

## 1 Appendix B: Policy 403.15 Promotion and Tenure

### 2 1. Faculty Roles

3 For the university to achieve its mission, faculty must remain committed to teaching, scholarship,  
4 and service. Faculty members are expected to make contributions in each area, although some  
5 variation in emphasis is appropriate. The university recognizes that the contributions of  
6 individual faculty members to the mission of the university shift according to the faculty  
7 member's talents, the needs of departments and colleges, and the character of diverse academic  
8 disciplines. Pursuant to faculty governance principles, F[Change approved at 10/26/18 senate  
9 meeting] faculty members, thus, need to determine responsibilities—teaching loads, scholarship  
10 agenda, and service commitments—in consultation with the chair of their department. (Note: In  
11 this policy, chair will be used to cover chair, head, and director; department will be used to cover  
12 all academic units that form a college, including department, division, and school.) It is the  
13 responsibility of chairs to mediate the needs of their departments with the university mission and  
14 trends in the department's discipline. The grants of authority set forth in this policy exclusively  
15 delineate the items that may be considered during the promotion and tenure process. These rules  
16 shall be applied employing the maxim of *Ejusdem generis*, i.e., when a general term is coupled  
17 with non-exhaustive specific examples, the specific examples define and limit the scope of the  
18 general term.

19  
20 In addition to contributions in teaching, scholarship, and service, the university expects that  
21 faculty will adhere to the ethical standards of the university and their respective disciplines as  
22 well as manifest standards of civility, professionalism, and collegiality.

#### 23 24 1. A. Teaching

25 The nature of effective teaching may vary across disciplines, but certain qualities are universal:  
26 ~~respect for students, faith in student abilities,~~ a focus on student learning and a commitment to  
27 student success. Equally important, faculty should view themselves as role models who convey  
28 the values of their disciplines and initiate students into their professions. In the pursuit of  
29 excellence in teaching, faculty members should remain current in their disciplines and in  
30 pedagogical strategies. ~~They should consider teaching a continual process of improvement and~~  
31 ~~growth.~~ **[Changes to this paragraph approved at 10/26/18 senate meeting]**

32  
33 The documentation of excellence in teaching takes many forms. One approach is through the  
34 preparation of a teaching portfolio. The content and format may vary by discipline and individual  
35 philosophy, but information about both teaching effort and teaching quality over time should be  
36 included. Standard products for the promotion and tenure dossier may include the following:

- 37 1. Statement of teaching philosophy and pedagogical strategies;
- 38 2. Teaching history including teaching loads, summary of courses taught and modes of  
39 instruction in each course;
- 40 3. Materials from individual courses – syllabi, exercises, projects, exams, websites,  
41 multimedia products, video of lectures;
- 42 4. Summary of advising, consultation, and supervision of students at all levels—pre-college,  
43 undergraduate, graduate, and post-doctoral;

- 44 5. Curriculum design, development, and administration;
- 45 6. Measuring student learning and instructional effectiveness through course, program, and
- 46 core assessment activities and outcomes;
- 47 7. Professional development activities related to teaching;
- 48 8. Student course evaluations compiled and interpreted to give the data contextual meaning;
- 49 9. Peer evaluations;
- 50 10. Self-evaluations; and
- 51 11. Awards.

52  
53 Evidence of specific curriculum design and development, where appropriate, ~~should~~ may be  
54 included in the dossier. Faculty who are using technology, problem-based learning, service  
55 learning, multicultural learning, study abroad, or other special approaches and tools to enhance  
56 student learning are especially encouraged to present these aspects of course design (even  
57 experimental use) with an explanation of how the curriculum ~~conforms~~ contributes to or extends  
58 principles of “best practice.” **[Changes to this paragraph approved at 10/26/18 senate**  
59 **meeting]**

#### 60 1. B. Scholarship

61 Scholarship is defined as a systematic, focused attention on a question, problem, or idea,  
62 characterized by expertise, originality, analysis and significance. Scholarship results in products  
63 that are shared with appropriate audiences within the academy and the wider community.

