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FOR ADDITIONAL INFORMATION CONTACT
SCHOOL OF HEALTH, PHYSICAL EDUCATION, AND RECREATION
OFFICE OF ACADEMIC AFFAIRS
Jerry Wilkerson, Executive Associate Dean
E-mail: jedwilke@indiana.edu
Phone: 855-1561
MISSION OF INDIANA UNIVERSITY  
(Approved by the Board of Trustees  
(1/19/94)  
The mission of Indiana University is to provide high quality educational opportunities for men and women from Indiana and the world through a community of scholars actively engaged in teaching, research, and public service.

VISION, MISSION, VALUES, GOALS, AND STRATEGIC OUTCOMES OF THE SCHOOL OF HEALTH, PHYSICAL EDUCATION, AND RECREATION  
(Approved by Consensus 1/29/99)

VISION

We envision a world made better by its citizens actively pursuing healthy lifestyles.

MISSION

The mission of the School of Health, Physical Education, and Recreation is to facilitate research and scholarly inquiry, the preparation of professionals, and the provision of services in health, kinesiology, and recreation. We embrace lifelong opportunities for discovery, learning, and participation that contribute to healthy lifestyles for Living Well.

VALUES

THE COMMUNITY OF LEARNING

As a School we value:

- The role of scholarly activity in the development, integration, and dissemination of new knowledge
- A faculty, staff, and student body rich in diversity
- High standards of personal integrity and professional ethics
- Cooperation and collaboration among faculty, staff, students, alumni, and professionals
- Learning opportunities that enhance positive participant and career development

RESPONSIBILITY FOR EXCELLENCE

As a School we value:

- Research and scholarly productivity
- Effective teaching
- Meaningful service and leadership
- Relevant and rigorous curricula
- Distinctive programs and services

ACCOUNTABILITY AND BEST PRACTICES

As a School we value:

- Dynamic visionary leadership
- Responsible stewardship of our fiscal, physical, and personnel resources
- Accountability in all phases of our research, teaching, and services
- Proactive recruitment, development, retention, and promotion of high quality students, faculty, and staff
GOALS

A. RESEARCH: To facilitate opportunities for and provide an environment conducive to research and scholarly activity of the highest quality.

B. TEACHING/LEARNING: To ensure that students receive the finest professional preparation and career development experiences possible in each of the units of the School.

C. SERVICE: To facilitate opportunities for significant professional service and service delivery to Indiana University and our constituents in the state, nation, and world.

D. LEADERSHIP: To provide effective leadership in achieving the mission of the School and facilitating the missions of the departments of Applied Health Science, Kinesiology, Recreation and Park Administration, and the division of Recreational Sports.

STRATEGIC OUTCOMES

A. We will promote and support excellence in research and scholarly activity.

B. We will promote and support excellence in teaching, learning, and student development.

C. We will facilitate access to the School for all who are qualified.

D. We will maintain the strength and exemplary quality of our professional service and service delivery.

E. We will recruit, mentor, promote, and retain a diverse faculty, staff, and student body.

F. We will be responsible stewards of the financial and physical resources of the School.

G. We will articulate the mission of the School and its units through proactive marketing strategies.
MISSION

The mission of the Department of Applied Health Science is to enhance discipline inquiry, to prepare professionals at both entry and advanced levels, to provide basic instruction for the General Education of undergraduate students, and to provide professional service in the areas of school and community health promotion and education, safety education and management, nutrition science and dietetics, and human development and family studies. This multi-faceted purpose is accomplished through a balanced program of teaching, research and service which contributes favorably to the quality of life within the University, the State of Indiana, and society at large.

VALUES

We value:
- Emphasis on a balanced approach to the study and promotion of human health and wellness including consideration of the physical, social, emotional, spiritual, mental, familial and vocational dimensions of human life.
- An academic program that is both dynamic and consistent with the Department’s heritage, its current mission statement, and the contemporary trends in applied health science.
- Excellence in teaching, excellence in research and scholarly activity and, excellence in service.
- A high-quality faculty that is effective in teaching, research and service.
- A recognized academic department and faculty providing state and national leadership in the multi disciplinary field of applied health science.
- A faculty that recognizes and enhances the commonality of and interrelatedness among the varying programs within the department.
- An ongoing commitment to fostering and maximizing a collegial environment in which students, staff, and faculty can interact in an atmosphere of mutual respect and in which the need of students for access to faculty is given high priority.
- The recruitment of talented faculty, undergraduate and graduate students representing diverse racial, ethnic, cultural and socioeconomic backgrounds.
- A graduate program which emphasizes both professional development and research, and which is competitive with other nationally-ranked, peer graduate programs.
- The development and maintenance of high-quality academic programs of study.
- A curriculum that provides early and continuing opportunities for students to pursue research and scholarly activities.
- A faculty that strives to teach students to develop critical thinking skills.
- Applications and transfer-technology research and implementation of innovations for health promotion and disease prevention in the community.
- Personal integrity and the maintenance of high professional standards and ethical conduct.
- An on-going commitment to continue to offer a broad elective program to attract student majors as well as to enhance the health and wellness education of the university student population.

GOALS:

Our goals are:
- To continue to assure high quality teaching at both the undergraduate and graduate levels.
- To continue improvement in the quality and quantity of research and scholarly activity.
- To provide high quality professional service at the international, national, state, local university, school and departmental levels.
- To promote faculty and staff development.
- To procure additional resources and facilities to enhance the fulfillment of the academic mission of the department.
- To promote the multi-disciplinary nature of the department and its programs.
MISSION, VALUES, GOALS OF THE DEPARTMENT OF KINESIOLOGY
(Approved by Consensus 8/26/99)

MISSION

The mission of the Department of Kinesiology is to study human movement in order to expand the body of knowledge, prepare scholars and professionals, and provide public service.

VALUES

In view of the mission of the department and degree programs offered, we as a faculty value:

- Physical activity as an essential part of a healthy lifestyle.
- The importance of the cultural, scientific, philosophical and historical aspects of sport and Kinesiology.
- The central role of scholarship, creative activity, and research in the study of human movement.
- A quality faculty, staff, and student body rich in diversity.
- Ethical standards and the responsibilities inherent in a nationally recognized department.
- Contributions to academic and professional societies.
- Excellence in teaching.
- Quality curricular programs in Kinesiology.
- A quality, comprehensive elective activity program.
- Assessment as a means of insuring the achievement of departmental goals and objectives.
- Professional and public service.

GOALS

As the Department of Kinesiology, our goals are to:

- Continue to improve research, scholarship, and creative activity.
- Ensure quality teaching and curricula.
- Provide quality professional and public service.
- Promote the field of Kinesiology.
- Encourage faculty and staff development.
- Promote access to Kinesiology programs.
- Ensure leadership and administrative support conducive to the continued success of the department.
- Recruit, mentor and retain a quality and diverse faculty who engage in significant teaching, research and service.
VISION, MISSION, VALUES, AND GOALS OF
THE DEPARTMENT OF RECREATION AND PARK ADMINISTRATION

VISION

We are a diverse team of colleagues dedicated to the improvement of the quality of life through leisure. We accomplish this by global academic leadership and excellence in the development and dissemination of a body of knowledge.

MISSION

The Department of Recreation and Park Administration provides global academic leadership and excellence through teaching, research, service and scholarship in outdoor and resource management, recreation and park administration, sport management, therapeutic recreation, and tourism management. We accomplish this through a humanistic approach to utilizing innovation, collaboration and application of technology. Our scholarship affects students, colleagues, professionals, and citizens in local, national, and global societies.

VALUES

We believe in:

• The essentiality of leisure to the health of all people
• The need for professionally trained persons to plan and administer programs, design and manage facilities, and guide users in the healthy expression of leisure.
• The interdisciplinary nature of the profession. Thus, it is essential that students be able to synthesize the behavioral, administrative, environmental and health sciences through the study of leisure and recreation.
• The need for faculty and professional staff to provide leadership for the profession at municipal, state, national, private, and commercial levels through research, teaching, and service.
• Sustained fundamental development in pedagogy, curriculum design, and instructional technology.
• The importance of parks as places for recreation and leisure pursuit.
• The academic competencies of faculty expressed in terms of their impacts on communities through research and professional practice.
• Public service programs bridging the gap between research and professional practice.

GOALS

As a faculty our goals are to:

• Ensure quality undergraduate academic preparation for careers in the dynamic leisure services industry.
• Achieve and maintain a cutting edge through an integrated research and graduate studies agenda.
• Extend research and academic development to our worldwide professional constituency.
• Create a responsible and visionary revenue management plan.
PRE-TENURE FACULTY DEVELOPMENT OPPORTUNITIES

THE HPER PRE-TENURE CONNECTION

Directed by: Jerry Wilkerson, Executive Associate Dean
Participants: All tenure-track faculty of the School of HPER are members of the HPER Pre-Tenure Connection.
Purpose: Throughout each academic year, activities are scheduled to orient, mentor, socialize, and enhance connectivity among the pre-tenure faculty of the School of HPER. In addition, these events inform pre-tenure faculty of School and University opportunities and resources related to development of their teaching, research, and service skills and responsibilities. These efforts are supplemented by information published in The Pre-Tenure Times, a newsletter distributed quarterly by the HPER Office of Academic Affairs. (Back issues are available on the web).

