Promotion, Tenure and Retention Procedures for the School of Public Affairs and Administration

Adopted by a Faculty Vote on March 9, 2018
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General Provisions

Scope and Purpose. The mission of higher education, and of the School of Public Affairs and Administration, encompasses generating knowledge through research, enhancing students’ knowledge and understanding through teaching, and contributing to the university and society through service. The School of Public Affairs and Administration is composed of a multi-disciplinary faculty with a shared mission to study, advance knowledge and understanding of, and contribute to the improvement of professional public service, public policy, planning, and administration. The system of tenure and the process of reviewing faculty for promotion and tenure contribute to this mission by fostering appropriate peer review, excellence among the faculty, and the academic freedom that is necessary for pursuit of knowledge and quality teaching. In addition to undergraduate degrees and a PhD, the School confers two nationally accredited degrees, a Master’s of Public Administration (MPA) and a Master’s of Urban Planning (MUP), and faculty members in the School have responsibilities to the professional constituencies in these areas. Recommendations concerning promotion and tenure must be made carefully, based upon a thorough examination of the candidate’s record and the impartial application of these criteria and procedures, established in compliance with the Faculty Senate Rules and Regulations (FSRR) Article VI.

The purpose of this document is to promote the rigorous and fair evaluation of faculty performance during the promotion and tenure process by (a) establishing criteria that express the School’s expectations for meeting University standards in the context of the academic disciplines within the School; (b) providing procedures for the initial evaluation of teaching, scholarship, and service; (c) preserving and enhancing the participatory rights of candidates, including the basic right to be informed about critical stages of the process and to have an opportunity to respond to negative evaluations; and (d) clarifying the responsibilities, roles, and relationships of the participants in the procedures for mentoring, annual review, and promotion and tenure review.

Each level of review, including the initial review (conducted by the School of Public Affairs and Administration), the intermediate review (conducted by the College of Liberal Arts and Sciences), and the University level review, conducts an independent evaluation of a candidate’s record of performance and makes independent recommendations to the Chancellor. Later stages of review neither affirm nor reverse earlier recommendations, which remain part of the record for consideration by the Chancellor. It is the responsibility of each person involved in the review process to exercise his/her own judgment to evaluate a faculty member’s teaching, scholarship, and service based upon the entirety of the data and information in the record. No single source of information, such as peer review letters or isolated students’ comments on teaching evaluations, shall be considered a conclusive indicator of quality.

This document establishes the School’s standards for promotion and tenure. In combination with mentor committee advice and annual reviews, it is also intended to assist members of the faculty in developing paths to success.
**Academic Freedom.** All faculty members, regardless of rank, are entitled to academic freedom in relation to teaching and scholarship, and the right as citizens to speak on matters of public concern. Likewise, all faculty members, regardless of rank, bear the obligation to exercise their academic freedom responsibly and in accordance with the accepted standards of their academic disciplines.

**Confidentiality and Conflicts of Interest.** Consideration and evaluation of a faculty member’s record is a confidential personnel matter. Only those persons eligible to vote on promotion and tenure may participate in or observe deliberations or have access to the personnel file (except that clerical staff may assist in the preparation of documents under conditions that assure confidentiality).

No person shall participate in any aspect of the promotion and tenure process concerning a candidate when participation would create a clear conflict of interest or compromise the impartiality of an evaluation or recommendation.

If a candidate believes that there is a conflict of interest, the candidate may petition to have that person recuse him/herself. If a committee member does not recuse him/herself, a decision about whether that person has a conflict of interest shall be made by a majority of the other committee members.

**Promotion and Tenure Standards**

**General Principles.** The University strives for a consistent standard of quality against which the performance of all faculty members is measured. Nonetheless, the nature of faculty activities varies across the University and a faculty member’s record must be evaluated in light of his/her particular responsibilities and the expectations of the discipline.

Under University and College standards, teaching and scholarship should normally be given primary consideration, but the particular weight to be accorded to each component of a faculty member’s activities depends upon the responsibilities of the faculty member. The College has traditionally recognized the 40-40-20 formula for weighting research, teaching, and service, except when weight is differentiated for unclassified academic staff members pursuant to their job description.

The School of Public Affairs and Administration values teaching, research and service, and all faculty members are expected to contribute in each of these areas. The criteria stated below are the School’s expectations of performance in the areas of teaching, scholarship, and service necessary to satisfy the University standards for promotion for the award of tenure and/or promotion to associate professor and for promotion to full professor, or equivalent ranks. The School affirms the College’s 40-40-20 weighting formula for research, teaching, and service.

