

**Proposed Re-organization of Faculty Handbook, Part One  
and New Language for Part One, Section VII  
Faculty Workload Working Group**

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## VII. EVALUATION OF FACULTY FOR CONTINUED SERVICE AND ADVANCEMENT IN RANK

### Preamble

Learning—learning that will enable students to become wise, responsible, thriving citizens—is Skidmore’s fundamental enterprise. The college’s Mission Statement notes that “[u]nderpinning the entire enterprise are faculty members’ scholarly and creative interests, which inform their teaching and contribute, in the largest sense, to the advancement of learning.” The faculty is philosophically committed to lifelong inquiry, the discovery of knowledge, and the fostering of creativity. This commitment informs our work in the classroom, lab, and studio. But the faculty also is committed to the Academy and to society; it contributes to a community of scholars broadly conceived and prepares students to play their role in the stewardship of the human community. These commitments define what it means to be a teacher-scholar.

Skidmore College is an undergraduate institution, and as teacher-scholars the faculty not only serves students as exemplars of lifelong learning, but also guides them in acquiring the knowledge and skills an individual needs to pursue his or her life’s path creatively and productively, and to develop along the way the wisdom required to meet life’s often unforeseeable challenges. Lifelong learning does not end within the confines of the Academy, but must stretch throughout its members’ lives, and, importantly, into the community and its destiny.

Accordingly, Skidmore faculty have the responsibility to envision a model of the excellent teacher-scholar appropriate to their discipline; and the college has a responsibility to coordinate, guide, and enable faculty members to marshal their professional resources to realize their vision in pursuit of carrying out the college’s fundamental enterprise. When evaluating faculty members for continuation of service and promotion in rank, the college should have in view the teacher-scholar. The excellence of the teacher-scholar will be evident through engaging students in developing their learning, through professional productivity, and through sharing in the communal work that is an indispensable part of academic life. These are often referred to, respectively, as “teaching,” “scholarship,” and “service.” While the nature of a faculty member’s professional work may, in most cases, be relatively easily circumscribed, the faculty member as a teacher and engaged citizen of the community can involve more fluid paramete(e)2.105w classroom, laboratory, and studio are the primary, though not exclusive, sites where teaching occurs; and college governance and Departmental activities are the central, though certainly not exclusive, channels through which a faculty member may help to shape the curricular and extra-curricular life of Skidmore. Just as professional excellence informs and provides the basis for excellent teaching, so professional and teaching excellence informs the quality and character of one’s service to the life of the Academy.

The standards by which Departments, Programs, the Committee on Appointments, Promotion, and Tenure (CAPT), the Dean of the Faculty and Vice-President for Academic Affairs (DOF/VPAA), the President, and the Board of Trustees arrive at their judgments regarding continuing service and

advancement in rank are necessarily community-based. Therefore, the judgments of Departments and Programs, and especially CAPT, as the body elected by the faculty to represent the faculty in matters of

*standards* are qualitative descriptions of performance that establish levels at which criteria must be satisfied in order to warrant favorable personnel judgments;

*judgments* are personnel recommendations and decisions made by responsible groups and individuals (see above);

*evidence* comprises documents and other supportive materials submitted as part of the dossier that are used by those charged with making judgments in the faculty review process to determine whether a candidate for review has satisfied the applicable standards for the personnel decision at issue; and

*sustained* performance is performance that establishes a clear pattern over time (over the period of time considered in a review). Such a pattern could be a trend (a trend toward improvement), and it could admit a small number of instances that are inconsistent with the overall direction (the odd class that does not work well for identifiable reasons).

The criteria used to evaluate faculty for contract renewal, promotion in rank, and tenure emphasize fulfillment of faculty duties and responsibilities as described in this *Handbook* through

high quality teaching,  
maintaining an ongoing program of research or creative accomplishment, and  
providing consequential service to and engagement in the community.

as each of these is described in this *Handbook*.

