

Bylaws for the Department of Interior Architecture & Design

Record of Substantive Revisions and Amendments to these Bylaws

Ratified:	9-29-06
Amended:	9-16-07
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	2-8-19
	11-20-19
	1-28-22
	12-13-24

Sunset/Renewal Provision

These Bylaws shall sunset five (5) years after the last amended version.

These are the bylaws for the Department of Interior Architecture & Design in the College of Fine Arts at Florida State University. These bylaws were last approved on 12/13/2024 by a majority of the applicable voting members of the department and on 12/5/2024 by the College and the Office of Faculty Development and Advancement.

Preamble

These bylaws are created to assist the effective and efficient governance of the Department in fulfilling its current, stated mission. The program mission is as follows:

Program Mission

The Department's mission is to provide students the knowledge necessary to pursue careers as designers who create functional, sustainable and beautiful environments that positively impact human health, safety and well-being. To this end, the Department imparts the values of human-centered and equitable design, evidence-based design processes and creative and critical thinking so that students create well-designed spaces where people live, work, and thrive.

I. Bylaws

A. Adherence with Other Governing Documents. At all times, department policy shall adhere to and be consistent with all university policies found in the FSU Constitution, the BOT-UFF Collective Bargaining Agreement (if applicable to the college), the Faculty Handbook, and the Annual Memorandum on the Promotion and Tenure Process issued by the Office of Faculty Development and Advancement.

Further policies that directly relate to the Department of Interior Architecture & Design bylaws include (but are not limited to) department promotion and tenure, curriculum, textbook adoptions, and syllabi information and format.

B. Bylaws Revision. Revisions shall be made on an on-going basis as needed and a revised version produced effective with the date of said revisions. Revisions to the bylaws require a majority vote of faculty with voting rights and the approval of Dean of the College of Fine Arts and become effective upon the date of that vote.

C. Substantive Change Statement. Faculty and staff members are expected to be familiar with and follow the Florida State University Substantive Change Policy as found on the university web site <https://sacs.fsu.edu/substantive-change-policy/>

II. Membership and Voting Rights

The authority of the Department of Interior Architecture & Design shall reside in its voting membership, hereafter referred to as the Department Assembly and meetings where votes are taken are Department Assembly meetings.

A. Faculty Membership. The faculty of the Department of Interior Architecture & Design shall consist of those persons holding full-time appointments at the rank of Professor, Associate Professor, Assistant Professor, and Specialized Faculty. These persons are the Department Assembly.

B. Department Membership. In addition to the faculty defined in II.A above, the following are members of the Department of Interior Architecture & Design: Staff, Adjunct Instructors, Visiting Practitioners, and Visiting Professors.

C. Faculty Voting Rights.

Voting membership in the Department shall consist of the Department Assembly made up of persons in full-time tenured, tenure-earning, or specialized positions.

D. Non-faculty Voting Rights.

Temporary, visiting, part-time, or adjunct appointees, including those who serve as teaching assistants may attend Department Assembly meetings and shall have the privilege of the floor but may not vote. Outside consultants and members of the Advisory Council may request or be invited to participate in deliberations of the Department Assembly and shall have the privilege of the floor but may not vote. Undergraduate and graduate students may request or be invited to participate in the deliberations of the Department Assembly when agenda items are relevant and shall have the privilege of the floor but may not vote.

III. Department Organization and Governance

A. Faculty Meetings.

Section 1. Meetings: The Department Assembly shall meet in regular sessions with dates and times established by the Chair during each regular academic year and may meet in special sessions during the summer as deemed necessary for consistency in department operations and governance. Meeting dates and times shall be free from conflicting department classes or other scheduled activities with at least one-week notice.

Section 2. Special or Emergency Meetings: These meetings may be called by the Chair, or by written request to the Chair from three voting members of the Department Assembly without the requirement of one week's notice. The Chair shall schedule the meeting at a time free from conflicting department classes or other scheduled activities.

Section 3. Supervision: The Chair shall preside over meetings of the Department Assembly. In the absence of the Chair, another member of the Department Assembly shall be designated by the Chair to preside over meetings.

Section 4. Agenda: The Chair shall prepare and distribute to all Department Assembly members a written agenda for each meeting. Any Department Assembly member may place an item on the agenda by notifying the Chair. Student representatives and Advisory Council members may request the addition of agenda items as deemed relevant to the meeting and approved by the Chair. Agenda items may be added during a meeting by majority approval of the voting membership. General announcements need not be placed on an agenda.

Section 5. Quorum: A majority of the Department Assembly members shall constitute a quorum. No policies or business requiring a vote shall be enacted without a quorum.

Section 6. Voting: The right to vote shall be limited to only Department Assembly members (per Article 2, Section A). The Chair shall have one vote as a General Assembly member, and not just as a tiebreaker.

Section 7. Majority: Vote outcomes will be determined by a majority vote. A majority vote shall consist of a number greater than one-half of the quorum.

Section 8. Motions: Motions by individual General Assembly members must be introduced during an appropriate agenda item (or new business), seconded, discussion allowed and voted upon according to voting privileges established in these bylaws and Robert's Rules of Order. The Chair may select a Department Assembly member to act in the capacity of authority to ensure that appropriate procedures are followed. A majority vote is required for a motion to pass (per Article 3A, Section 7).

B. Department Chair Selection.

Section 1. Purpose: The Chair shall collaborate with the Department Assembly in creating, upholding and promoting the mission and bylaws of the Department of Interior Architecture & Design. The Chair shall also ensure that all relevant bylaws, standards or procedures as set forth in Article III will be upheld in the deliberations and decisions made by the Department Assembly.

Section 2. Duties:

A. Liaison: The Chair, or designated representative, shall serve as liaison between the Department of Interior Architecture & Design and officers and bodies outside the Department.

B. Strategic Plan: The Chair, in collaboration with the Department Assembly, shall oversee the development and implementation of any strategic plan(s) and periodic revision(s) for the Department of Interior Architecture & Design.

- C. Faculty Development and Advocacy:** The Chair shall foster faculty professional development, including research and creative activities and service and advocate for faculty on matters of department, college, university, state, regional, national and international concern. The Chair, in concert with other tenured faculty shall mentor faculty in preparation for promotion and/or tenure.
- D. Academic Programs and Faculty Duties:** The Chair shall coordinate the academic programs of the Department of Interior Architecture & Design. Accordingly, in consultation with faculty members, the Chair shall be responsible for scheduling and designating faculty assignments and related responsibilities in a fair and equitable manner. Summer assignments shall be also be the responsibility of the chair in consultation with the faculty. The Chair shall be responsible for the completion of the annual Assignment of Responsibilities form for each faculty member.
- E. Evaluation:** The Chair shall evaluate Department Assembly members annually per University requirements. The Chair shall evaluate the Associate Chair annually, providing a written assessment that is discussed with the Associate Chair.
- F. Budget:** The Chair, working in conjunction with Department Assembly members, shall set priorities and goals for financial allocations. The Chair may designate Department Assembly members to be responsible for collecting data necessary to establish prioritized financial concerns.

