2011-2012 Annual Report

Department of Classics

School of Languages, Cultures, and World Affairs

College of Charleston

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Professor/Chair
Classics
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I. Executive Summary

The Classics Department at the College of Charleston (constituted as an independent unit in 2006) offers a comprehensive approach to its field. In addition to covering classical literature from archaic Greece to the late imperial Rome period, the Department houses a Roman and a now a Greek historian (beginning fall 2012), and three archaeologists. Since Classics at Charleston is not only stable but thriving, it is able to be a strong interdisciplinary component in the College’s academic experience. Nationally, many undergraduate programs in Classics struggle to cover the curriculum, maintain enrollments, and survive funding cuts. It is a pleasure to report that this is not the case at the College of Charleston, where Classics, since the College’s founding, remains vibrant.

The Department (2011-2012) was staffed by 5 tenured/tenure-track faculty and a visiting assistant professor, joined by two returning full-time adjuncts, a part-time adjunct, and a half-time administrative assistant. This composition (at 8.25 faculty members) is stable but not static. Last July Dr. Tim Johnson joined the faculty as professor and chair. This hire and the promotion of Dr. Darryl Phillips to professor this coming year provide the Department a better ratio at the senior level (33%). Further, a successful search for an assistant professor replaces the visiting position with a tenure-track line. Dr. Andrew Alwine, a promising Greek historian, fills a needed subject area, which will strengthen ties with the History Department and International Studies. The full-time adjuncts also each completed their Ph.D. in the field. At this point the Department is balanced (2 professors; 2 associate professors; 2 assistant professors), which predicts a fine Classical line for the future. Again this is hardly the case nationally, since hiring freezes have tended to “gray” Classics and often kept it teetering on the edge of permanent retirement. Classics at Charleston is young.

There are in this composition of the staff and faculty two instabilities. First, Classics and German and Slavic Studies split their office manager. This allows neither to operate as fully independent units and hinders their progress directly in areas such as recruiting and fund-raising. Correcting this deficiency in infra-structure would pay for itself in productivity. Second, the adjuncts teach on average 33-36% of the entire curriculum. We agree with the College’s Strategic plan that this is too high and urge that funding be provided for permanent faculty.

Faculty members were leaders in their disciplines, completing 1 book, 3 articles and other scholarly works, presenting papers at regional, national, and international conferences, applying for and receiving major grants (every roster faculty member received internal and/or external funding), and participating in training workshops for teachers and students. Classics faculty and adjuncts work two active international archaeological sites and manage data-bases vital to multiple projects, including the Palace of Nestor. Classics faculty also remained very active in service, serving on 11 standing, ad hoc committees, and programmatic advisory committees within the institution, and 4 national service units of significance to the discipline. All faculty members contributed in diverse and significant ways to students, the College, community, and profession.
Classics considers its role to the wider College community to be central to its mission. For example, Classics continued its contributions to the First-Year Experience. Its faculty regularly field 4 FYE courses per academic year: 2 Learning Communities and 2 First-Year Seminars. Classics is viewed as a model program in terms of integrating language and culture courses within the freshman experience. In addition to staffing its own curriculum for its two major and three minor programs, the Department contributes to Anthropology, Archaeology, History, Film Studies, and Women and Gender Studies. Classics courses themselves enrolled 1,144 students for the academic year (statistics drawn from Cognos the day after the first drop date of each semester). Even based on the more conservative statistics the College draws late in the semesters, Classics for the year taught 1,056 students (compared to 970 in 2010-2011) with each faculty responsible for an average of 198 credit hours each semester (unadjusted for release time). This translates into 22.2 students per course, roughly the same as computer science (22.4). Classics has taught in the range of 964-1070 students per year over the past 4 years (2008-2012). This represents a consistent and strong enrollment pattern. In fact, the enrollment for 300 level Greek this coming fall tripled over last year.

Major and minor programs continued to flourish in 2011-2012. In spring 2011, 42 students were working towards majors in Classics; 29 towards minors [total, 71]; 72 students were working toward an A.B. degree. This year 17 students graduated with Classics majors.

Classics graduates go on to pursue advanced study in Classics and related disciplines, earning admission to top universities. This year, graduates will begin advanced degree programs in such diverse fields as Law, Medicine, and Medieval Studies at Wake Forest, the Uniformed Services University in Maryland, and Western Michigan University. They will join the ranks of past graduates currently studying at North Carolina – Chapel Hill, Florida, Brown, Duke University, Washington University, Wisconsin, and University of Georgia.

For these reasons and more, Classics at Charleston is gaining a national reputation. There is more that can be done to improve infrastructure, promote research, and increase extramural funding, but the present commitment of the Department and College predicts progress.
II. Program: Mission and Goals

Mission Statement
The Department of Classics intends to promote an understanding of the ancient Greek and Roman worlds and their legacies through an investigation of the languages and cultures of these civilizations. In addition the Department operates in conjunction with and support of the mission of the School of Languages, Cultures, and World Affairs and the College of Charleston.

Program Goals and the College’s Strategic Plan
The study of Classical languages and cultures is based on two human networks: Greece and Rome. As such, it is by nature and design interdisciplinary. Therefore, Classics covers a broad range of curricula/interests, which through student learning and faculty research promote and coordinate as their goals the following Dimensions of Learning in the context of the Greek and Roman worlds:

- Foreign language study
- Social and cultural analysis
- Human history, artistic, cultural, and intellectual
- Understanding and using multiple cultural perspectives

Attune to these Dimensions, Classics courses teach necessary skills in critical thinking, research, and communication, the acquisition of which prepares students not only to enter top-tier graduate programs in Classics and related fields, but also to pursue careers effectively in education, the law, medicine, divinity, information science, politics/civil service, consulting, publishing, administration, and other fields that value transferrable skills such as written/aural communication, analysis, synthesis, and contextualization.

Strategic Priorities
These Departmental goals reflect the College’s strategic plan, specifically to provide students: (1) experiential, high-impact education grounded in the liberal arts; (2) interdisciplinary and global perspectives; (3) an integrated curriculum with co-curricular and extracurricular activities. Of the strategies/tactics the College identifies as supporting these goals, the Department would place high priority on: (1) intensifying introductory and intermediate language courses; (2) enhancing support for faculty research; (3) reducing adjunct dependency to below 15%; (4) establishing policies and structures that facilitate interdisciplinary programs; (5) providing coordinated and sufficient support for extramural fundraising at the departmental level. Limited research support and adjunct dependency are now critical.

Student Learning Outcomes and Assessment [A.B. Classics; B.A. Classics]: *See also the 2011-2012 Annual Assessment Report attached.

