I. College Criteria and Standards

1. College Standards Generally.

   1.1 Reappointment, promotion and tenure decisions shall be based on performance in three areas: scholarly/creative work, teaching, and service. Faculty must be successful in the production of scholarly/creative works 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.

   1.1.1 Scholarly/creative work: such work includes, but is not limited to: publications (such as articles, books, etc.), presentations of scholarly papers, design/creative works, exhibitions, performances, and successful grant applications appropriate to the discipline. These scholarly/creative works should be subjected to a peer review process, which is a normative expectation of academic work. These scholarly/creative works should also effectively demonstrate that they constitute part of a candidate’s clearly defined scholarly/creative agenda.

   1.1.2 Teaching: such activity includes, but is not limited to: classroom teaching, direction of student research and theses, academic advisement, teaching of master classes and workshops, and teaching residencies. Appropriate evidence related to teaching activities includes material(s) that demonstrate competence and currency in subject matter, 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.

   1.1.3 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.

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1 Further elaboration of the types of activities included in the category scholarly/creative work are found in individual Department and School RPT Policy documents (see Appendices B, C, D, E, and F).

2 The phrase “peer reviewed” refers to traditional peer review academic processes as well as other means of external validation of scholarly/creative works.

3 Accepted standards for evidence of research, scholarly, artistic, and creative activities vary among the professions represented in the College of Arts and Architecture. These standards regarding the quality and quantity of works and sources of evidence are defined by each department and school in their respective RPT Policies (see Appendices B, C, D, E, and F).

4 The term “classroom” refers to any and all teaching venues used by faculty in the College of Arts and Architecture.
2. College Standards for Academic Ranks.

2.1 Reappointment of an Assistant Professor.

2.1.1 The College Review Committee (CRC) should examine the evidence with regard to a candidate’s anticipated growth as a scholar/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.

2.1.2 The CRC will consider the following criteria:

a.) Scholarly/creative work: successful candidates are expected to demonstrate evidence of a clearly defined scholarly/creative agenda and a record of peer 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.

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 1.1.3.

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

2.2 Granting of Tenure to an Assistant Professor and promotion to Associate Professor.

2.2.1 The conferral of permanent tenure automatically includes promotion of an Assistant Professor to Associate Professor. The Tenure Policies, Regulations and Procedures of the University of North Carolina at Charlotte (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 CRC should also examine the evidence with regard to a candidate’s anticipated growth as a scholar/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 the rank of Professor.

2.2.2 The CRC will consider the following criteria:

a.) Scholarly/creative works: successful candidates are expected to demonstrate evidence of a clearly defined scholarly/creative agenda and a record of peer 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 1.1.3.

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

2.3 Granting of Tenure to an Associate Professor or Professor.

2.3.1 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 2.2 or Section I, Subsection 2.4. The Tenure Policies, Regulations and
Procedures of the University of North Carolina at Charlotte (Section 3, Subsection 3.2.2) states that an Associate Professor may be granted tenure without promotion to Professor.

2.4 Promotion of an Associate Professor to Professor.

2.4.1 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 the rank of Professor. It is expected that a successful candidate for promotion to Full Professor would have a record of achievement that satisfies the majority of the criteria listed below.

2.4.2 The CRC will consider the following criteria:

a.) Scholarly/creative works: successful candidates are expected to demonstrate evidence of a clearly defined scholarly/creative agenda and a sustained record of peer 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 1.1.3, 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 scholarly/creative work, teaching, and service activities effectively support a Department or School’s academic mission.

II. College Review Committee Procedures

1. Departmental/School Review.

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. Each Department and School shall formulate DRC/SRC procedures consistent with the Tenure Policies, Regulations and Procedures of the University of North Carolina at Charlotte and the CoAA Bylaws.

1.2 If the Chair/Director’s determination is positive, the Chair/Director shall, after consulting with the assembled DRC SRC, submit his or her determination and rationale, the recommendation(s) and rationale(s) of the DRC/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 Chair/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 DRC/SRC. Within ten days after this meeting, the Faculty Member may submit to the Dean and the Chair/Director his or her written rebuttal to the Chair/Director’s determination. Upon receipt of the Faculty Member’s

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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
rebuttal, or at the end of ten days after the Chair/Director meets with the Faculty Member if the Faculty Member does not submit a rebuttal, the Chair/Director shall submit his or her 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 RPT Review file, to the Dean of the College.

2. CRC Review

2.1 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 RPT Review file, 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 the Chair/Director, the chair of the DRC/SRC, and/or the faculty member to submit additional documentation or to clarify further the departmental criteria used in evaluation.

2.2 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. Significant minority opinions should be identified but need not be attributed to individual members of the committee. A separate minority report may be written and submitted as an attachment to the report of the committee.

3. Dean’s Review.

3.1 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 RPT Review file) the Dean shall conduct his or her review, which includes consulting with the assembled CRC.

3.2 If the Dean’s determination is positive, he or she shall submit his or her determinations and rationales, the Chair/Director’s determination and rationale and the recommendation(s) and rationale(s) of the DRC/SRC, to the Provost.

3.3 If the Dean 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 provide the Faculty Member with a copy of that determination and its rationale, and to explain the Faculty Member’s right of rebuttal. Within ten days after this meeting, the Faculty Member may submit to the Provost and the Dean his or her written rebuttal to the Dean’s determination. Upon receipt of the Faculty Member’s rebuttal, or at the end of ten days after the Dean meets with the Faculty Member if the Faculty Member does not submit a rebuttal, the Dean shall submit his or her 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 Review file, to the Provost.

4. Appeal

4.1 If the faculty member charges that proper procedures were not followed or that the decision was based on impermissible grounds, he or she may seek review of the decision in accordance with the procedures set forth in Section 7 of the Tenure Policies, Regulations and Procedures of the University of North Carolina at Charlotte.
III. Tenured Faculty Performance Reviews
Tenured Faculty Performance Reviews are conducted according to the University’s *Tenured Faculty Performance Review Policy*.

1. Appeal
A faculty member dissatisfied with the results of the Tenured Faculty Performance Review and the Chair/Director’s subsequent appraisal, or the Dean’s acceptance, modification or rejection of it, may pursue any appeal or remedy otherwise available to faculty members relating to matters that affect their employment status. University regulations are contained in the *Tenure Policies, Procedures, and Regulations of The University of North Carolina at Charlotte*.6

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Appendix A. Reappointment, Promotion and Tenure calendar

March 1
CoAA Dean provides notice of impending review to faculty member(s) scheduled for reappointment, promotion, and tenure, with a copy to the Chair. Departmental Faculty Review Committee (DRC) or School Review Committee (SRC) receives notification of reviews upon election in the Spring Semester.

March 15
Faculty submits letter to Dean acknowledging understanding of review policies and dates of submission.

