A Handbook for Classics in Undergraduate Departments

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Introduction

This handbook, first drafted in 2016, provides an overview of challenges and opportunities for 21st century undergraduate Classics departments and programs. We have intentionally limited the scope of the handbook to undergraduate departments, for unlike institutions with MA and PhD tracks in Classics, such programs focus exclusively on undergraduate education. A collaboration of over 30 Classics department chairs and program directors, the handbook covers a range of topics: students, faculty, curriculum, working within your home institution, and outreach. There are also links to resources, data, and articles that we hope will prove useful to Classics faculty. Since this is a living and ever-evolving document, the leadership of the Liberal Arts Committee will collect comments every year in the fall before the SCS meeting and update the document with these comments as a guide. The SCS will host this document as it is revised.

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Students

Recruitment

Recruiting does not begin with college admission, or placement tests and registration, or the students' arrival on campus, although of course those are all important moments for delivering our message. But before any of those moments, we can set the stage for students to try out Classics in college by building strong relationships with high school Latin programs locally, regionally, and nationally. We should be in frequent touch with our local pre-collegiate Latin faculty colleagues, from the primary grades all the way through high school, expressing appreciation and support, asking them for ideas, and offering our assistance. We should invite them to events on campus, including scholarly talks by visiting speakers and events that we sponsor specifically for Latin instructors such as pedagogy workshops. Consider inviting some of the departmental majors to participate in recruitment efforts, for the connections they can forge with pre-collegiate students and for the opportunity for them to get a handle on professional activities. We can host and sponsor a Latin Day on campus for faculty and their students. The day would include talks or seminars by members of our faculty on various captivating topics pitched appropriately, games and events, and perhaps kicking off or culminating with a keynote speaker (e.g., Classics Day at Monmouth College) . Here's one formula for Latin Day: Area high school students sign up in advance for two seminars, taught by members of the department. The event kicks off with a keynote speaker, then proceeds with two seminar sessions, each of which has four seminars available. (First and second sessions are repeats: faculty teach the same seminar twice, students move from one to another.) Faculty and parents are invited to the event and may sit in on the seminars, which are about an hour apiece. Great topics include gladiators and the games, Latin invective, how to compose and deliver a speech

(that is, ancient rhetoric), Roman coins, reading inscriptions, medieval Latin, and so forth. The day might include a *certamen*. The goal? Look at all the cool things you can do with this language!

We can attend Junior Classical League (JCL) events, locally and nationally, as well as the American Classical League (ACL) annual meeting. Recruiting can also be indirect, and overlap with outreach to groups other than young people. Parents, grandparents, and other adults will give the college-going students in their lives advice, and that advice may be heeded. So do not overlook opportunities, even those as casual and brief as conversations in line at the grocery store.

Maintain a close working connection with the Admissions Office. The chair should reach out to the Vice President of Admissions and ask how Classics can become involved with and support the recruitment of students to your institution (not just to your department but to the institution as a whole). The benefits of this are twofold: it increases the visibility of Classics within the Admissions process, and Classics can gain a reputation for being collegial and working towards meeting the priorities of the institution as a whole. This work can help with our enrollments and with our staffing issues. Offer to hold an open house for or to meet with prospective students who are interested in Classics; invite visiting students and parents to sit in on classes; attend Admissions-sponsored events on campus or off for prospective students; and offer to send emails to prospective students who have indicated an interest in Classics. Make sure that Admissions, Career Services, first-year advisors, the library, and any office or individual that students will have contact with during their first visit to campus have up-to-date information about the department. Keeping a simple, attractive brochure updated with the department's current faculty and course offerings is always useful. Distribute it liberally but sensitively: do not overwhelm your allies with too much information. Likewise, make a flyer or poster every semester with upcoming course offerings and post it widely. Introduce yourself to colleagues in other departments and encourage them to send students your way. You do not have to be heavy-handed about this, if it's not your style. Just as

students may choose their courses based on who is teaching them, a first-year advisor who knows and likes you is more likely to recommend your courses and your field to their advisees.

Consider offering writing-intensive courses, first-year seminars, and introductory classical civilization courses in the first semester that will invite students into taking Greek in the spring—then offer elementary Greek as a regular or an intensive course in the spring. Design these courses with the changing demographics of our incoming students in mind. Give them great titles, and develop courses that speak to the concerns of the moment—not as gimmicks, but as ways of underlining the accessibility and relevance of our material. For example, consider courses on the environment, science and medicine in antiquity, ancient engineering, and ancient entrepreneurship. But do not overlook the perennial draw of well-conceived mythology courses, and the appeal that a course on Latin and Greek roots might have for entering pre-med or pre-law students. Remember that many more students enter as pre-med than continue on that track. In a medical terminology course they take for purely practical reasons, they may discover a fascination with language that leads them further into our curriculum and perhaps makes them consider double majoring.

Visit the classes of colleagues, whether in Classics or in other fields, perhaps to offer a mini-lecture where their content and your expertise overlap, or when it's appropriate, just give a brief pitch for your course in the upcoming semester. Practice reciprocity by inviting others to do the same in your classes. This can be a great way to cultivate relationships with colleagues in other disciplines, as well as demonstrate the camaraderie of your own department's faculty to your students. In particular, consider visiting an introductory classical civilization course to propose a beginning language course.

Course advice sheets: At course registration time, Wellesley writes up a one-page sheet of information about courses in the department that are appropriate for students who are considering their first Classical Studies course. The sheet is distributed to faculty advisors,

Academic Peer Tutors, First Year Mentors, Student Athlete Mentors, and Class Deans, i.e., the people students listen to, since those people are not necessarily familiar with the entire curriculum of the College.

Many other programs have followed suit, sharing a sheet describing the next semester's courses with all students in Classics courses, and posting flyers across campus advertising the courses. See the Repository for more examples.

If you give language placement exams, consider doing so face to face if possible. This gives you a great reason to meet with incoming students and have a meaningful, memorable exchange with them. If your students perceive a placement exam as too intimidating, whether written or interview-style, consider instituting a questionnaire instead. An added benefit to the questionnaire is that it can quietly communicate to incoming students that Classics is not just about the languages. You can ask them questions about their interests and preparation that go beyond demonstrating proficiency in Latin and/or Greek. Here are links to examples of Placement Exams and Questionnaires.

The spring/summer before incoming students arrive, appeal to the dean of students and the registrar's office to get a list of incoming students who have some preparation in Classics. Email those students, introducing them to the department and suggesting courses. Decide whether it's more effective to pitch a single course, or to offer several options. You might consider other subsets of students as targets, too. For example, students who come into your institution with a keen interest in Physics or Math might well also enjoy the systematic rigor of Greek. Let your finely honed sense of your own institution and student population be your guide.

Signature file add-ons: Some faculty at Wellesley add to their email signature files links to the electronic syllabi for upcoming or current courses. Simple publicity, but the links may get students intrigued about courses they might not hear of otherwise.

Examples of Promotional Materials Available in the Repository

- Why Classics? Gustavus Adolphus site
- Classics and Law Brochure for Pre-Law students: Miami
- Reasons to Study Greek Brochure: Miami
- Greek for scientists poster: Gustavus Adolphus displays this poster in our science buildings, to attract science majors to the language and to remind our science faculty as they advise their students that Greek is useful for scientists and that it fulfills the language requirement.
- Outreach to area high schools and JCL groups: Miami
- Got Greek? Gustavus Adolphus 1 2
- Latin: Reasons to Study Latin Brochure: Miami
- Classics Brochures: Pomona, Skidmore, Gustavus Adolphus
- Promote Latin, maintained by the National Committee for Latin and Greek

Maintaining Student Demand

This section offers some ideas for how we may encourage students to take multiple Classics courses once they are in the door. It also includes some thoughts on how to develop Classics majors and nurture an *esprit de corps* among Classics students that will support current majors and encourage new ones.

There is considerable evidence that students choose their courses by *who* is teaching them, as well as the subject matter. Subsequently, once students have taken one Classics course that was well-designed, well-taught, stimulating and satisfying, they are likely to take another. But there are additional mechanisms or tactics we might employ to encourage students to continue past their

first Classics course. Of course, your mileage may vary, based on the peculiar climate and characteristics of your institution and its students, but here are some suggestions:

1. Teach the first-year courses that are required for all students (if there are requirements) so that they come to know and become comfortable with us and our subjects.

2. Teach thematic classes on topics that enable you and your students to view classical material through new lenses. Alternatively (or in combination) teach courses that engage with the longstanding topics and concerns of the humanities: there are reasons why the "great books" endure, after all, and we should not be afraid to affirm them, even as we teach the conflicts they raise.

3. Engage with students individually in classes of all sorts.

4. If someone in your department is a brilliant lecturer, exploit his or her talents! But do not aim for courses that are too big, since this may decrease the kind of meaningful individual connections with students that will entice them to take more courses with us.

> A side note on course size: In many institutions, it's necessary to offer some courses with very large enrollments to balance the small numbers in our language courses. Finding ways to know and value the individuality of each student, even in these necessarily large courses, is of course a challenge, but one worth trying hard to achieve. Before mounting such courses, be sure to check whether such enrollment “balancing” is recognized by your institution.

5. Offer a rotating variety of thematically based mythology courses, because different courses will speak to different types of students. This will also allow students whose schedules are constrained by other curricular commitments multiple chances to take the same sort of course.

6. Teach half-semester courses, if available, that can get students in the door and offer them more flexibility to sample the curriculum.

7. Make advanced Latin and Greek courses into quarter-credit courses, with directed readings, or a tutorial component of thematic civilization courses. These curricular innovations might help to stretch your FTEs (Full Time Equivalents), but they will also appeal to students who are looking for a wide variety of intellectual experiences over their four years and may feel like committing to a whole semester is too much.

8. Explore whether you can offer language courses without an established meeting time so that you can work around the students' already tight schedules.