Major Outcome 1 (Knowledge): Demonstrate a working knowledge of the primary resources for research in the field and assess how they would apply to a particular question.
Assessment: Create a one page abstract, which includes an annotated bibliography of at least 10-15 items and a summary detailing how these sources are best utilized. The student should use instruments such as but not necessarily limited to: (1) *L'Année Philologique*; (2) two major commentaries essential for the topic; (3) TOCS-IN; (4) one component from the library’s special collection; (5) The Perseus Digital Library

### Rubrics:

<table>
<thead>
<tr>
<th></th>
<th>Excellent (10-9)</th>
<th>Good/Adequate (8-7)</th>
<th>Poor/Unsatisfactory (6-)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bibliography</strong></td>
<td>All required research instruments are used, and the sources found exhibit both variety and depth.</td>
<td>All required research instruments are used, but the sources gained lack variety.</td>
<td>Fails to use one or more of the required research instruments.</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>Explains clearly and concisely with no serious errors in mechanics how the sources were found and relate to the topic.</td>
<td>Explains how the sources were found but is unclear on how one or two relate to the topic. Contains no serious errors in mechanics.</td>
<td>Fails to explain how the sources were found or lacks clarity because of serious errors in mechanics.</td>
</tr>
<tr>
<td><strong>Abstract</strong></td>
<td>The thesis for the abstract is clearly stated and its significance (relative to the subject) is concisely explained. It is supported by three arguments, which themselves are clear and present a cohesive logic.</td>
<td>The thesis is clearly stated, but the significance is not as evident as in an “excellent” abstract. The thesis is supported by three arguments, which are clear but lack some logical cohesion.</td>
<td>Neither the thesis nor its significance is clear. The thesis is supported by three arguments, but they lack clarity and logical progression.</td>
</tr>
</tbody>
</table>

**Major Outcome 2 (Writing):** Compose a clear, cogent, and substantial research paper (15 pages), identifying relevant secondary literature and developing a rational argument.

Assessment: Write a research paper on a topic assigned or approved by an instructor of record for CLAS 401.

(1) **Length and Format:** minimum of 15-20 double spaced pages with standard 1 in. margins. The citation method for footnotes and Works Cited should follow the most recent style of the *American Journal of Philology*. The student is advised also to consult the *Chicago Manual of Style*. Abbreviations for primary authors should follow the OLD and LSJ. Those for secondary works, such as journals, can be found in *L'Année Philologique*. Consistency is the rule.

(2) **Grammar:** the paper should be free of all spelling and typing errors; such grammatical solecisms as fragments, comma-splices, lack of subject-verb agreement, etc. must be minimal.
(3) **Thesis**: in the paper’s opening paragraphs, there must be a clear and concise thesis statement, summarizing the primary argument of the paper and projecting the primary supporting arguments.

(4) **Argument**: the thesis must be supported by at least five supporting arguments, and these must be linked by logical transitions. The arguments must be related to each other by a clear logic.

(5) **Footnotes**: there must be at least three discussion-styled footnotes.

(6) **Works Cited**: the List of Works Cited must have at least 10 references, including commentaries, books, and journals.

(7) **Conclusion**: there must be a conclusion that not only follows logically from the paper’s argumentation, but also clearly establishes the contribution the paper makes.

Rubrics:

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<tr>
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<th>Excellent (10-9)</th>
<th>Good/Adequate (8-7)</th>
<th>Poor/Unsatisfactory (6-)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis</strong></td>
<td>Presents the relevant background needed to contextualize the thesis. The thesis is clearly stated and its significance (relative to the subject) is concisely explained.</td>
<td>The thesis itself is clearly stated and its significance (relative to the subject) is concisely explained, but some minor background material is omitted.</td>
<td>The thesis is not clear or its significance is not persuasive.</td>
</tr>
<tr>
<td><strong>Depth and Cogency</strong></td>
<td>The paper explores deeply a well-defined topic. The argument is sufficient detailed, so that the defense of the thesis is persuasive.</td>
<td>The paper presents enough argumentation to reasonably sustain the thesis but not so that it is fully persuasive.</td>
<td>Fails to meet an adequate standard in research either because the topic is not well-defined or argumentation does not support the thesis.</td>
</tr>
<tr>
<td><strong>Citations</strong></td>
<td>The paper contains three discussion-styled footnotes, executed at appropriate points. All citations are according to accepted form.</td>
<td>The paper contains three discussion-styled footnotes, but they are not executed at appropriate points. Citations contain minor inconsistencies.</td>
<td>The paper fails to have the required discussion-footnotes or does not exhibit any consistent citation.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>The paper meets all requirements of length and format. There are infrequent, if any, errors in punctuation, grammar and usage, and none weaken the overall argument.</td>
<td>The paper meets all requirements of length and format. There are infrequent errors in punctuation, grammar and usage. Although these at times lessen clarity they do not disrupt the argument.</td>
<td>The paper fails to meet requirement of length and/or format. If the paper does meet these requirements, its argument does not cohere because mechanical errors are too frequent.</td>
</tr>
</tbody>
</table>
### Major Outcome 3 (Communication/Critical Thinking)

Present and defend a research topic in an oral presentation, which clearly explains a thesis and employs supporting argumentation in a logical sequence.

**Assessment:** Give a 10-15 minute oral presentation on an assigned or approved research topic. The oral presentation should exhibit the following qualities:

1. A clear and unifying purpose to the presentation.
2. Methods (lecture, recitation, discussion) and technologies (handouts, PowerPoint, i-video) appropriate for the presentation and of high quality.
3. Sound mechanics of effective speaking, such as eye contact, good diction, and enthusiasm.
4. Appropriate pacing and effective use of time.
5. Generates questions and discussion from the audience.

**Rubrics:**

<table>
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<th>Excellent (10-9)</th>
<th>Good/Adequate (8-7)</th>
<th>Poor/Unsatisfactory (6-)</th>
</tr>
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<tbody>
<tr>
<td><strong>Argumentation</strong></td>
<td>The speaker explains clearly and succinctly a cogent thesis for the presentation.</td>
<td>The speaker presents a cogent thesis but its expression is not succinct.</td>
<td>The thesis lacks clarity so that it fails to produce significant audience interaction</td>
</tr>
<tr>
<td><strong>Methods</strong></td>
<td>The methods (lecture, recitation, discussion) and technologies (handouts, PowerPoint, i-video) are appropriate and of high quality.</td>
<td>The methods (lecture, recitation, discussion) and technologies (handouts, PowerPoint, i-video) but are of high quality do not precisely fit the topic.</td>
<td>The methods (lecture, recitation, discussion) and technologies (handouts, PowerPoint, i-video) are low in quality.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>The speaker uses sound mechanics for effective speaking that enhance the experience for the audience.</td>
<td>The speaker’s mechanics are adequate, that is they do not impede the audience’s comprehension.</td>
<td>The speaker’s mechanics are poor enough that they impede the audience’s comprehension.</td>
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III. Summary and Analysis of Departmental Accomplishments

Student-Centered Curriculum

The Department of Classics is committed to the well-being of all students on campus, whether they are majors or minors in one of the Department’s 3 programs, pursuing the Artium Baccalaureatus in any major, or whether they are taking courses because of an interest in the Greco-Roman world. Student evaluations and annual exit surveys mark faculty members highly, and the faculty contributes to the college-wide curriculum in numerous ways. The following sections emphasize the college-wide participation of the Department and its success on the national level.

