SCHOOL OF ARCHITECTURE  
College of Arts + Architecture  
The University of North Carolina at Charlotte

PROCEDURES, STANDARDS, AND CRITERIA  
FOR REVIEW, PROMOTION AND TENURE

(Approved April 13, 2009)
I. INTRODUCTION

II. FACULTY ANNUAL REVIEWS
   1. Annual Review Letter
   2. Annual CV Update
   3. Annual Teaching, Professional Development, and Service Portfolio

III. RPT STANDARDS AND CRITERIA
   1. Teaching, Professional Development, and Service
      A. Teaching
      B. Professional Development
      C. Service
   2. Faculty Ranks: Assistant, Associate, and Full Professor
      A. Reappointment at the Rank of Assistant Professor
      B. Promotion or Appointment to the Rank of Associate Professor and the Granting of Permanent Tenure
      C. Promotion or Appointment to the Rank of Professor

IV. PROCEDURES
   1. Evidence
      A. Administration
      B. Faculty
         1. Testimony
         2. Testimony From Members of the School Review Committee
         3. Additional Testimony
      C. Candidate
         1. Personal References
         2. External Evaluators
         3. Required RPT Documents
            A.) Curriculum Vitae
            B.) Overview
            C.) Supporting Factual Evidence
      4. Schedule
   2. School Review Committee
      A. Purpose
      B. Composition
      C. Eligibility
      D. Obligation to Serve
      E. Election Procedures
      F. Confidentiality
      G. Meetings with the Candidate
      H. Recommendation
         1. Recommendation Reports
   3. Director
   4. College Review Committee & Dean Review
APPENDIX ONE
RPT Review Schedule

APPENDIX TWO
Suggested Format for Curriculum Vitae

APPENDIX THREE
Professional Development Activities & Evidence
I. INTRODUCTION

The School of Architecture (SoA) has adopted the following Procedures, Standards, and Criteria for Review Promotion and Tenure in accordance with the following documents:

The Code of the Board of Governors of The University of North Carolina (hereinafter referred to as The Code).

Tenure Policies, Regulations, and Procedures of the University of North Carolina at Charlotte as currently in effect (hereinafter referred to as TPRP-UNCC).

College of Arts and Architecture Procedures for Reappointment, Promotion, and Conferral of Permanent Tenure (hereinafter referred to as CoAA-RPT).

If any part of the Procedures, Standards, and Criteria for Review Promotion and Tenure is found to be in conflict with either The Code, the TPRP-UNCC, or the CoAA-RPT, The Code, the TPRP-UNCC, or the CoAA-RPT shall prevail. Changes in the School of Architecture Procedures, Standards, and Criteria for Review Promotion and Tenure may be made by a two-thirds vote of the tenure line faculty present and voting in a School Faculty Meeting.

The policies, procedures, and personnel decisions implemented by the SoA define the scope, depth, and effectiveness of its mission. Few decisions are as important as those made concerning the appointment, reappointment, promotion, and conferral of permanent tenure of its faculty. It is the responsibility of each faculty member to ensure that the goals and objectives of both the individual and the School are met successfully.

The purpose of the Review, Promotion, and Tenure (RPT) Review is to evaluate a candidate’s success and potential in three areas: Teaching, Professional Development, and Service. Success is measured through the evaluation of a candidate’s activities in each of these arenas. These activities are framed by a candidate’s professional agenda, as well as the larger goals and needs of the SoA as delineated in the Mission Statement, Strategic Plan, Curricular Map, and NAAB requirements, which affect the candidate’s teaching responsibilities. It is the responsibility of the faculty member to familiarize him or herself with these documents.

II. FACULTY ANNUAL REVIEWS

1. Annual Review Letter

The Director will provide each faculty member with an Annual Review Letter addressing Teaching, Professional Development, and Service. The Annual Review Letter is based on the faculty member’s annual CV Update, annual Teaching, Professional Development, and Service Portfolio, the Director’s direct observation of the quality of the candidate’s work, and student evaluations of the faculty member’s teaching. The Annual Review Letter will identify strengths and successes, as well as areas that need improvement, and will use the standards and criteria defined for faculty ranks contained in this document.

The Annual Review Letter will be forwarded in duplicate to each faculty member. Both copies shall have a designated place for the faculty member’s signature. Within 30 days of receipt of the Annual Review Letter, the faculty member must return a signed copy of the Annual Review Letter to the
Director. Within 30 days of receipt of the Annual Review Letter a faculty member may also register in writing his or her disagreement with its content. The Annual Review Letter and any faculty response will be placed in the faculty member’s Personnel File.

