

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

**Department of Landscape Architecture
College of Design**

Approved by the Faculty of the Department of Landscape Architecture: May 18, 2015

Approved by the Senior Vice President for Academic Affairs and Provost: May 25, 2015

I. Introductory Statement

This document is intended to specify the indices and standards to be used by the Department of Landscape Architecture 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 University of Minnesota 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 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 Department of Landscape Architecture offers undergraduate degrees in Landscape Design and Planning and graduate programs leading to the accredited Masters of Landscape Architecture and the Masters of Science in Landscape Architecture degrees. The mission of the Department of Landscape Architecture is to advance sustainable and resilient futures for a changing world through integrated research, teaching, and outreach and to prepare the next generation of landscape architects and environmental designers to innovate and lead at the intersections of art, ecology, and community.

Our faculty, students, alumni, and collaborators draw upon disciplinary depth and interdisciplinary breadth to put their values into action to address real-world issues. We explore compelling and relevant issues like how cities and towns can plan for increasing floods and extended droughts; how open pit mines and waste materials can be transformed post-extraction into new public

resources; how temporary art installations can contribute to ongoing community building efforts; and how big data can be used to design livable neighborhoods.

III. Annual Reviews of Probationary Faculty

The tenured faculty of the Department of Landscape Architecture annually reviews the progress of each probationary faculty member toward satisfaction of the criteria for receiving 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 department head 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 Form UM12 and is signed by the candidate, the department head, the dean of CDES, 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 notification of the faculty member for childbirth/adoption, or at the request of the faculty member for caregiver responsibilities, or medical reasons. The criteria for evaluation of faculty who have their probationary period extended is 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 [FN2]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research and/or creative work/exemplary practice, teaching and service [FN3]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision [FN4]. 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

[FN2] "Academic achievement" includes teaching as well as scholarly research, creative work/exemplary practice. The definition and relative weight of the factors may vary with the mission of the individual campus.

[FN3] The persons responsible and the process for making this determination are described in subsections 7.3 through 7.6.

"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, public engagement, 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.

[FN4] 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. In the Department of Landscape Architecture research includes original creative works, scholarship, or professional practice.

A "distinguished" record is prominent and conspicuous by its excellence. To achieve this, a candidate must have produced a body of research, scholarship, creative, or professional achievement that is openly available, of high quality and significance, and must be recognized and visible within his or her domain of research or professional practice.

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

(A) *Evidence of excellence in research and/or creative practice is provided by the candidate's research, creative work, and/or publication record.*

This record is assessed both internally, by the department 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.) The evaluation is based on the visibility, productivity, scope, depth, and quality of the candidate's research. The following points guide the assessment of the candidate's record:

1. "Openly available" research, creative work or professional practice implies distribution, which includes traditional and electronic publication, or publicly available exhibition.
2. Scholarly publication can take many forms; among these are original research articles and books, book chapters, critical and theoretical writing, edited collections and anthologies, critical editions, reviews, integrative text books that advance the discipline, and published lectures.
3. Professional practice also takes many forms; among these are various forms of material and conceptual production, development of technology, interdisciplinary or collaborative practice, socially engaged practice/projects, one-person or collaborative/group exhibitions, audio or video recordings. The execution of work in public settings, exhibitions in museums, and/or publication of work in academic and or/professional journals, and juried awards constitute the principle measures of externally evaluated achievement.
4. The Department of Landscape Architecture expects to see growth over a period of time, with the record documenting an evolution of ideas and development of a clearly articulated program.
5. For academic scholarly written work, 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.
6. For creative work/exemplary practice works that have been peer-reviewed by national and international juries or boards will receive more weight than those reviewed at the regional or local level.
7. Competitive grants, commissions, consultancies, and/or fellowships are evidence of contributions to the discipline and profession.
8. Peer-reviewed conference papers and invited presentations at the national and international level will receive more weight than those at the regional or local level.
9. Editorship of Conference Proceedings, Professional and Scholarly Journals, Books. Editorship represents the recognition by others of distinction in one's field; or if reviewed externally, the validity of a self-selected passion for a scholarly area and its

- discourse or constructive syntheses.
10. Self Publication; Creative Work. Individual and unsolicited works may also be considered if evaluated by external peers.
 11. A written work is considered to be published when it satisfies two standards: it is under contract, and in production. The candidate is asked to produce the actual contract or another form of evidence showing the work has been accepted for publication. A book, journal article, or book chapter will be considered in production when a letter from the director or editor is sent and states that the work: a) has gone through all rounds of reviews; b) all corrections/revisions have been completed; c) the fully completed/revised manuscript is in the hands of the press or journal; d) the press or journal has put it on a production schedule. A creative work may be considered complete after its first public exhibition or installation.¹² Work under review may be considered; this category receives less weight than published or completed work.
 13. Translations, reprints, and citations or reviews of a candidate's work may provide evidence of the visibility, importance, or influence of the work.
 14. 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.
 15. 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 symposia/workshops.
5. Active participation on editorial boards or on national boards of organizations pertinent to the field of landscape architecture.
6. The individual's success in attracting external and internal grants and fellowships.
7. Invited scholarly/creative presentations and/or commissions.