Fall Semester: First Day of Class
Faculty under review will submit all required materials to the CoAA Dean with letter of transmittal. No additional materials may be added to the submission following this date. Dean will forward materials directly to Chair/Director. Note: this is an absolute deadline

October 1
Chair/Director shall submit reappointment/tenure recommendation(s) to the CoAA Dean. Note: All information generated by the review shall be made available to the Dean.

October 15
The CoAA Dean shall meet with, transmit all materials, and initiate the review by the College Review Committee (CRC).

November 15
The CRC will provide the CoAA 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 Provost/Vice Chancellor for Academic Affairs. All evaluative material generated by the review shall be made available to the Provost/Vice Chancellor.

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7 All due dates are approximations that will be adjusted to fit the fall semester calendar, when ever 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).
Appendix B. School of Architecture Reappointment, Promotion and Tenure Criteria

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.
   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.

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10 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.
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.
Appendix C. Department of Art & Art History Reappointment, Promotion and Tenure Criteria

IV. Review Categories

A. Teaching. Teaching includes responsibility for an assigned course load conducted in a studio, lecture, seminar or tutorial format. Other teaching functions include but are not limited to such activities as course and curriculum development; guest lectures, critiques, and workshops; academic advising; mounting student exhibitions; and teaching support activities, such as laboratory or internship supervision.

B. Professional activity. Production, exhibition, performance, and publication of original art or design work; production and publication of scholarly manuscripts; and active pursuit of professional research are typical forms of professional activity. Other examples are presentations at professional meetings; lectures; service as a guest artist; acting as chair or discussant on a professional panel; acting as evaluator or adjudicator of professional work; acting as a paid consultant; receiving grants of fellowships; and holding office in a professional society association, if the activity requires extensive professional expertise.

C. Service. Service activities contribute to the general functioning and/or governance of the department, college, university, professional or community setting where they occur. Typical service work may be carried out on a standing or ad hoc committee or task force. Exhibition of art work and guest workshop lectures to lay (non-professional) groups fall under this category, along with unpaid consultant work and participation on community arts steering boards. Holding office in a professional society may fit this category if the actual function is primarily administrative or clerical in nature.

V. General Review Criteria (also see UNC Charlotte Tenure Policies, Regulations, and Procedures, July 1, 1999)

A. In accordance with the “Tenure Policies, Regulations, and Procedures of the University of North Carolina at Charlotte” (July 1, 1999) the Art Department supports and encourages academic freedom and “in no event shall a decision not to reappoint or not to promote be based upon: (1) exercise by the faculty member of rights of freedom of speech guaranteed by the First Amendment to the Constitution of the United States, or by Article I of the Constitution of North Carolina; or (2) discrimination based upon the race, sex, disability, sexual orientation, religion, age, or national origin of the faculty member; or (3) personal malice” (see Sections I, II, IV.D1 and XII.C of the university’s Tenure Policies).

B. To be eligible for entry into all ranks, candidates must have completed the terminal degree: M.F.A. for Studio or Doctorate for Art History or Art Education. In exceptional cases, professional experience or equivalent earned degrees may serve as a substitute for the stipulated terminal degree.

C. Each candidate will be reviewed in the categories of Teaching, Professional Activity, and Service. To receive tenure or reappointment the candidate must clearly excel according to department standards in at least one category and have satisfactory to exceptional performance in the other two. Unsatisfactory performance in any one category may be grounds for a denial of tenure or reappointment.

D. With many different subdisciplines represented by faculty in the Art Department (including graphic designers, art historians, and sculptors, for instance), faculty performance will take a variety of legitimate directions.
1. Evidence of professional activity could include (among other possibilities, depending on each sub-discipline): awards; honors; publications; presentations; group or individual exhibitions (local, regional, national, to international); screenings; commissions; public art projects; curatorial projects; grants; written reviews of professional work in recognized professional journals; performance of a leadership role including holding high office in professional organizations; participating in administration of professional organizations; etc.

2. Evidence of teaching excellence could include: awards; honors; grants; teaching portfolio; pedagogical publications and research; peer and student evaluations; pedagogical presentations and workshops (at local, regional, national, and/or international levels); written reviews of professional work in recognized professional journals; performance of a leadership role including holding high office in professional organizations; participating in administration of professional organizations; etc.

3. Service is not a category for which faculty should attempt to get tenured. However, all faculty are expected, as outlined in IV.C., to contribute to the general functioning and/or governance of the department, college, university, and/or community. Service can also be used to evaluate faculty performance in promotion and salary considerations.

E. Definition of terms such as “satisfactory to exceptional performance” and “excelling according to department standards” are made by peer consensus in a general way through evaluating information provided in each review category and by citing commonly accepted standards within and beyond the department. Other indicators of performance include: demonstration of research, publication, and/or artistic practice; evaluations by outside reviewers in the candidate’s professional field; student evaluations and peer evaluations of teaching; level of committee work at the department, college, and university levels; additional professional service outside the university; etc. (for specifics, see Part IV).

F. Candidates should be aware that changes in the university environment may affect review standards at any time. Candidates bear responsibility for careful preparation of vita materials and for seeking advice from the department chair and/or experienced faculty mentors to ensure the most effective distribution of professional energies in preparation for tenure reviews.

G. Important to overall professional performance is the candidate’s demonstrated effort to support the principles of academic freedom and help maintain the environment of academic freedom within the university. The candidate is expected to demonstrate tolerance and respect for professional, philosophical and cultural differences and support for common departmental and institutional goals, both to build productive, working relationships within the university and while representing the department and institution in professional settings.

VI. Review Criteria by Rank

All ranks require that the faculty member shall hold the appropriate terminal degree (see V.B.) or present evidence of comparable professional distinction in his/her field. Faculty in all ranks shall be reviewed for performance in teaching, professional activity, and service (see IV). In addition, all candidates are expected to act in a collegial manner and, through their professional activities, to promote and further the artistic and scholarly reputation of the department and University (see V.G.).

A. Assistant Professor. Initial appointment to the rank of Assistant Professor requires evidence or promise of competence in all three areas of review with the expectation of excellent performance leading to distinction in at least one area. Reappointment to the rank of Assistant Professor (prior to a tenure review) requires that the candidate show
strong promise of satisfying criteria for promotion to Associate Professor and conferral of
tenure as evidenced by (1) demonstration of satisfactory to excellent teaching, (2)
evidence of success at professional activities with promise of continuing development,
and (3) satisfactory service contributions.

B. **Associate Professor.** Promotion to the rank of Associate Professor requires a judgment
that the candidate (1) has clearly demonstrated satisfactory to excellent teaching, (2) has
achieved recognition for professional activities, (3) has made satisfactory service
contributions, and (4) shows tangible promise of achieving distinction in one or more of
the three areas of evaluation. The decision to promote an individual from Assistant to
Associate Professor typically coincides with a decision on granting tenure. While
promotion from Assistant to Associate is not automatically linked to tenure in the
university **Code**, the significance of tenure as a potential lifetime commitment from the
university strongly advocates the wisdom of the connection. Consequently, tenure and
promotion to Associate Professor should be considered the standard with variances being
made for exceptional reasons.