Programming and Enrollment Trends

Classics at Charleston is distinguished by the breadth and strength of its offerings compared to other peer institutions and similarly-sized programs. Courses in 2011-12 were taught in Greek, Latin, ancient History, general civilization, and Classical Archaeology – a breadth of coverage not found in any peer institution with the exception of the similarly-sized University of North Carolina – Greensboro. This is not just indicative of the health of the Department, but on a pragmatic level it provides the flexibility for students to manage schedules.

<table>
<thead>
<tr>
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<td>101-102*</td>
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<td>11</td>
<td>209</td>
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<tr>
<td>LATN 201-202</td>
<td>Intermediate</td>
<td>7</td>
<td>131</td>
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<tr>
<td>LATN 300</td>
<td>Advanced</td>
<td>4</td>
<td>33</td>
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<tr>
<td>* Includes FYE LC/linked with CLAS</td>
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<tr>
<th>GREK</th>
<th>Level</th>
<th>No. of Courses/Sections</th>
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<td>101-102</td>
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<tr>
<td>201-202</td>
<td>Intermediate</td>
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<td>19</td>
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<tr>
<td>300</td>
<td>Advanced</td>
<td>2</td>
<td>4</td>
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<th>CLAS*</th>
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<tr>
<td>100**</td>
<td>Elementary</td>
<td>9</td>
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<td>200</td>
<td>Intermediate</td>
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<td>80</td>
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<tr>
<td>300/400</td>
<td>Advanced</td>
<td>4</td>
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| * Includes 4 courses counted for Archaeology
| ** Includes FYE LC/linked with Anthropology |

<table>
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<td>231; 232</td>
<td>Intermediate</td>
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<td>61</td>
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<table>
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<tr>
<th>FYSM</th>
<th>Level</th>
<th>No. of Courses</th>
<th>Enrollment</th>
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<tr>
<td>113</td>
<td>Elementary</td>
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<td>44</td>
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</table>

**TOTALS** | 49 | 1,144     

• In spite of the pressures from enrollments and the constraints of normative sabbatical and service demands, the Department increased slightly the number of course/sections compared to 6-year norms (2010-11 = 44; 2011-2012 = 45; 6-year average = 43). These statistics do not include the courses taught for History (HIST) or FYE (FYSM), which would add 4 sections per
annum. Average student-per-course/section also remained relatively steady: 22.3 (2008); 22.7 (2009); 20.4 (2010); 22.2 (2011). This average is higher than German and Slavic Studies and French, Francophone and Italian Studies. It is also slightly above Hispanic Studies.

• While many programs struggle to enroll students in Latin, it is the norm at the College of Charleston to offer multiple sections of Latin at every level, even the most advanced. Course enrollments at the 100-200 level often reach their capacity at 25 students. Although LCWA understands that lower enrollments in elementary language courses (15-20 students per course) have been shown to increase academic quality, this would not be possible for Classics without increasing our already heavy adjunct dependency or adding an additional faculty line. Additional lines remain a top priority for the Department to ensure educational quality, as well as support for current levels of research and service to the College and field.

• Greek enrollments are growing so that we now offer two sections of elementary Greek. The result is that there are now 6 students enrolled at the advanced level in Greek this coming fall compared to 2 students the previous fall. It is anticipated that with the hire of a Greek historian this growth will continue.

• Courses in classical civilization remain popular, and this is the area where enrollments are increasing at the highest rate. Classics courses at the 100 and 200 level are especially in demand. These courses not only serve as foundational courses for our B.A. major and the minor in Classics, but also serve the needs of students in other programs, such as Archaeology, Pre-med, History, Art History, and Communications. Most Classics courses also serve the needs of the SNAP program and its students, who enroll in culture courses as alternatives to their foreign language requirement. The Department typically offers 6-7 culture courses a semester, covering 100-300/400 levels. It should be noted that the number of courses enrolling 80 or more students has increased, and the demand for these courses regularly exceeds the cap: the 100 level courses often enroll 80-100 students per course. The larger enrolling 100 level courses all have a writing component. These caps, however, are staged so that enrollments decrease in intermediate and upper level courses so that the most advanced courses (400 level) enroll no more than 15.

• Students are actively engaged in research in a wide variety of projects involving a number of disciplines, because of mentoring by Classics faculty. The Department significantly contributes to interdisciplinarity, internationalization, personalized education and high impact student experiences, particularly in research, creative activities, and peer education (See infra: Student Accomplishments and Faculty Productivity).

• Summer enrollments for 2012 (CLAS; LATN) more than doubled over 2011.

**Instructional Contributions to Other Programs and Initiatives**

As is reflected by the course offerings, the Department is a regular contributor to programs that are either cross-institutional in nature (such as the FYE and the Archaeology Program) or located in other schools (History, Anthropology, Geology, Art History, Film Studies, and Women and Gender Studies).

As a percentage of the total hours generated by LCWA, the Department accounted for the following student credit hours:
• 8.8% of the total SCH generated by LCWA
• 19.4% of the LCWA contributions to FYE
• 23.2% of the LCWA contributions to HSS

While the Department represents less than 9% of the total SCH generated by LCWA (and these figures do not reflect any adjustment for program size), it trails only French, Hispanic Studies, and International and Intercultural Studies. Further Classics generated major blocks of credit hours in key areas, such as culture/subject courses and interdisciplinary venues, generating more LCWA credit hours for FYE than any other unit with the exception of International Studies and nearly one-fourth of LCWA credit hours for HSS.

FYE

The Department has a strong commitment to the liberal arts and sciences core of the institution, which is evident by its heavy involvement in cross-institutional programs, such as the First-Year Experience. The Department has developed a reputation across campus for its ardent support and leadership in the First-Year Experience. Three of the six Classics roster faculty and two adjuncts were involved in the FYE (63% of all faculty). Future commitments intend to continue current participation levels. Proposals were submitted for 2 FYSM and 2 Learning Communities for AY 2012-2013 – three internal to Classics, the other engaging with faculty in Anthropology. Additional service to the FYE was given by faculty during Accepted Students Weekend and Summer Orientation.

Other Programs

In addition to the FYE program, the Department made significant contributions to other programs on campus:

• Four courses counted towards the minor in Archaeology, serving both the beginning and middle components of the minor. The Department looks forward to supporting the recently approved Archaeology major.

• Two courses were taught for History. The addition of a Greek historian to the Classics faculty predicts that offerings in history will likely increase. The relationship between Classics and History has been advantageous for both.

Interdisciplinarity, Internationalization, and High-Impact Education

Interdisciplinary Programs

With its focus upon literary, historical, and archaeological evidence of the Greco-Roman/Mediterranean world, Classics is inherently interdisciplinary, combining elements from a variety of other programs. Courses taught in 2011-2012 contributed to programs in Archaeology, Anthropology, History, Art History, Film Studies, and Women and Gender Studies. Learning Communities in 2011-2012 linked introductory Latin with Roman civilization and classical archaeology with anthropology. This coming year courses will emphasize such diverse subject areas as comic theory, history, medicine, and architecture. In addition to courses in Classics that contribute to other programs, the Department allows courses taught in
Anthropology, Art History, Geology, History, and Philosophy to count towards the major, when the subject addresses issues dealing with the Greco-Roman/Mediterranean world. In fact, a BA in Classics requires a student to earn credit in at least two subject areas.

