

College of Arts + Architecture
Procedures for Reappointment, Promotion, and Conferral of Permanent
Tenure (Approved December 15, 2008; Revised: March 2011, May 2016, January 24, 2020, and
April 2022, May 2023, March 2024)

These Procedures are adopted under the authority of and in accordance with *The Code of The University of North Carolina (The Code)* and University Policy 102.13, *Tenure Policies, Regulations, and Procedures of the University of North Carolina at Charlotte (TPRP-UNCC)*. If there is a conflict between these *Procedures* and *The Code* or the *TPRP-UNCC*, then *The Code* and/or the *TPRP-UNCC* shall prevail.

I. College Criteria and Standards

1. Academic Freedom

The College of Arts + Architecture (CoAA) endorses and supports the principles of academic freedom and responsibilities of faculty, as set forth in Sections 601 and 602 of *The Code*. The CoAA supports and encourages full freedom, within the law, of inquiry, discourse, teaching, research, publication, and other forms of knowledge dissemination for all members of its faculty, to the end that they may responsibly pursue the transmission and advancement of knowledge and understanding free from internal or external constraints that would unreasonably restrict academic endeavors. Faculty members share in the responsibility for maintaining an environment in which academic freedom flourishes and in which the rights of each member of the academic community are respected.

2. Job Responsibilities and Essential Functions of Faculty

There is an expectation that CoAA faculty members' activities will support the CoAA mission and goals, as well as the variable missions and goals of the diversity of disciplines represented by the college's academic units. CoAA faculty are expected to be collaborative and demonstrate commitments to Equity, Diversity, and Inclusion in their activities and interactions with students, staff, other faculty, and professional colleagues. CoAA faculty members are also expected to demonstrate integrity and high standards of ethical and professional behavior, and to continue to grow as professionals in their fields. All responsibilities and essential functions of CoAA faculty may be interpreted in terms of the above expectations and in the context of respective college and unit mission and goals.

2.1 Teaching, Curriculum and Instructional Development

All members of the faculty with teaching responsibilities are expected to meet those responsibilities professionally. Examples of faculty responsibilities and essential functions with respect to teaching may include but are not limited to:

- 1) Subject Matter Competence: faculty members are expected to maintain currency and command of the discourses and practices in their discipline and to be able to contextualize their subjects historically and culturally.
- 2) Course Design: faculty members must prepare and distribute syllabi for their classes. Courses must demonstrate culturally competent pedagogical approaches and integrate commitments to Equity, Diversity, and Inclusion.¹ Faculty should consult relevant university, college, and department policies when preparing course syllabi.
- 3) Course presentation: faculty members are expected to present course material in a way that is accessible to students and appropriately challenging.

¹ Pedagogy development is an ongoing process, not an arrival point. The CoAA aims for faculty to articulate a path toward growth in teaching, and faculty teaching statements and artifacts should comment on efforts toward such goals. Cultural competence “is about continually developing and refining a skill set and worldview that are useful across different situations, not about acquiring discrete bits of knowledge that are results of overgeneralization” (Povenmire-Kirk, Tiana Cadye et al. 2015. “A Journey, Not a Destination: Developing Cultural Competence in Secondary Transition,” *Teaching Exceptional Children*, p. 320). For resources and additional information on foundations and frameworks of cultural competence see, for example, the National Center for Cultural Competence.

Additional Teaching expectations include, but are not limited to:

- 1) Communication skills: the ability to clearly express and discuss complex, nuanced ideas in a variety of settings including traditional classroom environments, face-to-face exchanges with students and colleagues, online exchanges with students and colleagues, and experiential settings including but not limited to interactions with multiple publics and the ability to incorporate technology into teaching as appropriate to the discipline.
- 2) Growth: the ability to articulate teaching goals and reflect on one's own teaching and teaching outcomes; the development of teaching approaches that respond to changes in students' needs and to changing student demographics, and an evolution of teaching over time.
- 3) Discernment: the ability to determine the accuracy, thoroughness and appropriateness of work assigned and submitted, which includes the meaningful evaluation of student work and provision of appropriate and timely feedback.
- 4) Collecting, organizing, and evaluating information: the ability to collect and organize course information and deliver it to students, to plan courses in a relevant field of study, to evaluate student work, and to complete administrative responsibilities related to teaching.

Faculty member course contact hours must meet the Carnegie definition of a credit hour; faculty members are expected to participate in the development of the curriculum in their area of expertise; and faculty members are expected to report final grades in a timely manner, meeting required university deadlines.