EMERITI MENTOR TEACHER PROGRAM

In 1997-98 the Indiana University Office of the Vice Chancellor for Academic Affairs awarded the School of Health, Physical Education, and Recreation the first TERA (Teaching Excellence Recognition Award) Faculty Development Award, a campus-based award designed to improve the teaching of research-able untenured faculty. The School of HPER Emeriti Mentor Teacher (EMT) Program continues to be funded with this award.

ABOUT THE PROGRAM: The School of HPER EMT program was developed to help pre-tenure faculty in HPER be more effective in the classroom by linking them individually with recently retired emeriti faculty known and respected for excellence in teaching during their academic careers. Specifically, attention is given to: course syllabi development, maximizing effective use of library resources, motivating students for critical analysis and reflection, developing student writing skills, working with large classes and maximizing effective use of Graduate Assistants, enhancing teaching styles and in-class delivery, identifying and accommodating for different learning styles, assessing student progress and providing meaningful feedback, and linking technology to the classroom.

THE ROLE OF THE EMT: The Emeriti Mentor Teacher meets regularly with the pre-tenure faculty member to discuss issues related to teaching excellence; review and critique course syllabi; observe a minimum of three complete class sessions per semester, followed by debriefing sessions with the faculty member; and provide the faculty member with a written critique outlining areas of strength and weakness, with specific suggestions for enhancing teaching effectiveness.

THE ROLE OF THE PRE-TENURE PARTICIPANTS: The participants (voluntary) provide a copy of all current course syllabi; arrange for regularly scheduled meetings with his/her EMT; invite the EMT to three class sessions per semester; share student course evaluations with the EMT; and, meet with the EMT at the end of each semester to discuss strengths, weaknesses and specific suggestions for enhancing teaching effectiveness.

PROGRAM ASSESSMENT: The program is assessed by the Executive Associate Dean, who meets individually and collectively with each faculty participant and EMT to discuss progress and review specific suggestions.

WORKSHOPS

Annual workshops are held for faculty and support staff to provide information about School and University tenure and promotion procedures, deadlines, and expectations. Candidates for tenure and/or promotion are encouraged to attend these workshops. Dean of the Faculties Presentation, and School of HPER Procedures Workshop: March/April.
TENURE AND PROMOTION CALENDAR OF EVENTS

AUGUST (12 months prior to review of the dossier)
- Department Chair reminds candidate of (or candidate requests) tenure/promotion review at the department level.

MARCH
- By April 25, departments elect School of HPER Tenure and Promotion Committee members.

APRIL
- The Executive Associate Dean coordinates and holds an annual tenure and promotion workshop. An official from the Office of the Dean of the Faculties presents the university perspective on tenure and promotion and procedures. The Executive Associate Dean in the School of HPER presents the School’s perspective and procedures. TENURE AND PROMOTION PREPARATION FORMS (for soliciting outside reviewers) are distributed to candidates and the department chairs.

MAY
- The candidate and the department chair submit two independently derived lists of potential external reviewers using the TENURE AND PROMOTION PREPARATION FORM.
- By the first day of final exam week of the spring semester, forms are submitted. This includes an independent list of nine potential (9) outside reviewers and their qualifications from both the candidate and the department chair.
- At this time, the candidate provides eighteen (18) updated vita.
- The Executive Associate Dean contacts each of the potential reviewers with a preliminary letter requesting that they serve as an outside referee. Reviewer responsibilities and submission deadlines are discussed. A copy of the candidate’s vita along with a reply card are enclosed with the letter (See Appendix H for Sample Reviewer Request Letter).

JUNE
- The candidate selects one of the following options based on the response of potential external reviewers:
  ---The Executive Associate Dean provides all who replied in the affirmative with a sampling of materials compiled by the candidate in support of excellence in one or more of the declared areas of research, teaching, or service.
  Or
  ---The Executive Associate Dean randomly selects nine (9) external reviewers from among the total respondents who agree to review the candidate’s dossier.
- The Executive Associate Dean mails a packet of materials, compiled by the candidate, representative of her/his work in one or more of the areas being considered for “excellence” (See Appendix H for Sample Reviewer Instruction Letter).

JULY/AUGUST
- The candidate completes compilation of the dossier. The Department Chair, mentor and the Executive Associate Dean, upon request, assist the candidate in the compilation and fine-tuning of the Candidate Statement and other aspects of the dossier.

SEPTEMBER
- By September 1, candidates for tenure submit their dossier to their department chair.
- By September 10, candidates for promotion submit their dossier to their department chair.
- The department committee reviews the dossier (tenure cases are reviewed prior to promotion cases).
- Department chair reviews dossiers.

OCTOBER
- By September 20, the department committee completes its review of all dossiers and submits its written decisions with vote and supporting rationale to the department chair.
- By October 1, the department chair completes review of the dossier and submits his/her letter plus the dossier to the Executive Associate Dean for review by the School of HPER Tenure/Promotion Committee.
- On or about October 1, the department chair meets with the candidate to discuss the department recommendation. The candidate is permitted to read both letters, but may not for any purposes remove them from the department chair’s office.
- The candidate has 5 working days to respond, if desired, to the department committee and/or department chair’s letters. The department committee and chair are not required to respond.
- By October 30, the School of HPER Tenure and Promotion Committee completes review of all dossiers and submits its written decisions with vote and supporting rationale to the Dean of the School of HPER.
NOVEMBER
- By November 5, the Dean of the School of HPER completes review of tenure dossiers and submits written recommendations plus the dossiers to the Dean of the Faculties.
- On or about November 5, the Dean and/or the Executive Associate Dean meet with the candidate to discuss the school recommendation. The candidate is permitted to read both letters, but may not for any purposes remove them from the dean’s office.
- The candidate has 5 working days to respond, if desired, to the school committee and/or dean’s recommendation letters. The school committee and dean are not required to respond.
- By November 20, the School of HPER Tenure and Promotion Committee completes review of promotion dossiers and submits a written decision with vote and supporting rationale to the dean.
- By November 25, the Dean of the School of HPER completes review of promotion dossiers and submits written recommendations plus the dossiers to the Dean of the Faculties.
- On or about November 25, the Dean and/or the Executive Associate Dean meet with the candidate for promotion to discuss the school recommendation. The candidate is permitted to read both letters, but may not for any purposes remove them from the dean’s office.
- The candidate for promotion has 5 working days to respond, if desired, to the school committee and/or Dean’s recommendation letters. The school committee and Dean are not required to respond.

DECEMBER
- By December 1, tenure and promotion dossiers are delivered to the Dean of the Faculties office by the Executive Associate Dean.

JANUARY/FEBRUARY MARCH
- The University Tenure Advisory Committee, and the University Promotion Advisory Committee reviews dossiers and makes recommendations to the Dean of the Faculties.
- Dean of the Faculties reviews dossiers and makes recommendations to the Chancellor.

MARCH/APRIL
- The Chancellor reviews and makes final recommendations on dossiers to the President.
- The President reviews and makes final recommendations on dossiers to the Board of Trustees.
- The Board of Trustees renders a final decision by acting on positive recommendations.
- The dean and/or department chair schedules a meeting with the candidate as soon as a likely recommendation is determined to discuss the results.
SPECIFIC RESPONSIBILITIES

Responsibilities of the Candidate

- Upon appointment to a tenure-track position, it is the responsibility of the candidate to communicate with the Department Chair to ascertain the established departmental pre-tenure and tenure year review procedures.
- Tenure-track faculty are encouraged to take full advantage of and participate in Pre-Tenure Connection activities organized by the Executive Associate Dean in the School of HPER. These activities are designed to orient, instruct, and connect pre-tenure faculty.
- In order to prepare the dossier candidates familiarize themselves with tenure and promotion procedures. at Indiana University, within the School of HPER, and within the individual's academic department.
- The candidate prepares the dossier, with the assistance of the Department Chair, mentor, and Executive Associate Dean, as requested.
- By April 30 of the, the candidate prepares the TENURE AND PROMOTION PREPARATION FORM and submits it to the Executive Associate Dean. This includes an independent list of nine (9) outside referees and eighteen (18) updated vita (The department chair, at the same time, also submits an independent list of nine (9) potential outside reviewers).
- By June 1, the candidate submits a packet of materials to the Executive Associate Dean for study by the outside reviewers. This includes a minimum of nine (9) packets containing a vita, plus a representative sampling of materials in the declared area(s) of excellence, including samples of refereed publications, for distribution to the outside references selected by the Executive Associate Dean.
- By September 1, the candidate submits the dossier to the Department Chair who delivers it to the Department Tenure and Promotion Committee to begin the review process.
- Although the department chair will meet with each candidate to discuss the final recommendation of the Department Tenure and Promotion Committee and the Department Chair on or about October 5 for tenure and promotion, and the Dean will meet to discuss the final recommendation of the School Committee on or about November 5 for tenure/promotion and December 5 for promotion, the candidate may wish to facilitate the scheduling of these meetings. The candidate has the right to read each final recommendation letter, and to respond in writing if desired.
- The candidate is informed of, and has the right to see and to respond to, all materials placed in the dossier at any point in the process.

