

**University of Tennessee at Chattanooga
College of Health, Education and Professional Studies
Department of Interior Design**

Faculty Handbook

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INTERIOR DESIGN FACULTY HANDBOOK
DEPARTMENT OF INTERIOR DESIGN
College of Health, Education and Applied Professional studies
THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA

Foreword

This manual is not intended to replace or supersede the policies and procedures outlined in university-wide documents such as the *Faculty Handbook*. It is intended to supplement those documents, outlining those policies and procedures unique to UTC's Department of Interior Design.

1. Teaching Loads

The Department of Interior Design recognizes the teaching load differences between studio and lecture courses. Studio classes, scheduled double-period, requires the professor to meet with students for 5 contact hours per week, whereas lecture courses required 3 contact hours per week. The Department of Interior Design officially maintains guidelines to help insure a fair but flexible distribution of the department's teaching load. Each of the following combination of courses is considered a full teaching load for one full-time faculty member (numbers in parenthesis represent contact, not credit, hours):

- **Two studio (5) one lecture course (3) = 13 contact hours**
- **Three studios courses (5) = 15 contact hours**
- **One studio (5) three lecture courses (3) = 14 contact hours**
- **Four lecture courses (3) = 12 contact hours**

Department Head Teaching Load

The Interior Design Department Head shall teach a ½ load (by contact hours). This is equivalent to a minimum of 15 contact hours throughout the year.

- **2 studios in the fall and 1 studio in the spring**
or
- **1 studio in the fall and 2 studios in the spring**

Independent Study Loads

No faculty member is permitted to take on more than three independent study courses during any one semester, unless specifically permitted by the head.

2. Student Advising

Advisement Days

Students are assigned to a faculty advisor based on the first letter of their last name. During the pre-registration period each semester, it is the custom of the department for faculty to post on their office doors an appointment calendar, usually divided into 15-20 minute slots. Students are then asked to select a slot to secure an appointment with their advisor. All students are expected to bring their transcripts and RAP (Report of Academic Progress) sheets with them to these appointments. In addition to RAP sheets, some advisors will find it helpful to complete a departmental check-sheet for the students they advise.

Closed Classes

Students wishing to enter a class that is already closed must apply for admittance by completing a Closed Class Form. Admittance to closed classes can only occur with the approval of the course instructor and the department head.

Transfer Credits

It is the duty of the advisor to determine all transfer course equivalencies and credits. The advisor does this by consulting with appropriate faculty members, and by examining course syllabi, student portfolios, papers, etc. Advisors confronted with a student seeking transfer credit should encourage that student to make an appointment with relevant faculty and to bring to that appointment all relevant materials for review. A departmental memo will be sent to the Office of Records from the Department Head for each modification made to a student's transcript.

3. Faculty Annual Evaluation and Development by Objectives (EDO)

Faculty will annually self-complete an Evaluation and Development by Objectives (EDO) document.

- The first section of the form, where the faculty member sets forth objectives for the following year, is to be submitted by the end of **March**. Modification to the objectives are permitted through the middle of the following **October**. It is recommended that faculty set goals in accordance to Promotion and Tenure guidelines.
- The second part of the EDO, where faculty members account for their professional activities during the previous year, is also due in **March**. Faculty are asked to self-evaluate their performance using the departmental check-sheet.
- For university-wide information about EDOs see the *Faculty Handbook*. Criteria used in evaluating EDOs on the departmental level are as follows:

General Policy

- The Department of Interior Design recognizes the "Best Practices" for Teaching, Research and Service found in the Appendix of the UTC *Faculty Handbook*, as well as the unique range of scholarly and creative activities standard to the field of Interior Design.
- It is recognized that new faculty members, placed in the position of preparing for new teaching assignments, may not be active in all three areas during their first year.
- It is recognized that the EDO process for probationary faculty should focus on development and mentorship of the faculty member, while the EDO for tenured faculty should focus on innovation and long-term goal setting.
- Departmental criteria for "Meets Expectations in Rank" and "Exceeds Expectations for Rank" as they relate to Teaching, Research, and Service are outlined below. In each case "Meets Expectations for Rank" marks a minimum level of achievement for the faculty member in a particular category. Failure to meet that minimum standard in two of the three EDO categories will result in a ranking of "Needs Improvement for Rank" or "Unsatisfactory for Rank" at the discretion of the department head and depending on the length and degree of lower than expected performance.