2.2 Scholarly, Creative, Performative, and Community Engaged Research

All Permanently Tenured and tenure-track faculty are expected to participate in expanding the knowledge base of their academic field by conducting research as appropriate to the faculty member's discipline. Research in the CoAA encompasses creative, performative, community engaged, scholarly, and other practices as recognized by arts and architecture disciplines. Each of these approaches makes disciplinary and/or community contributions with distinct dissemination modes and contexts. It is understood that faculty research, methods, and dissemination venue will vary based upon the faculty member's research area, and that the research outcomes and evidence will be defined as appropriate to the project type. Examples of faculty responsibilities and essential functions with respect to research may include but are not limited to:

- 1) Research that generates new knowledge and practices;
- 2) Research that synthesizes and/or integrates existing knowledge and practices;
- 3) Research that applies new and/or existing knowledge and practices;
- 4) Research that integrates with, and contributes to the well-being of, communities through the co production of knowledge and practices.

Faculty members are expected to demonstrate an on-going research agenda by having works-in progress. Faculty members are also expected to seek external support for their work as is appropriate and available.

2.3 Service to University, the Public, and the Profession

All Permanently Tenured and tenure-track faculty are expected to engage in a program of service appropriate to their discipline. It is recognized and understood that service may vary based upon a variety of factors to include career stage, discipline, and the individual faculty member's area of expertise. Examples of faculty responsibilities and essential functions with respect to service may include but are not limited to:

- 1) Service to the Administration and Governance of the University: faculty members should be active participants in the faculty governance structure and participate in deliberations at the department, school, college, and university levels as opportunities are presented;
- 2) Public Service: faculty members should serve the larger community by providing knowledge and expertise to community groups or organizations as appropriate for their department and school;
- 3) Service to the Profession: membership and involvement in professional and/or artistic organizations is expected of all Permanently Tenured and tenure-track faculty members.

3. Annual Performance Review for Full-Time Faculty

3.1 Each department or school will establish procedures for the annual performance review of full-time faculty, following the guidelines detailed in the *UNC Charlotte Academic Personnel Procedures Handbook*. Review procedures should establish guidelines for determining effectiveness in teaching, such as peer or external evaluations, that account for new teaching approaches, faculty members' growth as teachers, and pedagogical practices that incorporate commitments to Equity, Diversity, and Inclusion.

3.1.1 The Chair or Director will provide each full-time faculty member in the unit a letter each academic year that provides an evaluation of the faculty member's accomplishments during the previous academic year and that discusses the faculty member's progress toward achieving reappointment, the conferral of Permanent Tenure, promotion, or goals established in concert with University Policy 102.14: *Tenured Faculty Performance Review Policy*, as appropriate. The letter should:

1) clearly and specifically address strengths and weaknesses in the performance of the faculty member in relation to the standards set forth in the department or school RPT policy, providing (when needed) a clear plan and timetable for improvement of any deficiencies in performance.

3.1.2 While ultimate decisions on reappointment, promotion, and the conferral of Permanent Tenure take into account many factors, effective annual evaluations are intended to help eliminate unexpected results in the comprehensive reviews supporting decisions on reappointment, promotion, and the conferral of Permanent Tenure. The Chair or Director will meet with tenure track faculty no later than May 1st to discuss their annual review. All annual review letters for tenure track and tenured faculty must be completed by June 15th.

4. College Reappointment, Promotion and Tenure Standards

4.1 General Considerations: recommendations, determinations, and decisions on initial appointment, reappointment, promotion, or the conferral of Permanent Tenure shall be based upon an assessment of at least the following:

- 1) the faculty member's demonstrated professional competence;
- 2) potential for future contribution to The University of North Carolina at Charlotte;
- 3) institutional needs and resources.

4.2 Reappointment, promotion and tenure decisions shall be based on performance in three areas: research, teaching, and service.² Faculty must demonstrate sustained success in the production of research and teaching throughout their academic careers and they must also render service that is appropriate for their rank. Each of these areas comprises a broad range of activities as elucidated below.

4.2.1 Research: such work includes, but is not limited to: performances, publications (such as articles, books, etc.), films, conference presentations, design/creative works, commissioned works, exhibitions, community-engaged scholarship, pedagogical scholarship, and successful grant applications appropriate to the discipline. The college supports a broad approach to research, including emergent, under-recognized, and/or interdisciplinary research modes. Work across disciplines and communities can be a means to bring higher criticality to the fields and may vary according to discipline and faculty focus. Approaches may include community-engaged, process oriented, and collaborative work. Critical factors to ensure the legibility of the research are:

² Further elaboration on the types of activities included in these categories are found in individual Department and School RPT Policy documents.