Responsibilities of the Department Chair

The Chairperson:

- Provides leadership in the tenure/promotion process at the department-level and works to assure a high level of confidentiality throughout the process.
- Meets regularly with tenure-track faculty to inform them of the departmental, School, and University procedures and expectations, and to review each candidate's progress.
- Reminds potential candidates of the tenure and/or promotion review 12 months prior to the beginning of the review process.
- By April 30, completes a TENURE AND PROMOTION PREPARATION FORM for each candidate and submits it to the Executive Associate Dean.
- Monitors and assists with the preparation and completion of the candidate's dossier.
- Completes the TENURE AND PROMOTION DOSSIER CHECKLIST, including signing off as "Preparer" and providing a copy of the completed checklist to the candidate. (The exception on the checklist is in the section where the copy of list of nine (9) references supplied by candidate, the copy of nine (9) references supplied by chairperson or department/school committee are inserted by the Office of Academic Affairs.)
- Monitors and facilitates the completion of the departmental review.
- Completes the "Chair's Final Recommendation Letter".
- Submits completed dossier to the Executive Associate Dean by October 1.
- Schedules a meeting with the candidate to occur on or about October 5" to discuss the department committee's and Department Chairperson's final recommendation for tenure and/or promotion.
- Provides the candidate with the opportunity to read final recommendation letters.
- Facilitates the annual spring semester election of representatives to the HPER Tenure and Promotion Committee.
Responsibilities of the Executive Associate Dean

The Executive Associate Dean:

- Provides leadership in the tenure/promotion process and works to assure a high level of confidentiality throughout the process.
- Provides school-level pre-tenure faculty development opportunities. Directs the activities of the Pre-tenure Connection designed to orient, instruct, and connect to the School's pre-tenure faculty.
- Upon request, works with candidates on the Candidate's Statement and helps review the organization and presentation of the dossier.
- Calls for the annual spring election of the School of HPER Tenure and Promotion Committee members.
- Serves as non-voting chair of the School of HPER Tenure and Promotion Committee, convening, assisting, providing guidelines and support as needed.
- Receives the list of tenure eligible faculty from the Dean and researches the possibility of promotion candidates from the Department Chairs.
- Annually updates and distributes the School tenure and promotion information and procedures guidelines to chairs and candidates.
- Coordinates and hosts annual Tenure and Promotion Workshop in April.
- Forwards TENURE AND PROMOTION PREPARATION FORMS to chairs and candidates in April.
- Collects completed TENURE AND PROMOTION PREPARATION FORMS from chairs and candidates by the first day of final exam week of the spring term prior to review beginning in August/September.
- Collects eighteen (18) copies of each candidate's vita, as well as assembled packets of each candidate's vita, and portfolio of declared area of excellence.
- Contacts all potential outside references from the nine outside referees suggested by the candidate and the nine suggested by the chair (via the TENURE AND PROMOTION PREPARATION FORMS) to solicit agreement to write references prior to sending formal requests to nine (9) selected by the Executive Associate Dean, or to all who agree to write.
- Formally requests reference letters from nine (9), or all who have agreed to write. This decision is made in consultation with the department chair and the candidate.
- Receives and acknowledges letters from outside reviewers.
- Places the original letters into the dossier (by the Office of Academic Affairs staff.)
- Insures that staff has inserted the following items into the GENERAL SUMMARY section of the dossier and checking them off on the checklist:
  a) the Dean's personal recommendation and summary evaluation of the candidate's teaching, research/creative activities and service.
  b) the School of HPER Committee's recommendation (including a report of exact votes) and the committee's evaluation of the candidate's teaching, research/creative activities, and service.
- Insures that staff inserts the following items into the dossier and checks them off on the checklist:
  a) List of external evaluators supplied by the candidate
  b) List of external evaluators supplied by the chair
  c) List of the external evaluators solicited by the Executive Associate Dean
  d) Original letters from outside evaluators.
Responsibilities of the Dean

The Dean:

- Provides leadership in the tenure/promotion process and works to establish / assure a high level of confidentiality throughout the process.
- Receives from the Dean of the Faculties an official list of the faculty who are eligible for tenure and/or promotion and forwards it to the Office of Academic Affairs for action.
- Reviews the School of HPER Tenure and Promotion Committee's recommendation, evaluates the dossier, and writes a summary evaluation letter of the candidate's accomplishments in the areas of teaching, research/creative activity, and service.
- Meets with each tenure and/or promotion candidate on or about November 5 (tenure), or December 5 (promotion) for the purpose of communicating the final recommendation of the School Committee and the Dean's final recommendation for tenure and/or promotion.
- Forwards the dossier and personal recommendation to the Dean of the Faculties in compliance with University policy and deadlines.
- Informs each candidate of the Dean of the Faculties final recommendation.

Responsibilities of the School of HPER Tenure and Promotion Committee

The Committee:

- Conducts its work with complete confidentiality neither offering or supplying information in any verbal or non-verbal form to anyone outside of the working committee. The professional lives of colleagues are being reviewed. A breach of confidentiality is considered a serious violation of ethical conduct.
- Evaluates each candidate's tenure and/or promotion dossier.
- Writes a recommendation regarding each candidate's tenure and/or promotion case.
- Forwards its letter indicating the final committee recommendation, including the committee's vote, to the Dean.
- Evaluates, makes recommendations for related tenure and promotion guidelines, procedures, and issues.

Election: Election of the School of HPER Tenure and Promotion Committee members by departments shall be completed by the last day of classes of the spring semester. Members of the committee are elected by department faculty according to voting procedures established by the School of HPER Constitution (Article I, Section 2: Voting Membership "Voting members of the School of HPER shall include all full-time faculty (10 or 12 month appointments) of the Bloomington campus holding academic appointments in the School and who are either tenured or whose service is being counted toward tenure in the School."

Membership: The Committee is composed of six (6) tenured faculty members: two, plus one alternate, from each academic department in the School.

CHAIR: The Executive Associate Dean serves as the non-voting chair of the committee.

ALTERNATES: The alternate serves only in the absence of the member for a full Tenure and Promotion review period, (i.e., during a member's sabbatical or leave of absence). Alternate members for the School Tenure and Promotion Committee shall not write letters representing their views as members of the Tenure and Promotion Committee.

Meetings: The Executive Associate Dean convenes the organizational meeting of the Committee. Subsequent meetings are arranged as needed. The committee will not meet unless all members are present. Members may be expected to attend evening or weekend meetings to conclude the work of the Committee in a timely fashion.

Length Of Service: Currently, committee members are elected to a two-year term. Beginning with the 2002-03 academic year, committee members will serve for a period of three years (School of HPER Academic Council, 4/27/01)
TENURE AND PROMOTION EVALUATION CRITERIA

In evaluating the credentials for tenure and/or promotion, the School of HPER Tenure and Promotion Committee follows the criteria established and outlined in the current Dean of Faculties TENURE AND PROMOTION HANDBOOK. (See excerpt from January, 1999 edition in Appendix F.)

BASIC AREAS AND THE MISSION OF THE SCHOOL/DEPARTMENT

The three basic areas considered in all deliberations include teaching, research/creative activity, and service. In order to achieve tenure, a faculty member should normally excel in at least one of these categories and be satisfactory in the others or have evidence to support excellence across all three areas. In all cases the candidate's total record should be assessed by comprehensive and rigorous peer review. Promotion to any rank is a recognition of past achievement and a sign of confidence that the individual is capable of greater responsibilities and accomplishments. It should be noted, however, that the faculty members' contribution to the unique mission of the School is a major concern.

TEACHING CATEGORY (See Appendix A and B: "Dimensions of University Teaching Practice", and "Descriptors for Documenting Teaching Performance").

In addition to the checklist items in the teaching category, examples of other activities that are considered include:
- Innovative teaching techniques, teaching awards, course/curriculum development grants, and published teaching materials.

RESEARCH AND CREATIVE ACTIVITY CATEGORY (See Appendix C, "Descriptors for Documenting Research Performance").

Under Research/Creative Activity, examples of items other than those in the checklist that are considered include:
- Creative performances and choreography, on-going pragmatic research, contributions to the professional literature (books, monographs, research reports, etc.), research grants, and research presentations at professional meetings and other scholarly gatherings.

SERVICE CATEGORY (See Appendix D, "Descriptors for Documenting Service Performance").

In addition to the items listed on the checklist in the service category, examples of other items considered include:
- Workshops, clinics, demonstrations, guest lectures, media presentations, consulting services, work with evaluation teams, and student advising.
SAMPLE COPY
SCHOOL OF HPER TENURE AND PROMOTION BALLOT

Candidate’s Name:____________________________

VOTE: Yes _____ No _____ (TENURE)

VOTE: Yes _____ No _____ (PROMOTION)

Numerical Rating     Terms of Evaluation

Teaching

Research

Service

TERMS OF EVALUATION

EXCELLENT

So strong that tenure/promotion is merited even if other two areas are no more than SATISFACTORY.

VERY GOOD

Tenure/promotion merited if other areas are also VERY GOOD (thus a BALANCED CASE.)

GOOD

Better than SATISFACTORY

SATISFACTORY

Tenure/promotion merited if another area is EXCELLENT and the third at least SATISFACTORY.

UNSATISFACTORY

So weak as to exclude tenure/promotion regardless of strength in other areas.

NOTE: The Indiana University Tenure and Promotion Advisory Committees use a very similar ballot.
THE PROCESS

CONFIDENTIALITY:
- Candidates will have direct knowledge of the evidence in the dossier. The only exception to this is that student letters are protected.
- All those involved in the tenure and/or promotion process conduct work with complete confidentiality neither offering or supplying information in any verbal or non-verbal form to anyone outside of the tenure and/or promotion committee.
- The professional lives of colleagues are under review. A breach of confidentiality is considered to be a serious violation of ethical conduct.