Evaluation criteria also include

performance of other mutually agreed upon duties and responsibilities, as specified in a faculty member's letter of initial appointment or as modified in subsequent correspondence, and  
professional conduct consistent with the standards described in this *Handbook*.

1. **TEACHING:** Whereas the primary importance given to teaching follows from Skidmore's mission as an undergraduate institution, the college recognizes that effective teaching takes many forms, is probably inseparable from the instructor's personality, and may be more an art than a science at its core. Hence it defies summary or categorical attempts to describe it. Generally speaking, however, successful instruction manifests a sustained interest in teaching as a vocation. It encompasses skills in course management and design; effective classroom manner, modes of presentation and delivery of course materials; and knowledge and mastery of one's subject. These will be addressed below.

Defining itself first and foremost as a community of teachers and learners, Skidmore invites faculty to share their passion for their disciplines and their understanding of connections between their disciplines and others with colleagues and, most of all, with our students. This commitment to student learning stands at the heart of our mission.

The college expects faculty to fulfill their responsibilities as teachers by facilitating the intellectual or artistic development of their students in scheduled courses and in other curricular and co-curricular contexts (e.g., through independent studies and advising) in which instruction occurs. More broadly, the







institutional problems. In the arts it can i

The broad categories described below encompass the range of professional activities that faculty members can undertake in order to fulfill their responsibilities in service. Faculty members are not expected to perform active service in all of these categories in any one review period or even across an entire career. However, they are expected to demonstrate that they are effectively performing their fair share of this important faculty work.

*Service to students.* The demands of mentoring fall unequally across the faculty. The concern for the personal and academic well-being of students that this work requires is expressed in the time and care that faculty invests beyond routine advising. This may include writing recommendations, helping students make career plans and decisions, providing feedback regarding students' overall academic performance. In performing this work, faculty need to attain and draw upon knowledge of programmatic and general education curricula and academic policies.

*Service to departments or academic programs.* This area of service encompasses the various forms of shared work that are particular to academic departments and programs. This includes developing, vetting, delivering, and assessing a department's or program's curriculum. The effectiveness of this work is guided by a faculty member's knowledge of disciplinary practices on a national level, the particular goals of a department at the college, and the contribution of a department to the general curriculum at the college. Such work can be ongoing (e.g., attending department meetings, managing an endowed fund, sponsoring a student organization, directing student honors projects and independent studies/research) or episodic (e.g., assisting in a departmental review, participating as a member of a search committee, or other standing or ad hoc groups formed to accomplish the goals of the department or program, advising students and writing letters of recommendation). Effective faculty help to advance this important shared work.

*Service to the college.* Faculty participate in governance by attending college assemblies and Faculty Meetings, as well as meetings of their departments or programs. Faculty can serve the college as a whole by taking on formal responsibilities such as serving on governance committees, task forces or work groups, or taking on administrative duties, such as chairing a department, directing a program, or assuming some other administrative post. Service includes informal activities such as assisting at Admissions events, directing a student research symposium, performing or speaking at an alumni event or at an event on campus, or advising student organizations. Faculty may also serve the college by undertaking activities with external groups in Saratoga Springs and beyond that increase the visibility of the college or otherwise advance the College's mission.

*Service to the academic profession.* This area of professional service includes, but is not limited to, holding office or some other position of responsibility in a state, regional, or national professional or disciplinary organization; serving as an evaluator, officer, or consultant for an accrediting body or as a member of a departmental or an accrediting body or as a member of a departmental evaluation team at another institution; serving as a member of a program committee or conference planning committee; refereeing manuscripts for publication; or engaging in other forms of consulting in the service of one's discipline or professional community.

## B. Pre-Tenure-Track Faculty

Criteria for pre-tenure-track faculty are (1) high quality teaching, as defined above, and (2) progress toward the terminal degree (see Part One, Article V [Appointments to the Faculty], Section D [Pre-Tenure-Track Appointments]).