- 1) a clear approach and statement of methodology and relationship to the discipline;
- 2) a clear accounting of the work produced and how it meets stated criteria.

Research should be subjected to a peer review process or another form of external review or assessment method that matches the faculty member's research profile.³ The research should also effectively demonstrate that it constitutes part of a candidate's clearly defined research agenda. Where the research form requires other means of external validation, such as community review, invited commentary by knowledgeable parties, or other forms of non-academic review, these reviews are valued and accepted.

4.2.2 Teaching: such activity includes, but is not limited to: classroom teaching, direction of student research and theses, academic advisement, mentoring, teaching of master classes and workshops, and teaching residencies.⁴ Appropriate evidence related to teaching activities includes material(s) that demonstrate competence and currency in subject matter, incorporation of equitable and inclusive pedagogical approaches, proper organization and design of courses, and the ability to present the subject matter in a manner that is appropriate for students at the level for which a given course is designed. Where appropriate, evidence of effective advising, effective direction of student research, and expertise in the development of curriculum may also be provided. Finally, the candidate should illustrate how their teaching contributions have effectively supported a Department or School's academic mission.

4.2.3 Service: such activity includes, but is not limited to: university, community, and professional activities. Appropriate evidence related to service activities includes material(s) that demonstrate: contributions to the governance and/or operation of the Department or School, College, and University; contributions that are based on professional expertise in areas related to the Department's or School's, College's, or University's public-service objectives in the community; and contributions to the profession, especially in leadership roles within professional organizations. Finally, the candidate should illustrate how their service contributions have effectively supported a Department or School's academic mission.

5. College Standards for Academic Ranks.

5.1 Reappointment of an Assistant Professor.

5.1.1 The College Review Committee (CRC) should examine the evidence with regard to a candidate's growth as a researcher (scholar and/or artist), teacher and university citizen, which shows the future promise of the candidate's ability to satisfy the College and Department/School criteria for promotion to associate professor with conferral of Permanent Tenure.

5.1.2 The CRC will consider the following criteria:

- a.) Research: successful candidates are expected to demonstrate evidence of a clearly defined research agenda and a record of peer-reviewed or otherwise externally reviewed work that effectively illustrates the promise of significant professional contributions.
- b.) Teaching: successful candidates are expected to demonstrate evidence of satisfactory/average to very good teaching skills.

³ The phrase "peer reviewed process" includes, but is not limited to, traditional peer review academic processes.

⁴ The term "classroom" refers to any and all teaching venues used by faculty in the College of Arts + Architecture.

c.) Service: successful candidates are expected to demonstrate evidence that they have actively and effectively participated in service activities as defined above in Section I, subsection 4.2.3.

d.) Other: successful candidates are expected to demonstrate evidence that their teaching and service activities effectively support a Department or School's academic mission.

5.2 Granting of Permanent Tenure to an Assistant Professor and Promotion to Associate Professor.

5.2.1 The CRC should examine the evidence with regard to a candidate's growth as a researcher (scholar and/or artist), teacher and university citizen, which shows the future promise of the candidate's ability to satisfy the College and Department/School criteria for promotion to the rank of Professor. The conferral of Permanent Tenure automatically includes promotion of an Assistant Professor to Associate Professor. The *TPRP-UNCC* (Section 3, Subsection 3.2.1) states that Permanent Tenure **may not** be awarded to a faculty member at the rank of Assistant Professor.

5.2.2 The CRC will consider the following criteria:

a.) Research: successful candidates are expected to demonstrate evidence of a clearly defined research agenda and a record of peer reviewed or otherwise externally reviewed work that effectively illustrates significant professional contributions in the candidate's field of specialization.

b.) Teaching: successful candidates are expected to demonstrate evidence of very good to excellent teaching skills.

c.) Service: successful candidates are expected to demonstrate evidence that they have actively and effectively participated in service activities as defined above in Section I, subsection 4.2.3.

d.) Other: successful candidates are expected to demonstrate evidence that their teaching and service activities effectively support a Department or School's academic mission.

