2017-2018 Annual Report

Department of Classics

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Dr. James Newhard
Chair
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I. Status of the Discipline from a National Perspective

The status of the Classics from a national perspective, and the Department’s position within the discipline, was reviewed in the 2016-2017 annual report. Briefly summarized, departments or programs in Classics, generally speaking, exist in 1 of 3 arrangements: as small programs focused upon ancient language instruction with a small sample of civilization courses; comparatively small language instruction paired with large civilization courses geared towards general education; and more balanced programs where language and civilization courses are offered consistently at all levels of instruction with several major and minor tracks. The Department of Classics at the College of Charleston fits into this third arrangement:

- The Department consists of a number of faculty representing a wide array of specializations within the classic tripartite divisions of the field. This breadth of specialization provides expertise across the breadth of the discipline and they ways in which Classics can effectively engage within the institution and within society writ large.
- Classics holds a central place within the institution, connected with other units via curricular, research, and co-curricular activities. In terms of curriculum Classics engages with a variety of programs in the social sciences, humanities, arts, natural/computational/mathematical sciences, business, and education. Many of these disciplines count classics courses as a part of their major/minor programs, or their students are engaged within the AB program, high impact experiences, or within the classics program as minors or second majors. The Department considers it role as a contributor to the education of the entire student body as central to its mission. The Department consistently offers courses in the FYE (and was one of the first participants), and offers courses that are applicable to General Education requirements in foreign language, humanities, and history. Classics is viewed as a model program in integrating language and culture within the freshman experience and its overall curriculum.
- Classics engages substantially with other units/faculty on a variety of research and co-curricular initiatives. Classics engages in collaborative research with individuals within historic preservation, geology, anthropology, and computer science; participates in school- and institutional-wide initiatives to strengthen interdisciplinary engagement, sponsors an annual ‘Classical Charleston’ lecture series that has involved a variety of entities across the institution, and increasingly engages with local/state partners on matters relating to Classics.
- The Artium Baccalaureatus degree (AB), available to any student regardless of major, requires 24 hours in Classics (18 hours in either Greek or Latin, 6 hours in civilization), and is the oldest and most distinguished undergraduate degree at the College.

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1 Newhard, James (2107). ‘2016-2017 Annual Report. Department of Classics.’ College of Charleston. Submitted August 1, 2017. Given that no new data is forthcoming from relevant national organizations (such as the Modern Language Association or the Society for Classical Studies), the analysis provided within the 2017 report will be referred to when discussing the Department in a national context.
2 e.g., accounting, archaeology, art history, anthropology, biology, computer science, education, film studies, geology, historic preservation & community planning, history, philosophy, political science, public health, urban studies, and women’s and gender studies
3 Charleston Association of Medieval Scholars, Committee on Multi- and Inter-Disciplinarity, Center for Historical Landscapes
4 e.g., African American Studies, Center for Public Choice and Market Progress, History, Historic Preservation, Avery Research Center, Political Science, Office of the First-Year Experience.
• Courses are available at every level of the curriculum every semester in ancient Greek, Latin, and civilization - often with multiple sections. The department manages these offerings with efficiency, logging a student-to-faculty ratio well above institutional norms.
• The BA Classics tract, re-designed in 2016-17, provides a structure that presents classical civilization in a way that cultivates the study of these cultures within the context of the modern, and requires high-impact experiences that assist students into economic sectors of their interest.
• The Lowcountry contains upwards of a dozen Latin programs in the secondary school. A majority of these are staffed by College of Charleston alumni, providing a facile network for recruitment and engagement.
• The Department is well-supported by a growing partnership of friends and alumni, financially contributing to programmatic and student retention efforts. Classics enjoys endowed support from generous friends: Robert H. Duryea, Jr. Memorial Scholarship Fund; Theodore B. Guérard Fund (Elizabeth Wright and family); Johnson-Vest Scholarship Fund (Lucia Johnson and Edward Vest); The Mouzon Scholarship Fund (Margaret Eigner; Catherine Sadler); in addition to Mitch Cordes, Allen and Barbara Jackson, and a growing list of alumni, faculty, and friends. Classics is most grateful to all its friends and supporters.
• The Department holds facilities for the cultivation of a strong ethos of student-faculty engagement. RAND 301B serves as a classroom/seminar room with open study space for students, and is equipped with AV and conferencing capability. RAND 308D includes an advanced research/writing lab for faculty-student collaboration, containing all the major texts in Greek and Latin and computers with a searchable database of all Greek and Latin literature. Classics maintains one of the few ancient glass labs in the country, the only such lab for an undergraduate program. Faculty attached to the Center for Social Science Research regularly engage with students in the areas of geospatial applications and digital humanities. We also maintain inside the Department a cast museum, which has a full-scale replica frieze from the Parthenon. These spaces are essential for building a genuine academic community among our students.

Impacting the Discipline
Given the strength of the Department in programming, curriculum, enrollment, and faculty, the Program has the opportunity to impact the future of the discipline. Our successes in developing a strong program are not typical, and merit wider discussion and application. The strength of classics as a discipline is the balances between traditional approaches to the subject, and innovative perspectives that apply new methods, incorporate them into the discipline and curriculum, and contextualize the subject matter within the modern world. Classics at Charleston has significant contributions to provide in these respects.

Impacting the College
The College of Charleston is increasingly being spoken of as a comprehensive undergraduate university with a tradition in the liberal arts and sciences. While this is descriptive in terms of its size and focus and evocative of several of the Carnegie classifications often associated with the College, it is a label that holds some caution. Within this designation is predominantly found institutions that are comprehensive in the breadth of undergraduate programs, provide graduate or other programs that target local/regional needs, and are in many ways focused upon impacting the educational benefits of the local region. These institutions are affected by a decline in state support, coupled by a decline in enrollment. To compensate, a strategy has been to focus upon programs that bring a
distinctive mission to the institution. For some, this is bending to the needs of the students and region (e.g., Clarion University). For others (e.g., Mansfield University), it is a focus upon the liberal arts or other elements that bring distinction to the institution.

The College is familiar with these conditions and is increasingly financially sensitive to enrollment and retention numbers. In 2017, the College had an 80% acceptance rate and an enrollment rate of 19%. 1-year retention for first-time students is reported at 78%. We are accepting more, fewer of those students are coming, and nearly a fifth of those students do not return for a second year. For a successful outlook, the institutional yield (the number of accepted students who enroll) needs to rise, and we need to retain the students once they walk under Porter’s Lodge.

The number of higher education options in the Charleston region is extensive, running the gamut from for-profit technical to major research institutions. For its population, competition is fierce. Turning to the option of supplying local needs within a regional context needs to be pursued, but is not a complete solution to long-term success of the institution or overall health of the state. Marketing the institution regionally leads the institution to obscurity, and does little to encourage high quality students to remain in the state, nor for talented individuals to relocate. For long-term success, the institution needs to identify programs of distinction — those elements that are nationally or regionally (beyond the Lowcountry) pre-eminent, and/or because of Charleston’s unique cultural/ecological niche bring a unique learning experience unparalleled by other institutions. Such programs will provide a marketing message that transcend the Lowcountry to the broader state of South Carolina, southeastern US, and the nation as a whole.

Within this strategy, Classics makes its mark as a program of distinction. Compared nationally, the program ranks highly, and it is without peer within the state. In 2017, the College of Charleston was cited as being one of the ’30 best small colleges for a classical education’ by the website ‘Best Value Schools’. Aggressively marketing Classics within admissions and other materials would add to the recognition of the College as an institution with a liberal arts core, and assist in attracting high performing students to the College that would otherwise be attracted elsewhere.

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II. Program

Mission statement
The mission of the Department of Classics is to promote an understanding of the ancient Greek and Roman world and its legacy through an investigation of the languages and cultures of these civilizations.

In addition, the mission of this Department is to fulfill all aspects of the mission of the School of Languages, Cultures, and World Affairs and the mission of the College of Charleston that fall within the academic fields of this Department. It is this Department’s task to oversee those areas of study.

- Approved by the Roster Faculty of the Department of Classics, January 16, 2007.
- Revisions approved by the Roster Faculty, October 7, 2014

Priority strategies and tactics in the College’s strategic plan
As detailed in the 2017 Annual Report, the Department of Classics contributes to a majority of the strategies of the College’s Strategic Plan:

- STRATEGY 01: ENHANCE THE UNDERGRADUATE ACADEMIC CORE.
- STRATEGY 03: DEVELOP AND RETAIN A HIGHLY QUALIFIED AND DIVERSE FACULTY AND STAFF.
- STRATEGY 04: RECRUIT, ENROLL AND RETAIN AN ACADEMICALLY DISTINGUISHED, WELL-PREPARED AND DIVERSE STUDENT BODY.
- STRATEGY 08: COLLABORATE WITH LOCAL, NATIONAL AND INTERNATIONAL INSTITUTIONS TO LEVERAGE HIGHER EDUCATION FOR A STRONGER SOUTH CAROLINA.
- STRATEGY 09: ESTABLISH CAMPUSWIDE POLICIES AND PRACTICES TO GENERATE NEW RESOURCES AND FOSTER GREATER SELF-SUFFICIENCY.
- STRATEGY 10: PURSUE NATIONAL RECOGNITION FOR THE COLLEGE OF CHARLESTON’S PERSONALIZED LIBERAL ARTS AND SCIENCES EDUCATION AND FOR THE DISTINCTIVE FEATURES OF ITS UNDERGRADUATE AND GRADUATE PROGRAMS.

As an academic unit, its highest priority is upon the enhancement of educational and research opportunities for its students and faculty (strategies 1 and 3), and to leverage these activities to the furtherance of the Institution’s overall fiscal health and its wider standing within higher institution (strategies 4, 8, 9, and 10).

In furtherance of these strategies and the pursuance of the Strategic Plan as a whole, the Department actively contributes to the tactics found within the Strategic Plan:

1.01 Provide each student a personalized experience that integrates classroom learning with at least two of the following: research and creative activities, civic engagement, study away, internships and peer education.

The Department has a long-standing commitment to a curriculum and rapport with students that emphasizes the advising and mentoring of students to ensure an educational pathway that maximizes
the likelihood of success within the program and beyond. Small class sizes and mandatory advising with majors have been key to this success.

- The research programs of its faculty, particularly within classical archaeology, routinely engage students within research activities – either via ad hoc or voluntary opportunities, within independent studies, or as paid research assistantships funded via external grants, URCA, or other resources.
- The Department piloted in 2016-17 a program of peer education for introductory courses in Latin and Greek, a practice normally associated with math and natural science.
- In 2016-17, BA major in Classics – the major program designed to accommodate students with an interest in classical civilization but who have professional plans outside the designs of advanced study in the discipline or related fields – expanded its capstone requirement to include opportunities for internships, research experiences, and independent studies.
- In 2016-17, study abroad opportunities for students across campus were enhanced by having College Year in Athens (CYA) obtain affiliate status with the College. Two classics majors attended CYA for the entirety of the 2017-18 academic year, and a third will take advantage of this opportunity in 2018-19. The Department of Classics fielded a successful Maymester study abroad program to Greece under the direction of Drs. Alwine and Flores.

1.02 Enhance undergraduate academic programs that are strongly linked to the history, traditions, culture and environment of Charleston and the Lowcountry.
The College of Charleston has an historical grounding within the liberal arts, and Classics is central to this identity. The Department administers the Artium Baccalaureatus degree, the original degree awarded by the College. As of spring 2018, 131 students from all 5 schools of the College are pursuing this degree.

1.08 Support foreign language initiatives that combine language skills with study of global cultures and world affairs as well as professional education. Intensify introductory and intermediate language courses and expand instruction in strategic languages.
Classics has been viewed for some time as an example to follow when integrating the study of global cultures and world affairs with foreign language. Students of Greek and Latin are exposed from their first days in the classroom with a rich dataset of a globally interconnected and multi-cultural society.
Students in intermediate and advanced courses, in particular, deal straight on with the writings of the Greeks and Romans addressing matters relating to the human condition. These language courses are supplemented with courses in Greco-Roman civilization that further deepen understandings of these cultures.

In 2017-18, the Department implemented a revision of its introductory and intermediate ancient Greek curriculum, deepening the cultural context and understanding through an active reading method. This complements changes to the Latin curriculum in 2016-17, which intensified the introduction of grammar and syntax and deepening the cultural context and understanding through the reading of original texts.

1.10 Continue to develop select online undergraduate courses and programs.
In spring 2018, an additional faculty member was trained in digital education. 1/3 of the Classics faculty is now DE ready. In 2017-18, CLAS 111 was effectively transferred to an online format while

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8 Particularly impacted would be students in the fields of Classics, History, Art History, Environmental Studies, Anthropology, Political Science, Archaeology, and International Studies
simultaneously increasing overall enrollment in the course and the variety of pacing (full term, Express I, Express II). In fall 2018, an online section of LATN 101 will be piloted.

1.13 Embed global competencies into general education and major requirements.
The Department of Classics revised the BA Classics major in 2016-17, effective for new majors in fall 2017. Within these revisions, distribution requirements were added that embed a global perspective to their study of Greco-Roman civilization.

4.09 Establish a communication and mentoring network that engages alumni, current students and prospective students.
In 2017-18, the Department upgraded its alumni database to enhance communications with friends and donors of Classics, building towards a communication and mentoring network for students, alumni, and prospective students.

8.02 Expand study abroad opportunities for students through bilateral and consortium agreements, College programs abroad and joint-degree programs with foreign universities.
In 2016-17 the College of Charleston entered into a consortium agreement with the American College of Greece, an institution in Athens, Greece accredited by NEASC with degrees offerings in business, liberal arts, and fine arts. The College further established affiliate status with College Year in Athens, one of the oldest and highly regarded study abroad institutions in Greece, which particularly focuses upon curricula in classics, archaeology, anthropology, international studies, and environmental studies. Two students attended CYA in 2017-18, and a third will attend in 2018-19. In Maymester 2018, the department fielded a study abroad program to Greece.

8.05 Establish additional relationships with PK-12 schools exemplified by established partnerships with area schools and districts.
In 2017-18, the Department developed a series of short presentations suitable for high/middle school students, making them available to local Latin programs. An evening reception was held for local Latin educators in an effort to increase communication and engagement.

Dr. Andrew Alwine is Vice President for the state of South Carolina within the Classical Association for the Middle West and South (CAMWS). This position places Dr. Alwine (and the Department, by extension) as the entity responsible for coordinating PK-12 and higher education programs in classical studies within the context of one of the largest professional organizations for classics in the country.

8.06 Continue to develop partnerships with the business community toward the goal of collaboratively promoting economic development.
As a part of the BA Classics revision, the Department of Classics established a course for internships, which can count towards the high impact experience requirement for the BA. Further development of networks and partnerships with the business community is a goal for the 2018-19 academic year.
9.05 Educate, engage, energize and excite the College base of parents and alumni, including active participation by campus advisory committees and boards, in support of fundraising initiatives.

The Department was an active participant in the Foundation’s fundraising initiative in February 2017, which energized and engaged faculty, alumni, and friends of Classics, and provided a springboard for further actions to be taken in the 2017-18 academic year.

10.02 Achieve consistent and widespread (state, regional and national) recognition of the College of Charleston as an exceptional public liberal arts and sciences university that provides the academic rigor, student experiences and prestige of a private liberal arts college along with the opportunities, advantages and affordability of a public university.

