

**UNIVERSITY OF MINNESOTA  
Standards for Promotion and Tenure  
Required by Section 7.12, Regents Policy on *Faculty Tenure***

**School of Journalism and Mass Communication  
College of Liberal Arts**

*Approved by the Faculty of the School of Journalism and Mass Communication on September 28, 2009*  
*Approved by the College of Liberal Arts on [DATE]*  
*Approved by the Senior Vice President for Academic Affairs and Provost on [DATE]*

**I. Introductory Statement**

This document is intended to specify the indices and standards to be used by the School of Journalism and Mass Communication to determine whether candidates meet the University of Minnesota's general criteria for indefinite tenure as they are set out in section 7.11 of the Regents Policy on *Faculty Tenure*, as well as the indices and standards for promotion to the rank of professor as they are set out in section 9.2 of the same Regents policy. For a complete overview, the reader is advised to review sections 7 and 9.2 in their entirety. This document is also consistent with the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty*.

The document contains indices and standards for the following personnel evaluations:

- annual reviews of probationary faculty
- recommendation for awarding indefinite tenure
- recommendation for promotion
- annual performance appraisal for post tenure review according to Section 7a of the Regents Policy on *Faculty Tenure*

**II. Mission Statement**

The objectives of the School of Journalism and Mass Communication are threefold: instruction, research, and public service. The School provides both graduate and undergraduate instruction in a wide variety of generalized and specialized areas. Instruction ranges from abstract theory-laden material to practical, technically-oriented approaches. To an increasing extent, theory is incorporated into skills courses. Similarly, the research arena is wide-ranging. In this area, the Minnesota faculty is a recognized leader both in the production of original research and in the synthesis of information into successful textbooks. While some University departments may have a modest public service role, the School of Journalism and Mass Communication maintains high visibility in the community through conferences, meetings, seminars and other activities for the communications industries, media professionals, and high school students and teachers.

More specifically, the School has four major objectives.

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1. To promote learning and the advancement of knowledge with regard to mass communication as it relates to the individual, the community and society.

This objective requires the integration of the study of journalism and mass communication with the liberal arts and sciences. It requires an educational program that provides students with an understanding of the system of mass communication, its purpose, nature, and function in society. This understanding is essential for the individual as an audience member and as a professional within one of the mass communication institutions. There is a strong presumption that one way to better understand society and its problems is through intensive study of these communication institutions and processes. This is a critical approach, meaning that journalism and mass communication as a discipline seeks to provide a source of independent criticism of the press and communication industries and their performance.

2. To provide students with communication skills and assist them in developing an effective array of communication tools to allow them to function as professionals in the communication industries.

This requires education that provides students with standards and tools for assessing and evaluating information. It requires that the School provide education in basic principles of communication and that it provide for advanced learning in specialized areas which are vital to an understanding of professional performance. These specialized areas include communication law, history, public opinion, and communication ethics.

3. To provide a foundation of knowledge aimed at the advancement of the journalistic professions.

While meeting the requirements of training in contemporary professional practice, the School of Journalism and Mass Communication must seek advancement with regard to professional methods of information gathering and assessment, media performance and criticism, and ethics in a manner that promotes continued learning. Meeting this objective also assumes that the School will provide a setting where mass communication research and scholarship is encouraged.

4. To provide appropriate graduate and undergraduate instruction to meet the new and continuing problems of mass communication.

The School must keep pace with the future to provide education related to the problems of the communication institutions, the communication professions, and related problems of the society at large. It seeks to meet these new and continuing problems through, in addition to a formal curriculum, public service endeavors that serve and advance the individual media professions.

### **III. Annual Reviews of Probationary Faculty**

The tenured faculty of the **School of Journalism and Mass Communication** annually reviews the progress of each probationary faculty member toward satisfaction of the criteria for receiving

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tenure as provided by the Regents Policy on *Faculty Tenure* and in accordance with the University's *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty*. The chair of the department prepares a written summary of that review and discusses the candidate's progress with the candidate, giving a copy of the report to the candidate.