Section 3. Selection of the Chair: The Chair is appointed by, and serves at the pleasure of, the Dean of the College of Fine Arts upon the recommendation of the Department Assembly. The term of department Chair shall be three years. A Chair may serve consecutive terms if they agree and the Department Assembly approves. If the office of Chair becomes vacant for such reasons as the completion of the term, death, illness, resignation, retirement, or unwillingness to continue in the role, a search committee consisting of three members of the Department Assembly will be convened by the Chair, or if unavailable or unwilling, the Director of Undergraduate Programs. The search committee shall make a formal nomination to the Department Assembly and, upon majority approval, shall submit the name to the Dean for consideration and action.

Section 4. Evaluation of the Chair: At their option, the Dean of the College of Fine Arts may conduct an annual evaluation of the Chair. The Department Assembly may make recommendations to the Dean or may take their concerns to the Dean.

Section 5. Removal of the Chair: The Dean of the College of Fine Arts shall have the ability to remove the Chair. The Department Assembly may make recommendations to the Dean or may take their concerns to the Dean.

Section 6. Appointment of Other Officers: The Chair shall appoint other officers to assist in the performance of official duties, provided such individuals are willing to assume the designated responsibilities. These appointments shall be done in a fair and equitable manner. These officers serve at the discretion of the Chair and may be removed at the Chair's sole initiative.

C. Department Leadership and Committees.

Section 1. The department maintains these leadership positions:

- Associate Chair
 - Duties: Communicates policies to students, manages grade deficiency process, gathers and manages department archive materials, plans and executes events, manages adjunct and specialized faculty teaching evaluation process, assists with accreditation processes, oversees publicity projects.
 - Selection and eligibility: Selected by the Chair.
 - Term: Three years with option for renewal at the invitation of the Chair.
- Director of Graduate Studies
 - Duties: Oversees graduate student advising, communications and recruitment, oversees graduate curriculum, facilitates the graduate student assistantship program, manages policy, publications and reports, liaises with the FSU Graduate School, and leads the Graduate Policy Committee.
 - Selection and eligibility: A tenured member of the Department Assembly. Nominated by a member of the Department Assembly and confirmed by Department Assembly vote.
 - Term: Three years with option for renewal if the member wishes and with the approval of the Chair.
- Director of Undergraduate Programs
 - Duties: Oversees the periodic review and adjustment of the Department's undergraduate curriculum. Oversees the Undergraduate Policy Committee. Brings Undergraduate Policy Committee recommendations to the Department Assembly for approval and adoption. Oversees the First Year assessment process, or directs a member of the Undergraduate Policy Committee to do so. Manages policy, publications and reports.

- Selection and eligibility: A member of the Department Assembly. Nominated by a member of the Department Assembly and confirmed by Department Assembly vote.
- Term: Three years with option for renewal if the member wishes and with the approval of the Chair.

Section 2. The Department maintains these committees:

- Promotion and Tenure Committee
 - Purpose: Conduct annual reviews of Department Assembly members, generating annual review letters. These annual letters by the committee are referenced in preparing the annual evaluation letter by the Department Chair.
 - Membership and selection process: Composed of three members of the Department Assembly nominated by the Chair confirmed with simple majority vote by the Department Assembly. A minimum of two are tenured faculty. Membership is staggered: 1 member is elected in an odd-numbered year and two members are elected in an even-numbered year. The committee chair is selected by committee consensus. If a committee member goes forward for promotion and/or tenure during their term of service on this committee, that committee member will be replaced by another eligible faculty member at the direction of the Department Chair. If no eligible faculty member is available within the Department, the Department Chair may appoint a faculty member within the College to serve.
 - Term of service: Three years with option for a second term if the member wishes and with the approval of the Chair.
 - Committee members recuse themselves from the review process of themselves and from generating letters for their own records. Any listing of committee members' names at the closing of a letter for a committee member shall include "(recused)" following the applicable committee member's name.
- Graduate Policy Committee
 - Purpose: Oversees the periodic review and adjustment of the curriculum for the Department's graduate programs of study and ancillary graduate activities for Department Assembly review and approval.
 - Membership and selection process: Chaired by the Director of Graduate Studies with two other Department Assembly members selected by the Chair. Membership is staggered: one member starts in an odd-numbered year and one member starts in an even-numbered year.
 - Term of service: three years with option for a second term if the member wishes and with the approval of the Chair.
- Undergraduate Curriculum Committee

- Purpose: Gather information supporting the creation of proposals for undergraduate curriculum improvements for Department Assembly review and approval.
 - Membership and selection process: Chaired by the Director of Undergraduate Studies. Three members of the Department Assembly with the optional opportunity for non-voting adjunct instructor and/or student members. Members are invited by the Chair and are confirmed by the Chair.
 - Term of service: Three years with option for a second term if the member wishes and with the approval of the Chair.
- Awards Committee
 - Purpose: 1. Explore opportunities and advocate for faculty and instructors to be nominated for honors and recognitions. Recommendations provided to the Chair; 2. Identify and recommend students to receive Department scholarships, travel awards, and apply for other external or internal competitions and awards. Recommendations provided to Department Assembly for review and approval; 3. Review and disseminate internal and external competition opportunities to faculty, instructors and students; 4. Liaise with the College Awards Committee as necessary.
 - Membership and selection process: Composed of three members of the Department Assembly nominated by the Chair. The Chair may serve as one of these members. Membership is staggered: 1 member starts in an odd-numbered year and one member starts in an even-numbered year. Committee chair is selected from the two Department Assembly members by committee consensus.
 - Term of service: Three years with option for a second term if the member wishes and with the approval of the Chair.
 - Other ad hoc committees as the Chair deems necessary.

D. Faculty Senators.

The Department is represented on the Faculty Senate in accordance with the Bylaws of the College of Fine Arts §E.5.c. The Office of the Dean coordinates the election of Faculty Senate Representatives through ballot distribution. All eligible faculty are included on the ballot. Votes are tallied to determine representatives to the Faculty Senate. The College adheres to University standards regarding the number of individuals selected, individuals eligible for service, and voting eligibility (<https://facultyhandbook.fsu.edu/handbook-sections/section-3-faculty-governance>). If the College is allocated more Faculty Senate seats than the number of academic units in the College, additional representatives will be elected by the Faculty to fill those seats. In addition, the Faculty will elect a representative to serve as an alternate Faculty Senator.

E. Faculty Recruitment.

Upon authorization by the Dean to recruit for a faculty member, the Chair appoints a search committee with a minimum of three Department Assembly members. The search committee decides on a Chair through consensus and engages in the University-sanctioned procedure for receipt of applications, interviews and similar actions. The search committee discusses the needs of the position with the Department Assembly and drafts a position advertisement in consultation with the Chair and shared with the Department Assembly. The Search Committee assembles criteria for evaluation of candidates.

The search committee makes available all received position applications to the Department Assembly through the hiring process. The Search Committee keeps the faculty informed as it completes each phase of application review and ranked recommendations.

