

APPOINTMENT, TENURE, AND PROMOTION

A position paper on criteria for
evaluation of interior design faculty
in postsecondary institutions



Interior Design Educators Council
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The INTERIOR DESIGN EDUCATORS COUNCIL, INC., (IDEC)
is dedicated to the advancement of
interior design education and scholarship.

The goals of IDEC are:

Advancement — promoting recognition of the contribution
of interior design education, scholarship, and practice
to the advancement of the quality of life.

Education — improving and promoting academic standards and the process of teaching as a
means of educating students to be creative, critical thinking,
technically competent problem solvers
capable of professional and academic success.

Scholarship - defining and expanding the body of knowledge of the discipline
relative to the quality of life and human performance
in the interior environment.

INTRODUCTION

Within many institutions today, faculty appointments and evaluations for retention, tenure, or promotion are much debated subjects. In 1985 an ad-hoc committee of IDEC reviewed and published its first position paper on appointment, tenure, and promotion. The following document is a revised and updated version of the Council's position.

IDEC recognizes the prerogative and responsibility of each institution to determine its own appointment, retention, tenure, and promotion guidelines based on the mission of the institution and the goals and objectives of the administrative unit. The criteria presented here are offered as an aid to those postsecondary institutions seeking assistance in the development of appropriate evaluative criteria for interior design educators.

IN GENERAL, the evaluation of faculty at all levels should reflect both the unique characteristics and broad requirements of interior design education and the wide range of professional interior design experience. IDEC recognizes that a master's degree is a terminal degree for interior design faculty. Attainment of a doctoral degree is encouraged for some areas of specialization. Qualifications should be evaluated on the particular requirements of the position, and pertinent policies should be structured to enable individuals seeking advancement to provide evidence of scholarship and professional growth.

CRITERIA

The Council's Tenure and Promotion Committee identified three distinct and traditional areas of expertise: teaching, research and creative scholarship, and service. Each of these areas may be supported by documentation, and each may be assessed for both quality and quantity. A dilemma often occurs, however, regarding the interrelationships of these three areas. Ernest Boyer (*The New American Scholar*, 1990) cites the growing concern by faculty at comprehensive universities that the work load and reward system are disconnected. Boyer provides a helpful framework for the development of faculty evaluation criteria that connects and establishes the interrelationships among the traditional three areas of expertise. He proposes a four-part definition of scholarship including 1) the scholarship of discovery, 2) the scholarship of integration, 3) the scholarship of application, and 4) the scholarship of teaching. This model fits well with postsecondary institutions and the discipline of interior design.

Within the parameters set by each institution, the following findings, integrated with Boyer's framework, are offered as guidance.

1.

EXCELLENCE IN TEACHING is recognized by IDEC as a major criterion for faculty evaluation and advancement. Scholarship of teaching emphasizes the importance of high quality teaching and advising at both the undergraduate and 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 the scholarship of teaching, the impact of faculty on an increasingly diverse student body outside the classroom is also important. Efforts to facilitate student growth and to recognize the value of diverse populations through advising and mentoring are critical components of effective teaching.

EVALUATION OF TEACHING effectiveness may include

- 1) preparation of classroom materials such as design projects, instructional materials, and project evaluations/critiques,
- 2) leadership in developing improved curriculum and teaching resources,
- 3) innovative instruction and other contributions to the teaching activities of the institution,
- 4) supervision of the work of honors and graduate students,
- 5) publication of articles in refereed journals on teaching methodology and other areas of educational instruction, and last, but certainly not least,
- 6) results, as indicated by teaching evaluations.

CRITERIA

Teaching evaluations may be solicited individually or collectively, from students, peers, involved administrators, and recent graduates. Wherever possible, the professional background of the evaluators (students exempted) should coordinate with the knowledge and expertise of the individual faculty member being reviewed. Awards for teaching excellence may complement other types of evaluation.

Each faculty member could be encouraged to submit a teaching portfolio as a display of exemplary work. By displaying a person's best work, portfolios help to define the critical tasks a teacher performs and to document their performance. A portfolio captures and portrays samples of good teaching:

- 1) planning and preparing for a course,
- 2) teaching the course,
- 3) assessing what students learned in the course and providing feedback to students, and
- 4) keeping up with the evolving professional discourse about interior design and how to teach it.

A portfolio should contain examples of work related to each of these tasks. Rather than merely reporting what one did in a course, the portfolio displays samples of actual work--syllabi, assignments, student exams, records, journals, videotapes, etc.--along with an explanation and reflection on these teaching activities.