9. To attract students to the languages, especially in the sciences, remind them of the value of understanding Greek and Latin roots and vocabulary. The ability to memorize, inherent in the study of the ancient languages, is an essential skill required in the sciences and other disciplines as well. Students hungry for a rigorous education and discipline would appreciate the challenges Greek and Latin present. In addition, all students could improve their writing skills by studying the ancient languages. Find ways to convey the value of the languages to the student body and to faculty advisors.

10. To keep students in Greek, which can be especially challenging, consider using a textbook that has a strong online component that can be a supplemental source of support, feedback, and practice outside the classroom. If you want to make your own online materials, there are probably people on your campus in instructional technology who would be happy to help. YouTube, anyone? Some faculty have found success introducing Homeric Greek early in the Greek curriculum — e.g., Clyde Pharr's text (*Homeric Greek: A Book for Beginners,* 4th ed., Univ. of Oklahoma Press, 2012)

introduces students at an early stage to epic poetry. Others have offered New Testament Greek, which might appeal both to Classics majors as well to students in Religious Studies.

11. Students, and their faculty advisors, may be unaware of some elements of your department. They may not know that Latin and Greek fulfill a language requirement, or that other courses in the department may count towards other parts of a general education requirement or another major. Indeed, they might not be aware that Latin and Greek are taught at all. You should make no assumptions about what students and faculty know about what your department does, and so regular outreach to faculty advisors, new students and the general student body can increase enrollments and boost the presence of your department.

Developing and supporting majors, minors, and concentrators

Some of us have what it takes for the hard sell, but probably more of us are likely to be most successful with gentler methods of encouraging students to become Classics majors. And certainly we should not lose sight of the fact that our primary job is to serve the needs of our students. It is possible that not *everyone* who walks through the door will be best served by majoring in Classics. Here are some suggestions for the soft sell:

1. Tell your students and advisees frankly that the major they pursue is far less relevant than the degree itself. A degree in any subject from a given institution will put the students in a position to compete for any number and kind of jobs.

2. Do not push students too hard to major. Let them know what Classics has to offer, and allow them to make their own decisions.

3. Use teaching methods that match your assertions about the value of our discipline for developing critical thinking. For instance, emphasize discussion over lecture so that students must prepare for class and employ the preparation they have completed.

4. Get your students' attention right away, and use active, highly participatory approaches that will keep class lively.

5. Some of us have already had lengthy conversations with nervous parents about their child's choice to major in Classics, and such conversations are likely to become more common. Prepare for them, and take advantage of opportunities that arise to have these conversations with your students, too. Even if a student's parents do not call you up, the student may well have to defend his or her choice of major to their family. One advantage of the major that you/they could use as a starting point is the transferability of the skills they will learn in Classics. Reading with close attention to diction and rhetorical structure as well as to the substance of an argument, moving repeatedly between the "big picture" and precise details (and gaining fluency in doing so), applying general principles to specific, unfamiliar situations, and really looking at the evidence that exists and is before you, rather than relying on assumptions and jumping to conclusions: these are all transferable skills. Many of our alumni/ae have chosen career paths outside of higher education, drawing successfully upon the skills they learned; share their stories with concerned parents. Find ways to advertise your alumni/ae's successes - collect and post their business cards; create an alumni/ae page with the logos of the schools and companies they are (or have been) at.

6. Build buzz, engagement, and loyalty by sponsoring co-curricular and extracurricular activities such as Classics clubs and off-campus activities. Some options include demonstrations at the JCL or for community groups, and organizing expeditions to plays, concerts, and museums that engage with classical antiquity. One option to consider is to establish a chapter of the national Honorary

Society for Classical Studies, Eta Sigma Phi, and encourage its members to attend the annual conventions or even host a convention themselves. Conducting an annual induction of excellent majors into Eta Sigma Phi is another way to build community within your department. Enlist your current students in putting on a Classics day on campus for primary and secondary students and their faculty.

7. Encourage social academic events, such as weekly sight-reading groups for Latin and/or Greek.

8. Send more students to CYA (College Year in Athens), ICCS (the Centro), and ASE (Advanced Studies in England). These programs change lives, and their alumni often become lifelong devotees of classical antiquity. Consider counting the coursework in these programs toward the major.

Sample Departmental Handbooks Available in the Repository (the editors have put out a request to the liberal arts chairs' listserv)

Responding to demographic shifts, among our students and faculty

There are various demographic shifts underway in our student population, and also among our fellow faculty. Here are a few thoughts on some of the changes, and suggestions for handling them.

1. The idea of a liberal arts education is becoming increasingly attractive in China, and as a result Chinese students are coming to the US with a background in Latin and Greek. Chinese students often have an interest in the roots of western thinking, and want to understand the information enough that they can bring their knowledge back to China. They may also be especially interested in comparative work that brings together the classical cultures of Greece and Rome with ancient Chinese culture. These students may benefit from having Latin and Greek words recorded, so that they can hear them aloud. We should consider whether there are other ways we can make our language pedagogy more friendly to these students, whose knowledge of English grammar and

vocabulary is more formal and less intuitive than that of students who are native English speakers. We may need to adjust our style of grammatical and syntactical explication accordingly.

2. We should consider whether we would recruit more and more diverse students to Classics if we de-emphasized the languages. If we did so, what might the costs and benefits be? What would we stand to gain, and what would we lose?

3. Consider changing the name of your department from "Classics" to something that makes more sense to students; consider the same for courses. Examples: Greek and Roman Studies Department (Rhodes); “The Hero(ine)’s Tale” instead of Greek and Roman Epic (Skidmore). Alternatively, enhance your signage and rubric - add “Greek and Latin” or “Greek and Roman” to explain your program to the unfamiliar.

4. In courses and promotional materials, stress the cross-, inter-, and multidisciplinary aspects of Classics as a discipline, and the cultural, ethnic, and religious diversity of the ancient Mediterranean world. Offer courses on, e.g., Ancient Egypt or Cleopatra. We look at complex, diverse societies from multiple vantage points. Classical culture was not homogeneous, nor are our approaches to it.

5. Suggest to your Dean of Faculty, or similar, a "speed dating" event for the faculty of your college. Over wine and cheese (or beer and samosas), pairs break up and regroup at two-minute intervals, during which each partner talks to the other about his or her work and teaching. Many of our colleagues in other fields do not know what we do. Since we advise and teach students in common, it benefits us all to learn more about one another's disciplines. An event like this can be a great way to find new partners for teaching exchanges and reciprocal class visits.

Trajectories and Career Advising

What internships and other summer opportunities do our students pursue, and how do we help them to integrate those opportunities into their learning? We need to help the Classics major not to be the only one of a group of friends without a summer job/internship. It is also worth pointing out that sometimes Classics majors obtain internships in things that have nothing to do with Classics because employers realize the value of a Classics education and regard our majors as smart. Internships are often managed centrally—we need to be in touch with the Career Center (which is taking on more and more importance), the President's office, or wherever this management is happening. For internships in local Latin pre-collegiate classrooms during the academic year, have the majors help the instructor and lead certain lessons. The student would register the internship as a directed project or capstone, attend the class once a week, and keep a diary of his or her activities.

See this relevant article: Elizabeth Fisher, "Professor, Magistra, et Discipuli: A College Internship in the Secondary School Classroom," *CW* 109 (Fall 2015): 120-26.

Another option is to invite successful majors to serve as tutors, peer mentors, research assistants, and/or teaching assistants. Often there are not enough work-study positions to meet the demand, and working for a department in some capacity is not only financially rewarding but also contributes to students' professional development. In addition, utilizing strong students as teaching assistants or tutors or drill instructors in elementary Greek and Latin classes increases the success rate in those courses and improves retention. Student instructors might assist the professor, sit in on classes, teach components of a lesson, and help to explain the topic to the students. They serve as valuable role models for the newer students, gain valuable and practical experience, and find out whether they possess the skills and enough passion to pursue a career in teaching.

Teaching at the K-12 level remains a viable career path for majors and there is a growing shortage of certified Latin faculty in certain areas of the country. While the traditional path has been to steer graduates towards MA and MAT programs, another option is to collaborate with your Education Department to (re)create a Latin Teaching Licensure program. The Society for Classical Studies (SCS) and three regional associations have designated representatives throughout the country who can act as liaisons with K-12 faculty and provide information about licensure programs in their states:

Society for Classical Studies (SCS)

Classical Association of the Atlantic States (CAAS)

The Classical Association of the Middle West and South (CAMWS)

The Classical Association of New England (CANE)

Also have students go on excavations with field schools that are willing to treat the dig as an internship. The Archaeological Institute of America (AIA) offers a variety of opportunities along these lines, and there are a lot of digs available in the US as well. General sites/places with internship opportunities for Classics majors include museums, publishing houses, and newspapers. More specific locations are the Library of Congress, Johns Hopkins Center for Talented Youth, and the Center for Hellenic Studies, all located in Washington, DC. The CHS hosts summer events, publication internships, and programs on information literacy. DC-area students (and some others by invitation, working remotely) can complete internships during the academic year. Regional classical associations may have summer employment opportunities as well.

What career choices do college graduates make, and what career paths are recommended to our students? We should be including career planning in our academic advising, and not waiting for students to ask for advice; senior seminars may be a venue for such career advising. We should steer students to the Career Center as early as possible so they can explore possibilities for

internships or career choices. If they are interested in pre-college teaching, we can inform them about MA or MAT programs (see the CAMWS list) or about organizations that maintain lists of teaching jobs and information on such jobs (e.g., Carney Sandoe Associates, the American Classical League, Southern Teachers Association). The SCS maintains a useful page on *Related Careers*. The Paideia Institute also maintains a list of Legionnaires, students with advanced degrees in Classics who are working in careers outside of academia.

Only rarely recommend that students should go to graduate school beyond pursuing a MA or MAT. If they insist on going for a PhD, find a program where they will get funding. Accumulating huge debt in this job market is not prudent. Encourage graduates to teach Latin; there are numerous jobs available to them, often in "classical academies" and prep schools. Classics majors have a high success rate when applying to law school and medical school. On the other hand, pre-med coursework is becoming increasingly demanding, allowing less room for fitting in a full Classics major: students may do better in one of the post-baccalaureate pre-med programs. In any case medical schools increasingly ask for students to do some kind of bridge after college.