2. Annual CV Update
Every faculty member is required to submit an annual CV Update. The format of this update is tightly proscribed, due to the reports the School Administration must provide to the College and University administration and to NAAB.

3. Annual Teaching, Professional Development, and Service Portfolio
All tenure track and tenured faculty are required to submit an Annual Teaching, Professional Development, and Service Portfolio. The Portfolio must include: course syllabi, handouts, and exams; digital samples of student work; evidence related to professional development activities; and a summary of service activities. The Portfolio will be submitted electronically, with instructions for submission issued by the Director no later than May 1st.

III. STANDARDS AND CRITERIA

1. Teaching, Professional Development, and Service
Normative academic Performance and Product Standards are categorized into three major areas: Teaching, Professional Development, and Service. In outlining the standards in these categories, it is important to note that each activity utilizes the processes of creation, discovery, analysis, integration, dissemination, and peer evaluation common to all academic intellectual activity. In the case of collaborative work, the faculty member must document the extent of his/her responsibilities and involvement.

A. Teaching
Expectations for Teaching in the field of Architecture conform to normative expectations in other academic fields of study. Teaching is understood as the combination of content, methodology, and preparation that produces instruction and associated services. Assessment of a faculty member’s effectiveness in teaching will include teaching in the classroom and studio, participation on thesis committees, independent study courses, and informal teaching that takes place on student juries and reviews. The evaluation of teaching will also be made relative to SoA Mission Statement, Strategic Plan, Curricular Map, and NAAB requirements, which affect the candidate’s teaching responsibilities. The normative performance and product standards for teaching include:

1. Delivery of group or individual instruction that enables students to accomplish the following:
   a. Create architectural designs and works.
   b. Develop knowledge, problem-solving abilities, and skills in architecture and the practice of architecture (includes social, environmental, technological, theoretical and aesthetic aspects of architecture).
   c. Integrate and synthesize knowledge and skills in the creation of architectural designs (includes visual, verbal and written presentations).
   d. Research, analyze and understand architecture in terms of its practical, aesthetic, social, cultural, environmental and technical aspects.
   e. Research, analyze and understand the histories and theories of architecture and their meaning and influence on the discipline.

---

1 The phrase “field of Architecture” includes all aspects of architecture, including, but not limited to: architectural design, urban design, urban architecture, landscape architecture, architectural history, etc.
f. Understand architecture as it engages related fields of study.

2. **Preparation for Studio and/or Classroom Instruction by:**
   b. Creating, integrating, synthesizing and applying ideas, subject matter, and techniques for effective instructional applications.
   c. Designing, coordinating, administering, and supervising student projects, research, theses, etc.

3. **Effective Evaluation and Communication of Student Performance through one or more of the following:**
   a. Examinations.
   b. Assignments, papers, etc.
   c. Project reviews, juries, pin-ups, etc.

4. **Advising**
   a. Advising students regarding progress and focus in the program.
   b. Providing guidance and direction in the discipline and the field.
   c. Advising students regarding achievement of diverse professional goals.

B. **Professional Development**

In the field of Architecture, Professional Development is defined to include two realms of academic production: **Scholarship** and **Creative Work**. The normative performance and product standards for Professional Development are defined below.

1. **Scholarship**
   Scholarship includes, but is not limited to, the following activities: authoring and publishing studies, critiques, scholarly findings and compilations including books, chapters in books, articles, monographs, book reviews, conference papers and proceedings; invited lectures and reviews, presentations at symposia, participation in panel discussions; selection for fellowships; and receipt of competitive grants. The products of Scholarship are expected to be peer reviewed and disseminated to other academics, the profession, and/or the lay community. These products demonstrate knowledge acquired through research, synthesis, practice and teaching, and include, but are not limited to, the following examples:
   a. Developing new knowledge, technologies, design methodologies, and/or pedagogical approaches and curriculum that advance the discipline.
   b. Seeking to interpret, expand and bring new insights to bear on existing knowledge.
   c. Making connections across disciplines that result in new or expanded knowledge or interpretations of architecture.
   d. Exploring and developing connections between the discipline and the practice of architecture.