Instructional and Advisement Activities: Teaching and advising involves activities related to developing the knowledge, skills, attitudes, and behaviors of students necessary for entry into the profession.

Faculty members will be evaluated by implementation of current design knowledge into the classroom and by maintaining an active concern for students and their academic progress as evidenced by the ability to organize and effectively present and evaluate coursework. This evidence would include effectiveness in oral and written communication and the ability to motivate student interest and participation in the classroom.

Meets Expectations for Rank:

- Each faculty member will submit current syllabi (by the assigned due date) for assigned courses which reflect University and departmental required content and support the curricular framework of the assigned accreditation standards.
- Each faculty will design, implement and evaluate classroom activities. Course content and supportive materials should be current and evidenced-based.
- Meets all assigned classes.
- Provides for student evaluation of course and uses results to revise course and method of instruction
- UTC student evaluation ratings must be within the tolerable limits of the institutional and departmental averages. Additional Student Evaluations may be used to supplement or balance a performance rating of UTC Student Evaluations, but they can not be used in place of UTC Student Evaluations.
- Demonstrates fair and impartial grading
- Faculty will demonstrate knowledge of the Interior Design Department curriculum through competent counsel of students assigned for advisement.
- Faculty will maintain 8 office hours so that students and other members of the university community have reasonable access for counsel and communication.
- Contributes to course and curriculum development
- Contributes to the development of library and other learning resources relevant to content area of assigned teaching responsibility
- Maintains academic integrity and the academic standards of the University

Exceeds Expectations for Rank:

Evidence of an exceptional merit ranking must meet the minimum standards for performance plus at least seven (7) of the following:

- High quality instructional performance (e.g. peer evaluations of instructional skills/materials; performance of students with regard to any appropriate outcomes measurement)
- Supervision of student generated research projects and/or creative activities outside the traditional classroom setting; Supervised honor student thesis.
- Classroom instruction show extraordinary levels of clarity, organization, vitality, approachability, and classroom sensitivity.
- Course planning show evidence of innovation.
- Commitment to accepting challenging teaching assignments (i.e.: overloads, independent studies, multiple preps)
- Supervise Sophomore Portfolio Review
- Supervise Study Tour
- Supervise Internships
- UTC student evaluation ratings exceed the institutional and departmental averages.
- Advisement activities show extraordinary interest in students' academic welfare, progress and retention.
- Participation in departmental advising activities (e.g. Freshman Fridays, etc.)
- Serves as an advisor to student organization
- Leadership and/or active participation in developing new courses, improved curriculum or technology assisted instruction (including on-line courses).
- Awards or recognition for excellence in teaching or advising
- Invited teaching presentations to other UTC classes and/or outside organizations/universities as a content expert; evaluation of invited teaching
- Acquisition and maintenance of certification, registration, and/or professional practice required in the areas of teaching expertise
- Participation in professional development activities to enhance instructional activities

Research, Scholarly and Creative Activities

Meets Expectations

To meet Research, Scholarly, and Creative Activity expectations, each faculty member is expected to actively pursue and make documented efforts to disseminate research and/or creative scholarship. It should be noted that interior design publications and competitive exhibition opportunities are few in number. Additional forms of scholastic pursuits are outlined in the below notation.

Exceeds Expectations for Rank

A faculty member Exceeds Expectations for Rank when he or she meets minimum standards for performance and show significant achievement in publications and/or exhibitions. Recognition of professional accomplishment may be demonstrated through distinguished awards, grants, etc.

NOTE: In a diverse area of study, such as Interior Design, the forms and format for scholarly work vary greatly. The four kinds of scholarship as defined by Rice and Boyer include: the scholarship of discovery; the integration of ideas, the application of knowledge, and the transformation of knowledge through teaching.

