

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

REGULAR 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, research, 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, providing evidence of a strong pattern in a particular area or topic-specific activity by the end of the probationary period;
- rather than the pursuit of specialization, demonstrated breadth through pursuit of research of synthesis to bridge various aspects of design.

Collegiality, Citizenship, and Inclusion

- demonstration of 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.

Evaluation and Promotion Criteria

Members of the tenured faculty regularly review evidence of teaching, research, and service for a tenure-eligible 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. Additionally, when administrative responsibilities are explicitly identified as part of a candidate's DOE, this area will be evaluated against a similar standard of excellence.

Based on Administrative Regulation 2:4, the noted criteria will guide appointment, promotion, and tenure decisions for this position. Evaluation of performance and weighting of effort areas for promotion and tenure decisions will be commensurate with the individual's DOE agreement/s during the years preceding a review.

Research

Because interior design is a diverse and ever-changing field, faculty members in the School of Interiors are encouraged to establish a unique research agenda through varied forms, which should evolve into substantive, original, and innovative intellectual contributions. Faculty should have solo/sole-authored work but following the collaborative and interdisciplinary nature of the field, faculty may also balance this with collaborative efforts within which their contribution/s are meaningful, defined, and clearly articulated. Communication of research can be through a variety of means, including publications, conferences, invited exhibits, competitions, community work, etc. with an emphasis on peer-reviewed work.

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:

- awarded work
 - design awards
 - research awards
- commissioned work
- invited work
 - show at a public museum, gallery, or alternative space
 - exhibition
- juried work
 - work/s in a national juried show
 - work/s in a regional juried show
- peer-reviewed presented work
 - conference presentation
 - panel presentation organizer or panelist
- peer-reviewed published work
 - journal articles
 - books or book chapters, as author
 - books, as editor
 - monograph/catalogue of creative work
 - conference proceedings

Assessment of research will be conducted through peer review in the public domain. While the quality and significance of work is more important than the mode of dissemination, the School of Interiors strongly encourages faculty to select outlets that are highly regarded within and beyond their particular area of expertise or topic-specific activity. Regional, national, and international outputs are weighed more highly than presentations to community groups. Non-peer reviewed activities will be considered evidence of competence, but faculty cannot achieve tenure on these alone. Research that is considered significant as demonstration of expertise, but that is not subject to peer review, includes invited presentations, professional publications, and professional practice. Pursuit and attainment of funding to support the faculty's research is desired, but not mandatory. Overall, faculty should leverage coherent and robust research programs, carry out careful evaluation and dissemination of research efforts to reach audiences in the profession, the university, and the community.

Assistant Professor

- evidence of external communication of research, including presentations/panels/publications/exhibitions, both refereed and non-refereed

Associate Professor

- establishment of clear research agenda identifying topic-specific or process-specific focus with clear avenues for contribution to the field
- evidence of continuing direct participation in research
- evidence of external communication of research including presentations/panels/publications/exhibitions, both refereed and non-refereed
- evidence of progressive accomplishment and recognition for research at the national level
- evidence of a long-term trajectory and commitment to research

Professor

- advancement of clear research agenda identifying topic-specific or process-specific focus with clear avenues for contribution to the field
- demonstrated progressive accomplishment, level of excellence, and recognition for research at an international level / beyond what is expected for tenure
- evidence of broad external communication of research, including presentations/panels/publications/exhibitions, both refereed and non-refereed
- evidence of collaborative work with multidisciplinary/local/regional partners

Teaching

Faculty members in the School of Interiors share a responsibility to collectively and continually develop as well as deliver the undergraduate and graduate program and 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, while also allowing research to inform the teaching enterprise.

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:

- advising
 - chairing graduate committees
 - serving on graduate committees
 - undergraduate academic advising
 - guiding undergraduate research endeavors
- awards or recognitions
- course and curriculum development
 - carefully designed courses that reflect the current state of knowledge in the field
 - revising or updating existing courses
 - development of new instructional approaches, methodologies, educational tools, etc.
 - proposals resulting in the approval and addition of new courses, minors, majors, certificates, and degree programs at the undergraduate or graduate level

- curricular and extracurricular engagement
 - planning, organizing, and leading experiences and opportunities
- grant funding for teaching proposals
- guest lectures in other courses / programs
- reviews / critiques for other courses / programs

In line with Administrative Regulation 3:10, Appendix 1, 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).

Assistant Professor

- quantitative and qualitative student feedback on course quality and teaching effectiveness
- demonstrated teaching competence in a variety of course preparations
- a teaching portfolio that includes a teaching philosophy statement, evidence of currency of course materials, and pedagogical soundness

Associate Professor

- quantitative and qualitative student feedback on course quality and teaching effectiveness
- demonstrated teaching competence in a variety of course preparations, including lecture courses and studio courses
- evidence of competent course development and refinement to advance the curriculum
- a teaching portfolio that includes a teaching philosophy statement, evidence of currency of course materials, and pedagogical soundness
- evidence of collaborative work with multidisciplinary/local/regional partners
- evidence of research informing the teaching enterprise

Professor

- evidence of sustained excellence in teaching
- quantitative and qualitative student feedback on course quality and teaching effectiveness
- demonstrated teaching competence in a variety of course preparations, including lecture courses and studio courses
- evidence of competent course development and refinement to advance the curriculum
- a teaching portfolio that includes a teaching philosophy statement, evidence of currency of course materials, and pedagogical soundness
- evidence of research informing the teaching enterprise
- involvement of students in engagement projects

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 research and teaching. Increasing levels of responsibility and leadership are encouraged with increased rank.

Assessment of service will be through appointment letters, etc.

Assistant Professor

- active engagement and competence in service/outreach to the department, college, university, community and state, and the profession

Associate Professor

- evidence of continuing and sustained direct participation in service/outreach
- engagement and competence in service/outreach to the department, college, university, community and state, and the profession
- evidence of service supporting research and teaching, or inversely

Professor

- evidence of continuing and sustained direct participation in service/outreach
- engagement and competence in service/outreach to the department, college, university, community and state, and the profession
- evidence of professional development
- evidence of service supporting research and teaching, or inversely

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, research, and service as well as overall needs of the department. While this work may be connected to research, 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.

Administration

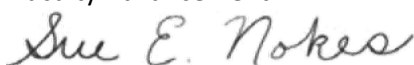
Involvement in College administrative activities may primarily take the form of leadership on standing or ad hoc committees, assignment as a School director, a College leadership position, engagement and/or involvement in specific tasks associated with meeting goals of the program. Due to the essential nature of such activities, the willingness of faculty to attenuate their personal research agendas in order to fulfill these important roles and facilitate efforts to achieve identified goals is highly valued.

When a DOE specifies a focus on administration, assessment will be based on:

- demonstrated effectiveness in the development of innovative programming/initiatives/activities
- demonstrates effectiveness in the program/initiative/activity management
- seeking/achieving internal and/or external funding for programming/initiatives/activities
- participation in professional activities at the state, regional, and national levels

Approved by Faculty vote : February 27, 2023

Approved by Acting Associate Provost for
Faculty Advancement



Sue E Nokes
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