2. **Creative Work**
   Creative Work includes the products, methods and critiques of built works of architecture or urban design and/or related endeavors such as object design related to architecture through materiality, joinery, etc.; competitions, modeling, painting & drawing in service of architectural representation and/or exploration; and work that draws on engagements with related fields such as landscape architecture, the arts, architectural engineering, computer science, and business. Creative Work is expected to be peer reviewed and disseminated to other academics, the profession, and/or the lay community. These products demonstrate knowledge acquired through research, synthesis, practice and teaching, and include, but are not limited to, the following examples:
a. The design and production of architecture, urban designs, and related works by means of commissions, contracts, etc.
b. The creation of design proposals by means of competitions, grants, consultation agreements, etc.
c. The creation of components, assemblies and other representations of technologies associated with the field.
d. The engagement in and formation of creative work that advances professional skills and competencies in service of enhanced teaching.

C. Service
Expectations for Service in the field of Architecture conform to normative expectations in other academic fields of study. Service activities are those activities outside normal teaching and professional development that significantly aid the School, College, University, and the profession in accomplishing their respective missions. Assessment of service activities shall take into account the results of such service.

Other service activities are performed for compensation in the form of honoraria that normally will cover such costs as transportation, meals, miscellaneous expenses, etc. Activities that receive compensation beyond the level of normative honoraria, that equals payment for professional knowledge and skills, may not be considered as constituting Service.

The normative performance and product standards for Service include:

1. Assisting the School, College, and University
   a. Organizing, coordinating, administering, or maintaining curricular programs, academic objectives, faculty organizations, student organizations, technical facilities or institutional events.
   b. Serving on School, College, and University committees.
   c. Providing expertise that assists the work of other institutional units, including academic and administrative departments, development offices and support agencies.

2. Advancing the Profession Beyond the Institution.
   a. Organizing, coordinating, and/or administering exhibitions, projects, seminars, or events.
   b. Serving on community based committees, task forces, review and advisory boards, and councils.
   c. Contributing to public education through teaching and presentations.
   d. Participation in professional organizations.

2. Faculty Ranks: Assistant, Associate, and Full Professor
Evaluations and recommendations regarding reappointment, promotion and conferral of tenure shall be made in the context of the expectations by rank identified below.

A. Reappointment at the Rank of Assistant Professor
As befits a nascent academic career, candidates recommended for reappointment at the rank of Assistant Professor will have produced substantive evidence that they have:

1.) Established a clear pedagogy resulting in directly observable student products and level of understanding that are consistently average to above average, and student course evaluations that are consistently average.
2.) Engaged in Professional Development activities that evidence a clearly defined scholarly/creative agenda and an appropriate search for productive domains of activity and investigation that suggests a sustainable and consistent trajectory.
3.) Contributed to the School and College through their service activities in a manner that evidences potential for influence and leadership.

**B. Promotion or Appointment to the Rank of Associate Professor and the Granting of Permanent Tenure**

Tenure is awarded on the basis of the candidate’s potential for a lifetime of significant contribution to the institution as well as the profession. 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. The *TPRP-UNCC* (Section 3, Subsection 3.2.2) states that an Associate Professor **may** be granted tenure without promotion to Professor. Candidates recommended for the granting of permanent tenure will have produced substantive evidence that they have:

1.) Established a clear and effective pedagogy resulting in contributions to the curriculum of the School, directly observable student products and level of understanding that are consistently above average, and student course evaluations that are consistently average to above average.
2.) Engaged in Professional Development activities that evidence a clearly defined scholarly/creative agenda that demonstrates exactitude, depth, a clear methodology, and products that contribute new knowledge and/or expand existing knowledge/practice.
3.) Contributed to the School, College and University through their service activities in a manner that evidences influence and leadership.

**C. Promotion or Appointment to the Rank of Professor**

Candidates recommended for promotion or appointment to the rank of Professor will have produced substantive evidence that they have:

1.) Established a clear and effective pedagogy resulting in significant contributions to the curriculum of the School, directly observable student products and level of understanding that are consistently above average to excellent, and student course evaluations that are consistently above average.
2.) Engaged in Professional Development activities that evidences a clearly defined scholarly/creative agenda that demonstrates intellectual leadership, refinement, and distinction in the field by contributing new knowledge and/or expanding existing knowledge/practice.
3.) Contributed to the School, College and University through their service activities in a manner that evidences prominent influence and leadership.

**IV. PROCEDURES**

The Procedures for conducting RPT reviews in the School of Architecture involve:

1. The collection of evidence.
2. The thorough review of the evidence by an elected School Review Committee (SRC).
3. The drafting of a formal recommendation by the SRC.
4. The thoughtful consideration of that recommendation and thorough review of the evidence by the Director.
5. The drafting of a formal recommendation by the Director, which is submitted to the Dean of the College of Arts + Architecture.