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

1. Development of an independent body of significant work with a clearly articulated program.
2. Sustained and continuous growth in significant research/ practice and creative work.

VI. Departmental Criteria for Tenure – Teaching

It is expected of every faculty member in the Department of Landscape Architecture 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:

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 department (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. The department head will have the responsibility of appointing at least two faculty members who will observe two different courses (where applicable, these should be one undergraduate and one graduate course) and conduct peer review evaluations.
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 student advising and the direction of Independent Study projects. Advising availability and effectiveness may include demonstrated concern about individual student progress; coordination with non-faculty advisors or professional mentors; a willingness to help advance the careers of students, including effective sharing of professional insight and knowledge to assist students in career planning, and advanced education in landscape architecture or related fields; and preparation of student letters of recommendation.
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.

8. Receipt of teaching awards and other formal recognitions of teaching excellence.
9. Any other contribution to the teaching mission of the Department, 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.
11. Recognition and/or awards related to accomplishments of the candidate's present and former students, including, local, regional, national, or international design or research awards; peer-reviewed or professional journal publications of students' works; prizes related to teaching won by the candidate or by students under the candidate's supervision; and/or prizes, competitive grants for specific curriculum development.
12. Membership on special bodies concerned with teaching (e.g. Visiting Landscape Architecture Accreditation Board (LAAB) Teams) or on panels to judge proposals for teaching grants and contracts and/or special invitations/selections for special teaching activities within and outside the University.
13. Published evidence of pedagogical effectiveness may include textbooks, lecture notes, digital publications or computer software, including publications that reflect a candidate's teaching contributions, philosophies, theories, strategies and/or techniques and/or other pedagogical scholarship; and/or teaching-based articles in regional, national or international refereed or reviewed professional or scholarly journals; and/or presentation of refereed and reviewed papers on teaching philosophies, theories, strategies and/or techniques at conferences of professional and disciplinary societies and associations.

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 department, the college and University for the benefit of the institution, the profession and the community.

Service to the department, the college, the University and the profession is an integral component of a faculty member's professional obligation. However, service cannot be the sole basis for granting tenure. A faculty member's participation in the governance of the department, 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 department, the college, and the University. Service is recognized as a significant contribution by faculty and is considered during tenure deliberations. All faculty are expected to engage in service activities, but only modest institutional service is expected of probationary faculty.

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 department, college, and university committees
3. Administrative appointments in the department, 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 for professional publications
4. Reviewer for grant or fellowship applications
5. Panel reviewer or juror for awards or competitions
6. Consulting services to professional organizations and government agencies
7. Reviewer for tenure and promotion cases at other universities or colleges
8. 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 professional/creative and scholarly activity that engage communities.

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 [FN7]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [FN8]. 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

[FN7] "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.

[FN8] 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 Department, University, and the profession. 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 Master's and Ph.D. students, in addition to undergraduate instruction and advising, is expected, and service contributions to the department, 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).

Goals and Expectations for Tenured Faculty

In accordance with Section 7a.1 of the Regents Policy on *Faculty Tenure*, the Department of Landscape Architecture has established the following goals and expectations for tenured faculty in the Department that parallel the criteria for tenure and promotion to associate professor and full professor, but take into account the different stages of professional development of faculty and provide for flexibility.

Tenured faculty in the Department of Landscape Architecture are expected to continue to be recognized and remain visible within their domain of research or creative and/or professional practice and must continue to produce a body of research that is openly available, scholarly, creative, and of high quality and significance. Continued productivity is understood to include at least one of the following within a three-year period:

1. Active engagement in one or more research projects alone or in collaboration with fellow scholars;
2. Publication of research in high quality venues;
3. Presentations at scholarly national or international conferences or major exhibition venues (especially refereed or invited presentations).
4. Receipt of national or international awards and honors.
5. Service as editor of or reviewer for national or international professional journals and presses.
6. Organization of scholarly conferences or symposia/workshops.
7. Active participation on editorial boards or on national boards of organizations relevant to landscape architecture.
8. Receipt of a prestigious external grant or fellowship.
9. Invited scholarly/creative presentations and continued engagement in community projects or artistic endeavors.

Tenured faculty are expected to remain effective teachers and to be actively engaged in the communication of knowledge. Determination of the effectiveness will require a holistic review of the individual's contributions to include the supervision, mentoring, or advising of graduate and undergraduate students service on graduate committees and reviews, work with undergraduates on UROP grants, internships, study abroad opportunities, capstone projects, honors thesis and exhibitions, peer evaluation of teaching, scholarship, promotion and tenure dossiers, grant applications, award nominations, and/or curriculum and program development in their area of expertise as well as for the department's BED, MLA and MS degree.