DOSSIER PREPARATION:
- Faculty and Department Chairs are encouraged to maintain a continuous file on all matters related to tenure and promotion. In this way, when the time draws near for a decision, the dossier may be assembled readily for committee consideration.
- Completion of the annual Faculty Activity Summary Report with documentation is a good way to keep track of one’s activities. To facilitate this, you may consider setting up and regularly placing appropriate items into a desk drawer with three separate file folders: one for TEACHING, one for RESEARCH, and one for SERVICE.
- An early step in the preparation of dossiers is to give the candidate an opportunity to submit relevant materials.
- Final responsibility for preparation of the dossier rests with the candidate, although the chair and/or a senior member of the faculty are expected to provide assistance.
- The School of HPER Executive Associate Dean, upon request, will assist in the final stages of dossier preparation, including review of the candidate statement and final organization of the dossier.
- The Office of the Dean of the Faculties prefers the dossier to be organized in three-ring binders.

TENURE TIMETABLE: Year 1-3: Probationary Appointment
Year 4-6: Annual Review
Year 6: Complete dossier submitted for department/school/university review

PROMOTION TIMETABLE:
- There is no predetermined timetable for tenured faculty members to be reviewed for promotion to Associate Professor and Professor.
- Consideration for promotion is an individual faculty member's prerogative, and timing is determined by each faculty member in consultation with the Department Chairperson.
DEPARTMENTAL TENURE AND PROMOTION REVIEW PROCEDURES

Within the School of Health, Physical Education, and Recreation each unit conducts an internal review of tenure and promotion dossiers following departmental procedures developed by the faculty of that unit. These procedures are described in the following section.

DEPARTMENT OF APPLIED HEALTH SCIENCE

DEPARTMENT TENURE AND PROMOTION COMMITTEE (See Note #1)

Composition

The Department Tenure and Promotion Committee shall consist of three tenured faculty members within the Department who are not serving on the University Tenure and Promotion Committee or the School of HPER Tenure and Promotion Committee. The members shall be elected by a vote of all tenured and tenure-track faculty members. All eligible tenured faculty members shall be included on the ballot.

Charge

The charge for the Department Tenure and Promotion Committee is to review the dossier of the candidate(s) being considered for tenure and/or promotion in accordance with those standards established by Indiana University in the areas of teaching, research/creative activities, and service. The Department Chair shall appoint a Chair. Each member will independently assess the dossier relative to the candidate’s achievements in each of the areas of teaching, research/creative activities, and service. The committee will then meet to discuss the dossier of each candidate. Using the current School criteria and grading system, each member will vote on each candidate in the areas of teaching, research/creative activities. Results of the votes, along with a letter of recommendation, will be forwarded to the Department Chair. The Chair shall consider the recommendation made by the Department Tenure and Promotion Committee in writing a letter of recommendation concerning the candidate=s accomplishments in the areas of teaching, research/creative activities, and service. The Chair’s recommendation, however, is not solely determined by the recommendation of the Department Tenure and Promotion Committee.

All deliberations of the Department Tenure and Promotion Committee are confidential. Candidates shall be instructed not to contact committee members, nor shall committee members directly contact candidate(s). Any concerns a candidate or committee member may have shall be directed to the Department Chair. The Department Tenure and Promotion Committee=s letter of recommendation shall be made available to the candidate through the Department Chair.

Timetable

The timetable for the Department Tenure and Promotion Committee will correspond to university guidelines. The following is presented as a general guide:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 1</td>
<td>Dossier due to Department Chair</td>
</tr>
<tr>
<td>Sept 2</td>
<td>Dossier available to Departmental Tenure and Promotion Committee</td>
</tr>
<tr>
<td>Sept 20</td>
<td>Tenure and Promotion Committee’s written assessment to Department Chair for Tenure consideration (October 10 for promotion only)</td>
</tr>
<tr>
<td>Oct 1</td>
<td>Chairperson’s recommendation due to HPER Tenure and Promotion Committee for tenure cases (November 1 for promotion only).</td>
</tr>
</tbody>
</table>
PRE-TENURE REVIEW COMMITTEE

Composition

The Pre-Tenure Review Committee shall consist of three tenured faculty members within the Department. The three committee members shall be elected by a vote of all tenured and tenure-track faculty members. All eligible tenured faculty members shall be included on the ballot.

Charge

The charge for the Pre-Tenure Review Committee is to serve in an advisory capacity to the Department Chair, and in a mentoring capacity to the candidate. The Department Chair shall appoint one person as chair. The committee will review the dossiers of all non-tenured faculty within the department on an annual basis and assess each non-tenured faculty member’s progress related to teaching, research/creative activities, and service in accordance with those standards established by Indiana University. Each member will independently assess the dossier relative to the candidate’s progress in each of the areas of teaching, research/creative activities, and service. The committee will then meet to discuss the dossier of each candidate. Using the current School criteria and grading system, each candidate will be evaluated in each of the areas of teaching, research/creative activities, and service. Specific consideration will be given to the faculty member’s number of years toward tenure. The committee will then provide a written detailed assessment of each candidate to the Department Chair, including the mean scores in the areas of Teaching, Research/Creative Activities, and Service. The committee shall make a statement regarding whether a candidate is making satisfactory or unsatisfactory progress toward tenure.

All deliberations of the Pre-Tenure Committee are confidential. Individual candidates shall be instructed not to contact committee members, nor shall committee members directly contact candidate(s). Any concerns a candidate or committee member may have shall be directed to the Department Chair. The Pre-Tenure Review Committee’s letter of recommendation shall be made available to the candidate through the Department Chair.

Timetable

The timetable for the Pre-Tenure Review Committee will correspond to university guidelines. The following is presented as a general guide:

| Date       | Event                                                                 |
|------------|                                                                      |
| Oct 1      | Three tenured faculty members elected by tenured and tenure-track faculty to serve on the Pre-Tenure Review committee. Department Chair calls a meeting to review procedures to be followed. |
| Oct 15     | Chairperson calls meeting of all non-tenured faculty to discuss review process. |
| Dec 1      | Dossiers due from non-tenured faculty members to Department Chair.     |
| Dec 2      | Dossiers available for review by Pre-Tenure Review Committee.         |
| Feb 1      | All individual reports from Pre-Tenure Review Committee members due to Department Chair. |
| Feb/March  | Department Chair conducts individual oral review with all non-tenured faculty members. |

Note #1: The School of HPER is currently reviewing the policies for Tenure and Promotion Committee membership. When approved, the School of HPER Tenure and Promotion policy will be incorporated into this document.

Note #2: This document has been ratified by the voting faculty of the Department of Applied Health Science, on December 1, 2000. Revisions to this document, as per School of HPER policy, will require a 2/3 majority vote of the voting faculty of the Department of Applied Health Science.
DEPARTMENT OF KINESIOLOGY

NON-TENURE REVIEW COMMITTEE:

1. The Kinesiology chair appoints a committee of three or more individuals. Committee members must be tenured in Kinesiology and hold rank at the associate professor or full professor levels. The Kinesiology chair appoints individuals to this committee who have had recent experience with School or University tenure or promotion committees, who have recently completed a dossier for tenure or promotion and/or who have expertise in the areas of tenure line faculty who are to be reviewed.

2. The Kinesiology chair notifies in writing all non-tenured faculty, requesting that an updated dossier be submitted by a specified date.

3. The committee reviews each dossier using guidelines set forth by the Dean of the Faculties for teaching, research and service. No vote is taken.

4. Based on this review, the committee submits a written recommendation to the Kinesiology chair for each individual outlining strengths and weaknesses with suggestions for maximizing the chance for success in the tenure process.

5. The Kinesiology chair meets individually, and privately, with each non-tenured faculty member to review the contents of the committee's recommendation. The Kinesiology chair discusses current explanatory documents and letters which will be sent to referees at the time of the tenure review. The faculty member and the Kinesiology chair use this information as a basis for determining an appropriate course of action to help ensure a favorable tenure vote at the department, school and campus levels.

TENURE AND PROMOTION REVIEW COMMITTEE:

The Kinesiology Tenure and Promotion Review Committee operates under the following procedures:

1. The Kinesiology Tenure and Promotion Review Committee is composed of all of the full professor in Kinesiology not currently serving on the School of HPER or campus committee for tenure and promotion. The Kinesiology chair appoints the chair of this committee.

2. During the spring semester preceding the review the candidate is requested to submit a list of nine external reviewers that includes name, address, and relationship to the candidate. A similar list is compiled by the Kinesiology Chair. These two lists are forwarded independently to the Executive Associate Dean of the School, who selects nine reviewers.

3. The Kinesiology chair informs the chair of the Tenure and Promotion Committee when the candidate's dossier is ready to be reviewed and requests a committee decision by teller on or before a specified date.

4. The chair of the Tenure and Promotion Committee conducts an organizational meeting to discuss procedures. At this meeting the Tenure and Promotion guidelines approved by the School of HPER Academic Council and the Indiana University Dean of the Faculties are reviewed. Copies of all explanatory materials and letters to referees are made available to all committee members and all candidates for promotion and tenure.

5. The committee holds a series of meetings to discuss the tenure and promotion dossier for each candidate. One committee member presents the case for each candidate being reviewed, followed by input from the other committee members.

6. Upon completion of the discussion, and when it is clear no additional information is needed, a secret ballot is conducted by the committee. The candidate is voted "Outstanding", "Satisfactory", or "Unsatisfactory" for each of the tenure and promotion components of teaching, research, and service. The results of the balloting, along with a detailed letter of recommendation concerning the merit of the candidate's teaching, research and service credentials are sent to the Kinesiology chair.