Most Classics majors do not become classicists, and have successful careers in other areas. Graduates have gone on to jobs in marketing, banking, publishing, and librarianship to name a few. Many businesses require an ability to work hard, plus skills in a broad range of areas, which ties into the interdisciplinarity of Classics—a business might need someone to think of the visual presentation of the business, deal with problems that come up moment-to-moment, envision long-term plans, etc. Many professions in today's world are computer-related, but students do not need a full Computer Science major to become competent. Classics majors should demonstrate how experience with a complex rule-driven natural language leads to skills in coding. Greg Crane, founder of Perseus, continues to be a leader in digital Classics and symbolizes a bridge between disciplines.

Alumni/ae are a great resource. Unlike us (!), they have parlayed academic training in Classics into gainful employment and can give our students concrete ways to translate what they have learned into skills that employers are looking for. Ask your alums to write brief profiles about what they have done since college and post these on your website. Invite them to create brief videos about how their classics majors have had an impact on their professional lives. This project could be completed at Homecoming/Fall-coming weekend if the videos that individuals make are not professional enough. The Department could also begin an alumni/ae blog that focuses on career development. Departmental websites, Facebook pages, and a presence on other social media also allow current students to network with their predecessors. Coordinate with Alumni Affairs and Career Development to invite alumni/ae to come to campus and speak with students.

(see sample Facebook page: Wellesley)

It is worth cultivating a relationship with the various campus resources that deal with life after graduation: the pre-med advisor, the pre-law advisor, the fellowships office, and the career center. These resources all present somewhat different scenarios. Students who want to go to medical school typically work with the pre-med advisor early on. For law school it may just be a matter of meeting once with the pre-law advisor to get standard advice about when to take the LSAT and how to identify schools. Some schools pursue fellowships for undergraduates vigorously; if so, the relevant office will want to know about your best students, and you can help with Classics-specific information (e.g., Minority Scholarships and the Lionel Pearson Fellowship from the SCS).

Career Centers may take more work. It is often easier for such outfits to help students in fields that recruit on college campuses, and the staff may not know much about what Classics students are good at and for. One approach is to invite them to a department meeting or make another opportunity to explain what you do. Along with colleagues in other humanities

departments, you might ask the Career Center to create a leaflet outlining the transferable skills humanities majors may so much take for granted that they do not recognize them as real selling points: attention to detail, writing, critical thinking, and close reading. Classics students in particular are likely to be able to project themselves into situations that are enormously foreign in time, space, and culture and, because of the interdisciplinary nature of the field, (may) have become accustomed to looking at a subject or problem from multiple angles.

Colleagues

Hiring

One of the principal responsibilities of a chair or director is to plan and execute a hire. Consultation with various colleagues is critical, but it remains for the chair or director to guide the process from the outset to the execution of a contract. Many situations prompt the need to hire: retirement or other vacating of a position, programmatic growth within Classics, and programmatic growth between Classics and another discipline(s) are by far the most common. Anticipating the need to hire far in advance, combined with careful planning, will situate a program in the best possible position to conduct a search.

The first step should be to consult three critical sources for professional, ethical guidelines in hiring: your own institution's policies, the Society for Classical Studies' Statement on Professional Ethics, and the SCS' Placement Service Guidelines. While all of these policies will continue to evolve, it is essential that you approach your search adhering to the principles articulated both by your home institution and by our national organization.

Deans employ a variety of metrics and processes to determine which programs should receive a line. It is no longer a given that, when a line is vacated, a program automatically receives approval to fill it. The chair/director, after consultation with the relevant colleagues, should prepare to meet with the dean to explain the program's needs. One should assume that the dean understands the discipline of Classics only in the broadest terms – i.e., it's not unusual to encounter a chief academic administrator who thinks that our field consists of language teaching only. Deans are also concerned about enrollment figures; while numbers are and should be an issue, many deans look beyond them and entertain arguments for what is best for student learning. Hence, the chair or director should take a multi-pronged approach to making the case for a hire: curricular needs, programmatic opportunities, institutional priorities, and data. Come armed and prepared.

Especially when a chair or director is making the case for the first time, take the time in a meeting with a dean to explain the multi- and interdisciplinary nature of Classics. Whether your department or program houses all relevant faculty, or whether they are dispersed in other programs (History, Archaeology, Art History, Linguistics, Philosophy, Gender and Women's Studies, etc.), it is essential to articulate the diversity of Classics at your institution - or the lack thereof, due to short staffing. Point out the role of Classics in the all-College curriculum (if there is one), and the variety of students whose interests and needs Classics courses serve. Explain the types of innovative teaching that we typically employ. Speak about the relationships among language, literature, and culture - again, your dean may be unaware of what occurs in a Classics course.

Explaining the numbers is often the greatest challenge. Chances are, enrollments in your program are strong in the "culture" courses - history, mythology, literature (in English), archaeology - as opposed to Latin (typically quite strong in the lower levels, less so in the upper-level seminars) and especially Greek. Avoid comparing your enrollments to those in other disciplines; your dean wants to hear what you need, not a critique of how he/she has allocated lines to other programs.

One argument that often gains traction, though, focuses on the potential for growth. As with other programs at your institution, particularly newer ones, lines are sometimes assigned with the anticipated outcome of increased student interest. If you characterize the type of position you wish to fill as innovative, in line with institutional needs, and crossing disciplinary boundaries, you may persuade a dean to look beyond sheer numbers.

Do compare your program with those at similar institutions - not only all liberal arts colleges and the number of FTEs (Full Time Equivalents), but especially comparable institutions. Every school has a list of peer and aspirant institutions. The administration has that list, and it would be worthwhile to conduct research in advance to see how your program stacks up against similar institutions.

Also consider innovative positions - ones that cross traditional disciplinary and departmental boundaries. Gender and sexuality, film studies, environmental studies, international affairs, and law and jurisprudence are some of the "hot" fields at the time of this writing. Speak with chairs in other programs and see if you can arouse interest in a joint appointment (and of course, check your faculty handbook to determine the extent to which your institution encourages such hires).

No doubt your institution has made a long-term commitment to diversity in its hiring policies and priorities. Increasing and maintaining diversity among both students and faculty strengthens your institution and your department, and you should underscore the value of diversifying your program in your presentation to the dean. Stress the importance of diversity in hiring in the job ad.

Last, but not least, focus on the curriculum. A small Classics department can offer only so many courses, and no doubt your curriculum has gaps. Here, you can emphasize how a Classics education is among the most well-rounded and diverse in the undergraduate sphere - students

develop critical skills in linguistic, literary, cultural, political, historical, material, philosophical, and rhetorical studies - and an effective hire can help to strengthen not only your program but student learning across the institution.

One key element is the type of position you hope to receive from your dean - tenure-track vs. visiting, and within the former in particular, there are three types: Classics-only, Classics geared to contribute to another program, or a truly shared appointment. Your program may have a critical need in the core of Classics - Greek and Latin, language and literature. This is, admittedly, the most difficult position to secure, but that does not mean you should not try to make the case. Enlightened deans (and there still are some) will understand that the essence of a Classics program lies in the ancient languages. Here, you can stress how language and literature are inherently both interdisciplinary and inextricably linked to cultural studies. Your dean may appreciate this argument and support your request, but you should have other arrows in your quiver. Applicants for a Classics-only position will have developed other interests in their studies, and you can leverage such interests in an expansive and creative way.

The greater flexibility you have in terms of institutional curricular needs, the more likely it is that you will receive support from your dean. Here, a hire that reaches beyond the confines of the department, either as a contribution to or a joint appointment with another program, can be very compelling to an academic administrator. The trick is finding a suitable department or program willing to collaborate. Departments are inherently territorial, and so they may raise concerns that a joint hire between Classics and, say, Gender and Women's Studies, might undermine a request for a new line in Gender and Women's Studies in another field of interest. You will have to be creative here: look beyond the humanities to the physical and natural sciences, social sciences, performing and creative arts, and pre-professional programs. You may find a willing partner where you least expect it!

Keep in mind as well that you might be able to cast your net widely and not necessarily seek a junior colleague to join your program. If your program lacks colleagues with considerable experience, one avenue to pursue entails hiring at the associate or full professor level; keep in mind that joint positions are often best hired at these higher levels. A dean might welcome such a hire, for such colleagues provide a level of leadership that the faculty writ large often require. This is a delicate issue, for your colleagues might feel threatened by hiring someone who will leapfrog over them. If you frame it in the context of a proven track record, a tenured (or soon to be tenured) position, and leadership in the near future, you might persuade them.

Your search may result in the possibility of a dual career hire, with a candidate's partner's disciplinary interests either within Classics or another field. Consider this an opportunity, both for the candidate and the partner but as well for the institution. Your discussion with the dean can emphasize the added value of attracting both individuals to your campus.

One option is to argue for a visiting, non-tenure-track position. The financial cost to the institution resembles that of a tenure-track line, but it excludes a long-term commitment. It provides junior colleagues with an early opportunity to develop their scholarship and pedagogies, it brings fresh ideas into your program, and it may pave the way for a conversion to a tenure-track position. If you request a visiting position, argue for a contract of at least two years - for stability for the curriculum and department, and for the professional development of the successful candidate.

Examples of Job Ads

If you have been successful in persuading your dean to grant a position, how you capture for the prospective applicants the curricular and scholarly needs in your program will depend upon the type of ad you craft (in conjunction with institutional standards). The SCS maintains an archive of previous years' ads (https://classicalstudies.org/placement-service/placement-archives), a gold

mine of possibilities. Indeed, before you meet with your dean to make the case for a hire, examine some of the positions in the archives; you may rethink your programmatic needs.

Contact your institution's office of institutional equity/diversity or the equivalent as you formulate the advertisement. Your colleagues in that office can prove very helpful for diversity outreach, which you should include and stress in the advertisement's language.