Upon discussion of the criteria, the search committee preliminarily ranks the applicants and creates a list of candidates considered most appropriate for the position. Video or phone interviews are conducted to narrow the list of the candidates to recommend an on-site visit. The search committee solicits information from candidate references considered appropriate for the position.

The search committee then recommends to the Chair and the Department Assembly the top three or four candidates to be invited for an on-site interview. The Department Assembly votes on the suitability of this candidate pool. If affirmative, the search committee proceeds. If deemed unsuitable, the search committee reassesses the pool and adjusts its recommendation to the General Assembly, or recommends that the search has failed.

On-site interviews include the following activities: (1) face-to face interviews with the search committee and the Chair; (2) a classroom teaching demonstration; (3) presentation of scholarly and/or creative research; and (4) open interview or discussion meetings with faculty, staff and students. A list of those invited to visit and a complete visitation agenda is made available to the Department Membership and Department Assembly. Following each candidate's visit, the search committee solicits feedback from the faculty, staff and students as appropriate.

After consideration of this feedback, the search committee submits a ranked list of the candidates as their recommendation to the Chair and the Department Assembly. The Chair facilitates a confidential vote of the Department Assembly regarding the presence of the candidates on the list and their ranking. A simple majority of candidates and their ranking is necessary for recommendation of the list to the Dean. If a majority vote is not reached, the Department Assembly engages in further discussion either ending in a simple majority decision, a decision for the search committee to reconsider the list (including if further on-site interviews are necessary), or the decision that the search has failed.

Upon achievement of a Department Assembly majority vote, the Chair recommends to the Dean a ranked list of acceptable candidates (if appropriate) to which an offer would be recommended. The Chair reports progress to the faculty as information becomes available.

The Chair announces a candidate's acceptance of the position to the Department. The Chair then begins the process of integrating the new faculty member's teaching assignments into the curriculum.

F. Unit Reorganization.

Unit Reorganization of the Department must be approved by a majority vote of the Department Assembly. Members of the Department Assembly desiring reorganization of the Department should submit a request for the reorganization in writing to the Chair at least one week prior to the faculty meeting at which the request to reorganize is to be discussed and voted upon. The Chair will report all reorganization requests and the General Assembly decision to the Department Membership and Department Assembly at the next faculty meeting. If reorganization is approved by majority vote, a committee of Department Assembly members elected by a quorum of the Department Assembly is formed to address reorganization. This Unit Reorganization Committee reports its progress to the Department Assembly in a timely manner according to the needs of the specific request of reorganization.

IV. Curriculum

The Departments' Undergraduate Curriculum Committee and the Graduate Policy Committee are responsible for developing policies and procedures proposals regarding curricular and program development based on requests and feedback received from the Department Assembly, the Department Membership and others such as the University and College, students or accreditation bodies (see §III.C.2). As the chairs of these committees, the Director of Undergraduate Programs and the Director of Graduate Studies act as the principal curriculum managers for the programs, explore the context of potential changes, make recommendations for programmatic and/or curricular initiatives/revisions to the Department Assembly for their vote, and prepare annual reports and other reporting material as requested by the Chair (see §III.C.1).

V. Annual Evaluation of Faculty on Performance and Merit

A. Peer Involvement in Annual Performance and Merit Evaluation. Each faculty member's performance will be evaluated relative to his or her assigned duties. Each faculty member's performance will be rated annually using the following university rating scale:

- Exceeds Expectations
- Meets Expectations
- Official Concern
- Does Not Meet Expectations

Each year, members of the Department Promotion and Tenure Committee review the Faculty Expertise and Advancement System (FEAS) one-year list (spring, summer and fall of the previous year) of each and all assistant professor, associate professor and specialized faculty Department Assembly members'

achievements. Through consensus discussion, the Committee creates a narrative review letter that summarizes their assessment of the faculty member's progress that year toward tenure and/or promotion. This letter also serves as a component in a faculty member's Third Year Review binder as applicable. Committee members recuse themselves from letters generated for their own records. This letter forms a part of a faculty candidate's Promotion and Tenure binder per University requirements.

Each year, all Department Assembly members review the Faculty Expertise and Advancement System (FEAS) one-year list (spring, summer and fall of the previous year) of all assistant and associate professor and specialized faculty Department Assembly member achievements, and each member's Assignments of Responsibility (AOR) for that year. Based on this information, each member completes a confidential questionnaire distributed by the chair that asks every faculty participant to assess each member's teaching, research and services strengths for that year on a scale of 1 to 10. Faculty members do not assess their own records. These results are delivered to the Chair who drops the highest and lowest score for teaching, research and service for each faculty member and weights each score by percentage of the AOR assigned to each category. This generates that year's rank order of achievement success for all Department Assembly members. This list is shared by the Chair with the College and University in the event that merit funds are available for distribution that year.

B. Criteria for Evaluation of Tenure-track Faculty.

See Appendix A: Department of Interior Architecture & Design Tenure and Promotion Guidelines.

C. Criteria for Evaluation of Specialized Faculty.

See Appendix B: Department of Interior Architecture & Design Specialized Faculty Promotion Guidelines.

VI. Promotion and Tenure

A. Progress Toward Promotion Letter. Each year, every faculty member who is not yet at the highest rank for their position will receive a letter that outlines progress toward promotion and/or tenure.

B. Third Year Review for Tenure-track Faculty. Tenure-track faculty in their third year of service will receive an evaluation of their progress in meeting the department's expectations for promotion and tenure.

C. Peer Involvement in Evaluation of Promotion and Tenure of Faculty.

Each year, Department Promotion and Tenure Committee members review all assistant and associate professors' yearly achievements, generating a narrative review letter, which serves as a component of a faculty member's Promotion and Tenure binder (see §V.A). An additional peer review occurs when a faculty member applies for tenure and/or promotion. This review is summarized in the

tenured faculty summary of discussion narrative letter and the results of a secret ballot of tenured faculty members, both of which are added to the faculty member's Promotion and/or Tenure binder.

Each year, Department Promotion and Tenure Committee members review all specialized faculty members' yearly achievements, generating a narrative review letter, which serves as a component of a faculty member's Promotion binder (see §V.A.). Additionally, the Associate Chair reviews the Specialized Faculty member's teaching each semester, generating a letter for the Promotion Binder. An additional peer review occurs when a specialized faculty member applies for promotion. This review is summarized in the Department Assembly faculty summary of discussion narrative letter and the results of a secret ballot of Department Assembly members, both of which are added to the faculty member's Promotion and/or Tenure binder.

D. Criteria for Promotion and Tenure of Tenure-track Faculty.

See Appendix A: Department of Interior Architecture & Design Tenure and Promotion Guidelines.

E. Criteria for Promotion of Specialized Faculty.

See Appendix B: Department of Interior Architecture & Design Specialized Faculty Promotion Guidelines.