This written summary is provided on President's Form 12 and is signed by the candidate, the chair of the department, the Dean of CLA, and the Senior Vice President for Academic Affairs and Provost.

In accordance with Section 5.5 of *Faculty Tenure* the probationary period may be extended by one year at a time at the request of the faculty member for childbirth/adoption, caregiver responsibilities, or medical reasons. The criteria for evaluation of faculty who have had their probationary period extended are no different than the criteria for faculty who do not have an extension of the probationary period. Extension of the probationary period in accordance with Section 5.5 may not be a factor in the evaluation. [See Appendix A for Section 5.5 of the Regents Policy on *Faculty Tenure*.]

### **IV. University Standard – General Criteria for Tenure**

#### **Regents Policy on *Faculty Tenure*, Section 7.11, General Criteria**

What the University of Minnesota seeks above all in its faculty members is intellectual distinction and academic integrity. The basis for awarding indefinite tenure to the candidates possessing these qualities is the determination that each has established and is likely to continue to develop a distinguished record of academic achievement that is the foundation for a national or international reputation or both [3]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [4]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision [5]. Demonstrated scholarly or other creative achievement and teaching effectiveness must be given primary emphasis; service alone cannot qualify the candidate for tenure. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable. The awarding of indefinite tenure presupposes that the candidate's record shows strong promise of his or her achieving promotion to professor.

#### **Regents Policy on *Faculty Tenure*, Footnotes to Section 7.11**

[3] "Academic achievement" includes teaching as well as scholarly research and other creative work. The definition and relative weight of the factors may vary with the mission of the individual campus.

[4] The persons responsible and the process for making this determination are described in subsections 7.3 through 7.6.

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"Scholarly research" must include significant publications and, as appropriate, the development and dissemination by other means of new knowledge, technology, or scientific procedures resulting in innovative products, practices, and ideas of significance and value to society.

"Other creative work" refers to all forms of creative production across a wide range of disciplines, including, but not limited to, visual and performing arts, design, architecture of structures and environments, writing, media, and other modes of expression.

"Teaching" is not limited to classroom instruction. It includes extension and outreach education, and other forms of communicating knowledge to both registered University students and persons in the extended community, as well as supervising, mentoring, and advising students.

"Service" may be professional or institutional. Professional service, based on one's academic expertise, is that provided to the profession, to the University, or to the local, state, national, or international community. Institutional service may be administrative, committee, and related contributions to one's department or college, or the University. All faculty members are expected to engage in service activities, but only modest institutional service should be expected of probationary faculty.

[5] Indefinite tenure may be granted at any time the candidate has satisfied the requirements. A probationary appointment must be terminated when the appointee fails to satisfy the criteria in the last year of probationary service and may be terminated earlier if the appointee is not making satisfactory progress within that period toward meeting the criteria.

### **V. Departmental Criteria for Tenure – Research**

To receive indefinite tenure, a faculty member will be expected to have demonstrated professional distinction in scholarly research and to show evidence of continued academic distinction.<sup>1</sup>

A "distinguished" record is prominent and conspicuous by its excellence. To achieve this, a candidate must have produced a body of research or artistic achievement that is openly available, scholarly, creative, and of high quality and significance, and must be recognized and visible within his or her domain of research or artistic practice. Research is not limited to traditional publication but also encompasses activities that lead to the public availability of products, practices, technologies, and ideas that have significance to society. Quality of research or artistic achievement is more important than quantity.

In the case of appointment to associate professor in the School of Journalism and Mass Communication from outside academia, demonstration of innovative and effective leadership of professional distinction within a government or private-sector organization devoted primarily to communication, regulation of communication, or communication research may be substituted for the research component.

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<sup>1</sup> Most probationary faculty are also promoted to the rank of associate professor when they receive indefinite tenure, although tenure may be conferred on an associate professor with a probationary appointment.

**Documentation**

The candidate must establish quality, productivity, visibility, and promise.