What follows are snippets from those archives, which may help you to think about how you craft both your argument and your ad. As you will discover, ads are idiosyncratic, not only in terms of the area(s) of expertise sought, but also whether they describe your institution and program. As long as it is in keeping with your institution's standards, you should characterize both briefly in your ad. Explain the type of school and the diversity of your program, as well as the teaching load, and anything that makes your program distinctive. What your ad articulates will determine the types of colleagues who apply, and should be reflected especially in their letters of application, teaching and research philosophies, etc.

- "We seek a Hellenist/Archaeologist who is able to teach Greek and Latin at all levels, classical mythology, and courses in Greek history and archaeology. We are especially interested in someone with a background in digital humanities, dedicated to continuing the program's innovative use of educational technology. Our program is also heavily involved with outreach and the successful candidate must be eager to participate in outreach with high schools and the general public." (Austin College)
- We seek "a full-time, tenure-track assistant professor with a commitment to teaching Greek and Latin at all levels and with research and teaching interests in literature, history, or literature in a historical context. The successful candidate will contribute meaningfully both to the Classics and History programs, as well as to First-year Seminar, [our] core Humanities course (reading ancient, medieval and early modern texts)." (Bard College)

- “Candidates must be able to teach both Latin and Greek language and literature from the elementary to the advanced level (the latter courses include both undergraduate and MA students). The normal teaching load is five courses per year. We seek candidates with broad intellectual interests that will foster cooperation with other departments and the creation of innovative courses in the area of ancient civilization. Readiness to teach a large lecture course such as Roman Civilization or Classical Mythology is desirable.” (Boston College)

Narrowing the Pool and Conducting Interviews

All department members have a stake in a new hire, so it is essential to include them throughout the process. Larger departments may have personnel committees to serve as a search committee, chaired (perhaps) by the department chair, while smaller ones may include all full-time faculty in the search. Consult with your colleagues about the ad and as well about the next steps in the search. Decide the criteria required for a successful candidacy before reading the applications. Those involved in the search should then discuss the viable candidates; you might suggest that they rank them and isolate their top 5-10 selections. From there, the search committee should narrow the list to approximately 10 candidates (this number may vary widely based upon the type of institution, departmental culture, administrative expectations, etc.). Consult with Human Resources (or the equivalent) as to whether any candidate volunteered to identify him or herself as a member of an underrepresented population.

Prior to interviewing the candidates - either by phone or Zoom (or the equivalent) - work with the committee to choreograph the questioning. Interviews are most informative when the ad states clearly what the department is seeking in a candidate, and when the interviewers are fully prepared with their questions. Indicate to all involved, including the candidate, the length of the interview, and be prepared to bring it to an end in a timely fashion.

In most cases, the administration has approved bringing some number of finalists to campus. Work closely with your colleagues, your departmental administrative assistant, and departmental student leaders to coordinate a schedule for the visiting candidate(s). Allow sufficient time for the following (and again, these are subject to departmental and institutional cultures): job talk; teaching demonstration; interviews with members of the search committee, other faculty whose interests connect to those of the candidate, student leaders, a senior member of the academic administration, and a representative from Human Resources (especially for a tenure-track position); a campus tour. Share the itinerary in advance with everyone involved. As the host, escort the candidate(s) around campus or designate a colleague or student to do so. You might arrange for the candidate(s) to have lunch with departmental majors. Plan on conducting an exit interview at the end.

Time and clear communication are essential throughout this process. Try to schedule the on-campus visits as close to each other as possible and tolerable; you do not want to lose your top picks to other institutions, nor do you want to keep any applicant waiting unnecessarily. Contact all viable candidates at various stages: whether they have made the short list, and whether you have made an offer that has been accepted - but on the last, wait until you have received a signed contract!

Mentoring Junior Colleagues (Tenure-line and Contingent)

You have persuaded your dean, written the ad, interviewed candidates, completed the search, and extended an offer. The final step is to help your top candidate secure the best compensation package possible. Some institutions authorize the chair to handle the negotiations; at others, the responsibility falls to a dean or associate dean. If you have responsibility for conveying the institution's offer, obtain from the dean the complete package: the salary range, the course (or

credit) load, moving expenses, computer and other equipment, office space, etc. Find out how much flexibility there is in the offer, especially in salary and teaching load. For the latter, at some institutions, first-year faculty receive a course reduction to help them make the transition to a new institution (and, for recent PhD's, perhaps the first full-time teaching position). Although you will not know what your prospective colleague's salary is currently, you can find out relative costs of living, which you can use to improve the offer from the dean, or help your candidate negotiate with the dean.

Now that you have hired a new colleague, congratulations! Now comes the difficult part: helping your new colleague to succeed at your institution. Even veterans with years of experience will arrive knowing little or nothing about your departmental and institutional culture, about what it takes to earn tenure, or about the kinds of students who populate your classes. Your new colleague will look to you to provide guidance, whether that colleague will remain for one year or an entire career. You want to help your colleague to avoid the pitfalls of internecine quarrels, bitter rivalries, institutional sand traps, and all of the other challenges that can make a new career problematic. Check with the Dean or Provost's office to determine whether someone outside your department will be mentoring your new colleague, and do what you can to learn what forms of mentoring will be offered.

Mentoring begins before day one, and do not forget the niceties. A new colleague may need help with housing, schools, and figuring out the town. Take the time to orient your new colleague accordingly, and make yourself a resource. Find out what your colleague needs on campus — office equipment, a new computer, a carrel, etc. — so that the first day is as effortless as possible. And, although your new colleague has a full plate, share your department's and institution's guidelines on tenure and promotion. They profit best by being fully informed of what lies ahead from the outset of their career at your institution.

Let's assume that your new colleague has had little full-time teaching experience. Think back to your first year in the program - you were swamped with classroom responsibilities, grading, learning the institution, meeting colleagues in and outside the program, and so on. You want to strike a delicate balance between helping your colleague to succeed and overwhelming him or her with advice and attention. As well, you want to make yourself available but also guard your own time.

Service, Teaching, Scholarship

The tripod of responsibilities - teaching, scholarship, service - does not resemble graduate school, if your new colleague has just departed from a university with a PhD. Let's take them in reverse order.

Service

Service in the first year is probably best left to pitching in at the departmental level, participating in new faculty communities (if they exist), attending a limited number of workshops, etc. Your colleague needs to meet individuals outside the department, but you should encourage limiting institutional activity as much as possible. New faculty will be tempted by the myriad of opportunities, committees, task forces, etc., that speak to their interests, but they need to protect their time. Service writ large can come later.

Teaching

Many new colleagues struggle to strike the proper balance between the quantity and types of readings and assignments in their courses, especially if the last classes they attended or taught were at the university level. Offer to review syllabi, discuss the types of students enrolled in your

department's courses, and encourage only modest curricular innovation during the first year. Help your colleague to understand the various processes in place when problems arise - plagiarism and cheating, poor attendance, classroom disruption, etc. - and, if so desired or even mandated, offer to attend a class or two if your colleague experiences challenges. When the semester ends and the course evaluations appear, review them with your colleague. If the criticisms seem fair and balanced, explore mechanisms to help your colleague to improve.

Enrollment pressures have frequently prompted us to be creative so that certain courses - especially mid- and upper-level language courses - are not cancelled. Faculty will sometimes agree to teach courses uncompensated to preserve the language sequences. Chairs and directors should try to avoid asking untenured and contingent colleagues to assume this burden. While it benefits the students and the department, it saps colleagues of their precious time, whether they are on tenure-track or a short-term position.

Scholarship

A new colleague has probably spent most of the last year or two writing a dissertation. He or she will anticipate continuing to write at the same pace, or nearly so, and may well struggle with the inevitable transition to less time for scholarship. Do what you can to help your colleague to protect her/his time, and plan on a series of conversations about next best steps in terms of building a scholarly profile. Institutional standards vary, though it is increasingly difficult to receive tenure without a monograph prior to the tenure year. Standard practice has been to work from the dissertation, either as a monograph or as a series of articles. Tenure committees (and departmental colleagues as well) expect to see new work since the completion of the doctoral degree, so unless the revision of the dissertation will be substantive and substantial, it might be a better plan to mine it for articles and work towards the completion of a book manuscript. Are there pieces in

development that, with some encouragement, can be readied for publication soon? Help your colleague to think in terms of the long arc: the hurdles ahead (renewal, reappointment, tenure, and promotion) should all be factored into a long-range scholarly plan. Since you know the field well, help your colleague to choose the appropriate journals and, when ready, publishers for a manuscript. Explain the opportunities at your institution for requesting research funding for the breaks between semesters. Encourage your colleague to present papers at regional, national, and international conferences. Most critically, help your colleague to strike the proper balance so that teaching, scholarship and service all become strengths in the portfolio.

Despite the administrative demands on you as a department chair or program director, you should endeavor to set a good example by devoting time to your own scholarship. Not only does it keep you active within your area of expertise and give you a respite from bureaucratic work, it also adds to the health and prestige of your department and the discipline. By remaining an active scholar you provide another type of leadership, especially for colleagues relatively new to the profession.

Tenured and Long-term Colleagues

Mentoring should not cease at tenure time; indeed, the moment a faculty member receives tenure is a critical juncture in his or her career. You can help your colleague by finding out what lies on the horizon: is he or she starting a new, major research project, or launching a new set of courses? Is a sabbatical around the corner and, if so, would additional resources facilitate the research or the time away? These are the kinds of issues all long-term colleagues face, whether they focus on research or pedagogy, and on-going support from the department chair is both necessary and welcome.

Similarly, as faculty reach the latter parts of their careers, it is not uncommon for them to lose some of the enthusiasm they had earlier. On teaching: you might help them navigate challenges

in their approaches to teaching by inviting them to one of your own classes, or asking if you might visit one of their courses. Explore with them the possibility of developing new courses, or attending conferences (not necessarily discipline specific) that focus on emerging pedagogies (and technologies). On scholarship: if they have not published with regularity, discuss with them ways they might (re)launch a research project. You may have extra resources at your disposal - travel money, a course release, a sympathetic dean - that might help them get underway.