2.

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.

Research may focus on physical, aesthetic, sociocultural, 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.

1. For additional information, refer to [The Teaching Portfolio](#) by Russell Edgerton, Pat Hutchins, and Kathleen Quinlan (American Association for Higher Education, Washington, DC, 1991), or works by Kenneth Wolfe and/or Peter Seldin.

CRITERIA

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.

EVALUATION OF RESEARCH AND CREATIVE SCHOLARSHIP, regardless of its nature, should be based on

- 1) its contribution to the expansion or application of the common body of knowledge of interior design,
- 2) its success in meeting the rigors of peer review, indicating its significance to the discipline, and
- 3) its dissemination in a format that can be cited and retrieved.

A major criterion and the ultimate evaluation of one's scholarship is whether it has been judged by peers to be an addition to knowledge (new knowledge or innovative application of existing knowledge). Thus some evidence is necessary to indicate peer review or referee. This may include publication in design/research journals, papers delivered at conferences, exhibition in juried shows, competitions, and reviews! critiques of design installations by recognized peers and practitioners.

3.

EXCELLENCE IN SERVICE includes scholarship of integration and scholarship of application. Collaborative, integrative 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 one of the following categories: 1) professional activities, 2) department, college, university service, and 3) public! community service.

Service to the profession may include

- 1) active participation, including leadership roles, in professional associations,
- 2) support of the quality of postsecondary educational programs and contributions to the common body of knowledge through service to the Foundation for Interior Design Education Research (FIDER) and/or the Journal of Interior Design (JID), and
- 3) aid to developing professionals and the maintenance of standards for professional practice through seminars, continuing education programs and service to the National Council for Interior Design Qualification (NCIDQ).

CRITERIA

Service to the institution may include

- 1) participation in curriculum development,
- 2) active participation in committees at all levels, and
- 3) service across disciplines.

Service to the community may include

- 1) service to governmental and nonprofit organizations related to issues concerning interiors,
- 2) dissemination of special design expertise, and
- 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.

EVALUATION OF SERVICE may be obtained from the organization being served. Selection for particular expertise, service with funded projects, and citations for outstanding service attest to the value of the educator's contribution.

CONCLUSION

The position of the Interior Design Educators Council on the definition and evaluation of selected professional activities of interior design faculty has been outlined. Briefly stated:

Interior design faculty should have academic preparation and / or professional experience appropriate to their areas of responsibility. Faculty with interior design studio responsibility should have a minimum qualification of a first-professional degree in interior design with a minimum of two year's practice and! or an advanced degree in interior design or an allied field.

In tenure decisions, productivity, rank, and duration of appointment should be assessed and teaching effectiveness given appropriate consideration. Professional reputation and visibility at the regional and national levels is important and should be assessed.

In decisions to promote to the rank of associate or full professor, an extension of the qualifications listed above, commensurate with a higher rank level, is equivalent. Visibility at the regional, national, and international levels and service to design associations and the community are required.

Appointment, tenure, and promotion policies administered by an institution affect faculty, students, the quality of education, and ultimately the status of the profession. IDEC is pleased to share the results of its research and deliberations in this regard. It is felt that this position paper will assist in the ongoing development of policies for the evaluation of interior design faculty.

The PROFESSIONAL INTERIOR DESIGNER is qualified by education, experience and examination to enhance the function and quality of interior spaces.

For the purpose of improving the quality of life, increasing productivity, and protecting the health, safety, and welfare of the public the PROFESSIONAL INTERIOR DESIGNER:

- analyzes the client's needs, goals, and life and safety requirements;
- integrates findings with knowledge of interior design;
- formulates preliminary design concepts that are appropriate, functional, and aesthetic;
- develops and presents final design recommendations through appropriate presentation media;
- prepares working drawings and specifications for non-load bearing interior construction, materials, finishes, space planning, furnishings, fixtures, and equipment;
- collaborates with professional services of other licensed practitioners in the technical areas of mechanical, electrical, and load-bearing design as required for regulatory approval;
- prepares and administers bids and contract documents as the client's agent;
- reviews and evaluates design solutions during implementation and upon completion.

(This definition is endorsed by the National Council for Interior Design Qualification (NCIDQ), the Foundation for Interior Design Education Research (FIDER), major interior design practitioner associations of North America, and unaffiliated professional interior designers.)

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