Also this year Classics introduced a new 100 level course, CLAS 105 (History of the Classical World). The Department now has a standardized approach to general education (LATN 100; GREK 100; CLAS 101, 102, 103, 104, and 105) that encompasses language, culture, history, and archaeology. Also CLAS 105 fulfills the pre-modern general education requirement for History.

Study Abroad Programs and Internships

The Department and its faculty work with the Office of International Education and Programs to offer all students in Classics the opportunity to study overseas, by providing two separate study away programs: one to Italy (Rome, Florence, and Naples [Pompeii]) and another to Greece. The programs are designed to run in rotation, one every other summer. Both allow students to earn up to six hours of credit through intensive in-field/on-site learning. The Italy program is also linked to a course in Art History and is offered in conjunction with that Department. Classics also offers archaeological internships in Greece or Turkey, and supports applications to such programs offered through other institutions.

Tutorials: Faculty members are active directing Honors Bachelor’s Essays and offering Honors tutorials. Their students frequently present at conferences. Our faculty exercises leadership roles in student-directed research on campus and are invited to national conferences on the topic.

Charleston Latin: Each summer the Department sponsors workshops in the acquisition of Latin language and Roman culture for elementary through high school teachers and their students. These workshops are directed by Dr. Frank Morris, an emeritus professor from the Classics Department. Our own students attend these workshops and serve as tutors.

Co-Curricular Activities

Students interested in the Greco-Roman World lead a Classics Club, which extends the association of our students and faculty beyond the classroom. Dr. Joann Gulizio served as advisor to this SGA-sanctioned organization. The Department is also home to the Epsilon Rho Chapter of Eta Sigma Phi – the national honor society for Classics.

Also Classics sponsors or co-sponsors lectures, by which internationally-recognized scholars visit the campus, engage with majors and other interested students, and discuss potential collaborations with faculty. In 2011-2012, the Department sponsored/co-sponsored the following lectures as part of its Classical Charleston Lecture Series. These lectures are made possible by the generous support of Theodore B. Guérard and family:

Professor Doug Clapp, Samford University, “Nothing To Fear: Rumor’s Role in Cicero’s Speeches,” January 25, 2012.

Professor Steven Ellis, The University of Cincinnati, “The Roman Cult of the Right: Superstition in the (Re-)Shaping of Shop-fronts and Street Activity in the Roman World,” January 26, 2012. *Students in the study-abroad program to Italy also met with Professor Ellis and reviewed his dig-site in Pompeii.


Classics at Charleston is quickly becoming a recognized national venue. For example, the Department has been asked to host the annual meeting of the Classical Association of the Middle West and South in April 2018. CAMWS is the second largest organization for Classics, and it covers both the United States and Canada (over 1,500 members). The meeting will bring to our campus over 500 distinguished professors, teachers k-12, and graduate students. During the three days of the conference over 300 papers (open to the university and public) will be presented on a wide range of interests: ancient science; philosophy; history; religion; classics.

**Teaching Workload**

At its current size (6 roster; 2 adjuncts) Classics is operating at capacity, and demand is exceeding supply. Any comparison to the Delaware peer group in terms of SCH/IFTE ratios is of limited value, because there is no category for Classics but only for languages in general. Therefore Classics is being compared to the performance of Spanish, etc. Nevertheless the SCH ratio for total productivity exceeds the Delaware average.

<table>
<thead>
<tr>
<th>Type</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>Classics [3-year]</th>
<th>Delaware [3-year]</th>
</tr>
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<td>150.38</td>
<td>154.90</td>
<td>163.86</td>
<td>164</td>
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<tr>
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<td>246.25</td>
<td>273.67</td>
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<tr>
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<td>261.33</td>
<td>313.26</td>
<td>280.06</td>
<td>204.33</td>
</tr>
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<td>222.11</td>
<td>191.64</td>
<td>208.90</td>
<td>207.55</td>
<td>193.67</td>
</tr>
</tbody>
</table>

Beyond the Delaware comparatives to languages in general, the following table suggests that Classics faculty here teach heavier loads. UNC-Greensboro, for example, has 10 faculty members, but teaches only 23 sections. Other programs (Wayne State, Valley State, DePauw, Miami-Oxford) teach on average .8 sections fewer per faculty member.

<table>
<thead>
<tr>
<th>peer/grad</th>
<th>Institution</th>
<th>N Staff</th>
<th>total N of classes</th>
<th>N CLAS</th>
<th>N Latin intro</th>
<th>inter</th>
<th>adv</th>
<th>N Greek intro</th>
<th>inter</th>
<th>adv</th>
</tr>
</thead>
<tbody>
<tr>
<td>p/g</td>
<td>Baylor University</td>
<td>15</td>
<td>40</td>
<td>7</td>
<td>21</td>
<td>13</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>p/</td>
<td>C of C</td>
<td>8</td>
<td>25</td>
<td>8</td>
<td>13</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

The primary strain on workloads does not concern so much class size and SCH production, but the high number of individual and new course preparations that each faculty must carry to sustain programming, which by nature is interdisciplinary. Classics offers courses in three distinct areas – courses in Latin, Ancient Greek, and courses exploring classical civilization taught in English. In all three, courses are offered at beginning, intermediate and advanced levels, creating an extraordinarily high number of unique preparations. The specializations of the faculty has been coordinated; yet, the total number of unique preparations for each faculty member remains very high – the norm is to teach 3 courses with 3 separate preparations. This does not include the tutorials, internships, and Honors Theses conducted each year.

Such a workload is inconsistent with the health of the Department. It especially conflicts with active research agendas, which require solid blocks of concentrated time outside of the classroom. Some progress has been made over the past two years. The visiting position has been replaced with a tenure-track line, and consequently programming has become more stable and systematized. Also Classics has made a concerted effort to lower the number of preparations for its faculty on a rotating basis. This, however, has only been possible by deploying adjuncts broadly across the curriculum and increasing their workload.
Adjunct/Visiting Instruction:
During 2011-2012, adjuncts and visiting faculty in Classics taught 55.5% of its students. The College’s goal is to have at least 80% of our students taught by permanent roster faculty. At 44.5% we are barely half of the way to this goal. This amount of adjunct dependency represents the greatest instability to the Department and LCWA as a whole, and the conversion of adjunct positions to permanent lines needs a renewed initiative.

The Department is very fortunate to have high quality Ph.D. adjuncts, qualified to teach a range of courses. Both also have active research agendas, and both are needed to meet perennial demands, particularly in the areas of introductory and intermediate Latin. Also in 2010-2011 Kelly Smith, a local teacher at Ashley Hall, joined the Department to address demands caused by faculty sabbatical and service commitments, and again this last fall and spring (2011-2012) she taught a section of Latin each semester, so that the Department could keep pace with demand. Any semester she is not available one of our adjuncts has to teach five courses.