As for service: after tenure, faculty can expect to serve in a governance capacity at a variety of levels - institutional, regional, and national. Locally, it is a powerful way to remind other colleagues of the presence and value of Classics. At the regional and national level, societies such as the SCS and AIA are always looking for expertise and good leaders. Study-abroad programs have academic boards where your colleagues can provide invaluable wisdom.

You want to help your colleagues strike the right balance with service. Some throw themselves into service as an alternative to scholarship; others avoid it as much as possible. In both cases, help your colleagues strike the proper balance. For those who are disengaged, their institutional wisdom is of considerable value, and re-injecting them into college governance might re-energize them. For those colleagues for whom service has become paramount, explore with them the possibility of scaling back governance work and focusing on scholarship.

While you cannot ask colleagues about when they plan to retire, you can help those who have declared their intention to retire. There are, of course, logistical matters that require attention, and you can help your colleague work through the institutional bureaucracy. But there are also the more intangible elements, such as separation anxiety, where a discussion prompted by you might be greatly appreciated. Approach the issue gently and provide whatever support you can.

Non-tenure-track Colleagues

Departments and programs sometimes hire colleagues into contingent, non-tenure-track positions - part-time, one- and multi-year contracts. These colleagues provide essential assistance to a program and are in the most vulnerable position. While contingent faculty hope that a dean and program will convert their position to tenure-track, it is much more likely that they will stay for only a few years and return to the market. Accordingly, they need mentoring in ways different from tenure-track colleagues. Producing scholarship and deepening their teaching portfolio represent the two areas where they should direct their time; service, while deeply appreciated, should not be a priority for them. As with new tenure-track colleagues, they too should not take on additional responsibilities if possible, especially since contingent faculty may have a heavier teaching load than the tenure-line faculty.

When we hire contingent faculty, we assume a responsibility to their future flourishing. They are, after all, about to devote themselves to our departments and provide invaluable assistance to our collective success. We should seek to mentor them and promote their careers. A new faculty member should have a mentor: some simpatico colleague whose office is close enough to facilitate frequent contact and conversation.

Contingent faculty know they need to publish their way to a permanent job. They need and deserve our support. It is helpful to keep in frequent contact, asking them about various facets of their lives at your institution: how are the classes? How is your own work going? Are you able to find time to get some stuff done? If yes, does it seem to be enough? How can we help? If your campus has a young faculty network, make sure your colleague knows about it--they often have writing groups, which are very helpful. You might want to offer assistance to a colleague less confident and well-trained in preparing research. Especially if this is your colleague's first job, you might find that your institution is really standing in as a postdoc to help junior colleagues figure out

how we do what we do. Being low-key, supportive, and encouraging without being patronizing or appearing micromanaging is a balancing act that could change your colleague's future.

When your colleague goes on the market, be there. Find out what institutions she or he is applying to. Contact people. Be at the SCS meetings. Talk about your colleague. If you have been mentoring, your colleague is probably really ready for a tenure-track position.

Criticism and Feedback

All faculty under the guidance of a chair or director need feedback on their teaching and scholarship. Most departments, programs, and institutions have guidelines for classroom observation, and chairs and directors should endeavor to visit classes and offer critiques in a systematic manner. Too often junior faculty teach with little input from their colleagues. The same holds for their scholarship, and if they are willing to share their work, a chair or director, or another colleague, can provide them with a well-informed critique. Consider as well inviting these colleagues to give talks - either as formal lectures, or as informal seminars for the departmental faculty and students. It will help them to sharpen their scholarship and prepare them for the next challenges - contract renewal, tenure, or re-entering the job market.

Curriculum

Curricular Models

Language Instruction

A cluster of related tensions surround the teaching of ancient Greek and Latin. A particular problem in ancient language instruction is the tension between pacing and time constraints: students can absorb and retain the complexities of an ancient inflected language at only so fast a rate. What is that rate? It seems that a moderate pace of instruction would best insure maximum retention, i.e., the four-semester sequence of one year of beginning language and a second year of intermediate language. Yet this pace conflicts with the needs of students who are either able to move at a quicker rate and arrive at the reading of original texts sooner, and/or who are taking a demanding curriculum, i.e., a double-major, and do not have time to spend four semesters on language acquisition at a beginning and intermediate level. A further consideration is that students who require a full four semesters of instruction to complete successfully the intermediate level very often do not continue study beyond that point anyway. For these reasons the feasibility of a one-year intensive course of instruction in Greek and Latin (one semester for beginning language and one semester of intermediate language) is a significant question for many Classics departments, even as they continue to teach in the four-semester format. A related tension is the problem of putting all students beyond the intermediate level into a single class. Such a grouping results in a class full of students of widely varying levels of proficiency and with high demands on the instructor. This is perhaps a universal problem for Classics departments.

These pedagogical problems are compounded by concerns about enrollments: some institutions, which have a language requirement, may enroll large and multiple sections of introductory language courses, but struggle to retain students beyond the required intermediate level (and deal with reluctant students in the meantime). Institutions without a language requirement struggle to attract students even to the beginning level of ancient languages. As a result it is a nearly universal concern to maintain robust enrollments in upper-level language courses, and a significant concern at some institutions to maintain viable introductory courses. Enrollments in ancient Greek at all levels are at a low, though enrollments in Latin are less of a problem (however, there is anecdotal evidence of declining enrollments even here). Classics is caught in a position where the core of its mission—the teaching of ancient languages—is the most vulnerable section of its teaching portfolio because of low enrollments.

Chronically low enrollments call for experimentation in approaches to teaching the ancient languages. Some schools teach both languages intensively (Skidmore and Grinnell: beginning and intermediate in two semesters); some begin the teaching of Greek in the second semester each year, using the fall semester as a recruiting period for students (Bowdoin, Hamilton, Wesleyan); Middlebury begins only one language each year, Latin one year, Greek the next, thereby building demand for instruction in the language and freeing faculty to teach other higher-enrolling courses that attract students. Ohio and Miami Universities have taken another tack to combat low enrollments by combining their teaching of upper-level language classes: in alternate semesters one institution provides the instructor and physical venue and the other institution's students attend the class virtually (Bryn Mawr and Haverford also combine their upper-level language courses; they are close enough that students can all take the classes together). A social event early each semester insures that everyone in the class—instructor and all students—meet at least once. Cooperative distance learning consortia, like that managed by Sunoikisis and the Center for Hellenic Studies in

DC, offer semester-long seminars in the languages, which might be a viable alternative. Some faculty share information about the major and/or minor with students in the introductory language classes, since they have demonstrated interest and, with the completion of the course, may be well on their way to a major or minor.

There is no need to reinvent the wheel. Colleagues across the country are developing and implementing new pedagogies for the Greek and Latin classroom. Some resources and/or approaches to consider:

- The American Classical League maintains various standards for teacher certification and classical language learning**,** developed together with the Society for Classical Studies.
- The Paideia Institute offers a variety of language and literature courses online, through the program "Telepaideia."
- The Cambridge School Classics Project offers support for Latin teachers and students online.
- For students who have learned Latin through different pedagogical approaches, known as "Comprehensible Input," see this article by Robert Patrick (Parkview High School, Atlanta, GA).

Civilization Courses (non-language courses)

Courses in culture and history attract much higher enrollments, but a remedy of the past is increasingly ineffective: the claim by Classics departments to deans that lower-enrolling language courses should be balanced against high-enrolling culture and history courses in staffing decisions. Classics departments must demonstrate their value.

Suggestions

Caught in this bind, Classics departments must better demonstrate and articulate the value of their discipline to administrators. A repeated suggestion is for Classics departments to voluntarily teach the service courses such as the first-year Seminar or Tutorial where the academic skills of critical thinking and persuasive writing are taught. If Classics faculty can teach some slice of the classical world in this context they can try to attract students to the study of classical antiquity and simultaneously demonstrate the discipline's capacity to inculcate academic and professional skills.

Another suggestion is for Classics departments to take advantage of their interdisciplinary subject and, where possible, "embed" themselves in other departmental curricula through cross-listed and even team-taught courses. Some institutions report that other departments allied with Classics through such courses can be powerful advocates for maintaining positions in Classics. Yet other institutions report resistance and even hostility from other departments to such cross-listed and team-taught courses. Finally Classics departments should connect as meaningfully as possible with modern language departments.

A third suggestion is to emphasize the foundational role of Classics in western civilization not in a nostalgic and entitled manner, but in a pragmatic and intellectually rigorous way: knowledge of classical antiquity provides a unique perspective on the development of western civilization over time—a development so complex that to 21st century students it is an exercise in multicultural understanding.

(Re-) Naming the Department

A recent survey of liberal arts colleges revealed a range of options for the name of Classics-focused departments. “Classics” was the most common (with 39 departments), followed by “Classical Studies” (with 9). Other options include:

Greek and Roman Studies (Rhodes, Vassar, Illinois Wesleyan)

Classical Languages and Literatures (Smith)

Greek, Latin and Classical Studies (Bryn Mawr)

Latin and Classical Studies (Virginia Wesleyan)

Classical Civilizations (Gonzaga)

Classical and Modern Languages (Truman State)

Modern and Classical Languages and Literatures (Christopher Newport)

Classics, Philosophy, and Religion (Mary Washington)

Classical and Medieval Studies (Bates)

Classics, Ancient Studies and Late Antique-Medieval Studies (Scripps)

Classical and Near Eastern Languages and Civilizations (George Washington)

Keep in mind that most of these names will be opaque to those who are not already familiar with the study of Classics. This is another challenge that colleagues in more recognizable disciplines (“Chemistry” or “History”) do not confront. Regardless of the name of your department, it is a good idea to gloss it with references to the languages and cultures taught whenever possible: e.g., Classics (Greek and Latin and Courses in the Cultures of the Ancient Mediterranean).

Responding to Student Interests and Enrollment Pressures

In response to enrollment challenges in the languages and the changing landscape of higher education, Classics Departments have taken a variety of approaches. What follows briefly summarizes some creative efforts in varying the curriculum to respond to enrollment issues.