Appendix

Appendix A

Department of Interior Architecture & Design Tenure and Promotion Guidelines

Promotion and Tenure Guidelines

Department of Interior Architecture & Design

College of Fine Arts

Introduction

University Resources

University tenure and promotion requirements described in the Florida State University Faculty Handbook, Articles 14 and 15 of the BOT-UFF Collective Bargaining Agreement, the Office Faculty Development and Advancement annual memo on tenure/promotion, memos from the College of Fine Arts dean's office, and other sources described in these memos should be consulted for details regarding procedures, appeals, time frame, and suggested guidelines for preparation of the binder.

Interior Architecture & Design Department Guidelines for Promotion and Tenure

The Department of Interior Architecture & Design recognizes the three traditional areas of expertise: teaching, research and/or creative activity, and service. Each of these areas must be supported by documentation, and each may be assessed for quality and quantity.

As a preface to the criteria listed below, the following has been taken from the FSU Handbook, Section 5: Faculty Development:

Over the years the promotion and tenure committees have normally looked for evidence related to national (or international) standing. For promotion to Associate Professor, the expectation has been that the candidate clearly is becoming recognized nationally and internationally as a scholar or creative artist in a field; for Professor, it has been that the candidate now has become so recognized. The evidence for this standing is different in different fields.

In addition to the university criteria, faculty in the Department of Interior Architecture & Design must meet the following criteria:

- A. For promotion from Instructor to Assistant Professor, the following criteria must be met:
 - a. recognition of demonstrated competency or strong potential to demonstrate competency in teaching, research and/or creative activity, and service, as outlined below.

- b. Masters degree, Ph.D., or equivalent; CIDQ or architectural registration recommended;
 - c. additional requirements for teaching, research and/or creative activity, and service as defined herein at the level of 'meets expectations' or higher.
- B. For promotion from Assistant Professor to Associate Professor, the following criteria must be met:
 - a. recognition of demonstrated effectiveness or strong potential to demonstrate effectiveness in teaching, research and/or creative activity, and service and recognized standing in the discipline and profession, as outlined below, and as attested to by letters from competent scholars outside the university;
 - b. Master's degree, Ph.D., or equivalent; CIDQ or architectural registration recommended;
 - c. the candidate is clearly recognized nationally and is becoming internationally recognized as a scholar or creative artist in their discipline;
 - d. additional requirements for teaching, research and/or creative activity, and service as defined herein at the level of 'meets expectations' or higher.
- C. For promotion from Associate Professor to Full Professor, the following criteria must be met:
 - a. recognition of demonstrated excellence in teaching, research and/or creative activity, and service and recognized standing in the discipline and profession, as outlined below, and as attested to by letters from competent scholars outside the university;
 - b. Master's degree, Ph.D., or equivalent;
 - c. CIDQ or architectural registration is recommended;
 - d. the candidate has become recognized nationally and internationally as a scholar or creative artist in their discipline;
 - e. additional requirements for teaching, and service as defined below at the level of 'meets expectations' or higher.

Although the period of time in a given rank is normally five years, demonstrated merit, not years of service, shall be the guiding factor. Promotion shall not be automatic, nor may it be regarded as guaranteed upon completion of a given term of service. Early promotion is possible where there is sufficient justification.

Eligibility Requirements

The three areas of teaching, scholarly and/or creative activity, and service are all evaluated separately using different criteria and instruments of measure. The candidate must meet the requirements in each category to be eligible for promotion or tenure.

Guidelines for Outside Letters

An essential part of the Promotion and Tenure process is the external review, in which the candidate's materials are submitted to outside reviewers for an evaluation and statement regarding their teaching, research and/or creative activity, and service.-As

such, the selection of writers for outside letters should be well considered. The goal is to give the candidate, committee, and chair shared responsibility for deriving the list of external reviewers. The two step process outlined below enables a consensus pool of reviewers to be considered.

Although a minimum of three (3) letters of evaluation from outside reviewers are required by the university and the College of Fine Arts as part of the promotion and tenure process, both strongly advise that five (5) letters be solicited. To ensure a list of five (5) letter writers are secured, the Department of Interior Architecture & Design will follow the guidelines below for promotion to Associate Professor and/or Tenure and for promotion to Professor:

1. A list of ten (10) potential reviewers will be generated:
 - a. The candidate submits five (5) names to the Promotion and Tenure Committee with a brief bio and suitability statement;
 - b. The Promotion and Tenure Committee selects three (3) of these names (or at their option, two (2) from the candidate's list and another of their choosing that is not on the list);
 - c. The Chair creates a second list of reviewers that may contain unused names from the candidate's list or other, different potential reviewers;
 - i. The Chair will select three (3) reviewers;
 - ii. The Promotion and Tenure Committee will select a minimum of three (3) reviewers from the Chair's list. A fourth reviewer can be selected from the Chair's list or be another qualified person that is not on the list.

This strategy enables the candidate to choose 2-3 reviewers, the Chair to choose 3 and the Promotion and Tenure Committee to choose 4-5. This may provide the best chance that the minimum 5 reviewers will have been generated from each of the three parties

Relationship of Candidate to Letter Writers

See university tenure and promotion policies on the relationship of candidates to letter writers and the scope of outside letters.

Scope of inquiry in outside letters

The reviewers are to offer their judgment about the competency and significance of the individual's teaching, research and or creative activity, and service as it relates to the discipline of interior design.

TEACHING

Excellence in Teaching is recognized as an essential criterion for faculty evaluation and advancement. This category emphasizes the importance of both high-quality teaching and advising at both the undergraduate and, when applicable, graduate levels.

Each interior design faculty member contributes as an individual to the total educational program through specialized knowledge and expertise. High standards are expected and should be maintained.

Although a faculty member's classroom effectiveness is an important component of teaching, the impact of faculty on the student body outside the classroom is also important.

Faculty members should also consult university promotion and tenure policies for complementary and/or supplemental submittal guidelines and/or requirements:

<https://fda.fsu.edu/faculty-development/promotion-and-tenure>
<https://facultyhandbook.fsu.edu/handbook-sections/section-5-faculty-development>

- A. The quality of a faculty member's teaching performance shall be measured against the following standards (subject to extenuating circumstances wherein the Chair has the discretion). These standards are to be consistently met and/or demonstrated each year during the promotion and/or tenure period under consideration unless noted otherwise. As a complement to the university 6-page summary, the candidate will need to provide summarized evidence of having met the minimum standards for each category in their annual evaluation which can then serve as the basis for their Summary of Accomplishments at the time of Promotion and/or Tenure review(s).

Exceeds Expectations:

A faculty member may be assessed as "Exceeds Expectations" in their yearly teaching evaluation if the faculty member successfully engages in all these actions as assessed by the Chair:

- A. Meets all the standards for a "Meets Expectations" rating,

AND

- B. Meets at least three of the items in List 1 below. If the items are not included in FEAS summaries, the candidate may need to offer a description of these items in an annual summary statement and also the Other Evidence section of the Promotion and Tenure materials (see above).