Instructional Costs
The average instructional expenditure per SCH for Classics ($174) is one dollar below its peer group ($175). Again this comparison has limited statistical value, because the number of Classics programs within the peer institutions is small – the majority has only 1-2 (or no) Classicists on staff.

Assessment Activities
During fall 2010 and spring 2011, learning outcomes and rubrics were reviewed and these were implemented at the beginning of fall 2011 (see under Program: Missions and Goals). As projected in last year’s annual report, data was collected based on these outcomes both fall 2011 and spring 2012, and this data was included in the Annual Assessment Report (attached).

In addition, the Department in conjunction with other units in LCWA developed learning outcomes and rubrics for elementary through intermediate language courses. For Classics these are as follows:

<table>
<thead>
<tr>
<th>1. Students accurately comprehend texts written in Latin or Ancient Greek.</th>
<th>A common passage is used to assess student reading comprehension on the final exam in all sections of Latin and Greek 202. In order to meet expectations, students should correctly translate at least 70% of the text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Students demonstrate basic writing ability in Latin or Ancient Greek by recombining learned vocabulary and structures to create simple sentences on familiar topics.</td>
<td>In order to meet the expectation, students will achieve 70% accuracy in a common writing section on the final exam of all sections of Latin and Greek 202.</td>
</tr>
</tbody>
</table>

The logistics of collecting this information will be determined at the beginning of fall 2012, with collection to occur at the end of the fall 2012 and spring 2013 semesters in all sections of Latin and Greek 202.

Student and Graduate Accomplishments
Classics students excel in research and creative activities, which involve training in the traditional core areas of the discipline, as well as in areas that seek to cross disciplinary
boundaries, as exemplified by their placement into graduate programs, awards received, and work published.

Graduate/Professional School Acceptances (2011-2012)
- Carlisle, Caitlin (2011) Wake Forest (Law School)
- Cordes, Mitchel (2012) Uniformed Services University (Medical School)
- Hoyle, Mary (Marca) Western Michigan University (Medieval Studies)

Past Graduates (2010-2011)
- Huber, Melissa (2011) was accepted with funding (Lionel Pearson Fellowship, American Philological Society) into the Program in the History of Ancient Rome, University of Reading and with full funding into the PhD Program in Classics, Duke University.
- Phebus, Angelina (2011) was accepted into the PhD Program in Classics, UNC – Chapel Hill with full funding.
- Walden, Jeremy (2011) was accepted into the MA Program in Classics, University of Florida with full funding.
- Grantham, Laura (2010) was accepted to the MA program in Classics at the University of Arizona with full funding.
- Kiesling, Paula (2010) was accepted to the MA program in Linguistics at the University of Hawaii with full funding.

National Awards (2011-2012)
- Lewis, Laura: CAMWS Award for Outstanding Accomplishment in Classical Studies (The Classical Association of the Middle West and South)

College and Departmental Awards to Graduating Students (2011-2012)
- Cordes, Mitchel, The Harold A. Mouzon Classical Studies Award
- Egli, Dan: Robert H. Duryea Memorial Scholarship
- Barkley, Rachel: Outstanding Student, Classics

Departmental Scholarship Recipients (2011-2012)
- Hester, David: Robert H. Duryea, Jr. Memorial Scholarship
- Kemp, Amber: Johnson-Vest Scholarship in Classics
- Lewis, Daniel E.: Johnson-Vest Scholarship in Classics
- Lewis, Laura: Johnson-Vest Scholarship in Classics
- Parker, Thomas: Johnson-Vest Scholarship in Classics
- Rabun, Jessica: Harold A. Mouzon Scholarship in Classical Studies
- Stansell, Christina: Johnson-Vest Scholarship in Classics
- Tuttle, Margaret: Johnson-Vest Scholarship in Classics
- Van Arsdale, Alice: Harold A. Mouzon Scholarship in Classical Studies
- Winter, Danielle: Johnson-Vest Scholarship in Classics

Research and Creative Activities
• Van Arsdale, Alice: “Anthropomorphic Representations of Gods in Greek Art,” Bachelor’s Essay [in-progress] (Dr. Kristen Gentile, mentor)

Faculty: Composition and Productivity

Departmental Faculty and Staff:

Gentile, Kristen  
Assistant Professor of Classics

Gulizio, Joann  
Adjunct Instructor of Classics

Hagn-Ford, Sabine  
Administrative Assistant (Half-Time)

Johnson, Tim  
Professor of Classics, Department Chair

Jones-Lewis, Molly  
Visiting Assistant professor of Classics

Morris, Frank  
Research Associate of Classics and Associate Professor, Emeritus

Newhard, James  
Associate Professor of Classics

Phillips, Darryl  
Associate Professor of Classics

Pluta, Kevin  
Adjunct Instructor of Classics

Saunders, Anne  
Research Associate of Classics

Smith, Kelly  
Adjunct Instructor of Classics

Zeiner-Carmichael, Noelle  
Associate Professor of Classics

One sabbatical was completed during this report cycle (spring 2012): Dr. Jim Newhard was awarded a sabbatical (deferred to fall 2011) to work on the final publication of the Göksu Archaeological Project, set to be published via the British Institute at Ankara. Another full-year sabbatical was awarded to Dr. Darryl Phillips (2012-2013) to work on a book-length reading commentary on Suetonius’ *Life of Augustus*.

Dr. Darryl Phillips was promoted from associate professor to professor.

Diversity

The Department of Classics (2011-12) consisted of 6 roster lines (5 regular, 1 visiting), 2 full-time adjunct lines, a part-time adjunct, a part-time administrative assistant, and 2 research associates (not salaried). Of those listed – part-time or full-time, 58% were women. Of the 8 full-time faculty members, 50% were women. A successful hire in the spring of 2012 of a tenure-track colleague in place of the visiting position will bring the level of regular roster faculty consisting of women or minorities to 38% for the 2012-13 academic year. During the hiring process, the Department made a concerted effort to advertise job openings directly to programs and job list-serves known for supporting under-represented groups.

Research and Professional Development [see also Supporting Data]

National and International Impact

The research interests of the faculty reflect the broad approaches found within a vibrant and engaged Classics program. Faculty members publish books as sole authors or collaborators; publish articles in journals, ranging from those specializing in literary topics to environmental
geology; and speak/present at national and international venues. They serve as readers for prestigious journals and serve on dissertation committees. Each, in their own way and specific to their research interests, exemplifies the teacher-scholar model by integrating their research into their teaching and mentoring activities, or using their teaching experiences as springboards for deeper exploration and discovery, to enrich the College and larger academy. Through Classics, the College of Charleston receives global coverage.