## C. Non-Tenure-Track Faculty

### 1. Library Faculty

Decisions to reappoint or promote Library faculty members at Skidmore are based on the quality of their credentials in three areas: librarianship, achievement as scholars and members of the profession, and contributions to the welfare of the college community. Librarianship of a high quality is paramount, the primary criterion for retention or advancement; but Library faculty must demonstrate an ability to make significant contributions to the profession through scholarship and professional activities. In addition, Skidmore expects faculty members to assume responsibility for the communal life of the institution in ways that are commensurate with their interests and roles and with the institution's purpose.

**Librarianship:** The mission of Library faculty is to enhance, further, and support learning and research activities at Skidmore College. This mission is realized in many ways: developing collections which support the curriculum; organizing the collections for physical and intellectual access according to standards of the Library profession; facilitating access to information resources beyond the Library walls; and interpreting the Library's collections and wider information universe through reference service, printed guides, and bibliographic instruction. This mission requires that Library faculty be both educators/scholars and administrators.

The following criteria encompass both the scholarly and administrative nature of librarianship and provide the basis for the evaluation of candidates for reappointment and promotion.

Library faculty must demonstrate mastery, creativity and initiative in all of the following areas which apply to their assigned responsibilities: (1) developing library collections to support Skidmore's educational mission; (2) organizing and analyzing library collections to provide ease of both intellectual and physical access; (3) identifying and meeting users' needs by applying knowledge of information retrieval techniques, research strategies and subject disciplines; (4) collaborating with students and faculty to support their educational and research activities; (5) promoting effective use of information through individual and classroom instruction; and (6) planning, implementing and managing services and programs which support the library's mission.

### 2. Artists- and Writers-in-Residence

Decisions to reappoint or promote Artists- and Writers-in-Residence are based on their credentials in three areas: performance as teachers, achievement as artists/scholars, and contributions to the welfare of the college community beyond the classroom.

### 3. Teaching Associates

The criteria for reappointment and for promotion are: (1) high quality teaching; (2) professional growth that maintains currency and enhances effectiveness in the classroom, studio, or laboratory; and (3) service to the department/program and College.

D. Reappointment [insert existing language here]

## E. TENURE

### 1. Guidelines for Tenure

Awarding tenure to a faculty member is among the most important decisions the college makes, one that inevitably necessitates prospective judgments. Every tenurial decision is predicated upon the likelihood that an individual's performance to date truly augurs the quality of his or her future performance, and must look ahead as well to the future needs of departments and special programs with an eye to shifts in enrollments and students' interests, to maintaining balance and distribution in range of experience and fields of specialization, and to allowing room for development. However, anything like a quota or maximum number of tenured faculty invoked as a criterion reduces decision-making to routine clerical work and flies in the face of AAUP guidelines. Along with AAUP, Skidmore believes that the quality of those who receive tenure is more germane to realizing the educational goals of the college than is the quantity of faculty who are tenured.

The awarding of tenure is based on teaching of high quality and significant growth as well as achievement in scholarly, creative or professional work, high-quality teaching being the principal criterion. Evidence of contributions to the community's collective affairs at the departmental and all-college levels will also be taken into account. While one cannot give mathematical precision to the weight given to the three criteria, one may say that 50%, 40% and 10% express the general expectation that teaching and professional work are primary (teaching being the principle criterion), and that a modest level of service is expected in pre-tenure years. There is no presumption that meeting minimal standards assures one of tenure.

### 2. Institutional Considerations and Budgetary Considerations

Candidates should be aware that the Administration and Board of Trustees may review tenure recommendations presented by CAPT and make their decisions in light of larger institutional and budgetary considerations. The Dean of the Faculty/Vice President for Academic Affairs is responsible for providing notification in writing to tenure-track faculty and their departments of probable structural barriers to tenure at the earliest possible date, beginning with the time of the third-year review.

### 3. Eligibility

of service at the college. If one tenure-track or tenured partner leaves the position, the remaining partner will be granted an individual, single, full-time appointment to the previously shared position; he or she may not retain his or her portion of the shared contract in the absence of the other partner. The tenuring of partners for part-time employment on a shared appointment arrangement constitutes a special tenure situation limited to such contracts.

