

**Augustana College Department of Classics**  
**Statement on Expectations for Tenure and Promotion**  
Revised 4.30.2023

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## **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 our faculty 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. From all faculty, we expect a deep affection for our students, a commitment to excellence in the classroom, full engagement with student advising, and enthusiastic efforts to promote the mission of the college. From our tenure-track and tenured faculty, we expect a dedication to productive activity in both scholarship and service to the college and community.

## **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 all 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 tenure-track faculty to engage regularly in both service and scholarship; while these distributions might shift over the course of a career in accordance with changing priorities, we 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 for faculty at all stages of their career:

- 24 credits per year (6-8 courses)<sup>1</sup>
- Preparations per year: 6-8
- Regular teaching of Greek and/or Latin language
- 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
- Attention to promoting diversity, equity, and inclusion through teaching, advising, and/or participation in study abroad
- 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.)

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<sup>1</sup> This is the expectation for tenure-track faculty. Continuing lecturers are currently expected to teach 26 credits, which in the Classics Department will mean 7-9 courses, and 7-9 preps per year.

Other activities that are valued for tenure-track and contingent faculty alike:

- First year and transfer advising
- Significant development and curricular initiatives (integration of new courses, overhaul/updating of established courses, integration of broader changes to curriculum, etc.)
- Contributions to the FYI sequence, the honors program, the Augustana Prison Education Program
- Courses and extra-curricular activities that strengthen interdisciplinarity by serving not only Classics, but other departments and programs as well

**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 tenure-track 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 chair (or division dean) and the candidate for promotion in order to assess the relative value of service contributions.

We encourage our tenure-track faculty to seek ways to promote diversity and inclusion through service, such as participation on the International and Off-Campus Programs committee, the Accommodations Committee, or the Diversity Council. Other less formal initiatives that promote diversity on campus will also be valued.

Contingent faculty are not expected to engage in extra-departmental service to the college. While any contributions to the management and governance of our campus community by contingent faculty members will be valued when assessing merit in promotion and review, they will only be considered as activities over and above those that are required.

**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 tenure-track and tenured 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 edited volumes

- **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)
- Community-engaged scholarship or creative activity
- 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 dean) 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.

Attention to promoting diversity, equity, and inclusion in scholarship, whether it be through professional organizations, conference activities, research and publication, or other scholarly activities, is encouraged and will be valued in promotion and review cases.

While our contingent faculty are expected to remain current in broader scholarly conversations in the discipline of Classics, they are not required to engage in scholarship or scholarly activities in a quantifiable way. As with service, while the participation of our contingent faculty members in the kinds of scholarly work outlined above will be valued when assessing merit in promotion and review, they will only be considered as activities above and beyond those that are required, and thus can serve only to enhance the case for review or promotion and not to detract from it.

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## **APPENDIX**

**Expectations in publication for tenure in Classics departments in college similar to Augustana.** Our 2005-2006 statement included comparative information from Classics departments in our peer and aspirant institutions. The following represents updated information as of March 2023 (where available).

### **The consortium**

#### **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.” In 2013, the chair added that “it is getting more difficult here to have published nothing and still expect to get tenure,” and the 2023 chair Sean Easton agrees that “there is an upward trend in what candidates have published by tenure.”
- **Number of publications:** The department says, “Gustavus has always eschewed artificial criteria such as numbers of books or articles.”
- **Chair comment:** The 2023 department chair Sean Easton confirms this information but adds that the College uses “ambiguous language (‘flourishing’)” in a sense that “allows departments to make publication more or less a priority as each is inclined, although no department has the authority to simply say ‘we expect x book(s) and y article(s), which the candidate has failed to deliver, and therefore we do not endorse, etc’. What ‘flourishing’ looks like in each department is clearly communicated over the arc of the tenure timeclock. That having been said, although personnel matters are confidential, the impression is that when tenure is not granted, it is typically because of teaching-related concerns.”

### 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.
- **Chair Comment:** The 2013 Chair as well as the 2023 Chair (Dan Davis) confirmed that these expectations have remained consistent for obtaining tenure in Classics. However, Luther’s Classics department was dissolved two years ago and absorbed into the History Department.

### Illinois Wesleyan

- The Classics program was discontinued last year.

## The “stretch” colleges

### Denison

- **Peer-reviewed publication:** Required for tenure.
- **Number of publications:** The chair (Rebecca Futo Kennedy) says that in the last decade, no one has been tendered with fewer than either 4-5 peer reviewed articles or a book on a respected academic press, and most have had more. The journals and presses do not need to be top 10 or Cambridge-Oxford, but they need to be demonstrably serious journals or presses for the field that one is in (i.e. someone publishing in early Christian studies will publish on presses that someone in classical Greek philology would not and vice versa). The college depends on the external reviewers to provide the appropriate context for scholarship and does not depend on the department (where actual research areas may not overlap) or our tenure and promotion committee, which is made up of people from all over the college.
- **Chair comment on teaching impact:** We are expected to both research and teach and, where possible, have our research and teaching intersect by doing independent research with students (summer scholars) and bringing our research into the classroom (the buzzword at one point was 'synergy'). Most faculty are on campus 3-4 days and students themselves prefer an appointment system for talking with faculty instead of an "open door policy". More faculty are staying away from campus while on their pre-tenure leave and this is normalized.

Many untenured colleagues across campus only come to campus 3 days per week in order to have uninterrupted research time and this is totally acceptable by all but the oldest faculty. Our long-term VAPs, for example, (one of whom has published 3-4 articles in the last 6 years while teaching for us) only come to campus 2-3 days per week depending on the semester. It does not impede their teaching (they are only evaluated on teaching for contracts and continue to have excellent reviews).

### **St. Olaf**

- **Peer-reviewed publication:** According to Chair Anne Groton, all candidates coming up for review must 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.
- **Number of publications:** Not specified.

### **Wheaton (information from 2013 document; updates not available at time of submission)**

- **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.”

### **Wooster (information from 2013 document; updates not available at time of submission)**

- **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.

### **DePauw University**

- **Peer-reviewed publications:** No specific requirement
- **Number of publications:** No specific requirement
- **Notes from the chair:** In 2015, the chair commented that “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.” 2023 Chair Pedar Foss confirms that this description is still accurate: “There is no formal ‘publication requirement’ per se, but rather a holistic approach is used.”

### **Gettysburg: No information provided (2008, 2013, and 2023)**

*NB: This document is an update to our July 2015 statement, which strengthened the language of our September 2013 version, which took as its starting place a 2005-06 statement authored by Tom Banks. The 2013 modifications were undertaken to address curricular changes, such as the phasing out of our “triad” system in 2008 and the switch from LS to LSFY courses; to update expectations regarding the balance of teaching, research, and service; and to strengthen language regarding advising expectations. The current 2023 version is being revised following our calendar change and divisional restructuring, while incorporating DEI expectations and to include explicit expectations for contingent faculty.*