**Teaching.**

1. **General principles.**

Under University standards, teaching is a primary function of the University, which strives to provide an outstanding education for its students. The evaluation of teaching includes consideration of syllabi, course materials, and other information related to a faculty member’s courses; peer and student evaluations; a candidate’s own statement of teaching philosophy and
goals; public representations of teaching; and other accepted methods of evaluation, which may include external evaluations.

High quality teaching is serious intellectual work grounded in a deep knowledge and understanding of the field and includes the ability to convey that understanding in clear and engaging ways. The conduct of classes is the central feature of teaching responsibilities at KU, but teaching also includes supervising student research and clinical activities, mentoring and advising students, and other teaching-related activities outside of the classroom. All faculty members are expected to participate in the advising and mentoring of students. All faculty members are expected to engage in reflective consideration of the quality and effectiveness of their teaching. This may include development of new and innovative course designs, revisions of course content or pedagogy to reflect developments in the field, guidance of students in service learning, use and refinement of case studies, direction of student work on applied projects, development of a teaching portfolio, efforts to obtain teaching-related grants and fellowships, participation in the activities of the KU Center for Teaching Excellence, or other similar activities.

Under the University standards for the award of tenure and/or promotion to associate professor, the record must demonstrate effective teaching, as reflected in such factors as command of the subject matter, the ability to communicate effectively in the classroom, a demonstrated commitment to student learning, and involvement in providing advice and support for students outside the classroom.

Under the University standards for promotion to the rank of professor, the record must demonstrate continued effectiveness and growth as a teacher, as reflected in such factors as mastery of the subject matter, strong classroom teaching skills, an ongoing commitment to student learning, and active involvement in providing advice and support for students outside the classroom.

2. School standards for promotion to associate professor and/or tenure.

In the School, the following teaching expectations to meet University standards apply for the award of tenure and/or promotion to the rank of associate professor.

Faculty members are expected to provide for quality learning environments that encourage students to intellectually engage with the content of the course and their experience. Quality teaching encompasses several dimensions: 1) Quality of Intellectual Content, 2) Quality of Teaching Practice, including attention to diverse student backgrounds, 3) Quality of Student Understanding, and 4) Evidence of Reflective Consideration, Intellectual Work, and Development by the faculty member in relation to their teaching.

Faculty members are expected to develop courses that comprise quality intellectual content relevant to the student’s program and defined program objectives (including the school’s Master of Public Administration and Master of Urban Planning competency documents where and when appropriate). Faculty members are expected to develop curriculum and teaching techniques that are effective for the level of the course and the course content as well as the diversity of students who enroll in our programs. Each faculty member is expected to employ sufficient mechanisms to judge the quality of student understanding in the course. Each faculty member is also expected to use the School’s course evaluation system. Faculty members are expected to continuously improve their teaching through participation in on-campus or professional teaching effectiveness programs and reflectively consider evaluations and suggestions given by
students, alumni, and other faculty and teaching development professionals. Respect for the integrity of the educational process and students are expected at all times. In addition, the School recognizes the value of and time commitments, skills, and professional practice connections required for providing practice-oriented class projects and service learning projects that are valuable to students in MPA and MUP degree programs.

The School of Public Affairs and Administration employs a cooperative process for the advising of undergraduate and master's level students, including program coordinators and faculty members. Faculty members are expected to participate in advising students in their courses and as requested by students or program coordinators. Advising of doctoral students should include mentoring in the discipline expectations for excellence in scholarship and teaching as well as expectations for professional involvement in scholarly associations. The School recognizes that faculty involvement in independent projects, theses, and dissertations requires a greater time commitment than more typical advising duties. In evaluating this involvement, the School further recognizes that graduate-level projects and chairing student committees require a greater level of faculty commitment and effort.

All faculty members are expected to participate in recruiting, advising, and mentoring students. Because the School contains accredited professional programs as well as undergraduate degrees and a PhD, mentoring can take many forms and serve various goals.

3. School standards for promotion to professor.

In the School, all standards that apply for the award of tenure and/or promotion to the rank of associate professor also apply for the award of promotion to professor.

In addition, for promotion to the rank of professor, faculty members are expected to serve in teaching-related roles beyond those typical of assistant professors. These may include serving as expert role models in teaching effectiveness, contributing to advancements in pedagogy, providing mentoring to junior faculty members in teaching techniques, contributing to student engagement, serving in leadership roles in the School’s teaching-effectiveness assessment or degree programs, including as chair of master’s or dissertation committees or as degree program directors, or in providing advice and support for students, alumni and practitioners outside the classroom.