5.3 Granting of Permanent Tenure to an Associate Professor or Professor.

5.3.1 In the case of the tenure review of a faculty member holding the rank of Associate Professor or Professor, the CRC shall consider the criteria appropriate to each rank as defined in either Section I, Subsection 5.2 or Section I, Subsection 5.4. The *TPRP-UNCC* (Section 3, Subsection 3.2.2) states that an Associate Professor **may** be granted Permanent Tenure without promotion to Professor.

5.4 Promotion of an Associate Professor to Professor.

5.4.1 The promotion of an Associate Professor to Professor recognizes a record of achievement that has led to national and/or international recognition. The CRC should examine the evidence with regard to a candidate's ability to satisfy the College and Department/School criteria for promotion to the rank of Professor. It is expected that a successful candidate for promotion to Full Professor would have a record of sustained achievement that satisfies the majority of the criteria listed below.

5.4.2 The CRC will consider the following criteria:

a.) Research: successful candidates are expected to demonstrate evidence of a clearly defined research agenda and a sustained record of peer reviewed or otherwise externally reviewed work that effectively illustrates significant professional contributions in the candidate's field of specialization.

b.) Teaching: successful candidates are expected to demonstrate evidence of excellent teaching skills and pedagogical contributions.

c.) Service: successful candidates are expected to demonstrate evidence that they have actively and effectively participated in service activities, as defined above in Section I, Subsection 4.2.3, and they have a meaningful record of service within their academic profession and within the university community at large.

d.) Other: successful candidates are expected to demonstrate evidence that their research, teaching, and service activities effectively support a Department or School's academic mission.

6. Reappointment, Promotion and Tenure Review Dossier

The candidate is responsible for the creation of a dossier of their research, teaching, and service activities that will form the basis for the review. The department chair may advise and counsel, but it is the candidate's responsibility to provide a full and accurate accounting of the activities to be evaluated in the format specified by the department or college. The RPT dossier is composed of three separate documents or sections related to each of the three areas of professional accomplishment: Research, Teaching, and Service. Each document/section is composed of three distinct components: 1.) the candidate's CV and Five-Year Plan; 2.) a self-assessment/reflective statement; and 3.) supporting materials. As of 2022-23, all RPT dossier materials must be submitted electronically. College guidelines and instructions for uploading electronic materials can be found on the CoAA website: "Technology & Resources" >"General Faculty and Staff Resources">"CoA+A Policies">"RPT File System Guidelines."

6.1 Candidate's CV and Five-Year Plan

CV: The candidate's up-to-date curriculum vitae should be organized following discipline specific metrics and structures. It must also clearly identify work undertaken from the date of hire (for candidates undergoing reappointment review) or work undertaken since the last RPT review (for candidates undergoing review for tenure or promotion to full professor).

Five-Year Plan: A faculty member scheduled for RPT review or TFPR is required to develop, in consultation with the department chair or school director, a five-year plan that concerns the time period commencing with the next academic year. The five-year plan will then become part of the evidence used in annual performance reviews during the five-year period covered in the plan. The use of the plan in annual reviews gives the Chair or Director the opportunity to provide substantive feedback to a faculty member as they move toward their next scheduled RPT review or TFPR. See the CoAA Five-Year Plan Guidelines for Faculty on the [CoAA website under "General Faculty and Staff Resources."](#)

The UNC General Administration and UNC Charlotte policies agree that five-year plans may be "modified annually by the faculty member, in consultation with the department chair, as deemed appropriate by changes in institutional, departmental, or personal circumstances." The content of the five-year plan should address a faculty member's "goals" and "related milestones" with regard to research activity, teaching and service, and should include the following:

1. research (including creative, community-engaged, and traditional publication-based research activity) goals and objectives over a five-year period.
2. teaching goals and objectives over a five-year period.
3. service goals and objectives over a five-year period.

6.2 Self-assessments and Reflective statements

Candidates are required to write self-assessment/reflective statements that address each of the major areas for review (teaching, research and service). These assessments/reflections should be written in the first person and organized according to guidelines provided by the department and college. Self assessment/reflective statements should describe, situate, and explain the significance of faculty members' work. Statements for each category of review should explain what the faculty member does, how they do it, how it is disseminated, and why it is important.

All CoAA faculty are expected to remain current in their discipline and engage in equitable and inclusive practices in their teaching. In addition to the description above, the self-assessment/reflective statement related to teaching should answer the following questions:

- What issues, emerging knowledge, perspectives, and approaches are most important currently in your discipline, and how are you addressing these in your teaching?
- How has your teaching (content, methods, modalities, etc.) changed in response to changes in your discipline?
- How has your teaching (content, methods, modalities, etc.) changed in response to changes in student needs?
- How does your teaching demonstrate cultural competence and commitments to Equity, Diversity, and Inclusion?

