

Department of Near Eastern Languages and Cultures
TENURE AND PROMOTION CRITERIA FOR ARABIC LANGUAGE PEDAGOGY
POSITION

The Arabic language pedagogy specialist will principally be responsible for teaching language courses, especially at higher levels; the administration of language programs; development of pedagogical methods and materials; and scholarship in an appropriate field. The criteria for evaluating faculty in these positions for tenure and promotion are essentially the same as for other tenure-track faculty: satisfactory performance in teaching, research and service, with outstanding performance in teaching or research (or a balance of strengths). In all cases, the pedagogy specialist is expected to satisfy a departmental criterion of “very good” in teaching.

The following description spells out in greater detail what is expected of the Arabic pedagogy specialist in the three areas of performance.

I. TEACHING:

A. Instruction

- (1) Regular teaching of basic and higher level modern language and content-based courses in the standard academic sequence, in departmental courses offered during the summer, and in classical language courses.
- (2) Teaching of Arabic pedagogy classes for students planning to become teachers.
- (3) Advising undergraduate and graduate students on substantive aspects of undergraduate majors or graduate theses when relevant to the expertise of the Arabic pedagogy specialist.

B. Coordination of Language Programs

- (1) Supervising and administering multi-section Arabic language courses. This includes setting general goals and methods and managing syllabus implementation.
- (2) Creating valid placement and proficiency examinations for students at each level; supervising their implementation; evaluating and reporting on the results at appropriate intervals.
- (3) Screening and selection of AIs; establishing systematic procedures for training AIs; supervising, monitoring and evaluating their work during the academic year.
- (4) Supervising, administering, or participating in extracurricular activities such as language houses, student performances, etc.

C. Innovation in Methods and Materials

- (1) Monitoring developments in language teaching methods and materials and introducing them into our language program. Organizing or actively participating in conferences at which language teachers present and discuss breakthroughs in method and practice; keeping up with the professional literature in the field of language pedagogy; introducing new knowledge in a practical way into our programs.
- (2) Implementing new technology with respect to language teaching and learning. This might include making innovative contributions to our language laboratory, upgrading our computer capabilities, or integrating technology into our instructional program.
- (3) Developing valid and innovative placement tests that represent nationally accepted

- proficiency goals; ACTFL certification for proficiency testing or as an ACTFL trainer.
- (4) Developing supplementary materials such as text materials, supplementary exercises, supplementary reading materials, quizzes, writing exercises, games.
 - (5) Developing interactive techniques and innovative teaching strategies that may be disseminated either in written form or through demonstrations at conferences and workshops for teachers.
 - (6) Involvement in the writing of grant proposals in support of innovative language teaching.

Evaluation of teaching:

As measured by the criteria listed above, teaching excellence for the Arabic language pedagogy specialist will be defined as excellence in two of the above teaching categories (that is, in classroom teaching; in the design, coordination, and supervision of a nationally recognized four-year language program; in the development and implementation of innovative pedagogical methods and materials for the program at Indiana and for the field nationally) and satisfactory performance in the third. If the candidate comes up for tenure or promotion based on “outstanding” in research, he or she must also meet or surpass the departmental criterion of “very good” in teaching, defined as “very good” in at least two of the teaching categories above and no less than “satisfactory” in any of them.

For promotion and tenure, the performance of the Arabic pedagogy specialist in each of the three teaching categories will be evaluated as follows:

A. Classroom teaching:

- (1) Student evaluations (collected for each course)
- (2) Faculty evaluations based on systematic observations each year, both in-house and, at the time of peer review for tenure, external as well
- (3) Faculty evaluations of syllabi and teaching materials

B. Program coordination:

- (1) Evaluations by faculty participating in language programs, collected annually, and made available to the Arabic pedagogy specialist
- (2) Annual evaluation by chair
- (3) Evaluation of program through unsolicited or solicited outside reviews

C. Innovative Methods and Materials:

- (1) Through internal and external peer review (reviews of published work where appropriate)
- (2) Through evaluations of funding agencies or principal investigators
- (3) Through outside letters for tenure review

II. RESEARCH:

The Arabic language pedagogy specialist is expected to maintain an active research agenda in an appropriate academic field. He or she will be awarded tenure and promotion on the basis of outstanding teaching or research and satisfactory performance in the other two areas.

III. SERVICE:

The Arabic pedagogy specialist is expected to show satisfactory levels of service contributions apart from the teaching-related areas listed above. Expected service contributions would include: normal participation in departmental committee work; service on university committees, such as those connected with overseas study; contributions to NELC outreach activities not included under teaching-related activities; pre-publication reviews of manuscripts, book reviews, and other service to the profession.