- c. Those initially appointed to the ranks of Associate Professor or Professor, without prior tenure, may choose to become candidates for tenure at the beginning of the fall term of their fifth year of service as faculty members; those with tenure at a previous institution may choose to become candidates for tenure as early as the beginning of the fall term of their second year of service as faculty members. Faculty members denied tenure will be given a terminal year.
- d. Part-time appointees are not eligible for tenure. Should such an appointment become full-time may accumulate, at the option of the faculty member after consultation with the Dean of the Faculty/ President for Academic Affairs and Department Chair, toward the service requirement for tenure eligibility to a maximum of three years in full year increments. Partial year accumulations will not count toward tenure.
- e. A candidate for Dean of the Faculty/ Vice President for Academic Affairs may, prior to such an appointment, be evaluated for tenured appointment as Professor by the academic department(s) appropriate to the candidate's professional field (see Part One, Article VII, Section E). The department evaluates by "Guidelines for Advancement in Rank," according to Part One, Article VII, Section F, and consonant, where appropriate, with "Procedures for Promotion."

#### 4. Criteria for Determining Years of Service

- a. For faculty members, the service year coincides with the academic year. The academic year begins at the start of the fall term and ends with the close of the spring term. For each academic year that a faculty member holds a full-time appointment, that person will be considered to have given a year of service. Other than those Visiting Instructors described above, faculty members who move from "visiting" to "tenure-track" status may choose, in consultation with the Dean of the Faculty/Vice President for Academic Affairs and CAPT, to have or not to have the "visiting" years count toward tenure; the decision must be specified in the letter of appointment to the tenure-track position.
- b. A faculty member whose initial appointment begins in the middle of the academic year has the option of having the first semester of service count as one full service year or not count at all. This option must be decided upon at least one year before the faculty member can be considered for tenure. The chosen option must be specified by the faculty member to the Dean of the Faculty/Vice President for Academic Affairs in writing.
- c. In the case where a faculty member is granted a leave of absence without pay, whether the leave is for a full year or one semester, the faculty member may choose to have the year count as a year of service or not count at all. This option

must be decided upon at the time the leave is granted, and must be specified in the letter granting the leave. (See also Part One [Faculty Rights and Responsibilities], Article VIII [Leaves of Absence].)

- d. Regular, full-time and shared position untenured faculty members with one or more years of service may request an extension of the tenure clock for:

Childbirth or adoption, or  
Personal hardship.

This option is available whether or not any type of leave is involved.

The maximum number of tenure clock extensions permitted per faculty member is two one-year extensions, regardless of the circumstances, during the probationary period.

Childbirth or adoption:

An eligible untenured faculty member may elect to have the tenure clock delayed for one year for a birth or adoption of a child occurring within the probationary period. The request must be made in writing to the Associate Dean of the Faculty for Personnel, Development, and Diversity within one calendar year of the time of the birth or adoption event and in any case no later than May 15<sup>th</sup> prior to the semester in which the tenure review is scheduled to occur. Upon receipt of the written request, the Associate Dean of the Faculty for Personnel, Development, and Diversity will automatically grant the extension. If the faculty member subsequently elects not to delay the tenure clock, the faculty member must inform the Associate Dean of the Faculty for Personnel, Development, and Diversity no later than May 15<sup>th</sup> prior to the semester in which the tenure review is scheduled to occur.

Personal hardship:

An eligible untenured faculty member may request to have the tenure clock delayed for one year when a personal hardship such as excessive responsibilities

higher level of professional accomplishment and/or to have performed more service than faculty with standard probationary periods.