Data and analysis presented in 2017 made the case for the Department of Classics to be viewed as a nationally pre-eminent program, based upon its enrollments, size of faculty, breadth of program offerings, engagement in research and national service, and student placement. In 2017-18, the Department began to bring recognition of this condition to internal and external stakeholders.

**Program goals and their relationship to the College’s strategic plan**

The Department has the following goals in place for the upcoming academic year:

- Review the efficacy of changes made to the Latin curriculum in 2016-18 (Strategy 1, tactic 1)
  - Monitor retention of Latin students in the introductory and intermediate courses
  - Assess learning outcomes in LATN 202
  - Compare outcomes to prior years to determine whether the curricular changes in Latin influenced retention and/or preparation for advanced readings in Latin.
- Implement the BA Classics revisions (Strategy 1, tactic 1; Strategy 4, tactic 9; Strategy 8, tactic 6)
  - Develop advertising and marketing materials for the revised program
  - Coordinate with the Career Center to establish internship and mentoring opportunities
  - Review assessment measures for the major
- Assess potential changes to the AB Classics degree (Strategy 1, tactic 1,2)
- Increase engagement with cognate programs and the Honors College (Strategy 1, tactic 4, 9)
- Improve the connections and communications between PK-12 educators and the College (Strategy 8, tactic 5)
- Improve connections between alumni and friends of the department (Strategy 9, tactic 5)
- Expand the role of Classics in the recruitment of students to the College (Strategy 10, tactic 1, 2, 3, 6, 9)

The general focus in the coming year will be review major programmatic changes made in 2016-17 and leveraging the strengths of the department to increase recruitment of students to the College and the improvement of our ties to SC PK-12 schools in order to strengthen the overall health of education across the state.

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Student Learning Outcomes in Classics [A.B. Classics; B.A. Classics]

In 2017-18, learning outcomes for the AB and BA tracks in classics were diverged, owing to the revision of the BA Classics major that took effect this year. While the learning outcomes for were unchanged, the place within the curriculum where the BA Classics major was assessed was changed, such that there were similar measures applied at the begging and end of the major to better track the acquisition of competencies.

AB Classics

Student Learning Outcome 1 (Knowledge):
Students will demonstrate a working knowledge of the foundational resources for research in the field and assess how they would apply to a particular question. This outcome will be assessed at both the formative (LATN 300 / CLAS 300) and the summative stages (CLAS 401).

- **Measure 1.1** [LATN 300 / CLAS 300]: Students will complete an assignment requiring that they identify the major research tools for the field of Classics and apply them to specific research problems. The answers given must be presented in correct form.
- **Measure 1.2** [CLAS 401]: Students will create for a research project 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.

Student Learning Outcome 2 (Writing):
Conduct a clear and cogent, research project utilizing relevant secondary literature and developing a rational argument. This outcome will be assessed at both the formative (LATN 300 / CLAS 300) and the summative stages (CLAS 401).

- **Measure 2.1** [LATN 300 / CLAS 300]: Students will write a formal essay on a topic assigned or approved by an instructor of record.
- **Measurement 2.2** [CLAS 401]: Students will write a substantial research paper (20-30 pages) on a topic assigned or approved by an instructor of record for CLAS 401.

Student Learning Outcome 3 (Communication/Critical Thinking):
Students will 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 at both the formative (LATN 300 / CLAS 300) and the summative stages (CLAS 401).

- **Measurement 3.1** [LATN 300 / CLAS 300]: The student/students will present on an assigned article or research topic.
- **Measurement 3.2** [CLAS 401]: The student will give a 7-10 minute oral presentation on an assigned or approved research topic.

BA Classics

Student Learning Outcome 1 (Knowledge):
Students will demonstrate a working knowledge of the foundational resources for research in the field and assess how they would apply to a particular question. This outcome will be assessed at both the formative (CLAS 200) and the summative stages (CLAS 300-level).

- **Measure 1.1** [CLAS 200]: Students will complete an assignment requiring that they identify the major research tools for the field of Classics and apply them to specific research problems. The answers given must be presented in correct form.
• Measure 1.2 [CLAS 300-level courses]: Students in 300-level CLAS courses will complete an assignment requiring that they identify the major research tools for the field of Classics and apply them to specific research problems. The answers given must be presented in a correct, professional format.

Student Learning Outcome 2 (Writing):
Conduct a clear and cogent, research project utilizing relevant secondary literature and developing a rational argument. This outcome will be assessed at both the formative (CLAS 200) and the summative stages (CLAS 300-level).
• Measure 2.1 [CLAS 200]: Students will write a formal essay on a topic assigned or approved by an instructor of record.
• Measurement 2.2 [CLAS 300-level]: Students will write a formal research paper (12-20 pages) on a topic assigned or approved by an instructor of record.

Student Learning Outcome 3 (Communication/Critical Thinking):
Students will 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 at both the formative (CLAS 300-level) and the summative stages (CLAS 400-level).
• Measurement 3.1 [CLAS 300-level]: The student/students will present on an assigned article or research topic.
• Measurement 3.2 [CLAS 400-level]: The student will give a 7-10 minute oral presentation on an assigned or approved research topic.
III. 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, re-enforcing the Department’s standing as the flagship program in South Carolina and a pre-eminent national program.

Programming and Enrollment Trends

Classics at Charleston is distinguished by the breadth and diversity of its offerings compared to other peer institutions and similarly sized programs. Courses in 2017-2018 featured content in Greek, Latin, classical culture, ancient history, classical archaeology, and public health – coverage not found in any institutionally-identified 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 interdisciplinary programming that gives students the flexibility necessary for today’s job-market.

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<td>300</td>
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* Includes FYE LC/linked with CLAS 105

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<td>200</td>
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<tr>
<td>300/400</td>
<td>Advanced</td>
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* Includes 3 courses counted for Archaeology and 1 each for Historic Preservation, Public Health, and Women’s and Gender Studies

** Includes FYE LC/linked with CLAS 105 and GREK 101

<table>
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<td>HIST 370 (spring)</td>
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**TOTALS** | 49 | 1025

Summary of Enrollment Data

The 2017-18 academic year saw lower enrollments in CLAS and LATN than in prior years. Internal and external factors – some short-term, some long-term – played a role. The Department has employed a series of measures to address these impacts.
Internally, the Department received serious cuts to its workforce, owing to sabbaticals and the assumption of extensive and prolonged service to the Institution. Sabbaticals can, in most cases, be structured and planned. The prolonged nature of Dr. Johnson’s service as interim dean, however, has had consequences in terms of long-term enrollment planning, given that the term of service has been extended several times beyond what was expected. When paired with sabbatical and release times provided to faculty, the ability to provide curriculum becomes a serious challenge. The department overcame these challenges by employing adjunct faculty, reducing participation in FYE and WGST, and reducing class size in normally-large enrolling 100-level CLAS courses to provide flexibility to faculty course assignments.

The total number of departmental course/sections offered (49) was above 6-year norms.10 This entirely stems from doubling the number of sections of CLAS 111 from an average of 3 per year to 7 in 2017-18. Three courses were taught for History (HIST) which is within normal historical trends; the Department did not field a first-year seminar or section of WGST 200, which is atypical for the department when compared to recent norms. The department still contributed to the FYE and WGST by teaching CLAS 242 (counts towards WGST) and a Learning Community linking a section of GREK 101 with CLAS 105. Latin sections were reduced by 1 (from 20 in 2016-17 to 19 in 2017-18). The average student-per-course/section was 21.4, which is below the 5-year average of 24.9. The Department performs at a higher average than the school (LCWA = 16.9), and clusters with other programs that offer a large number (if not wholly) culture-related courses (AFST, JWST, LACS, INTL). When looking to the amount of student credit hours generated adjusted for the number of faculty per unit (IFTE), Classics clusters with the averages for the areas studies programs in LCWA,11 and outperforms the language-focused programs12 and the overall LCWA average.

Latin enrollment unexpectedly decreased in 2017-2018, largely the result of a marked decrease in fall LATN 101 enrollments, completely outside of historical norms.13 The rationale is unknown; neither qualitative nor quantitative changes in communications with entering freshman (the primary cohort of students enrolled in LATN 101) occurred. The overall freshman class to the College, while smaller than in previous years, was not so diminished as to explain the discrepancy. Actions were taken in 2017-18 and will continue to be taken in order to improve enrollments and retention (see Goals for the Future).

There were some positives. Despite the unexpected under-enrollment of LATN 101 in the fall, spring LATN 101 enrollments were within historical norms,14 and the retention of the fall cohort into spring LATN 102 was an 8-year high.15

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10 45 (2011-2012); 43 (2012-2013); 47 (2013-2014); 44 (2014-2015); 42 (2015-2016); 47 (2016–2017); 44.6 (6-year average).
11 AAST, AFST, EUST, INTL, JWST, LACS
12 ASST, FREN, GRMN, HISP, IIST
13 The average fall enrollment from 2007 to 2016 was 94.2, with a standard deviation +4.9. The fall 2017 enrollment was 57; a 40% deviation from the norm.
14 10-year average for spring LATN 101 = 43.1, with a standard deviation +9.5. 5-year average = 37.8, s.d. +11. The spring 2018 enrollment was 36.
15 2010-2017 drop average = 44%. 2017-2018 average was 37%. Despite this, the actual number of students in LATN 102 in the spring was a 10-year low. Average = 55.5, s.d. +7.9. Spring LATN 102 enrollment = 36.
Enrollments at the intermediate levels were also low. The cause stems largely from a less than average retention between fall 2016 LATN 101 and spring 2017 LATN 102, which was outside historical norms. Despite strong retention in ensuing semesters, LATN 201 and 202 numbers remained low in 2017-18 compared to recent years. It is expected that depressed numbers experienced in intermediate Latin this year will affect 300-level enrollments in 2018-19.

Despite these immediate conditions, is the norm at the College of Charleston to offer regular and multiple sections of Latin at every level, and this will continue to be the case. National comparisons of Latin at the College to other programs places it among a rarified few of quality and reputation.

Greek enrollments are typically more challenging for any program. Despite the smaller enrollments, Greek numbers remains consistent at the College. The average student-per-course/section for Greek was 11 – higher than the previous year’s average of 8.7 and consistent with the 2015-16 average of 11.4. The total enrollment in Greek for the year (82) was within 10-year averages. The institution of the new textbook in introductory levels appeared to have no impact on overall retention – for good or for ill. The rolling 5-year average remains relatively stable. Despite this consistency and strength in comparison to programs nationally, actions are being taken to improve enrollments and retention (see Goals for the Future). The program offers multiple sections of introductory Greek and consistently offers advanced Greek courses every semester. Numbers that surpass national averages and the breadth of coverage (introductory, intermediate, and advanced courses every semester) positions the Department to develop a nationally recognized Greek program and to take a national lead in promoting best practices for pedagogy and program development.

Civilization and Culture. As reported last year, the main area of growth has been in classical culture (CLAS) courses, given a 68% increase over a 12-year period, which is independent of any enrollment fluctuations at the institutional level. The 2017-18 enrollments in CLAS courses were low in overall numbers in comparison to recent years, but equal to the 10-year average. When adjusted for population, the trends were the same: lower than in recent years, but not outside of norms.

The reasons for the decline were largely the result of managing faculty teaching loads, in response to service and sabbatical releases. Several large 100-level courses were capped at 50% of normal to enable flexibility in scheduling; given the uncertainty of staffing, enrollment caps were brought into greater parity to allow for greater flexibility in adjusting final teaching schedules. Thus, enrollments in these courses were curtailed by approximately 80 students. Further retraction from the FYE and WGST owing to reduced instructional capacity further lowered the overall enrollment numbers.

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16 6-year average for LATN 200/300-level courses = 175.2, standard deviation +/-11.7. 2017-18 enrollments = 147.
17 10-year drop rate average between fall LATN 101 and spring LATN 102 = 40%, s.d. +/-6%. Fall 2016 to spring 2017 drop rate = 61%.
19 2007-2017 average = 75.3, s.d. +/-10.4
21 Newhard.
22 2017-18 enrollment = 663. 10-year average = 662.9, s.d. +/-118.9. The high standard deviation results from the significant increase in CLAS enrollment (457 in 2007-08, compared to 663 in 2017-18).
23 2017-18 enrollment = 3.35% of overall population. 5-year average = 3.49% +/- .45%.
While quantity and size of courses declined, the student/faculty ratio in classical civilization courses remained high (28.7). Civilization courses at the 100 and 200 level are especially in demand. These courses not only serve as foundational courses for our B.A. major, A.B. degree, and minor in Classics, but also serve the needs of students in other programs.\(^{24}\) Classics courses serve the needs of the SNAP program and its students, some of whom enroll in culture courses as alternatives to their foreign language requirement.

As opposed to the lower enrollments in Latin, the decline in CLAS enrollments were largely a result of internal decisions made in response to palpable reductions in staffing. In 2018-19 Dr. Johnson will remain bound with administrative duties, Dr. Zeiner-Carmichael will be on partial leave, Dr. Alwine will be on sabbatical in spring 2019, and Drs. Gerrish and Sterrett-Kruse will have their fall instructional course load reduced by 1 as a result of positive 3rd-year reviews. Softened enrollments are expected therefore in the forthcoming academic year, despite the hiring of a VAP to assist basic needs. Despite these reductions, Classics will take action in 2018-19 in to expand its reach across the institution and improve enrollments and retention (see Goals for the Future).

**Majors and Minors**

The Department of Classics offers a major in two tracks - 1 focused upon the civilization of the ancient Mediterranean world (BA CLAS) and the other focused on the ancient languages (Greek and Latin; AB CLAS). In addition, the Department liaises with the School of Education to support a degree in education with a focus on Classics, which meets the credentialing standards within South Carolina for secondary Latin instruction. Students may also minor in ancient Greek, Latin, Classical Civilization, or pursue an AB in Classics - all of which require 18 credit hours (or more) of courses in Classics.

<table>
<thead>
<tr>
<th>Major</th>
<th>'15</th>
<th>'16</th>
<th>'17</th>
<th>'18</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB CLAS</td>
<td>27</td>
<td>31</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>BA CLAS</td>
<td>9</td>
<td>12</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>EDCL</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>39</td>
<td>46</td>
<td>41</td>
<td>43</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minor</th>
<th>'15</th>
<th>'16</th>
<th>'17</th>
<th>'18</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAS</td>
<td>13</td>
<td>14</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>LATN</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>GREK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
<td>92</td>
<td>114</td>
<td></td>
</tr>
</tbody>
</table>

The number for classics majors remains relatively stable, within the high 30s to mid-40s. Despite the general stability, the ratio has changed over time. In 2010, there was a near 50/50 split between students pursuing the BA and AB. In spring 2017, the ratio of BA students has dropped to 21%. In spring 2018, that percentage had increased to 28% - a 4-year high and the first year that the revisions to the BA degree took effect. Whether this increase is correlated, corresponding, or coincident to the BA revisions remains to be seen.