64  
65 Scholarship is evaluated internally and externally; scholarship and creative activities must be  
66 reviewed by methods accepted by the appropriate discipline. Scholarship may be defined in ways  
67 that do not neatly fit into traditional categories, but application of a clear method of review to  
68 such work is essential and required within each department. **[Proposed changes to this**  
69 **paragraph were referred back to the Committee on Tenure at the 10/26/18 senate meeting.]**

70  
71 An external review of the employee’s scholarship may be required only if procedures for  
72 external review have been established in the department’s approved promotion and tenure policy.  
73 These policies must include provisions for the selection of evaluators within the candidate’s field  
74 at peer institutions who hold academic rank at or above the rank to which the candidate aspires.  
75 The evaluators must be independent of both the candidate and the administration.

76  
77 Increasingly, ~~at~~ many forms of scholarship involve collaboration. The academic unit ~~shall~~  
78 determine if is encouraged to promote such collaboration within or across institutional and  
79 disciplinary lines ~~is encouraged~~. Candidates must be careful to document the extent and form of  
80 their contributions to collaborative work. **[Changes to this paragraph approved at 10/26/18**  
81 **senate meeting]**

82  
83 In this document, scholarship is a broad term that embraces a range of contributions faculty  
84 members might make to their respective disciplines: Scholarship of Discovery, Scholarship of  
85 Creativity, Scholarship of Application, Scholarship of Integration, and Scholarship of Teaching.

86  
87 **The Scholarship of Discovery** is systematic inquiry or investigation designed to validate and  
88 refine existing knowledge and to generate new knowledge. At its core, this scholarship involves

89 studies that use quantitative or qualitative methodologies to make significant contributions to  
90 knowledge. Primary empirical research, historical research, theory development, methodological  
91 studies and philosophical inquiry are all representative of this form. Typically, this scholarship is  
92 documented through peer-reviewed publication of articles or books; publication in law reviews  
93 or journals; papers presented at state, regional, national, or international meetings; grant awards;  
94 or recognition by professional organizations as a scholar in a particular area.

95  
96 **The Scholarship of Creativity** entails developing or performing original works of art, literature,  
97 music, film and theater. It may also include the creation of new forms of electronic or digital  
98 media. Typical examples are production or scenic design of plays; writing, directing, or acting in  
99 plays; choreography and dance performance; creation and exhibition of visual arts such as  
100 painting, sculpture, and photography; musical composition and performance; direction or  
101 production of film and video; creative writing; and creation of websites, virtual reality programs,  
102 and multimedia communication tools. In all cases, however, there are accepted forms of peer  
103 review to determine the quality and significance of faculty work, from juried or invitational art  
104 shows to publication. These conventional procedures must be part of the evaluation of faculty  
105 achievement.

106  
107 **The Scholarship of Application** is the use of professional expertise or information in the  
108 process of solving social or community problems. It should not be confused with service or  
109 citizenship. Service activities typically benefit a particular group, organization, or community;  
110 the Scholarship of Application can potentially benefit many organizations. The Scholarship of  
111 Application must include a mechanism whereby the quality and influence of the contribution can  
112 be evaluated. This is most easily demonstrated when an artifact is created encompassing the  
113 work, e.g., a report, a training manual, a program evaluation, a video, or a website. Some  
114 activities include peer review; for example, the report written for a task force is reviewed by  
115 members of the task force as well as other agencies and institutions. In cases where this is not so,  
116 the department should initiate an alternative review process, such as sending the work to experts  
117 in the field to evaluate its significance, rigor, and impact. In all cases, the product of the  
118 scholarship of application must be subject to some form of peer review.

119  
120 **The Scholarship of Integration** ~~Scholarship of Integration~~ involves synthesis across theories or  
121 across academic fields. As academics tackle social, economic, and technical problems, a need  
122 often exists for faculty members with broad and multidisciplinary perspectives to see  
123 connections across the unique perspectives of a theory or discipline.