C. **Professor.** Promotion to rank of Professor, the highest rank, requires a strong
performance in all review categories and a record of distinction in at least one category.
Promotion to Professor requires that the candidate (1) has clearly demonstrated
satisfactory to excellent teaching; (2) has clearly achieved recognition for past and
current professional accomplishments; (3) has made important service contributions to
the department, College, University, or community; and (4) has achieved distinction in
one or more of the three areas of evaluation and generally performed in a role of
leadership. The rank of Professor reflects a standard that assumes continuing excellence
that will be evaluated in subsequent post-tenure reviews.
Appendix D. Department of Dance Reappointment, Promotion and Tenure Criteria

III. DANCE DEPARTMENT GENERAL CRITERIA FOR REAPPOINTMENT, PROMOTION AND CONFERRAL OF PERMANENT TENURE

A. INTRODUCTION

Dance faculty at all professorial ranks are expected to demonstrate competence in the three areas of accomplishment defined by the University: (1) research, scholar/creative; (2) teaching; and (3) service. The Department recognizes that, because of the diversity of its faculty, and the range of their professional expertise, individual programs of teaching, research, writing, performance, and service will take a variety of directions. But in general, competence in creative and/or scholarly research means a program of creative or scholarly work that contributes to the art of Dance or to the production of new knowledge in the field of Dance studies, at levels of quality and quantity established in the discipline. Competence in teaching means proficiency in the classroom (from the preparation of instructional materials to the mentoring of students in alternative educational settings) as demonstrated in a candidate’s teaching portfolio and as measured by indices of student satisfaction and peer review. Competence in service means effective contributions to the administrative and governance efforts of the Department and University, together with external professional and community work, as appropriate to an individual’s rank, expertise, and experience.

At each level of review, the quality of a candidate’s aggregate achievement must be substantiated by means of objective documentation and peer assessment. The general indicators of professional success are (1) positive trajectory, which means that the candidate’s work demonstrates steady and continuing development, as measured by frequency, rate, and quality of publication or performance, as well as teaching effectiveness and responsible service; (2) breadth of scope, which means that a candidate’s accomplishments and reputation spread over time from local to national and/or international venues, as measured by publication in peer reviewed journals or presses, opportunities to perform, choreograph, design, or direct with recognized companies, and invitations to speak, read, coach, teach, consult, or engage in professional service beyond the campus; and (3) positive comparative evaluation, which means that the candidate enjoys the recognition of her or his peers as measured by reviews, letters of recommendation, honors or awards, written critiques, citations, grants, juried or refereed performances, and invitations.

Candidates whose primary work is creative research will receive tenure and/or full promotion credit for creative research; candidates whose primary work is scholarly research will receive tenure and/or full promotion credit for scholarly research providing the research meets the standards articulated below. Candidates may also choose to provide evidence of a combination of both scholarly and creative research, providing the research meets a combination of the standards listed below.

A mix of professional accomplishments and measures of distinction or impact is desirable, and it is the burden of a candidate, in consultation with the Chair, to explain in her or his personal statement how the complete body of research , including teaching and service, illustrates the candidate’s strengths, furthers his or her career goals, and reveals a coherent plan for creative and/or scholarly growth.

In addition to College and University review criteria, the Department’s standards of personnel review follow guidelines articulated by the professional organizations of the discipline of Dance. Supporting documents include: “The Work of Arts Faculties in Higher Education,” (1993) from the National Office for Arts Accrediting Associations.

1. For reappointment as assistant professor, a candidate is expected to have initiated a program of creative and/or scholarly research with promise of discernible professional impact, and also to have met departmental standards in teaching and service.

2. For permanent tenure and promotion to associate professor, a candidate is

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12 PROCEDURES, GUIDELINES AND CRITERIA FOR REAPPOINTMENT, PROMOTION, CONFERRAL OF PERMANENT TENURE, TENURED FACULTY PERFORMANCE REVIEW, AND ANNUAL REVIEW (Approved September 24, 2009)
expected to have met disciplinary standards in creative and/or scholarly research, including rate, quality, and quantity of creative and/or scholarly accomplishment, to have had documented impact on the field, and to have met departmental standards in teaching and service.

3. For promotion to full professor, a candidate is expected to have demonstrated significant, continuing accomplishment in all three areas of productivity, and to have achieved distinction in scholarship and/or creative research as measured by the sustained professional impact of the candidate’s artistry and/or publications.

B. CREATIVE RESEARCH IN DANCE

Dance is both a collaborative and an ephemeral art. Performance is the conclusion of an integrated process entailing choreography, scene design, costume design, lighting design, sound design, and sometimes also historical, technical, or other research. The resulting achievement, a live performance, exists only in the moment, its documentation (apart from immediate witness) necessarily retrospective and only suggestive of the quality of the performance itself. Hence, when evaluating the creative work of a candidate for promotion and/or tenure, the Department appreciates that the candidate’s contributions are legitimately assessed both in themselves and in the context of the success of the production as a whole. The candidate’s work need not invariably be singled out in reviews and other documentation in order to be credited for the success of the ensemble. Moreover, the Department accepts the inherent complexity of judging a performance retrospectively, and therefore allows appropriate latitude, consistent with professional guidelines, in the range of artifacts, including choreographic notes, sketches, photographs, film strips, DVDs, peer reviews, and public recognition, that may legitimately testify to the quality of a candidate’s work.

1. Creative Research in Any Field of Dance Expertise might include:
   a. Invited work successfully undertaken in an exceptional venue (such as a nationally or internationally recognized dance company or festival) as determined through peer review.
   b. Adjudicated and/or invited work successfully undertaken in other substantial, off-campus venues as determined through peer review.
   c. Self-produced work successfully undertaken in substantial, off-campus venues as determined through peer review.
   d. Work successfully produced on campus, provided it is peer-reviewed and not part of a teaching load.
   e. Work successfully produced off campus, provided it is peer-reviewed.
   f. Work successfully produced in electronic media that is peer-reviewed.