Numbers of minors remains stable in general, although 2018 recorded the lowest numbers of CLAS and LATN minors in the last 4 years. Beyond our major tracks and course offerings, Classics is advantaged by its grounding within the foundational spirit of the College. The Artium Baccalaureatus is the oldest and most distinguished degree granted nationally and it is the most widely recognized international degree. It is often restricted to Classics majors. Although it is the oldest degree at the

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\(^{24}\) E.g., Archaeology, Art History, Health Professions, Historic Preservation, History, Urban Studies, and Women and Gender Studies
College, since 1990 it has been open here to any major who earns 24 credit hours in classics (18 hours of either Latin or Greek, and 6 hours of classical culture). Currently there are 101 A.B. students ranging in majors from Biology to Theater. The A.B. degree requires six more hours than a minor in Classics, and therefore keeps the number of minors in Classics artificially lower than if the A.B. were not offered. If A.B. degrees (a minor on steroids) are counted with Classics’ other minors (CLAS; GREK; LATN), the program altogether supports a total of 114 minors. As a whole, Classics ranks 4th of all programs in the production of a minor behind Spanish (N=293), Psychology (N=235), and Environmental and Sustainability Studies (N=126).

Curriculum Development
The 2017-18 academic year was marked by the monitoring and implementation of prior changes to the Latin, Greek, and Classics BA programs. This was the first year of implementation for the revised BA major in Classics, and the first year of implementing a new textbook into the ancient Greek curriculum. In fall 2016, a new textbook was introduced into the Latin curriculum; spring 2018 reflects the completion of the first cohort of students using the new textbook.

Departmental or Program Workload Productivity
The Department consists of the following individuals in 2017-18:

<table>
<thead>
<tr>
<th>Departmental Faculty &amp; Staff</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alwine, Andrew</td>
<td>Assistant Professor of Classics</td>
</tr>
<tr>
<td>Alwine, Megan</td>
<td>Adjunct Instructor of Classics</td>
</tr>
<tr>
<td>Flores, Samuel</td>
<td>Assistant Professor of Classics</td>
</tr>
<tr>
<td>Gerrish, Jennifer</td>
<td>Assistant Professor of Classics</td>
</tr>
<tr>
<td>Chapman, Fedelia</td>
<td>Administrative Assistant (Half-Time with Archaeology)</td>
</tr>
<tr>
<td>Gentile, Kristen</td>
<td>Adjunct Professor of Classics</td>
</tr>
<tr>
<td>Johnson, Tim</td>
<td>Professor of Classics, Interim Dean of LCWA</td>
</tr>
<tr>
<td>Aaron Lipka</td>
<td>Adjunct Instructor of Classics</td>
</tr>
<tr>
<td>Lohmar, James</td>
<td>Adjunct Instructor of Classics</td>
</tr>
<tr>
<td>Morris, Frank</td>
<td>Research Associate of Classics and Emeritus Associate Professor</td>
</tr>
<tr>
<td>Newhard, James</td>
<td>Professor of Classics, Interim Chair of Classics (Fall 2017)</td>
</tr>
<tr>
<td>Saunders, Anne</td>
<td>Research Associate of Classics</td>
</tr>
<tr>
<td>Sterrett-Krause, Allison</td>
<td>Assistant Professor of Classics</td>
</tr>
<tr>
<td>Ward, Trish</td>
<td>Professor of English, Interim Chair of Classics (Spring 2018)</td>
</tr>
<tr>
<td>Zeiner-Carmichael, Noelle</td>
<td>Professor of Classics</td>
</tr>
</tbody>
</table>

Workload and staffing was a critical challenge to the Department in 2017-18– owing in some respects to the Department’s success and the success of its constituent faculty. As noted above, Tim Johnson continued in his role as interim dean of LCWA. Noelle Zeiner-Carmichael was on sabbatical for the entirety of the academic year, and James Newhard was on sabbatical for the spring. Additional adjunct faculty were hired to assist with the workload (Kristen Gentile), but the loss of 2 full-time senior faculty in the fall and 3 in the spring was felt. In the spring, Trish Ward (English) assumed the duties of interim chair, given that there were no tenured faculty in Classics for that semester.
In 2017-18, Classics was stretched beyond its capacity to meet normal demands and expectations. As a result of workforce reduction, enrollment caps and participation in external programs (usually a hallmark of the Department) were reduced.

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. In addition, it is a valid question to ask as to whether the peer group identified by the College contains institutions with language programs of commensurate scope and scale as those found at Charleston. Given these factors, it is nonetheless extraordinary that the SCH ratio for total productivity in Classics exceeds the Delaware average (219.09 compared to 197.7).

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>CT/T</td>
<td>218.17</td>
<td>207.70</td>
<td>226.21</td>
<td>268.79</td>
<td>217.36</td>
<td>124.7</td>
<td>234.23</td>
</tr>
<tr>
<td>Non-T/T</td>
<td>120</td>
<td>222.75</td>
<td>0</td>
<td>0</td>
<td>~</td>
<td>239.0</td>
<td>~</td>
</tr>
<tr>
<td>Adjunct</td>
<td>253.85</td>
<td>244</td>
<td>240</td>
<td>251.43</td>
<td>245.95</td>
<td>246.7</td>
<td>245.14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>213.51</td>
<td>215.10</td>
<td>228.65</td>
<td>261.1</td>
<td>219.09</td>
<td>197.7</td>
<td>234.95</td>
</tr>
</tbody>
</table>

The primary strain on workloads ~ teaching/research effectiveness ~ concerns not only class size and SCH production (at the high levels as noted), and the 3/3 teaching load (UNC-Greensboro is at 3/2 and Baylor University 2/2), but also the high number of individual and new course preparations each faculty member must carry to sustain a programming which by nature is interdisciplinary. Classics offers courses in five distinct areas – Latin, ancient Greek, classical civilization, ancient history, and archaeology. The active cross-discipline curricular engagement creates a high number of preparations. The specializations of the faculty have been coordinated to course assignments; yet, the total number of preparations for each faculty member remains 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. Tenured/tenure-track faculty were especially burdened in 2017-18.

Such a workload challenges the Department and College. It conflicts with active research agendas, which require solid blocks of concentrated time outside of the classroom. It lessens teaching effectiveness, since culture courses that should have multiple sections are forced into one. Other departments count high enrolling courses (60 students and above) as a two-course workload. Classics does not have the faculty lines to adopt this practice.

**Adjunct/Visiting Instruction:**
SCH/IFTE ratios were at the Delaware peer group average for adjunct usage. This does not represent good news, in that the 3-year DE average increased from 221 to 246.7 between this year and last. In other words, as opposed to having adjunct reduction reduced in the peer group, it was significantly increased - in line with nationally-reported perceptions that tenure-track usage is being supplanted by adjunct instruction, particularly in lower-level courses.

In the department, some progress in reducing adjunct dependency is being made. Thanks to the beneficence of a donor from LCWA, a full-time adjunct was replaced with a tenure-track assistant professor several years ago. This lowered adjunct use, but adjunct usage increased in 2016-17 due to
the need to cover releases. Any further improvement will have to come by hiring a permanent faculty to assume the load for Latin language courses where the adjunct usage is the highest.

**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, Geology, Film Studies, Urban Studies, Women and Gender Studies, and Public Health).

As a percentage of the total hours generated by LCWA, the Department accounted for the following student credit hours:

- 8.4% of the total SCH generated by LCWA
- 12.9% of the LCWA contributions to FYE (via the CLAS 105/GREK 101 Learning Community)
- 50% of the LCWA contributions to HSS

The Department generates half of the School’s SCH for HSS – the most for any unit in LCWA. Total SCH general as a portion of the LCWA approached the same percentage of last year’s 9%. FYE participation was halved.

**FYE and General Education**
The Department has developed a reputation across campus for its ardent support and leadership in the First-Year Experience. This, the department continued its participation by producing a Learning Community linking introductory ancient Greek with ancient history (CLAS 105). As has been noted elsewhere, Classics contributes to the General Education of the Institution. Having courses count towards the humanities and foreign language requirements would be expected. Classics, however, also teaches CLAS 105, which counts towards the history General Education requirement.

**Other Programs**
In addition to the FYE program, the Department made significant contributions to other programs on campus: four courses were taught for History (CLAS 105; HIST 231; HIST 232; HIST 370 [Spring]); one for WGST (CLAS 242); three courses (CLAS 104; CLAS 242; CLAS 325) counted towards the major in Archaeology; one for Historic Preservation (CLAS 104); and seven sections of CLAS 111 for Public Health.

**Interdisciplinarity, Internationalization, and High-Impact Education**
**Interdisciplinary Programs**
Given its focus upon literary, historical, and archaeological evidence of the Mediterranean world, Classics is inherently interdisciplinary, combining elements represented in a variety of other programs. Courses taught in 2017-2018 contributed to programs in Archaeology, History, Historic Preservation, Women and Gender Studies, and Public Health. In addition to courses in Classics that contribute to other programs, the Department allows courses taught in Art History, Geology, History, and Philosophy to count towards the major when the subject addresses issues dealing with the Greco-Roman/Mediterranean world. A B.A. in Classics **requires** a student to earn credit in at least two subject areas.
Study Abroad Programs and Internships

The Department and its faculty work with the Center for International Education 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. In each program students earn six hours of credit through intensive in-field/on-site learning. The institution has granted affiliate status to College Year in Athens, which significantly improves the ability of students to undertake semester and year-long study abroad in Greece within a highly-respected program for classical studies and archaeology. Two students will be attended this study abroad program in 2017-18, and an additional student will be attending in 2018-19.

Classics also offers archaeological internships in Greece, and supports applications to such programs offered through other institutions. Four students (roughly 10% of CLAS majors) are participating in 3 such fieldwork opportunities in summer 2018:

- The Athenian Agora – The American School of Classical Studies in Athens
- The Palace of Nestor Excavations – University of Cincinnati
- Stobi (Republic of Northern Macedonia) – Queen’s University/New Bulgarian University

As part of the BA Classics revision, the Department developed a specific course for internships, and is coordinating with the Career Center to develop a list of suitable opportunities for students looking to apply their understanding of complex social systems and other skills and talents honed by the study of Classics to a real-world experience.

The Department regularly produces a Maysemester study abroad program to Greece. In 2017-18, Drs. Alwine and Flores led a successful program that explored the cultures of ancient Greece via the archaeological sites and monuments of Attica, Epiros, the Peloponnese, and Cyclades.

Tutorials:

Our faculty exercises leadership roles in student-directed research on campus, and their students frequently present at conferences. They are active in directing/mentoring Doctoral dissertations, M.A. theses, Honors Bachelor’s Essays, and offering other tutorials and independent studies.

Peer Education

In fall 2016, the Department partnered with the Center for Student Learning in a pilot program that implemented Supplemental Instruction (SI) within introductory Latin. This was the first time at the institution where SI was implemented for a foreign language (the model is typically found within the natural and mathematical sciences). Results of the pilot showed promising results, and was expanded in the spring to assist with ancient Greek. Most notably, the DFW rate was cut in half for those Latin students who took advantage of SI. In Greek, the average grade was 3.77 for SI students; 3.02 for those who did not use SI. Greek students employing SI had a 0% DFW rate. Given these encouraging numbers, SI continued in the 2017-18 academic year. Additional baseline data in this and 2018-19 will be helpful to improve overall instruction and to serve as a potential model for other languages.

Undergraduate Research

Classics maintains one of the few ancient glass labs in the country, the only such lab for an undergraduate program. Faculty attached to the Center for Social Science Research regularly engage with students in the areas of geospatial applications and digital humanities.
**Distance Education**

Classics is building its capacity within online education. Two of our instructors, Megan Alwine and Noelle Zeiner-Carmichael, completed the Distance Education Readiness Course in summer 2016. Megan is the main instructor for CLAS 111 (Medical Terminology), and began offering this course online in spring 2017. Three online sections were scheduled for the fall, and 4 sections were offered in the spring. It is anticipated that this course will be offered wholly online going forward. CLAS 111 contributes to the major in Public Health. Dr. Zeiner-Carmichael piloted an online version of CLAS 102 (Introduction to Roman Civilization) in Maymester 2017. It is envisioned to maintain a traditional, classroom iteration of CLAS 102, and to offer online runs of this course as sensible to the workload demands of the faculty and as necessary for the maintenance of the CLAS programs.

In an effort to increase capacity in distance/online education, Dr. Allison Sterrett-Krause completed the Distance Education Readiness Course in spring 2018. She will be piloting an online section of LATN 101 in fall 2018. This course increases the Department’s online footprint, diversifies the means by which students can engage with classics at the College, and contributes to the School of Professional Studies, who has called for increased opportunities in online foreign language courses. Classics now has 1/3 of its full-time faculty trained in distance education.

**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. Drs. Allison Sterrett-Krause and Sam Flores served as advisors to this SGA-sanctioned organization in 2017-18. The Department is also home to the Epsilon Rho Chapter of Eta Sigma Phi – the national honor society for Classics. Dr. Andrew Alwine serves as its sponsor. Both organizations run a full slate of activities, the Club meeting twice a month and averaging 15 students.

Classics also 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 2017-2018, as part of its Classical Charleston Lecture Series, the Department sponsored/co-sponsored a series of lectures and performances focused upon the poetry of Sappho, in light of recent publications of new translations and the relatively new discovery of lost lines of her poetry ("Sappho: Then and Now"). The Classical Charleston Lecture Series is made possible by the generous support of Theodore B. Guérard and family, as well as the School of LCWA and other programmatic collaborations:

- Dr. Diane Rayor (Professor of Classics, Grand Valley State University). *Sappho’s Newest Songs and Fragments*
- Dr. Emily Rosko (Associate Professor of English, College of Charleston). *Lyric’s Winded, Wing-Beat Rush: an Introduction to Sherod Santos’ Sappho*
- Dr. Michael Morey (Musicologist, composer, performer). *Sappho as a Figure of Hope in Paul Sanchez’s ‘The Journey’*
- Dr. Paul Sánchez (Director of Piano Studies and the International Piano Series, College of Charleston) and Kayleen Sánchez (Soprano voice trainer, College of Charleston). Performance of ‘The Journey’, composed by Paul Sánchez with a translation of Sappho by Sherod Santos.
**Curricular Assessment**

Learning outcomes and rubrics were implemented at the beginning of Fall 2011 (see under Program: Missions and Goals). The data collected from these outcomes is included in the Annual Assessment Report (see Supporting Data).

Further, as part of the College’s initiative to establish learning outcomes, rubrics, and assessment for general education, the following Classics courses are included in the general education assessment: GREK 202; LATN 202, 301, 321, 322, 323, 371, 373, 390; CLAS 101, 102, 103, 104, 105, 203, 223, 225, 226, 242, 253, 254, 255, 256, 270, 320, 322, 324, 343, 345, 356. This number of general education courses increases programming efficiency for non-classics A.B. degree students, especially those in the sciences.

In 2017-2018, based on the data and discussion of Classics faculty at end of the year departmental meetings, the faculty determined:

- To continue use of the new Latin textbook in the upcoming academic year. Compressing the language acquisition in the Latin 100-200 sequence appeared to be counter-productive given current teaching materials and methods. Following adjustments in 2017-18 to relax pacing, metrics in 2018-19 will focus on whether such adjustments made demonstrable improvements to retention and overall learning.
- To continue implementation of the BA revisions passed by the Senate in the 2018-19 academic year as a means to improve writing and research competencies.
- To continue to collect data for the new student learning outcomes for the BA in classics, consistent with the new structure and learning objectives.