Highlights

<table>
<thead>
<tr>
<th>Category</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Books Published</td>
<td>1</td>
</tr>
<tr>
<td>Books Under Contract</td>
<td>2</td>
</tr>
<tr>
<td>Journal Articles/Book Chapters Published</td>
<td>3</td>
</tr>
<tr>
<td>Journal Articles/Book Chapters Submitted</td>
<td>5</td>
</tr>
<tr>
<td>Scholarly Presentations: International</td>
<td>4</td>
</tr>
<tr>
<td>Scholarly Presentations: National</td>
<td>5</td>
</tr>
<tr>
<td>Grants External</td>
<td>$10,150*</td>
</tr>
<tr>
<td>Grants Internal</td>
<td>$6,177</td>
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<tr>
<td>Active Archaeological Field Work/Projects</td>
<td>3</td>
</tr>
<tr>
<td>Theses/Student Tutorials</td>
<td>6</td>
</tr>
</tbody>
</table>

* This total does not include the $1,000,000 grant from the NSF for the College of Charleston Center for Social Science Research.

- **Books/Articles**: Within this academic year 60% (3/5) of the permanent roster faculty either published a book or have a book under contract. 80% (4/5) either published or submitted articles.

- **International Presence**: 100 % of the permanent roster faculty was involved internationally as conference speakers, on archaeological projects, or in study away programs. Dr. Noelle Zeiner-Carmichael was awarded a very competitive NEH stipend to attend an NEH summer institute at the American Academy in Rome.

- **Grants/Funding Awards**: 100 % of the permanent roster faculty received competitive funding, and external exceeded internal awards. This was a goal in last year’s annual report.

- **Adjunct Research**: The adjuncts are also active researchers. Dr. Joann Gulizio continued her work on the Iklaina Archaeological Project as ceramics analyst. Dr. Kevin Pluta was selected to co-direct the publication of the Linear B tablets from Pylos. This will involve the production of three-dimensional images of the tablets, using multiple 3-D imaging techniques. These images, along with a revised and re-edited commentary, will be published as *Palace of Nestor IV*.

**Service**

The Department recognizes service to be a vital responsibility for permanent roster faculty, and its entire faculty engages in service and leadership roles. This academic year, besides fulfilling particular roles for the Department, Classics faculty served on no less than 11 college-wide committees. This translates to an average of over 2 committee assignments per faculty member. This does not include service on tenure and promotion committees. Service to the College still predominates over service to the profession, but this is starting to shift. 40% of the permanent roster faculty now holds key leadership positions in national/international organizations for Classics.
IV. Conclusion: Strengths, Weaknesses, and Revisions

Classics is efficient for its size, noteworthy for its breadth of research and teaching, as well as its effects upon the institution and larger field of Classics. Here at Charleston, the Department of Classics is a community of engaged and highly effective scholar-teachers. Strong and stable enrollments indicate that students are drawn to the Greco-Roman world, and the Department meets their interests with a variety of opportunities for engagement. The faculty is strong in their teaching, research, and service, and students follow this lead by reaching high levels of accomplishments themselves. Some areas, however, require revision:

Inefficient Office Administration

The current sharing of an office administrator between Classics and German and Slavic Studies does not work. This has been demonstrated over a five year period in a variety of circumstances, and the point has been made repeatedly to LCWA and Academic Affairs.

- Essential tasks risk not being done, because the chair is forced to play the role of the office manager.
- The shared situation causes a high level of frustration for a competent office manager because it forces mediocrity. The office administrator cannot operate fully in either department.
- Neither department can move beyond a survival mode with its business, that is taking on long term goals and projects in the office cannot be sustained.

As a result neither chair has autonomy over their respective department. Neither has control to create and maintain an appropriate working environment. The business for both departments is constantly crossed. **Recommendation:** Convert the office administrator in Classics to a full-time position by August 2014.

Curriculum: Latin and Greek Language

**Latin 100-200:** Classics faculty members have become increasingly dissatisfied with the reading ability of students entering the 300 level Latin reading courses. **Recommendation:** This year the Department will revise goals for achievement at both the 100 and 200 levels. In general, extensive reading in Latin authors will likely be introduced earlier and in a more intensive fashion at the 200 level.

**Greek 100-400:** Due to recruiting efforts and curricular revisions at the 100 level, enrollments in Greek are increasing. The addition of a Greek historian to the faculty will continue this trend. Retention, however, is weak from the 100 to 200 level. **Recommendation:** Developing a coordinated ancient Greek program is a top priority. A previous review of the Latin program resulted in notable increases in retention, and it is anticipated that similar revisions will have a positive impact on the Greek program. An intensive format that will allow students with tight schedules to continue Greek at the 200 level will be considered.

**Archaeology Major:** Classics was prime leader in the development of the Archaeology program, and will continue this role for the new major. This year we intend to put in place a core of courses designed to meet the needs of the program, which will include working with Dr. Alvaro Ibarra (Roman archaeology) in Art History.
Student to Teacher Ratio: Language Courses and Adjunct Dependency

Revisions to curriculum and the various degrees of assessment will only do so much to improve student achievement in elementary Latin courses. These courses are currently over-enrolled. The caps in four sections have been pushed higher every year until they are now set at 26 students per section, and these caps are met before freshman enrollment is completed. National studies show that language acquisition is most effective with lower student to teacher ratios (15:1).

Further, as the College Strategic Plan itself argues adjunct usage needs to be decreased not increased. The use of non-permanent faculty, no matter how highly qualified they may be, destabilizes programs and detracts from the College’s academic reputation. Adjuncts must prepare to be active on the job-market every year and this, combined with heavy teaching loads, creates a strong impediment for the research and professional standing required of a college-level instructor. Specifically in Classics, Greek and Latin instructors are not readily available in the community. If our adjuncts were to leave for permanent positions, as is likely given their record, then we would immediately need to conduct national searches to replace them. This cycle of buy-cheap-and-replace for Classics will prove inefficient in the long run.

Recommendation: Lower the cap for elementary Latin and Greek sections to 20. This goal will require changing the composition of the faculty in stages: (1) since the College already suffers from an addiction to adjunct usage, convert the 2 current adjunct positions to permanent positions by fall 2013; (2) add a permanent line by fall 2014. If this is not done, demand will continue to exceed supply, and when this happens, programs atrophy.

Student Academic Community

The faculty intends to increase the academic camaraderie among its majors and minors.

Recommendation: Developing a sense of community always depends on a variety of factors that are not easily predicted or controlled, but the environment for such can be made more conducive. (1) This year changes in space were made to begin developing within the Department a research lab for faculty and their advanced students. Also funds were allotted to refashion Randolph Hall 301B into a functional Departmental library and seminar room. These spaces for collegial research should continue to be enhanced. (2) Revitalize the Classics Club and the Honor Society, Eta Sigma Phi. (3) Include select students in Departmental planning as appropriate.

Involvement in the Honors College

Current staffing levels and enrollment demands are such that participation by Classics in HONS has dwindled. This year participation was restricted to the Roundtable discussions for Honors College FYE. Classics is a cornerstone of Western Civilization and the lack of regular contributions by Classics to Honors does not serve the College or the Department.

Recommendation: When the current cycle of faculty leave has been completed, increase involvement in the Honors College for fall 2013. This increased involvement would be solidified by the faculty line added in 2014.