7. The Kinesiology chair reviews the candidate's dossier and considers the Tenure and Promotion Committee's recommendation and then writes a letter of recommendation concerning the department's decision to support or not to support the candidate's bid for tenure or promotion.

8. The Kinesiology chair informs the candidate of the decisions and recommendation of the department committee and of the Kinesiology chair.
9. All letters and other pertinent materials are filed in the candidate's dossier and it is then forwarded to the School of HPER Tenure and Promotion Committee.
DEPARTMENT OF RECREATION AND PARK ADMINISTRATION

NON-TENURED, TENURE-TRACK FACULTY REVIEW PROCEDURES:

Non-tenured, tenure-track faculty in the Department of Recreation and Park Administration at Indiana University, are seeking to establish themselves as valued members of the academic community and as productive researchers, professionals and educators in our field. In working to achieve these goals, they rely on the support of their administrators and on the collegial nurturing of those who have successfully preceded them on the tenure track. They look to both their administrators and colleagues to support them by providing ongoing mentoring and regular, unbiased, and constructive evaluative commentary regarding their work and the development of their academic careers.

The following procedure for collegial mentoring and performance review has been established to assist the non-tenured tenure-track faculty:

MENTORING. When a non-tenured, tenure-track faculty member is appointed, the Chair, after consultation with the Search Committee and the appointee, assigns a mutually acceptable tenured faculty member to serve as a mentor for that appointee. The mentor's primary responsibility is to lend the wisdom of his/her experience in achieving tenure to the process of achieving tenure by the newly appointed colleague. Such mentoring includes not only support and assistance in shaping research, teaching and service priorities and documentation, but also provides for evaluating progress towards tenure without necessarily influencing salary awards and contract renewals.

Recommended mentor actions include, but are not limited to the following:

a. advisement on dossier construction,
b. encouragement of timely initiation of and regular progress in a program of research, teaching, and service,
c. help in connecting to School and campus teaching and research support services, and

d. creation of an ethos of collegiality.

In accordance with the schedule detailed later in this document, the mentor and non-tenured faculty member shall conduct formal Tenure Review Sessions during which there will be a discussion that focuses on improving the tenure vita. Soon after each review session, the mentor provides a critique with recommendations to the faculty member. The faculty member may request a written summary of the critique and recommendations. Questions to be addressed in the review and the critique are: Is a program of inquiry and scholarship solidly underway? Are improvements in teaching quality demonstrated? Are appropriate strides toward service to the University and the profession being made?

School of Health, Physical Education, and Recreation Tenure and Promotion Handbook.

To facilitate administrative support and supplementary mentoring by the Department Chair, the mentor's critique and recommendations shall be shared by the faculty member with the chair. This, however, would normally take place after the Annual Review meeting with the Chair and the faculty member. While it is recognized that ongoing performance of duties is closely connected to career development, it is expected that the mentor's comments will be used by the Chair to stimulate collegial guidance and administrative support for the faculty member and not be used in salary awards or contract renewal deliberations.

Near the end of the first, fourth, and fifth years of the non-tenured faculty member's appointment, the Tenure Review Session is conducted by the assigned mentor. Near the end of the second and third years, the Annual Tenure Review Session is conducted by a committee consisting of three other tenured faculty members in the Department. The mentor may elect to serve as one of the three members of this mock tenure review committee. When extenuating circumstances are identified in the second year review, the faculty member may request that the third year mentoring review be with the mentor and the fourth year review be with the mock committee.

Normally, in the second semester of the faculty member's second year, this three-person team of colleagues receives a summary report of activities, goals and plans prepared by the faculty member. Attached to the second year summary report are copies of all the articles in review, in press or published by the faculty member. This mock committee review focuses on the direction and productivity of the faculty member as it relates to his/her potential for a successful tenure application.

During the second semester of the third year, the faculty member will prepare a full tenure dossier for review by a similarly constituted three-person team of tenured colleagues. This team serves as a mock tenure committee and will conduct a formal review of the faculty member's tenure dossier as it stands at that point of his/her career. The questions considered in the review are the same as those of the regular tenure process. Following each committee review, the faculty member is presented a letter of evaluation/
recommendation by the committee and is extended an invitation to meet with the mock committee. The faculty member is soon thereafter expected to reply to the committee and present a written plan for addressing any concerns or suggestions for improvement. A copy of the committee's letter of evaluation/recommendation and the faculty member's response may be provided to the Department Chair only by the faculty member being reviewed.

In addition to formal review activities by tenured faculty, non-tenured faculty welcome the support of their senior colleagues through such initiatives as collaborative research, opportunities for professional service, and teaching assistance. Non-tenured, tenure-track faculty members understand that mentoring efforts by assigned mentors or by their colleagues on the summary review or mock tenure committee are designed to provide support and guidance and do not guarantee promotion and/or tenure, and are not designed to influence decisions regarding salary or contract issues.

EVALUATION. To insure that faculty assignments made by the Department Chair are effectively completed, and to monitor faculty qualifications and productivity essential for the Department's ability to accomplish its mission, all faculty members must be reviewed annually by the Department Chair. This review is based on the Faculty Summary Report and a formal consultation meeting. It is understood that performance of faculty in this regard may impact salary and contract renewal decisions.

GUIDELINES FOR SCHEDULING MENTORING AND PERFORMANCE REVIEWS:

Every year, the annual faculty performance review meeting with the Department Chair takes place during the first four weeks of the second semester. The annual tenure review session with the mentor (after years 1, 4, and 5) is conducted and the critique is provided to the faculty member sometime prior to the end of the second semester.

Near the end of the non-tenured, tenure-track faculty member's second and third years, the tenure review process with the mock tenure committees commences at the start of the second semester. Summaries and full dossiers for committee review are to be submitted by January 15. The committee reviews the dossier and provides a written evaluation to the faculty member and the Department Chair by March 1. By April 1, the faculty member responds and presents a plan to address the committee's recommendations.

The following table details the review, evaluation and support roles of the mentor, senior faculty colleagues and Department Chair in the non-tenured tenure-track faculty member's progression towards being granted tenure.

<table>
<thead>
<tr>
<th>End of Year #</th>
<th>Annual Review</th>
<th>Mentoring Review</th>
<th>Follow-Up Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chair</td>
<td>Mentor</td>
<td>Chair</td>
</tr>
<tr>
<td>2</td>
<td>Chair</td>
<td>3-person Mock Committee</td>
<td>Chair</td>
</tr>
<tr>
<td>3</td>
<td>Chair</td>
<td>3-person Mock Committee</td>
<td>Chair</td>
</tr>
<tr>
<td>4</td>
<td>Chair</td>
<td>Mentor</td>
<td>Chair</td>
</tr>
<tr>
<td>5</td>
<td>Chair</td>
<td>Mentor</td>
<td>Chair</td>
</tr>
<tr>
<td>6</td>
<td>Chair</td>
<td>Formal Committee (Tenure)</td>
<td>Chair</td>
</tr>
</tbody>
</table>
APPENDICES

Appendix A. Dimensions of University Teaching Practice
Appendix B. Descriptors for Documenting Teaching Performance
Appendix C. Descriptors for Documenting Research Performance
Appendix D. Descriptors for Service Performance
Appendix E. Indiana University Resource Information
Appendix F. Indiana University Tenure and Promotion Handbook (excerpt)
Appendix G. Indiana University Tenure and Promotion Checklist (5/97)
Appendix H. Sample Outside Reviewer Request & Outside Reviewer Instruction Letters
APPENDIX A.
DIMENSIONS OF UNIVERSITY TEACHING PRACTICE (11-94, FACET)

Circular US-95

TO: University Faculty Council
FROM: Educational Policies Committee and Faculty Affairs Committee
DATE: January 17, 1995
SUB: "Dimensions of University Teaching Practice" drafted by FACET, the Faculty Colloquium on Excellence in Teaching.

University teaching includes but extends beyond classroom instruction. Faculty engage in many activities vital to the educational process, from curriculum development to the assessment of teaching and student learning. Effective teaching requires continuous professional development through the form of scholarly inquiry or creative activity, as well as significant time spent with students outside the classroom as mentor, advisor, and director of projects. In realizing the university's teaching mission, faculty also interact with colleagues, in and across departments, disciplines, and campuses, within and outside of the university setting. As the following listing [Appendix B] demonstrates, these activities cross the boundaries of "teaching," "research," and "service."

This appendix suggests the range of faculty efforts, which together constitute the "Dimensions of University Teaching Practice." It is not intended as an evaluative checklist, but rather as a description of the multiple activities which characterize the university's teaching mission. The listing indicates both the complex nature of university teaching itself and the variety of ways that faculty may choose to realize the university's educational goals. It also provides guidelines for those wishing to document the full range of teaching performance.
APPENDIX B.