- Augustana College (Kirsten Day): We offer two one-credit 200-level terms of each language every year and only one 300-level course in each year. We are also looking towards implementing an immersive term either in January or May.
- Gustavus Adolphus College (Eric Dugdale): Instigating a new strategic plan that emphasizes interdisciplinarity and integration. Latin and Greek majors we offer build around language proficiency through advanced level, complemented by subject courses such as Greek/Roman history, Greek/Roman Art and Archaeology, Mythology, etc., culminating in a capstone course that includes a research project. However, the total number of language sections we teach limits what else we offer.
- Hamilton (Barbara Gold): Combining Greek 210 and upper-level Greek since we often do not have enough students to offer them as separate courses. One new thing we are trying is to hire people who can teach outside our own program in, e.g., Environmental Studies or Law and Jurisprudence.
- Illinois Wesleyan University (Nancy Sultan): An interdisciplinary Classical Studies major that is offered through four cooperating departments (one faculty member from Classics, History, Philosophy, and Religion.)
- Skidmore College (Michael Arnush): Instead of offering Greek every other year we are establishing new creative approaches to encourage enrollment. In fall 2016 we had 12 advanced Latin and 4 advanced Greek students. To prevent cancellation of Greek, we combined our advanced Latin and Greek seminars into one course by reading the *Res Gestae*

in both languages, supplemented with readings in Latin (Suetonius' *Augustus*) and Greek (Cassius Dio on Augustus). While this was merely a temporary fix, it allowed us to experiment and create a culture of inquiry into both cultures and languages.

- Virginia Wesleyan College (Ben Haller): New initiatives include the Experimental Learning Center, Lighthouse, and our recent state Department of Education approval for a teaching endorsement in Latin; these have had an impact on our major programs. We have also recently streamlined both our majors to require all Classical Studies and Latin majors to take an introductory progression in Classical civilization consisting of three of the following courses: Classical Mythology, Introduction to Archaeology, Greek History, or Roman History. To accommodate our experiential learning program's focus on study away and research we have added Writing Intensive designation to a number of our 300-level courses and created a Classical study abroad course as well as a Winter Session class. We have also reduced the number of credits required for our Classical Studies major from 36 to 32.

Teaching Resources

In development (the editors are seeking materials from colleagues on the liberal arts chairs listserv).

New resources for teaching: e.g., Paula Debnar (Mt. Holyoke), Thalia Pandiri (Smith) and Barry Spence (Smith) have an online resource for learning Elementary Greek via Homer, Homeric Greek Resources (https://commons.mtholyoke.edu/hrgs/); Bret Mulligan (Haverford) has created *The Bridge,* a vocabulary tool which will generate customized vocabulary lists from a database of Greek and Latin lists, textbooks, and texts (http://bridge.haverford.edu).

Study Away

Research indicates that study abroad, whether for a semester, a year, or a summer, enhances and enriches a student's education and improves retention within the major, and the languages. Study abroad, for any period of time, increases a student's confidence, cultural knowledge, and curiosity. Classics students studying in Athens, Rome, and the UK and Ireland have the advantage of transferring the skills they have acquired at their home institution to programs that highlight the core of our discipline. A bonus for our students is that they develop a familiarity with the inner workings of an international community, and as a result gain the ability to pursue internships and volunteer work in another country. They are also able to establish networking methods with various research, museum, and academic communities.

Whatever the timeframe and format, aim to integrate the students' experiences from learning away into their learning in your department. Study abroad students should compile a portfolio of their work while abroad with the goal of focusing on work rather than grades. They could include papers and exams, (e-)journal entries of particular significance, and visual evidence of the work they did. Then, when the students return home, they would and should discuss their work with students and faculty at their home institutions; this would also increase accountability. Investigate integration of study abroad into the curriculum so that students do not view study abroad as a break from studies. Students abroad are eager to stay connected to the home institution; technology can bridge the gulf, and you could leverage their experience by involving them in on-campus courses. For an example of a portfolio used by College Year in Athens, see this document in the Repository.

Program providers beyond our institutions

Faculty advisors should familiarize themselves with the programs to help to guide students effectively, and communicate with the programs about specific semester curricula so that students can complement their on-campus work with their abroad experience. Fortunately, a great deal of this work has already been done. Well-established programs, such as College Year in Athens (CYA) and the Intercollegiate Center for Classical Studies in Rome (aka ICCS, aka the Centro), have staff who are well-acquainted with American undergraduate institutions and can direct students to the right level of language study and appropriate courses. Two other proven programs in the UK are Advanced Studies in England (ASE) and the Middlebury College-Centre for Medieval and Renaissance Studies (CMRS) Oxford Humanities Program.

Aim to coordinate what happens abroad with what happens at home. Have students articulate goals before they leave and present portfolios when they return. Departments might also consider employing digital technology to connect students abroad with courses on the home campus, and to support students' pursuit of the languages when they go abroad to other programs that don't offer Greek or Latin.

Faculty-led study abroad

Some institutions offer programs abroad – semester-long or shorter – delivered by their own faculty. Work with the study abroad office and the dean of the faculty far in advance to develop and schedule a program. Investigate a particular semester and time frame that would be easier to recruit a good number of students. For example, spring break can be bad for athletes or even faculty to travel away. Also investigate a time that is advantageous for the department and the curriculum. Another type of short-term trip is one connected to a semester-long course, with the travel seminar

in January, during Spring Break, or after the close of the academic year. This is academically more rigorous and can facilitate recruiting students to major in Classics, especially if they are first-years or sophomores.

Summer Abroad

Students have a number of options to continue their work in Classics during the summer. The American Academy in Rome, the American School of Classical Studies in Athens, College Year in Athens, the Vergilian Society, and the Paideia Institute all offer educational tours in Greece and Italy, varying from 1-6 weeks, and some offer scholarship support. The Paideia Institute also provides six-week immersive language experiences in Italy and Greece. Some US universities also offer immersive language courses in the summer. Many countries host excavations open to undergraduates; the Archaeological Fieldwork Opportunities Bulletin maintains a list of opportunities. The SCS maintains a list of Recurring Programs in Classics that includes summer intensive language and on-line courses.

Collaboration and Raising Departmental Profile

Below are ideas for building internal relationships and making Classics visible on your campus. It is important that Classics be a presence in the campus community in order to maintain the health of the program. Meeting people on campus, building relationships, and working with others on teaching or research projects can be helpful to your program. Faculty need to be visible, by attending campus events, serving on college committees, participating in lifelong learning programs for adults, and co-sponsoring lectures and other events with other departments and programs.

Collaboration with colleagues outside Classics can be worthwhile, but recognize that there will be both benefits and risks. Working with colleagues can be rewarding and fun, but there may be differences in approach and disciplinary expectations. Consider upfront how to overcome these challenges of collaboration. Classics faculty, by being visible and accessible, can provide lectures on antiquity for other courses, and team-teach, not only in the Humanities and Social Sciences, but also in the STEM disciplines. Overlap a text in two or more courses with colleagues in different disciplines. Hold a joint class or lecture, so that students can get the perspectives of multiple disciplines in the same classroom. Cross-list courses with other departments whenever possible, and pitch a grant with a colleague in a different discipline.

When working with the administration and other on-campus offices, offer to participate in General Education courses and invite the administration to participate in Classics events. Develop reading groups with colleagues. Build relationships with librarians, curators, etc., and explore bringing such colleagues to your courses, or bringing classes to campus facilities where they can share their expertise. Once these connections are established consider holding joint events. For example, work with the library and interested departments (English, Religion, World Languages) to hold a Homerathon. Develop relationships with the people in charge of first-year students, the Teaching and Learning Center, and the Grants Office.

Other ideas for building external relationships include developing an undergraduate research presentation day with surrounding colleges and establishing a lecture exchange with other institutions. Consider hosting regional or state conferences on your campus (e.g., CAMWS, CAAS, CAES, etc.), and consider serving on governance committees in those associations. Also, try to connect with local high school and middle school colleagues by offering to give presentations at their school or invite the faculty to bring their classes to your campus for a presentation. Extend invitations to the local community to attend Classics-sponsored events.

Classics faculty might also consider playing a more prominent role, serving within the administration — as a director of a different program, or as a dean, provost, or president. Many of our colleagues have done so, and successfully. If you have the skills and inclination, serve your institution in an administrative capacity.

Assessment

Assessment, once a nasty word in higher education, has proven helpful for departments and programs to gauge student learning, from individual courses to an entire program of study. Work with your assessment officer, who is probably located in the Dean of Faculty's office, to develop assessment tools that constitute more than bureaucratic busywork. Assessment is based upon setting learning outcomes for students and then developing mechanisms to determine the extent to which students achieve those outcomes. It can be helpful to have a succinct list of goals for majors. Such lists typically distinguish between overall goals and those specific to language work. Goals address both content and skills. For example, content might include "general knowledge of the intellectual, cultural, historical, and political developments of Greece and/or Rome, their roles in creating a 'globalized' society, and their contributions to ancient and modern social constructions, especially of race, class, and gender" (Agnes Scott Classics Department Learning Objectives). Skills might include the ability to assess both primary and secondary sources, the ability to present one's ideas orally and in writing, and the ability to articulate the inter-relationship between ancient and contemporary cultures.

One example of a Classics department's set of learning outcomes comes from Davidson College. After completing the major in classics, a student will be able to

1. Overall

- assess the reliability of written evidence
- critique a scholarly argument

- articulate a productive research question
- find appropriate ancient evidence to answer that question
- find appropriate modern scholarship relevant to that question
- make an effective ten-minute oral presentation
- write a researched paper that rests on ancient evidence, incorporates modern scholarship, and makes an argument

2. For either Greek or Latin (not necessarily both)

- identify the morphology and syntax of an unadapted original passage
- with the aid of a dictionary, produce a translation that not only demonstrates an understanding of the meaning of the text, but also conveys the student's sense for the author's style
- evaluate the nuances of any given lexical choice in light of literal, metaphorical and socially contextual meanings
- (if taking LAT 201), read at the I-1 (low intermediate) level on ALIRA (the ACTFL Latin Interpretive Reading Assessment)

3. For material culture

- assess the significance of art objects and architecture as products of their respective periods
- explain the importance of context for material culture
- interpret material in its cultural context
- identify a variety of literary genres within Greek or Roman literature
- compare and analyze differing translations of an ancient Greek or Latin literary work
- identify and interpret a Greek or Latin literary work in terms of its formal elements
- discuss how the classical tradition affects the modern world and how the modern world affects our understanding of the classical world

For more examples of student learning outcomes, see Assessment Resources.