Scholarship.

1. General Principles.

Scholarship is an essential component of the University’s mission as a center of learning, and the award of tenure and/or promotion in rank must be based on a record of accomplishment reflecting a sustainable program of scholarly activity.

Under the University standards for the award of tenure and/or promotion to the rank of associate professor, the record must demonstrate a successfully developing scholarly career, as reflected in such factors as the quality and quantity of publications or creative activities, external reviews of the candidate’s work by respected scholars in the field, the candidate’s regional, national, or international reputation, and other evidence of an active and productive scholarly agenda.

Under the University standards for promotion to the rank of professor, the record must demonstrate an established scholarly career, as reflected in such factors as a substantial and
ongoing pattern of publication or creative activity, external reviews of the candidate’s work by eminent scholars in the field, the candidate’s national or international reputation, and other evidence of an active and productive scholarly career.

In the School of Public Affairs and Administration, the concept of “scholarship” encompasses academic research and publication. In the School of Public Affairs and Administration, faculty members are expected to contribute continuously to the systematic development of one or more cumulative and cohesive bodies of theoretical and empirical knowledge through publication of books, articles, and chapters in edited books. The research expectations of the School of Public Affairs and Administration are based on discipline-wide criteria appropriate to the disciplines within the School and are consistent with the criteria of the leading research institutions in the field.

Accepted modes of publication include books, journal articles, and chapters in edited books. Technical reports for applied professional audiences are acceptable, but not sufficient on their own for promotion and tenure. Customary and accepted patterns of authorship and co-authorship encompass the full range of approaches from exclusively single authorship to co-authorship with multiple authors. In all cases the evaluating committee will take into consideration the venue of publication or presentation; however it will also make judgments on the importance and quality of the research. In multiple authored publications, the evaluating committee will also take into consideration the candidate’s individual contribution.

“Major publications” encompass publications subject to critical scholarly peer review as a prior condition for acceptance. This may include journal articles, books, and chapters. A publication that mainly summarizes or synthesizes other research, such as an encyclopedia article or teaching textbook, generally will be considered a major publication only if it advances arguments of sufficient originality that it may be judged as comparable to a research publication. Likewise, a publication in such a journal as a law review that is not subject to critical peer review generally will be considered a major publication if, in the evaluation of the School’s tenured faculty and external peer reviewers as part of the promotion and tenure process, it presents substantial, high quality original research.

“Major presentations” encompass presentations at national or international conferences or meetings, and invited lectures at research universities.

“Minor publications” are publications that do not require critical peer review as a prior condition for acceptance or do not meet the exceptions to this standard identified above.

“Minor presentations” are presentations at state and local conferences or meetings, and invited lectures at forums other than research universities.

The quality of a publication is judged in part by the venue in which it is published. The evaluating committee considers multiple indicators to assess journal quality such as peer review indicators, acceptance rates, the journal’s status with citation ranking services, and information from reputational surveys of key informants like editorial board members. Top-tier field-level journals are judged as of the highest quality. In addition, top-tier journals within particular specializations are also considered to be high quality if they maintain rigorous acceptance rates and have respected reputations within their fields. Publications in journals with less rigorous acceptance rates and/or reputations are considered on their own merit. Publication in non-university or trade presses written for a wider audience may be evaluated as major publications based on faculty evaluation of the work. See Appendix I for an illustrative listing of the journals...
which are considered to be at the major publication level. As regards the acceptance of research conference papers, faculty members are expected to consistently participate in professional association meetings that provide outlets for the presentation and critique of research findings. Meetings of the major professional associations as well as meetings which comprise invited papers and hybrid practitioner-academic meetings are all potential outlets for faculty research. A list of such associations/meetings which are regularly tracked by the school is included in Appendix II.

2. **School standards for promotion to associate professor and/or tenure.**

As a condition for promotion to associate professor and tenure in the School of Public Affairs and Administration, a faculty member must demonstrate clear evidence of a developing program of original research that goes well beyond research completed for the PhD degree, and this research must result in products of high quality, demonstrated in large part by publication in high visibility outlets that use critical standards of scholarly peer review.