6.3. Supporting Materials

This section may be subdivided as is appropriate to its contents (i.e., creative works, exhibitions, conference papers, book chapters, articles, etc.). The editing of this content is of the utmost importance and should include only those materials that will most concretely and clearly show the content, significance and trajectory of the candidate's work. A carefully edited document allows reviewers to focus closely on the work and to produce a careful and thorough evaluation.

6.4 Additional Materials

The candidate's RPT file includes the dossier and all teaching evaluations and all annual performance evaluations for the period under review. These materials are typically organized and added to the RPT file by the Chair or Director. The review committees, Chair or Director, or Dean may also, through a written request, ask the candidate to provide additional materials.

6.5 Dossier Due Date

In all review cases, the deadline for submission of dossiers may not be earlier than the first day of the academic year during which the review will take place. Notwithstanding the immediately preceding sentence, departments may set earlier deadlines with regard to the submission of any materials or information needed to obtain external review letters.

6.6 Materials for External Review

External Reviewers are provided with the candidate's curriculum vitae, research narrative statement, and supporting materials.

7. External Reviews

For cases involving consideration for promotion or conferral of Permanent Tenure, letters from three or more external reviewers are required. CoAA units may develop processes for selecting external reviewers that reflect individual unit cultures. However, the candidate must be consulted during the selection process to assist with the identification of a pool of persons appropriately qualified to serve as reviewers. Reviewers must be external to UNC Charlotte and must have a sufficient record of accomplishment and expertise in the candidate's field of research to make a sound professional judgment.

In order to minimize conflict of interest, external reviewers who are close colleagues or collaborators with the candidate, former professors or graduate students of the candidate, or other similar individuals will not be invited to serve as reviewers. Units may also develop processes for soliciting additional letters of review related to teaching and/or professional service, however external review of research is required of all faculty candidates for promotion and/or Permanent Tenure.

The Department Chair, Department Review Committee, or Dean must contact the reviewers, provide representative well-organized materials to be reviewed, give them specific guidelines for the assessment they are asked to provide,

and inform them that their review will be available to the candidate and to other Permanent Tenured faculty upon request. The dossier should include:

- 1.) copies of the external review letters;
- 2.) a description of the process for selecting the external reviewers;
- 3.) brief reviewer biographies (or CVs);
- 4.) a brief explanation of why each was selected;
- 5) a description of the nature and extent of any prior personal or professional relationship between the candidate and the reviewer, and the guidelines provided to them.

Upon request, these external review letters shall be made available to the candidate. The letters will be made available (if requested) only after each stage of the review process has concluded (after the Chair/Director has made their determination, after the Dean has made their determination, or at any time after the final decision regarding reappointment, promotion, or tenure has been made).

II. College Review Committee Procedures

1. Review Committees

1.1 Each Department or School shall have a Department Review Committee (DRC) or School Review Committee (SRC) that provides the Chair/Director with recommendations on reappointment, promotion and the conferral of Permanent Tenure. The DRC/SRC is composed of faculty members who have full-time appointments holding professorial rank. DRC/SRC members are required to attend the “Best Practices in Inclusive Faculty Review for Reappointment, Promotion and Tenure” presentation, led by UNC Charlotte Advance, every two years. Election shall be according to procedures established by the unit faculty. At least three Permanently Tenured faculty members shall serve as the voting members of the committee, and the Permanently Tenured members shall have a majority. Permanently tenured faculty members from other departments may be selected, according to a procedure approved by the department faculty, as voting members only if necessary to constitute the committee. Faculty members without Permanent Tenure who hold professorial rank may serve only as nonvoting participants, as determined by the department. The committee shall elect its chair from its Permanently Tenured members. No dean, department chair, director, associate/assistant chair, associate dean, or assistant dean may serve on the DRC/SRC.

1.2 As required by Section 5.4 of the *TPRP-UNCC* the college has established a College Review Committee (CRC), which is charged with providing the dean with recommendations on reappointment, promotion, and the conferral of Permanent Tenure. The committee shall be composed of one faculty member from each unit elected from Permanently Tenured faculty members who hold full-time appointments. CRC members are required to attend the “Best Practices in Inclusive Faculty Review for Reappointment, Promotion and Tenure” presentation, led by UNC Charlotte Advance, every two years. Election shall be according to procedures established by the CoAA Bylaws. The CRC shall elect its chair from its members. No Faculty Member may participate in the same case as a member of both the DRC/SRC and the CRC in reviewing or providing recommendations about reappointment, promotion, or the conferral of Permanent Tenure. In addition, no dean, department chair, director, associate/assistant chair, associate dean, or assistant dean may serve on the CRC.

