

Criteria for Promotion and Tenure

Department of Interior Design College of Design, Construction and Planning University of Florida

Preamble

The field of interior design is grounded in the arts and sciences: This base defines the research and creative scholarship in the field. Both humanities and social science-based inquiry can advance the discipline, examining relationships between people's lives and the design of the built environment. Therefore, interior design research may align with fields including psychology, history, material culture, or science and technology. Likewise, the field places a premium on creative scholarship where original and outstanding research, design processes, and projects reach beyond established norm. As a professionally based field, a common expectation is that original research and creative scholarship will deliver translational knowledge that advances interior design practice.

Overview

The Department of Interior Design's Promotion and Tenure guidelines are based on those developed by the University of Florida's Office of Academic Affairs and the College of Design, Construction and Planning. Currently, there are two faculty tracks in the Department of Interior Design:

- Professor (tenure track)
- Lecturer (non-tenure accruing)

These tracks each have three ranks from the initial appointment and two potential promotion ranks as noted in Table 1.

Table 1. Department of Interior Design Ranks for Faculty Tracks

Professor Track	Lecturer Track
Assistant Professor	Lecturer
Associate Professor	Senior Lecturer
Professor	Master Lecturer

Tenured and tenure-track faculty are required by University policy to maintain distinguished performance. For promotion and/or tenure, faculty should demonstrate impact and distinction in at least two of the three primary activity areas, preferably teaching and research and have adequate performance in the third area. In the non-tenure track lecturer line, distinction must be demonstrated in teaching and service. For promotion, Lecturers, expected to engage in research relating to their appointment, have a research assignment not exceeding 10%.

Teaching – Instruction including: regular classroom teaching and distance/continuing education; direction of capstones, theses and dissertations; preparation and delivery of live and online courses including lectures; studios and labs; engagement in service learning; new course development and innovation; study abroad; curricular innovation; research mentoring at the undergraduate, master and doctoral levels; visiting critic, lecturer or juror in UF classes or at other universities; academic advising; and all preparation for this work including study to keep current in one’s field and/or specific area(s) of expertise.

Research – Research and creative scholarship including, but not limited to publications and funded internal and extramural research. While peer-reviewed writings and other publications are important, significant competitions, exhibits, projects, etc. that involve critical thinking and applied research beyond ordinary practice and that are disseminated to the public and/or profession are also considered research in a profession that places great emphasis on licensure and professional standards.

Service – Categories of service divide into academic and disciplinary (or scholarly) service: (1) internal to the unit, college and university; and (2) external. The latter includes service to (a) the wider academic and professional communities; and (b) public constituencies at the local, state, national and international levels. Service to the citizens of Florida and the region through innovative public service projects is an expectation at the University of Florida with its land grant mission. Active participation and leadership in professional and allied organizations also is considered scholarly discipline-driven service. Academic service to the department, college or university at large is assigned by the chair in consultation with the faculty member. Service is an important component crossing all faculty lines and ranks. In short, promotion/tenure requires a demonstrated record of positive contribution to the life of the department, school, college, and university.

Each faculty member's teaching, research, and service orientation should be consistent with and relative to the overall departmental mission as well as his/her personal research interests and teaching emphases. In addition, the emphasis of assessment for the two faculty tracks vary based on the particular track. The emphasis for assessment for each track is:

- Professor Track: Candidates need to demonstrate distinction in teaching, research and/or service.
- Lecturer Track: Candidates need to demonstrate distinction in teaching and service with consideration of applied research when research is part of the appointment.

Promotion to Associate Professor or Senior Lecturer is based on achieving a significant intermediary level of accomplishment while promotion to Professor or Master Lecturer reflects achieving the most advanced rank of distinction.

Tenure Track

Associate Professor

- Promotion and Tenure materials shall demonstrate a strong record of scholarship that has resulted in national/international visibility.
- Teaching evaluations, peer reviews, and student work shall show excellence in student learning outcomes as well as a pattern of growth and development in teaching strategies and studio or lecture course content.
- Both academic and scholarly service shall be commiserate with the academic functions and roles of the department, college and university while scholarly service to the discipline and/or to stakeholders shall be valuable and demonstrable.
- Promise of continuing professional development and achievement in the relevant areas as appropriate.

Professor

Advancement to Professor includes sustained efforts, beyond the rank of Associate Professor, with the addition of the criteria below.

- Consistent and maturing expertise reflected by research publications and/or creative scholarship that shall demonstrate sustained outstanding performance and significant national/international stature in the field.
- Teaching evaluations, peer reviews, and student work shall reflect excellence and specialization beyond the rank of Associate Professor.

Non-Tenure Track

Promotion in the Lecturer line is reserved for faculty members who have exceptional achievement in their profession and requires evidence of professional maturity, external recognition for his/her academic achievements and sustained high quality performance well beyond the level required for the rank of Lecturer. Advancement to Master Lecturer includes sustained efforts indicated for Senior Lecturer with the addition of the criteria outlining advanced performance in teaching, service, and research, if research is expected.

The general guidelines for promotion for the Lecturer track include:

- Promotion will be determined primarily based on teaching and service related achievement. Consideration will be given to applied research productivity, when research is included in the assignment.
- Promise of continuing professional development and achievement.