In all cases, publications of high quality, in high visibility outlets, are necessary to satisfy the standard. The School does not maintain a quantitative threshold for the number of publications necessary for promotion and tenure. The standard may be met by a small number of extraordinarily high-quality publications that exceptionally advance understanding in a field of knowledge, or a larger number of less influential publications, or some combination of these. The faculty will conduct an independent review of the quality of a candidate’s research program and publications. This review will be informed by, but not solely contingent upon, external letters from scholarly experts in the field.

Obtaining external funding for research is also desirable. Unlike some other fields and disciplines, obtaining external funding is not necessary for successful conduct of research or publication in the areas of scholarship within the School. Nevertheless, external funding may expand the practical scope of research and enhance its quality, and the School of Public Affairs and Administration regards securing research funding as a mark of particular distinction and encourages faculty members to seek such funding. The School expects that candidates for promotion and tenure will have established a record of seeking external funding for their research, but receiving external funding is not a requirement for promotion and tenure.

3. **School standards for promotion to professor.**

As a condition for promotion to professor, a faculty member must demonstrate clear evidence of a research program resulting in a systematic development of one or more comprehensive bodies of theoretical and empirical knowledge. The program must include development of original, theoretically significant knowledge and synthesis of knowledge on an important topic. Scholarship that contributes to policy reform or professional practice and the development of a reputation among practitioners is also valuable.

This standard may be met by research and scholarship resulting in the publication of one or more peer-reviewed books and/or the publication of a sustained body of peer-reviewed journal articles or peer-reviewed book chapters, of high quality, and in high-visibility outlets. The quality of book publication is based on the national and international standing of book publishers, standards usually placing publisher quality in this order: first, major university presses; second, major commercial publishers and secondary university presses; third, other commercial and academic book publishers. It is understood that acceptable book publishers maintain rigorous
standards of manuscript review and acceptance. In all cases, publications of high quality, in high visibility outlets, are necessary to satisfy the standard.

As in the standards for promotion to associate professor and tenure, obtaining external funding is desirable for those considered for promotion to professor. The School regards securing research funding as a mark of particular distinction and especially encourages faculty members beyond tenure to seek such funding. The School expects that candidates for promotion to professor will have established a record of seeking external funding for their research, but receiving external funding is not a requirement for promotion.

Service.

1. General principles.

Service is an important responsibility of all faculty members that contributes to the University’s performance of its larger mission. Although the nature of service activities will depend on a candidate’s particular interests and abilities, service contributions are an essential part of being a good citizen of the University.

Under the University standards for the award of tenure and/or promotion to associate professor, the record must demonstrate a pattern of service to the University at one or more levels, to the discipline or profession, and/or to the local, state, national, or international communities.

Under the University standards for promotion to the rank of professor, the record must demonstrate an ongoing pattern of service reflecting substantial contributions to the University at one or more levels, to the discipline or profession, and/or to the local, state, national, or international communities.

The School encourages and values scholarly service to the discipline or profession, service within the University, and public service at the local, state, national, or international level. Publications intended to communicate the results of scholarly research to practitioners, policy makers, or the general public, such as opinion-editorial columns, brief summaries of research for a general audience, blog posts, or other translational publications, are valued by the School and are considered as part of the service portfolio.

2. School standards for promotion to associate professor and/or tenure.

In the School, the following service expectations to meet University standards apply for the award of tenure and/or promotion to the rank of associate professor.

Faculty members are expected to share in the work of the school including collaborative decision making and administration of the academic and service programs. Contributions to the University and the College of Liberal Arts and Sciences in the form of professional service are also expected. Faculty members are expected to contribute to the profession through service to professional associations and public organizations, or through publications that translate the results of research for practitioner or general audiences. Each faculty member’s profile of service is determined by the faculty member and the school director according to faculty expertise and need.
3. **School standards for promotion to professor.**

In the school, the following service expectations to meet University standards apply for the promotion to the rank of professor.

Tenured faculty members are expected to contribute to the profession through service in leadership positions to professional associations and public organizations, or through publications that translate the results of research for practitioner or general audiences. Each faculty member’s profile of service is determined by the faculty member and the school director according to faculty expertise and opportunities in the profession.

**Promotion, Tenure and Retention Procedures**

The school conducts the initial review of the candidate pursuant to the procedures and requirements of section 5 of Article VI of the FSRR in connection with the candidate’s responsibility in the school.

*Mentoring Committee.*

The School considers faculty development to be a continuous process in which the School, the University, and the individual faculty member work together to ensure that the personal goals of the faculty member and the missions of the School and University complement and enrich one another. Faculty development begins with the first academic appointment and continues beyond tenure.