**1. Evidence**

**A. Administration**

The Director will provide the following information to be used by the SRC:

2. Student Course Evaluations.
3. Previous RPT Review Reports (if applicable).

B. Faculty

1. Testimony
   The SRC shall request testimony from the entire faculty at the outset of the review process. It is the responsibility of all members of the School faculty who are at or above the rank for which a candidate is under consideration to review the candidate’s CV, Overview Statement, and Supporting Factual Evidence Binders (see below for definitions of these items) and provide advice to the SRC in writing. Testimony from faculty of the School will be kept confidential and made available to the candidate only if specifically requested by the candidate.

2. Testimony from Members of the School Review Committee
   Testimony relative to a faculty member under review shall not be solicited or accepted from any persons who are members of the SRC.

3. Additional Testimony
   At any level of the review process the SRC or the Director, at their discretion, may solicit additional written and/or oral testimonials from persons deemed to be sources of pertinent information regarding a candidate’s performance.

C. Candidate

1. Personal References
   Each candidate under review must submit a list of at least five Personal References to the Director, complete with contact information for each individual including correct title (if applicable), mailing address, email address, and phone number.

   Personal References may be individuals who have or have had close relationships with the candidate such as current or former teachers, mentors, partners, employers, etc. Personal References should be in a position to comment on the candidate’s scholarship and/or professional performance. An updated Curriculum Vitae will be conveyed to the Personal References by the Director along with the request for a Letter of Reference. In no case is the candidate allowed to contact Personal References or to directly provide Personal References with any information of any kind.

2. External Evaluators

   A. Reappointment Review
   Each candidate under review must submit a list of three suggested External Evaluators to the Director, complete with contact information for each individual including correct title (if applicable), mailing address, email address, and phone number.

   External Evaluators should be considered nationally recognized authorities well positioned by education and/or practice to understand the candidate’s scholarly/creative agenda and particular ideologies and theoretical affinities. External Evaluators must be tenured at or above the rank of the candidate under consideration. Individuals who have or have had close personal or professional relationships with the candidate that could result in biased evaluations (current or former teachers, mentors, partners, employers, friends, etc.) are disqualified to serve as External Evaluators. In no case is the candidate allowed to contact External Evaluators or to directly provide External Evaluators with any information of any kind.
It shall be the responsibility of the Director, in consultation with the SRC, to arrange for the services of External Evaluators. The candidate shall be informed of the External Evaluators selected by the Director in order to avoid the selection of External Evaluators whose participation may pose a conflict of interest. The final authority to choose External Evaluators rests with the Director, not with the candidate.

A minimum of two External Evaluators will be secured for each review and each will be provided with a copy of the Evaluation Criteria from the *Procedures, Standards, and Criteria for Review, Promotion, and Tenure*. External evaluators will be instructed by the Director to submit concise and reasoned evaluations on the merit of the candidate’s contributions and not merely letters of praise or condemnation. External evaluators are to be cautioned not to offer an opinion as to whether promotion, reappointment, and/or tenure should be granted. External evaluators are specifically asked to compare the work of the Candidate to others of his/her direct knowledge.

Upon receipt and analysis of evaluative reports from the external evaluators, the SRC must sanction the quality of such reports. Should the SRC conclude that a given evaluative report is insubstantial, it must secure another External Evaluator through the Director.

**B. Tenure Review**

Each candidate under review must submit a list of five suggested External Evaluators to the Director, complete with contact information for each individual including correct title (if applicable), mailing address, email address, and phone number.

External Evaluators should be considered nationally recognized authorities well positioned by education and/or practice to understand the candidate’s scholarly/creative agenda and particular ideologies and theoretical affinities. External Evaluators must be tenured at or above the rank of the candidate under consideration. Individuals who have or have had close personal or professional relationships with the candidate that could result in biased evaluations (current or former teachers, mentors, partners, employers, friends, etc.) are disqualified to serve as External Evaluators. In no case is the candidate allowed to contact External Evaluators or to directly provide External Evaluators with any information of any kind.

It shall be the responsibility of the Director, in consultation with the SRC, to arrange for the services of External Evaluators. The candidate shall be informed of the External Evaluators selected by the Director in order to avoid the selection of External Evaluators whose participation may pose a conflict of interest. The final authority to choose External Evaluators rests with the Director, not with the candidate.

A minimum of three External Evaluators will be secured for each review and each will be provided with a copy of the Evaluation Criteria from the *Procedures, Standards, and Criteria for Review, Promotion, and Tenure*. External evaluators will be instructed by the Director to submit concise and reasoned evaluations on the merit of the candidate’s contributions and not merely letters of praise or condemnation. External evaluators are to be cautioned not to offer an opinion as to whether promotion, reappointment, and/or tenure should be granted. External evaluators are specifically asked to compare the work of the Candidate to others of his/her direct knowledge.