**Diversity**

Classics is traditionally viewed as heavily Caucasian and male. Diversity is a pressing need in the discipline as a whole, particularly given the fact that the cultures under study were stridently multicultural and global. Overall, the discipline is male dominated, although this difference is less prominent at the primarily undergraduate and comprehensive institutions:

<table>
<thead>
<tr>
<th>Carnegie Classification</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Primarily Undergraduate</td>
<td>275</td>
<td>57.9</td>
</tr>
<tr>
<td>Comprehensive</td>
<td>135</td>
<td>55.1</td>
</tr>
<tr>
<td>Primarily Research</td>
<td>740</td>
<td>61.7</td>
</tr>
<tr>
<td>Total</td>
<td>1150</td>
<td>59.9</td>
</tr>
</tbody>
</table>

In 2017-18, the Department of Classics had 7 tenure-track faculty – 4 male, 3 female. At 43% female, this fits within the national norms. Classics also had 3 full-time adjuncts, 1 part-time adjunct, and a part-time administrative assistant. Two additional members of the department are research associates.

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(non-salaried). 55% of the salaried faculty (tenure/full-time adjunct) were women; 18% were minorities. Relative to norms in the discipline, the Department of Classics surpasses others in terms of its diversity.

The number of non-white Classicists is so low that it was not measured by the recent study sponsored by the American Academy of Arts and Sciences. The Society for Classical Studies, in its 2014 voluntary survey of Classics programs, tabulated that only 2% of the professorate in classics belonged to any minority category. At 18%, the Department is well above the norms for the discipline, supporting demonstrably the ethos of the department to present classical civilization as a multicultural world system. Despite this percentage, increasing diversity among both the faculty and student body is a never-ending concern.

**Summary of Student and/or Graduate Accomplishments**

The Department of Classics maintains a student and alumni database to track accomplishments and work history. Much of this data – especially for graduate accomplishments – is self-reported or gleaned from the public record. It is not, therefore complete. It does, however, provide a glimpse into some trends within our students and alumni.

When querying for activities between 2016 and the present, much of the reports from recent graduates involve graduate school acceptances. Those that are immediately accepted to graduate school after the College are mostly attending MA programs, with a few being directly accepted into a PhD program. This is increasingly the disciplinary norm. Several alumni from 2012-16 report moving from these MA programs into PhD programs. We are successful at placing our students into high-quality graduate programs.

Those alumni from years prior to 2012 report accomplishments in a broader array of disciplines and industries, ranging from the armed services, high education administration, business consulting, cultural resources/preservation, fine arts, NGOs, PK-12 education, and marketing. We are proud to have alumni who are meeting the challenges of today's world empowered with the understandings of the ancient.

Current students are deeply involved in high-impact experiences:

- 2 our students were involved in the SI program for Greek and Latin
- 3 additional students work as Latin and Greek tutors for introductory and intermediate levels of instruction.
- 1 Bachelor's Essay was pursued within the department
- 2 additional independent studies or research opportunities were undertaken by Classics students
- 12 students participated in artifact analysis via the Glass Lab, located in the Center for Social Science Research

**Summary of Faculty Accomplishments**

The Department of Classics had significant benchmarks in the professional development of its faculty in 2017-18. 43% of the roster faculty in Classics underwent some form of major review, consisting of 75% of untenured roster faculty in the Department. Dr. Andrew Alwine successfully underwent review for tenure and promotion to Associate Professor, and Drs. Gerrish and Sterrett-Krause
successfully underwent 3rd-Year Review. Faculty in Classics are young, committed in the classroom, productive in research, and engaged in service to the department, College, profession, and community.

Research productivity in Classics is developed. The interdisciplinary nature of the discipline means that research productivity varies by specialty and ranges across a spectrum of venues. Output geared toward the computational and social sciences lean more towards edited volumes, chapters in edited volumes, and articles, whereas more ‘pure’ humanistic treatises are expressed in articles and sole-authored books. The following is a breakdown in research productivity:

- 3 articles in refereed journals
- 1 book review
- 1 manuscript review
- 2 presentations at national/international conferences
- 4 attendances to national/international conferences
- 1 participation in faculty development

In addition, 2 faculty are under contract by prominent presses in Classics:


The strengths of the Department lie in the varied types of research output in terms of both the media (articles, books, chapters, presentations) and content (textual, historical, archaeological analyses). This breadth and comprehensive coverage of the discipline is a consistent strength of the Department, regardless of whether the topic is teaching, research, or service. Classics is also well-networked within the discipline, which allows for an ease in establishing collaborative partners and feedback on research designs and output.

The weakness of the Department lies in workload balance. Developing and designing a mature research program requires solid blocks of time to devote to project design, funding endeavors, data collection/research, and writing. In some cases, the projects are extraordinarily complex – particularly those involving archaeological research which is inherently collaborative and dependent upon technological and data services. Given the teaching workload (noted above as consistently and demonstrably above norms) and the increasing need for community engagement and state-wide leadership as befitting the department’s prominence (see below), the workload of the faculty is in need of relief if research productivity is to be maintained and increased.

**Service in the Department, School, College, Community, and Profession**

The Classics faculty apply their professional expertise widely at all levels – departmental, college, community, and wider profession. As in other areas, this service sometimes widely varies in terms of audience. This is part of the wider purpose, and goes to the central premise held by the Department – Classics is a bedrock, cornerstone element within the academy; not simply because of the hallowed roots of western education, but because at its essential core it is an interdisciplinary approach to the study of humanity that holds wider application to the betterment of modern-day society.
Given the amount of recent work undertaken in curricular matters, it is no surprise that faculty reported roles in departmental service related to the rolling out and monitoring progress of both the Latin and Greek curriculum.

Service was found within the school, college and immediate community. These activities engage the Department within the interdisciplinary heartbeat of the institution and a large swath of departments and schools. Community involvement was amplified in 2017-18 over previous years, in particular regards to the production of ‘Classics Day’ – a day-long event at the College open to all middle/high school programs in the state of South Carolina, focused upon the exploration and celebration of ancient Greek and Roman civilization. Dr. Andrew Alwine served as organizer, with the active participation of all active tenured/tenure-track members of the department. In addition, additional engagement with middle and high school programs were increased via the development of short programs targeted to high/middle school audiences and social events to engage with local secondary Latin educators.

In addition:

- Dr. Andrew Alwine served on a committee convened by the School of Languages, Cultures, and World Affairs to encourage interdisciplinary collaboration across the institution. Because of this committee’s work, interdisciplinary working groups in Medieval studies, Philosophy, and Spatial Humanities were supported.
- Drs. Sterrett-Krause and Newhard serve as officers within the SC chapter of the Archaeological Institute of America (AIA), a lay-professional organization for the world-wide promotion of archaeology and cultural heritage preservation that serves as one of the major professional societies in classics.

The Department holds an increasing presence within the professional service to the discipline. At the national and international level, faculty take leading positions in contributing to the national dialogue about the present and future state of classics and archaeology:

- Dr. Alwine is Vice President for South Carolina within the Classical Association for the Middle West and South (CAMWS) – one of the main professional societies for Classics. As part of his duties, he coordinates the promotion of Classics within the state of South Carolina in liaison with PK-12 and high education professionals and the national organization.
- Dr. Newhard continues his involvement with committee work at the national level for the Archaeological Institute of America, one of the main professional organizations for classicists, specifically classical archaeologists.

Programmatic Assessment

The Department of Classics underwent an internal program review in 2017-18 (see Appendix I). The Department received the designation of ‘meets’ or ‘meets well’ in 13 of the 14 quality points evaluated:
<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Quality</th>
</tr>
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</table>
| Meets Well | • Has stated program goals and learning outcomes in support of its mission statement.  
• Contributes to the broader educational development of students by participating in programs or initiatives such as general education, Honors, interdisciplinary programs, the Quality Enhancement Plan and/or the First Year Experience.  
• Has an enrollment strategy to maintain student interest in the discipline in a way that enhances program quality. |
| Meets | • Has an articulated mission statement that aligns with the College’s mission and strategic plan.  
• Uses Assessment tools to evaluate the effectiveness of learning outcomes.  
• Reflects on and if necessary acts on assessment data of student learning.  
• Has implemented curricular change to better meet program goals and learning outcomes.  
• Has professionally active and engaged faculty scholars.  
• Has faculty members who are engaged in service to their Department, School, Campus, Discipline and/or their Community.  
• Provides opportunities for faculty development in teaching and research.  
• Produces alumni who use their degree to launch a successful career, to further their education, or to contribute to society.  
• Provides high impact experiences for students (capstone courses, research, internships, travel, performance, etc.).  
• Has sufficient resources to not be overly reliant on adjunct faculty and has an articulated process for adjunct evaluation. |
| Meets on Faculty; not on Students | • Attracts diverse students and faculty. |

As noted in the section on “Diversity” and part IV of this report, Classics as a rule is heavily Caucasian and male in terms of the professorate. National student diversity trends towards more female engagement, but is still predominantly Caucasian. While not meeting appropriate measures for attracting diversity in the student population, the assessment committee remarked positively on the Department’s plans for broadening curriculum, engagement with the pre-college community, and developing diversity scholarships.
IV. Meeting the Goals of Today, Setting a Vision for the Future
SWOTing the Classics
A review of the strengths, weaknesses, opportunities, and threats of the Classics Department aids in contextualizing the following proposed goals for 2018-19 and following academic years.

Strengths
• **The Faculty** of the Department is diverse in specializations, demographics, pedagogy, and is active in all aspects of teaching, research, and service. Recruited from top programs in the country, the faculty possesses a perspective to their work that is national/international in focus and are networked within broad conversations and movements within the discipline. The faculty are predisposed towards seeking national pre-eminence.

• **Interdisciplinary.** The Department provides a curriculum that spans introductory to advanced courses in Latin, ancient Greek, classical civilization, ancient history, and archaeology. The department routinely contributes courses to the ARCH, HIST, HPCP, PUBH, URST, and WGST programs.

• **Departmental Culture.** Faculty have cultivated a team approach to their work. Collegiality is a highly regarded element. This does not mean that there is unanimity of opinion in all affairs; rather, respect for differences prevail, and the general working philosophy focuses on solving problems rather than assigning blame.

• **High Impact Research, High Impact Experiences.** Faculty are engaged in significant research within their fields, and habitually convert their energy into the educational experience. This creates engaged faculty in the classroom, and by extension engaged students. Opportunities for students to engage with the subject matter at a high level is high owing to the active research of the faculty.

• **Institutional Ethos.** The College historically holds to the liberal arts tradition. The AB degree, unique to the College, enjoys strong interest from a wide range of majors, and is a celebrated component of the undergraduate experience.

• **Traditional yet Progressive Approach to the Humanities.** The Department holds a commitment to solid educational learning outcomes that are the bedrock of the liberal arts, yet grasps the ways in which those talents are applied to the 21st century. The culture is less focused on defending the discipline as it is upon emphasizing the applications of classics to the modern condition.

• **Friends and Alumni.** The Department has a strong cadre of supporters in the community, which has translated into substantial resources to support scholarships, speaker series, and departmental programming.

• **Data.** The Department has developed a robust data system to track accomplishments/activities of students, alumni, and friends of the program. This data assists in understanding trends in long-term program effectiveness and provides demographic information related to historical origins of the College of Charleston Classics family as well as their current location, useful for developing programs of recruitment and long-term networking for prospective and current students and alumni.

Weaknesses
• **Departmental Organization.** The department currently functions in a fashion such that functions are highly centralized with the chair. The size and scope of the Department has expanded over the last 10 years, such that a centralized model of organization is not sustainable.
• **Staffing.** In the short-term, the Department is experiencing a series of staff reductions, stemming largely from its own success: releases for service, sabbaticals, and positive mid-tenure reviews create stresses to the type, number, and size of courses that can be fielded. Dr. Aaron Palmore will join the Department in 2018-19 as a visiting assistant professor, and will ameliorate some of these effects. Nonetheless, uncertainty in regards to service releases inhibits long-term strategic planning.

**Opportunities**

• **Engagement with Other Programs.** Faculty are either credentialed or capable of being credentialed in select courses in ANTH, ARCH, ARTH, CPLT, HIST, PHIL, POLI, and WGST. Opportunities exist for cross-listed courses or teaching within other programs (along the model established between Classics and History). The recent revision of the Honors curriculum provides additional flexibility for departmental engagement.

• **pK-12 Educators.** Latin is increasingly viewed as a subject in pK-12 education as a subject that improves overall learning goals, ancillary to the subject matter of language acquisition. This is especially the case within middle and secondary education.

**Threats**

• **Trends in Higher Education.** Students are increasingly focused on job preparation as their higher education goals. Majors that hold an appearance to directly translate to career opportunities are gaining preference over majors whose translation to the work force is less self-evident (e.g., Arts Management vs. Art History). Institutions are consolidating or eliminating core programs in the humanities as they react to perceived changing needs of the 21sts century and student demand. Trends are moving from abstract learning to specific applications-based skills acquisition.

• **Postsecondary Decline in Ancient Languages.** Anecdotal accounts report a decline in ancient language enrollments, a forthcoming ‘census’ from the Society for Classical Studies is forthcoming in summer 2018, which hopefully may provide harder data.

• **Increased ‘Tracking’/Advising.** Anecdotal accounts suggest that students tracked from early in their secondary educational experiences in modern languages (such as Spanish) are encouraged to continue in that language. Those with Latin are encouraged to start a ‘practical’ language upon entering higher education. What is known from internal data is that fewer students enter the College with an expressed intent to continue in Latin, and fewer students are taking the Latin Placement Exam.

• **College Majors** are increasingly structured in curriculum, heavy in required credit hours. This creates less capacity to explore interests outside of the major beyond basic requirements for General Education. Language enrollments are increasingly dependent upon fall freshman enrollments.

In sum, the Department faculty is strong, diverse, solutions-oriented, and engaged. Students are increasingly applications-oriented in the educational choices and scripted. The department enjoys statewide and regional recognition as a flagship program and a body of support inside and outside of the institution. Staffing in the Department is temporarily reduced, and Latin enrollments are below norms, following national trends.

The Department holds as a goal to increasing enrollments across the board: to reverse the downward trend in Latin enrollments, boost the historically solid performance in ancient Greek, and expand enrollments in classical civilization. It is the expectation that increased numbers in majors, minors,
and AB students will positively correlate to gains in enrollments, provided those increases are supported by co-curricular assists in peer education, financial support, and networking/mentoring opportunities. At the same time, the Department endeavors to increase minority representation with the field, and assist in the overall recruitment of quality students to the institution. The Department will leverage the enumerated and other strengths, address internal weaknesses, take advantage of external opportunities, and ameliorate external threats to realize these goals.

**Language Education**

**Latin**
Enrollments need to increase, retention needs to hold, and learning outcomes optimal for preparing students for advanced Latin and a life-long appreciation of Latin literature and Roman culture need to be maintained.

**Recommendations:**
- **Retention/Improved Instruction**
  - Continue to monitor Latin textbook/supporting materials, making changes as necessary to improve long-term retention and attainment of optimal learning outcomes that prepare students for advanced Latin and a life-long appreciation of Latin literature.
  - Continue the coordination and development of a common core body of teaching materials and strategies across sections of LATN 101-202.
  - Provide financial support for supplemental instruction in LATN 101.
  - Implement the ACL National Latin Exam for LATN 202 students.
- **Enrollment and Promotion**
  - Increase engagement with non-Classics AB majors
  - Implement the departmentally approved motion to revise the protocols that assign incoming freshman into Latin courses, streamlining the process and providing clarity to the process.
  - Increase the support and promotion of the EDCL program, its students, and the mentoring of nascent teachers with regional PK-12 Latin programs
  - Increase statewide recognition of the Classics at the College through the hosting of high-school events at the College, solely or with the coordination of statewide Classics organizations.
  - Establish funds to assist in the start-up needs of early-career Latin educators at PK-12 schools to increase ties of support and communication (see Appendix III, Development Plan)
  - Establish networks with PK-12 educators by sponsoring a workshop/conference/colloquia for PK-12 Latin education at the College to share expertise. (see Appendix III, Development Plan)
  - Advertise and promote engagement with middle/high school Latin programs via in-class visits.
  - Strengthen alliances with classicists at Furman University and the University of South Carolina-Columbia to formulate strategic interactions with state middle school and high school programs.