1) The Scholarship of Discovery: Original research or creative scholarship. Examples include:

- Peer-reviewed publications of original research, theory, or philosophical essays in journals, books or electronic media
- Peer-reviewed or invited professional presentations of original research, theory or philosophical essays at scientific or professional meetings at the local, state, regional, national or international level
- Peer-reviewed or invited dissemination of original visual work (drawings, renderings, paintings, photography, signage etc.)
- Grant awards in support of original research or creative scholarship
- Copyrights, licenses or patents of original research or creative scholarship
- Positive peer evaluations of original research or creative scholarship
- Bibliographic citation of the original research or creative scholarship
- Positive external assessment of research or creative scholarship

2) Integration of Ideas: Ideas may be synthesized from a variety of sources or combined in innovative ways. Examples include:

- Peer-reviewed publication of synthesized research, policy analysis, position papers, case studies, and integrative review of literature
- Peer-reviewed or invited presentations in interdisciplinary settings
- Published books or book chapters containing synthesized data
- Presentation of ideas through lay publications and trade journals
- Copyrights, licenses, or patents of synthesized research or creative scholarship
- Creation of training manuals, student handbooks, websites, computer programs
- Interdisciplinary and/or collaborative activities that support knowledge in multiple disciplines
- Design curriculum development
- Positive peer evaluation of contributions to integrative research or creative scholarship
- Bibliographic citation of integrative research or creative scholarship
- Positive external assessment of integrative research or creative scholarship
- Documentation of role in editorial/review process

3) Application of Knowledge: Services to the community or profession that apply findings generated through the integration of ideas or discovery to solve real problems in the lives of individuals and families as well as in the profession, industry, government and the community. These findings can be applied to teaching, learning, and/or practice. Examples include:

- Community development projects
- Advisory board membership (outside department)
- Field experience, practicum, or internship coordination
- Accreditation coordination
- Commissioned design work, visual work (drawings, renderings, paintings, photography, signage, etc.) or services related to the faculty member's area of expertise

- Accreditation site visitor or consultant
- Editor of professional organization's journals and/or newsletters
- Peer reviewer of teaching or teaching materials
- Development of significant projects such as accreditation documents or a design exhibition
- Progress toward completion of coursework for advanced training / certification / degree programs in field related to area of content expertise
- Serve as a juror or peer-reviewer utilizing field related expertise

4) *Transformation of Knowledge through Teaching*: The interaction of scholar as a learner and the student is central to this area of scholarship. Examples include:

- Peer-reviewed publications of research related to teaching methodology or learning outcomes, case studies related to teaching-learning, learning theory development, and development or testing of educational models or theories
- Published textbooks or other learning aids
- Grant awards in support of teaching and learning
- Peer-reviewed or invited professional presentations related to teaching and learning
- Dissemination of student research results in peer-reviewed format
- Dissemination of student visual work in peer-reviewed format (i.e.: class work accepted for exhibition or competition award)
- Scholarly work with student organizations
- Successful applications of technology to teaching and learning
- Positive peer assessments of innovations in teaching
- Development of forums or workshops for professionals or community extension courses
- Bibliographic citation of *Transformation of Knowledge through Teaching* research or creative scholarship
- Documentation of scholarly role in creation of multi-authored evaluation reports
- Positive external assessment of *Transformation of Knowledge through Teaching* scholarship

Professional Service Activities

Meets Expectations for Rank:

An Interior Design faculty member Meets Expectations for Rank by demonstrating active service at the following 3 levels: university / departmental, professional and community. This may be demonstrated by:

- service through administrative and committee assignments
 - o university level
 - o college level
 - o departmental level (CIDA, curriculum, scholarship, advisory board, etc)
- service to discipline-specific professional organizations through membership
- appropriate consulting, advisement or sponsorship of student activities
- discipline related community service
- non-discipline related community service

Exceeds Expectations for Rank:

An Interior Design faculty member Exceeds Expectations for Rank by demonstrating exceptional involvement in service to the university / department, profession and/or community. Evidence of an exceptional merit ranking will be demonstrated in at least three (3) of the following ways:

- Chair of a university, college or departmental committee
- Contributions as an officer, board member or committee member in local, state, regional, national, or international discipline-specific professional organizations
- Contributions as chair or coordinator of conventions or professional meeting sessions at local, state, regional or national level
- Member or chair of external evaluation teams specific to discipline
- Discipline-specific contributions as an officer, committee or board member in community service organizations, non-profit agencies or governmental agencies
- Non peer reviewed invited lectures or articles written for outside groups (discipline-specific)
- Discipline-specific public service participation (radio talks, television appearances, etc.)