Upon receipt and analysis of evaluative reports from the external evaluators, the SRC must sanction the quality of such reports. Should the SRC conclude that a given
evaluative report is insubstantial, it must secure another External Evaluator through the Director.

3. Required RPT Documents
   A.) Curriculum Vitae
   The candidate must submit a Curriculum Vitae (CV) summarizing the factual information related to his or her professional life (see Appendix Two). The Curriculum Vitae should be organized to reflect the most significant products related to each of the three areas of contribution: Teaching, Professional Development, and Service. The CV should not contain any evaluative information offered by the faculty member or obtained from other sources.

   B.) Overview
   The candidate must submit an Overview, limited to approximately 1500 words, offering a description of his or her achievements, contributions, and activities, which will contextualize the work being reviewed and assist reviewers at every level to more clearly understand the candidate’s various endeavors in Teaching, Professional Development, and Service. The Overview should be explanatory in nature, providing interpretative clarity to illuminate the CV and the Supporting Factual Evidence. It should not be viewed as an opportunity for self-promotion.

   C.) Supporting Factual Evidence
   The submittal of supporting factual evidence related to a candidate’s contributions should be strictly limited to the factual information listed in the Curriculum Vitae, and should be edited, organized and assembled to reflect the most significant products indicated in the CV (see Appendix Three). These materials must be assembled in three separate binders, one related to each of the three areas of contribution: Teaching, Professional Development, and Service:

   1. A binder containing Supporting Factual Evidence regarding Teaching (1 copy required).
   2. A binder containing Supporting Factual Evidence regarding Professional Development (3 copies required for reappointment reviews, three of which will be sent to External Evaluators; 4 copies required for tenure reviews, three of which will be sent to External Evaluators).
   3. A binder containing Supporting Factual Evidence regarding Service (1 copy required).

   Each binder must also contain, as the first two sections, the candidate’s CV and Overview statement.

   Editing of the CV and Supporting Factual Evidence is of the utmost importance and should be exercised so as to 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.

4. Schedule
   Candidates shall submit all documentation for the review process according to the schedule provided by the Director (see Appendix One). The confirmation of procedures, schedule, and submittal dates along with a copy of the SoA Procedures, Standards, and Criteria for Review, Promotion, and Tenure shall be conveyed in writing to the candidate at the start of the review process.
2. School Review Committee
   
   A. Purpose
   The School Review Committee (SRC) provides written recommendations to the Director regarding reappointment, promotion, and tenure. The recommendations are the result of an assessment of a candidate based on the assembled RPT evidence.

   B. Composition
   The SRC shall be composed of three full-time, permanently tenured faculty members elected by the faculty of the School of Architecture.

   C. Eligibility
   Only full-time, permanently tenured faculty members are eligible to serve on the SRC. All full-time, permanently tenured faculty members are eligible to serve with the following exceptions:
   1. The Director and Associate Director are ineligible to serve on the SRC.
   2. Faculty members are ineligible to serve during the academic year in which they are under formal review, including Tenured Faculty Performance Review.

   D. Obligation to Serve
   Service on the SRC is an obligation of the tenured faculty. Faculty members who are eligible to serve on the SRC may only withdraw from consideration by submitting a request that references any of the conditions below (such request must be submitted to the Director in writing at least one week prior to elections):
   1. Inability to serve due to physical limitations or other circumstances beyond the person’s control.
   2. An actual or well-reasoned perception of a conflict of interest.
   3. Service on the SRC during the two-year period immediately preceding the Personnel Committee election, provided that the remaining pool of eligible nominees from which new Personnel Committee members will be drawn is large enough to elect new committees.²

   E. Election Procedures
   1. Schedule
   Elections to fill openings on the SRC shall be held and decided no later than April 1st of each year. The Director shall announce to the faculty the date of election two weeks in advance of the election.

   2. Nominations
   At the meeting to nominate SRC members, the Director shall provide the faculty with a list of eligible nominees. Eligible faculty members may be nominated by any tenure line faculty member.

   3. Election Procedures
   Nominated faculty members must be elected to the SRC by a two-thirds majority vote of the full-time tenure line faculty members present and voting in a School Faculty Meeting.

   4. Term in Office
   Members of the SRC shall be elected for a term of two years. Members of the SRC may be reelected for one additional two-year term if they allow their names to be placed in nomination.