The School director shall appoint a committee of at least three tenured members of the faculty to provide mentoring advice to each junior faculty member. When possible, this committee will include faculty members who specialize in the area of specialization of the junior faculty member.

The purpose of each junior faculty member’s Mentoring Committee is to answer questions and offer information and advice on matters related to career development and the promotion and tenure process. These may include standards and procedures for promotion and tenure; advice on developing research and seeking internal and external funding; advice on course development and teaching practices; and advice on professional service. Candidates seeking promotion and/or tenure are encouraged to work closely with their Mentoring and Promotion and Tenure Review Committees to identify and confirm appropriate publication venues in their areas of specialization.

Mentoring committees may generate reports on faculty members’ progress toward promotion and/or tenure and these may be considered by the Promotion and Tenure Review Committee, the Promotion and Tenure Committee of the Whole, and the School Director as part of the promotion and tenure process.

*Promotion and Tenure Committee of the Whole.* Promotion and tenure recommendations of the School faculty shall be made by a committee of the whole tenured faculty. No students or untenured faculty members, except unclassified academic staff with the rank equivalent to or higher than associate professor, shall participate in the committee of the whole or vote on any recommendation concerning promotion and/or tenure. Only faculty holding the position of associate professors or higher will participate in discussions and vote on cases of promotion to
associate professor and tenure. Only faculty holding the position of full professor or higher will participate in discussions and vote on cases of promotion to full professor.

*Promotion and Tenure Review Committee.* The committee of the whole faculty shall rely on a School Promotion and Tenure Review Committee to provide a preliminary review of the candidate’s teaching, research, and service. The School director will appoint the members of the Review Committee. In cases of promotion to associate professor and tenure this committee shall be composed of at least three members of the faculty holding the position of associate professor or higher. In cases of promotion to professor this committee shall be composed of at least three members of the faculty holding the position of professor or higher. In cases of promotion and/or tenure of a member of the faculty who contributes to accreditation in the area of Urban Planning, a majority of the members of the Review Committee shall be chosen from among the members of that faculty. If the number of Urban Planning faculty at the relevant level is insufficient to comprise such a committee, committee members will be appointed by the school director after consultation with the Urban Planning director or other Urban Planing faculty if the director is under review.

*Initiation of Review.* Prior to the beginning of the spring semester, the Provost notifies all faculty whose mandatory review year will be the following academic year, with copies provided to the unit administrators. Upon receipt of this notice or if a faculty member requests it prior to the mandatory review year, the school shall initiate procedures for evaluating the candidate for the award of tenure.

As part of the annual faculty evaluation process, the school shall consider the qualifications of all tenured faculty members below the rank of full professor, with a view toward possible promotion in rank during the following academic year. After considering a faculty member’s qualifications, if the school determines that those qualifications may warrant promotion in rank, it shall initiate procedures for reviewing the faculty member for promotion. After seven years in the rank of associate professor, a faculty member may initiate the promotion review process.

*Preparation of the Promotion and/or Tenure File.* It is the responsibility of the candidate to complete the appropriate portions of the form and provide necessary documents and information in accordance with the Provost’s guidelines, with assistance from the school.

The committee of the whole shall receive the form and accompanying materials from the candidate and finish compiling the record of the candidate’s teaching, scholarship, and service in accordance with the Provost’s guidelines.

The Promotion and Tenure Review Committee shall provide for the solicitation of outside reviewers to assist in the evaluation of a faculty member’s scholarship and in accordance with College procedures. Emphasis shall be placed on selecting independent reviewers in the same or related discipline who hold academic rank or a professional position equal to or greater than the rank for which the candidate is being considered.

When soliciting external reviews of a candidate’s scholarship, the Promotion and Tenure Review Committee shall inform prospective reviewers of the extent to which the candidate will have access to the review. The College’s confidentiality policy regarding soliciting external reviewers for the promotion and tenure review process is as follows:

“As a part of the promotion and/or tenure review process, we are soliciting assessments of Professor _____’s research contributions from academic colleagues and distinguished
professionals. These letters will become part of the candidate’s promotion and tenure dossier and are treated as confidential by the University to the extent we are permitted to do so by law.”

**Recommendations.** Upon completion of the record, the Promotion and Tenure Review Committee shall conduct a preliminary evaluation of the candidate’s record of teaching, scholarship, and service in light of the applicable standards and criteria and make recommendations. The Committee of the Whole Faculty will then consider the preliminary evaluation provided by the Review Committee. The Committee of the Whole shall vote in the meeting by secret ballot and a majority of those voting is required for a positive recommendation.