124 ~~The Scholarship of Integration~~ The Scholarship of Integration may result in a traditional  
125 academic product such as an article, book, or presentation. It also may take the form of a product  
126 or patent. As in other areas, appropriate forms of external review must be used to determine the  
127 merit of such products.

128  
129 **The Scholarship of Teaching** is not the same as “best teaching practice.” Tenure-track faculty  
130 seeking advancement based on excellence in the Scholarship of Teaching shall engage in  
131 publication appropriate to development and evaluation of teaching, teaching technique,  
132 curriculum development and related topics, including peer-reviewed publications, conference  
133 presentations, workshops, and teacher handbooks that contribute to the theoretical base of  
134 knowledge about curriculum or effective teaching and teaming. Thus, the Scholarship of

135 Teaching is more than being an excellent teacher. It involves (1) systematic inquiry about  
136 teaching, (2) dissemination of the results, and (3) peer review or other practices according to  
137 their discipline. [Changes to this paragraph approved at 10/26/18 senate meeting]

#### 138 1. C. Service

139 Faculty members are expected to provide service to the university, their profession or discipline,  
140 and the public. Service to the university is critical to the carrying out of the university's mission.  
141 Examples of such service include, but are not limited to, membership ~~and~~ or leadership of unit  
142 committees or task forces; advising student organizations; involvement in faculty governance;  
143 coordination of programs, labs, and technical support; and recruitment. [Changes to this  
144 paragraph approved at 10/26/18 senate meeting]

145  
146 Service to the profession is also expected, especially as faculty members develop their careers.  
147 Professional service includes activities such as serving on committees for a professional  
148 organization; planning a conference or event; contributing to the production of a professional  
149 journal; and reviewing manuscripts, grants, programs, or textbooks.

150  
151 Particularly important to a metropolitan university is service to the community. Such activity  
152 necessarily incorporates a wide variety of efforts but is defined by the application of the faculty  
153 member's professional expertise to help the community at every level — local, state, regional,  
154 national, or international. Typical examples of community service include, but are not limited to,  
155 involvement in task forces seeking to solve community problems; consulting with governmental,  
156 business, or non-profit committees, bodies, or organizations; and program review, coordination,  
157 or development. [Change approved at 10/26/18 senate meeting]

158  
159 Service to the community is a form of citizenship; it should not be confused with the Scholarship  
160 of Application, which develops new solutions to problems (as opposed to the application of  
161 existing discipline-related knowledge), benefits a single or small group of organizations (as  
162 opposed to having broad application), is not disseminated to disciplines (as opposed to  
163 publication in journals or on websites), and is not externally evaluated (as opposed to the peer  
164 review of artifacts).

165  
166 To assess excellence in service, faculty accomplishments may include the following:

- 167 1. Administrative duties such as chair, director, and program coordinator;
- 168 2. Committee/special project participation (academic unit, college, university, system; for  
169 example, assessment and recruitment projects);
- 170 3. Discipline-related community involvement;
- 171 4. Working in ~~and~~ or with professional organizations;
- 172 5. Relating discipline expertise to the community; and
- 173 6. Development of cooperative ventures between the university and community. [Change  
174 approved at 10/26/18 senate meeting]

#### 175 1. D. Professional Performance

176 In the case of faculty with non-teaching appointments, evaluation may include evidence of the  
177 following: performance in the areas of professional responsibility and effectiveness in carrying  
178 out assigned duties; ability and willingness to accept additional responsibility, or leadership;

179 cooperation in dealing with personnel at all levels; efforts at self-improvement; innovations in  
180 program implementation; development of special projects, resource tools, and/or the use of  
181 creative techniques in the performance of duties; initiative and resourcefulness in solving unit  
182 problems; ability to communicate effectively orally and in writing. Evidence used to evaluate  
183 professional performance generally includes supervisors' evaluation, clientele evaluation, peer-  
184 evaluation, and self-evaluation.