**Resources:**
- Faculty and administration time
- $1,500 transfer of operational funds to Center for Student Learning for Supplemental Instruction
- Operational fund allocation for ACL Exam, Classics events
- Appointment of a pk-12 liaison
- Increased annual Foundation funds in the amount of $500
**Greek**
Greek enrollment is small (although relatively healthy when compared to national averages). Traditionally, many students started Greek later in their academic career, although recent enrollment patterns suggest that ancient Greek is increasingly dependent upon freshman enrollment. A pairing of ancient Greek with CLAS 102 as a Learning Community was piloted in fall 2017. While this increased enrollments, retention into 102 did not appear to improve.

**Recommendations:**
- Improve retention in GREK 101 by continuing supplemental instruction.
- Investigate options for GREK 101 that trigger campus-wide promotion to incoming freshman, either as repeating the Learning Community with CLAS 105 or the development of an HONS section of ancient Greek.

**Resources:** Faculty and Administrative Time

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**Classical Civilization Courses**
Although enrollment in civilization courses is generally strong, there is some softening at the 200- and 300-level. Opportunities internal and external to the Department exist to improve enrollments:

- A curricular revision in 2016-17 aggressively re-designed the BA CLAS major, bringing increased structure and practical experiential learning opportunities to students. As the major continues to be implemented and marketed, enrollments are expected to solidify.
- AB CLAS students are required to take only 9 hours (3 courses) in civilization courses, and advanced GREK or LATN courses not satisfying other requirements can count towards these 9 hours. Recent in-house analysis suggests that a vast majority of AB CLAS majors exceed degree requirements.
- Currently, other departments have courses that count towards the major, which because of faculty reductions or retirements are either not being taught or are staffed by either adjunct instructors or faculty whose primary expertise lie elsewhere. A model similar to that enjoyed between the Departments of Classics and History could lead to efficiencies in workforce allocation and assist cognate programs in allocating resources towards other areas of their curriculum.
- The recent revision of the honors curriculum opens the structure of the program, allowing for greater flexibility for curricular engagement. Two courses in classics are scheduled for the Honors program in 2018-19.

**Recommendations:**
- Continue to implement the BA CLAS revisions.
- Increase communications/engagements with Classics minors
- Review the AB CLAS major for possible improvements.
- Work with the College’s Career Center to develop internships in the region for the BA CLAS major.
- Provide opportunities for cross-listing or teaching in cognate programs
- Enhance marketing/advertising of upcoming courses to students and cognate programs.
- Explore opportunities to teach HONS – either as cross-listed courses or completely within HONS

**Resources:**
- Faculty and administrative time
- Appointment of a departmental internship coordinator.
- Allocation of faculty teaching responsibilities.
• Engagement/agreements between Deans/Chairs/Program Directors of relevant departments/programs.

Communicating the Classics
Communications to alumni, students, and friends of the department need to be improved. Key to the reformulation of classics involves communicating that value to students, alumni, friends, and the wider world, thus facilitating a greater sense of community that lead to mentoring, advisory, and advocacy networks, broader support for the Department, and increased student/prospective student interest in classics and the College. Data-driven messaging to key demographics aid in wider recruitment efforts of the Institution as a whole.

Recommendations:
• Maintain the departmental database of student/alumni/friends to track accomplishments, point of origin for students, locations of alumni/friends, and industry/career types represented in the broader CofC Classics family.
• Coordinate with the Office of Admissions to target high-yield demographics for Classics.
• Feature Classics and other notable programs aggressively within the marketing literature of the College.
• Increase communication with alumni and friends via regular mailings and a newsletter.
• Improve website content to highlight the strengths of a classical education at the College.
• Engage local alumni/friends into the greater life of the Department.
• Establish an advisory board to facilitate mentoring, advocacy, and support to the department and its activities within the wider community.
• Engage with local pK-12 educators to increase recruitment of SC students and to increase quality/size of middle/secondary Latin programs.
• Work with Foundation representatives to institute the Department’s Development Plan (Appendix III), particularly in the areas relating to minority recruitment and pK-12 support.

Resources:
• Budget allocations for targeted recruitment.
• Appointment of departmental web manager.
• Faculty/administrative time
• Appointment of pK-12 liaison
• Coordination with:
  o Office of Admissions
  o Office of Marketing and Communications
  o CofC Foundation
  o LCWA Advisory Board and Office of the Dean.

Feeding the Goose
Marketing and communications are only effective if there is a story to tell. Students are attracted to programs if there is activity. Activity is driven by faculty. Faculty are driven by exploration. Faculty research and development, therefore, is a key engine that drives the operation. Supporting this engine requires capital but also workloads that are sustainable and manageable.

Recommendations:
• Continue allocations from departmental operating budget to support faculty research and travel to present research at national/international conferences
• Support teaching of high-impact courses that involve active faculty research.
• Develop a multi-year scheduling of large LCAS course to balance workload.
• Develop an internal process for ‘banking’ independent study credit hours towards course releases.
• Schedule faculty course schedules to the furthest extent possible that supports individual research/development demands.
• Work with the Office of the dean of LCWA and Academic Affairs to maintain consistent support of educational mission of the Department during Dr. Johnson’s tenure as interim Dean of LCWA.
• Monitor, advocate for, and improve when possible physical plant and computing/network resources for faculty research/high-impact student education.
• Support /encourage explorations into intra- and extra-mural funding opportunities for research and development (private, public, corporate).
• Work with Foundation representatives to institute the Department’s Development Plan (Appendix III), particularly in the areas relating to faculty/student research.

Resources:
• Apply Ad hoc adjunct usage to accommodate faculty releases.
• Continue of VAP position.
• Coordination with Offices of Information Technology, Schools of HSS, LCA, and SSM, and Office of Research and Grants Administration and CofC Foundation to identify funding opportunities and manage physical plant/IT resources
• Coordinate with CofC Foundation and LCWA Office in regards to development initiatives.

Controlling the Chaos
The Department has grown in the past 10 years in the number of faculty and students. Administratively, the burden has increased as high education has become ever-more sensitive to constituent concerns, and internal management of the institution has increased in scope and scale. Reframing classics for the modern world and greater engagement with internal and external partnerships require coordination and leadership on a number of fronts. Currently, the Department operates in a fashion where actions are coordinated and effected by the chair. To meet the unit’s potential, management needs to become more decentralized.

Recommendations:
• Create coordinators and/or task forces to accomplish strategic tasks.
• Maintain the student worker position to assist with communications and data management tasks.
• Create a culture of ownership to the departmental mission and strategic initiatives.

Resources:
• Beer, wine, and pastries.
• Allocations from the departmental operating budget for student employment.
V. Supporting Data

Undergraduate/Graduate Special Projects

**Andrew T. Alwine**

**Sam Flores**

**Allison E. Sterrett-Krause**
Student Research, Lab Director/PI, "College of Charleston Glass Lab". (2016 - present).

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Student and recent graduate accomplishments, 2016-2018

Employment and Postgraduate Education

**Class of 2004**

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<tr>
<th>Name</th>
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<th>Major</th>
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<th>End Year</th>
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<td>Jennifer Dowd</td>
<td>BA</td>
<td>Classics</td>
<td>BackBay Communications</td>
<td>2007</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>BackBay Communications</td>
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**Class of 2005**

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<td>AB</td>
<td>Classics</td>
<td>University of Mississippi</td>
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<td>Georgia Military College</td>
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<td>2018</td>
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<td>Mercer University</td>
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<td></td>
<td></td>
<td>Mercer University</td>
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**Class of 2006**

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<tr>
<td>Theresa Wagner</td>
<td>AB</td>
<td>History</td>
<td>East Baton Rouge Parish Library</td>
<td>2014</td>
<td>2016</td>
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<td>FTCC Liaison Librarian</td>
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<td></td>
<td></td>
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<td>Reference Librarian</td>
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**Class of 2007**

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<tr>
<td>Jonathan Coker</td>
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<td>Classics</td>
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<tr>
<td>Amanda Davis</td>
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<td>English</td>
<td>Trident Technical College</td>
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<tr>
<td>Jillian Michaud-King</td>
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<tr>
<td>Rachel Leschak</td>
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**Class of 2018**

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**Student Research Presentations and Papers (2017-18)**

*Bachelor's Essay*

Naughton, Sophie. "Reason and Madness in Plato's Dialogues." Sam Flores, Advisor.

**Awards (2017-18)**

Dowd, Jennifer (BA Classics ’04; MA History UCL ’06)
- M & A Advisor. Emerging Leaders Award

Naughton, Sophie
- Classics. Departmental Honors
- Classics. Harold A. Mouzon Award

Ehren Wilder
- Classics. Outstanding Student

Kayla Souders
- Classics. Robert H. Duryea, Jr. Memorial Scholarship Award

**Faculty Productivity in and Support of Research and Professional Development**

**Books (under contract)**


**Articles in Refereed Journals**


Other Editorial/Review Activities


Papers and Posters Presented at Conferences


Conferences and Workshops Attended/ Panels Chaired/ Other Professional Activity


Service

Department


--. Greek curriculum revision. (October 2016 - Present).

Sam Flores. Library Liaison. (August 2017 - Present).

--. Greek curriculum revision. (October 2016 - Present).

--. Classics Club, Student Org Advisor (Non-Professional Org). (August 2016 - Present).


Jennifer Gerrish. Latin Curriculum Committee, Committee Member. (September 2015 - Present).

James Newhard. Tenure, Promotion, and 3rd-Year Review Panel, Committee Chair. (September 2017 - March 2018).

College

Andrew T. Alwine. Faculty Senate, Faculty Senate Service, Member. (August 2015 - Present).
- Committee on Multi- and Inter-Disciplinarity in LCWA, Committee Member, Member. (December 2012 - Present).
- Co-Director of Study Abroad Program. Greece. (August 2017 - June 2018).

Sam Flores. Committee for Continuing Education, Committee Member. (August 2017 - Present).
- Co-Director of Study Abroad Program. Greece. (August 2017 - June 2018).

Jennifer Gerrish. Honor Board, Committee Member. (September 2016 - Present).

James Newhard. LCWA Information and Technology Committee, Committee Member. (October 2017 - Present).
- AB Program Director. (July 2017 - Present).
- Center for Historical Landscapes, Director. (July 2017 - Present).
- Interdisciplinary Program in Archaeology, Committee Member. (July 2008 - Present).

Allison E. Sterrett-Krause. Faculty Senate Committee on Student Affairs and Athletics, Committee Chair. (January 2018 - Present).
- Interdisciplinary Program in Archaeology, Committee Member. (July 2017 - Present).
- Faculty Senate Committee on Student Affairs and Athletics, Committee Member. (August 2016 - December 2017).

Noelle Zeiner-Carmichael. Women and Gender Studies Executive Committee, Committee Member, Member. (August 2015 - Present).

Community


- Archaeological Institute of America - South Carolina Society, Vice President. (August 2011 - Present).
- Palmetto Scholars Academy, Pro Bono Professional Service. (February 2018). Presentation of the lecture 'Archaeology, Science, and the Humanities' to all sections of Honors History students
- Palmetto Scholars Academy, Pro Bono Professional Service. (October 2017). Presented and led discussions on archaeology as a career to middle school honors students.

Allison E. Sterrett-Krause. Archaeological Institute of America, South Carolina Society, President. (May 2017 - Present).
Profession

Andrew T. Alwine. Classical Association of the Middle West and South, External Grant Proposal Reviewer, Member. (July 2016 - Present).
--. Classical Association of the Middle West and South, Vice President for South Carolina, Other. (July 2016 - Present).

Sam Flores. American School for Classical Studies in Athens, Committee Member. (January 2018 - Present).
--. Society for Classical Studies, Committee Member, Member. (January 2018 - Present).

James Newhard. Spatial Archaeology Research Collaborations (SPARC). Center for Advanced Spatial Technologies, University of Arkansas, Advisory Board, Board Member. (December 2016 - Present).
--. Consortium for the Archaeology of the Lowcountry, President/Elect/Past. (August 2014 - Present).
--. American School of Classical Studies, Athens, College Representative, Member. (May 2005 - Present).
--. Archaeological Institute of America, Information and Technology Committee, Committee Member, Member. (January 2017 - April 2020).

Consulting


Funding

Grants and Contracts

Submitted

James Newhard (Principal), Gilmore, Richard G (Co-Investigator), Levine, Norman S. (Supporting), Gilmore, Joanna K (Supporting), Poplin, Eric (Co-Investigator), Moore, Ina (Supporting), "Phase I and Cultural Resource Management Plan for Nemours Plantation, Beaufort County, South Carolina," Non-profit/Foundation, requested $42,000.00. (August 2018 - May 2019).

Collaborative Arrangements: public-private collaborative between CofC, Brockington and Assoc., and the Gullah Society

College Funds

Andrew T. Alwine (Principal), "Greek Inscriptions on 4th Century Democracy," Sponsored by Faculty R&D, College of Charleston, requested $2,500.00, awarded $2,500.00. (May 2017 - July 2017).

Sam Flores, (Principal), “Intercultural Networks in Plato and Classical Greece,” Sponsored by Faculty R&D, College of Charleston, requested $1,8750.50, awarded $1,8750.50. (June 2018).
Appendix I. Report of Undergraduate Program Review

B.A. and A.B. in Classics, Department of Classics, School of Languages, Cultures, and World Affairs

Undergraduate Program Review by the Committee on Assessment of Institutional Effectiveness

Spring 2018

Quality 1. “Has an articulated mission statement that aligns with the College’s mission and strategic plan.”
MEETS
The Department of Classics has a mission statement that is appropriate for both of its major programs, last revised in 2014; it is suitably aligned with the C of C mission and strategic plan.

Quality 2. “Has stated program goals and learning outcomes in support of its mission statement.”
MEETS WELL
There are detailed goals for revising the program, justified with specific references to items in the College’s strategic plan and aligned with the departmental mission statement; the departmental annual reports also link goals directly to College’s strategic plan.

There are detailed, strong and clear Student Learning Outcomes, with three SLOs and two measures for each. However, targets are not specified, at least in evidence document submitted for this review.
Thus, it is suggested that such SLO targets be stated clearly in the goals for each program.

Quality 3. “Uses Assessment tools to evaluate the effectiveness of learning outcomes.”
MEETS
Classics has an ongoing program of assessment and has been quite active in using and revising its program based on assessment results, and indeed also in revising its assessment measures.

Quality 4. “Reflects on and if necessary acts on assessment data of student learning.”
MEETS
Classics pays continuous attention to assessment results and has made adjustments each year in the review period (2010–2017) based on assessment results. This seems to be part of the culture of this department.
Quality 5. “Has implemented curricular change to better meet program goals and learning outcomes.”
MEETS
Classics has made curricular adjustments almost every year in the review period (2010–2017), based on assessment results.

Quality 6. “Has professionally active and engaged faculty scholars.”
MEETS
Based on the amount of presented conference papers and other published works, the programs meet this criterion.