DESCRIPTORS FOR DOCUMENTING TEACHING PERFORMANCE
(From FACET "Dimensions of University Teaching Practice" 11/94
*Amended by School of HPER Academic Council 4/27/01)

DEVELOPMENT OF COURSES
- General reading in preparation for courses and review of previously taught courses
- Selection of textbooks and other course materials
- Development and preparation of course syllabi
- Preparation of material to be presented in class: lectures, seminar discussion topics, laboratory demonstrations and experiments, studio presentations, etc.
- Preparation of audio-visual and other classroom aids
- Preparation of supplementary reading lists, including materials placed on library reserve
- Preparation of distance learning courses (e.g., TV or web-based courses)*

DELIVERY OF COURSES
- Integrating new knowledge and perspectives, obtained through research and scholarship, into course material
- Preparation and review of lecture, seminar, or laboratory material before each class
- Additional reading in preparation for each class meeting
- Direction of class discussion and learning groups
- Preparation of responses to issues and questions from previous class period
- Presentation at class meetings
- Arranging guest lectures
- Maintenance of scheduled office hours each week for individual student consultations to discuss Progress
- Using technology to communicate with on-campus or remote learners*

TEACHING BEYOND THE CLASSROOM
- Providing programs of independent-study tutorials and research
- Participating in individual student conferences scheduled and unscheduled outside regular office hours
- Training student teaching and research assistants
- Supervising and directing graduate and undergraduate research and creative activity
- Mentoring of graduate students: honors theses, master's theses, and dissertations
- Presenting educational seminars to alumni, trustees, and legislators

GRADED ASSIGNMENTS
- Developing and clarifying standards for student performance
- Preparing examinations (essay-type, oral multiple choice, etc.), quizzes, laboratory practicum's, juried presentations and performance
- Preparing detailed instructions for reports (oral and written), research papers, student journals, laboratory or studio exercises
- Conducting classroom discussion of graded assignments
- Preliminary individual student conferences to discuss graded assignments, to research projects, laboratory experiments, etc.
- Making written comments, suggestions and explanations
- Holding individual student conferences to discuss grades, further drafts of research papers, creative projects, follow up experiments, etc.
- Maintaining course records

STUDENT ADVISING
- Giving advice on course selection
- Providing career guidance
- Providing personal counseling and referral
- Writing letters of recommendation
- Supervising pre-professional student organizations
- Serving on thesis and oral exam committees
- Providing guidance and direction in the field

School of Health, Physical Education & Recreation Tenure & Promotion Handbook (Revised May, 2004) Page 24
• Advising distance learning students*

CURRICULUM AND COURSE DEVELOPMENT
• Participation in general faculty discussions, and service on faculty committees, at departmental, college, campus, and university-wide levels, on curriculum issues such as degree, general education, and program requirements
• Development of new programs for example, new major, minor, and interdisciplinary programs
• Design of new courses (disciplinary and interdisciplinary)
• Participation in teacher-mentor programs for new faculty, adjunct faculty, and graduate students
• Working with other faculty on team-taught or interdisciplinary courses
• Review of departmental syllabi and teaching materials
• Exploring new teaching approaches and technologies
• Writing new textbooks or laboratory manuals
• Participation at regional and national conferences on curriculum development and teaching improvement
• Development, implementation, and evaluation of student evaluation and general assessment procedures, both for individual courses and for entire programs
• Reviewing scholarly monographs and periodicals for purchase by the library
• Developing/coordinating distance learning programs (e.g., courses, certificates, degree programs)*

ACADEMIC ASSESSMENT ACTIVITIES
• Defining and reviewing curriculum and course goals in the major and in general education individually and with colleagues
• Developing standards for prerequisites, acceptance of course credit, and credit transfer
• Designing and implementing multiple strategies to assess program effectiveness and student outcomes
• (i.e., portfolio, capstone, departmental exam, thesis, etc.)
• Analyzing course and departmental student outcomes to consider modification or improvement of curriculum and instruction
• Peer observation and evaluation of teaching materials and performance of self and colleagues
• Addressing and meeting external accreditation and assessment requirements in department, discipline, and/or professional school: collection of information, analysis, and reporting

SCHOLARSHIP RELATED TO TEACHING
• Research and writing in the field of courses taught
• Integrating research and scholarship into the syllabus
• Mentoring of students in directed reading and independent study direction and encouragement of student research
• Sponsorship of students to attend and participate in research meetings
• Preparation of grant proposals in support of teaching-related research (including student research)
• Administration of grants in support of teaching-related research
• Writing articles and monographs on teaching and learning theory

SERVICE RELATED TO TEACHING
• Providing general academic and career counseling to students
• Recruiting, orienting, and mentoring new faculty
• Evaluating faculty teaching (including promotion, tenure, and reappointment reviews and peer observation and consultation)
• Participation in professional conferences on teaching in the discipline and in general education
• Reporting on teaching to professional organizations
• Speaking to and consulting with private and community organizations on subjects in the discipline and in general education
• Interacting with high school administrators, teachers, and students
• Attending student research group conferences, journal clubs, and meetings related to training young scholars
• Advising student organizations
APPENDIX C.
DESCRIPTORS FOR DOCUMENTING RESEARCH PERFORMANCE
(Adopted by School of HPER circa 1993, *Amended by School of HPER Academic Council 4/27/01)

The following are descriptors of multiple activities that may be appropriately considered in the category of RESEARCH.

- Refereed research publications of a qualitative or quantitative nature. This activity is a high priority for documenting research performance. The stature of the research journals or publications shall be considered (Approved by School of HPER Academic Council 4/27/01)*

- Monographs (research-based)
- Technical reports (research-based)
- Field observation studies (research-based)
- Published research abstracts
- Newsletter contributions on research topics
- Assessment of research contribution
- Research grants and monetary amounts
- List of research grant proposals submitted (even if not funded)
- Refereed research presentations
- Evidence of a focused research program
- Candidate's research statement
- Consulting for baseline research
- Colleagues' reviews of research
- Citation of works by other researchers
- Research based creative activities
- Honors and awards for research
- Mentoring of research with graduate students leading to co-authored published documents
- Research honors and awards of students
- Student advisee research presentation
- Non-refereed journal research articles*
APPENDIX D.
DESRIPTORS FOR DOCUMENTING SERVICE PERFORMANCE
(Adopted by School of HPER circa 1993)

The following are descriptors that may be appropriately considered in the category of "SERVICE".

- Professional organization leadership
- Committee membership at all levels (Department, School, and University)
- Service grants and projects
- Evaluation by colleagues from professional service organizations
- Relationship of service activities to teaching and research
- Coordinating internships
- Coordinating Departmental, School, or University service activities
- Book reviews
- Editorships
- Grant evaluator
- Administrative appointments (e.g., director of and institute, graduate coordinator, etc.)
- Administrative functions to an organization as representing Indiana University
- Consulting services
- Professional fund-raising
- Facilitating
- Newsletter publishing
- Workshops/clinics given
- Presentations at conferences
- Mentoring
- Public office
- Requests for consultation by national and state organizations and governmental agencies
- Testimony at congressional or legislative committees
- Service/leadership honors and awards
- In-service training
- International invitations to speak or consult or to read/referee Ph.D. dissertations
- Keynote addresses
- Recognition of special expertise by professional organizations outside main discipline
- Letters (unsolicited)
APPENDIX E.
INDIANA UNIVERSITY RESOURCE INFORMATION

Office of the Dean of the Faculties

Maya Andrews, Vice Chancellor for Academic Affairs and Dean of the Faculties
Bryan Hall, Room 109, IUB, 855-2809

TENURE AND PROMOTION HANDBOOK — The January 1999 edition is available from the Dean of the Faculties Office. The Dean of the Faculties has prepared this handbook to assist individuals in preparing their tenure and promotion dossier materials. In addition to providing an outline of the stages of the evaluation process, it also contains examples of the many types of documents that constitute a good dossier. It indicates that experience has suggested that adequate documentation is the crucial ingredient in any candidate’s file. Candidates must not only demonstrate quality in the three areas of teaching, research, and service but must also document that quality with a complete and well-planned dossier. Acquiring this handbook is important.

The CONTENTS include: The Concept of Tenure and Promotion; Tenure and Promotion Criteria for Faculty; Dossier Guidelines and Checklist; Sample Tables of Contents; Sample Outside Letters of Recommendation; Sample Vita; and Sample Candidate Statements on Research, Creative Activity, Teaching, and Service.

EVALUATION OF TEACHING HANDBOOK — Available from the Dean of the Faculties Office. This handbook considers important questions about evaluating teaching effectiveness. Suggestions are offered for collecting and analyzing information. How faculty members and departments interested in evaluating and improving teaching can implement these recommendations is also discussed.

The CONTENTS include: Concept of Teaching Evaluation; Collecting Information on Teaching, Students as Sources; Colleagues as Sources; Self as a Source; Using Information on Teaching.

DEAN OF THE FACULTIES: MENTOR FACULTY LIST. The Dean of the Faculties also maintains a list of faculty, knowledgeable about the tenure and promotion process, have indicated a willingness to work with the faculty on an individual basis in the preparation of dossiers for tenure or promotion. These are people who have had experience in a variety of settings that affect the tenure and promotion process, such as service on department and school tenure and promotion committees. Many of them also participate regularly in workshops on tenure and promotion and are concerned about the quality and well-being of the faculty on this campus. Anyone wishing to work with one of these mentors should contact the Dean of the Faculties Office.
APPENDIX F.
INDIANA UNIVERSITY TENURE AND PROMOTION HANDBOOK (an excerpt)

January 1999
Office of the Vice Chancellor for Academic Affairs and Dean of the Faculties
Indiana University - Bloomington

THE CONCEPT OF TENURE AND PROMOTION

Introduction
This publication has been designed by the Office of the Dean of the Faculties to assist individuals in the preparation of tenure and promotion materials. In addition to providing an outline of the stages of the evaluation process, this book also contains examples of the many types of documents to be found in a good dossier. Adequate documentation is the crucial ingredient in any candidate's file. Candidates must demonstrate the quantity and quality of contributions in the three areas of teaching, research, and service. Finally, specific standards for tenure and promotion may differ among the various units or departments, and unit criteria should always be consulted when dossiers are being prepared.