#### 5. Procedures for Granting Tenure

- a. The decision to grant tenure rests with the Board of Trustees. The Board acts upon the recommendation of the President who in turn acts in consultation with the Dean of the Faculty/Vice President for Academic Affairs, the Associate Dean of the Faculty for Personnel, Development, and Diversity, the Chair(s) of the department(s) concerned, and CAPT.
- b. CAPT shall annually disseminate its calendar, its operating code, and the operating codes of the Tenure Appeal Committee to all faculty.
- c. CAPT has the responsibility of securing information with respect to the candidate's teaching competence, professional accomplishment, and service to the academic community. Sources of this information include:
  - i. Full-time faculty and those holding shared appointments in the department concerned (in the ranks

- vii. Materials related to teaching effectiveness, professional accomplishment, and college service submitted by the candidate under consideration;
- viii. Teaching evaluations. The Department Chair shall bring to the attention of CAPT student and faculty opinion concerning the faculty member as a teacher and shall indicate the procedures employed in obtaining such information, including class visitation procedures. Classroom visitations are a mandatory part of the process. For further guidance, see Part One [Faculty Rights and Responsibilities], Article VI [Rights, Obligations, and Responsibilities of All Faculty], Section C [Academic Responsibilities], number 7 [Student Evaluations]) and Part Two [Governance], Article III [Academic Policies], Section E [Peer Evaluations of Teaching] and Section F [Student Evaluations].
- ix. Annual reports prepared by the candidate citing activities each year such as new courses, new methods, research, creative work, professional activities, community service. All information is sent to the Chair of CAPT and kept in a confidential file in the President's Office (or the CAPT Reading Room) as required by law.

d. Unsolicited letters received by CAPT must be signed and must address themselves to one or more of the evaluative criteria for continued service as delineated in the Faculty Handbook. Such letters will be stored in a confidential file labeled "Unsolicited Letters" and kept in the President's Office (or the CAPT Reading Room)

d. Unm0()-3o



abilities will continue to be needed, as far as the department's future can be projected.

f. After conducting its deliberations, CAPT reports its recommendations to the President and the Dean of the Faculty/Vice President for Academic Affairs. The Dean of the Faculty/Vice President for Academic Affairs then consults with the Associate Dean of the Faculty for Personnel, Development, and Diversity. In the event of a disagreement between the Dean of the Faculty/Vice President for Academic Affairs and CAPT, the Dean of the Faculty/Vice President for Academic Affairs and the Associate Dean of the Faculty for Personnel, Development, and Diversity meet with CAPT to offer detailed and compelling reasons for such disagreement. The Dean of the Faculty/Vice President for Academic Affairs then makes a recommendation to the President, and notifies CAPT of his or her recommendation. In the rare instance in which the President does not concur with the recommendations of CAPT, the President meets with CAPT to offer detailed and compelling reasons for such disagreement. Finally, the President's recommendations are reported to the Academic Affairs Committee (AAC) of the Board of Trustees, and CAPT informs the AAC of the recommendations it made to the President.

g. Notice of the Board of Trustees' decision regarding tenure must be given on or before March 1st of the appropriate year. Tenure status is effective immediately.

h. An individual denied recommendation for tenure may ask for a hearing before CAFR provided such hearing is based on an alleged violation of academic freedom and/or rights; or may file a complaint following the procedures set forth in Part Six, Article VII [Procedures for Resolving Complaints of Harassment or Discrimination against Faculty Members], provided such a complaint is based on alleged harassment or discrimination in violation of the college's policies as outlined in Part Six.

i. Candidates for tenure (successful or unsuccessful) shall have access to all written materials in the tenure file immediately after the Dean of the Faculty/Vice President for Academic Affairs has made his/her recommendation known to the candidate. These materials may not be photocopied.

## F. PROMOTION

### 1. Guidelines for Advancement in Rank

- a. Promotion at Skidmore is awarded not on the basis of time in rank but because of the candidate's demonstration of accomplishments that satisfy the applicable standards at the level specified for the desired rank. Faculty may stand for promotion at their discretion.
- b. For the rank of Associate Professor, the appropriate terminal degree (or its professional equivalent) normally is required. The absence of the appropriate terminal degree is not an

absolute deterrent to advancement to any rank. Other qualifications, however, shall be closely scrutinized by the department, CAPT, and the Administration for evidence of extraordinary merit.

