

Augustana College Department of Classics
Statement on Professional Expression
Updated September 2013; Revised July 2015

Preface

The Classics department expects its faculty members at all stages of their careers to be full participants in Augustana's culture of teaching and learning, in the larger scholarly conversation in the field of Classics, and in the productive management and betterment of our institution. We expect all of us to share a sense of mission and professional responsibility, but we also recognize that each of us contributes to this mission and expresses our professional commitments in different ways. What we do expect from each of our faculty is a deep affection for our students, a commitment to excellence in the classroom, full engagement with student advising, a dedication to productive activity in both scholarship and service to the college and community, and enthusiastic efforts to promote the mission of the college.

General expectations for earning tenure and promotion in the Classics department:

As a department, we value teaching, service, and scholarship, but teaching above all. We also expect our faculty to recognize the integral role good advising plays in good teaching. We will not support a candidate for tenure or promotion who does not demonstrate commitment to and excellence in teaching and advising. We expect all faculty to engage regularly in both service and scholarship, but recognize a heavier share in one and a lighter share in the other as a valid contribution that should not be considered an obstacle to tenure or promotion.

Teaching and Advising Expectations: The Classics department recognizes teaching and advising students as the most important components of our jobs and our *raison d'être*. In addition, the breadth encompassed by the field of Classics and the constraints of working in a small department mean that our faculty generally teach more courses by number than most departments, and generally commit to as many preps. We therefore recognize excellence in teaching and related advising activities as the heaviest component in weighing merit for tenure and promotion.

Our faculty's regular teaching and advising expectations include the following:

- 18-21 credits per year (6-9 courses)
- Preparations per year: 6-9
- Regular teaching of Greek and Latin language
- Regular instruction in LSFY 102
- Active participation and strong engagement in advising of majors and minors, demonstrable through an advising syllabus that includes goals, practices, and outline of an advising schedule
- Supervision of Senior Inquiry projects as needed and as is appropriate to individual areas of expertise
- Co-curricular teaching and advising, such as in Ekklesia, Collegia Classica, and Eta Sigma Phi
- Recruitment (via courses, Foreign Language Orientation Sessions, High School Visit Days, etc.)

Other activities that are valued in addition to these expectations:

- First year advising
- Teaching in a foreign study program
- Significant development and curricular initiatives (integration of new courses, overhaul/updating of established courses, integration of broader changes to curriculum, etc.)

Service Expectations: The Classics department recognizes that in addition to the responsibilities associated with the position of chair, all members of small departments engage in a heavy share of service

to department that is often not transparent (as in the form of departmental committees, etc.), but which work should be considered in assessing merit. In addition to these duties, the Classics department expects its faculty to participate regularly in the management and governance of our campus community. While some leadership positions and committee memberships entail more time, work, and prestige than others, it would be impossible to quantify the numerous possibilities. We rely on a collegial conversation between the department (or division) chair and the candidate for promotion in order to assess the relative value of service contributions.

Scholarship Expectations: The department recognizes that regular engagement in professional organizations, presentations at conferences, and a program of research and publication is essential to keeping our teaching vibrant and current and to ensuring that Augustana maintains a visible presence in our field. The department, therefore, expects its faculty to engage regularly in these sorts of professional activities. The significance should be the kind the profession would associate with a premier liberal arts college (for expectations for peer-reviewed work in Classics departments at colleges similar to Augustana, see Appendix); should provide a model for students to emulate in their own research; and should be the kind colleagues and prospective colleagues would recognize as indicative of an environment that values and supports research. Our department recognizes the following types of scholarly work as valuable contributions to the advancement of scholarship and the promotion of our field (roughly in order of descending value within each category):

- **Engagement in professional organizations:**
 - Holding offices
 - Serving on committees
 - Attending conferences
- **Conference activities:**
 - Organizing areas or panels
 - Presenting papers or posters
 - Chairing/moderating panels
 - Participating formally in roundtable or panel discussions
 - Volunteer activities
 - Attendance
- **Research and publication:**
 - Publication of single-authored books or monographs
 - Editing anthologies or special journal issues
 - Articles in competitive, peer-reviewed journals or anthologies
- **Other scholarly activities valued by the Classics department, and which should be taken into consideration when assessing merit, include:**
 - Campus presentations on published or ongoing scholarship
 - Invited lectures at other institutions
 - Published book and article reviews
 - Participation in archaeological fieldwork
 - Serving as external evaluator for programs, departments, or tenure/promotion candidates
 - Significant translation or Classical performance projects
 - Professional outreach (workshops, presentations, or performances on-campus or at external venues)
 - Receipt of internal and external grants

While certain conference venues and publications clearly have greater prestige than others, it would be impossible to quantify the numerous possibilities using a system of points or specific weighting. Instead,

we will again depend on discussion between the department chair (or division representative) and the department colleague to develop a characterization of the level of professional presence to include consideration of presentations, participation in and service to professional organizations, and other related activities, in addition to publication.

