Arts
Advisor, Master of Arts or Master of Science
Committee Member, Doctorate
Committee Member, Master's

Undergraduate Students

Academic advising
List the majors and the approximate number of students per year for whom you provide direct service as an advisor.

Student organizations

GUEST LECTURES AND TRAININGS
Giving a lecture in a class for a colleague or doing one session for an in-service training of community professionals are technically "invited presentations" but if you include these under that section on research/discovery/scholarship, the value of presentations done before an audience of your academic peers could be diminished. However, willingness to do these presentations is valued and these are appropriate to list under teaching (they are not just service, which generally does not count as much).

PROFESSIONAL SERVICE

PROFESSIONAL ORGANIZATION SERVICE
List the name of the organization and your role in serving as committee chair, president, editor, etc., and the dates of service.

PROFESSIONAL MEMBERSHIPS
List active memberships in organizations pertinent to your work (or these could be included above).

REVIEW SERVICE
This is sometimes integrated in the section above. These would be when you have been asked to be a reviewer for manuscripts for a journal, a juror for an exhibit, reviewer of research proposals, reviewer of colleagues in other states for promotion (never include their names here), program reviews, etc. These can take a lot of time and should be listed somewhere because it is your contribution back to your professional discipline.
DISCIPLINE-RELATED SERVICE
Community activities for which you are asked to serve because of your professional expertise, but you are not there to do research or teaching, are listed as discipline-related service.

Boards of Directors
Committes

UNIVERSITY OF MINNESOTA GOVERNANCE
List the name of the committee, your role (member, chair, etc.), and the dates of your service. List the committees in reverse chronological order of your service. If you do not separate the committees by level in the institution (shown below), include the level in the name, e.g., College of Design Task Force on Diversity.

University and other units
College of Design
Department of Design, Housing, and Apparel
Undergraduate Program Committees
The Goldstein Museum of Design

INVITED LECTURES/SERVICE
Miscellaneous service or lectures that were not as extensive as what you might do for a guest lecture in a course should be listed here. Again, identify the venue, the title of your lecture or the role of your service, the place and the date.

PROFESSIONAL DEVELOPMENT

It is becoming of interest to others to know what additional training you have obtained. Whether it is a Center for Teaching and Learning workshop, a Responsible Conduct of Research session, training on a computer program, or attendance at a conference, begin to list them here. At some point you may want to separate out different types of trainings/development. Remember to include the exact title, the place, and the dates.

PROFESSIONAL DESIGN EXPERIENCE

If you maintain a professional practice or consultancy, you should list it in your vitae somewhere. You could list it in the beginning of your vitae and change Professional Positions Held to Professional Academic Positions, and then follow it with Professional Design Experience (or some type of heading). This will depend primarily on for what you have prepared your vitae and who the audience is. If it is for a position in which the qualifications require extensive professional practice in your field, put this in the beginning. If your primary job expectations are teaching and research but you maintain a small consultancy, this might go here at the end. Check it out with others who can give you feedback based on your goals. Again, depending on what is appropriate, you might also list major commissions you have completed. Don’t be afraid to ask, and don’t limit yourself to one person’s opinion.
Graduate Assistantships

Graduate assistantships are supported by the Department of Design, Housing, and Apparel.
  - Assistantships are assigned on an annual basis.
  - Research assistantships are funded by grants of individual faculty.
  - Teaching assistantships have various levels of classroom responsibility, from grading, assisting a professor, teaching a section overseen by a professor, or full responsibility for the course.
    - If you have full responsibility for the course, you are assigned a faculty supervisor.

The availability of graduate assistantships is not guaranteed. Assistantship offers are dependent upon job performance and timely progress on your academic program.

In addition to salary, graduate assistantships include tuition benefits. The tuition benefit is credited to your student account; the credit occurs about mid-September.

Students with assistantships are required to attend one of the many free seminars offered by the following centers:
  - Center for Teaching and Learning
    http://www1.umn.edu/ohr/teachlearn/graduate/index.html
  - Center for Writing
    http://writing.umn.edu/

All students are encouraged to attend these workshops, even if they do not have an assistantship.

Students whose native language is not English are required to take the SETTA Test. For more information:
http://www1.umn.edu/ohr/teachlearn/graduate/itap/learnaboutthesetta/

Performance Evaluation

Meet with your supervisor regularly, to discuss the work you are accomplishing.