Advisory Council: The Department would benefit from developing an advisory council, drawing members from the community and immediate region.
V. Supporting Data

Statistics: Course Information, Student Trends, and Diversity http://ir.cofc.edu/aadeptdata/

Faculty Productivity: Research and Professional Development [Attached]

Faculty Service Contributions [Attached]

Annual Assessment Report [Attached]

**Faculty Productivity: Research and Professional Development**

**Books**

Published

- *Horace’s Iambic Criticism*. Mnemosyne Series (Brill, 2011) xi + 300 [Tim Johnson]

Under Contract


In-Progress

- *Suetonius’ Life of Augustus*, Oxford Greek and Latin College Commentaries [Darryl Phillips]
- *Euchaita: The History and Archaeology of a Late Roman/Byzantine City*, proposal submitted to Cambridge University Press [Hugh Elton, John Haldon, James Newhard, eds.]

**Journal Articles/ Book Chapters**

Published/Forthcoming

- “Potestas and Auctoritas: Augustus and Elections 27-17 B.C.,” in *Collection Latomus, Studies in Latin Literature and Roman History*, 16 (2012) [Darryl Phillips]
- “The Temple of Divus Iulius and the Restoration of Legislative Assemblies under Augustus,” *Phoenix* 65:3-4 (2011) [Darryl Phillips]

Submitted

- “The Post-Menopausal Pythia: Ritual Purity through Renewed Virginity,” submitted to *Greek, Roman, and Byzantine Studies* [Kristen Gentile]
- “Greek Perceptions of Menopause,” submitted to the *Journal of the History of Medicine and Allied Sciences* [Kristen Gentile]
• “Reading the Civic Landscape of Augustan Rome,” submitted to the conference proceedings of Urban Dreams and Realities: An Interdisciplinary Conference on the City in Ancient Cultures [Darryl Phillips]

Field Work/Projects
• The Avkat Archaeological Project. Central Turkey [James Newhard, Assistant Director]
• The Iklaina Archaeological Project [Joann Gulizio]
• The Palace of Nestor (publication of the Linear B tablets from Pylos) [Kevin Pluta]

Scholarly Presentations (Referred/Invited)

International
• “Horace’s Duet with Canidia: Iambic-Lyrical Responsions,” at Re-evaluating Horace’s Epodes, University of Manchester, UK (2012) [Tim Johnson]
• “Reading the Civic Landscape of Augustan Rome,” at Urban Dreams and Realities: An Interdisciplinary Conference on the City in Ancient Cultures, Edmonton Canada (October 2011) [Darryl Phillips]
• “Approaches to Field Survey: The Case of the AAP,” invited paper presented at The Avkat Archaeological Project: Workshop, Research Center for Anatolian Civilizations, Koç University, Istanbul [James Newhard]

National
• “Mortal and Immortal Birth: Hippocrates and the Homeric Hymns,” Southern Association for the History of Medicine and Science, 14th Annual Meeting, Atlanta, GA. March 2012 [Kristen Gentile]
• “Complaints of an Old Lady: Sappho, Women, and the Aging Process,” Classical Association of the Middle West and South, April 2012 [Kristen Gentile]
• “Critical Comfort: Horace on Vergil’s Quintilius,” Classical Association of the Middle West and South, Baton Rouge, LA (April 2012) [Tim Johnson]
• “Lost in Translation? Metaphrase, Paraphrase and the Translator’s Ars.” Invited lecture, University of Mary Washington (September 2011) [Noelle Zeiner-Carmichael]

Regional:
• “How Travel Narratives and Guidebooks Shape National Identity,” American Association of Italian Studies, Charleston SC (May 2012) [Anne Saunders]

Editorial, Review, and Referee Activities
• Editorial Board Member: Bryn Mawr Classical Review [Tim Johnson]
• Editorial Board Member: Mediterranean Studies [Darryl Phillips]
• Review Panelist, NEH Digital Humanities Implementation Grants [James Newhard]
• Outside Reader (Article) at request of Gareth Williams, ed. AJPh (December 2012) [Noelle Zeiner-Carmichael]

Grants Received (External/Internal)

External
• Archaeological Institute of America, Society Incentive Grant ($500) [James Newhard]
• Princeton University ($5,000) [James Newhard]
• International Conference: Urban Dreams and Realities: An Interdisciplinary Conference on the City in Ancient Cultures, Edmonton Canada ($750) [Darryl Phillips]
• National Endowment for the Humanities ($3,900) to attend the NEH Summer Seminar Communication, Empire, and the City of Rome at the American Academy in Rome, Italy, from June 25 to July 27, 2012 [Noelle Zeiner-Carmichael]
• The National Science Foundation, “The College of Charleston Center for Social Science Research,” awarded $1,000,000.00 (September 2010 - September 2013) [Co-Investigator: James Newhard]

Internal
• LCWA Strategic Plan Initiative Grant ($2,000) to fund revision of a study abroad program to Greece [Kristen Gentile]
• LCWA Strategic Plan Initiative Grant ($1,060) to fund symposium, “History, Poetry, and War: Gildersleeve’s Past and Present” [Tim Johnson]
• Murray, LCWA Research Grant ($1,117.50) for research: index for Iambic Criticism [Tim Johnson]
• LCWA Faculty Research Grant ($1,000) to fund Avkat digital projects [James Newhard]
• LCWA Faculty Research Grant ($1,000) to attend the NEH Summer Seminar Communication, Empire, and the City of Rome at the American Academy in Rome, Italy, from June 25 to July 27, 2012 [Noelle Zeiner-Carmichael]

Other Research/Instructional Activities and Development
• Honor’s College [FYE], Undergraduate Research Roundtables [Tim Johnson; Darryl Phillips]
• Dissertation Committees: Hamish Williams, “Horace’s Ars Poetica and the Coherent Praeceptor Persona” (Classics University of Cape Town); Michael Ritter, “Historicizing Satire: Satire, History, and Moralizing Discourse” (Classics, University of Florida); Generosa Sangco, “Resuming Sacred Song: Horace’s Roman Odes” (Classics, University of Florida); Robert Brewer, “Quo Ruitis, Generosa Domus: Memory and the Elegiac Model in Ovid’s Fasti” (Classics, University of Florida) [Tim Johnson]
• Research/Consultation: University of North Carolina-Chapel Hill; Peterborough, Ontario CA [James Newhard]
• Book-length translation: Sommocolonia before World War II and The Battle of Sommocolonia, a translation of La Battaglia di Sommocolonia by Vittorio Lino Biondi and Dario Giannini (Garfagnana Editrice, 2012) [Anne Saunders]

Faculty: Service

Department
• Departmental Search Committee, Member (August 2011 - February 2012) [Kristen Gentile; James Newhard; Darryl Phillips; Noelle Zeiner-Carmichael]
• Committee on Tenure and Promotion [Tim Johnson; Noelle Zeiner-Carmichael]
• Chrestomathy, Editorial Board Member [Kristen Gentile]
• Classics Club, Faculty Sponsor [Joann Gulizio]
• Departmental Search Committee Chair, (August 2010 - February 2011) [Tim Johnson]
• Library Liaison [Darryl Phillips]