   5. Resignation
   Committee members may request resignation from the SRC due to a conflict of interest under the same standards as set forth in the TPRP-UNCC. Requests for resignation must be received

² The decision of the Director with regard to a faculty member’s eligibility is final and cannot be appealed.
by the Director, in writing, by June 1, and must clearly specify the reasons for resignation. The Director must notify the committee member requesting resignation, in writing, of acceptance or denial of the request. Upon a faculty member’s successful resignation from the SRC, the Director shall call for a special election to complete the committee membership.

F. Confidentiality
The SRC and Director shall establish a location where all RPT documentation submitted by the candidate and the administration shall be securely kept. This material is confidential and will not be removed from this location or shared with ineligible persons for any reason.

SRC members, School Administrators, and permanently tenured faculty members at or above the candidate’s rank, who review a candidate’s CV, Overview Statement, and Supporting Factual Evidence Binders shall treat as confidential all documents submitted or created in connection with the process. Both the information contained therein and information derived from any discussions that are part of the formal review process shall be kept confidential.

Confidential records and information shall not be disclosed to or discussed with any person except:
   1. SRC members as provided in these policies.
   2. Those persons required or permitted to be consulted in accordance with the requirements of School, College, or University policies.
   3. Those persons permitted access to such documents by law.

G. Meetings with the Candidate
After an initial review of all submitted materials, the SRC shall meet with the faculty member being reviewed to provide an opportunity for a factual exchange regarding the review process. A second meeting, later in the review process, may be scheduled by the SRC or at the request of the candidate to clarify information relevant to the process.

H. Recommendation
At every level of review, the assembled factual and evaluative information will be assessed to determine the value of the candidate’s contribution; this assessment will be summarized in a reasoned and concise Recommendation Report. The Recommendation Report, including External Evaluations, will be made available to the candidate.

1. Recommendation Report
The Recommendation Report must make explicit use of and references to the evidence gathered and examined during the review and must include the following components:

   1. A positive or negative recommendation representing the views of all members of the SRC.

   2. A detailed assessment of the candidate with clear reference to expectations by rank regard to:
      a. Teaching.
      b. Professional Development.
      c. Service.

Recommendation Reports should be carefully composed and crafted to achieve a high level of organization and clarity. As documents that hold the future career of a faculty candidate in the balance these reports must be able to withstand both academic and legal scrutiny.
3. Director
Upon receipt of the Recommendation of the SRC and the accompanying required RPT documents, the Director will draft a Recommendation that is the result of an assessment of the candidate based on the assembled RPT evidence and the SRC’s Recommendation. Following the completion of the draft Recommendation the Director shall meet with the faculty member being reviewed to provide an opportunity for a factual exchange regarding the review process.

As is proscribed by the *College of Arts and Architecture Procedures for Reappointment, Promotion, and Conferral of Permanent Tenure*, Section II: College Review Committee Procedures:

1.2 If the Director’s determination is positive, the Director shall, after consulting with the assembled SRC, submit his or her determination and rationale, the recommendation(s) and rationale(s) of the SRC and the faculty member’s RPT Review file, to the Dean of the College. After receipt of these materials the Dean shall deliver them to the College Review Committee CRC.

1.3 If the Director determines not to reappoint, promote, or confer Permanent Tenure for a Faculty Member under review, he or she 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 his or her determination and its rationale as well as a copy of the recommendation(s) and rationale(s) of the SRC. Within ten days after this meeting, the Faculty Member may submit to the Dean and the Director his or her written rebuttal to the Director’s determination. Upon receipt of the Faculty Member’s rebuttal, or at the end of ten days after the Director meets with the Faculty Member if the Faculty Member does not submit a rebuttal, the Director shall submit his or her determination and rationale, the recommendation(s) and rationale(s) of the SRC, and the Faculty Member’s rebuttal (if any), and the faculty member’s RPT Review file, to the Dean of the College.

4. College Review Committee & Dean Review
The actions and responsibilities of the College Review Committee & Dean are proscribed by the *College of Arts and Architecture Procedures for Reappointment, Promotion, and Conferral of Permanent Tenure*, Section II: College Review Committee Procedures.

---

3 “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).
Appendix One
RPT Review Schedule

February 1st
Director conveys SoA Procedures, Standards, and Criteria for Review, Promotion, and Tenure to the candidate.

February 1st
Director meets with candidate to discuss RPT process.

April 1st
SRC members elected.

April 1st
Candidate submits list of Personal References to Director.

April 1st
Candidate submits list of External Evaluators recommendations to Director.

June 1st
External Evaluators selected.