Evaluating Teaching Effectiveness

Quality teaching performance requires that the instructor develop teaching strategies that produce the student learning outcomes established in the course objectives. Goals for student learning in each course should meet and compliment the goals established by the department’s curriculum and its mission and objectives. Student work should demonstrate that established goals have been met. Specific teaching activity examples for achieving established and senior levels of distinction are included in Table 2.

Table 2. Research Examples for Achieving Intermediate or Advanced Distinction. This discription offers a range of appropriate examples, not a prescriptive or comprehensive listing.

Intermediate Level of Teaching Activities	Advanced Level of Teaching Activities
<ul style="list-style-type: none"> • Demonstrating innovative teaching practices • Demonstrating skilled team teaching • Teaching required interior design courses or electives that meet or exceed CIDA accreditation standards • Developing high quality educational and curricular materials • Supervising and developing adept graduate research or teaching assistants • Supervising and effectively mentoring successful graduate students • Supervising and mentoring undergraduates to be successful in peer mentoring, teaching, and research • Mentoring students to become proficient in scholarly dissemination • Receiving College or University teaching awards and recognitions • Developing service learning projects within the curriculum • Acting as a faculty advisor for individual students and teams that participate in design competitions • Advising award-winning state/regional competitions 	<ul style="list-style-type: none"> • Developing teaching techniques, curricular materials, or evaluation resources that offer a model regionally or nationally • Playing a role in organizations, such as IDEC or CIDA to mentor, implement, or evaluate regional, national or international pedagogical processes, products, or programs • Writing quality textbooks or equivalent resources that contribute to the field and are adopted by other programs • Seeking and securing funding to support pedagogical research or demonstration projects • Mentoring junior faculty in teaching and instruction • Receiving national/international teaching awards and recognitions • Acting as a faculty advisor for individual students and teams that are recognized in national/international competitions

Evaluating Research Quality

Peer-reviewed publications are considered a primary form of research dissemination. Work reviewed and published in books by established scholarly publishers and academic publishing houses, journals and refereed and invited paper presentations at national or international conferences are appropriate measures of a faculty member’s contribution to the discipline. Additionally, sponsored research and contracts offer effective measures of productivity. However, unfunded research that produces peer refereed work or creative scholarship also hold value in the field.

Professional organizations in the field, such as Environmental Design Research Association (EDRA), Interior Design Educators Council (IDEC), and Health Care Design (HCD), use a double-blind peer reviewed process for proceedings and abstracts offering distinct tracks: research, scholarship of teaching and learning, and creative scholarship that represents the full complement of scholarship in interior design.

Design projects receiving grants and awards, published in peer-reviewed journals, or selected for juried exhibitions, are also considered significant scholarship in the field and contribution to the profession. Specific examples of scholarship in interior design that demonstrates for established and advanced levels of research distinction are outlined in Table 3.

Table 3. Research Examples for Achieving Intermediate or Advanced Distinction. This description offers a range of appropriate examples, not a prescriptive or comprehensive listing.

Intermediate Level of Research Activities	Advanced Level of Research Activities
<ul style="list-style-type: none"> • Developed regional/national recognition of scholarship • Publications in top tier peer-reviewed journals and equivalent formats such as book chapters • Publishing a book in the field or related fields • Active in applying for and securing internal College and University grants • Active in applying for and securing extramural grants or contacts • Developing or implementing research-based design, planning, or design guidelines at regional/national levels • Recognition of creative scholarship acknowledged by awards or juried exhibitions • Winning college, university, regional/national design awards and recognitions 	<ul style="list-style-type: none"> • Established national/international recognition of scholarship • Significant and sustained scholarly publication as first or senior author in top tier peer-reviewed journals and/or equivalent formats such as chapters and books • Invited university presentations at the national/international level • Invited conference plenary presentations at the national/international level • Sustained extramural research funding through grants or contracts • Sustained educational research project funding or support from industry • Editorial roles in peer-reviewed journals • Awarded fellowships supporting field research and industry interaction • Sustained and significant national/international creative scholarship • Sustained record of awards and recognitions at national/international levels

Internal and External Service

The broad categories of service are internal to the department, school, college and university and external to the academy. The latter includes service to wider academic and professional communities and public constituencies at local, state, national and international levels. Specific service activity examples for achieving intermediate and senior levels of distinction are included in Table 4.

Table 4. Service Examples for Achieving Intermediate or Advanced Distinction. This description offers a range of appropriate examples, not a prescriptive or comprehensive listing.

Intermediate Level of Service Activities	Advanced Level of Service Activities
<p><u>Internal</u></p> <ul style="list-style-type: none"> • Substantial contributions to activities relating to faculty governance • Substantial contributions to task forces, committees, and other groups in the department, college, and university • Substantial administrative responsibilities for the program, department or college <p><u>External</u></p> <ul style="list-style-type: none"> • Substantial contributions to academic/professional organizations, such as participation on a major committee • Creating and leading service-learning projects that meet curricular objectives and meet the needs of an external community 	<p><u>Internal</u></p> <ul style="list-style-type: none"> • Leadership roles and sustained contributions to activities supporting faculty governance • Leadership roles and sustained contributions to task forces, committees, and other groups in the department, college, and university <p><u>External</u></p> <ul style="list-style-type: none"> • Sustained contributions to the profession as a national/international leader within an area of expertise • Leadership roles in national/international design organizations • Sustained service and leadership on academic editorial boards of peer reviewed journals