## 185 **2. Policies for Promotion and Tenure**

186 The probationary period for tenure-track faculty may not extend beyond seven years, unless the  
187 faculty member receives approval for suspending the probationary period. During the first six  
188 years of the probationary period, a tenure-track faculty member may request his or her  
189 probationary period be suspended in accordance with the current version of the Family and  
190 Medical Leave Act. An initial appointment of one-half year (academic or fiscal) or less will not  
191 be included in the probationary period. If more than one-half of any year is spent in leave of  
192 absence without pay status, that year shall not apply toward the probationary period (Board  
193 Policy 405.1, IV.A.4). Typically, but not exclusively, an early earlier than usual tenure review  
194 ~~occurs~~ may occur when the faculty member has been in a tenure-track or similar position before  
195 being hired by ~~UA Little Rock~~ the university; to avoid confusion, the terms for an early tenure-  
196 review should be written into the faculty member's letter of appointment. [**Changes approved at**  
197 **10/26/18 senate meeting**]

198  
199 The process of tenure review, as delineated in departmental promotion and tenure documents,  
200 must be completed before the end of the probationary period, consistent with Board Policy  
201 405.1. Faculty dismissed prior to the completion of the probationary period are still entitled to  
202 the rebuttal and appeal process delineated below. [**Changes approved at 10/26/18 senate**  
203 **meeting**]

204  
205 Promotion to a higher rank requires qualifications or performance of the activities and  
206 accomplishments identified by the department significantly above those required at the  
207 applicant's current rank as well as evidence of potential for continued achievement.  
208

209 The applicant shall be informed of the outcome at each level of administrative review.  
210

211 The rules and standards regarding promotion and tenure decisions shall not discourage faculty  
212 members from developing and expressing divergent views. Mere expressions of opinions,  
213 however strongly expressed, however controversial such opinions may be, shall not constitute  
214 cause for denial of promotion and tenure. Disagreement is essential for intellectual, academic,  
215 and social growth; however, the fair exchange of ideas must involve respectful expression of  
216 views and the consideration of multiple points of view.  
217

218 Decisions on promotion and tenure shall not be based on lifestyle, political affiliations, or  
219 religious convictions. At any point, the candidate may withdraw from the review process by  
220 sending a letter to the person responsible for the next level of review. For example, if the  
221 candidate wishes to withdraw after the chair's recommendation, he or she sends a letter to the  
222 dean. Throughout the entire process, confidentiality of information must be maintained.  
223

224 The reorganization of academic departments or units within the campus, or any subset thereof,  
225 shall not in any way alter either tenure rights or rank, unless the reorganization is part of  
226 Retrenchment, initiated pursuant to, and complying in full with, Board Policy 405.5. [Changes  
227 approved at 10/26/18 senate meeting]

### 228 **3. Procedures for Awarding Promotion and Tenure**

229 The procedure for recommending promotion and tenure begins at the department level  
230 (see Board Policy 405.1, III and IV.A). (Note: If the college or school does not have  
231 departments, the promotion and tenure document for the college and school will typically  
232 establish a committee that serves the function of the department in the review process, including  
233 providing tenure-track faculty by providing an opportunity to review recent successful tenure  
234 applications.) This evaluation of promotion and tenure applications is based on written  
235 departmental guidelines that are consistent with these rules and established by the department  
236 and approved through administrative channels. The departmental recommendation is particularly  
237 important because it evaluated the candidate's dossier against the standards of the discipline.

238 **[Changes to this paragraph approved at 10/26/18 senate meeting]**

239 Departmental promotion and tenure documents must be consistent with guidelines established in  
240 college, university, and the University of Arkansas System. These documents must also be  
241 consistent with applicable laws. When there is a conflict, the law or higher level policy will be  
242 enforced.

243  
244 The granting of tenure requires documented evidence of sustained achievement, as well as  
245 evidence of potential for sustained tenure accomplishment over an entire career.

#### 246 3. A. Process before Tenure

247 Departmental, college, university, and system-wide written criteria for promotion and tenure  
248 decisions shall be presented to the faculty member at the beginning of employment (see Board  
249 Policy 405.1).