Departmental Exams and Questionnaires

Some departments utilize exams, questionnaires, and/or rubrics to gauge student learning and as assessment tools, both for the students and for the departments. Some examples follow.

- Monmouth College gives students a multiple-choice diagnostic exam (one for Greek, one for Latin) at the beginning and end of each semester-length class; the same exam in every case. Once students have scored 100%, they do not need to take the exam again.
- Faculty at Haverford College conduct individual exit interviews with graduating students during Senior Week. They have found it an effective way to receive feedback about the department (strengths and weaknesses), the senior experience, and about how students navigated the major. It also helps signal the desire to have a continuing connection with the student after graduation.
- Colorado College employs a Latin Proficiency Rubric to aid students in the development of their linguistic skills.

Outcome	Level 1	Level 2	Level 3	Level 4
I. Language proficiency A. Translation skill	English often disordered/meaningless; frequent misinterpretation of target text	Major errors in English; gist of target text understood	English roughly correct and representative of target text	English correct and idiomatic in itself and syntactically/idiomatically representative of the target text
B. Skill in describing morphology, syntax, rhetoric	Frequent failure to recognize grammatical features, no attention to rhetoric	Grammar often correctly described; some attention to rhetoric	Grammar usually correctly described, rhetoric often correctly described	Grammatical and rhetorical features of the text consistently well-described

Standardized Exams

ALIRA –The ACTFL Latin Interpretive Reading Assessment (ALIRA) is a computer-adaptive assessment of Latin students' ability to read for comprehension a variety of Latin-language texts that typify those used in an instructional setting. One or two multiple-choice questions accompany each text and gather evidence of understanding of main ideas, supporting details, point-of-view, inferences, or text purpose.

College Greek Exam: The College Greek Exam (CGE) is a standardized national exam for students in their first year of college-level Greek. Geared for students in their first year of instruction, the exam is available for students studying either Attic or Koine Greek. The grammar and vocabulary on the syllabus for the exam are based on frequency and thus not tied to any particular textbook or approach. CGE follows a format similar to that of the National Latin and Greek Exams: forty multiple-choice questions, twenty-five on the language in general and fifteen on a brief reading passage.

National Latin Exam and the National Greek Exam: The exams, sponsored by the American Classical League and the National Junior Classical League, contain a 40-question, multiple-choice test with a time limit of 45 minutes, offered to students on various levels.

Eta Sigma Phi, the Honorary Society for Classical Studies, offers annually the Maureen Dallas Watkins Translations Contests in Greek translation, Latin translation, and Latin prose composition.

The Classical Association of the Middle West and South (CAMWS) offers a College Latin Translation Contest.

If you happen to be in the greater-Philadelphia area, you might avail yourself of the Philadelphia Classical Society's Competitive Latin and Greek Exams.

Working within Your Home Institution

Collaboration and Strengthening Departmental Profile

To state the obvious, Classics is a small field. It is best to start from the assumption that no one outside your department knows anything about our discipline and that therefore any interaction is an opportunity to educate non-classicists and to promote the work of the department. "Collaborate, embed, infiltrate" is a great motto. The goal is to make the wellbeing of Classics part of every institutional decision. Make sure a classicist is in the room when decisions are made. Meet your colleagues, serve on committees, co-teach, co-sponsor events, talk about mutual students, give public presentations of your work. Personal relationships count for a lot, and collegiality can be a chair's best friend.

Working with Administrators

Keeping in mind that procedures and structures vary from institution to institution, the best starting point is to develop institutional intelligence. How are decisions made, and whose voice matters? How are faculty positions created? Whom do you talk to about enrollment pressures, scheduling, workload, emergency medical leave? If you are a new chair, you might want to talk to friends who are chairing or have chaired in other departments. Collect a range of views and try to increase your understanding of how the institution works.

Remember that administrators are people, too, and that although you may disagree with any particular decision, they are trying to do the best for the institution. An antagonistic relationship

does not help anyone, so give some thought to the institutional perspective and where your administration may be coming from. Show that you can understand and appreciate their problems.

Operate with the assumption that you will have to explain what Classics is and why your institution should have a Classics department. In a nutshell, Classics often provides courses that are important to the mission and curriculum of the liberal arts college, such as large mythology, Greek and/or Roman civilization, history and archaeology courses, and contributions to introductory humanities sequences and to first-year writing programs. For the health of our programs, it is essential both to accomplish these things and to make sure the administration is aware of our contribution.

In terms of specific situations, staffing is an obvious one involving administrators. Before you make a position request, meet with the relevant administrator. Find out whether it is a good or bad time to submit your request. Be prepared to explain what your department does, what it contributes, and how this position matters to the college as well as to Classics. Ask for help and advice, and treat the administrator as a potential sympathizer; many are, or can become friends of Classics. Such conversations can give you information that will help in framing the request and predispose the administrator to view it favorably. Prepare the groundwork for reauthorizing tenure lines well in advance.

Administrators can help with all sorts of problems. Perhaps your position request succeeded, and you are in the fortunate position of extending an offer. What if the person wants more time or suddenly produces a partner and wants to know about employment opportunities for him/her? Or what if an existing colleague needs a medical leave on short notice or unexpectedly resigns or a student accuses someone of sexual harassment? In all such situations it helps to have a good working relationship with your dean/provost/VPAA.

One way to think of all of this is to remember that a good Dean of the Faculty (or equivalent) resembles a good chair. Just as your colleagues should be able to come to you as chair and expect that you will help to find a reasonable solution, so the Dean of the Faculty should be a source of help to chairs. Know your administrators and work with them as fellow humans.

Working with Institutional Advancement

Endowed funds are a huge boon and worth pursuing. Typically institutions want to keep fundraising centralized, so it is a good idea to work within existing structures. Contact the office responsible for fundraising, and put Classics on its radar. Make sure at least someone knows about your department. It is worth emphasizing that even at small schools Classics Departments tend to have close relationships with students and to develop loyal followings. Go ahead and pitch ideas for endowing funds. The retirement of a beloved colleague may offer an opportunity to establish a fund (as it did at, e.g., Grinnell and Gustavus Adolphus). Also pitch reasons for an endowed fund: a lecture, summer study, collaborative student-faculty research; you may be able to align something you want with institutional priorities. Always make clear your willingness to be personally involved, whether in writing a thank-you note to a donor or in meeting with one or supplying data such as enrollment patterns or post-graduation trajectories for majors. Fundraisers are looking for ways to attract money, and donors are looking for reasons to give it to one cause or another. Make yourself an attractive cause!

Working with Faculty Colleagues

As a chair, you will have a number of responsibilities. Delegate! Do not try to do everything alone. There are support structures in place you can utilize - a departmental administrative assistant, student workers, and, of course, your colleagues. The three key areas for which you are most likely responsible are the *budget*, *personnel*, and the *liaison to your institution*. Discuss with your faculty whether they might take on some of the other tasks of a chair: library book orders, IT support and innovation, student events, outreach, curricular development, etc. By doing so, you give them ownership of departmental life, help them to prepare to succeed you as chair, and provide yourself the time to manage your responsibilities better.

As the liaison for your department, you can develop and strengthen ties to other faculty and departments. Given the challenges faced by the humanities, reaching out to chairs of other humanities departments would be a valuable first step. You might consider developing innovative, team-taught courses between your faculty and the faculty in another program, or you could explore research projects that might cross disciplinary boundaries. A side benefit is strength in numbers: if your administration seeks to implement a policy that could weaken the humanities, having a well-established relationship among the departments could only benefit everyone.

The year that your colleagues stand for tenure will test the cohesiveness and congeniality of a department. Celebrate their successes, of course; if, however, they do not receive tenure, the process may have done harm to relationships within (and even outside of) your department. If the tenure case has proved controversial in any way, do what you can to sustain a healthy work environment both before and after the decision is final. The same holds for promotion cases, though with this additional caveat: colleagues who stand for, yet are denied, promotion to full professor (or early promotion to associate professor) will likely exhibit some resentment towards your faculty

and the institution. Do what you can to ameliorate the situation by helping your colleague understand those areas of his or her portfolio that require shoring up.

Building a Program

You need a vision and the ability to convey it, an environment that is at least somewhat supportive, friends, a willingness to teach a broad range of courses, and the patience (both your own, and your administration's) to nurture your program to viability.

Vision: Building a program means tireless advocacy. You have to know what you want and to be able to talk about it with the clarity and conviction to make it real for others. You might want to offer a robust language sequence, to add Greek, to introduce a major, to create a department. Define your goals and the steps towards achieving them so that you can demonstrate (to others and yourself) progress. Be prepared to articulate your vision in concrete terms at the drop of a hat to anyone.

Environment: presumably you have been hired as a classicist, and so there is some kind of foundation in place. Be strategic about how much support is there, where it is coming from, and how you can increase it.

Friends: this is essential; you cannot build a program without allies. Enlisting support might entail anything from many, many meetings over lunch to counting existing courses that might not fit your ideal but allow you to include a colleague who is sympathetic to your goals.

Teaching: teach! Teach Latin, teach Greek, teach any student with any interest; offer courses that draw students by foregrounding interests they already have (mythology, gender, sports, warfare). Build enrollments to create and show interest.

Defending an Embattled Program

Existential threats can take different forms. It might look as if phased retirements are leading to the elimination of the program; alternatively budget cuts may mean that small departments are being disbanded. There are specific steps you can take either way. Below are both arguments to make about the value of Classics and concrete actions. Use the SCS's Classics Advisory Service, including its materials on "Program Strengthening" and "Program Rescue."