2. The RPT Committee’s judgment regarding “distinction” and “professional impact” in choreography, design, performance, and/or technical production depends on a variety of conventional benchmarks in the discipline of Dance and in the past practice of the University.

   a. A candidate’s work should describe a history of sustained productivity over time. All records of artistic accomplishment, including those compiled prior to employment at the University, are counted in the review, but there is an expectation that the candidate will have concluded some work at this institution, consistent with the benchmark of sustained productivity.

   b. While the quantity of professional work does not by itself indicate quality or impact, lower than average quantity suggests a poor trajectory for later achievement. It is reasonable to assume that candidates will average two new and significant off-campus creative activities per year during the period leading to tenure and promotion review.

   c. External peer reviews of specific performances are an essential indicator
of significant accomplishment, especially written evaluations by colleagues in the area of a candidate’s particular expertise, or by other dance professionals, or by members of a production team.

d. Adjudication reports from regional or national festivals and reviews by professional critics are also useful indicators.

e. A candidate should demonstrate the ability to attract invitations to work in substantial venues, as described above.

f. Repeated engagements in a substantial venue are a particularly noteworthy indicator of successful work.

g. Invitations or commissions to work for professional companies or election to competitive union memberships indicate growing reputation.

h. Inclusion in competitions or exhibits, especially those that are juried, also indicates growing reputation.

i. Candidates may enhance professional standing by presenting on panels and programs of professional organizations as well as by securing residencies or opportunities to teach master classes or lead intensive workshops for dance professionals.

j. Awards, honors, and prizes offer helpful testimony of artistic accomplishment and should be listed in the curriculum vitae and explained in the personal commentary.

k. Awards of externally sponsored funding, together with a record of successful grant proposal writing, are valuable credentials and should be accurately documented in the curriculum vitae and described in the personal commentary.

l. The judgments of peers, including the referees who submit evaluations of the candidate in support of promotion and/or tenure review, should indicate that a candidate has achieved professional standing outside the Department to the degree that is appropriate for the rank the candidate is seeking.

C. SCHOLARLY RESEARCH IN DANCE

1. Scholarly Research in Any Field of Dance (pedagogy, history, criticism, etc.) Includes:

   a. Books or textbooks, authored, co-authored, edited, or translated, with academic, or professional presses, in electronic or visual media.
   b. Journal (including e-journal) articles, published interviews, book or performance reviews, and review essays.
   c. Chapters, essays, or articles in reference texts, collections, and anthologies.
   d. Published educational resource materials in all media.

2. Other of scholarly research may include:

   a. Juried papers given at international, national, or regional professional conferences;
   b. Invited addresses, keynotes, or papers given at international, national, or regional, professional conferences;
   c. Production of computer software;
   d. Invited on-line publication;
e. Film or video production presented in a professional venue
f. Reports and materials derived from consulting activities in universities, schools, government agencies, business, or industry;
g. Grant proposals for basic or applied research, curriculum development, or professional service;
h. Editorial service, either as editor or on an editorial board;
i. Manuscripts accepted for publication but not yet published.

3. The RPT Committee’s judgment regarding “distinction” and “professional impact” in scholarship depends on a variety of conventional benchmarks in the discipline of Dance and in the past practice of the University:

a. A candidate’s scholarly research should describe a history of sustained productivity over time. All publications, including those completed at other institutions, are counted in the review, but there is an expectation that the candidate will have published some work at this institution, consistent with the benchmark of sustained productivity.

b. While the quantity of professional work does not by itself indicate quality or impact, lower than average quantity suggests a poor trajectory for later achievement. It is reasonable to assume that candidates in scholarly fields will either complete a book that is published or under contract for publication and 3 to 5 articles, or else, in the absence of a book, 8 to 10 significant articles, during the period leading to tenure and promotion review. The traditional academic book, while a conventional measure of academic accomplishment, is not a prerequisite for achieving tenure or promotion.

c. A candidate should demonstrate the ability to place articles in professional journals, and/or to place book manuscripts with recognized academic or professional presses. When the candidate is aware of submission/acceptance ratio at a particular journal or press, the information should be included on the curriculum vitae or in the personal commentary under the section devoted to scholarship.

d. Reviews of a candidate’s published work and citations in the research of other scholars may provide helpful testimony regarding the impact of that work.

e. Substantial awards of externally sponsored funding, together with a record of successful grant-proposal writing, constitute important scholarly credentials and should be accurately documented on the curriculum vitae and described in the personal commentary.

f. Publication awards and prizes from presses, journals, or professional associations, along with other forms of recognition, provide helpful testimony of scholarly accomplishment and should be listed on the curriculum vitae and explained in the personal commentary.

g. Invitations to present papers or keynote addresses at prestigious national or international gatherings argue for growing prominence in a field and should be noted in the personal commentary.

h. The judgments of peers, including the referees who submit evaluations of the candidate in support of promotion and/or tenure review, should indicate that a candidate has achieved professional standing outside the Department to the degree that is appropriate for the rank the candidate is seeking.
D. TEACHING

1. The Dance Department places high value on the quality of its teaching, and does not consider excellence in creative and/or scholarly research as a substitute for that quality.

Teaching Includes:

a. Regularly assigned courses
b. Master classes, workshops, and residencies.
c. Development of new programs, courses, or teaching methods.
d. Peer assistance, teacher mentoring.
e. Pedagogically-oriented consulting work.
f. Team-taught and interdisciplinary courses.
g. Curriculum development including grant support projects
h. Supervision of independent studies
i. Supervision of internships.
j. Sponsorship of and participation in extracurricular events or activities that support student learning.
k. Academic advising.
l. Teaching honors/ awards.

2. Competencies

Candidates for reappointment, promotion, and conferral of permanent tenure will present as evidence of their competence a teaching portfolio that includes the following materials:

a. A statement of teaching philosophy and general classroom practice, incorporated in the personal commentary.
b. Syllabi, exams, and other course materials.
c. In the case of tenure-track and tenured faculty, all student course evaluations, both written and numerical since the last mandatory reviews are provided by the Department.
d. For tenure-track faculty, peer observations and evaluations as required by the State of North Carolina are provided by the Department.

3. Evidences:

Competence in teaching may be demonstrated by but is not limited to the following benchmarks:

a. Command of the appropriate disciplinary subject areas.
b. Effective organization and presentation of course materials.
c. Articulate philosophy of teaching, manifest in course design and classroom method.
d. Evidence of clear assignments and careful assessments of student work.
e. Performance at or near the Dance Department’s norms, according to written student evaluations and peer evaluations.
f. Performance at or near the Dance Department’s means, according to OPSCAN student evaluations.

E. SERVICE

1. Service activities contribute to the governance of the University, the support of the profession, and the flourishing of the community. They also testify to the collegiality of individual faculty. At a minimum, Dance faculty members are expected to attend Department meetings and to play responsible roles on committees to which they are assigned. Accomplishments in the area of service are less important for probationary faculty than contributions in creative work, scholarship, and teaching, but they constitute a significant measure of the professional engagement and stature of senior faculty, including those seeking promotion to full professor.

2. Tenure Track faculty members are expected to assume meaningful but not burdensome service duties in elected or appointed committee assignments in the Department or, less typically, the College or University. Probationary faculty should exercise reasonable discretion in accepting professional or community service
responsibilities that might negatively affect productivity in research and writing or effectiveness in teaching. Tenured faculty are expected to share the routine responsibilities of departmental administration and governance, to take leadership roles in the Department and the University, and to perform in those professional or community service capacities for which their interests, expertise, and experience may qualify them.