250  
251 In preparation for promotion and tenure, the chair may assign the tenure-track faculty member  
252 with a mentor. The mentor will provide guidance on developing a research agenda and building a  
253 dossier. All faculty of the department are similarly encouraged to support tenure-track faculty by  
254 providing an opportunity to review recent successful tenure applications.

255  
256 A mid-tenure review by the departmental Promotion and Tenure Committee (PTC), the  
257 department chair, and the employee is mandatory. The review, typically completed by May 15 at  
258 the end of the third year in rank, will follow procedures delineated in the departmental and  
259 college policies. An external review of the employee's scholarship may be required only if  
260 procedures for external review have been established in the department's approved promotion  
261 and tenure policy. After the review has been completed, the PTC will send a report to the chair.  
262 The chair will meet with the faculty member to answer questions about the review and then  
263 forward the report with a cover letter to the dean.

264 3. B. Recommendation of the Departmental Promotion and Tenure Review Committee (PTC)  
265 All departments shall have a promotion and tenure review committee (PTC). Only tenured  
266 faculty members and administrators who hold tenure shall serve on the PTC. Only faculty who  
267 hold a rank equal to or above the rank sought by the applicant shall participate in the promotion  
268 review process. No administrator, such as the department chair, college dean, associate dean or  
269 assistant dean, may serve on the PTC to review any ease candidate for which ~~he or she~~ the  
270 administrator has participated as a reviewer within that academic year or who will vote on the  
271 application.

272  
273 The department's promotion and tenure document should define a mechanism for supplementing  
274 the PTC when it has less than three members at the appropriate rank. (For example, if the PTC  
275 must vote on a candidate's promotion to professor, the PTC would need at least three members  
276 on the committee at the rank of professor.) If there is no mechanism for adding members, the  
277 faculty of the department, in consultation with the chair, will provide the dean with a list of at  
278 least four names, from which the dean will select the remaining members. Typically, the chair of  
279 the PTC should be a member of the academic unit.

280  
281 The PTC shall present its recommendation in a letter to the chair. All members of the PTC  
282 supporting the recommendation shall sign the letter. Significant minority opinions may be  
283 identified but need not be attributed to individual members of the committee. Separate minority  
284 reports may be written and submitted as attachments to the PTC's letter; a minority report must  
285 be signed by the members of the PTC who endorse it. **[Proposed changes to section 3.B were**  
286 **referred back to the Committee on Tenure at the 10/26/18 senate meeting.]**

287 3. C. Recommendation of the Chair

288 After reviewing the candidate's dossier and the PTC's recommendation, the department chair  
289 will make an independent recommendation. As discussed, the chair shall not serve on the PTC.  
290 The chair will meet with the candidate to review the recommendation of the PTC and the  
291 recommendation of the chair. At this time, the chair provides a copy of each recommendation to  
292 the candidate. After the meeting, the chair will forward the PTC's recommendation and any  
293 minority report(s), the chair's recommendation, and the candidate's dossier to the dean.

294  
295 After receiving the chair's decision, the candidate has an absolute right to initiate a rebuttal  
296 within five business days (sec III. H.). The candidate shall suffer no negative consequences for  
297 submitting a rebuttal. **[Changes to section 3.C approved at 10/26/18 senate meeting]**  
298

299 3. D. Recommendation of the College Review Committee (CRC)

300 A college may develop written criteria, policies, and procedures for promotion and tenure  
301 through its governance structure consistent with this policy. Such criteria may include a college  
302 promotion and tenure review committee (CRC), which will advise the dean on recommendations  
303 about reappointment, tenure, and promotion. Colleges shall have procedures ensuring that a  
304 faculty member abstain from vote on a CRC if a candidate from his or her department is  
305 undergoing review and the faculty member on the CRC has served on the PTC. No faculty  
306 member may vote in the same case as a member of both the PTC and the CRC.

