

Bylaws of the School of Interior Architecture

College of Architecture and Design, University of Tennessee-Knoxville

College and University bylaws and procedures supersede items outlined in these The School of Interior Architecture bylaws. For example, voting in cases of promotion and tenure will be guided by university policy.

ARTICLE I – Name: School of Interior Architecture

ARTICLE II – Organization

1) The Faculty

a) Definition of the Interior Architecture Faculty

- i) *Interior Architecture Full-Time Faculty* – any full-time tenured, tenure-track, or Non-Tenure Track (NTT) faculty as defined by contract assigned to the School of Interior Architecture. These titles include, but are not limited to, Full Professor, Associate Professor, Assistant Professor, Distinguished Lecturer, Senior Lecturer, Lecturer, Instructor, and Professor of Practice.
- ii) *Interior Architecture Support Faculty* – Faculty members who have part-time status at the University who are responsible for teaching courses required in the curricula that meet the School’s pedagogical goals and accreditation requirements.

b) Voting Members

- i) Voting members of the School are full-time faculty as defined by contract.

2) Director

- i) The Director will serve at the pleasure of the Dean

ARTICLE III – Meetings

- 1) Regular Meetings: All meetings of the faculty shall be called by the Director, by his/her/their appointee, on the request of 20 percent of the voting members of the School. A quorum for

meetings is defined as one-half of the voting members in residence.

a) Bi-Annual Planning Meetings

- i) The School of Interior Architecture will have two academic planning each year. Academic Planning meetings will be facilitated by the School Director with input by the faculty.

b) Reoccurring Agenda Items

- i) Faculty recommendations to the Director on student cohorts for the next academic year.
- ii) Projected Course Assignments for the following four consecutive semesters.

c) Agenda

- i) A written agenda will be provided 24 hours in advance of school faculty meetings. All faculty are invited to place items on the agenda.

ARTICLE IV - Committees

- 1) Committee work is expected as part of the regular workload of faculty and administrators. The overall number of committee assignments (School, College, and University) and type and amount of committee work associated with assigned committees may be taken into account with committee appointments to balance the overall effort by the faculty member and to meet the operational needs of the school.

a) Standing Committees

- i) A faculty member will be appointed to chair to the following committees by the School Director. Appointments are annual and may be renewed.
 - (1) Curriculum Committee – facilitates curriculum changes submitted by the faculty. Committee membership is faculty of the whole.
 - (2) Promotion and Tenure – facilitates the School promotion and tenure process as outlined in the school, college bylaws, and university procedures.
 - (3) Student Enrichment and Off-Campus Study Committee – Reviews and approves

non-college and non-school sponsored off-campus study programs, course substitutions and exceptions, and transfer student applications for course substitutions. (Two faculty minimum membership.)

(a) Outside of fall and spring semesters, items must be resolved in two weeks.

If the two-week time period is exceeded by the committee, the School Director may resolve issues independent of the committee.

(4) Scholarship Committee – facilitates the awarding of scholarships from the School of Interior Architecture based on the scholarship requirements. (Two faculty minimum membership.)

b) Ad Hoc Committees

i) The Director may appoint ad hoc committees as the need arises. The responsibilities and membership of these committees shall be established at the time of their creation.

c) Search Committees

i) New Appointments: Recommendations for new full-time appointments exceeding one year shall be prepared and forwarded to the Director when a majority of the voting members of the School or search committee concur. When the search involves a Non-Tenure Track studio teaching position, a search committee will be formed per the guidelines listed below.

ii) Opportunity Hires: The Provost describes Opportunity Hires as “faculty who meet identified needs within the university” and describes the hiring process and criteria for these targeted hires, and spousal or domestic partner hires. In these cases, the Director will appoint an ad hoc committee, consisting of three tenured faculty members, to review the candidate’s future potential for promotion and tenure in the School of Interior Architecture. They will prepare a report to the Director, including the committee’s endorsement or objection to moving forward in the process.

iii) Tenure Track positions: The establishment of Search Committees shall follow the guidelines set forth by the Faculty Handbook whenever a tenure/tenure-track

vacancy exists. For each full-time tenure-track faculty opening, a committee of at least three voting faculty will be appointed by the Director.