(A) Evidence of excellence in research and/or artistic practice is provided by the candidate's research, performance, and/or publication record. This record is assessed both internally, by the School and the College, and externally, by a panel of recognized experts from outside the University, to determine whether it is openly available, scholarly, creative, and of high quality and significance. (See Section 12 of the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty* for details about reviewers. Or paraphrase the text from Section 12 of the Procedures.) The following points guide the assessment of the candidate's record:

1. “Openly available” research or artistic practice implies distribution, which includes traditional and electronic publication as well as other media such as audio and video recording, or publicly available live performance or exhibition.
2. Scholarly publication can take many forms; among these are original research articles and books, book chapters, edited collections and anthologies, critical editions, translations, reviews, integrative text books that advance the discipline, published lectures, and original reports and productions published in the mass media. Because journalism and mass communication is a discipline on the forefront of the development of new electronic media, it is important to recognize innovative scholarly activities in yet unforeseen forms and media approaches. Such new forms would be subject to rigorous scrutiny and review.
3. Artistic practice also takes many forms; among these are development of new works, curating exhibitions, one-person or collaborative/group exhibitions, one-person or ensemble live performance, and production of still photography, audio or video recordings.
4. Peer-reviewed publications or works printed by publishers known for their careful review of manuscripts or articles issued in refereed journals will be given more weight than other publications. Publications by eminent presses and those appearing in journals, series, or volumes that have stringent peer review and major disciplinary significance generally receive the most weight.
5. Artistic performance, exhibition, recording, or broadcast at venues, studios, labels and networks with national or international stature generally receive more weight than those at venues with regional or local stature.
6. A written work is considered to be published when the final revised manuscript has been accepted by the publisher. An artistic production may be considered complete after its first public performance or exhibition.
7. Work under review may be considered; this category receives less weight than published or completed work.
8. Translations, reprints, and citations or reviews of a candidate's work may provide evidence of the visibility, importance, or influence of the work.
9. For all multi-authored or collaborative works, the file must specifically describe the candidate's contribution. It is understood that in some areas of the discipline, multi-authored works are common.

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10. While quality is more important than quantity, the candidate must present a substantial body of achievement.

(B) Evidence of visibility is chiefly provided through the following (unordered):

1. National or international awards and honors.
2. Presentations at scholarly conferences or major performance or exhibition venues (especially refereed or invited presentations).
3. Service as editor of national or international professional journal.
4. Organization of scholarly conferences or artist's symposia/workshops or conferences to advance professional practice in the mass media.
5. Active participation on editorial boards or on national boards of arts organizations or on national boards for media and strategic communication organizations.
6. The individual's success in attracting external and internal grants and fellowships.
7. Invited scholarly/artistic presentations.

(C) Evidence of promise of a strong future record is shown through the following:

1. Development of an independent body of significant work beyond the final degree.
2. Sustained and continuous growth in significant research/artistic practice and creative work.

## **VI. Departmental Criteria for Tenure – Teaching**

It is expected of every faculty member in the School of Journalism and Mass Communication that she or he is an effective teacher at both the undergraduate and graduate levels, whose instruction reflects familiarity with the current state of disciplinary thought.

“Effective” means that a candidate enables or produces the intended result of student learning. Specifically, candidates should demonstrate course-appropriate content expertise and an ability to transmit such knowledge to students through effective instructional design, delivery, and assessment. Instructional design includes the ability to create, sequence, and present experiences that lead to learning. Instructional delivery refers to the skills that facilitate learning in a respectful environment. Assessment refers to the use of tools and procedures for evaluating student learning, including appropriate grading practices.

"Teaching" is not limited to credit-producing classroom instruction. It encompasses other forms of communication of knowledge (both to students registered in the University and to persons in the extramural community) as well as the supervision, mentoring or advising of individual graduate or undergraduate students, whether individually or in groups. Effectiveness in teaching may be enhanced by the candidate's participation in teaching enrichment programs and training workshops. Effectiveness in teaching will be determined by the consideration of the following:

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### Documentation

1. A review of courses taught. Particularly important are those courses which were developed by the candidate. Such review will include review of course syllabi, statements of goals and objectives, and methods employed, as well as assignments and examinations prepared for the course.
  2. A review of any contributions made to the curriculum of the School (development of courses, course sequences, new areas of instruction, major/minor sequences, substantive refinements of courses, including uses of new technologies, etc.). These contributions may be made individually by the candidate or result from his or her participation in committees or workshops devoted to curriculum development and assessment.
  3. Evaluation by peers. Each candidate must offer recent peer review evaluations from at least two faculty members who have observed two different courses (where applicable, these should be one undergraduate and one graduate course).
  4. Development and review of instructional material, including but not limited to computer software, compilations of readings, course guides for Independent Study courses, and publication of textbooks.
  5. Student rating of teaching. Student rating forms from all courses taught during the probationary period must be submitted. The primary method of student rating is through course rating forms. Additionally, evaluations may be obtained from students once they have graduated.
  6. Review of the quality of and contribution to undergraduate student advising and the direction of Independent Study projects, Senior Projects, and honors theses.
  7. Review of the quality and effectiveness of the candidate's contributions to the mentoring or supervising of graduate students in their scholarship and teaching. For example, evidence concerning advising at the Master's and Ph.D. level, Plan B paper and dissertation supervision, Ph.D. oral and written preliminary exam participation, and professional development and job placement activities.
  8. Receipt of teaching awards and other formal recognitions of teaching excellence.
  9. Any other contribution to the teaching mission of the School, such as service as Director of Undergraduate Studies, Director of Graduate Studies, or as leader of teaching and professional development workshops within the program, University, profession, or community.
  10. Receipt of grants for curricular development or for the preparation of instructional units. Grants alone, however, do not suffice; the successful completion of the project shall also be considered.
- N.B.* Prior Service. Candidates who have previously served in regular faculty positions at accredited universities and colleges elsewhere, and for which service has reduced the maximum period of probationary service at Minnesota, should provide as much documentation from those previous institutions as possible, including any and all of the above listed forms of evidence.

**VII. Departmental Criteria for Tenure – Service**

"Service" means that faculty as University citizens actively participate in advancing the interests of the School, the College and University for the benefit of the institution, the profession and the community.

Service to the School, the College, the University and the profession is an integral component of a faculty member's professional obligation. A faculty member's participation in the governance of the school, service to the college and University, and service to professional organizations and communities related to the candidate's research enhance the faculty member's professional standing, and bring recognition to the School, the College, and the University. Service is recognized as a significant contribution by faculty and is considered during tenure deliberations.

**Documentation**

(A) Examples of service to the institution include but are not limited to:

1. Participation in the administration and governance of the institution
2. Participation in school, college, and university committees
3. Administrative appointments in the school, college, and the university
4. Active participation in University conferences or symposia

(B) Examples of service to the profession include but are not limited to:

1. Officer or board member in a state, national, or international professional society.
2. Election to prestigious state and national organizations that recognize excellence within the discipline
3. Consultant or referee or editor for professional journals and other publications
4. Reviewer for grant or fellowship applications
5. Panel reviewer or juror for exhibitions or performances
6. Consulting services to professional organizations, government agencies, and educational institutions
7. Member of an advisory committee for a government agency or non-governmental organization
8. Reviewer for tenure and promotion cases at other universities or colleges
9. Reviewer for academic programs at other universities or colleges

(C) Examples of service to the community include but are not limited to:

1. Outreach to K-12 schools and consultancies with non-profit organizations
2. Providing expert testimony and other forms of public engagement
3. Outreach to support community-building efforts by non-governmental organizations



**VIII. University Standard – Criteria for Promotion to Professor**

**Regents Policy on *Faculty Tenure*, Section 9.2, Criteria for Promotion to Professor**

The basis for promotion to the rank of professor is the determination that each candidate has (1) demonstrated the intellectual distinction and academic integrity expected of all faculty members, (2) added substantially to an already distinguished record of academic achievement, and (3) established the national or international reputation (or both) ordinarily resulting from such distinction and achievement [8]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [9]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable. But the primary emphasis must be on demonstrated scholarly or other creative achievement and on teaching effectiveness, and service alone cannot qualify the candidate for promotion.