307

308 When a CRC exists, it reviews the candidate's dossier, the PTC's recommendation and any  
309 minority report(s), [**This specific proposed revision to 3.D was referred back to the**  
310 **Committee on Tenure at the 10/26/18 senate meeting.**]

311  
312 The chair's recommendation and the candidate's rebuttal (if any); it then makes an independent  
313 recommendation to the dean (who will not serve on this committee) and provides a copy to the  
314 applicant. All members of the CRC shall sign the recommendation who endorse it. Significant  
315 minority opinions may be identified but need not be attributed to individual members of the  
316 committee. Separate minority reports may be written and submitted as an attachment to the  
317 report of the committee; a minority report must be signed by the members of the CRC ~~that~~ who  
318 endorse it. [**Except where otherwise indicated, the changes to section 3.D approved at**  
319 **10/26/18 senate meeting**]

### 320 3. E. Recommendation of the Dean

321 If the candidate initiates a rebuttal after the chair's decision, the dean will forward the rebuttal to  
322 the CRC, where applicable, before it begins deliberations. After reviewing the candidate's  
323 dossier, all recommendations (those of the PTC, department chair, and CRC), and the  
324 candidate's rebuttal (if any), the dean will make an independent recommendation to the provost.

325  
326 After receiving the dean's decision, the candidate has five business days to initiate either a  
327 rebuttal, if he or she did not do so after the chair's decision (see 3.H.), or an appeal (see 3.G), but  
328 not both.

329  
330 If the recommendation is positive, the dean informs the candidate. If the candidate does not  
331 initiate a rebuttal, the dean forwards his or her recommendation (~~allowing summary materials~~) to  
332 the provost: with the candidate's completed application forms, statement, curriculum vita, letters  
333 of evaluation (annual reviews, peer reviews, and letters from external evaluators, when  
334 appropriate), and the recommendations of all prior review levels. The remainder of the  
335 applicant's dossier shall be retained in the dean's office until the review process is complete. If  
336 needed for their decisions, the provost and chancellor may request the complete dossier be  
337 forwarded.

338  
339 If the recommendation is negative, the dean shall meet with the faculty member to review the  
340 recommendation.

341 If the candidate initiates a rebuttal after the dean's decision, the dean forwards the ~~summary~~  
342 ~~materials~~ candidate's dossier and the rebuttal to the provost.

343  
344 If the candidate initiates an appeal at this point, the dean forwards the appeal to the chair of the  
345 Faculty Appeals Committee (FAC). The dean will provide the FAC with access to the  
346 candidate's dossier, including the summary materials. When the FAC has completed its  
347 deliberations, the chair of the FAC forwards the committee's findings to the provost with a copy  
348 to the dean. At this time, the dean forwards the summary materials to the provost. [**Changes to**  
349 **section 3.E approved at 10/26/18 senate meeting**]

350 3. F. Recommendation of the Provost

351 After reviewing the candidate's summary materials, the rebuttal (if any) and the appeal (if any),  
352 the provost will make an independent recommendation to the chancellor and inform the  
353 candidate of the recommendation.

354 After receiving the provost's decision, the candidate has five business days to initiate an appeal,  
355 ~~if he or she did not do so after the dean's decision~~ (see 3. G.).

356 If the candidate initiates a rebuttal or appeal after the dean's decision, the provost considers it in  
357 arriving at his or her decision.

358  
359 If the candidate initiates an appeal at this point, the provost forwards the appeal, ~~the summary~~  
360 ~~materials~~, and the rebuttal (if any) to the chair of the FAC. The dean will provide the FAC ~~with~~  
361 access to the candidate's dossier. When the FAC has completed its deliberations, the chair of the  
362 FAC forwards the committee's findings and summary materials to the chancellor. The chair of  
363 the PFAC also provides a copy of the committee's findings to the provost.

364  
365 At this time, the provost forwards the summary materials, the rebuttal (if any), and the findings  
366 of the FAC (if any) to the chancellor. [**Changes to section 3.F approved at 10/26/18 senate**  
367 **meeting**]

368 3. G. Recommendation of the Chancellor

369 After reviewing the summary materials, the rebuttal (if any), and the appeal (if any), the  
370 chancellor will make an independent recommendation to the president and inform the candidate  
371 of the recommendation.