- c. For the rank of Professor, the appropriate terminal degree (or its professional equivalent) normally is required. Promotion to this rank shall be granted to faculty who have shown evidence of continuing high-quality teaching (or, in the case of Library faculty, librarianship) as well as sustained and significant creative or scholarly growth; and significant involvement in the affairs of the college.

To merit promotion, a faculty member must present evidence documenting having met relevant standards in three areas: teaching, scholarship, and service. While these, by their nature, may not be precisely quantified, one may distinguish the expectation for candidates for promotion from those for tenure by saying that for promotion to Full Professor, teaching, scholarship, and service are equally important. More precisely, a candidate for promotion to Full Professor must demonstrate the following:

1. sustained high-quality teaching across the range of assigned courses so as to show mastery of the craft of teaching in his or her areas of competence. As accomplished teachers, Full Professors are expected to excel in their own classes and, as reflective practitioners of the craft, should also be able to serve as a teaching resource for other faculty. Professors are expected to remain committed to their own continuing development as teachers.
2. a record of sustained and significant engagement with his or her discipline(s) that indicates continued development as a scholar or artist beyond his or her accomplishments at the time of promotion to Associate Professor, with evidence of success in completing some substantial aspect(s) of his or her research or artistic agenda. Through their research or creative work, Professors are expected to have developed a mature perspective on their

President for Academic Affairs may also decide to nominate a candidate for promotion consideration. In such a case, the department is obliged to consider the candidate's credentials and to present its recommendation to CAPT. Nomination by the Associate Dean of the Faculty for Personnel, Development, and Diversity for such consideration does not presuppose a successful outcome for the candidate. The Associate Dean of the Faculty for Personnel, Development, and Diversity may initiate promotional consideration in the case of Department Chairs. The Department Chair or the Associate Dean of the Faculty for Personnel, Development, and Diversity shall indicate the consultation procedures employed within the department when recommending a promotion.

3. By March 15<sup>th</sup>, the Dean of the Faculty/Vice President for Academic Affairs shall provide Department Chairs with a list of faculty in their departments who have been at the rank of Associate Professor for seven years or more. The Dean of the Faculty/Vice President for Academic Affairs shall provide CAPT with a list of

- b. all scholarly, creative, or professional materials produced since the last promotion; candidates may add some earlier materials for purposes of context or to show continued growth. Candidates may wish to seek letters from Skidmore colleagues outside their department qualified to speak to their professional accomplishment. Candidates may also wish to include a statement about achievements and works in progress.
  - c. the ten most recent consecutive semesters of teaching evaluations. For purposes of context, the candidate may wish to include other evaluations. The candidate shall also add copies of syllabi, and may include assignments and handouts. The candidate may also wish to append a statement about teaching goals and philosophy. The file may include peer evaluations of teaching.
  - d. a cover sheet showing courses taught, sabbatical leaves, and any course releases over the previous six years.
  - e. service credentials presented within the context of the broad statements about service in Part One (Faculty Rights and Responsibilities), Article VII (EVALUATION OF FACULTY FOR CONTINUED SERVICE AND ADVANCEMENT IN RANK), Section A (Tenure-Track Faculty, COMMUNITY SERVICE). The candidate may wish to provide relevant documents and seek letters from committee Chairs or members who can speak about the quality and extent of service.
9. Candidates for promotion may solicit letters on their behalf from reviewers familiar with their credentials from outside the college. Such letters may come directly to CAPT, or go to the Department Chair and then to CAPT as part of the candidate's dossier. Letters mandated by the department must also be transmitted to CAPT.
10. After conducting its deliberations, CAPT reports its recommendations to the President, the

Development, and Diversity and CAPT will be notified of the reasons for the recommendation. The Dean of the Faculty/Vice President for Academic Affairs will present the reasons for a negative recommendation to the candidate.

12. An individual denied recommendation for promotion may ask for a hearing before CAFR provided such hearing is based on an alleged violation of academic freedom and/or rights; or may file a complaint following the procedures set