August 15th
Candidate submits Professional Development Binders to Director

Fall Semester - First day of Class
Candidate submits Teaching and Service Binders to Director.

Fall Semester - First day of Class
SRC begins review process.

September 30th
SRC concludes review process.

October 1st
Director concludes review and submits Recommendation to Dean.

??????

---

Some of the dates utilized in the RPT Review Schedule are intended as calendar “place holders” and indicate that these events must occur as close as possible to the dates listed. For example, the date “February 1st” indicates that the Director must meet with the candidate and convey the SoA Procedures, Standards, and Criteria for Review, Promotion, and Tenure to the candidate in early February.
Appendix Two
Suggested Format for Curriculum Vitae

NAME
Full name and present rank

EDUCATION
Institution Attended
Degree(s) and Date(s) Awarded

PROFESSIONAL EXPERIENCE (list chronologically)
Include teaching experience, years employed, and ranks held using the following format:
The University of North Carolina at Charlotte, 1990 - present
   - Assistant Professor, 1990-96
   - Associate Professor, 1996 – present

(Also include related employment at other academic institutions and/or design firms)

TEACHING
List courses taught during your career to-date in the School of Architecture.

SCHOLARSHIP/CREATIVE WORK
List, by category (papers, books, designs etc.), all works/products associated with Scholarship and/or Creative Work.

SERVICE
List membership on School, College, and University-wide committees, as well as any involvement in community affairs, consulting activities, etc. using the following format. (Provide names of contact persons for all community service venues.) Examples:

   University Service
      - Faculty Council, 2008 – present
   College
      - CoAA Faculty Council, 2008 – present
   School
      - Curriculum Committee, 2008 – present.
   Community Service
      - Volunteer work, workshops conducted, talks to local civic and educational organizations
      - Consulting Activities

HONORS AND AWARDS (educational and community service)
Award, awarding agency, year

PROFESSIONAL AFFILIATIONS
List current memberships in local, regional, national, and international professional organizations
Appendix Three
Professional Development Activities & Evidence

I. Introduction
The evaluation of a candidate’s success and potential in the areas of Teaching, Professional Development, and Service involves the examination of specific activities and evidence associated with the candidate under review. The following is a sampling of the types of activities and evidence that may result from work undertaken in the categories outlined in the performance standards. The listing is not all-inclusive; it is intended to illustrate an array of normative activities and evidence associated with the various academic ranks defined in this policy.

II. Teaching
Expectations for Teaching in the field of Architecture conform to normative expectations in other academic fields of study. Teaching is understood as the combination of content, methodology, and preparation that produces instruction and associated services. Assessment of a faculty member’s effectiveness in teaching will include teaching in the classroom and studio, participation on thesis committees, independent study courses, and informal teaching that takes place on student juries and reviews. The evaluation of teaching will also be made relative to SoA Mission Statement, Strategic Plan, Curricular Map, and NAAB requirements, which affect the candidate’s teaching responsibilities. (SoA Procedures, Standards, and Criteria for Review Promotion and Tenure III.1.A)

A. Activities
• Provides instruction that enables students to develop knowledge, problem-solving abilities, and skills in architectural design and the practice of architecture design.

• Provides instruction that enables students to integrate and synthesize knowledge and skills in the creation of architectural design and works.

• Provides instruction that enables students to study, understand and evaluate architecture by analyzing architecture in terms of its practical, aesthetic, social, cultural, environmental and technical aspects.

• Provides instruction that enables students to study, understand and evaluate architecture by researching, analyzing and understanding the histories and theories of architecture and their meaning and influence on the discipline.

• Provides instruction that enables students to understand architecture and its relationship to other disciplines, e.g., landscape architecture, engineering, computer science, natural and physical sciences, sociology, philosophy, psychology, and anthropology.

• Integrates and synthesizes knowledge, skills and techniques in the development and delivery of instruction. Participates in local, regional and national conferences, symposia, etc., on education and teaching.

• Participates in teaching assignments at other academic institutions.

• Maintains intellectual currency in the discipline.

• Creates, integrates, synthesizes and applies ideas, subject matter and techniques for specific instructional applications.

• Develops and produces comprehensive course syllabi.
• Prepares and delivers lectures, seminars, audio-visual presentations, etc.

• Produces materials that evidence instructional innovation.

• Prepares and produces design problem statements.

• Prepares and produces course assignments.

• Prepares and produces quizzes, examinations, etc.

• Measures the development of student competence via (a) examinations, (b) assignments, papers, etc., and (c) juries, reviews, and pin-ups.