**Regents Policy on *Faculty Tenure*, Footnotes to Section 9.2**

[8] "Academic achievement" includes teaching as well as scholarly research and other creative work. The definition and relative weight of the factors may vary with the mission of the individual campus. Not being promoted to the rank of professor will not in itself result in special post-tenure review of a tenured associate professor.

[9] The persons responsible for this determination are the full professors in the unit who are eligible to vote. The outcome of the vote is either promotion to the rank of professor or continuation in rank as an associate professor. The procedures for voting are identical to those outlined in Section 7.4 for the granting of indefinite tenure, the nondisclosure of grounds for the decision (Section 7.5), and the review of recommendations (Section 7.6). In addition, a petition to the Judicial Committee for review of a recommendation of continuation in rank as an associate professor follows the procedures specified in Section 7.7 for decisions about promotion to associate professor and conferral of indefinite tenure.

**IX. Departmental Criteria for Promotion to Professor**

Promotion to Professor indicates the attainment of distinction within one's field and the highest academic achievement. Any candidate for promotion must have attained national or international recognition based on the high quality of her or his research contributions to the discipline. She or he must also be distinguished through the quality, substance, and high standards of his or her teaching and advising, and continued effective service to the School, University, and the profession. Consideration must also be given to the high quality of scholarship exhibited in directing dissertations and in advising graduate students. All associate professors are strongly encouraged to work toward promotion to the rank of professor (See Section 7.11 of the Regents Policy on *Faculty Tenure*).

## **Documentation**

The forms of evidence used to justify promotion to professor are the same as those used to justify promotion to associate professor in the areas of research, teaching, and service. A higher level of achievement in all three areas, as measured by the distinction, significance, and impact of the research, teaching, and service, is required. Regular, high-quality teaching and advising of M.A. and Ph.D. students, in addition to undergraduate instruction and advising, is expected, and service contributions to the School, College, University, and profession should be substantial and significant.

## **X. Review of Tenured Faculty Performance**

### **Introductory Statement**

Section X of this document, Review of Tenured Faculty Performance, is an implementation of the Regents Policy on *Faculty Tenure* (Section 7a), as described in detail in the *Rules and Procedures for Annual and Special Post-tenure Review* approved by the Tenure Subcommittee of the Senate Committee on Faculty Affairs January 5, 1998; and revised by the Tenure Subcommittee March 5, 1998.

### **Goals and Expectations for Tenured Faculty**

In accordance with Section 7a.1 of the Regents Policy on *Faculty Tenure*, the School of Journalism and Mass Communication has established the following goals and expectations for tenured faculty. The goals and expectations for tenured faculty in the School are similar to the criteria for tenure and promotion to associate professor, and for promotion to professor.

Tenured faculty in the School of Journalism and Mass Communication are expected to continue to be recognized and remain visible within their domain of research or artistic practice and must continue to produce a body of research that is openly available, scholarly, creative, and of high quality and significance. Each faculty member is expected to display evidence of research activity each year, in the form of convention papers, research grants secured, material shared with scholars through Internet and other electronic technologies, material (including invited material) submitted for review by editorial boards of scholarly publications, material published in various outlets for scholarship (scholarly journals, books, etc.), material shared through any other mechanism which makes it available to the larger community of scholars, or exhibition or presentation of literary, audio, and visual works. There may be years in which no material is actually published, but the school's expectation is that, over a five-year period, some materials will be published or there will be convincing evidence of substantial progress toward important publication.

Tenured faculty are also expected to remain effective teachers and to be actively engaged in the communication of knowledge and the supervision, mentoring, or advising of graduate and undergraduate students. Each faculty member is expected to provide evidence of student rating (Office of Measurement Services forms) of all courses she/he offers and to display through a

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combination of that evidence, course syllabi, and results from self-prepared surveys of student appraisals (where appropriate) that her or his quality of instruction is of adequate or higher standard. Teaching also includes advising undergraduate students and graduate students toward completion of their degrees and working with student groups.