3. For both tenure track and senior faculty members, academic and community service activities must be documented in the individual’s employment file. Documentation may include references in the CV and Personal Statement, references in annual faculty performance reviews, letters from committee or task force chairs, testimonials from community members or groups, and news reports. Examples of academic and community service activities include:

Service on-campus may be academic or non-academic and includes:
   a. serving on Departmental, College, or University committees and taskforces;
   b. chairing committees, or accepting special committee or subcommittee assignments;
   c. creating, chairing, or serving on ad hoc committees;
   d. administering academic or support programs;
   e. helping to create new academic or support programs;

Service To The Profession Includes:
   a. serving and/or holding office in local, regional, national, or international professional associations;
   b. reading manuscripts for journals or book publishers (including textbooks);
   c. performing external tenure/promotion reviews.
   d. teaching or consulting, related to professional expertise, with universities, schools, dance companies, government agencies, business, or industry;
   e. service or volunteer work, related to professional expertise, in civic, cultural, educational, and/or religious organizations;
   f. performances, and presentations to civic, cultural, educational, and/or religious organizations;
   g. judging community competitions.

IV. CRITERIA FOR PROMOTION TO SPECIFIC RANKS AND CONFERRAL OF PERMANENT TENURE

A. Reappointment as Assistant Professor.

1. Terms of Appointment: Assistant Professors are normally appointed initially to a term of four years and reviewed in the third year for reappointment to a second term of three years as Assistant Professor.

2. Teaching Criteria: The candidate demonstrates teaching competence and a commitment to teaching. The candidate shows promise of making significant contributions to teaching as broadly defined in both Part III pg. 12 of this document and in “The Work of Arts Faculties in Higher Education. (attached)”

3. Creative and/or Scholarly Research Criteria: The candidate shows evidence of success in creative and/or scholarly research as broadly defined in both Part III pgs. 8 - 12 of this document and in “The Work of Arts Faculties in Higher Education,” and promise of continuing development.

4. Service: The candidate has made satisfactory service contributions as broadly defined in both Part III pg 13, of this document and in “The Work of Arts Faculties in Higher Education.”
B. Promotion from the Rank of Assistant Professor to the Rank of Associate Professor with Conferral of Permanent Tenure.

1. Terms of Appointment: Assistant Professors are normally reviewed for promotion to Associate Professor with permanent tenure in their sixth year of employment (the second year of their second term of employment as Assistant Professor). However, the review for promotion and conferral of permanent tenure may occur before that time if it is deemed appropriate by the candidate’s Department Chair in consultation with tenured Department faculty.

2. Teaching Criteria: The candidate’s record demonstrates substantial commitment to and effectiveness in teaching, as defined in Part III, pg. 12 of this document and in “The Work of Arts Faculties in Higher Education.”

3. Creative and/or Scholarly Research: The candidate’s record shows evidence of creative and/or scholarly research, in accordance with the norms and expectations of a particular scholarly or creative field as broadly defined in both Part III pgs 8-12 of this document and in “The Works of Arts Faculties in Higher Education.” High quality, originality, and significance of contribution are more important than either volume or the particular type of scholarship represented.

4. Service Criteria: The candidate demonstrates a commitment to Department, College, University and professional citizenship and has made satisfactory service contributions, as defined in Part II, pg. 13 of this document and in “The Works of Arts Faculties in Higher Education.”

C. Promotion from the Rank of Associate Professor to the Rank of Professor.

1. Terms of Appointment: Individuals whose initial appointment has been as Associate Professor without permanent tenure are appointed from an initial term of five years and reviewed for conferral of permanent tenure and possible promotion to the rank of Professor before the end of the fourth year of appointment. Associate Professors may receive tenure without promotion.

2. If a faculty member is promoted to or reappointed to the rank of Associate Professor and has been awarded permanent tenure, review for promotion shall occur at least once every five years (Tenured Faculty Performance Review), at this time the faculty member may postpone consideration for promotion and simply complete the Tenured Faculty Performance Review.

3. Promotion to the rank of Professor is based upon achievement, distinction, and the impact of one’s contributions, not duration of employment. An Associate Professor may be recommended for promotion at any time. However, time in rank may be a salient consideration to the extent that the impact of certain contributions accumulates and gathers force over time. An individual’s aggregate contributions over a period of time may yield a level of achievement or recognition that might not be accorded to any of them individually considered.

   a. Teaching Criteria: The candidate’s record demonstrates continuous commitment to and effectiveness in teaching, as defined in Part III. pgs. 8-12 of this document and in “The Work of Arts Faculties in Higher Education.”

   b. Creative and/or Scholarly Research Criteria: The candidate’s record shows clear and continuous evidence of excellence in scholarly or creative accomplishments as broadly defined in Part III. pg. 12 of this document and in “The Work of Arts Faculties in Higher Education.”

   c. Service Criteria: The candidate has made important service contributions
to the Department, College, University, scholarly profession, or community, as broadly defined in Part III. pg. 13 of this document and in “The Work of Arts Faculties in Higher Education” and has generally performed in a role of leadership.
II. CRITERIA FOR REAPPOINTMENT, PROMOTION AND TENURE

These Reappointment, Promotion and Tenure criteria are adopted by the tenured faculty of the Department of Music to fit its particular needs, in recognition of the diverse responsibilities of the Department’s faculty. These criteria are not intended to prescribe a uniform pattern of accomplishments that must be achieved by all candidates for Reappointment, Promotion and Tenure. Rather, they identify ways of evaluating accomplishments in the three areas of teaching, research/scholarship/creative activity and service while permitting the flexibility necessary to accommodate the individual talents and interests of the faculty within the guidelines set by the University and the College of Arts and Sciences. Candidates should describe in their documentary evidence their activities in teaching, research/scholarship/creative activity and service and the pertinence of these activities to the mission and goals of the Department of Music and the University.

Given the complex nature of assessment in the arts, explanation of the various disciplines within the Department of Music is helpful to those who make judgements about the quality or quantity of a faculty member’s work. Music faculty can be categorized as being in the academic area, the applied area, or the ensemble area. A faculty member may be involved in more than one of these areas, but typically the majority of their work falls into one. Of the four Appendices of this document, the first provides a general explanation of all three areas, while the following three provide specific, detailed information about each separate area. References to these Appendices will appear throughout this document.

Faculty members in the areas of Music History, Music Theory and Composition and Music Education will normally hold the earned doctor’s degree and will have a record of scholarly achievement beyond the doctorate, including professional activity and performance. Applied faculty and ensemble directors should also hold the doctor’s degree, and they will have a record of distinction in musical performance. Such faculty members may be recruited from the ranks of established performers and artist-teachers. In these cases, the performance level and artistic success of the professional experience should be considered along with the academic credentials of the candidate.