Meets Expectations:

A faculty member may be assessed as "Meets Expectations" in their yearly teaching evaluation if the faculty member successfully engages in all these actions as assessed by the Chair:

- A. Meets class regularly, punctually, and as scheduled, including giving the final exam during the final exam period, as appropriate;
- B. Schedules office hours and meets scheduled appointments;
- C. Demonstrates a current knowledge base for each course taught;
- D. Applies a methodology and pedagogy that adequately convey the knowledge base defined by the course objectives and course requirements as listed in each course syllabus;
- E. Provides evidence of demonstrated student progress measured against the achievement of objectives in each course taught. Student progress should be demonstrated according to the guidelines set forth in the course syllabus;
- F. Demonstrates course, classroom, lab, and studio organizational skill;
- G. Creates a fair and clearly stipulated evaluation system in each course that is capable of adequately measuring and demonstrating each student's achievement in the course;
- H. Submits grades on time, as well as textbook orders (as required by state legislation);
- I. Participates in studio project reviews.

The following items will also be considered but are not expected to be met on an each-semester basis:

- J. Subject to student availability, regularly participates as chair or committee member of a graduate thesis committee;
- K. Participates fully in program assessments in support of departmental, college, and university program assessment goals including, but not limited to, CIDA, NASAD, SACS, and Quality Enhancement Reviews.

Official Concern:

A faculty member may be assessed as "Official Concern" in their yearly Teaching evaluation if the faculty member fails to meet any one of the standards for "Meets Expectations" by the Chair. The Chair shall endeavor to assist the faculty member in correcting any performance deficiencies reflected in the evaluation. The Chair may informally coach or counsel faculty with the goal of improving performance. Such advice is not disciplinary, nor may it be part of the evaluation file.

Does Not Meet Expectations

A faculty member may be evaluated as "Does Not Meet Expectations" in their yearly Teaching evaluation by the Chair if the faculty fails to meet any two or more of the standards for "Meets Expectations." A "Does Not Meet Expectations" rating in Teaching could result in a Performance Improvement Plan (PIP) with a timeline for improvement and consequences for failing to meet the desired targets developed through consultation with the Chair. See BOT-United Faculty of Florida (UFF) Collective

Bargaining Agreement for the ramifications of “Does not meet Expectations”, the process for developing a PIP, and the ramifications if a PIP is not met.

List 1

1. Successfully manages an assignment of an overload of courses or students, as determined by the chair, and completion of the assignment without substantially diminished effectiveness;
2. Successfully accomplishes an assignment of an unusual number of different class preparations, management of multiple course sections, or other increased teaching load situation.
3. Completes a substantial revision, over 50% or more, of course materials or development of new courses;
4. Engages in teaching-related duties above and beyond those outlined in the faculty member's AOR. Examples would include:
 - a. Engaging in undergraduate and/or graduate DIS coursework.
 - b. Chairing an undergraduate Honors in the Major committee.
 - c. Engages in thesis related duties:
 - i. Chairing more than one (1) MFA thesis committee in a given academic year.
 - ii. Member of more than (2) MFA thesis committees in addition to those chaired.
5. Nominated for and/or receives teaching excellence recognition(s);
6. Displays evidence of an unusually high level of student achievement in scholarship, competitions, or student recognition at the regional, national, and international level. Examples include more than two national student awards; publications; competitions won; fellowships or assistantships awarded; professional positions won; invitations to present at state, regional, and national conferences; etc.
7. Development of innovative laboratory, classroom, or studio teaching materials as evidenced by peer review resulting in pedagogy presentation, publication, or other externally reviewed dissemination;
8. Publication of textbooks, casebooks, readings, or other teaching materials which are adopted by other schools-including public and pre-college school;
9. Unusual and/or time-consuming teaching activities of benefit to the department. (e.g., multi-day design charrettes, multiple or multi-day course field trips, engagement of multiple outside speakers, course collaborations with outside organizations, extensive accreditation standard adoption, or engaging students with professional regulation activities);
10. Extraordinary effort and/or success in the active recruitment of students that move beyond administrative responsibilities assessed by other measures.
11. Participation in intensive, multi-day and/or more than three teaching workshops, seminars, etc.;
12. Student evaluations (subject to university directives) higher than the university average;

13. Other activities the candidate wishes to bring forth as demonstrating instructor excellence as an example of exceeding expectations.

RESEARCH AND/OR CREATIVE SCHOLARSHIP

Excellence in Research and/or Creative Activity includes the discovery and dissemination or application of knowledge and the creation and performance or production of works of design or artistic interpretations of design. Research and creative activity 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, and thus are valued equally and without bias for promotion and tenure. A candidate can engage in research, creative scholarship, or a mixture of both.

Research may focus on issues concerned with the interface between humans and the built environment, including but not limited to, physical, aesthetic, sociocultural, and psychological aspects of 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. Qualitative approaches that explore the human-environment interface are also acceptable including but not limited to case studies, action research and ethnography. Inquiry about the profession (i.e., its credentialing, nature of practitioners and similar topics) is also permissible. Scholarly inquiry in the form of observation and/or evaluation of teaching and learning, critiques of built environments or significant interiors, philosophical papers, and critical literature reviews can also legitimately contribute to the common body of knowledge. Internal grants and external grant applications are encouraged as pieces of preliminary evidence towards the dissemination of scholarly work. Internal grants are not required, however.

Creative Scholarship is defined as creative endeavor that includes studio arts, product design, and interior design or architectural practice. Creative scholarship may include visual art objects, furnishings, architectural and interior renderings, accessories, textiles, and the like, or contemporary spaces and/or re-creation of historic spaces. In addition, the design of interior/exterior spaces and the specification of and finishes, facility management, or feasibility studies that relate to interior design also qualify as creative work. Written and/or photographic documentation is necessary.

It is intended that scholarly and creative activity be weighted equally. A candidate may show an emphasis in scholarly work, an emphasis in creative activity, or a combination of the two.

Evaluation of Research and/or Creative Scholarship, regardless of its nature, will be based on three criteria, all of which must be fulfilled:

1. Contribution to the expansion or application of interior design;
2. Success in meeting the rigors of external peer review, indicating its significance to the discipline; and,

3. Dissemination in a format that can be cited and retrieved.

Examples of dissemination include publication in design/research journals, papers delivered at conferences, exhibitions in juried shows, competitions, and reviews/critiques of design installations by recognized peers and practitioners. Such means of dissemination shall be regarded as analogous to publications in other fields.

Research and Creative Scholarship material to be submitted to the committee shall follow the university guidelines.

Exceeds Expectations:

A faculty member may be assessed as "Exceeds Expectations" in their yearly research and creative scholarship evaluation if the faculty member successfully engages in all these actions as assessed by the Chair:

A. Meets all the standards for a "Meets Expectations" rating,

AND

B. At least one item from List 2 below.

Meets Expectations:

A faculty member may be assessed as "Meets Expectations" in their yearly research and creative scholarship evaluation if the faculty member successfully engages in all these actions as assessed by the Chair:

The expectation is that the candidate shows incremental progress toward goals.

A. Disseminates their research and/or creative scholarship annually at local, state, and regional venues (which are acceptable), but national or international peer reviewed conferences/conference papers or juried competitions are preferred, in keeping with Department and University Promotion and Tenure requirements.