372 3. H. Rebuttal

373 ~~The candidate may submit one — and only one — rebuttal after receiving a decision from the~~  
374 ~~chair or the dean. The rebuttal is directed to the next administrator in the review process.~~

375 The candidate may submit a rebuttal even if the decision of the chair or dean is positive. The  
376 purpose of a rebuttal is to provide the candidate with an opportunity to correct errors made in the  
377 preparation of his or her dossier, critique perceived misinterpretations of the dossier or provide  
378 context that might alter the recommendation at subsequent levels of review. The rebuttal is in  
379 letter form. However, the candidate may include limited supporting materials that bear direct  
380 relevance to earlier decisions. The supporting materials are considered part of the rebuttal and  
381 are forwarded with the letter.

382  
383 The A rebuttal is not an appeal; it does not prompt a reconsideration of decisions by previous  
384 reviewers. It is, rather, an opportunity to provide a supplement to the record that is considered at  
385 subsequent levels of review. A rebuttal may occur at each level where a recommendation is  
386 made.

387  
388 **Rebuttal after Chair's Decision.** To initiate the option of rebuttal at this point, the candidate  
389 must notify the dean within five business days of receiving the chair's decision and provide a  
390 copy of the notification to the chair. Within ten business days of receiving the chair's decision,  
391 the candidate must submit the rebuttal to the dean. The dean forwards the rebuttal to the CRC  
392 before that committee begins deliberations. The rebuttal is also forwarded with the summary  
393 materials to each subsequent level of campus review.

394  
395 **Rebuttal after the Dean’s Decision.** To initiate the option of rebuttal at this point, the candidate  
396 must notify the provost within five business days of receiving the dean’s decision. The candidate  
397 also provides a copy of the notification to the dean. Within ten business days of receiving the  
398 dean’s decision, the candidate must submit the rebuttal to the provost. The rebuttal will be  
399 forwarded to the chancellor with the provost’s recommendation. **[The proposed revision to 3.H**  
400 **was referred back to the Committee on Tenure at the 10/26/18 senate meeting to ensure the**  
401 **timeframe for rebuttal is feasible.]**

402 3. I. Appeal to Faculty Appeals Council (FAC)

403 The candidate has the option of submitting ~~one and only one~~ an appeal to the Faculty Appeals  
404 Council. ~~The appeal may be initiated~~ after a negative decision by either the dean and/or provost.  
405 ~~If the dean’s decision is negative and the candidate does not initiate an appeal, he or she reserves~~  
406 ~~the right to appeal after the provost’s decision, providing that decision is also negative.~~

407  
408 The appeal is in letter form. However, the candidate may include limited supporting materials  
409 that bear direct relevance to earlier decisions. The supporting materials are considered part of the  
410 appeal and are forwarded with the letter.

411 **Appeal after the Dean’s Decision.** To initiate the option of appeal at this point, the candidate  
412 must notify the provost within five business days after receiving the dean’s negative decision.  
413 The candidate also provides a copy of the notification to the dean. Within ten business days of  
414 receiving the dean’s decision, the candidate must submit the appeal to the provost. The provost  
415 forwards the appeal to the chair of the Faculty Appeals Council upon completion of the FAC’s  
416 deliberations; the chair of the FAC forwards the committee’s findings to the provost.

417  
418 **Appeal after the Provost’s Decision.** To initiate the option of appeal at this point, the candidate  
419 must notify the chancellor within five business days after receiving the provost’s negative  
420 decision. The candidate will also provide a copy of the notification to the provost. Within ten  
421 business days of receiving the provost’s decision, the candidate must submit the appeal to the  
422 chancellor. The chancellor forwards the appeal to the chair of the FAC. Upon completion of the  
423 FAC’s deliberations, the chair of the FAC forwards the committee’s findings to the chancellor.  
424 **[The proposed revision to 3.I was referred back to the Committee on Tenure at the**  
425 **10/26/18 senate meeting to ensure the timeframe for rebuttal is feasible.]**