It is the responsibility of members of the CRC to act in the interest of the college. Members of the CRC do not serve on that body to represent the interests of their home departments in supporting or opposing the case of any Faculty Member under consideration by the CRC.

2. Review Process

2.1 Tenured Faculty Review of a Candidate's RPT Dossier: The Permanently Tenured faculty members in the unit, other than those who will participate in the review process at another level, who are at or above the rank for which a candidate is under consideration, shall be provided an opportunity to review the candidate's dossier and provide advice to the DRC.

2.2 DRC/SRC Review: The DRC/SRC conducts the first review of a candidate's dossier. In deliberating on any individual case, the DRC/SRC may meet with the faculty member and/or the Chair/Director, or ask for additional information from the faculty member, if the DRC/SRC deems such meeting(s) necessary. After it concludes its evaluation of the candidate's dossier the DRC/SRC shall submit its recommendation(s) and rationale(s) whether or not to reappoint, to promote, or to confer Permanent Tenure to the department chair or school director. The report should indicate the vote of the committee on the recommendation and be signed by all members to indicate that they have reviewed the report. In the case that the committee does not reach a unanimous decision (for example: two votes for and one against), the committee must include, as a separate attachment, a minority report that clearly articulates the rationale and evidence that supports the minority position.

2.3 Chair/Director's Review: Upon receiving the recommendation of the DRC/SRC the Chair/Director conducts their review.

2.3.1 If the Chair/Director's determination is positive, the Chair/Director shall, after consulting with the assembled DRC/SRC, submit their determination and rationale, the recommendation(s) and rationale(s) of the DRC/SRC and the faculty member's RPT dossier, to the Dean of the College. After receipt of these materials the Dean shall deliver them to the CRC.

2.3.2 Each positive or negative determination and the rationale for such determination on reappointment, promotion, or conferral of Permanent Tenure made by a Chair/Director shall be provided in writing to the Faculty Member to whom it pertains simultaneously with its transmittal to the next administrative level. If the Chair/Director's determination is negative, they shall meet with the faculty member to explain the faculty member's right of rebuttal and to provide the faculty member with a copy of their determination and its rationale as well as a copy of the recommendation(s) and rationale(s) of the DRC/SRC. Within fourteen days after this meeting, the Faculty Member may submit to the Dean and the Chair/Director their written rebuttal to the Chair/Director's determination.⁵ Upon receipt of the faculty member's rebuttal, or at the end of fourteen days after the Chair/Director meets with the Faculty Member if the faculty member does not submit a rebuttal, the Chair/Director shall submit their determination and rationale, the recommendation(s) and rationale(s) of the DRC/SRC, and the faculty member's rebuttal (if any), and the faculty member's dossier, to the Dean of the College.

2.4 CRC Review: Upon receipt of the Chair/Director's determination and rationale, the recommendation(s) and rationale(s) of the DRC/SRC, and the faculty member's dossier, the CRC shall conduct its review. In deliberating on any individual case, the CRC may meet with the faculty member and/or the Chair/Director if the CRC deems such meeting(s) necessary. If the Chair/Director's recommendation is not in agreement with the advice of the DRC/SRC, the chair of the DRC/SRC shall also be present if the Chair/Director is invited to meet with the CRC. The CRC may also request that the Chair/Director and/or the chair of the DRC/SRC clarify the

⁵ "The word 'Day' ... shall mean any day except Saturday, Sunday, or an institutional holiday except when calendar day is specified. In computing any period of time, the Day in which notice is received is not counted but the last Day of the period being computed is to be counted." *The Tenure Policies, Regulations and Procedures of the University of North Carolina at Charlotte* (Section 1, Subsection 1.3)

departmental criteria used in evaluation, and/or ask the faculty member to submit additional documentation. Upon the completion of its review the CRC shall submit its recommendations and rationales to the Dean. The report should indicate the vote of the committee on the recommendation and be signed by all members to indicate that they have reviewed the report. In the case that the committee does not reach a unanimous decision (for example: two votes for and one against), the committee must include, as a separate attachment, a minority report that clearly articulates the rationale and evidence that supports the minority position

2.5 Dean's Review: Upon receipt of the CRC's report and collateral materials (the Chair/Director's determination and rationale, the recommendation(s) and rationale(s) of the DRC/SRC, and the faculty member's dossier) the Dean shall conduct their review, which includes consulting with the assembled CRC.