4. Promotion, Tenure and Rank (PTR)

The procedures for the promotion and tenure of interior design faculty do not differ from those that apply to the University's faculty at-large (please consult the *Faculty Handbook*). In general, though, faculty who wish to be considered for promotion and tenure must submit by November 1 an academic and professional dossier for initial review by the department's PTR Committee. This committee consists of all tenured faculty (in the case of tenure or retention consideration) or, in the case of promotion, all tenured faculty equal to or above the rank of the promotion level sought by the applicant. At the first meeting of the PTR committee each academic year, the committee will elect among themselves a chair whose term will last that one year. The committee must make a formal recommendation to the head by March 1. The head will then review the opinion of the committee and the dossier in question, and submit a recommendation to the dean of the College of Health, Education and Professional Studies. The dean is required to pass along a recommendation to the provost by March 25. The provost must then make a recommendation to the chancellor by April 15. The chancellor then makes a recommendation to the president of the university system (by May 1), who in turn evaluates all the recommendations and seeks approval from the Board of Trustees.

PTR Section 1 Procedures and Criteria for Reappointment

Faculty members holding probationary, tenure-track appointments are considered annually for reappointment. The Department of Interior Design seeks high quality performance from its faculty. One of the primary means the University employs to ensure this quality is the thoughtful use of reappointment for faculty. Probationary appointments can be terminated due to poor performance or financial exigency.

Assistant Professor

Reappointment during the probationary period at the rank of Assistant Professor requires evidence of progress towards meeting the standards for rank.

The criteria listed below are not of equal significance. The criteria for evaluation are:

- Evidence of effectiveness in teaching and advising.
- Evidence of scholarship and professional growth.
- Evidence of university and community service.
- Demonstrated ability to relate effectively to colleagues and students.
- Demonstrated ability to accommodate changes in curriculum or course delivery.
- Attendance at professional conferences, workshops, or seminars.
- Membership in local, state, national, or international professional organizations.
- Willingness to participate in projects beyond normal teaching and advising duties.

Associate Professor

Reappointment during the probationary period at the rank of Associate Professor requires evidence of progress towards meeting the standards for the rank.

The criteria listed below are not of equal significance. The criteria for evaluation are:

- Evidence of superior teaching and advising.
- Evidence of professional contributions in research, scholarship, or other creative activities completed or in progress which demonstrates growth.
- Evidence of university and community service.
- Demonstrated ability to relate effectively to colleagues and students.
- Demonstrated ability to accommodate changes in curriculum or course delivery.
- Attendance at professional conferences, workshops, or seminars.
- Membership in local, state, national, or international professional organizations.

Please see Section 4, 5 and 6 of these Bylaws for specific evaluative information regarding performance in the teaching and advising, scholarly and creative activities and university and community service.

PTR Section 2 Procedures and Criteria for Tenure

Tenure is a principle that entitles a faculty member the continuation of his/her appointment until relinquishment or forfeiture of tenure, or until termination of tenure for adequate causes, such as financial exigency or academic program discontinuance. The burden of proof that tenure should be awarded rests with the faculty member.

Tenure track faculty must serve a probationary period prior to being considered for tenure. It is UTC's policy to review probationary, tenure-track faculty annually, to ensure that reappointment is in order. The probationary period shall be no less than one and no more than seven academic years. The original appointment letter shall state the length of the probationary period and the academic year in which the faculty member must be considered for tenure if the faculty member has met the minimum eligibility requirements for consideration.

Tenure is awarded after a thorough review which culminates in the University acknowledging a reasonable presumption of the faculty member's professional excellence, and the likelihood that excellence will contribute substantially over a considerable period of time to the mission and anticipated needs of the university. The criteria for appointment reflect the basic elements for tenure consideration; however, a positive recommendation for tenure requires demonstrated excellence in performance. In all cases, excellence in performance as a faculty member is considered primary.