Tenured faculty are also expected to participate actively in professional and public service relating to their professional field(s) of interest in journalism and mass communication. Professional service activities assist faculty members in remaining current with journalism and mass communication practices and provide important opportunities to contribute to the improvement of current journalism mass communication practices. Each faculty member is expected to provide evidence of service activity each year by means of lists and descriptions of related meetings along with items such as copies of reports, materials, and presentations prepared for professional service activities. There may be some years in which such activities are minimal, but the school's expectation is that, over a five-year period, faculty members will provide convincing evidence of continuing engagement with the relevant professional communities.

### **Annual Post-Tenure Review Process**

The School of Journalism and Mass Communication expects that its tenured faculty will be regularly active in all three domains: research or artistic practice, teaching, and service. If, in the annual review, a faculty member's performance over the three-year window appears to be substantially below the stated Goals and Expectations of Tenured Faculty, the merit committee reports this judgment to the director of the School. In accordance with Section 7a.2 of the Regents' Policy on *Faculty Tenure*, a faculty member who falls substantially below the goals and expectations in one or more of those domains will be informed in writing of her/ his performance and will be informed of steps that should be taken to improve and meet the School's goals and expectations in all three domains within a specified period of time, no less than one year.

Only tenured members of the merit committee may participate in this and any subsequent part of the post-tenure review process. The director may also instruct the merit committee to examine the performance of specific faculty members. If both the director and the merit committee find a faculty member's performance to be substantially below the goals and expectations of the School, they will send a letter to the faculty member, describing and explaining that finding. The letter will be signed both by the director of the School and by the chair of the committee, will specify the deficiencies, and will set a time period (usually by the next annual review and no less than one year) during which the faculty member should address the identified problems. The faculty member may communicate to the director in writing relevant information to dispute the merit committee judgment. The director will also meet individually with the faculty member whose work is alleged to be substandard in order to discuss the means of improving the faculty member's performance to acceptable levels. During the following year, the director and the merit committee will work with the faculty member to improve performance and remedy perceived deficiencies during that time.

At the end of the specified time, both the director and the merit committee will again review the faculty member's performance. If they again find that performance is substantially below the

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goals and expectations of the School, they may ask the dean to initiate a special peer review of that faculty member. To commence this process, the director of the School and the merit committee will send a letter or memorandum to the dean and to the faculty member, setting out their findings with a copy of the documents they have reviewed.

### **Special Post-Tenure Review Process**

The special peer review of a tenured faculty member at the dean's level follows the process outlined in Section 7a.3.

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Appendix A – Section 5.5 of the Regents Policy on *Faculty Tenure*

**5.5 Exception For New Parent Or Caregiver, Or for Personal Medical Reasons.** The maximum period of probationary service will be extended by one year at the request of a probationary faculty member:

1. On the occasion of the birth of that faculty member's child or adoptive/foster placement of a child with that faculty member; or
2. When the faculty member is a major caregiver for a family member[2] who has an extended serious illness, injury, or debilitating condition. A faculty member may use this provision no more than two times; or
3. When the faculty member has an extended serious illness, injury, or debilitating condition.

The request for extension must be made in writing within one year of the events giving rise to the claim and no later than June 30 preceding the year a final decision would otherwise be made on an appointment with indefinite tenure for that faculty member.

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### Appendix B – Section 7.12 of the Regents Policy on *Faculty Tenure*

**7.12 Departmental Statement.** [6] Each department or equivalent academic unit must have a document that specifies (1) the indices and standards that will be used to determine whether candidates meet the threshold criteria of subsection 7.11 (“General Criteria” for the awarding of indefinite tenure) and (2) the indices and standards that will be used to determine whether candidates meet the threshold criteria of subsection 9.2 (“Criteria for Promotion to Professor”). The document must contain as an appendix the text and footnotes of subsections 7.11 and 9.2, and must be consistent with the criteria given there but may exceed them. Each departmental statement must be approved by a faculty vote (including both tenured and probationary members), the dean, and other appropriate academic administrators, including the Senior Vice President for Academic Affairs and Provost. The chair or head of each academic unit must provide each probationary faculty member with a copy of the Departmental Statement at the beginning of the probationary service.