Each year in January, graduate assistants evaluations are conducted. The Annual Graduate Assistant Performance Evaluation form is used to assess performance. See pages 14-16 in this Orientation Packet. Students make an appointment to meet with their supervisors for a performance evaluation and to discuss goals, having first conducted a self-assessment of work performance. The forms are then forwarded to the Department Head for review.
Requests for Assistantships, ISWOP Funds, and Work Study Funds

Requests for assistantships take place in January. In an e-mail message, students are provided a link to a database, where they indicate their interest in being considered for assistantships. If interested in a teaching assistantship, students indicate which courses they are interested in teaching. If interested in a research assistantship, students indicate the project and faculty with whom they would like to work. Any special skills you have that may not be generally known can also be indicated in this database, for example, language skills or software skills.

International Student Work Opportunity Program Funds. The following was copied from this website: http://www.isss.umn.edu/programs/fa/fatypes.html.

This award is only available to international graduate students. It provides half the salary money for a 25% or 50% graduate assistantship appointment. The academic department provides the other half. The tuition benefit, health insurance coverage and the salary payments go directly to the student. The award cannot be made for appointments that are less than 25% or greater than 50% time. If a student is appointed 50% time upon being awarded, the student has to work 20 hours per week (390 hours for the semester) during the appointment term. The number of hours for 25% appointments is 10 hours per week (195 hours for the semester). ISWOP does not assume any responsibility for fringe benefits such as tuition remission or health insurance. Once awarded, students still are responsible for paying any mandatory fees. International graduate students who have completed all their coursework and thesis credits are not eligible for this award. If awarded students are expected to register for at least 6 credits each semester.

Please be advised that an ISWOP award limits your eligibility to receive other types of ISSS funding.

Work Study Funds. The following was copied from this website: http://onestop.umn.edu/finances/financial_aid/work_study/

Work-study awards are a form of financial aid which provides jobs for undergraduate and graduate students who need help to pay their educational expenses. Students must complete a Free Application for Federal Student Aid (FAFSA) to be considered for a work-study award.

You may be awarded work-study on your eFAAN if you:

- indicated an interest in work-study employment on your FAFSA;
- are an undergraduate pursuing your first degree;
- qualify for need-based aid which is determined by your FAFSA results;
- are enrolled at least half time;
Graduate and professional school students are awarded work-study upon request if they have need-based eligibility and will be enrolled at least half time. Graduate/professional students who have utilized work-study awards in prior years will be awarded work-study if their need-based eligibility and enrollment status continue to meet program criteria.

**Roles of the Director of Graduate Studies and the Department Head**

See the Director of Graduate Studies for issues related to your academic program. See the Department Head for issues related to your assistantship.

**Graduate Program Funding Opportunities & Scholarships**

Watch for notices in e-mail.
Current Students: Tips and Extracurricular Activities

Professional Development
Opportunities for professional development should not negatively impact timely progress. Examples:

- Goldstein Museum of Design Exhibitions and Research
- Participation in Professional Organizations
- Publications
- Presentations
- Committee Participation (see below)

Design Graduate Student Organization
The Design Graduate Student Organization is your easy connection to information, people, and resources related to life as a Design graduate student. The Design Graduate Student Organization hosts forums, lunches, and social gatherings.

Participation on Committees (departmental, collegiate, University)

- DHA Department Meetings (3 students)
  - meeting purpose is to keep faculty and staff informed about issues and changes that impact everyone in the department; other department committees provide synopses of their activities.
  - one meeting per month
- Design Graduate Faculty Meetings (1 student)
  - meeting purpose is to conduct business related to the graduate program, including policies and procedures, curriculum, admissions.
  - one meeting per semester
- DHA Policy and Advisory Committee (1 student)
  - meeting purpose is to work in a smaller group to draft policies for final approval by faculty.
  - one meeting per month
- DHA Curriculum Committee (1 student)
  - meeting purpose is to discuss curriculum, course additions, changes, deletions
  - two or three meetings per semester
- Council of Graduate Students
  - meeting purpose is to communicate graduate student concerns with University administration
  - [http://www.cogs.umn.edu/](http://www.cogs.umn.edu/)
# What and Who You Need to Know