An evaluation of a tenure candidate's qualification, professional contributions, potential, and determination of whether he/she should be accepted as a tenure member of the campus community requires the judgment of the candidate's faculty colleagues, the Department Head, and the Dean of the College.

The following criteria pertain to decisions governing the awarding of tenure.

The list is not comprehensive, nor is the items of equal significance.

- Demonstrated excellence in teaching and advising.
- Evidence of research and scholarly competence.
- Evidence of professional growth and activities.
- Evidence of university and community activities.
- Demonstrated ability to relate effectively to colleagues and students.
- Demonstrated ability to accommodate changes in curriculum or course delivery.
- Membership and participation in relevant local, state, national, or international professional organizations.
- Attendance at professional conferences, workshops, or seminars.
- Willingness to participate in projects beyond normal teaching and advising duties.

Please see Section 4, 5 and 6 of these Bylaws for specific evaluative information regarding performance in teaching and advising, scholarly and creative activities and university and community service.

PTR Section 3 Procedures and Criteria for Promotion in Rank

Faculty members seeking promotion to Associate Professor and Professor are considered annually.

Associate Professor

Promotion in rank to Associate Professor requires evidence of meeting the standards of Associate Professor.

The criteria listed below are not of equal significance. The criteria for evaluation are:

- Evidence of superior job performance in teaching and advising.
- Evidence of professional contributions in research, scholarship or other creative activities, which demonstrates growth and impacts or informs the field.
- Evidence of university and community service.
- Demonstrated ability to relate effectively to colleagues and students.
- Demonstrated ability to accommodate changes in curriculum or course delivery.
- Attendance at professional conferences, workshops or seminars.
- Membership in local, state, national, or international professional organizations.

Professor

Promotion in rank to Professor requires evidence of meeting the standards of Professor.

The criteria listed below are not of equal significance. The criteria for evaluation are:

- Evidence of outstanding job performance which demonstrates a mastery of his/her assignment.
- Evidence of professional contributions in research, scholarship or creative activities, which demonstrates growth and impacts or informs the field.
- Evidence of leadership in university and community service.
- Demonstrated ability to relate effectively to colleagues and students.
- Demonstrated ability to accommodate changes in curriculum or course delivery.
- Attendance at professional conferences, workshops, or seminars.
- Membership in local, state, national, or international professional organizations.

Please see sections 4, 5 and 6 of these Bylaws for specific evaluative information regarding performance in teaching and advising and creative activities and university and community service.

PTR Section 4 Evaluative Criteria: Teaching and Advising

Excellence in the area of teaching and advising is of primary importance. Faculty must provide demonstrated evidence of strong performance in applying for reappointment, promotion, and tenure. The evidence to support reappointment, promotion, and tenure must be unequivocal.

Performance in teaching and advising

Quality of performance in teaching and advising is a very important and essential criterion for reappointment, promotion and tenure. Performance is defined as the fulfillment of the responsibilities for teaching and advising and growth beyond the minimum requirements of that responsibility. The ability to carry out competently, working both independently and collaboratively, the full range of teaching and advising functions must be demonstrated and confirmed through assessment.

Factors that may be considered in evaluating the performance of primary responsibilities include, but are not limited to, the following:

- **Effective Teaching**
 - o Maintain current syllabi, course content and supportive materials
 - o Design, implement and evaluate classroom activities
 - o Meets assigned classes)

- **High quality instructional performance**
 - o Classroom instruction shows extraordinary levels of clarity, organization, vitality, approachability, and classroom sensitivity
 - o Peer evaluations of instructional skills/materials
 - o Performance of students with regard to any appropriate outcomes measurement
 - o Supervision of student generated research projects and/or creative activities outside the traditional classroom setting
 - o Supervise honor student thesis