2.5.1 If the Dean's determination is positive, they shall submit their determination and rationale(s), the Chair/Director's determination and rationale and the recommendation(s) and rationale(s) of the DRC/SRC, to the Provost.

2.5.2 Each positive or negative determination and the rationale for such determination on reappointment, promotion, or conferral of Permanent Tenure made by a Dean shall be provided in writing to the Faculty Member to whom it pertains simultaneously with its transmittal to the next administrative level. If the Dean's determination is negative, they shall meet with the faculty member to provide the faculty member with a copy of that determination and its rationale, and to explain the faculty member's right of rebuttal. Within fourteen days after this meeting, the faculty Member may submit to the Provost and the Dean their written rebuttal to the Dean's determination. Upon receipt of the faculty member's rebuttal, or at the end of fourteen days after the Dean meets with the faculty member if the faculty member does not submit a rebuttal, the Dean shall submit their determinations and rationales, together with the recommendations and rationales of the CRC and the DRC/SRC, the determinations and rationales of the Chair/Director, the faculty member's rebuttal(s) (if any), and the faculty member's RPT dossier, to the Provost.

2.6 Provost's Review: In each case regarding reappointment, promotion, or the conferral of Permanent Tenure, the Provost shall consider the recommendation(s) and rationale(s) from the DRC/SRC and the CRC, determination(s) and rationale(s) from the chair and the dean, and the faculty member's rebuttal(s), if any, before making their decision or recommendation. All decisions of the Provost regarding reappointment and promotion, as well as negative decisions regarding the conferral of Permanent Tenure, are final and cannot be appealed on the merits.

2.6.1 If the Provost makes a positive recommendation to confer Permanent Tenure, they shall submit such recommendation to the Board of Trustees together with the recommendation(s) and rationale(s) from the DRC/SRC and the CRC, determination(s) and rationale(s) from the chair and the dean, and the Faculty Member's rebuttal(s), if any.

2.6.2 If the Provost decides not to reappoint, promote, or confer Permanent Tenure on a Faculty Member, they shall, by written statement, notify the Faculty Member under consideration of that decision and its rationale. Such notice, when concerning reappointment, or when concerning conferral of Permanent Tenure in connection with a Mandatory Review for reappointment, constitutes full and timely notice of non-reappointment as required in Section 3.2 of the *TPRP-UNCC*.

3. Appeal

If the faculty member charges that proper procedures were not followed or that the decision was based on Impermissible Grounds or Material Procedural Irregularities, as those terms are defined in the *TPRP-UNCC*, they may seek review of the decision in accordance with the procedures set forth in Section 7 of the of the *TPRP-UNCC*.

III. Tenured Faculty Performance Reviews

Tenured Faculty Performance Reviews are conducted according to University Policy 102.14: *Tenured Faculty Performance Review Policy*.

IV. Reappointment and Promotion of Lecturers

1. Reappointment:

The review of Lecturers' contracts should be regular and systematic. Annual reviews of full time Lecturers are conducted according to the Annual Review for Full-Time Faculty guidelines (see section I.3 of this document) and should inform reappointment decisions.

2. Promotion to Senior Lecturer:

The rank of Senior Lecturer in the College of Arts + Architecture is a unique (and not automatic) recognition available for Lecturers who have distinguished themselves in their careers at UNC Charlotte. Appointment to the rank of Senior Lecturer will be for a period of five years and is renewable. NOTE: Appointment to the rank of Senior Lecturer is accompanied by a salary increase pending availability of college funds.

Consideration for promotion to Senior Lecturer may be initiated by the candidate with the department chair, normally at the time of reappointment. The DRC/SRC will review a request for consideration for promotion to Senior Lecturer and make a recommendation to the department chair. The Chair will make an independent recommendation to the Dean.

Each CoAA unit may articulate review and promotion policies that conform to the individual unit culture and which must follow the criteria and suggested review competencies listed below. Unit Senior Lecturer appointment policies must be reviewed by the Senior Associate Dean prior to their implementation.