B. Disseminates their research and/or creative scholarship annually in refereed publications, such as journal articles, book chapters, or competitions catalogs, or similar, at a first or second author-level (this expectation may change if the candidate is successfully working on a larger, multi-year project with measured outcomes, such as a scholarly book or external grant). The quality of these works show an overall positive trajectory of progress as evidenced through such indicators that could include but are not limited to ascendant quality of publication outlet, quantity of productivity, frequency of invited works, or other indicator.

C. Applies for the University First Year Assistant Professor Grant program, if applicable.

While productivity in research/creative scholarship is required in the first year, it is understood that this year may be needed to initiate studies or creative endeavors in subsequent years.

Official Concern:

A faculty member may be assessed by the Chair as "Official Concern" in their annual evaluation for Research & Creative Scholarship if the faculty member fails to meet either A or B listed in the standards for "Meets Expectations". The Chair shall endeavor to assist the faculty member in correcting any performance deficiencies reflected in the evaluation. The Chair may informally coach or counsel faculty with the goal of improving performance. Such advice is not disciplinary, nor may it be part of the evaluation file.

Does Not Meet Expectations

A faculty member may be evaluated as "Does Not Meet Expectations" in their yearly Research & Creative Scholarship evaluation by the Chair if the faculty member fails to meet both A and B listed in the standards for "Meets Expectations" under Research & Creative Scholarship. A "Does Not Meet Expectations" rating in Research & Creative Scholarship could result in a PIP with a timeline for improvement and consequences for failing to meet the desired targets developed through consultation with the Chair. See BOT-United Faculty of Florida (UFF) Collective Bargaining Agreement for the ramifications of "Does not meet Expectations", the process for developing a PIP, and the ramifications if a PIP is not met.

List 2. Research & Creative Scholarship

1. Publishes regularly in quality, refereed journals at an average rate of two or more manuscripts per year as first or second author
2. Publishes one or more scholarly books as first or second author
3. Exhibits work in one or more invited, peer reviewed, or independently curated exhibitions
4. Receives an honor, award, or prize in a national or international design or research competition
5. Receives an internal grant to support scholarly work. This does not include travel funding.
6. Receives external grants and/or notable fellowships to fund their scholarly efforts
7. Receives one or more patents or similar distinctions for their scholarly efforts
8. Participates in a notable invited keynote or other scholarly presentation opportunity

SERVICE

Excellence in Service is critical to the maintenance and growth of institutions ensuring accountability and service to constituents--students, citizens, agencies, business, and industry. Service refers to activities in the following categories: 1) professional or academic associations, 2) department, college, university service, and 3) public or community service. To help committees and the chair make determinations of Exceeds Expectations in service, candidates could be invited to submit a brief yearly summary of the extent and nature of service that moves beyond expectations for consideration.

Exceeds Expectations:

A faculty member may be assessed as "Exceeds Expectations" in their yearly service evaluation if the faculty member successfully engages in all these actions as assessed by the Chair:

A. Meets all the standards for a "Meets Expectations" rating,

AND

B. Completes significant additional institutional service, professional service or service to the Community in one area from List 3.

Meets Expectations:

A faculty member may be assessed as "Meets Expectations" in their yearly service evaluation if the faculty member successfully engages in department service equitably in relation to the other faculty in the department as assessed by the Chair.

Official Concern:

A faculty member may be assessed by the Chair as "Official Concern" in their annual evaluation for Service if the faculty member fails to meet the standards for "Meets Expectations" described under Service. The Chair shall endeavor to assist the faculty member in correcting any performance deficiencies reflected in the evaluation. The Chair may informally coach or counsel faculty with the goal of improving performance. Such advice is not disciplinary, nor may it be part of the evaluation file.

Does Not Meet Expectations

A faculty member may be evaluated as "Does Not Meet Expectations" in their yearly Service evaluation by the Chair if she/he fails to meet the standards for "Meets

Expectations” under Service in two consecutive years. A “Does Not Meet Expectations” rating in Service could result in a PIP with a timeline for improvement and consequences for failing to meet the desired targets developed through consultation with the Chair. See BOT-United Faculty of Florida (UFF) Collective Bargaining Agreement for the ramifications of “Does not meet Expectations”, the process for developing a PIP, and the ramifications if a PIP is not met.

List 3

Service to the Profession may include:

1. Active participation, including leadership roles, in professional associations such as, but not limited to IIDA, ASID, IDEC, EDRA, AIA
 - a. Chair/President, National
 - b. Board Member, National
 - c. Chair/President, Local or Regional
 - d. Board Member, Local or Regional
 - e. Other Leadership Role (CIDA Board of Visitors, etc.)
 - d. Member
2. Support of the quality of post-secondary educational programs and contributions to the common body of knowledge through service to accreditation organizations.
3. Reviews for scholarly journals.
4. Participating in peer reviews of creative scholarship.
5. Aid to developing professionals and the maintenance of standards for professional practice to the NCIDQ, NCARB, or equivalent.
6. Aid to the profession in governmental issues such as licensing and other educational issues, such as organizing student volunteers for legislative events or offering expert testimony to a committee.
7. Aid to the profession in the form of continuing education courses offered by the candidate.
8. Review and evaluation of P&T binders for candidates not within FSU.

Service to the Institution may include:

1. Active participation in Committees and endeavors at Department Level
 - a. Standing Committee (Chair, Member)
 - b. Ad Hoc Committee (Chair, Member)
 - c. Advisor to Student Groups (ASID, IIDA, etc.)
 - d. Other Department Activities (i.e., gallery shows, events, displays)
2. Active participation in Committees and endeavors at the College Level
 - a. Committees (Chair, Member)
 - b. Faculty Senator
 - c. Other College activities
3. Active participation in Committees and endeavors at the University Level
 - a. Committee (Chair, Member)
 - b. Other University activities

Service to the Community may include:

1. Civic or humanitarian activities
 - a. Service to governmental and nonprofit organization regarding design issues.
2. Dissemination of special design expertise
3. Service to the wider community beyond the immediate educational setting to enhance the visual environment or protect the health, safety, and well-being of the public.

Note: Faculty should not receive monetary compensation for activities they wish to count as service.

Evidence of Service shall follow the university guidelines.

Approved on February 14, 1997

Revised and approved on September 22, 2004

Revised and approved on March 1, 2013

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Revisions and provisionally approved January 22, 2021 for 1 year consideration

Revised and approved on January 28, 2022

Appendix B

Department of Interior Architecture & Design Specialized Faculty Promotion Guidelines

Specialized Faculty Promotion and Tenure Guidelines Department of Interior Architecture & Design

College of Fine Arts

References:

Faculty Handbook

<https://facultyhandbook.fsu.edu/sites/g/files/upcbnu471/files/FacHandbook2021-Feb-24.pdf> see pages 86-89

Collective Bargaining Agreement

https://hr.fsu.edu/sites/g/files/upcbnu2186/files/PDF/Publications/BOT_UFF_10_10.pdf see page 148

**faculty handbook language in italics*

Introduction

University Resources

University tenure and promotion requirements described in the Florida State University Faculty Handbook, Appendix J (Supplement to Article 14) of the BOT-UFF Collective Bargaining Agreement, the Office Faculty Development and Advancement annual memo on tenure/promotion, memos from the College of Fine Arts dean's office, and other sources described in these memos should be consulted for details regarding procedures, appeals, timeframe, and suggested guidelines for preparation of the binder.