Reappointment of an Assistant Professor

Candidates for reappointment to the rank of Assistant Professor should:

a. Demonstrate teaching competence.

Judgements regarding teaching competence are based on (1) the systematic use of approved departmental student evaluation forms, and (2) through first hand classroom observations by faculty colleagues (including observations of teaching and student performance) of activities listed in at least the local/regional section of the relevant Appendices of this document.

b. Show evidence of successful engagement in professional activity and promise of continuing development.

Evidence of successful engagement in professional activity will be defined as achieving recognition for professional accomplishments that are listed in the local/regional and the national/international section of Appendix II (pp. 9 - 10), Appendix III (pp. 14 - 15) or Appendix IV (pp. 20 - 22). A pattern of performance over time at the national level will be accepted as prima facie evidence of clearly achieved professional recognition.

c. Make satisfactory service contributions.

Satisfactory service contributions will be defined by the participation in, and successful completion of university, community, and/or professional activities, as evaluated by peers, that are listed in the relevant Appendices of this document. Since the Music Department is small, willingness to serve on committees, task forces and with the general work of the Department is very important.

Guidelines for Reappointment, Promotion and Tenure Procedures and Criteria (Approved by the Faculty, December, 1999).
d. Show promise of satisfying the criteria listed below for promotion to Associate Professor and conferral of permanent tenure.

**Promotion from Assistant Professor to Associate Professor, or Conferral of Permanent Tenure on either an Assistant Professor or an Associate Professor**

The candidate’s entire professional career will be assessed, but particular emphasis will be place on development while serving in the rank of Assistant Professor or Associate Professor at the University of North Carolina at Charlotte.

Candidates for promotion to the rank of Associate Professor, or for conferral of permanent tenure on either an Assistant Professor or an Associate Professor should:

a. Demonstrate teaching competence.

Judgements regarding teaching competence are based on (1) the systematic use of approved departmental student evaluation forms, and (2) through first hand classroom observations by faculty colleagues (including observations of teaching and student performance) of activities listed in at least the local/regional section of the relevant Appendices of this document.

b. Have achieved recognition for professional accomplishments.

Evidence of success in professional activity will be defined as achieving recognition for professional accomplishments that are listed in the local/regional and the national/international section of Appendix II (pp. 9 - 10), Appendix III (pp. 14 - 15) or Appendix IV (pp. 20 - 22). A pattern of performance over time at the national level will be accepted as *prima facie* evidence of clearly achieved professional recognition.

c. Have made satisfactory service contributions.

Satisfactory service contributions will be defined by the participation in, and successful completion of university, community, and/or national activities, as evaluated by peers, that are listed in the relevant Appendices of this document. Since the Music Department is small, willingness to serve on committees, task forces and with the general work of the Department is very important.

d. Show tangible promise of achieving distinction in one or more of the three areas of evaluation.

**Promotion of an Associate Professor to Professor or the conferral of permanent tenure on a Professor**

The candidate’s entire professional career will be assessed, but particular emphasis will be place on development while serving in the rank of Associate Professor at the University of North Carolina at Charlotte.

Candidates for promotion to the rank of Professor should:

a. Demonstrate teaching competence.

Judgements regarding teaching competence are based on (1) the systematic use of approved departmental student evaluation forms, and (2) through first hand classroom observations by faculty colleagues (including observations of teaching and student performance) of activities listed in both the local/regional and national/international sections of the relevant Appendices of this document.

b. Have clearly achieved recognition for professional accomplishments.

Evidence of success in professional activity will be defined as achieving recognition for professional accomplishments that are listed in the local/regional and the national/international section of Appendix II (pp. 9 - 10), Appendix III (pp. 14 - 15) or Appendix IV (pp. 20 - 22). A pattern of performance over time at the national level will be accepted as *prima facie* evidence of clearly achieved professional recognition.

c. Have made important service contributions to the department, College, University, or community.
Satisfactory service contributions will be defined by the participation in, and successful completion of university, community, and/or national activities, as evaluated by peers, that are listed in the relevant Appendices of this document. Since the Music Department is small, willingness to serve on committees, task forces and with the general work of the Department is very important.

d. Have achieved distinction in one or more of the three areas of evaluation and generally performed in a role of leadership.

Distinction in one or more areas would be achieved by significant accomplishment of tasks listed in the local/regional and national/international sections of the relevant Appendices of this document. As is the case in all deliberations of promotion and tenure issues, peer review is the most reliable, expedient and discerning method of evaluating the significance of a colleague’s accomplishments. Other factors that assist in this process include critical reviews of performance or publication. The Appendices of this document offer insights into the essential nature of individual activities in each of the three areas (Research/Scholarship/Creative Activity, Teaching and Service) and how they relate to the evaluative process.
Appendix E. Department of Theatre Reappointment, Promotion and Tenure Criteria

I. Criteria

Theatre faculty at all professorial ranks are expected to demonstrate competence in the three areas of accomplishment defined by the University: (1) scholarship and/or creative activity; (2) teaching; and (3) service. The Department recognizes that, because of the diversity of its faculty, and the range of their professional expertise, individual programs of teaching, research, writing, performance, and service will take a variety of directions. But in general, competence in scholarship and/or creative activity means a program of creative or scholarly work that contributes to the art of theatre or to the production of new knowledge in the field of theatre studies, at levels of quality and quantity established in the discipline. Competence in teaching means proficiency in the classroom (from the preparation of instructional materials to the mentoring of students in alternative educational settings) as demonstrated in a candidate’s teaching portfolio and as measured by indices of student satisfaction and peer review. Competence in service means effective contributions to the administrative and governance efforts of the Department and University, together with external professional and community work, as appropriate to an individual’s rank, expertise, and experience.

1. For reappointment as assistant professor, a candidate is expected to have initiated a program of creative work and/or scholarship with promise of discernible professional impact, and also to have met departmental standards in teaching and service.

2. For permanent tenure and promotion to associate professor, a candidate is expected to have met disciplinary standards in research or creative work, including rate, quality, and quantity of creative and/or scholarly accomplishment, to have had documented impact on the field, and to have met departmental standards in teaching and service.

3. For promotion to full professor, a candidate is expected to have demonstrated significant, continuing accomplishment in all three areas of productivity, and to have achieved distinction in scholarship and/or creative work as measured by the sustained professional impact of the candidate’s artistry and/or publications.