Quality 7. “Has faculty members who are engaged in service to their Department, School, Campus, Discipline and/or their Community.”
MEETS
Classics’ faculty members show a high level of engagement in both campus-wide service to the College and in their discipline beyond the College.

Quality 8. “Provides opportunities for faculty development in teaching and research.”
MEETS
Apart from the standard R&D funding, the Department’s endowment enables a lecture series for campus and presents opportunities for junior faculty.

Quality 9. “Produces alumni who use their degree to launch a successful career, to further their education, or to contribute to society.”
MEETS
Classics graduates staff several schools in the Charleston area. The Department has partnerships with alumni who support the program financially. Classics keeps a list of its graduates over the years, and it keeps the list updated. The Department also tracks the accomplishments of its alumni.

Quality 10. “Contributes to the broader educational development of students by participating in programs or initiatives such as general education, Honors, interdisciplinary programs, the Quality Enhancement Plan and/or the First Year Experience.”
MEETS WELL
Classics has strong involvement in all these areas. It contributes to other programs, mainly archeology and FYE, where 21.1% of the courses that LCWA contributed to FYE in 2016-
2017 were offered by Classics).

**Quality 11. “Provides high impact experiences for students (capstone courses, research, internships, travel, performance, etc.).”**

MEETS
Classics offers multiple ways in which students can be exposed to high impact experiences. These include the IS program, tutoring, bachelor’s essays, independent studies, internships, tutorials, and peer education (SI). It also encourages students to participate in research and present at conferences.

**Quality 12. “Has an enrollment strategy to maintain student interest in the discipline in a way that enhances program quality.”**

MEETS WELL
Classics has built a reputation as one of the flagship programs in the nation. It has a strong vision as to how it keeps its strength in Latin, and how to increase its enrollment in Greek. It also offers diverse options for engagement with the discipline, through interdisciplinary majors, minors and secondary education, with strong enrollment trends.

**Quality 13. “Has sufficient resources to not be overly reliant on adjunct faculty and has an articulated process for adjunct evaluation.”**

MEETS
The department has shown measurable improvement in reducing adjunct dependence to a reasonably low level.

**Quality 14. “Attracts diverse students and faculty.”**

MEETS ON FACULTY; NOT ON STUDENTS
With its students, diversity is virtually non-existent in the program, and there is a need for improvement. The Department recognizes this, as a part of a school- and college-wide issue, and perhaps also a tendency in the discipline as a whole. It is clearly engaging in this challenge, having presented a thorough and well evidenced summary and indicated plans for improving the situation: broadening curriculum, focusing on precollege education, and offering diversity scholarships.

On the other hand, the Department has a record of attracting diverse faculty that is well above norms for the discipline; for example, 43% are women.
**Appendix II. Assessment Report**  
**Assessment Report: Classics A.B.**  
**Academic Year:** 2017-2018

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**Program Name and Type**  Classics AB and BA major, Undergraduate  
**Contact information for Program Assessment Coordinator:**  Shawn Morrison, Associate Dean, LCWA  
**Email:** morrisonsh@cofc.edu  
**Phone:** 953-4266  
**Office address:** 325 Jewish Studies Center  
**Administrative Unit director** (deans, vice presidents, etc.) receiving assessment updates:

**Does this program follow specialized accreditation standards (e.g., NCATE, AACSB)?**  
__(Yes) X (No)  
**Name of the accrediting organization** ____________________________________________  
**Date of last program review for the accrediting organization** _____________________  
**Date of next program review for reaccreditation** ________________________________

**Program/Department Mission Statement:**  The mission of the Department of Classics is to promote an understanding of the ancient Greek and Roman world and its legacy through an investigation of the languages and cultures of these civilizations.

In addition, the mission of this Department is to fulfill all aspects of the mission of the School of Languages, Cultures, and World Affairs and the mission of the College of Charleston that fall within the academic fields of this Department. It is this Department’s task to oversee those areas of study.

**Unit or School Mission:**  The School of Languages, Cultures and World Affairs prepares students to become discerning, knowledgeable, and engaged citizens in an ever changing, interconnected global world.

**Assessment Process:**  Through a classical curriculum students gain a working knowledge about Greek and Roman language, culture, archaeology/material world, and history, and how to apply that knowledge to their modern contexts. Classics, enveloping Greece, Italy, and the wider Mediterranean is by nature multi-cultural and interdisciplinary, and so promotes skills transferable into multiple career paths, skills such as critical thinking, data analysis and synthesis, multi-cultural understanding, and communication.

The assessment process for the Department of Classics is based on direct instructional strategies (such as, research assignments, writing formal essays and papers, and preparation and execution of presentations), deployed over the principal areas of study named above, regarding student performance in research practices, writing, and effective communication.

The assessments are staged at both formative and summative levels and given at both levels yearly so that all students majoring in Classics are assessed. The data from the assessments are collected and discussed at a faculty meeting each academic year, and help guide revisions to curriculum.
**Student Learning Outcome 1 (Knowledge):**

Students will demonstrate a working knowledge of the foundational resources for research in the field and assess how they would apply to a particular question.

**Measure 1.1 [LATN 300 / CLAS 300]**

Students in LATN/CLAS 300 will complete an assignment requiring that they identify the major research tools for the field of Classics and apply them to specific research problems. The answers given must be presented in correct form.

**Performance Target:** 90% of students scoring at an adequate level or above (7-10) and at least 60% at an excellent rating (10-9).

**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>Resource Identification</td>
<td>Student identifies the content and relevance of the resources with minimal errors.</td>
<td>Student identifies the content of the resource but is unable to communicate its relevance.</td>
<td>Student fails to define the content and relevance of the resources.</td>
</tr>
<tr>
<td>Application</td>
<td>Student applies resource tools to particular research problems.</td>
<td>Student applies the correct resource but does not succeed in answering the particular question.</td>
<td>Student fails to apply resource tools to particular research problems.</td>
</tr>
<tr>
<td>Form</td>
<td>Student gives answers in the appropriate bibliographic form.</td>
<td>Student gives answers in a bibliographic form, but the form displays inconsistencies.</td>
<td>Student does not give answers in the appropriate bibliographic form.</td>
</tr>
</tbody>
</table>

**Results Measure 1.1**

**CLAS 323.01; CLAS 303/HIST 370; LATN 390 – Lucan; LATN 390 – Vergil; LATN 390 – Apuleius; CLAS 325**

<table>
<thead>
<tr>
<th></th>
<th>Excellent:</th>
<th>Good/Adequate:</th>
<th>Poor/Unsatisfactory:</th>
<th>Total N of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Resource Identification</td>
<td>42</td>
<td>57%</td>
<td>26</td>
<td>35%</td>
</tr>
<tr>
<td>Application</td>
<td>47</td>
<td>64%</td>
<td>18</td>
<td>24%</td>
</tr>
<tr>
<td>Form</td>
<td>51</td>
<td>70%</td>
<td>11</td>
<td>15%</td>
</tr>
<tr>
<td>Composite Averages</td>
<td>46.67</td>
<td>63%</td>
<td>18.33</td>
<td>25%</td>
</tr>
</tbody>
</table>
Measure 1.2 [CLAS 401]
Students in CLAS 401 will create for a research project 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.

Performance Target: 90% of students scoring at an adequate level or above (7-10) and at least 70% at an excellent rating (10-9).

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>Bibliography</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>Summary</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 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>Abstract</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 &quot;excellent&quot; 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>

Results Measure 1.2: CLAS 401

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good/Adequate</th>
<th>Poor/Unsatisfactory</th>
<th>Total N of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Bibliography</td>
<td>6</td>
<td>86%</td>
<td>1</td>
<td>14%</td>
</tr>
<tr>
<td>Summary</td>
<td>5</td>
<td>71%</td>
<td>2</td>
<td>29%</td>
</tr>
<tr>
<td>Abstract</td>
<td>5</td>
<td>71%</td>
<td>2</td>
<td>29%</td>
</tr>
<tr>
<td>Composite Averages</td>
<td>53333</td>
<td>76%</td>
<td>1.7</td>
<td>24%</td>
</tr>
</tbody>
</table>
Student Learning Outcome 2 (Writing)
Students in LATN/CLAS 300 will conduct a clear and cogent, research project utilizing relevant secondary literature and developing a rational argument.

Measure 2.1 [LATN 300 / CLAS 300]
Students will write a formal essay on a topic assigned or approved by an instructor of record.

Performance Target: 70% of students scoring at a good/adequate rating or better (7-10).

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>Thesis</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>Depth and Cogency</td>
<td>Argument is detailed, so that the defense of the thesis is persuasive. The conclusion is sustained by the argumentation.</td>
<td>Presents enough argumentation to sustain the thesis but not so that the conclusion 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>Mechanics</td>
<td>There are infrequent, if any, errors in punctuation, grammar and usage, and these do not lessen clarity nor disrupt the overall argument.</td>
<td>There are infrequent, if any, errors in punctuation, grammar and usage, but these at times lessen clarity although they do not disrupt the overall argument.</td>
<td>The essays argument does not cohere because mechanical errors are too frequent.</td>
</tr>
</tbody>
</table>

Results Measure 2.1:
CLAS 323.01; CLAS 303/HIST 370; LATN 390 – Lucan; LATN 390 – Vergil; LATN 390 – Apuleius; CLAS 325

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good/Adequate</th>
<th>Poor/Unsatisfactory</th>
<th>Total N of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>47</td>
<td>19</td>
<td>7</td>
<td>73</td>
</tr>
<tr>
<td>Depth and Cogency</td>
<td>34</td>
<td>32</td>
<td>7</td>
<td>73</td>
</tr>
<tr>
<td>Mechanics</td>
<td>42</td>
<td>24</td>
<td>7</td>
<td>73</td>
</tr>
<tr>
<td>Composite Averages</td>
<td>41.00</td>
<td>25.00</td>
<td>7.00</td>
<td>10%</td>
</tr>
</tbody>
</table>
Measurement 2.2 [CLAS 401]
Students in CLAS 401 will write a substantial research paper (20-30 pages) on a topic assigned or approved by an instructor of record for CLAS 401.

Performance Target: 70% of students scoring at a good/adequate rating or better (7-10) and at least 40% at an excellent rating (9-10).

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>Thesis</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 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>Depth and Cogency</td>
<td>The paper explores a well-defined topic. The argument is detailed, so that the defense of the thesis is persuasive.</td>
<td>The paper presents enough argumentation to 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>Sources</td>
<td>Sources are of scholarly quality and cited according to disciplinary standards.</td>
<td>Sources are of scholarly quality, but citations contain minor inconsistencies.</td>
<td>The sources are not of scholarly quality or are cited incorrectly.</td>
</tr>
<tr>
<td>Mechanics</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, if any, errors in punctuation, grammar and usage, but these at times lessen clarity although they do not disrupt completely the overall 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>

Results Measurement 2.2: CLAS 401

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good/Adequate</th>
<th>Poor/Unsatisfactory</th>
<th>Total N of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>4.00</td>
<td>3.00</td>
<td>0.00</td>
<td>7.00</td>
</tr>
<tr>
<td>Depth and Cogency</td>
<td>3.00</td>
<td>4.00</td>
<td>1.00</td>
<td>8.00</td>
</tr>
<tr>
<td>Sources</td>
<td>4.00</td>
<td>3.00</td>
<td>0.00</td>
<td>7.00</td>
</tr>
<tr>
<td>Mechanics</td>
<td>3.00</td>
<td>3.00</td>
<td>1.00</td>
<td>7.00</td>
</tr>
<tr>
<td>Composite Averages</td>
<td>3.5</td>
<td>3.25</td>
<td>0.5</td>
<td>7%</td>
</tr>
</tbody>
</table>
**Student Learning Outcome 3 (Communication/Critical Thinking)**
Students in LATN/CLAS 300 will present and defend a research topic in an oral presentation, which clearly explains a thesis and employs supporting argumentation in a logical sequence.

**Measurement 3.1 [LATN 300 / CLAS 300]**
The student/students will present on an assigned article or research topic.

**Performance Target:** 90% of students scoring at an adequate level or above (7-10) and at least 60% at an excellent rating (7-8).

**Rubrics:**

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Excellent (10-9)</th>
<th>Good/Adequate (8-7)</th>
<th>Poor/Unsatisfactory (6-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argumentation</td>
<td>Presentation has a clear cogent theme</td>
<td>The presentation lacks clarity and direction but the argument can still be followed.</td>
<td>The presentation lacks clarity to the degree the argument cannot be followed.</td>
</tr>
<tr>
<td>Methods</td>
<td>The methods are appropriate and of high quality.</td>
<td>The methods are of high quality but do not precisely fit the topic.</td>
<td>The methods are low in quality.</td>
</tr>
<tr>
<td>Mechanics</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>
</tr>
</tbody>
</table>

**Results Measurement 3.1:**
CLAS 323.01; CLAS 303/HIST 370; LATN 390 – Lucan; LATN 390 – Vergil; LATN 390 – Apuleius; CLAS 325

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Excellent</th>
<th>%</th>
<th>Good/Adequate</th>
<th>%</th>
<th>Poor/Unsatisfactory</th>
<th>%</th>
<th>Total N of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argumentation</td>
<td>58</td>
<td>78%</td>
<td>15</td>
<td>20%</td>
<td>1</td>
<td>1%</td>
<td>74</td>
</tr>
<tr>
<td>Methods</td>
<td>57</td>
<td>77%</td>
<td>14</td>
<td>19%</td>
<td>3</td>
<td>4%</td>
<td>74</td>
</tr>
<tr>
<td>Mechanics</td>
<td>40</td>
<td>54%</td>
<td>29</td>
<td>39%</td>
<td>5</td>
<td>7%</td>
<td>74</td>
</tr>
<tr>
<td>Composite Averages</td>
<td>51.67</td>
<td>70%</td>
<td>19.33</td>
<td>26%</td>
<td>3.00</td>
<td>4%</td>
<td>74</td>
</tr>
</tbody>
</table>
**Measurement 3.2 [CLAS 401]**

Students in CLAS 401 will give a 7-10 minute oral presentation on an assigned or approved research topic.

**Performance Target:** 90% of students scoring at an adequate level or above (7-10) and at least 60% at an excellent rating (7-8).

**Rubrics:**

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Excellent (10-9)</th>
<th>Good/Adequate (8-7)</th>
<th>Poor/Unsatisfactory (6-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argumentation</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>Methods</td>
<td>The methods are appropriate and of high quality.</td>
<td>The methods are of high quality but do not precisely fit the topic.</td>
<td>The methods are low in quality.</td>
</tr>
<tr>
<td>Mechanics</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>
</tr>
</tbody>
</table>

**Results Measurement 3.2**

**CLAS 401**

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Excellent:</th>
<th>Good/Adequate</th>
<th>Poor/Unsatisfactory</th>
<th>Total N of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argumentation</td>
<td>4 57%</td>
<td>2 29%</td>
<td>1 14%</td>
<td>7</td>
</tr>
<tr>
<td>Methods</td>
<td>4 57%</td>
<td>3 43%</td>
<td>0 0%</td>
<td>7</td>
</tr>
<tr>
<td>Mechanics</td>
<td>3 43%</td>
<td>1 14%</td>
<td>3 43%</td>
<td>7</td>
</tr>
<tr>
<td>Composite Averages</td>
<td>3.66667</td>
<td>52%</td>
<td>2 29%</td>
<td>1.33333 19%</td>
</tr>
</tbody>
</table>


AB CLAS Assessment Results (2017-2018)

Student Learning Outcome 1, Measure 1.1 (LATN/CLAS 300-level) and 1.2 (CLAS 401)
Measure 1.1. 74 students were assessed for this measure over the course of the fall 2017 and spring 2018 semesters. 88% of the students scored adequate or above; 63% rated excellent. 15% of the students scored ‘poor/unsatisfactory’ for ‘Form’.
Target Results: The performance target was to have 90% of students scoring at an adequate level or above (7-10) and at least 60% at an excellent rating (10-9). The scores for 90% at the adequate level or above for this year were the same as last year (which yielded a composite score of 88% for adequate or above). This performance target was not met. However, a greater proportion of students scored excellent (63% in 2017-18 as opposed to 53% in 2016-17). This part of the performance target was met.