APPENDIX

Expectations in publication for tenure in Classics departments in college similar to Augustana. The following information was originally compiled in 2005-06 from Classics departments in the consortium formed in recent years by Augustana and in the colleges we hope generally to emulate (the “stretch” colleges), with any available updates indicated.

- **The consortium**

- 1) Gustavus Adolphus

- Peer-reviewed publication: The college requires the “confidence of professional peers” and “an emerging pattern of professional activities.” The department adds, “an ongoing plan of scholarly activity.”
 - Number of publications: The department says, “Gustavus has always eschewed artificial criteria such as numbers of books or articles.”
 - 2013 Update: The department chair confirms that requirements remain the same, but adds, “it is getting more difficult here to have published nothing and still expect to get tenure.”

- 2) Luther

- Peer-reviewed publication: Tenure requires at least one of a variety of professional activities. Publication is one possibility within those. Others are presentations, a research plan, and submissions for publication.
 - Number of publications: No set number.
 - 2013 Update: The department chair confirms that expectations remain unchanged.

- 3) Illinois Wesleyan

- Peer-reviewed publication: Yes: applicants should demonstrate “active scholarship” by way of publication that is in keeping with the expectations of scholars in their field at similar liberal arts institutions.
 - Number of publications: No specified minimum. The department chair reports that a monograph or book that goes beyond the dissertation is ideal, but a “healthy number” of articles in peer-reviewed journals is also acceptable. Book reviews, encyclopedia entries, and unpublished conference presentations by themselves are not considered adequate for promotion. Edited volumes are acceptable if the candidate both contributed a chapter and served as editor.

- **The “stretch” colleges**

- 1) Denison

- Peer-reviewed publication: Required for tenure.
 - Number of publications: No specified number; in practice, 2 or 3 articles.
 - Chair comment on teaching impact: “Hence there are more closed doors and more teaching schedules with 2 or even 3 days off each week. Perhaps this is a good thing.”
 - 2013 update: The chair says that expectations haven’t changed, but emphasized quality over quantity, noting in addition that “the college does want to see a ‘trajectory’ that indicates people will continue to be engaged and productive through the phases

of their career.” He also took issue with the previous chair’s comment on teaching impact, saying that “...in my view no one here can afford two or three ‘research days’ during the semester....Most faculty who keep the scholarship going during the semester have to get that work done at night.”

2) St. Olaf

- Peer-reviewed publication: A requirement is not specified, but such work is at the top of a hierarchical listing of “significant professional activities.”
- Number of publications: Not specified.
- 2013 update: Expectations have changed. Their current “Statement of Significant Scholarly/Artistic Work” states that all candidates coming up for review demonstrate “evidence of consistent engagement in scholarly activity.” Evidence provided by a candidate for Assistant Professor is expected to include publication of articles, chapters, and review; delivery of papers at professional meetings; the obtainment of grants; publication of teaching/learning resources; dissemination of artistic creations; and/or participation in archaeological fieldwork. Evidence provided by a candidate for Associate Professor should include in addition publication of at least one major work (book, monograph, substantial article in a highly regarded journal). Evidence provided by a candidate for full professor should include more specifically publication of major works that demonstrates scholarship “moving into new areas,” as well as “participation in archaeological fieldwork at a leadership level” and “increased levels of significant professional service,” including holding offices or sitting on committees in professional organizations, organizing and chairing panels at professional meetings, service as a referee, editor, or external evaluator.

3) Wheaton

- Peer-reviewed publication: “Neither the department nor Wheaton is specific,” says the department chair.
- Number of publications: For tenure, two or three articles “are probably sufficient.”

3) Wooster (all information from 2013)

- Peer-reviewed publication: No specific expectations
- Number of publications: No specific minimum number, but the chair notes that the college more widely expects at least one publication to be accepted before going up for tenure; most humanities faculty go up with one to three publications.

4) DePauw University (all information from 2013)

- Peer-reviewed publications: No requirement
- Number of publications: No requirement
- Note from the chair: “Demonstration of scholarly activities and professional development is required, but not necessarily in the form of publications. Some departments, including the Department of Classical Studies, tend/attempt to have their own department-specific criteria. These are neither written down nor encouraged by the Committee on Faculty at the University level, however. Some of the faculty members in the Department of Classical Studies have publications including monographs before tenure; some don't.”

5) Not available (2008 and 2013): Gettysburg

NB: This document is a revision of our 2005-06 statement authored by Tom Banks. It has been modified to address curricular changes, such as the phasing out of our “triad” system in 2008 and the switch from LS to LSFY courses, and to reflect more accurately our department’s current expectations regarding the balance of teaching, research, and service. In making these revisions, we have drawn upon our previous statement along with a model provided by Augustana’s English Department. Additional revisions added July 2015 to strengthen language regarding advising expectations.