At each level of review, the quality of a candidate’s aggregate achievement must be substantiated by means of objective documentation and peer assessment. The general indicators of professional success are (1) positive trajectory, which means that the candidate’s work demonstrates steady and continuing development, as measured by frequency, rate, and quality of publication or performance, as well as teaching effectiveness and responsible service; (2) breadth of scope, which means that a candidate’s accomplishments and reputation spread over time from local to national and/or international venues, as measured by publication in distinguished journals or presses, opportunities to perform, design, or direct with recognized companies, and invitations to speak, read, coach, teach, consult, or engage in professional service beyond the campus; and (3) positive comparative evaluation, which means that the candidate enjoys the recognition of her or his peers as measured by reviews, letters of recommendation, honors or awards, written critiques, citations, grants, juried or refereed performances, and invited professional work.

In addition to College and University review criteria, the Department’s standards of personnel review follow guidelines articulated by the professional organizations of the discipline of Theatre. Supporting documents include: “The Work of Arts Faculties in Higher Education,” (1993) from the National Office for Arts Accrediting Associations; Guidelines for Evaluating Teacher/Artists for Promotion and Tenure” (2000), from the Association for Theatre in Higher Education; and “Tenure and Promotion Guidelines” (2000) from USITT: the Association of Design, Production, and Technology Professionals in the Performing Arts and Entertainment Industries.

14 Theatre Department Criteria and Procedures for Reappointment, Promotion and Tenure (Approved April 30, 2009).
A. Design, Production, and Performance Work

According to USITT guidelines, “Participation in theatrical productions is a normal mode of professional endeavor” for theatre artists in the academy and is considered a form of research and creative activity. “Significant research is required in the processes of design and production, and the communication of the results of this research is performance. The creative process is documented by the visual record of the production and by the graphics and organizational materials prepared in the planning of the production.” USITT recommends “the acceptance of off-campus professional design and production work as an equivalent of refereed publication.”

Theatre is both a collaborative and an ephemeral art. Performance is the conclusion of an integrated process entailing direction, dramaturgy, acting, scene design, costume design, lighting design, sound design, technical direction, choreography, scenic artistry, production management, and stage management. Playwriting and historical, technical, or other research are commonly included among these activities as well. The resulting achievement, a live performance, exists only in the moment, its documentation (apart from immediate witness) necessarily retrospective and only suggestive of the quality of the performance itself. Hence, when evaluating the creative work of a candidate for promotion and/or tenure, the Department appreciates that the candidate’s contributions are legitimately assessed both in themselves and in the context of the success of the production as a whole. The candidate’s work need not invariably be singled out in reviews and other documentation in order to be credited for the success of the ensemble. Moreover, the Department accepts the inherent complexity of judging a performance retrospectively, and therefore allows appropriate latitude, consistent with USITT and other guidelines, in the range of artifacts, including sketches, models, design notes, photographs, film strips, peer reviews, and public recognition, that may legitimately testify to the quality of a candidate’s work.

(1) Creative activities authorized for RPT credit:

- Work successfully produced in an exceptional venue (such as a nationally or internationally recognized theatre or professional company) as determined by peers or sanctioned by professional theatrical unions or organizations.
- Work successfully produced in other substantial, off-campus venues as determined by peers.
- Work successfully produced on campus, provided it is peer-reviewed and/or leads to documented external activities (which may include conference presentations, articles, or external productions).
- Work successfully produced for exhibits and competitions.
- Work successfully produced in electronic media venues.
- Scripts or adaptations that have been read in significant venues, produced as live performance, or published.
- Dramaturgical work in significant venues.
- Candidates whose primary work is in design, production, or performance also receive full promotion and/or tenure credit for traditional scholarship, including books, articles published in recognized journals, published reviews of theatrical performances, and presentations at academic conferences, provided it meets the standards articulated below under “Theatre Studies Work.”

(2) Benchmarks for Evaluating Creative Work

The RPT Committee’s judgment regarding “distinction” and “professional impact” in design, production, and performance work depends on a variety of conventional benchmarks in the discipline of Theatre and in the past practice of the University.

- A candidate’s work should describe a history of sustained productivity over time. All records of artistic accomplishment, including those compiled prior to employment at the University, are counted in the review, but there is an expectation that the candidate will have concluded some work at this institution, consistent with the benchmark of sustained productivity.
• While the quantity of professional work does not by itself indicate quality or impact, lower than average quantity suggests a poor trajectory for later achievement. It is reasonable to assume that candidates in design fields will average two significant off-campus production activities per year, and that candidates in production and performance fields will average one such activity, during the period leading to tenure and promotion review.

• Peer reviews of specific performances are an essential indicator of significant accomplishment, especially written evaluations by colleagues in the area of a candidate’s particular expertise, or by other theatre professionals, or by members of a production team.

• The process by which an artist is chosen to perform (for example, an actor’s audition or a designer’s portfolio presentation) is rigorously competitive in significant venues and therefore constitutes, in itself, a peer review which a candidate should document as such.

• Adjudication reports from regional or national festivals and reviews by professional theatre critics are also useful indicators.

• A candidate should demonstrate the ability to attract invitations to work in substantial venues, as described above.

• Repeated engagements in a substantial venue are a particularly noteworthy indicator of successful work.

• Invitations or commissions to work for professional theatre companies or election to competitive union memberships indicate growing reputation.

• Inclusion in competitions or exhibits, especially those that are juried, also indicates growing reputation.

• Candidates may enhance professional standing by presenting on panels and programs of professional organizations as well as by securing opportunities to teach master classes or lead intensive workshops.

• Awards, honors, and prizes offer helpful testimony of artistic accomplishment and should be listed in the curriculum vitae and explained in the personal commentary.

• Awards of externally sponsored funding, together with a record of successful grant proposal writing, are valuable credentials and should be accurately documented in the curriculum vitae and described in the personal commentary.

• The judgments of peers, including the referees who submit evaluations of the candidate in support of promotion and/or tenure review, should indicate that a candidate has achieved professional standing outside the Department to the degree that is appropriate for the rank the candidate is seeking.

Note: A mix of professional accomplishments and measures of distinction or impact is desirable, and it is the burden of a candidate, in consultation with the Chair, to explain in her or his personal statement how the complete body of work, including teaching and service, illustrates the candidate’s strengths, furthers his or her career goals, and reveals a coherent plan for creative and/or scholarly growth.

B. Theatre Studies Work

(1) Scholarly and research activities authorized for RPT credit:

• books or textbooks, authored, co-authored, edited, or translated, with academic, literary, or professional presses, in electronic or visual media;
• refereed journal (including e-journal) articles, interviews, book or performance reviews, and review essays;
• refereed chapters, essays, or articles in reference texts, proceedings, collections, and anthologies.

(A “refereed” publication is one whose acceptance is the result of editorial or other peer review in a competitive venue. The candidate is responsible for distinguishing between refereed and non-refereed publications on the curriculum vitae, and for explaining the nature of non-traditional published or professional work in the personal commentary.)

• candidates whose primary work is in traditional scholarship also receive full promotion and/or tenure credit for creative activities, provided they meet the standards articulated above under “Design, Production, and Performance Work.”