Measure 1.2. 7 students were assessed for this measure in CLAS 401 in fall 2016. 100% of the students rated adequate or above; 76% rated excellent. The lowest scores were in Abstract and Summary (29% poor or unsatisfactory, N = 2).
Target Results: These scores are above target (90% of students scoring at an adequate level or above (7-10) and at least 60% at an excellent rating (9-10)). They are an improvement from the previous year, and represent the second year in a row of improvement over prior years.

Student Learning Outcome 2, Measure 2.1 (LATN/CLAS 300-level) and 2.2 (CLAS 401)
Measure 2.1. 73 students were assessed for this measure over the course of the fall 2017 and spring 2018 semesters. 90% of the students scored adequate or above; 56% rated excellent.
Target Results: The performance target was to have 90% of students scoring at an adequate level or above (7-10) and at least 60% at an excellent rating (10-9). The scores for this year met the target results in terms of having 90% of students meeting the target adequately; the scores did not meet the target of having 60% of students at the level of ‘excellent’.

Measure 2.2. 7 students were assessed for this measure in CLAS 401 in fall 2017; 8 students were measured for Depth and Cogency. 94% of the students rated adequate or above; 49% rated excellent.
Target Results: These scores met the target (70% of students scoring at a good/adequate rating or better (7-10)), and met the new sub-target of having at least 40% scoring at an excellent rating (9-10).

Student Learning Outcome 3, Measure 3.1 (LATN/CLAS 300) and 3.2 (CLAS 401)
Measure 3.1. 74 students were assessed for this measure over the course of the fall 2017 and spring 2018 semesters. 96% of the students scored adequate or above; 70% rated excellent.
Target Results: The performance target was to have 90% of students scoring at an adequate level or above (7-10) and at least 60% at an excellent rating (7-8). The scores are above these thresholds, and have met the target.

Measure 3.2. 7 students were assessed for this measure in CLAS 401 in fall 2017. 81% of the students rated adequate or above; 52% rated excellent.
Target Results: These scores did not meet the target (90% of students scoring at an adequate level or above (7-10) and at least 60% at an excellent rating (9-10)).
Use of Assessment Results

Summary of Assessment Results with Focus on Program Improvement

% and N of Students Scoring Adequate or Above (Measures 1.1, 2.1, 3.1)

<table>
<thead>
<tr>
<th>LATN/CLAS 300-level</th>
<th>Spring 2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1: Knowledge</td>
<td>96%</td>
<td>86%</td>
<td>88%</td>
</tr>
<tr>
<td>Outcome 2: Writing</td>
<td>93%</td>
<td>85%</td>
<td>90%</td>
</tr>
<tr>
<td>Outcome 3: Comm./Critical Thinking</td>
<td>97%</td>
<td>97%</td>
<td>96%</td>
</tr>
<tr>
<td>Total Average Assessed</td>
<td>39</td>
<td>39</td>
<td>74</td>
</tr>
</tbody>
</table>

% and N of Students Scoring Adequate or Above (Measures 1.2, 2.2, 3.2)

<table>
<thead>
<tr>
<th>CLAS 401</th>
<th>2011-2012 Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1: Knowledge</td>
<td>88%</td>
<td>100%</td>
<td>91%</td>
<td>100%</td>
<td>87%</td>
<td>94%</td>
</tr>
<tr>
<td>Outcome 2: Writing</td>
<td>83%</td>
<td>60%</td>
<td>100%</td>
<td>100%</td>
<td>77%</td>
<td>85%</td>
</tr>
<tr>
<td>Outcome 3: Comm./Critical Thinking</td>
<td>83%</td>
<td>90%</td>
<td>100%</td>
<td>90%</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>Total Assessed</td>
<td>14</td>
<td>13</td>
<td>11</td>
<td>13</td>
<td>13</td>
<td>12</td>
</tr>
</tbody>
</table>

In general, performance on student outcomes has been rather consistent over time. On average, 85% to 97% of students score ‘adequate’ or above on the measurements selected. The greatest deviation is in measure 2.2 (writing), where the standard deviation is 14% across the 7 years. The greatest variation in scores comes from measures 1.2, 2.2, and 3.2, which may be a product of small sample size. The question to pose is whether the Department should continue monitoring these student learning outcomes, change the measures or in other ways adjust the assessment process.
Assessment Report: Classics B.A.
Academic Year: 2017-2018

<table>
<thead>
<tr>
<th>College of Charleston Assessment Template</th>
<th>Date form Completed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please copy completed form into Compliance Assist. Thank You.</td>
<td></td>
</tr>
</tbody>
</table>

Program Name and Type  Classics AB and BA major, Undergraduate
Contact information for Program Assessment Coordinator:  Shawn Morrison, Associate Dean, LCWA
Email:  morrisonsh@cofc.edu
Phone:  953-4266
Office address:  325 Jewish Studies Center
Administrative Unit director (deans, vice presidents, etc.) receiving assessment updates:

Does this program follow specialized accreditation standards (e.g., NCATE, AACSB)?
__(Yes)  X (No)
Name of the accrediting organization ____________________________________________
Date of last program review for the accrediting organization __________________________
Date of next program review for reaccreditation ______________________________________

Program/Department Mission Statement:  The mission of the Department of Classics is to promote an understanding of the ancient Greek and Roman world and its legacy through an investigation of the languages and cultures of these civilizations.

In addition, the mission of this Department is to fulfill all aspects of the mission of the School of Languages, Cultures, and World Affairs and the mission of the College of Charleston that fall within the academic fields of this Department. It is this Department’s task to oversee those areas of study.

Unit or School Mission:  The School of Languages, Cultures and World Affairs prepares students to become discerning, knowledgeable, and engaged citizens in an ever changing, interconnected global world.

Assessment Process:  Through a classical curriculum students gain a working knowledge about Greek and Roman language, culture, archaeology/material world, and history, and how to apply that knowledge to their modern contexts. Classics, enveloping Greece, Italy, and the wider Mediterranean is by nature multi-cultural and interdisciplinary, and so promotes skills transferable into multiple career paths, skills such as critical thinking, data analysis and synthesis, multi-cultural understanding, and communication.

The assessment process for the Department of Classics is based on direct instructional strategies (such as, research assignments, writing formal essays and papers, and preparation and execution of presentations), deployed over the principal areas of study named above, regarding student performance in research practices, writing, and effective communication.

The assessments are staged at both formative and summative levels and given at both levels yearly so that all students majoring in Classics are assessed. The data from the assessments are collected and discussed at a faculty meeting each academic year, and help guide revisions to curriculum.
**Student Learning Outcome 1 (Knowledge)**
Students will demonstrate a working knowledge of the foundational resources for research in the field and assess how they would apply to a particular question.

**Measure 1.1 (CLAS 200)**
Students in CLAS 200 will complete an assignment requiring that they identify the major research tools for the field of Classics and apply them to specific research problems. The answers given must be presented in a correct, professional format.

**Performance Target:** Set to baseline

**Rubric:**

<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>Resource Identification</td>
<td>Student identifies the content and relevance of the resources with minimal errors.</td>
<td>Student identifies the content of the resource but is unable to communicate its relevance.</td>
<td>Student fails to define the content and relevance of the resources.</td>
</tr>
<tr>
<td>Application</td>
<td>Student applies resource tools to particular research problems.</td>
<td>Student applies the correct resource but does not succeed in answering the particular question.</td>
<td>Student fails to apply resource tools to particular research problems.</td>
</tr>
<tr>
<td>Form</td>
<td>Student gives answers in the appropriate bibliographic form.</td>
<td>Student gives answers in a bibliographic form, but the form displays inconsistencies.</td>
<td>Student does not give answers in the appropriate bibliographic form.</td>
</tr>
</tbody>
</table>

The course was not offered. Therefore, this measure was not assessed in 2017-18. It will be first measured in 2018-19.
Measure 1.2 (300-level CLAS)

Students in 300-level CLAS courses will complete an assignment requiring that they identify the major research tools for the field of Classics and apply them to specific research problems. The answers given must be presented in a correct, professional format

Performance Target: 90% of students will score at a good/adequate rating or better.

Rubric (same as 1.1)

<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>Resource Identification</td>
<td>Student identifies the content and relevance of the resources with minimal errors.</td>
<td>Student identifies the content of the resource but is unable to communicate its relevance.</td>
<td>Student fails to define the content and relevance of the resources.</td>
</tr>
<tr>
<td>Application</td>
<td>Student applies resource tools to particular research problems.</td>
<td>Student applies the correct resource but does not succeed in answering the particular question.</td>
<td>Student fails to apply resource tools to particular research problems.</td>
</tr>
<tr>
<td>Form</td>
<td>Student gives answers in the appropriate bibliographic form.</td>
<td>Student gives answers in a bibliographic form, but the form displays inconsistencies.</td>
<td>Student does not give answers in the appropriate bibliographic form.</td>
</tr>
</tbody>
</table>

Results Measurement 1.2

CLAS 323.01; CLAS 303/HIST 370; LATN 390 – Lucan; LATN 390 – Vergil; LATN 390 – Apuleius; CLAS 325

<table>
<thead>
<tr>
<th></th>
<th>Excellent:</th>
<th>Good/Adequate</th>
<th>Poor/Unsatisfactory</th>
<th>Total N of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Resource Identification</td>
<td>42</td>
<td>57%</td>
<td>26</td>
<td>35%</td>
</tr>
<tr>
<td>Application</td>
<td>47</td>
<td>64%</td>
<td>18</td>
<td>24%</td>
</tr>
<tr>
<td>Form</td>
<td>51</td>
<td>70%</td>
<td>11</td>
<td>15%</td>
</tr>
<tr>
<td>Composite Averages</td>
<td>46.67</td>
<td>63%</td>
<td>18.33</td>
<td>25%</td>
</tr>
</tbody>
</table>
**Student Learning Outcome 2 (Writing):**
Conduct a clear and cogent, research project utilizing relevant secondary literature and developing a rational argument.
This outcome will be assessed at both the formative (CLAS 200) and the summative stages (CLAS 300-level).

**Measure 2.1 (CLAS 200)**
Students in CLAS 200 will write a formal essay on a topic assigned or approved by an instructor of record

**Performance Target:** Set to baseline

**Rubric:**

<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>Thesis</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>Depth and Cogency</td>
<td>Argument is detailed, so that the defense of the thesis is persuasive. The conclusion is sustained by the argumentation.</td>
<td>Presents enough argumentation to sustain the thesis but not so that the conclusion 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>Mechanics</td>
<td>There are infrequent, if any, errors in punctuation, grammar and usage, and these do not lessen clarity nor disrupt the overall argument.</td>
<td>There are infrequent, if any, errors in punctuation, grammar and usage, but these at times lessen clarity although they do not disrupt the overall argument.</td>
<td>The essays argument does not cohere because mechanical errors are too frequent.</td>
</tr>
</tbody>
</table>

The course was not offered. Therefore, this measure was not assessed in 2017-18. It will be first measured in 2018-19.
Measure 2.2 (300-level CLAS)

Students in 300-level CLAS courses will write a formal essay on a topic assigned or approved by an instructor of record.

Performance Target: 70% of students will score at a good/adequate rating or better.

Rubric:

<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>Thesis</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>Depth and Cogency</td>
<td>Argument is detailed, so that the defense of the thesis is persuasive. The conclusion is sustained by the argumentation</td>
<td>Presents enough argumentation to sustain the thesis but not so that the conclusion 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>Mechanics</td>
<td>There are infrequent, if any, errors in punctuation, grammar and usage, and these do not lessen clarity nor disrupt the overall argument.</td>
<td>There are infrequent, if any, errors in punctuation, grammar and usage, but these at times lessen clarity although they do not disrupt the overall argument.</td>
<td>The essays argument does not cohere because mechanical errors are too frequent.</td>
</tr>
</tbody>
</table>

Results Measurement 2.2

CLAS 323.01; CLAS 303/HIST 370; LATN 390 – Lucan; LATN 390 – Vergil; LATN 390 – Apuleius; CLAS 325

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good/Adequate</th>
<th>Poor/Unsatisfactory</th>
<th>Total N of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>47</td>
<td>19</td>
<td>7</td>
<td>73</td>
</tr>
<tr>
<td>Depth and Cogency</td>
<td>34</td>
<td>32</td>
<td>7</td>
<td>73</td>
</tr>
<tr>
<td>Mechanics</td>
<td>42</td>
<td>24</td>
<td>7</td>
<td>73</td>
</tr>
<tr>
<td>Composite Averages</td>
<td>41.00</td>
<td>25.00</td>
<td>7.00</td>
<td>10%</td>
</tr>
</tbody>
</table>

53
**Student Learning Outcome 3 (Communication/Critical Thinking):**
Students will present and defend a research topic in an oral presentation, which clearly explains a thesis and employs supporting argumentation in a logical sequence.

**Measure 3.1 (300-level CLAS)**
Students in 300-level CLAS courses will deliver a presentation on an assigned article or research topic.

**Performance Target:** 60% of students will score at a good/adequate rating or better.

**Rubric:**

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Excellent (10-9)</th>
<th>Good/Adequate (8-7)</th>
<th>Poor/Unsatisfactory (6-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argumentation</td>
<td>Presentation has a clear cogent theme</td>
<td>The presentation lacks clarity and direction but the argument can still be followed.</td>
<td>The presentation lacks clarity to the degree the argument cannot be followed.</td>
</tr>
<tr>
<td>Methods</td>
<td>The methods are appropriate and of high quality.</td>
<td>The methods are of high quality but do not precisely fit the topic.</td>
<td>The methods are low in quality.</td>
</tr>
<tr>
<td>Mechanics</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>
</tr>
</tbody>
</table>

**Results Measurement 3.1**
CLAS 323.01; CLAS 303/HIST 370; LATN 390 – Lucan; LATN 390 – Vergil; LATN 390 – Apuleius; CLAS 325

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Excellent</th>
<th>Good/Adequate</th>
<th>Poor/Unsatisfactory</th>
<th>Total N of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argumentation</td>
<td>58 (78%)</td>
<td>15 (20%)</td>
<td>1 (1%)</td>
<td>74</td>
</tr>
<tr>
<td>Methods</td>
<td>57 (77%)</td>
<td>14 (19%)</td>
<td>3 (4%)</td>
<td>74</td>
</tr>
<tr>
<td>Mechanics</td>
<td>40 (54%)</td>
<td>29 (39%)</td>
<td>5 (7%)</td>
<td>74</td>
</tr>
<tr>
<td>Composite Averages</td>
<td>51.67 (70%)</td>
<td>19.33 (26%)</td>
<td>3.00 (4%)</td>
<td>74</td>
</tr>
</tbody>
</table>
Measure 3.2 (400-level CLAS)
Students in 400-level CLAS courses will deliver a presentation on an assigned article or research topic.