2.1 Eligibility criteria for appointment at the rank of Senior Lecturer:⁶

- Six years of employment as a full time Lecturer at UNC Charlotte.
Or
- Twelve years of employment as an adjunct faculty member at UNC Charlotte (average of one course taught per semester).

- A Master's degree or higher in an area of study relevant to their teaching assignments.
Or
- Significant professional experience, expertise and accomplishments relevant to their teaching assignments.

- Evidence of sustained excellence in teaching.

⁶ Candidates are expected to meet the majority of these criteria.

- Evidence of continued professional development (when appropriate).
- Evidence of sustained excellence in non-teaching assigned responsibilities (when appropriate).

2.2 Suggested Review Competencies/Procedures

Subject Competence

- The subject areas and level of courses and their relevance to the unit's curriculum, and the candidate's ability to contextualize their subjects historically and culturally.
- The candidate's command of the subject and of its relationship to other areas of knowledge.
- Whether the course content is current and appropriate for the level of the course and curriculum, and whether the course design integrates commitments to Equity, Diversity, and Inclusion.

Non-teaching assigned responsibilities(when applicable)

- The type and the extent of the non-teaching assigned responsibilities of the candidate.
- Measures used by the unit to evaluate these responsibilities; results of these evaluations.
- Efforts to improve the effectiveness of their non-teaching assigned responsibilities; success of these efforts.

Directing Student Research/Scholarship(when applicable)

- Types and levels of student research directed by the candidate, if any.
- Measures used by the unit to evaluate effectiveness in guiding student research; results of these evaluations for the candidate.

Appendix A. Reappointment, Promotion and Tenure calendar⁷ RPT Schedule

April 1

CoA+A Dean provides notice of impending review to faculty member(s) scheduled for reappointment, promotion, and tenure (RPT) and faculty scheduled for Tenured Faculty Performance Review (TFPR) with a copy to the Chair/Director. The Departmental Faculty Review Committee (DRC) or School Review Committee (SRC) receives notification of reviews upon election in the Spring Semester.

April 15

Faculty must submit a letter to the Dean acknowledging understanding of review policies and dates of submission.

First day of class (fall semester)

On the first day of class, faculty under review will submit **all required materials** to the CoA+A Dean with a letter of transmittal. Electronic versions of Vita, Statement(s) and Cover Letter are to be sent to Dean's Administrative Assistant. No additional materials may be added to the submission following this date. The Dean will forward materials directly to the Chair/Director. **Note: this is an absolute deadline.**⁸

September 30

Chair/Director shall submit reappointment/tenure recommendation(s) to the CoA+A Dean. **Note:** All information generated by the review shall be made available to the Dean.

⁷ All due dates are approximations that will be adjusted to fit the fall semester calendar, whenever possible due dates will fall on Monday.

⁸“In all review cases, the deadline for submission of full dossiers may not be earlier than the first day of the academic year during which the review will take place. **Notwithstanding the immediately preceding sentence, departments may set earlier deadlines with regard to the submission of any materials or information needed to obtain external review letters.**” *The Tenure Policies, Regulations and Procedures of the University of North Carolina at Charlotte* (Section 6, Subsection 6.2.3).

October 15

The CoA+A Dean shall meet with, transmit all materials, and initiate the review by the College Review Committee (CRC).

November 15

The CRC will provide the CoA+A Dean with written advice and forward all pertinent supporting information. A conference with the Dean shall follow for clarity and complement the submitted written advice.

December 15

The Dean shall submit recommendations to the Provost/Vice Chancellor for Academic Affairs. All evaluative material generated by the review shall be made available to the Provost/Vice Chancellor.

TFPR Schedule

January 30

Faculty scheduled for their Tenured Faculty Performance Review (TFPR) submit current curriculum vitae, copies of last five annual review letters and optional statement to Dean. The Dean will forward materials directly to the Chair/Director. Faculty scheduled for TFPR *next year*, who wish to pursue the rank of Full Professor should submit a letter of intent at this time.

April 15

Chair/Director shall submit TFPR recommendations and DRC/SRC recommendations to the CoA+A Dean.

May 15

Dean completes review of Tenured Faculty Performance Review reports and forwards their recommendations to the Provost.

Promotion to Senior Lecturer Review Schedule

First day of class (spring semester)

Faculty scheduled for their Senior Lecturer Promotion Review submit current curriculum vitae, copies of last five annual review letters and narrative statement(s) as defined by the Department or School to Chair/Director.

March 1

Chair/Director shall submit Senior Lecturer Promotion recommendations to the CoA+A Dean.