- iv) Non-Tenure Track positions: The employment and composition of the search committee for non-tenure positions will vary depending upon the position to be filled in the school.
 - (1) Any search must be approved by the College of Architecture and Design and initiated through the Director's Office once permission is granted. At the time of the search, the Director will meet with the committee and review the appropriate steps in the search process. Non-Tenure Track studio teaching positions and Non-Tenure Track positions at 75% time or higher will require the appointment of a search committee. Search committees serve in an advisory capacity whose purpose is to screen and evaluate candidates and recommend finalists for consideration by the school director.
 - (2) A typical NTT search committee should consist of at least three full-time faculty members. The search committee membership is well qualified and able to provide a variety of perspectives on the role and function of the position being filled. The School of Interior Architecture welcomes feedback from administrators, staff, and students in all searches.
 - (3) All other Non-Tenure Track positions are appointed by the Director after he/she/they discuss the position and the candidate's qualifications with voting members of the Faculty or Search committee.
 - (4) The Director will then recommend appointments to the Dean, who will, in turn, recommend appointments to the Chief Academic Officer. The Non-Tenure Track faculty will receive a Notification of Appointment by a letter from the Chief Academic Officer. This appointment letter specifies (a) rank, (b) salary and related financial conditions, (c) general duties and expectations, and (d) duration. This letter will remain a permanent part of the faculty member's file as the faculty member moves through retention and any subsequent promotions.

- (5) Typically, initial Non-Tenure Track teaching appointments will be made at the rank of Lecturer for a definite term of one year.

ARTICLE V – Advocacy Board

- 1) The School of Interior Architecture is to have an advocacy board comprised of practicing designers and professionals from related disciplines. The purpose of the board is to advise, report, and promote the interior design program relative to industry trends, changes, and needs. Board terms are three years and may be renewed. The board comprises of five or more members invited by the Director of the School of Interior Architecture.

ARTICLE VI – Faculty Evaluations and Reappointments

Formal recommendations in matters concerning reappointment, promotion, and tenure, and in establishing an Annual Performance and Planning Review (APPR) Improvement Plan shall follow the guidelines of The University of Tennessee *Faculty Handbook* and *system-level policies and procedures*. In matters concerning reappointment, promotion, and tenure, the Director shall make such recommendations after consultation with voting members of the Faculty.

He/She/They will seek input from the faculty on retaining and advancing full and part-time faculty members.

In alignment with the University of Tennessee mission and Vol Values, the School of Interior Architecture values and promotes creative scholarship, innovative design research and teaching, diverse dissemination venues, collaboration, industry partnerships, and projects focusing on diversity, equity, and inclusion. These non-traditional streams should be valued with appropriate weight in evaluations.

- 1) Annual Faculty Evaluations & Reviews: All TT and NTT full-time faculty members are evaluated annually via the Annual Performance and Planning Review (APPR). As described in the *Faculty Handbook* and below, the APPR may trigger an Enhanced Periodic Post-Tenure Review (EPPR). The processes for Tenure, Promotion, and Periodic Post-Tenure Review (PPR) are described in the *Faculty Handbook*.
 - a) While these annual evaluations and tenure-related reviews are separate processes, the

below descriptions offer a guide to how the School of Interior Architecture views authoritative knowledge and quality of teaching, research, and service within each job title.