- **Course Enhancements and Innovations.**
- **Teaching Overloads or Independent Studies**
(Commitment to accepting challenging teaching assignments)
- **Special Course Coordinator**
 - o Sophomore Portfolio Review
 - o Study Tours
 - o Internship
- **Student Evaluations**
 - o Must be within the tolerable limits of the institutional and departmental averages
 - o Results are used to revise course and method of instruction
 - o Demonstrates fair and impartial grading
- **Quality of Advisement**
 - o Demonstrates knowledge of the Interior Design curriculum through competent counsel of students
 - o Maintains 8 office hours for reasonable access for counsel and communication
 - o Participation in departmental advising activities (e.g. Freshman Fridays, etc.)
 - o Advisement load beyond normal for program)
 - o Advisement activities show extraordinary interest in students' academic welfare, progress and retention.
 - o Serves as an advisor to student organization
- **Curriculum or Program Development**
 - o Leadership and/or active participation in developing new courses or improved curriculum
 - o Contributes to the development of library and other learning resources relevant to content area of assigned teaching responsibility
- **Awards**
 - o Awards for teaching excellence
 - o Awards or recognition for excellence in advising
- **Invited teaching presentations**
- **Professional Development**
 - o Acquisition and maintenance of certification, registration, and/or professional practice required in the areas of design expertise
 - o Participation in professional development activities to enhance instructional activities

PTR Section 5 Evaluative Criteria: Scholarship and Research Activities

Scholarship and Research Activities

EXCELLENCE IN RESEARCH AND CREATIVE SCHOLARSHIP includes the discovery and dissemination or application of knowledge and the creation and performance or production of works of art and design. Research and creative scholarship that extend across disciplinary boundaries display scholarship of integration. Scholarship of application emphasizes the significance of applied research as well as methods that link practical, real-life activity to theory, including major societal issues. Research and creative scholarship have equivalent contributions to make with respect to the expansion and application of knowledge, the quality of the instructional program, and the growth and professionalism of interior design (IDEC, 1993).

Research may focus on physical, aesthetic, socio-cultural, and psychological issues concerned with the interface between humans and the built environment, as well as design education in all its facets. Such activity should be empirical and based on experimental, theoretical, and/or historical investigation. Scholarly inquiry in the form of evaluation of innovative teaching techniques, critiques of built environments or significant interiors, philosophical papers, and critical literature reviews can legitimately contribute to the common body of knowledge (IDEC, 1993).

Creative scholarship is defined as original creative activity including studio arts, product design, and interior design practice. Creative work may be the design and production of visual art objects, furnishings, accessories, textiles, and the like, or contemporary spaces and/or re-creation of historic spaces. Interior design practice is concerned with improvement of the interior environment and thus the enrichment of the quality of human life. Innovative conceptual design and/or design solutions developed through a problem-solving approach (which may involve constraints imposed by complex client, economic, and environmental conditions) may make important contributions toward achieving this goal (IDEC, 1993).

Evaluation and assessment of activities in the area of scholarship and research must reflect both the structured time frame in which faculty must work and the nature of scholarship in a particular field. Less is required of those who have not earned Associate Professor or Professor rank because it is very important that such individuals first establish unambiguous strength in the area of teaching and advising. Nevertheless, an appropriate number of ongoing, substantive achievements in this area must be demonstrated for any positive personnel action to be recommended.

Listed below are the minimum criteria of activities that have been established for consideration of reappointment, promotion and tenure decisions. To be considered for tenure and promotion the minimum criteria must be met, but that does not assure a positive tenure decision.

Assistant Professor

A minimum of four activities, which fall into Categories 1, 2, or 3,

Associate Professor

A minimum of five activities that fall into Categories 1, 2 or 3 at least three of which fall into Categories 2 or 3,

Professor

A minimum of five activities that fall into Categories 2 or 3, at least three of which fall into Categories 3.

Below are sample activities that will be considered in the area. This is not a comprehensive list and other activities may be considered. Faculty should indicate whether the contribution is refereed, non-refereed, or invited where appropriate.