## People
In addition to your adviser and professors...

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>E-mail</th>
</tr>
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<tbody>
<tr>
<td>Marilyn Bruin, PhD</td>
<td>Director of Graduate Studies *your academic experience</td>
<td><a href="mailto:mbruin@umn.edu">mbruin@umn.edu</a></td>
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<td>360 McNH</td>
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<tr>
<td>612-624-3780</td>
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<tr>
<td>Elizabeth Bye, PhD</td>
<td>Department Head *your work experience</td>
<td><a href="mailto:ebye@umn.edu">ebye@umn.edu</a></td>
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<td>240d McNH</td>
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<td>612-624-3751</td>
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<tr>
<td>Char Klarquist</td>
<td>Graduate Program Staff *your questions about policies and procedures, all forms</td>
<td><a href="mailto:cklarqui@umn.edu">cklarqui@umn.edu</a></td>
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<td>246a McNH</td>
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<td>612-626-1219</td>
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<tr>
<td>Julie Hillman</td>
<td>Department Administrator *assistantships, benefits, facilities</td>
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<td>240g McNH</td>
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<td>612-624-7721</td>
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<tr>
<td>Kathy Guiney</td>
<td>Executive Assistant to Dept Head *appointments with the Head</td>
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<tr>
<td>240f McNH</td>
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<tr>
<td>612-624-1240</td>
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<tr>
<td>Cheryl Johnson</td>
<td>Front Office Supervisor *supplies/equipment related to your assistantship</td>
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</tr>
<tr>
<td>240 McNH</td>
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<td>612-624-7726</td>
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## E-mail
E-mail is the official means of communication at the University of Minnesota. Forwarding your U of MN e-mail to another account is discouraged, as attachments may be lost. Via your U of MN e-mail account, you receive notification of requirements and various opportunities, scholarships, required annual evaluation materials, and other information of interest to you.
**Funds for Conference Presentations**
Funds of up to $200 are available on a limited basis for students presenting a paper at a professional conference. One application is permitted each student per year. The application and expense forms are on the Forms and Links page of the Design Graduate Program website:

http://dha.design.umn.edu/programs/grad/FormsandLinks.html

**Other Departmental Resources**

- Your mailbox or mail folder is located in 240B (first door to your right after entering the DHA department office, 240 McNeal Hall)
- A refrigerator and microwave are available in 240C DHA Faculty and Staff Lounge (first door to your left after entering the DHA department office)
- Read the etiquette notices posted in the graduate student offices.
- Printers and copiers are for assistantship use only. Non-assistantship related printing and copying require you to pay fees. Envelopes are available at equipment sites in 240; CASH ONLY.
  - Fees for printing: .10 per page (b/w); .20 per page (color)
  - Fees for photocopies: .05 per copy
- To make room reservations for meetings with your committee, student forums, and examinations, contact Char.
Graduate Student Wellness: School/Life Balance

The following model is from the presentation of Dr. Andy Case-Simonson, psychologist, to students at the University of Georgia. Here is a link to the presentation: http://www.youtube.com/watch?v=AkmbF504rOI

Social Wellness involves relationship quality with friends, family, romantic partners, teachers, peers and colleagues, and other significant relationships. Strong social skills and the ability to interact comfortably with diverse people is ideal.
- How do I manage being constantly evaluated? What helps me to better understand the way I am being evaluated?
- How strong is my social support network, and am I able to use it? Asking for help can improve your wellness.
- Plan for fun and social time with non-school friends. Schedule it. Even the awareness of that upcoming hour and a half of planned social time improves your wellness.
- Nurture professional relationships. Seek opportunities for mentor relationships with your professors based on their research and teaching interests. Optimize your time with professors by being prepared when you meet with them.
- Participate in student organizations.

Physical Wellness encourages regular physical activities, proper nutrition, sleep and health care. High activity levels, physical output, physical self-care and rest are ideal.
- Is good exercise, eating and sleep a regular priority? At times, it may not be possible. There may be times you need to sacrifice them to get your work done – however, you can optimize your physical wellness before and after a heavy study/project time.
- Caffeine, nicotine, alcohol – monitor carefully to avoid overuse. It is chemical warfare on your body.
- Schedule times to be physically active after times of high academic strain.
- Any sleep is helpful to your capacity to perform, according to research.
- Nutrition is a vital part of wellness.

Intellectual Wellness entails seeking intellectual growth and stimulating mental activities both inside and outside the classroom. Awareness and skills associated with future vocational direction and happiness are included here.
- How am I improving and enhancing my capacity to learn, not only through graduate school, but ideally, beyond? Identify what is critical to the professional you want to become after graduate school.
- What do I want my professional life to look like after graduate school? Develop relationships and skills that apply to your professional future. Experiences, research, internships, mentorship relationships.
- Work smarter. Time management. Not everything you do must be perfect. Identify which projects need to be good enough, and which you need to do very well.
- Be intentional about professionally supportive relationships. Develop relationships and skills that apply to your professional future. Network.
- Take advantage of the career center and professional organization memberships locally and nationally. University of Minnesota Career and Internship Services: 190 McNeal Hall, careerhelp@umn.edu, 612-624-2710.
Cultural Wellness is the process of valuing diversity, being open to how others are both culturally similar and different to you. Awareness of beliefs, values, and worldview fall under cultural wellness.