- i) Professors are recognized as exceptional teachers and disciplinary experts by their peers beyond the University, students, and faculty within the University. Professors may exhibit exceptional instructional ability by teaching courses with highly innovative and specialized knowledge, or they may demonstrate exceptional teaching through courses that distill disciplinary ideas to broad audiences. For Professors, exceptional research and creative scholarship shall exhibit originality and significance in national or international venues and in communication with an audience of peers. As with teaching, research significance can be achieved through highly specialized knowledge in a particular area of the discipline or conversely demonstrated by a breadth of exposure to the discipline and across disciplines. Professors serve the University through shared governance, curricular, and program development. Professors, as disciplinary experts, also provide services to the discipline and communities. A Professor's teaching, research/creative scholarship, and service emanate from his/her/their exceptional competencies and disciplinary expertise.
- ii) Associate Professors have an established reputation as competent and skilled teachers. This reputation is recognized by their peers beyond the University, students, and faculty within the University. Associate Professors are active in disciplinary or interdisciplinary research/creative scholarship or professional practice. For Associate Professors, research and creative scholarship shall exhibit an established research agenda with originality and significance in national or international venues and in communication with an audience of peers. As with teaching, this research significance can be achieved through highly specialized knowledge in a particular area of the discipline or conversely demonstrated by a breadth of exposure to the discipline and across other disciplines. Associate Professors serve the University through service to the College and School, and in curricular and program development. Associate Professors also provide service to the discipline and communities. An Associate Professor's teaching,

research/creative scholarship, and service emanate from the Associate Professor's competencies and disciplinary expertise.

- iii) Assistant Professors show evidence of promise as skilled teachers. Assistant Professors are active in research/creative scholarship or professional practice. For Assistant Professors, research and creative scholarship shall exhibit promise of a cohesive research agenda with originality and significance in national venues, and in communication with an audience of peers. As with teaching, this research significance can be achieved through highly specialized knowledge in a particular area of the discipline or conversely demonstrated by a breadth of exposure to the discipline and across other disciplines. Assistant Professors serve the University through some service to the College and School, and assist with curricular and program development. Assistant Professors also provide service to the discipline and to communities.
- iv) Distinguished Lecturers exhibit evidence of consistent excellence in teaching. They demonstrate continued professional and instructional development, development of new courses and/or revision of existing courses; incorporation of innovative course materials or instructional techniques; and recognition in the scholarship of teaching. Distinguished Lecturers have made outstanding contributions to the university's instructional mission within the faculty member's assigned role. They have demonstrated excellence in institutional and disciplinary service within the faculty member's assigned role. Excellence in research, creative scholarship, and practice is also valued as a potential metric for exhibiting excellence, although not required, as per section 4.2.1 of the *Faculty Handbook*.
- v) Senior Lecturers exhibit evidence in effective teaching. They demonstrate professional development as evidenced by appropriate activities in support of instructional practices, curricular and instructional development, and innovative teaching. Senior Lecturers have made notable contributions to the university's instructional mission. They have participated in service to the School and College, and disciplinary service within the faculty member's assigned role. Participation in research, creative scholarship, and practice is also valued as a potential metric for

exhibiting excellence, although not required, as per section 4.2.1 of the *Faculty Handbook*.

- vi) Lecturers exhibit potential as effective teachers. They participate in appropriate activities in support of instructional practices, curricular and instructional development, and innovative teaching. They participate in service to the School and College within the faculty member's assigned role. Participation in research, creative scholarship, and practice is also valued as a potential metric for exhibiting excellence, although not required, as per section 4.2.1 of the *Faculty Handbook*.
- vii) Instructors exhibit potential as effective teachers. They participate in appropriate activities in support of instructional practices, curricular and instructional development, and innovative teaching. Participation in service to the university and the discipline, as well as research, creative scholarship, and practice are valued as a potential metric for exhibiting excellence, although not required, as per section 4.2.1 of the *Faculty Handbook*.
- viii) Professor of Practice exhibit evidence in effective teaching. They participate in appropriate activities in support of instructional practices, curricular and instructional development, and innovative teaching. For Professors of Practice, exceptional research, creative scholarship, or design practice shall exhibit originality and significance in national or international venues, and in communication with an audience of peers. As disciplinary experts, Professors of Practice also provide services to the discipline and to communities, within the faculty member's assigned role. A Professors of Practice's teaching, research/creative scholarship/design practice, and service emanates from their exceptional competencies and disciplinary expertise.
- ix) Fellows exhibit potential as effective teachers. They participate in appropriate activities in support of instructional practices, curricular and instructional development, and innovative teaching. They participate in service to the School and College within the faculty member's assigned role. For Fellows, research and creative scholarship shall exhibit promise of a cohesive research agenda with originality and significance in national venues, and in communication with an

audience of peers.