Interior Architecture & Design Department Guidelines for Specialized Faculty Promotion

Specialized faculty ranks can be located in 9.10 of the BOT-UFF Collective Bargaining Agreement

The Department of Interior Architecture & Design recognizes the three traditional areas of expertise: teaching, research and service. For specialized faculty in positions

classified as teaching-focused, the areas of relevance for promotion are teaching and service. Each of these areas must be supported by documentation, and each may be assessed for quality and quantity.

As a preface to the criteria listed below, the following is cited from the FSU Handbook, Section 5: Promotion of Specialized Faculty: Criteria for Promotion

When first employed, each faculty member shall be apprised of what is expected of him or her, in terms of teaching, research (as applies) and other creative activities and service, and any other duties involved. All faculty members shall be apprised of any change in the initial assignment of responsibilities.

Criteria for specialized faculty promotion focus on meritorious performance of assigned duties in the faculty member's present position, since these positions have assignments in specific areas (e.g., assignment in research or teaching only, rather than an assignment in all three areas of teaching, research, service), in addition to degree and time in service.

In addition to the university criteria, faculty in the Department of Interior Architecture & Design must meet the following criteria:

A. Teaching Faculty Track

- a. *Evidence of well-planned and delivered courses*
- b. *Summaries of data from Student Perceptions of Courses and Instructors (SPCI) questionnaires*
- c. *Letters from faculty members who have conducted peer evaluations of the candidate's teaching*
- d. *Ability to teach multiple courses within a discipline/major*
- e. *Other teaching-related activities, such as instructional innovation, involvement in curriculum development, authorship of educational materials, and participation in professional organizations related to the area of instruction*
- f. *Master's degree, Ph.D., or equivalent; CIDQ or architectural registration recommended*

B. Instructional Specialist Track

- a. *Evidence of contributions in support of instruction, as attested to by internal letters from faculty members at FSU*
- b. *Other teaching-related activities, such as instructional innovation, involvement in curriculum development, authorship of educational materials, and participation in professional organizations related to the area of instruction*
- c. *Master's degree, Ph.D., or equivalent; CIDQ or architectural registration recommended*

While it is possible that a pattern of sustained meritorious performance of assigned duties could be assessed on the basis of a record shorter than five years of service, typically at least five years of evidence is needed. Thus, most specialized faculty members are considered during their fifth year of service.

Department chairs and other supervisors should ensure that the record of any candidate who is recommended for promotion before that time contains enough evidence to justify consideration. Performance is reviewed in the annual evaluation process, which determines salary actions, retention, and recommendations for promotion.

Specialized faculty members who have been assigned an administrative code shall be subject to the normal promotion criteria and procedures for the applicable rank. They may not substitute performance of their administrative duties for qualifications in teaching or research. The duty assignments of such employees shall accord them an opportunity to meet the criteria for promotion; however, the number of years it takes a faculty member to meet the criteria in teaching or research and scholarly accomplishments may be lengthened by reduced duty assignments in those areas; the number of years over which such accomplishments are spread shall not be held against the faculty member when the promotion case is evaluated.

Eligibility Requirements

Promotion in the Specialized Faculty ranks is achieved through meritorious performance of assigned duties in the faculty member's present position. Faculty members holding regular or research appointments in the following positions are eligible to be considered in the promotion process for specialized faculty:

- (1) Promotion to the second rank in each track shall be based on recognition of **demonstrated effectiveness** in the areas of assigned duties.
- (2) Promotion to the third rank in each track shall be based on **superior performance** in the areas of assigned duties.
- (3) Promotion decisions shall take into account the following:
 - a. annual evaluations
 - b. annual assignments
 - c. fulfillment of the department/unit written promotion criteria in relation to the assignment
 - d. evidence of sustained effectiveness relative to opportunity and according to assignment

The candidate must meet the requirements in each category relative to their assigned duties to be eligible for promotion or tenure. Assessment of the degree of the candidate's achievement of these standards and the attendant ruling on promotion rests with the reviewers.

For evidence that is not included or clear in FEAS summaries, the candidate is to offer up to 5-page description of these items in their summarized evidence statements.

Process and Evidence

See Article J, in the Collective Bargaining Agreement for process

https://hr.fsu.edu/sites/g/files/upcbnu2186/files/PDF/Publications/BOT_UFF_10_10.pdf and Section 5: Promotion of Specialized Faculty
<https://facultyhandbook.fsu.edu/sites/g/files/upcbnu471/files/FacHandbook2021-May-20.pdf>

TEACHING

Excellence in Teaching is recognized as an essential criterion for faculty evaluation and advancement. This category emphasizes the importance of both high-quality teaching and advising at both the undergraduate and, when applicable, graduate levels. Each interior design faculty member contributes as an individual to the total educational program through specialized knowledge and expertise. High standards are expected and should be maintained.

Although a faculty member's classroom effectiveness is an important component of teaching, the impact of faculty on the student body outside the classroom is also important.

The quality of a faculty member's teaching performance shall be measured against the following standards (subject to extenuating circumstances wherein the Chair has the discretion). These standards are to be consistently met and/or demonstrated each year during the promotion tenure period under consideration unless noted otherwise.

Exceeds Expectations:

A faculty member will receive an "Exceeds Expectations" rating in teaching if the faculty member:

- A. Meets all of the standards for a "Meets Expectations" rating,

AND

- B. Meets at least three of the items in List 1 below in the course of the five previous years or since their last promotion.

Meets Expectations:

A faculty member will receive at least a "Satisfactory" evaluation, which is considered minimum grounds for promotion in teaching if reviewers assess that the faculty member has engaged in all these actions:

- A. Meets class regularly, punctually, and as scheduled, including giving the final exam during the final exam period, as appropriate;
- B. Schedules office hours and meets scheduled appointments;

- C. Demonstrates a current knowledge base for each course taught;
- D. Applies a methodology and pedagogy that adequately convey the knowledge basedefined by the course objectives and course requirements as listed in each coursesyllabus;
- E. Provides evidence of demonstrated student progress measured against the achievementof objectives in each course taught. Student progress should be demonstrated accordingto the guidelines set forth in the course syllabus;
- F. Demonstrates course, classroom, lab, and studio organizational skill;
- G. Creates a fair and clearly stipulated evaluation system in each course that is capable ofadequately measuring and demonstrating each student's achievement;
- H. Submits grades on time, as well as textbook orders (as required by state legislation);
- I. Participates in department studio class project reviews.

The following items will also be considered but are not expected to be met on an each-semesterbasis:

- J. Participates fully in program assessments in support of departmental, college, and university program assessment goals including, but not limited to, CIDA, NASAD, SACS, and Quality Enhancement Reviews.