Tenure
The Academic Handbook states that "tenure shall be granted to those faculty members whose professional characteristics indicate that they will continue to serve with distinction in their appointed roles." The tenure decision for all candidates is made during their sixth year of tenure-track service. The Vice Chancellor for Academic Affairs and Dean of Faculties and Associate Deans of the Faculties and their advisory committees take this matter very seriously. The granting of tenure has a significant impact on the faculty member, the university community, its students and the citizens of the state of Indiana. The commitment is for the entire career of the faculty member; a positive recommendation for tenure indicates, therefore, the judgment that the faculty member will continue to make significant contributions to Indiana University. Thus the emphasis in evaluating tenure dossiers is upon the prognosis for the future. Tenure will generally not be conferred unless the faculty member or librarian achieves or gives strong promise of achieving distinction in his/her field.

A candidate for tenure should normally excel in at least one of the three categories (research/creativity activity, teaching, service) and be at least satisfactory in the others. In exceptional cases, a candidate may present evidence of balanced strengths that promise excellent overall performance of comparable benefit to the university. From Bloomington Academic Guide, Documents E-VI and E-Van. In all cases, the candidate's total record should be assessed by comprehensive and rigorous peer review. While there is flexibility in the different types of evidence that may be provided in support of each of the three areas within a dossier, the primary emphasis must always be on documenting the quality of the performance as it relates to the candidate's future promise. To every extent possible, objective evidence of the quality of performance in the three areas should be provided in each dossier. Note that the responsibility for providing relevant information is shared by the candidate and the chairperson, dean, or designee who prepared the dossier.

Assignment of pieces of evidence to particular categories should be thoughtfully considered. For example, some publications may be relevant to more than one area. If so, the case for the assignment to a particular area is to be made by the initiator of the dossier in close consultation with the chair and experienced faculty in the unit. The way the overall case is to be made is also related to the assignment of evidence to specific categories. In general, primary emphasis will be given to material that has been published or performed and has been subjected to a professional review. A lesser weight is attached to manuscripts that have been accepted for publication but have not actually appeared in print, as it is difficult to evaluate professional reaction to these works. Manuscripts in unpublished form are read by most committees, but may be weighed more heavily in a tenure recommendation than a promotion case.

Tenure recommendations must be made for all candidates during their sixth year of tenure-track service as calculated by Indiana University. Time spent on leave without pay normally does not count in calculating the six years' service. The dossier for each candidate must include a written recommendation from the dean and the votes of the dean's advisory committee. The dossiers for candidates from the College of Arts and Sciences also contain the recommendation from the chairperson and the votes of the departmental committee.

Each dossier is normally read by the Vice Chancellor for Academic Affairs and Dean of Faculties and an Associate Dean of Faculties. Dossiers are referred to the Tenure Advisory Committee when there is a lack of agreement among the tenure recommendations to the dean of the faculties from any faculty committees or administrators, when the decision is negative, or when there is an agreement among the tenure recommendations to the dean of the faculties with which he or she disagrees. The committee may also be asked by
the dean of the faculties, under special circumstances, to consider tenure cases when additional advice or input is necessary before a final recommendation is made. The dean of the faculties transmits a recommendation to the vice president for academic affairs/Bloomington chancellor, who then forwards a recommendation to the president. Positive recommendations are then submitted to the Indiana University Board of Trustees.

Promotion
Most promotion dossiers contain basically the same types of material that are provided in tenure dossiers. Thus, the dossiers for promotion contain information about teaching, research/creative activities, and service compiled by the faculty member; the record of votes by the advisory committee of the faculty member’s immediate academic unit; the recommendation of the chairperson; and the rationale for the recommendation. The promotion dossier also contains the recommendation of the school’s promotion committee, including the votes and the recommendation of the dean. The recommendations are accompanied with a written statement explaining the reasons for the recommendation. These statements should reflect the evaluation of each dossier in terms of the three criteria described in the Academic Handbook: teaching, research/creative activities, and service.

Promotion cases coming to the dean of the faculties office and receiving unanimous endorsement from committees and deans are read by the Vice Chancellor for Academic Affairs and Dean of Faculties and at least one Associate Dean of Faculties. Those cases receiving negative or mixed recommendations are assigned to the promotions advisory committee of the dean of the faculties. Ultimately, the dean of the faculties makes a recommendation and forwards the material to the Vice President for Academic Affairs and Bloomington Chancellor, who then makes and transmits recommendations to the president. All positive recommendations are submitted to the Indiana University Board of Trustees.

Confidentiality
All candidates should know that, according to the Indiana University Policy governing Access to and Maintenance of Academic Employee Records (Bloomington Academic Guide, Document A-XVI), every academic employee shall have access to his or her personnel file. Letters of evaluation solicited by the university are available for the candidate to see. The dossier constructed in consultation with the candidate provides the evidence upon which the tenure decision is to be made. If additional information is sought or received during the review of the dossier at any level, the candidate and all previous committees and reviewers must be notified and given the opportunity to respond to the additional information. The information and the responses shall then become part of the dossier.

Assistance
There are resources on campus to help tenure-track candidates understand dossier preparation. Mentors are usually assigned within each candidate’s department and can also be requested through the dean of the faculties office. Individual schools also provide workshops and materials to assist pre-tenure faculty members. For information of this kind, pre-tenure faculty members are urged to contact the Executive Associate Dean in their unit. In addition, the Office of Women’s Affairs regularly sponsors pre-tenure workshops of high caliber that are open to both women and men. The Bloomington Faculty Records office (Bryan Hall 016) also has sample dossiers available for inspection.

TENURE AND PROMOTION CRITERIA FOR FACULTY

Criteria For Faculty Tenure (Bloomington Campus)

Approved: Bloomington Faculty Council, 5/7/74
Amended: 12/4/79

After the probationary period, tenure shall be granted to the faculty member provided he or she satisfies the criteria for tenure in teaching, research and creative activities, and service.

Differences of mission between schools and departments are such that the relative weight attached to teaching, research, and service frequently varies considerably. In order to receive tenure, a faculty member should normally excel in at least one of these categories and be satisfactory in the others or have evidence to support excellence across all three areas. The granting of tenure is not only a recognition of past achievements but a sign of confidence that the faculty member will achieve truly significant accomplishments in the future. In addition, the sections of the criteria for promotion labeled “Teaching” and “Research and Creative Activities,” apply also to the faculty member being considered for tenure. Consideration should also be given to the professional contributions made outside the faculty member’s own department or school, as well as to contributions made to the total intellectual climate of the university.

If teaching is the primary criterion for tenure, it should be comparable to that of the most effective teachers at this institution. The
faculty member must have demonstrated a superior ability and interest in stimulating in students a genuine desire for study and creative work. An outstanding teacher will usually have a reputation for teaching beyond the home campus which may be documented by such evidence as textbooks or teaching-related workshops.

If research or other creative work is the primary criterion, the faculty member should be well on the way toward achieving a national reputation for excellence in research or creative work in his or her field. In addition, a comprehensive plan for future research of high quality should be evident. It is essential that the candidate's statement describe a proposed research program or thematic nature of creative activity.

If service to the university, profession, state, or community is the primary criterion, distinguished contributions must be evident. In such cases effective service should be given the same consideration in determining tenure as proficiency in teaching or research. The evaluation of the service should be in terms of the effectiveness with which the service is performed, its relation to the general welfare of the university, and its effect on the development of the unit and the individual. Again, the service contributions would need to be known beyond the campus environs, such as distinguished service provided to a professional organization.

In addition to consideration of teaching, research, and service activities, tenure recommendations should be based on a prognosis of the candidate's future achievements, as determined by his or her dependability, growth, originality, potential, and versatility. When the candidate is making the case on excellence across all three areas, documentation must be strong and not redundant in each separate category.

Criteria For Faculty Promotions

Approved: Faculty Council, 4/14/60
Amended: University Faculty Council, 2/10/76

Teaching, research and creative work, and service which may be administrative, professional, or public are long-standing university promotion criteria. Promotion considerations must take into account, however, differences in mission between campuses, and between schools within some campuses, as well as the individual faculty member's contribution to the school/campus mission. The relative weight attached to the criteria above should and must vary accordingly. A candidate for promotion should normally excel in at least one of the above categories and be satisfactory in the others or have evidence to support a balanced case. Promotion to any rank is a recognition of past achievement and a sign of confidence that the individual is capable of greater responsibilities and accomplishments in the years ahead. Achievements should be explicitly linked to the unit mission.

Teaching
The prime requisites of any effective teacher are intellectual competence, integrity, independence, a willingness to consider suggestions and to cooperate in teaching activities, a spirit of scholarly inquiry that leads the teacher to develop and strengthen course content in the light of developments in the field as well as to improve methods of presenting material, a vital interest in teaching and working with students, and, above all, the ability to stimulate their intellectual interest and enthusiasm. The quality of teaching is admittedly difficult to evaluate. This evaluation is so important, however, that recommendations for an individual's promotion should include evidence drawn from such sources as the collective judgment of students, of student counselors, and of colleagues who have visited the candidate's classes or who have been closely associated with his or her teaching as supervisor or in some other capacity, or who have taught the same students in subsequent courses. Especially important is evidence that the individual has been responsive to feedback and demonstrates effort to refine performance across time.