- x) In addition to the traditional academic endeavors listed in the *Faculty Handbook*, areas to measure quality teaching, research, and service may include, but are not limited to:
- (i) international and national recognition via honors and awards
 - (ii) recognition for teaching and research/creative scholarship that expands boundaries of the discipline and conventional pedagogies
 - (iii) Teaching and research grants, faculty exchanges, and off-campus invitations at peer institutions, competitive fellowships
 - (iv) performance of students in subsequent courses and student awards
 - (v) placement of alumni after graduation
 - (vi) leadership and participation in intercultural, international, or community-design instructional activities
 - (vii) leadership and participation in graduate thesis committees
 - (viii) Other experiences that increase instructional effectiveness and demonstrate of high-quality teaching and learning
 - (ix) Published student work completed under faculty direction, in places of broad national and international significance, or places of specific disciplinary significance.
 - (x) Indicators of quality in research, creative scholarship, and professional practice, such as:
 - 1. invitations to submit qualifications and proposals in competitive projects
 - 2. being awarded design projects or licensing agreements for designs
 - 3. winning design awards after design completion
 - 4. distinctions such as being inducted a Fellow in professional organizations

5. professional certifications and registrations, including but not limited to NCIDQ certification or state registration, that advance professional expertise or improve the school's accreditation standings and rankings.
 - (xi) Group or solo exhibitions and artist residencies in places of broad national significance or places of specific disciplinary significance.
 - (xii) Invitations to sit on juries, conduct workshops, and provide instructional lectures
 - (xiii) Commitment to addressing the evolving nature of diversity, equity, and inclusion in academia, the profession, and service assignments.
 - (xiv) Interdisciplinary partnerships, community engagement, collaboration, and service projects that meet goals of collaboration, agility, and innovation.
- b) Annual Performance and Planning Review (APPR)
- i) The Director shall review each faculty member as per their workload distributions on an annual basis. Faculty members are evaluated on their performance during the previous three academic years while at the University of Tennessee, Knoxville. This duration acknowledges that some endeavors require a longer timeline than the regular academic year in order to achieve their milestones.
 - (1) Annual Performance and Planning Review (APPR): Prior to the end of the academic year and as per the *Faculty Handbook*, the Director shall contact faculty members to schedule a goals and outcomes meeting and a subsequent meeting for the APPR. As part of this annual evaluation meeting request, faculty members shall also be provided with the current form for their Faculty Activity Report (FAR).
 - (2) Faculty members shall use the provided form when completing their FAR, which includes areas for goals and outcomes.
 - (3) Goals and Outcomes Meeting: The purpose of these meetings is to establish annual workload distributions (teaching, research, and service) and establish a

three-year plan for faculty goals and objectives. The instructional load is based on university standards and assigned courses by the school director.