• Assesses personal effectiveness in the classroom and/or studio as well as in less formal teaching.

• Appraises classroom and studio results in light of the stated goals and objectives of specific courses as well as the larger goals and objectives of the curriculum.

• Advises students regarding curriculum and progress in the program.

• Advises students on professional issues and/or career development.

• Advises students on publications.

B. Evidence
• Course syllabi.

• Course assignments.

• Quizzes, examinations, etc.

• Lectures, audio-visual presentations, etc.

• Design problem statements.

• Examples of student work.

III. Professional Development
In the field of Architecture, Professional Development is defined to include two realms of academic production: Scholarship and Creative Work. (SoA Procedures, Standards, and Criteria for Review Promotion and Tenure III.1.B)

Scholarship includes, but is not limited to the following activities: authoring and publishing studies, critiques, scholarly findings and compilations including books, chapters in books, articles, monographs, book reviews, conference papers and proceedings, invited lectures and reviews, presentations at symposia, participation in panel discussions, selection for fellowships, and receipt of competitive grants. (SoA Procedures, Standards, and Criteria for Review Promotion and Tenure III.1.B.1)

Creative Work includes the products, methods and critiques of built works of architecture or urban design and/or related endeavors such as object design related to architecture through materiality, joinery, etc.; competitions, modeling, painting & drawing in service of architectural representation and/or exploration;
and work that draws on engagements with related fields such as landscape architecture, the arts, architectural engineering, computer science, and business. (SoA Procedures, Standards, and Criteria for Review Promotion and Tenure III.1.AB.2)

A. Activities
• Participates in educational programs, workshops, and travel that contribute to a broader knowledge and a deeper understanding of a particular topic, issue, or problem.

• Completes tutorials, or comparable achievements, that reflect a desire to develop new skills as a designer, educator, and/or scholar.

• Ongoing work on a paper or book review (to include research activities, preparation of a working manuscript, and editing).

• Delivers lectures at local, regional or national venues.

• Develops a grant project description or contract proposal.

• Prepares material necessary to apply for funding or resources to support a specific research project, investigation, or event.

• Secures funding to support a specific research project, investigation, or event.

• Organizes a conference, symposium, or other special event for the College.

• Ongoing editing of a scholarly journal.

• Working on a book (to include research activities, preparation of a working manuscript, and editing).

• Significant consulting on a major building project.

• Ongoing work on a specific design project or proposal.

• Participates in local, regional or national design competitions.

• Organizes/directs study abroad program.

B. Evidence
• Successful grant project description or contract proposal.

• Fellowship award for study of a particular topic, issue, or problem.

• Competition award.

• Original work published in a refereed publication.

• Design competition entries.

• Paper(s) selected for presentation at a conference.

• Paper(s) selected for inclusion in published proceedings of a conference.
• Published article in a professional journal.

• Published technical or extension bulletins.

• Book selected for publication.

• Published design work.

• Individual or group exhibition of two dimensional or three-dimensional creative work.

• Citations or awards for scholarly and creative work from regional, national, or international organizations.

• Invitations from other schools, colleges, or universities to participate in a panel discussion, deliver a lecture or make a keynote address.

IV. Service
Expectations for Service in the field of Architecture/Urbanism conform to normative expectations in other academic fields of study. Service activities are those activities outside normal teaching and professional development that significantly aid the School, College, University, and the profession in accomplishing their respective missions. (SoA Procedures, Standards, and Criteria for Review Promotion and Tenure III.1.C)

A. Activities
• Organizes, coordinates, administers, or maintains curricular programs, academic objectives, campus events.

• Serves on SoA committees.

• Chairs SoA committees.

• Serves on College committees.

• Chairs College committees.

• Serves on University committees.

• Chairs University committees.

• Provides expertise that assists the work of other institutional units, including academic and administrative departments, development offices and support agencies.

• Organizes, coordinates, or administers exhibitions, projects, seminars, or events.

• Serves on committees, task forces, review and advisory boards, councils.

• Chairs committees, task forces, review and advisory board councils.

• Consults and practices in the community.

• Contributes to public education through teaching and presentations.
• Participates in working groups, professional organizations and community events.

• Participates as a member of academic and/or professional organizations.

• Initiated in honor societies.

• Participates in curatorial capacity.

• Participates in or organizes community assistance projects.

• Advises the University or community on architectural or planning design.

B. Evidence

• Project descriptions, correspondence, and other written or graphic material describing the candidate’s committee service.

• Project descriptions, correspondence, and other written or graphic material describing the candidate’s service activities beyond the institution.