Research and Creative Activities
In most of the fields represented in the program of the university, publications in media of quality are expected as evidence of scholarly interest pursued independently without supervision or direction. An original contribution of a creative nature is as significant or as deserving as the publication of a scholarly book or article. Quality of the production is considered more important than mere quantity. Significant evidence of scholarly merit may be either a single work of considerable importance or a series of studies constituting a general program of worthwhile research. The candidate should possess a definite continuing program of studies, investigations, or creative works and concrete evidence of the impact the work has had on his/her field.

Service
Educated talent, technical competence, and professional skills are indispensable in coping with the complexities of modern civilization. Because most technical assistance is carried on by professional persons, and a high proportion of them have university connection, the university must provide people to fill this need. The performance of services for the university or for external organizations may retard accumulation of evidence for proficiency in research or teaching even while contributing to the value of the individual as a member of the university community. In such cases, effective service should be given the same consideration in
determining promotion as proficiency in teaching or research. The evaluation of the service should be in terms of the effectiveness with which the service is performed, its relation to the general welfare of the university and profession and its effect on the development of the individual.

**Promotion In Rank**

When considered for promotion the individual should be assessed in regard to all three criteria noted in the preceding section. Favorable action should result when the individual has demonstrated a level of competence or distinction appropriate to the proposed rank in one area of endeavor or a balanced case of excellence in all three categories. Failure to promote may arise from unsatisfactory performance in the other areas or insufficient strength across the board. Failure may also result from the submission of incomplete evidence to document the case in a satisfactory manner.

**From Instructor to Assistant Professor**

This promotion is usually based primarily on evidence of good teaching. Active participation in the affairs of the candidate's department and a promising beginning of independent scholarship are expected.

**From Assistant Professor to Associate Professor**

This advancement is based on continued improvement, whether primarily in quality of teaching, in scholarship, in the performance of service roles, or across the board.

If teaching is the primary criterion, it should be distinctly superior to that of effective teachers at this and other major institutions; a variety of different types of evidence should be included to support the level of superiority in relation to peers.

If research or other creative work is the primary criterion, the candidate should have demonstrated a broad grasp of his or her own and related fields and should be establishing a national reputation as a scholar. A definite and comprehensive plan of future research covering a number of years and a beginning thereon which extends well beyond the limits of the doctoral dissertation should be evident.

If service to the university, profession, or community is the primary criterion, it should discharged with merit and should reflect favorably on the university and on the individual's academic status. The candidate should present concrete evidence of the quantity, quality, and national impact of the service contributions.

**From Associate Professor to Professor**

This promotion is based upon achievement beyond the level required for the associate professorship.

If teaching is the primary criterion, the candidate must have demonstrated an extraordinary ability to stimulate in students, either undergraduate or graduate, a genuine desire for scholarly work. Wherever feasible he or she should have demonstrated the ability to direct the research of advanced students. Evidence which attests to the impact of teaching innovations and national recognition is usually submitted.

If research or other creative work is the primary criterion, the candidate should have shown a continued growth in scholarship that has brought a national reputation as a first-class productive scholar. Reviews, funding, and other objective evidence of the impact on the field are necessary.

If administrative, professional, or academic service is the primary criterion, distinguished contributions must be evident and carefully documented so that the quality of unquestionable and extraordinary in relation to peers.
APPENDIX G.
PROMOTION AND TENURE DOSSIER CHECKLIST (Revised 5/97)

Candidate __________________________________________ Department ____________________

General:
• Chairperson's personal recommendation and a summary evaluation of teaching, research/creative activities, and service.
• Departmental recommendation (report of exact votes or separate memos from colleagues). Departmental evaluation of teaching, research or creative activities, and service.
• Candidate's own statement on teaching, research, or creative activities, and service. (Required for tenure dossiers. Optional for promotion dossiers but strongly recommended.)

Teaching:
• Courses taught each semester, number enrolled. Number of Ph.D./MS. committees chaired or served on.
• Titles (and abstracts where relevant) of any dissertations directed.
• Copies of any textbooks written.
• Evidence of any curriculum development.
• Evidence of quality of teaching.
• Evaluation by students:
  • Summary of student evaluation forms and the evaluation forms themselves.
  • Write-ups of student interviews done by unit.
  • Letters from former students (solicited by and written to someone other than the candidate.)
  • Evaluation by colleagues, preferably first-hand (e.g., team teaching, symposia, visitation by colleagues.)

Research:
• A minimum of six outside evaluations to be secured by Dean. Required on tenure, promotion to full rank, and promotion to associate rank if based on outstanding research.
• List of references supplied by candidate.
• List of references supplied by chairperson or department/school committee.
• IU colleague evaluation of research or creative activities in detail where possible.
• Departmental evaluation of stature of (1) journals in which publications appear or (2) museums in which showings have been presented, etc.
• Departmental assessment of the contribution made by candidate to coauthored work.
• Copies of professionally relevant publications and/or
• Copies of creative work, reviews of creative performances and exhibitions and/or
• Copies of research-type development projects.

Service:
• Summary of activities (Departmental or other university service; local, state, or national service; professional, or other.)
• Evaluation by Chairperson of the quality as well as the quantity of service.
• Evaluation by professional colleagues (for or with whom service was performed) of the quality as well as quantity of service.

I have given a completed copy of this checklist to the candidate and included a copy in the dossier.

(Signature of Prepare) (Date)
APPENDIX H.
SAMPLE OUTSIDE REVIEWER REQUEST AND REVIEWER INSTRUCTION LETTERS

DATE

FIELD(Name & Addr1)

Dear Dr. FIELD(Name2):

This is a preliminary letter of request for your assistance. Dr. xxxxxxxxxx is being considered for tenure and promotion to Associate Professor in the Department of xxxxxxx at Indiana University. Your name has been suggested as a possible external referee to help us evaluate her credentials. We are asking you to help us make a judicious assessment of Dr. xxxxxxx's suitability for being tenured and promoted at Indiana University. Should you agree to do so we will forward a packet of pertinent materials in support of her promotion. Enclosed at this time, to help you make a decision, are copies of Dr. xxxxxxx's curriculum vita and the tenure and promotion criteria used by Indiana University.

Tenure decisions at Indiana University are based upon the candidate's record of promise in three categories of performance: teaching, research, and service. Favorable decisions normally expect that the candidate be found to have demonstrated excellence in one area and at least adequacy in the other two. Dr. xxxxxxx has declared xxxxxxx as her category of excellence. If you agree to serve as an external referee, we will forward a packet of materials prepared by the candidate to demonstrate xxxxxxx excellence. Additionally, you are also invited to provide an evaluation of her xxxxxxx and service activities, if you have direct knowledge of them.

In most cases your letter will be seen only by a small group of faculty members serving in a tenure and promotion advisory capacity. However, by action of our Faculty Council, Indiana University, Bloomington is no longer permitted to offer candidates for promotion and/or tenure the option to waive their right to see external letters of reference. As a result, the University may be legally compelled to disclose your letter upon request of the candidate.

Our request will doubtless be an incursion on your time and generosity, but we hope you are able to help us review Dr. xxxxxxx's credentials for tenure and promotion. Please return the enclosed card by June 30th. If you agree to serve as an external reviewer, I will immediately send you the packet of supporting documentation prepared by the candidate. Please contact me should you have questions or require additional information.

Sincerely,

David L. Gallahue, Associate Dean
Academic Affairs & Research

Enclosures: 
Curriculum Vita
Criteria for Tenure and Promotion Evaluation
Response Card
Dear Dr. [Name3]:

Thank you for agreeing to serve as an external referee for Dr. xxxxxxxxxxx in his quest for tenure and promotion to Associate Professor in the Department of xxxxxxxxxxxxx at Indiana University.

To reiterate, tenure decisions at Indiana University are based upon the candidate's promise in three categories of performance: teaching, research, and service. Favorable tenure decisions normally expect that the candidate be found to have demonstrated excellence in one area and at least adequacy in the other two. Dr. xxxxxxxxx has declared xxxxxx as his category of excellence. To this end, we have enclosed a packet of materials prepared by the candidate to demonstrate xxxxxx excellence. Additionally, you are also invited to provide an evaluation of his xxxxxxx and service activities, if you have direct knowledge of them.

Indiana University is strongly committed to academic excellence. Thus, we are interested in knowing whether Dr. xxxxxxxxx will continue to serve with distinction. In particular, we want your opinion of the importance of his work, its range, depth, and quality. We are also interested in learning whether or not his work represents that of a person who has demonstrated promise in his field. Finally, we ask your opinion of whether Dr. xxxxxxxxx's work should result in the awarding of tenure and promotion in a university of first rank.

Enclosed is a copy of the criteria upon which both tenure and promotion evaluations are based in the School of Health, Physical Education, and Recreation. This statement is provided to all parties for consistency in the evaluation process. We are also enclosing Dr. xxxxxxxxx's most recent curriculum vita and a sampling of his professional teaching activities.

Please remember, that in most cases your letter will be seen only by a small group of faculty members serving in a promotion advisory capacity. However, by action of our Faculty Council, Indiana University, Bloomington is no longer permitted to offer candidates for promotion or tenure the option to waive their right to see external letters of reference. As a result, the University may be legally compelled to disclose your letter upon request of the candidate.

Once again, thank you for your willingness to participate in this most important of collegial matters. Your time, expertise, and thoughtful comments are greatly appreciated. Please forward your review to me by September 1, 2000. If you have any questions or require additional information, please feel free to contact me.

Sincerely,

David L. Gallahue, Associate Dean
Academic Affairs and Research

Enclosures: Criteria for Tenure and Promotion,
Compilation of Teaching Activities and Sampling of Publications
Curriculum Vita