- (a) Workload distributions and responsibilities are a written record of the faculty member's evaluation records and become the basis for the next year's workload distributions. These workload distributions and responsibilities are annually agreed upon by the Director and the faculty member and used in the evaluation process.
 - (b) Faculty members are also to coordinate goals and outcomes with their mentors for the promotion and tenure retention review process.
 - (c) If the goals change or better opportunities become available, the faculty member sets a new meeting with the school director, and the new goals and outcomes are adopted by amendment to the evaluation form.
- (4) APPR Evaluation Scale: Using the university rating scales described in the *Faculty Handbook* Sections 3.8.1.1 and 4.3.2, the director evaluates the performance of each faculty member based on their agreed-upon workload distributions. The University rating scale is multiplied by the allocated work distribution percentages. These prorated areas are tabulated to reach the overall evaluation rating scale.
- (a) To obtain a score of Far Exceeds Expectations for rank (FEE) in each area of responsibility as per annual workload distribution agreement, the faculty activity report should show evidence that research, teaching, service, or community activities conducted during the evaluative period demonstrates authoritative engagement within the faculty member's endeavors--either broad or in-depth.
 - (b) To obtain a score of Exceeds Expectations for rank (EE) in each area of responsibility as per annual workload distribution agreement, the faculty activity report should show evidence that research, teaching, service, or community activities conducted during the evaluative period demonstrates exceptional engagement within the faculty member's endeavors--either broad or in-depth.

- (c) To obtain a score of meets expectations for rank (ME) in each area of responsibility as per annual workload distribution agreement, the faculty activity report should show evidence that research, teaching, service, or community activities conducted during the evaluative period demonstrate consistent engagement within the faculty member's endeavors--either broad or in-depth.
 - (d) To obtain a score of Falls Short for rank (FS) in each area of responsibility as per annual workload distribution agreement, the faculty activity report should show evidence that research, teaching, service, or community activities conducted during the evaluative period demonstrate tenuous engagement within the faculty member's endeavors--either broad or in-depth.
 - (e) To obtain a score of Falls Far Short for rank (FFS) in each area of responsibility, as per annual workload distribution agreement, the faculty activity report should show evidence that research, teaching, service, or community activities conducted during the evaluative period do not demonstrate engagement within the faculty member's endeavors--either broad or in-depth.
 - (f) The overall rating determined in the evaluation process triggers various other procedures as outlined in the *Faculty Handbook*—including merit increases, APPR Improvement Plan, or Enhanced Post-Tenure Performance Review (EPPR).
- (5) Annual Performance and Planning Review (APPR) Improvement Plan within the department: In cases where a faculty member's evaluation in one area of effort is lower than meet expectations (ME), the faculty member and the Director should agree on a course of action to improve in the deficient area. Reference appeals and processes in the Faculty Handbook.
- (6) Refer to the *Faculty Handbook* Section 3.8.5 for reasons to initiate an Enhanced Post-Tenure Performance Review (EPPR).

2) NTT and Tenure-Track Promotion, Tenure-Track Promotion, Periodic Post-Tenure Review

(PPR), and Enhanced Periodic Post-Tenure Review (EPPR).

- a) For TT promotion and tenure, refer to the criteria in the *Faculty Handbook*.
- b) For NTT promotion, these guidelines supplement the criteria in the *Faculty Handbook*.
 - i) A candidate for promotion review will prepare their dossier according to the *Faculty Handbook* guidelines.
 - ii) In the case of a vote for promotion, the School review committee is comprised of all voting faculty members of a rank higher than the candidate.
 - (1) The vote and any written comments, attached to the Annual Review Form, will be shared with the faculty member and the Director. The vote, along with any dissenting statements, becomes part of the dossier.
- 3) Appeals: Refer to appeal processes outlined in the *Faculty Handbook* for any annual review, reappointment, or tenure-related appeals.

ARTICLE VII – Amendments

No more than three years after the adoption of these bylaws, the Director shall appoint a committee to review them and submit to the Faculty for its approval any amendments it deems advisable. A vote of two-thirds of the voting members of the School shall be required to amend these Bylaws. Any proposed amendments to the Bylaws shall be circulated to the Faculty no less than ten days before the meeting at which it is to be introduced. No amendments shall be voted on at the meeting at which they are introduced.

ARTICLE VIII – Adoption and Effective Date

The School Bylaws must be approved by a two-thirds (2/3) vote of all School voting members, and by the semester prior to their effective date.

Original Approval:



November 11, 2020

David Matthews, Director, School of Interior Architecture

Date