Category 1 Activities:

- Authoring or co-authoring articles for local or state professional newsletters.
- Authoring reviews of print or non-print works that appear in general publications (magazines, newspapers, etc.).
- Authoring or co-authoring an article published in a general publication (newspaper, popular magazine, etc.).
- Editing a local or state professional newsletter.
- Maintaining a web site for a local or state organization.
- Serving as a member of a discussion panel or as a reactor to presented papers at a local or state professional conference or other meeting.
- Chairing or moderating a conference session or panel at a local, state or regional professional meeting.
- Making a “poster session” presentation at a local, state or regional professional conference or other such meeting.
- Authoring a proposal that results in the awarding of an intramural grant or stipend, or other type of campus funding.
- Pursuing coursework or completing a certificate program that enhances subject knowledge or technological expertise, or is otherwise relevant to the faculty member’s assignment.
- Community development projects that apply knowledge generated through the integration of ideas or discovery to solve real problems
- Advisory board membership
- Positive peer assessments of innovations in teaching

Category 2 Activities:

- Peer-reviewed or invited professional presentations at professional meetings at the local, state, or regional level
- Authoring or co-authoring articles for national or international professional newsletters.
- Making a “poster session” presentation at a national or international professional conference or other such meeting.
- Editing a national or international professional newsletter.
- Serving on the editorial board of a professional journal or other such publication.
- Serving as a peer reviewer for articles submitted for publication in professional journals etc.
- Serving as a peer reviewer for a professional conference.
- Serving as a peer reviewer of teaching or teaching materials
- Serving as a member of a discussion panel or as a reactor to presented papers at a national or international professional conference or other meeting.
- Moderating a conference session or panel at a national or international professional meeting.
- Copyrights of research or creative scholarship
- Positive peer evaluations of research or creative scholarship
- Bibliographic citation of the research or creative scholarship
- Commissioned design work, visual work (drawings, renderings, paintings, photography, signage, etc.) or services related to the faculty member’s area of expertise
- Creation of training manuals, student handbooks, websites, computer programs
- Development of significant projects such as a design exhibition
- Design approved curriculum development
- Development of forums or workshops for professionals or community extension courses
- Progress toward completion of coursework for advanced training / certification / degree programs in field related to area of content expertise
- Dissemination of student research results in peer-reviewed format
- Dissemination of student visual work in peer-reviewed format (i.e.: class work accepted for exhibition or competition award)
- Participating in professional exchange programs.
- Accreditation site visitor or professional consultant

Category 3 Activities

- Authoring or co-authoring an article published or formally accepted for publication in a peer-reviewed/juried professional or scholarly journal.
- Authoring or co-authoring a book that has been published or formally accepted for publication.
- Authoring or co-authoring a chapter in a book that has been published or formally accepted for publication.
- Peer-reviewed or invited dissemination of original visual work (drawings, renderings, paintings, photography, signage etc.)
- Peer-reviewed or invited professional presentations at professional meetings at the national or international level
- Peer-reviewed or invited dissemination of intellectual content of Internet sites/home pages, computer programs or databases, or audiovisual materials
- Authoring or co-authoring a proposal that results in major external funding and/or the awarding of a grant
- Serving as a peer reviewer for book
- Editing a professional journal or other such publication
- Editing a book that has been formally accepted for publication.
- Licenses or patents of research or creative scholarship
- Development of significant projects such as accreditation documents
- Accreditation coordination (ongoing documentation of accreditation compliance)
- Earning an advanced degree

PTR Section 6 Service to the University and Community

Service to the University and Community

Faculty are expected to actively serve the institution through the donation of time and professional expertise. Professional service to the community is also expected.

Below are sample activities that will be considered in the area. This is not a comprehensive list and other activities will be considered.

- Service through administrative and committee assignments
- Chair of a university, college or departmental committee
- Contributions as an officer, board member, committee member or member, in local, state, regional, national, or international discipline-specific professional organizations
- Appropriate consulting, advisement or sponsorship of student activities
- Coordination of special departmental, school, college or university activities
- Contributions as Chair or coordinator of conventions or professional meeting sessions at local, state, regional or national level
- Member or chair of external evaluation teams specific to discipline
- Discipline related community service
- Discipline-specific contributions as an officer, committee or board member in community service organizations, non-profit agencies or governmental agencies
- Non peer reviewed invited lectures or articles written for outside groups
- Public service participation (radio talks, television appearances, etc.)