Other demonstrations of scholarly activity may include:

• non-refereed publications, including production notes and other research, play programs, interviews, book reviews, review essays, occasional essays, and grant-related, governmental, or other professional reports;
• juried papers given at international, national, regional, or local professional conferences;
• invited addresses, keynotes, or papers given at international, national, regional, or local professional conferences;
• production of computer software;
• on-line publication;
• film or video production;
• reports and materials derived from consulting activities in universities, schools, government agencies, business, or industry;
• grant proposals for basic or applied research, curriculum development, or professional service;
• editorial service, either as editor or on an editorial board;
• manuscripts accepted for publication.

(2) Benchmarks for Evaluating Scholarly Work

The RPT Committee’s judgment regarding “distinction” and “professional impact” in scholarship depends on a variety of conventional benchmarks in the discipline of Theatre Studies and in the past practice of the University:

• A candidate’s publications should describe a history of sustained productivity over time. All publications, including those completed at other institutions, are counted in the review, but there is an expectation that the candidate will have published some work at this institution, consistent with the benchmark of sustained productivity.

• While the quantity of professional work does not by itself indicate quality or impact, lower than average quantity suggests a poor trajectory for later achievement. It is reasonable to assume that candidates in scholarly fields will either complete a book and 3 to 5 articles, or else, in the absence of a book, 8 to 10 significant articles, during the period leading to tenure and promotion review. The traditional academic book, while a conventional measure of academic accomplishment, is not a prerequisite for achieving tenure or promotion.

• A candidate should demonstrate the ability to place refereed articles in respected journals, and/or to place book manuscripts with recognized academic, literary, or professional presses. When the candidate is aware of a submission/acceptance rate at a particular journal or press, the information should be included on the curriculum vitae or in the personal commentary under the section devoted to scholarship or creative work.
• Reviews of a candidate’s published work and citations in the research of other scholars may provide helpful testimony regarding the impact of that work.

• Substantial awards of externally sponsored funding, together with a record of successful grant-proposal writing, constitute important scholarly credentials and should be accurately documented on the curriculum vitae and described in the personal commentary.

• Publication awards and prizes from presses, journals, or professional associations, along with other forms of recognition, provide helpful testimony of scholarly or artistic accomplishment and should be listed on the curriculum vitae and explained in the personal commentary.

• Invitations to present papers or keynote addresses at prestigious national or international gatherings argue for growing prominence in a field and should be noted in the personal commentary.

• The judgments of peers, including the referees who submit evaluations of the candidate in support of promotion and/or tenure review, should indicate that a candidate has achieved professional standing outside the Department to the degree that is appropriate for the rank the candidate is seeking.

Note: A mix of professional accomplishments and measures of distinction or impact is desirable, and it is the burden of a candidate, in consultation with the Chair, to explain in her or his personal statement how the complete body of work, including teaching and service, illustrates the candidate’s strengths, furthers his or her career goals, and reveals a coherent plan for creative and/or scholarly growth.

C. Teaching

The Theatre Department places high value on the quality of its teaching, and does not consider excellence in scholarly and/or performance activity as a substitute for that quality. Candidates for reappointment, promotion, and tenure will present as evidence of their competence the following materials: (1) a statement of teaching philosophy and general classroom practice, incorporated in the personal commentary; (2) syllabi, exams, and other course materials; (3) in the case of probationary faculty, all student course evaluations, both written and numerical; in the case of tenured faculty, all evaluations since the last mandatory review; and (4) peer observations and evaluations as required by the State of North Carolina.

The RPT Committee will also assess other documented evidence of teaching excellence or engagement, including:

• development of new programs, courses, or teaching methods;
• peer assistance, teacher mentoring;
• pedagogically-oriented consulting work;
• team-taught and interdisciplinary courses;
• curriculum development grants;
• supervision of independent studies, directed readings;
• supervision of internships;
• sponsorship of and participation in extracurricular events or activities that support student learning;
• academic advising;
• teaching honors/ awards.

Competence in teaching may be demonstrated by but is not limited to the following benchmarks:

• command of the appropriate disciplinary subject areas;
• effective organization and presentation of course materials;
• articulate philosophy of teaching, manifest in course design and classroom method;
• Evidence of clear assignments and careful assessments of student work;
• Performance at or near the Theatre Department’s norms, according to written student evaluations and peer evaluations.
• Performance at or near the Theatre Department’s means, according to OPSCAN student evaluations.

In exceptional cases, a faculty member who has achieved public distinction in teaching may be promoted on the basis of that accomplishment. “Distinction” in this instance entails national recognition for educational achievements, which may include publications or other professional activity, that have resulted in a demonstrable improvement of the quality of teaching, learning, curriculum, educational technology, or the administration of schools.

D. Service

Service activities contribute to the governance of the University, the support of the profession, and the flourishing of the community. They also testify to the collegiality of individual faculty. At a minimum, Theatre faculty are expected to attend Department meetings and to play responsible roles on committees to which they are assigned. Accomplishments in the area of service are less important for probationary faculty than contributions in scholarship, writing, and teaching, but they constitute a significant measure of the professional engagement and stature of senior faculty, including those seeking promotion to full professor.

Probationary faculty are expected to assume meaningful but not burdensome service duties in elected or appointed committee assignments in the Department or, less typically, the College or University. Probationary faculty should exercise reasonable discretion in accepting professional or community service responsibilities that might negatively affect productivity in research and writing or effectiveness in teaching. Tenured faculty are expected to share the routine responsibilities of departmental administration and governance, to take leadership roles in the Department and the University, and to perform in those professional or community service capacities for which their interests, expertise, and experience may qualify them.

For both probationary and senior faculty members, academic and community service activities must be documented in the individual’s employment file. Documentation may include references in the CV and Personal Statement, references in annual faculty performance reviews, letters from committee or task force chairs, testimonials from community members or groups, and news reports. Examples of academic and community service activities include:

Academic Service Activities

• serving on Departmental, College, or University committees and taskforces;
• chairing committees, or accepting special committee or subcommittee assignments;
• creating, chairing, or serving on ad hoc committees;
• administering academic or support programs;
• helping to create new academic or support programs;
• serving and/or holding office in local, regional, national, or international professional associations;
• reading manuscripts for journals or book publishers (including textbooks);
• performing external tenure/promotion reviews.

Community Service Activities

• consulting, related to professional expertise, with universities, schools, theatre companies, government agencies, business, or industry;
• service or volunteer work, related to professional expertise, in civic, cultural, educational, and/or religious organizations;
• performances, readings, stagings, and presentations to civic, cultural, educational, and/or religious organizations;
• judging community competitions.
In exceptional cases, a faculty member who has achieved public distinction in service may be promoted on the basis of that accomplishment. “Distinction” in this instance entails local or national recognition for professional, civic, or community achievements that have had a demonstrable impact on the quality of public life.