- Multiculturalism is about relationships of a diverse nature, including relationships with people of differing race, gender, sexual orientation, age, size, religion, spiritually, social class, etc.
- How do I learn to teach from multiple perspectives, to enhance the learning in my classes?
- How do I become more culturally competent in my field? Knowing research and teaching methods, how to work in a lab, etc., from other perspectives.
- Know where your comfort level is, and challenge it. Build self awareness.
- Use class assignments to increase diversity knowledge.
- Use travel to increase your experience of diversity. Be as intentional about your time between semesters as you are during them. How can you get away in ways that you are actually being informed by something outside your academic program? Gain knowledge from other sources.
- University of Minnesota Office for Equity and Diversity: [http://www.academic.umn.edu/equity/](http://www.academic.umn.edu/equity/)

Emotional Wellness is having the ability to acknowledge, accept, and appropriately express a wide range of feelings to yourself and to others. Integration of feelings in relationships, views, and decision-making is ideal.

- What we feel is not a good or bad thing. Your awareness of your feelings enables you to make higher-quality, informed decisions. Ensure that thinking does not eclipse emotion.
- Am I skilled at expressing feelings that facilitate relationships and connections?
- Can I successfully manage stress, anger, and sadness? These can hinder your ability to perform well in school.
- Develop a good support network composed of individuals who understand graduate school, and also a support network composed of those who do not understand graduate school, to remind you that there is something outside of graduate school.

Spiritual Wellness involves seeking meaning and purpose in human existence. This can involve religion, spirituality, day to day practices, or a combination of all three.

- Am I aware of what brings me personal meaning and purpose? What you study may provide some of this.
- Where are the sources of spiritual wellness for me? Examples are yoga, volunteerism, worship.
Self-Care Handout

Design Graduate Student Association Workshop
Fall 2010

Physical Self-Care
- Eat regularly
- Eat healthy
- Get regular medical or alternative health care for prevention
- Get medical care when needed
- Take time off when sick
- Get massages
- Dance, swim, walk, run, play sports, sing, or do some other physical activity that is fun
- Get enough sleep
- Wear clothes you like
- Take vacations
- Take day trips or mini-vacations
- Make time away from computers, phones, and other mobile devices

Psychological Self-Care
- Make time for self-reflection
- Talk with a counselor
- Write in a journal
- Read literature that is unrelated to work or school
- Do something at which you are not expert or in charge
- Decrease stress in your life
- Notice your inner experience; listen to your thoughts, judgments, beliefs, attitudes, feelings
- Let others know different aspects of you
- Engage your intelligence in a new area; go to an art museum, history exhibit, sports event, theater performance
- Practice receiving from others
- Be curious
- Say no to extra responsibilities sometimes

Emotional Self-Care
- Spend time with others whose company you enjoy
- Stay in contact with important people in your life
- Give yourself affirmations and praise yourself
- Love yourself
- Reread favorite books, re-watch favorite movies, re-listen to favorite music
- Identify comforting activities, objects, people, relationships, places, and seek them out
- Allow yourself to cry
- Find things that make you laugh
- Express your outrage in social action, letters, donations, marches, protests
- Play with children and/or pets

**Spiritual Self-Care**
- Make time for reflection
- Spend time with nature
- Find a spiritual connection or community
- Be open to inspiration
- Cherish your optimism and hope
- Be aware of nonmaterial aspects of life
- Try at times not to be in charge or the expert
- Be open to not knowing
- Identify what is meaningful to you and notice its place in your life
- Meditate
- Pray
- Sing
- Spend time with children
- Have experiences of awe
- Contribute to causes in which you believe
- Read inspirational literature, talks, music, etc.

**Professional Self-Care, at work or at school**
- Take a break during the day (e.g., lunch)
- Take time to chat with co-workers, friends, acquaintances
- Make quiet time to complete tasks
- Identify projects or tasks that are exciting or rewarding
- Set limits with supervisors and/or colleagues
- Balance your workload so that no one day (or part of a day) is “too much”
- Arrange your work/study space so that is comfortable and comforting
- Have a peer support group
- Develop a non-taxing area of professional interest

**Balance**
- Strive for balance *within* your work/school life and work/school day
- Strive to balance *among* school, work, family, relationships, play, and rest
Purpose:

The Design Graduate Student Association (DSGA) is an **educational and social organization** that:

- fosters collegial friendship between its members
- plays an active role in the department, and
- provides opportunities for graduate students to lead and express their concerns.
- Informs members of relevant and important activities/opportunities

To meet these goals, we coordinate and sponsor activities such as:

- Casual mentor relationships between first-year and continuing graduate students
- Thesis and dissertation support group
- Meetings to exchange ideas, information, and helpful tips about graduate school, as well as address concerns and policies
- Bringing graduate students from all emphasis areas together to interact, network, and have fun together in social events on and off campus
- Sending representatives to department, COGS, and GAPSA meetings to discuss our ideas and needs
- Celebrating the milestones and accomplishments of all graduate students.
- Social and networking meets to foster collegiality,

Members:

All graduate students in the Design Graduate Program, including those with a minor or supporting area, are automatically conferred membership upon entry into the program.
Design Graduate Student Association
2012-2013 Membership Form

Name: ________________________________

E-mail: ______________________________

Degree: ______________________________

Track/Emphasis: _______________________

Topics of interest to you/ events you would attend: (social networking, mentorship, fun meets etc)

_____________________________________

_____________________________________

_____________________________________

_____________________________________

□ Yes, you may include the above information in the DGSA student directory (The directory will be distributed to all contributing active members of the DGSA).
The Center for Teaching and Learning

http://www1.umn.edu/ohr/teachlearn/index.html

We envision a university community where scholarly teaching leads to transformative learning. Our mission is to serve the university community through a commitment to exceptional teaching and learning.

August Teaching Enrichment Series

The August 2012 Teaching Enrichment Series provides two days of workshops designed to address a range of instructional experiences and goals. All members of the University teaching community are welcome. This year, the TES is scheduled for August 28-29 and offers concurrent workshops from 9 a.m.-1 p.m. each day.

Opportunities for 2012-2013

Early Career Teaching Program
Workshops

Subscribe to the Teaching Tips Listserv

Co-sponsored by the College of Continuing Education, Degree and Credit Programs

To receive a brief, evidence-based teaching tip each week, along with resources for deeper exploration of the topic, subscribe to our listserv:

- Send a message to listserv@lists.umn.edu
- Leave the subject line blank.
- On the first line of the message body, left-most position, enter the following: SUBSCRIBE teaching-tips Your Name [For example: SUBSCRIBE teaching-tips George C. Starr]
Preparing Future Faculty

http://www1.umn.edu/ohr/teachlearn/graduate/pff/index.html

Through its core course "Teaching in Higher Education" followed by a Practicum course, the Preparing Future Faculty Program provides a teaching and learning forum in which participants engage with a multidisciplinary, cross-cultural mix of masters students, doctoral candidates, and post-doctoral fellows. Participants discuss learning theory and strategies, develop teaching skills, create classroom and job search materials, and work with faculty from a range of institutional types.

The program is sponsored by the University of Minnesota Graduate School and the Office of Human Resources. To receive a letter of recognition and certificate of program participation, students complete two core courses: GRAD 8101 and GRAD 8102. Students may also register for "topics" courses offered under the GRAD 8200 designation to gain a GRAD 8101 equivalent one credit at a time. Some graduate programs may have different requirements for doctoral students participating in this program. Contact the PFF Program coordinators if you have questions.

Goals for Participants

"Through PFF, I have learned invaluable teaching skills and gotten oriented to career options in diverse higher education settings."

— Hui Nui Wilcox, from the Community of Scholars Spring 2004 Celebration

Preparing Future Faculty will assist participants in further developing your teaching skills and exploring the faculty role on a college or university campus. Our goals are to help future faculty:

- Acquire information about the teaching and learning process and faculty role at a variety of institutions of higher education.
- Gain a realistic perspective on the skills required for success as a faculty member.
- Examine and mindfully plan your fit with a teaching career in higher education.
- Work with a faculty mentor in a teaching opportunity on a regional college or university campus or at the University of Minnesota-Twin Cities.
- Demonstrate, document, consult and reflect upon your teaching skills.
- Market yourself in competition for faculty or other professional positions.
center for writing

Student Writing Support offers all University of Minnesota students free, individualized writing instruction, both face-to-face and online.

Teaching with Writing supports faculty, instructional staff, and teaching assistants as they integrate writing into their courses.

Interdisciplinary Studies of Writing sponsors research into literacy through grants and publications and promotes discussion throughout the University community on the study and teaching of writing.

The Minor in Literacy and Rhetorical Studies provides graduate students with a flexible, interdisciplinary minor.

The Minnesota Writing Project, a site of the National Writing Project, supports pre-K–college teachers throughout the state.

The Writing-Enriched Curriculum Project pilots a process for enabling faculty groups to intentionally infuse germane writing instruction into all undergraduate curricula.

Center for Writing
10 Nicholson Hall, 216 Pillsbury Drive SE, Minneapolis, MN 55455
Email: writing@umn.edu Phone: 612.626.7579 Fax: 612.626.7580

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