Tenured faculty are expected to participate actively in advancing the interests of the Department, the College of Design, and the University of Minnesota for the benefit of the institution, the profession, and the community. All faculty are expected to attend regular faculty meetings and those meetings designated for particular agendas such as discussion of promotion and tenure. Faculty also are expected to regularly attend meetings of committees at the Department, College, or University level on which they serve (elected or appointed). In addition, active service includes membership on editorial boards, grant review committees, review of manuscripts submitted for publication to journals and presses, external evaluations of academic departments at other institutions, outside reviews of individuals nominated for promotion in other departments and institutions, or other activities undertaken as a sign of visibility in fields of expertise and the wider academic community.

In all of these endeavors the quality of involvement is paramount.

Annual Post-Tenure Review Process

The Department of Landscape Architecture expects that its tenured faculty will be regularly active in all three domains: research or creative practice, teaching and service. Each faculty member will receive an annual review of performance in all three areas by the department chair and the department merit committee. In accordance with Section 7a.2 of the Regents Policy on *Faculty Tenure*, a faculty member whose performance in any of these areas falls substantially below the goals and expectation of the department for two consecutive years shall be informed in writing by a letter from the chair of the Department of Landscape Architecture and the Post-Tenure Review committee composed of tenured faculty elected by tenured faculty in Landscape Architecture. The letter will outline specific information regarding the professional and academic areas that are deemed substandard along with steps that should be taken to improve. A set time-line no less than one year from the date of the letter will be given during which the faculty member must effectively address the problems to the satisfaction of the committee and the chair of the department. The review committee has the responsibility of working with the faculty member to resolve deficiencies during the time frame and provide appropriate assistance, advice and mentoring to address areas of performance. The measure of expectation and criteria used in the post-tenure review process will be in accordance with the goals and expectations outlined in the Criteria for Receiving Indefinite Tenure under sections V, VII and VIII and the department specifics outlined in Review of Tenured Faculty Performance under section X.

In accordance with Section 7a.3 of the Regents Policy on *Faculty Tenure*, a tenured faculty member in the Department of Landscape Architecture who continues to be substantially below the goals and expectations of the department (as judged by the department head and the faculty review committee) and who has not made sufficient improvement over a sustained level after the time period described in the previous paragraph may undergo a special peer review pursuant to a joint request to the dean by the department head and the faculty review committee.

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.

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

5.5 Extension of Maximum Probationary Period for New Parent or Caregiver, or for Personal Medical Reasons.

Upon the written request of a probationary faculty member, the maximum period of that faculty member's probationary service will be extended by one year at a time for each request:

- (a) On the occasion of the birth of the faculty member's child or placement of an adoptive/foster child with the faculty member. Such a request for extension will be granted automatically if the faculty member notifies the unit head, dean, and senior vice president for academic affairs and provost in writing that the faculty member is eligible for an extension under subsection 5.5 because of the birth or adoption/foster placement; or
- (b) If the faculty member is a major caregiver for a family member with an extended serious illness, injury, or debilitating condition and the senior vice president for academic affairs and provost determines that the circumstances have had or are likely to have a substantial negative impact on the faculty member's ability to work over an extended period of time;
- (c) If the faculty member has an extended serious illness, injury, or debilitating condition, and the senior vice president for academic affairs and provost determines that the circumstances have had or are likely to have a substantial negative impact on the faculty member's ability to work over an extended period of time. If the faculty member's illness, injury, or debilitating condition reduces the faculty member's ability to work to less than two-thirds time during the faculty member's contract year [i.e., the academic year or twelve months], the probationary period is automatically extended by one year in accordance with subsection 5.3.
- (d) "Family member" means a faculty member's spouse or domestic partner, child, or other relative. "Child" includes a biological child, an adopted or foster child, and the child of a spouse or domestic partner.
- (e) The probationary period may be extended for no more than three years total, except that the extension may be for no more than one year total for (1) an instructor with a probationary appointment under subsection 6.22 or (2) an associate professor or professor with a three-year probationary appointment under subsection 6.21.
- (f) The notification of birth or adoption/foster placement for provision (a) and the request for extension for provisions (b) and (c) in this subsection must be made in writing within one year of the events giving rise to the claim and no later than June

- (g) A request for an extension under provision (b) or (c) will not be denied without first providing the faculty member making the request with an opportunity to discuss the request in a meeting with an administrator designated by the senior vice president for academic affairs and provost. A claim that a request for an extension under provision (b) or (c) was improperly denied may be considered in any subsequent review by the Senate Judicial Committee of a termination under subsection 7.7.

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

7.12 Departmental Statement. [FN5] 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); (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”); and 3) the goals and expectations to be used in evaluating faculty members’ performance under subsection 7a (“Review of the Performance of Faculty Members”). 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.