5. Evaluation for Adjunct Professors

Adjunct faculty will meet with the department head after each course to provide the department with student work that demonstrates evidence of meeting course accreditation standards. Student evaluations and other concerns are discussed at this time.

6. Curriculum Development

The Interior Design Department's Curriculum Committee consists of all full-time faculty members, with the department head as chair. Interior Design faculty who seek curricular change are encouraged to submit proposals to the Interior Design Curriculum Coordinator. All proposals should meet the guidelines set by the University Curriculum Committee. The committee will review proposals during a regularly scheduled faculty meeting. Once approved by the department committee, and a vote recorded, the proposal will be signed by the department head. Assuming the abstract receives a favorable review, the sponsor will submit the proposal to the College Curriculum Committee for further review. Upon approval, the sponsor will make any suggested revisions. The paper work will then advance to the Dean of the College of Health, Education and Applied Studies and then the Provost for review and signature. In turn the University's Curriculum Committee will consider the proposal. Pending that committee's decision, the proposal will be forwarded to the Faculty Senate for approval.

7. New Faculty Appointments

It is the duty of the department head to consult with the departmental faculty when it comes to hiring additional faculty. According to the *Faculty Handbook* (p. 19) "the departmental faculty, as group and individually, must have full opportunity to help determine the kind of person needed, the search procedure to be followed, the basic pool of candidates, the persons to be selected for interview, and the final choice. At each of these stages, final responsibility rests with the head." Typically, the department head will assign selected members of the departmental faculty to serve on a search committee. This committee will then be given the responsibility to write and submit advertisements for the new position, to screen applicants, and to suggest preferred candidates.

8. Travel Authorizations

Faculty who must travel outside the state for professional reasons must complete a Travel Authorization Request (TAR) Form prior to the trip. Please e-mail the secretary with the particulars of your travel such as dates, city and state, hotel and address, purpose of travel and funding information. Without a completed TAR, traveling faculty may find themselves absent without leave, uninsured, and without the possibility of financial compensation from the University.

9. Retention of Student Work

Interior Design faculty are expected to retain student work for upcoming accreditation site visits. Two or three examples of every project, exercise, etc. must be retained. The work must be accompanied by a manila envelop containing all preliminary research, programming and drawings. Selections should be of high quality and representative of the student body

CLASS WORK

To prevent unclaimed student work from accumulating in hallways, closets and classrooms, faculty must insure that students collect their class-work no later than the day that grades are due on the academic calendar. After that, it is the responsibility of the faculty member to either store the work in his or her own office, or discard it. The following statement of this policy must appear in the syllabi of all studio classes to help protect the department from litigation:

"To prevent unclaimed student work from accumulating within the facilities of the Interior Design Department, students must be sure to collect projects no later than the day final grades are submitted. After that date projects may be discarded since there is no room for them to be stored."

10. Library Requests

Once a year the library representative for Interior Design submits to the University Library a list of books and videos that the department wishes to add to the library's collection. That list is typically submitted in December. Faculty are encouraged to contribute to this list, provided that the proposed acquisitions do not duplicate existing holdings.

11. Security and Maintenance

Faculty members are responsible for the safety and cleanliness of their classrooms and studios. To cope with this, most faculty organize student clean up sessions and prepare lessons in how to properly operate potentially life-threatening equipment.

For minor injuries employ the First Aid kits available either in the interior design studios or in the model building lab (Hunter 105). For major injuries, immediately contact the UTC police (dial HELP).

Do not allow garbage to accumulate in areas inaccessible to the University's custodians. If discarding a large amount of resource material, please notify the office secretary for arrangements.

Vacant classrooms should be locked, and students should be generally discouraged from working in the building late at night by themselves.

12. Advisory Board

In 2001, Interior Design at UTC formed a professional Advisory Board Committee. The purpose of the Advisory Board is to give guidance to interior design faculty and administration on the direction of the interior design degree. The Board contributes practical insight from the interior design profession and contributes to accreditation self-analysis. Members of the Advisory Board are made up of professional interior designers, related professionals (architecture, housing, lighting, kitchen & bath, etc.), all full-time interior design faculty and 2 interior design students. The Interior Design Advisory Board meets annually in the Spring. Additional meetings may be called when needed.