College
• Archaeology Program, Steering Committee Member [Tim Johnson; James Newhard; Darryl Phillips]
• FYE Presentation: Accepted Students Weekend (October 2011) [Kristen Gentile; Tim Johnson]
• Faculty Advisory Committee to the President, Member [Kristen Gentile]
• Undergraduate and Creative Arts Program Committee, Member [Kristen Gentile]
• Committee on Diversity, LCWA Liaison [Tim Johnson]
• Council on Undergraduate Research Workshop for Undergraduate Research in the Humanities and Social Sciences, Task Force Member [James Newhard]
• Advisory Committee Santee-Cooper GIS Laboratory, Member [James Newhard]
• President’s Commission on Diversity, Access, Equity, and Inclusion, Member [Darryl Phillips]
• Academic Affairs Priorities and Planning Committee, Member [Darryl Phillips]
• Faculty Hearing Committee, Member [Darryl Phillips]
• Search Committee: Dean of the Honors College, Member [Darryl Phillips]
• Faculty Senate, Departmental Senator, LCWA [Noelle Zeiner-Carmichael]
• Committee on Third-Year Review, Tenure and Promotion [History Department] External Member [Noelle Zeiner-Carmichael]
• Search Committee: Dean of the HSS, Member [Noelle Zeiner-Carmichael]
Section 1: Assessment Report 2011-2012

<table>
<thead>
<tr>
<th>Assessment Plan (first two columns)</th>
<th>Assessment Report (all four columns)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge. Develop an annotated bibliography and abstract that demonstrates a working knowledge of the primary resources for research in the field and assess how they would apply to a particular question.</td>
<td>This outcome will be assessed in CLAS 401, a capstone course that is required for all majors. The course is taught each year. We would like 90% to achieve an adequate or above rating and 60% a good rating or above. CLAS 401 (Spring 2012) Adequate or above: 75%; Poor: 25%; CLAS 401 (Fall 2011) Adequate or above: 100% Since the average performance (88%) fell slightly below the desired goal, the faculty will implement a strategy to introduce research resources and their evaluation by the completion of the intermediate level.</td>
</tr>
<tr>
<td>2. Writing. Compose a clear, cogent, and substantial research paper</td>
<td>This major outcome will be assessed in CLAS 401, a capstone course that is CLAS 401 (Spring 2012) Adequate or above: 75%; Poor: Performance meets targets, but, since remediation cannot</td>
</tr>
</tbody>
</table>
(15 pages), identifying relevant secondary literature and developing a rational argument. required for all majors. The course is taught each year. We would like 70% to achieve a good or better rating on this outcome. 25%. CLAS 401 (Fall 2011) Adequate or above: 90%; Poor: 10% occur in a student’s final semester, the faculty will work to implement the following: ensure seniors are enrolled in the fall semester so that follow-up can occur as needed.

3. Critical Thinking /Communication. Present and defend a research topic in an oral presentation, which clearly explains a thesis and employs supporting argumentation in a logical sequence.

This outcome will be assessed in CLAS 401, a capstone course that is required for all majors. The course is taught each year. We would like 90% to achieve an adequate or above rating and 60% a good rating or above.

CLAS 401 (Spring 2012) Adequate or above: 75%; Poor: 25%. CLAS 401 (Fall 2011) Adequate or above: 100%

Since the average performance (88%) fell slightly below the desired goal, the faculty will introduce strategies for and practice in oral presentations by the beginning of the 300 level.

Section 2: Past Assessments

Since Classics consists of multiple tracks (language and cultural studies), CLAS 401 is the one course taken at the upper level by all majors. Therefore, for the past three years it has been a primary field for assessing overall student achievement. The assessment employed has been an extensive research project, requiring that a student demonstrates the ability to think critically, ask questions pertinent to the languages and cultures studied, use the research sources germane to the field, and write at a level that would recommend the student to the graduate level.

Student performance on the research project was recorded and assessed. For example:

Spring 2008
Exceptional: 33.3%
Acceptable: 50%
Unacceptable: 16.7%

Fall 2010
Exceptional: 37.5%
Acceptable: 62.5%
Unacceptable: 0

Based on this assessment, specifically the low percentage of students performing at the highest tier, the faculty worked together to implement these changes. (1) The faculty developed and employed more specific and common rubrics to measure student performance in CLAS 401. These rubrics, put in effect for the 2011-2012 academic year, are attached. The results are given in the above table. (2) The faculty developed systematic goals for each level of Classical language instruction and introduced these into the curriculum.
Section 3: General Education

a) Rationale: The mission of the Department of Classics is to promote an understanding of the ancient Greek and Roman worlds and their legacies through an investigation of the languages and cultures of these civilizations. The study of Classical language and culture is based on two human networks: Greece and Rome. As such, it is by nature and design interdisciplinary. Therefore, Classics covers a broad range of curricula interests and fulfills more specifically the following General Education Dimensions of Learning: social and cultural analysis; human history, artistic, cultural, and intellectual; understanding and using multiple cultural perspectives; foreign language study. Through these areas, Classics courses teach necessary skills in critical thinking, research, and communication.

b) Sample Classics Courses

<table>
<thead>
<tr>
<th>General Education Competency</th>
<th>Program Course</th>
<th>Assessment Measures</th>
<th>Results and Use for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I (Research and Communication in Multiple Media and Languages)</td>
<td>CLAS 270 (Romans in Cinema)</td>
<td>Exams and paper</td>
<td>Students, taking this course for general education credits, use multiple media types to analyze and understand different cultural perspectives stemming from the Romans. Faculty work together to monitor student performance of this competency.</td>
</tr>
<tr>
<td>II (Analytical and Critical Reasoning)</td>
<td>CLAS 256 (Ancient Satire)</td>
<td>Exams and paper</td>
<td>Student who use this course for their general education credit are able to read great works of literature that have shaped the perspectives of other cultures. Faculty work together to create common assignments and assessments, and to monitor student progress.</td>
</tr>
<tr>
<td>III (Historical, Cultural, and Intellectual Perspectives)</td>
<td>CLAS 102 (Ancient Roman Civilization)</td>
<td>Exams and written assignment</td>
<td>Students who use this course for general education credit are able to conduct analyses of perspectives of other cultures. Faculty work together to create common assignments and assessments, and to monitor student progress.</td>
</tr>
<tr>
<td>IV (International and Intercultural Perspectives)</td>
<td>CLAS 103 (Classical Mythology)</td>
<td>Exams and written assignment</td>
<td>Students who use this course for their general education credits are able to compare and contrast how mythic systems of different cultures have interacted over time. Faculty work together to create common assignments and assessments, and to monitor student progress.</td>
</tr>
<tr>
<td>VI (Advanced Knowledge and Skills in Major Area of Study)</td>
<td>CLAS 401 (Research Seminar in Classics)</td>
<td>Research Paper</td>
<td>In this course, Classics majors demonstrate their level of knowledge and skills in Classics. Faculty work together to create common expectations, assignments, and assessments at all levels of the Classics program to monitor students before they reach the final capstone.</td>
</tr>
</tbody>
</table>