Performance Target: 90% of students will score at a good/adequate rating or better.

Rubric:

<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>Argumentation</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>Methods</td>
<td>The methods are appropriate and of high quality.</td>
<td>The methods are of high quality but do not precisely fit the topic.</td>
<td>The methods are low in quality.</td>
</tr>
<tr>
<td>Mechanics</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>
</tr>
</tbody>
</table>

Results Measurement 3.2
CLAS 401

<table>
<thead>
<tr>
<th></th>
<th>Excellent:</th>
<th>Good/Adequate</th>
<th>Poor/Unsatisfactory</th>
<th>Total N of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Argumentation</td>
<td>4</td>
<td>57%</td>
<td>2</td>
<td>29%</td>
</tr>
<tr>
<td>Methods</td>
<td>4</td>
<td>57%</td>
<td>3</td>
<td>43%</td>
</tr>
<tr>
<td>Mechanics</td>
<td>3</td>
<td>43%</td>
<td>1</td>
<td>14%</td>
</tr>
<tr>
<td>Composite Averages</td>
<td>3.66667</td>
<td>52%</td>
<td>2</td>
<td>29%</td>
</tr>
</tbody>
</table>
BA CLAS Assessment Results (2017-2018)

Student Learning Outcome 1, Measure 1.1 (CLAS 200) and 1.2 (LATN/CLAS 300-level)

Measure 1.1. The course was not offered. Therefore, this measure was not assessed in 2017-18. It will be first measured in 2018-19.

Measure 1.2. 74 students were assessed for this measure over the course of the fall 2017 and spring 2018 semesters. 88% of the students scored adequate or above; 63% rated excellent. 15% of the students scored ‘poor/unsatisfactory’ for ‘Form’.

Target Results: The performance target was to have 90% of students scoring at an adequate level or above (7-10). The composite average for this measure presented scores at 88% for adequate or above. This performance target was not met.

Student Learning Outcome 2, Measure 2.1 (CLAS 200) and 2.2 (LATN/CLAS 300-level)

Measure 2.1. The course was not offered. Therefore, this measure was not assessed in 2017-18. It will be first measured in 2018-19.

Measure 2.2. 73 students were assessed for this measure over the course of the fall 2017 and spring 2018 semesters. 90% of the students scored adequate or above; 56% rated excellent.

Target Results: The performance target was to have 70% of students scoring at an adequate level or above (7-10). The scores for this year met the target results.

Student Learning Outcome 3, Measure 3.1 (LATN/CLAS 300-level) and 3.2 (CLAS 401)

Measure 3.1. 74 students were assessed for this measure over the course of the fall 2017 and spring 2018 semesters. 96% of the students scored adequate or above; 70% rated excellent.

Target Results: The performance target was to have 60% of students scoring at an adequate level or above (7-10). The scores are significantly above these thresholds, and have met the target.

Measure 3.2. 7 students were assessed for this measure in CLAS 401 in fall 2017. 81% of the students rated adequate or above; 52% rated excellent.

Target Results: These scores did not meet the target [90% of students scoring at an adequate level or above (7-10)].
Use of Assessment Results

Summary of Assessment Results with Focus on Program Improvement

% and N of Students Scoring Adequate or Above (Measures 1.1, 2.1, 3.1)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1: Knowledge</td>
<td>~</td>
</tr>
<tr>
<td>Outcome 2: Writing</td>
<td>~</td>
</tr>
<tr>
<td>Outcome 3: Comm./Critical Thinking</td>
<td>93%</td>
</tr>
<tr>
<td>Total Average Assessed</td>
<td>74</td>
</tr>
</tbody>
</table>

% and N of Students Scoring Adequate or Above (Measures 1.2, 2.2, 3.2)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>2017-2018</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1: Knowledge</td>
<td>85%</td>
<td>73.6</td>
</tr>
<tr>
<td>Outcome 2: Writing</td>
<td>90%</td>
<td>73</td>
</tr>
<tr>
<td>Outcome 3: Comm./Critical Thinking</td>
<td>81%</td>
<td>7</td>
</tr>
</tbody>
</table>

2017-18 was the first year in which the BA Classics major was assessed separately from the AB in Classics. One of the courses, CLAS 200 is not scheduled to be taught until 2018, at which point outcome measurements 1.1 and 2.1 will be recorded.

In terms of the measurements which are more summative (Measures 1.2, 2.2), performance on student outcomes are generally good, but need improvement. Departmental goals are to have 90% of students score ‘adequate’ or above; students currently do not meet those thresholds. In outcome 3 (Communication/Critical Thinking), students meet the threshold for 3.1, but did not meet measurement 3.2 (verbal/visual communication, particularly in the mechanics of presentation). It is possible that the small sample size plays a part; further cycles of evaluation will help to bring this into greater focus. The performance on outcome 3 suggest that earlier exposure to this learning outcome may be appropriate, such as in CLAS 200, which is now required of all BA CLAS majors.
Closing the Loop

2011-2012: Based on the data and discussion of Classics faculty at end of the year departmental meetings, the faculty made the following curricular revisions: (1) 300 level students were introduced to strategies for and practice in oral presentations; (2) all 300 level courses in both language and civilization required a paper and writing projects, which together total 12-15 pages of formal graded writing; (3) CLAS 401, a major course for summative assessment and taken mostly by seniors, was offered in the fall semester only, and therefore students who did not meet standards had the opportunity to take another advanced course with assessment assignments. Remediation was therefore possible. The faculty could through advising direct underperforming students into appropriate courses.

2012-2013: Compared to 2011-2012, performance levels improved for the categories of Knowledge and Critical Thinking /Communication, but fell for the category of Writing. Based on the data and discussion of Classics faculty at end of the year departmental meetings, changes were made in the curriculum to introduce students to research resources and their analysis earlier in their studies, specifically at the beginning of the 300 level. Also at the beginning 300 level students were introduced to strategies for and practice in oral presentations.

2013-2014: For the past two years the assessments for Knowledge and Critical Thinking met or exceeded targets. The curricular revisions made (2011-2013) appeared to have a positive effect. Further, currently LATN 301 is required for all A.B. Classics majors as the first 300-level reading course. Based on the data and discussion of Classics faculty at end of the year departmental meetings, the faculty decided to eliminate this requirement in order to provide students more flexibility in their choice of a first 300 level course.

2014-2015: For the past three years the assessments for Knowledge and Critical Thinking met or exceeded targets. Scores for Writing also improved. Specifically, 300 level CLAS students were introduced to strategies for and practice in oral presentations, and all CLAS 300 level courses required a paper and writing projects. Based on the data and discussion of faculty at end of the year departmental meetings, faculty decided to apply the same revisions to LATN 300 courses. The department chair charged a faculty task force to undertake a revision of the Latin curriculum designed to improve programming in the 100-200 level Latin language courses.

2015-2016: Based on the data and discussion of Classics faculty at end of the year departmental meetings, the faculty determined three actions: (1) to compress language acquisition in the Latin 100-200 sequence, so that students have direct access to primary sources more quickly. To aid in this compression a new Latin textbook was adopted, beginning this fall. The Latin task force in place starting last year will continue to work on developing supporting materials for this text; (2) extend the work of the BA task force, especially with the target of developing internships to give students a better command of the core study necessary for particular career applications; (3) coordinate writing expectations with required writing courses in general education to ensure a continued improvement in writing beyond the basic level in mechanics.

2016-2017: Based on the data and discussion of Classics faculty at end of the year departmental meetings, the faculty determined three actions: (1) to continue implementation of the new Latin textbook, monitoring the language GenEd assessments to understand the effects of compressing the language acquisition in the Latin 100-200 sequence (see 2015-16 ‘Use of Assessment Results’); (2) implement the BA revisions passed by the Senate in the next academic year; (3) implement new student learning outcomes for the BA in classics, consonant with the new structure and learning objectives.
Appendix III. Classics Development Plan

Strengthening the Flagship Program in Classics for a Better South Carolina

Vision: By 2025, the Department of Classics will hold a diversified financial portfolio, containing endowed funds; a culture of annual giving by faculty, staff, alumni, and friends; grant and other research funding; and institutional support. These resources will propel the program to national pre-eminence, becoming a national draw for students and a touchstone for innovative applications of classics to the needs of the 21st century.

Strategic Development:
The initiatives discussed below have foci that tie into the strategic initiatives of the institution:

- improving recruitment and retention of high-quality students (strategy 4)
- increasing and supporting diversity (tactic 4.05)
- strengthening partnerships with PK-12 education for a stronger SC (tactic 8.05)
- enhance resources to recruit and retain faculty with the potential to bring local and national recognition to the College (tactic 3.03)

Support of these initiatives will therefore not only strengthen the Department of Classics, but have reverberating impacts upon the institution and educational institutions within South Carolina writ large.
Developing future leaders

Key to the strength of Classics is the recruitment of high-quality students and the support of high-impact experiences. Key to the matter of recruitment is the development of financial packages that increase the overall competitiveness of the institution. Incoming freshman scholarships for students with a declared interest in classics would assist the institution’s overall goal to recruit highly qualified students, while assisting the overall strength of classics. In parallel with the emphasis of the institution to increase diversity within the institution, Classics as a discipline needs to proactively put in measures to reflect the diverse nature of South Carolina, the United States, and the ancient civilizations that we study. Support of diversity within Classics is a necessary need within the field. High impact experiences drive home key competencies learned in the classroom, adding to this arsenal the real-world experiences of other cultures. Study abroad is a key formative experience for Classics students, enabling them to understand the full contextual totality of the ancient world’s impact upon modern society. Participation - particularly for those interested in classical archaeology - is an imperative, currently borne at significant personal outlay. These 3 initiatives would bring lasting transformation to the Classics Department, the College of Charleston, and the discipline as a whole. Each of these are strategic to the long-term health of the Department of Classics, and strategic to the long-term trajectory of the College.

Freshman Scholarship:
Funding: Two $2,000 scholarships, non-renewable
Eligibility: Incoming freshmen
Effective year goal: 2025
Amount needed: $135,000 endowed

Diversity Scholarship:
Funding: One $1,000 scholarship, renewable
Eligibility: Current Students
Effective Year: 2020
Amount needed: $105,000 endowed

Study Abroad Travel:
Funding: Three $2,000 stipends
Eligibility: Current Students
Effective year goal: 2020
Amount needed: $200,000 endowed
Supporting success in PK-12 education

Key to maintaining a strong student body is a strong presence and support of PK-12 education, particularly those schools that offer Latin at the middle and high school level. The College of Charleston offers a degree in foreign language education with a Latin focus. As the flagship classics program in the state, the Department has identified the need to further support those whom the College has trained and other educators within the PK-12 systems. Promotion of classics and Latin at the PK-12 level has a lasting effect upon the recruitment of highly qualified students to the College.

Classics sees need in two areas: startup costs for new teachers (alumni or new teachers placed within a SC school) and an annual colloquium sponsored by and housed at the College of Charleston for teachers to present results of successes in the classroom and to address matters of common impact to classics in PK-12 education.

New teacher alumni support
Funding: 2 $500 awards per annum
Eligibility: new Latin teachers employed by a SC school or alumni employed by any school in the US within the first 3 years of hire
Effective Year: 2020
Amount needed: $1000 in annual giving

High School Teacher Colloquium:
Funding: $500 per annum
Eligibility: Departmentally managed
Effective Year: 2020
Amount needed: $500 in annual giving
Faculty/Student Research

One of the defining features of the College of Charleston is the expectation that faculty actively engage in research, and that such research, when applicable and appropriate, engages the undergraduate experience. Classics has been a leader in integrating research within education. These efforts come at a cost, particularly given that many research opportunities occur in the Mediterranean. In terms of student engagement, research activities come at a large cost, and many of these opportunities fall through the cracks of other funding resources. Faculty needs include supplements to current support for research and travel, particularly for work at the beginning or end of large research projects and supplemental travel to conferences to present on research that falls outside of normal reporting patterns.

Faculty and Student Research
Funding: $7,000 per annum; individual awards variable upon need/availability
Eligibility: faculty and students of Classics
Effective year: 2025
Amount needed: $250,000 endowed
### Summary of Costs

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Effective</th>
<th>Annual Funding</th>
<th>Endowed</th>
<th>Annual Gifts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Scholarship</td>
<td>2025</td>
<td>$4,000</td>
<td>$135,000</td>
<td></td>
</tr>
<tr>
<td>Diversity Scholarship</td>
<td>2020</td>
<td>$3,000</td>
<td>$105,000</td>
<td></td>
</tr>
<tr>
<td>Study Abroad Stipend</td>
<td>2020</td>
<td>$6,000</td>
<td>$200,000</td>
<td></td>
</tr>
<tr>
<td>New Teacher Support</td>
<td>2020</td>
<td>$1,000</td>
<td></td>
<td>$1,000</td>
</tr>
<tr>
<td>PK-12 Teacher Colloquium</td>
<td>2020</td>
<td>$500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty/Student Research</td>
<td>2025</td>
<td>$7,000</td>
<td>$250,000</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$21,500</strong></td>
<td><strong>$690,000</strong></td>
<td><strong>$1,500</strong></td>
</tr>
</tbody>
</table>

### Strategies for Supporting Activities

A total of $691,500 is estimated as the total cost for these initiatives ($690k endowed, $1.5k annual giving), obtained within an 8-year funding drive. An intermediate goal is set for $306,500 by 2020 ($205k endowed, $1.5k annual giving). The funding strategy recommends a mix of both endowed and annual giving.

**Annual giving:** The institution has annual giving drives in the fall for faculty and staff, and for alumni and friends in the month of February. An increase in annual gifts of $1,500 would be met easily by:
- 1 gift of $125/month
- 5 gifts of $25/month
- 10 gifts of $12.50/month
- 13 gifts of $10/month

Targeting faculty, staff, and alumni specifically to monthly deductions as opposed to one-time block gifts would provide for a consistent program of support, easily budgeted by a wide swath of income brackets, and enable efficient maintenance and management of giving initiatives via controlled funding drives over the course of the year, driven towards direct and specific needs.

**Endowed giving:** The Department has a developed group of friends that regularly support ongoing initiatives – namely a series of endowed scholarships for enrolled students (Mouzon, Johnson-Vest, and Duryea) and an annual speaker fund (Guérard) which has enabled the successful production of the annual ‘Classical Charleston’ lecture series. Several supporters of these funds have ties to PK-12 education, the support of Latin education broadly, and the support of Classics majors. Other friends of the department hold to a strong commitment towards high impact student experiences and faculty/student research. Initiatives at the School level are also targeting similar goals (such as study abroad scholarships). Partnering with other units for pursuing large gifts, within which would be earmarked funds for Departmental initiatives, would be a profitable strategy.

**Other Forms of Support:** Development strategies need to go beyond dollars and cents in order develop long-term success. A broad understanding of ‘support’ needs to be engaged, which consists of advocating for the program, mentoring and advising of students, and lastly – financial support. Encouraging activities in the first two areas yield, over time, increased activity in the third. A program of regular communication with alumni and friends via electronic media (such as a newsletter), co-curricular and extra-curricular activities (personal invitations to on-campus lectures and events), and curricular initiatives (such as internships) will assist in cultivating actions of advocacy and advising among alumni and friends of the Department. The establishment of an Advisory Board will further facilitate these initiatives.