

**Indiana University Bloomington**  
**Department of Near Eastern Languages and Cultures**

**Tenure and Promotion, Salary, and Teaching Evaluation Policies**

**I: PROMOTION AND TENURE POLICIES**

**General**

In evaluating a candidate for promotion and tenure, the NELC department looks above all for indications that the candidate is committed to achieving the goals and upholding the standards of the department and of Indiana University. We expect a tenurable candidate to have achieved scholarly distinction in his/her field of specialization, to have demonstrated a commitment to excellence in the undergraduate and graduate teaching missions of the department, and to have established a record of service to the department, the university, the community and his/her academic field. While recognizing that it is unlikely that an individual will perform equally in all areas, we do feel that a successful candidate for tenure should have demonstrated a commitment to work with dedication and integrity in all three areas.

In presenting the following criteria, our intent is not to produce a mechanical checklist, but rather to set forth a broad range of items that are indicative of the quality of performance in the areas of teaching, research, and service. It is not expected that any individual will cover all the items, but rather that through examining the following categories, a picture of excellence -or the lack of it- should emerge.

In accordance with the COAS guidelines on the subject, NELC will give greater consideration to the Service component in evaluating candidates for tenure than was done in the past.

**Teaching**

The NELC teaching mission is extraordinarily broad as it ranges from elementary language instruction and introductory undergraduate courses to highly specialized graduate training in rich but often philologically demanding textual traditions. It is difficult to determine precisely objective criteria. We nevertheless feel that by examining a broad variety of indicators that a convincing overall picture of dedication and of quality teaching, or its absence, will emerge.

Criteria to be considered are:

1. Enrollment-though this may be patterns of enrollment rather than merely hard numbers. It will vary with the nature of the courses taught.
2. BEST evaluations that are administered by the department to all course instructors every semester.
3. Peer reviews by NELC or non-NELC faculty.

4. Solicited and unsolicited student letters

5. Syllabi—required from all NELC instructors every semester. These should demonstrate an academically sound course curriculum and, over time, the candidates' keeping abreast of both scholarly and pedagogical advances in his/her field.

6. Course development and curricular development. It is expected that by tenure time the candidate should have developed a range of courses that add up to a sound curriculum in his/her field.

7. Range of courses—a successful candidate should demonstrate ability and commitment to teaching at both the undergraduate and the graduate levels; including specialized graduate text work in his/her language area.

8. Pedagogical materials and methods—e.g., language textbooks or readers, anthologies, publications or scholarly presentations on pedagogical subjects.

9. Graduate supervision—a successful candidate should have shown the ability to attract and successfully work with graduate students on MA and PHD examination committees and PHD dissertation committees (although rarely do pre-tenure faculty serve as directors of PHD dissertations), i.e., to train and guide graduate students in original scholarly research. Undergraduate supervision—honors theses, specialized reading courses, etc. also fall under this category.

10. Student honors, awards, and accomplishments: these include prizes and awards, fellowships, job placement, presenting papers at scholarly conferences, publishing papers, acceptance in competitive language or graduate programs, etc.

### Research

The successful candidate is expected to demonstrate an active and original research program whose quality and contribution to scholarship are recognized in his/her field. We look for a sustained program of original scholarly research, not merely an accumulation of publications. Nevertheless, the publication record will be the primary criterion.

1. Publications. In evaluating publications—books and articles—we rank as follows:

(a) Works resulting from research based on primary sources or field research that argue an original scholarly thesis or that make a substantial contribution to the candidate's field.

(b) Editions and/or annotated translations of classical or medieval texts.

(c) Translations of contemporary materials.

(d) Edited collections, bibliographies, handbooks, pedagogical materials, textbooks, etc., that don't represent original research—these will often fall as well under teaching or service.

Evaluations of publications will rely on the NELC faculty's own reading and evaluation, outside evaluations, reader's reports from publishers, book reviews and the evaluation of the publication venue. It is expected that the majority of publications will be refereed.

A successful candidate is expected to have a book from category (a) or a series of articles that, taken in sum, represent a commensurate scholarly accomplishment.

2. Other criteria for evaluating scholarly accomplishments and recognition:

(a) External and internal grants and fellowships

(b) Awards and honors in recognition of scholarship

(c) Invited or competitive scholarly papers

(d) Participation in scholarly conferences, e.g., chairing panels.

(e) Invitations to contribute to encyclopedias, etc.

(f) A number of service activities reflect scholarly reputation and activity: book reviews, serving on national fellowship and award committees, holding office in academic organizations, etc.

### **Service**

The successful candidate will demonstrate commitment and tangible contribution to the academic enterprise at the departmental, university, community and national (& international) levels. As with teaching and research, we are concerned with the quality of the faculty member's contribution.

#### *Departmental & University:*

Cooperating with departmental procedures and policies in a prompt and collegial manner.

Serving on departmental committees.

Holding substantial departmental positions or performing major departmental functions: Director of Graduate studies, Director of Undergraduate Studies, Language Director, etc.

Outreach-related activities such as talks/lectures to student groups, advisor to student organizations, etc.

Serving on University Committees

Invited talks on the IU Campus

Community Service

*Service to the profession:*

Serving on national grant and award committees

Book reviews

Reviewing mss. for journals and presses

Holding office in scholarly organizations, organizing panels and scholarly meetings

Editing books or journals

Professional publications of a non-scholarly nature

Running list-serves and websites of an academic nature

[a number of these Service items reflect on Research, i.e., scholarly reputation].

*The departmental vote will be based on COAS ranking categories.*