Official Concern:A faculty member may be assessed by the Chair as "Official Concern" in their annual evaluation for Service if the faculty member fails to meet the standards for "Meets Expectations" described under Service. The Chair shall endeavor to assist the faculty member in correcting any performance deficiencies reflected in the evaluation. The Chair may informally coach or counsel faculty with the goal of improving performance. Such advice is not disciplinary, nor may it be part of the evaluation file.

Does Not Meet Expectations:

A faculty member may be evaluated as "Does Not Meet Expectations" in their yearly Teaching evaluation by the Chair if the faculty fails to meet any two or more of the standards for "Meets Expectations." A "Does Not Meet Expectations" rating in Teaching could result in a PIP with a timeline for improvement and consequences for failing to meet the desired targets developed through consultation with the Chair. See BOT-United Faculty of Florida (UFF) Collective Bargaining Agreement for the ramifications of "Does not meet Expectations", the process for developing a PIP, and the ramifications if a PIP is not met.

List 1

1. Successfully manages an assignment of an overload of courses or

- students, as determined by the chair, and completion of the assignment without substantially diminished effectiveness;
2. Successfully accomplishes an assignment of an unusual number of different class preparations, management of multiple course sections, or other increased teaching load situation.
 3. Completes a substantial revision, over 50% or more, of course materials or development of new courses;
 4. Engages in teaching-related duties above and beyond those outlined in the faculty member's AOR. Examples would include:
 - a. Engaging in undergraduate and/or graduate DIS coursework.
 - b. Chairing an undergraduate Honors in the Major committee.
 - c. Participating a graduate-level thesis committee
 5. Nominated for and/or receives teaching excellence recognition(s);
 6. Displays evidence of an unusually high level of student achievement in scholarship, competitions, or student recognition at the regional, national, and international level. Examples include more than two national student awards; publications; competitions won; fellowships or assistantships awarded; professional positions won; invitations to present at state, regional, and national conferences; etc.
 7. Development of innovative laboratory, classroom, or studio teaching materials as evidenced by peer review resulting in pedagogy presentation, publication, or other externally reviewed dissemination;
 8. Publication of textbooks, casebooks, readings, or other teaching materials which are adopted by other schools-including public and pre-college school;
 9. Unusual and/or time-consuming teaching activities of benefit to the department. (e.g., multi-day design charrettes, multiple or multi-day course field trips, engagement of multiple outside speakers, course collaborations with outside organizations, extensive accreditation standard adoption, or engaging students with professional regulation activities);
 10. Extraordinary effort and/or success in the active recruitment of students that move beyond administrative responsibilities assessed by other measures.
 11. Participation in intensive, multi-day and/or more than three teaching workshops, seminars, etc.
 12. Student evaluations (subject to university directives) higher than the university average;
 13. Other activities the candidate wishes to bring forth demonstrating instructor excellence as an example of exceeding expectations.

RESEARCH

Research is an optional component of a specialized teaching faculty line. These efforts should be recognized but are not a requirement.

SERVICE

Excellence in Service is critical to the maintenance and growth of institutions ensuring accountability and service to constituents--students, citizens, agencies, business, and industry. Service refers to activities in the following categories: 1) professional or academic associations, 2) department, college, university service, and 3) public or community service. To help committees and the chair make determinations of Exceeds Expectations in service, candidates could be invited to submit a brief yearly summary of the extent and nature of service that moves beyond expectations for consideration.

Exceeds Expectations:

A faculty member will receive an "Exceeds Expectations" rating in service if the faculty member:

- A. Meets all the standards for a "Meets Expectations" rating, AND
- B. Completes significant additional institutional service, professional service or service to the Community in one area from List 3 in the course of the five previous years or since their last promotion.

Meets Expectations:

A faculty member will receive at least a "Meets Expectations" evaluation in service, which is considered minimal grounds for promotion, if the faculty member engages in department service equitably in relation to their assignment of responsibilities, which may include activities listed below:

Administrative Service

Includes ongoing responsibilities aimed at facilitating excellence in instructional delivery across the department, as well as student recruitment and advising:

Activities of this nature could include, but is not limited to:

- 1. Recruitment of prospective students,
- 2. Student advising,
- 3. Course scheduling and classroom preparation,
- 4. Curriculum dissemination, and
- 5. Technology oversight

Official Concern:

A faculty member may be assessed by the Chair as "Official Concern" in their annual evaluation for Service if the faculty member fails to meet the standards for "Meets Expectations" described under Service. An "Official Concern" rating in Service will result

in an improvement plan with a timeline for improvement and consequences for failing to meet the desired targets developed through consultation with the Chair.

Does Not Meet Expectations

A faculty member may be evaluated as “Does Not Meet Expectations” in their yearly Service evaluation by the Chair if she/he fails to meet the standards for “Meets Expectations” under Service in two consecutive years. A “Does Not Meet Expectations” rating in Service could result in a PIP with a timeline for improvement and consequences for failing to meet the desired targets developed through consultation with the Chair. See BOT-United Faculty of Florida (UFF) Collective Bargaining Agreement for the ramifications of “Does not meet Expectations”, the process for developing a PIP, and the ramifications if a PIP is not met.

List 3

Service to the Profession may include:

1. Active participation, including leadership roles, in professional associations such as, but not limited to IIDA, ASID, IDEC, EDRA, AIA
 - a. Chair/President, National
 - b. Board Member, National
 - c. Chair/President, Local or Regional
 - d. Board Member, Local or Regional
 - e. Other Leadership Role (CIDA Board of Visitors, Committee Chair or Co-chair, etc.)
2. Support of the quality of post-secondary educational programs and contributions to the common body of knowledge through service to accreditation organizations.
3. Aid to developing professionals and the maintenance of standards for professional practice to the NCIDQ, NCARB, or equivalent.
4. Aid to the profession in governmental issues such as licensing and other educational issues, such as organizing student volunteers for legislative events or offering expert testimony to a committee.
5. Aid to the profession in the form of continuing education courses offered by the candidate.

Service to the Institution may include:

1. Active participation in Committees and endeavors at Department Level
 - a. Standing Committee (Chair, Member)
 - b. Ad Hoc Committee (Chair, Member)
 - c. Advisor to Student Groups (ASID, IIDA, etc.)
 - d. Other Department Activities (i.e., gallery shows, events, displays)
2. Active participation in Committees and endeavors at the College Level

- a. Committees (Chair, Member)
 - b. Faculty Senator
 - c. Other College activities
- 3. Active participation in Committees and endeavors at the University Level
 - a. Committee (Chair, Member)
 - b. Other University activities

Service to the Community may include:

- 1. Civic or humanitarian activities
 - a. Service to governmental and nonprofit organization regarding design issues.
- 2. Dissemination of special design expertise
- 3. Service to the wider community beyond the immediate educational setting to enhance the visual environment or protect the health, safety, and well-being of the public.

Note: Faculty should not receive monetary compensation for activities they wish to count as service.

Evidence of Service shall follow the university guidelines.

Revised and Approved December 3, 2021