The Committee of the Whole shall evaluate teaching, scholarship, service and/or professional performance as “excellent,” “very good,” “good,” “marginal,” or “poor,” defined as follows:

- “Excellent” means that the candidate substantially exceeds disciplinary and department/unit expectations for tenure and/or promotion to this rank.
- “Very Good” means the candidate exceeds disciplinary and department/unit expectations for tenure and/or promotion to this rank.
- “Good” means the candidate meets disciplinary and department/unit expectations for tenure and/or promotion to this rank.
- “Marginal” means the candidate falls below disciplinary and department/unit expectations for tenure and/or promotion to this rank.
- “Poor” means the candidate falls significantly below disciplinary and department/unit expectations for tenure and/or promotion to this rank.

Absent exceptional circumstances, successful candidates for promotion and tenure will meet disciplinary expectations in all categories, and strong candidates are likely to exceed normal expectations in one or more categories.

The committee shall prepare the evaluation and summary evaluation sections of the promotion and/or tenure forms. The forms and recommendations shall be forwarded to the director, who shall indicate separately, in writing, the director’s concurrence or disagreement with the recommendations of the committee of the whole. The school director shall communicate the recommendations of the initial review, and the director’s concurrence or disagreement with the recommendation, to the candidate and provide the candidate with a copy of the summary evaluation section of the promotion and tenure form. Negative recommendations shall be communicated in writing and, if the review will not be forwarded automatically, the director shall inform the candidate that the candidate may request that the record be forwarded for further review.

Favorable recommendations, together with the record of the initial review, shall be forwarded to the College Committee on Appointments Promotion, and Tenure conducting the intermediate review. Negative recommendations resulting from an initial review shall go forward for intermediate review only if it is the candidate’s mandatory review year or if the candidate requests it.

**Joint Appointments.**

In cases of joint appointments, once a candidacy for promotion or tenure is initiated, each academic unit in which the individual serves must act upon the candidacy before it is forwarded.
to the College Committee on Appointments, Promotion, and Tenure (CCAPT) or to the University Committee on Promotion and Tenure (UCPT).

The primary unit is responsible for all administrative protocols pertinent to the process. The review for tenure/promotion is conducted in consultation with the secondary unit in compliance with relevant College and University policies.

Candidates who hold joint appointments prepare only one set of promotion and tenure materials for review by both units in which they hold an appointment. The materials should present their records of teaching/advising, research, service, and, if applicable, professional performance.

The promotion and tenure materials should be submitted to the primary unit as designated at the time of appointment. For candidates in joint tenured/tenure-track faculty and unclassified academic staff positions, this is the academic department. For individuals with appointments that are evenly split among or between academic departments (e.g., 50-50 between two departments), the primary department is usually identified at the time of appointment.

The primary unit will be responsible for sharing the candidates’ materials with the secondary unit(s) during the evaluation process, as well as for initiating consultation with the other unit(s) with respect to the evaluation process. Each initial review unit must provide a separate evaluation of the candidate’s performance in the unit. Therefore, the primary unit shall provide a date for receipt of these documents that will allow a minimum of two weeks for the primary unit to consider the assessment from the secondary unit in their review of the candidate’s dossier. Candidates will be asked to review and endorse a position description by each unit in which they hold an appointment. They will also receive a report of the initial review committee’s evaluation and recommendation from each unit after the initial review.

The primary unit is responsible for collecting the evaluation materials from the secondary unit(s) for inclusion in the candidate’s dossier along with the materials from the primary unit’s review.

Following the initial review, the primary unit is responsible for forwarding the candidate’s dossier to the College Committee on Appointments, Promotions, and Tenure. If the appointment crosses schools, or is in an academic and a research unit, each intermediate level review committee and dean or vice provost must complete an evaluation of the candidate.

**Intermediate Review.**

The candidate may submit a written response to a negative recommendation by the school, or to a final rating of teaching, research, or service below the level of “good” included in the evaluation section of the recommendation. The written response goes forward with the dossier to the next level of review at CCAPT.

A request for information by CCAPT and/or UCPT shall be sent to the school director who shall immediately provide a copy to the candidate and inform the committee of the whole. The director and/or committee shall prepare the school’s response in accordance with the initial review procedures.
The candidate shall be afforded an opportunity to participate in the preparation of the school's response and/or to submit his/her own documentation or comment to the CCAPT and/or UCPT as applicable.

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