

School of Interiors
College of Design | University of Kentucky
Guidelines and Evidences of Scholarly Activity and Achievement for Promotion and Tenure

LECTURER TITLE SERIES

The School of Interiors is committed to innovation and excellence in teaching, research, and service. The School views interior design as a multi-disciplinary endeavor which centers on human experience at a variety of scales and conditions. In this regard, the School of Interiors values and supports variation in areas of experience, interest, and specialization of faculty members as a means to enhance the School's ability to respond to design issues locally and globally. As such, faculty are expected to develop and establish a unique academic identity, while also expanding their focus to participate in teaching and service activities broadly. Relative to the nature of the practice and profession of interior design and all its facets, the School of Interiors values faculty who embrace and embody:

Versatility

- contribution to the school beyond their own particular area of expertise or topic-specific activity to make contributions to the program and curriculum as a whole;
- ability to balance teaching, research, and service activities.

Coherence

- established rationale to underpin approaches to teaching, research, and service;
- in approaches with depth, a focused and specialized research, eventually providing evidence of a strong pattern in a particular area or topic-specific activity;
- rather than the pursuit of specialization, demonstrated breadth through pursuit of research of synthesis to bridge various aspects of design.

Collegiality, Citizenship, and Inclusion

- demonstrate good character and professional integrity through respect for all colleagues, staff, and students as well as diverse perspectives;
- function as a responsible and dependable member of the faculty;
- active, co-operative, and constructive interaction with members of the university community, other universities, allied professionals, and departmental colleagues to achieve common goals;
- exemplify and uphold ethical standards across all areas of teaching, research, and service, as well as in all relationships with students, colleagues, and constituents;
- willingness to execute organizational efforts for coordination of and participation in critiques, lectures, presentations, committee work, teaching college-level courses, coordinate/participate in field trips, development of new course(s), networking and service to the profession as well as the community, including the College, the University, Lexington, and beyond.

The tenured and tenure-track faculty in the School of Interiors have established by a majority vote that the maximum percentage of Lecturer Series faculty employed in the School of Interiors must be no more than 25% of the total number of tenured and tenure-track faculty.

Contract Renewal Criteria

Members of the tenured and tenure-track faculty regularly review evidence of teaching and service for a lecturer series faculty member according to the College of Design Guidelines, the University Governing and Administrative Regulations, as well as distribution of effort (DOE) percentages assigned annually by the Director of the School. Essential to the contract renewal process, recognition by peers of teaching, research, and/or service is as the standard measure of quality. When weighing cases for contract renewal, evaluation and assessment of performance will be commensurate with the individual's DOE agreement/s. Following University policy, a lecturer who is performing well is eligible for an initial two-year contract and a renewal of that contract for a second two-year period. After the fifth year of continuous and full-time service, a lecturer can be recommended for the rank of Senior Lecturer with a 3-year rolling contract.

Teaching

Faculty members in the School of Interiors share a responsibility to collectively and continually develop as well as deliver curriculum. To this end, faculty members share broad knowledge of interior design through a range of expertise and practices. Overall, the expectation is that faculty members will demonstrate an active commitment to excellence and effectiveness in teaching, which is evidenced by innovation, intellectual development, and on-going curriculum development that contributes to the curriculum as a whole and results in positive student learning outcomes. Related to these efforts, faculty must show concern for student success, communicate their knowledge to students, encourage student interest in broad aspects of the field, respond to student work constructively, grade fairly, expect substantial accomplishment from students, and overall make themselves accessible to students. To maintain consistent growth, faculty members should maintain a current understanding of the discipline and involvement in activities that increase understanding of the field.

The following list, which is organized alphabetically so as not to indicate any level of priority, provides a basis of assessment, however, it is suggestive, not exhaustive, and subject to exceptions:

- consistent growth
 - evidence of advancement in the classroom
 - evidence of research informing the teaching enterprise
 - involvement of activities that increase understanding of discipline
 - maintain current understanding of discipline in classroom
- course and curriculum balance
 - teaching in an area of expertise but also teaching more broadly
 - continuing course refinement as it links to curriculum issues
 - evidence of advancing the curriculum
 - serving on thesis committees
 - meeting with prospective students and assisting with recruiting
 - planning field trips and education abroad opportunities
 - advising student organizations
 - providing both lecture courses as well as studio courses
 - collaborating with others
- evaluations and reviews
 - quantitative and qualitative information from course evaluations
 - high quality work contributing to the CIDA process
 - positive peer review, School Director review, semester-end reviews
 - undertaking student competitions

Assessment of teaching will be through syllabi, student assignments, student work, teacher course evaluations and observation reports by peers and/or the Center for Teaching and Learning (CELT).

Service and Community Engagement

Faculty members in the School of Interiors have a responsibility to share in operational and governance efforts, wherein active and sustained participation at varying levels contributes to the growth of the academy and discipline. Faculty members should make regular, conscientious, valuable, and balanced service efforts as well as outreach contributions to the School of Interiors, the College of Design, the University of Kentucky, public agencies, community organizations, and professional groups as appropriate to their interests and department needs, but also to support teaching. Increasing levels of responsibility and leadership are encouraged with increased rank.

The following list, which is organized alphabetically so as not to indicate any level of priority, provides a basis of assessment, however, it is suggestive, not exhaustive, and subject to exceptions:

- active contributions to growth of the academy and profession
- service that supports teaching
- sustained level of service over the review period

Assessment of service will be through appointment letters, etc.

Professional Development

As the host of a post-professional degree program, the School of Interiors values professional experience and professional development. Where appropriate, faculty in the School of Interiors should pursue opportunities for acquisition of credentials that support their individual teaching and service as well as overall needs of the department. While this work may be connected to teaching and service, efforts should be differentiated and clearly articulated as such.

The following list, which is organized alphabetically so as not to indicate any level of priority, provides a basis of assessment, however, it is suggestive, not exhaustive, and subject to exceptions:

- continuing education units
- relevant professional work experience
- successful acquisition of relevant certification/s, accreditation/s, licensure/s, etc.

Research

While research allocations for a Lecturer Title Series DOE may be minimal or not included, such faculty may wish to establish a unique research agenda, which could evolve into substantive, original, and innovative intellectual contributions. Following the collaborative and interdisciplinary nature of the field, this could take the form of solo/sole-authored work, but faculty may also balance this with collaborative efforts within which their contribution/s are meaningful, defined, and clearly articulated.

The following list, which is organized alphabetically so as not to indicate any level of priority, provides a basis of assessment, however, it is suggestive, not exhaustive, and subject to exceptions:

- intellectual efforts and contributions to the field
- balancing collaborative and individual efforts
- scholarship to address design teaching and learning
- review and dissemination of work

Evaluation occurs through the annual performance review process and may take several forms: publishing and/or presentation of one's research in venues that utilize a peer review process and/or professional evaluation of faculty or student work, including juried design competitions.

Approved by Faculty vote : March 20, 2023