It is essential to communicate the specific value of Classics itself to the administration, to articulate the benefits and provide the data; do not assume it is known.

The study of Classical languages provides benefits of both humanistic and mathematical and scientific studies; the curriculum is hierarchical, rigorous, systematic, exploratory, and creative. Although other departments may teach about the nature and history of Mediterranean, European, and/or Western civilization, it is central to our discipline. As a result of our intensive course load and interdisciplinary nature, Classics majors often score very well on standardized tests (for example, a colleague at Pepperdine Law School in 2014 charted the success of students on the LSAT in all majors, and Classics, Mathematics, and Physics majors' scores were the highest; more generally, humanities majors do extremely well on the MCAT). Classics majors develop skills in close reading, system analysis, handling both fragmentary and massive data sets, proficient writing and oral skills, and rhetoric. We should work with our colleagues in the SCS administration to secure as much data as possible to demonstrate the relative success, and happiness post-graduation, of our Classics majors.

Have an external review as a way of alerting colleagues elsewhere; this way you line up allies in advance of direct action. Write an annual newsletter including alumni news (examples of post-graduate careers) and send it to the administration. If your program is being considered for a reduction in staffing, or elimination, publicize the danger, and start a letter-writing campaign

and/or online petition. Contact the SCS (see above) and your state and regional organizations, let colleagues outside the institution know, and contact alums.

Finally, Classics consistently faces challenges in maintaining healthy language enrollments, and thus departments need to find ways to communicate the value of Greek and Latin studies to the administration and to find creative ways to adjust teaching these classes while still defending their worth. Departments face different pressures with the languages because of different enrollment caps and limits at their individual institutions; while some departments may be able to balance the small enrollments in languages with large enrollments in civilization courses, this avenue is not open to all. Thus, vigilance, creativity, and support from the entire Classics community in figuring out how to increase language enrollments are vital. The restructuring of the classical languages curriculum is a process that many departments are undertaking (see section above on *Innovative Approaches to Student Interests and Enrollment Pressures*). For example, some departments may need to cut back on language instruction temporarily in exchange for courses in classical civilization to increase interest in your program. You can then use those courses to cultivate student enthusiasm for the study of the languages. Delaying introductory Greek for one year, for example, might build sufficient interest to generate a robust enrollment. Even as we assert and explain the importance of languages to our curriculum, be willing to experiment and demonstrate to your administration that Classics is not calcified or bound solely to tradition.

Data collection is essential. Consult the Repository on the website that hosts this Handbook, as well as sites such as the ADFL's Toolkit for Department Advocacy. The first page refers to 2013, but some of the links are to pages with useful and up-to-date information.

External Reviews

External reviews provide an opportunity for a department to receive an objective critique of its work and can provide leverage for seeking additional support from an administration. Institutions routinely schedule departments for review, often on a seven- to ten-year cycle. Such reviews typically include a self-study authored by the departmental faculty; the selection of an external review team; an on-campus visit by the team with the department, majors, administrators, and any other stakeholders; and the creation and submission of a report, with an opportunity for the department to craft a response.

The process typically begins nine to twelve months in advance of the campus visit. In anticipation of a review, the department, usually steered by the chair, accumulates data across the breadth and depth of its work: mission statement, learning goals and outcomes, enrollments, events, careers of alumni, curricular changes, scholarly production, comparative data at similar institutions, etc. Some of the data will be generated within the department; the chair should also consult with the internal institutional research office for accurate data on enrollments and courses offered. You might consider reviewing the Classics Tuning Project for inspiration during this process.

Your administration will ask for recommendations of external reviewers. While tapping friends at other institutions is strongly discouraged, your department should recommend colleagues who work at similar institutions and are sympathetic to the type of department or program in which you work. You might also consider colleagues in the area, as they may be familiar with the structural issues and opportunities that face your department and it will be easier for them to travel to your institution. Senior colleagues who maintain a scholarly profile and who are part of a department or program of similar (or aspirational) size make effective and successful reviewers. The SCS is a good resource for suggesting reviewers (the Classics Advisory Service, CAS) and for

data of various sorts. The CAS routinely provides suggestions for experienced, available reviewers, and may also carry further weight with your Provost, since the suggestions are coming from your field's professional organization.

The self-study should be comprehensive and candid about the strengths and weaknesses of a department. More often than not, departments attempt to leverage a review to seek additional institutional support — i.e., staffing. At the same time, it is imperative that the self-study present a candid snapshot of the department. It should also include questions that the faculty (and administrators and students) seek to resolve: does the curriculum make sense in the context of the institution? Are there areas of a Classics curriculum that are essential but not being offered regularly? Does the department have sufficient autonomy to deliver a Classics education? Is the department well-integrated into the life of the institution? Do the major and minor address student need? Are there pedagogies that the faculty might utilize to strengthen the department? Does the department compare well with Classics departments at similar institutions? Is more staffing required? Your administration might have available sample self-studies that can provide some guidelines as to the content and structure of the internal review you will conduct.

The external review team will read the self-study in advance of its visit. You will probably be responsible for organizing the on-campus discussions. Include all possible stakeholders - not just within the department and the academic affairs leadership, but also in other parts of your institution. You might invite faculty in other departments who offer cross-listed courses; faculty who incorporate the classical world in their courses independent of your department's curriculum; representatives from the study-abroad office, career services, internships, IT, and the library; and other colleagues who could provide helpful insight into the needs of your program.

There are many advantages to a candid and successful review. The team might recommend modifications to the curriculum, potential avenues for collaboration within and outside the

institution, new sets of data to acquire, and, of course, increases in staffing. But there are pitfalls: a review could also highlight dysfunctional aspects of a department, shortfalls in community-building within the department and in integration with other aspects of the institution, or curricular decisions that have not proved effective. Be prepared for an honest appraisal of your department's operation, and plan on acting on those recommendations that you and your colleagues think will strengthen your work.

Reaching & Teaching the Public (Outreach)

One of our most important responsibilities is to reach out to institutional constituencies outside our departments and to the larger public. Make a habit of involving anyone and everyone in the life of your department.

On campus

A. **Outreach events.** Classics departments can and should sponsor events such as lectures, movies, and performances that are open to the whole community. They serve both to inform others about what we do and to generate enthusiasm among students. In addition, such events offer opportunities to collaborate with other departments and programs by inviting them to co-sponsor. The topics, then, should be broadly accessible rather than specialized and technical. You also might go out to lecture at local libraries, historical and other learned societies, film series, theater events and other venues in the community. You'll raise the profile of Classics generally, your College's communication office will likely love the story and visuals, and you cultivate friends (who might become benefactors). For speakers on campus, look for people who straddle multiple fields and/or

who can talk on topics of broad interest. Many departments have successfully run marathon readings of epic poems; there is a sample poster in the Repository. You might also consider opening regular drop-in tutoring sessions, staffed by majors or minors in the department, to local high school students taking Latin. Hosting a 'Classics Day' for local HS Latin classes is another way to create connections with the community (and demonstrate to administrators on campus the vitality and relevance of Classics). Performance-oriented events (as opposed to a lecture format) are often the most successful (e.g., invite Joe Goodkin who sings an interpretation of the *Odyssey*, or consult the romanempire.net website which lists organizations providing Roman military reenactments). Logistically, you will need to work with your college's Security Office (e.g., dealing with the arrival of several school buses), find a suitable venue on or off campus (e.g., the audience may easily number more than a couple of hundred high school students), and of course arrange and underwrite the travel/lodging expenses for the performer.

B. **Career Center.** It is useful for Classics departments to make connections with the institution's Career Center, to make it clear that Classics majors have a broad range of career choices. Such information can also reassure prospective students and their parents about the career opportunities available to Classics majors.

C. **Embed Classics in the Curriculum.** Classics departments should make serious efforts to establish curricular and co-curricular relationships with other departments and programs, both within and outside the humanities. So, for example, links can be made with STEM fields through etymology of scientific terms and the history of science. If you and a colleague in another department teach the same text, suggest holding a joint class so that students can hear the different perspectives (this is especially useful if team-teaching an entire course is impractical). Consider serving on your institution's Curriculum Committee, which periodically reviews all-College

requirements and other programs that may have an impact on your department. It is essential to have a classicist at the table when curricular changes are under discussion.

D. **Websites.** Departmental websites are a valuable means of self-presentation and should be attractive, clear and engaging. Even though they are generally of more interest to prospective students and outside visitors than to current students, they can provide useful information including major requirements, opportunities for study abroad, upcoming (and past) events, and student accomplishments. Websites should be consistently maintained and updated – this can be an interesting job for a majors' group.

E. **Newsletters.** Departmental newsletters, online and in print, are an excellent way to maintain connections among current students, alumni/ae, and parents and to reach out to the general public. One attractive feature is reports from students who are studying abroad: they can provide pictures and lively first-hand accounts of their experiences. Department faculty can also talk informally about their teaching and research.

Sample Newsletters Available in the Repository

Alumnae Spotlight (Wellesley)

The Classical Studies Alumna Spotlight series features alumnae of the Department of Classical Studies who have gone on to do all kinds of different work, from the classical to the medical to the legal to the _____, a blank you can fill with many different rewarding careers. We've asked that the Alumna to be Spotlighted write a little bit about Classics and the course of her career. The series is geared to multiple audiences: prospective students, current students, alumnae, the administration, and students' parents. Every time a new Spotlight is added, we post a link on our departmental Facebook page and send a note with the link to various groups. The Wellesley Parents Association loves these and can get them to the thousands of parents on their own Facebook group.

Juno's Peacock (Wesleyan)

Issued annually, the Classics Department's newsletter features faculty news, student achievements, essays from students abroad, departmental events, alumni updates – the whole gamut of a Classics department's life.

Departmental Newsletter (Gustavus Adolphus)

Our annual newsletter, edited by us and designed by our Marketing & Communication office, is intended primarily for our alumni/ae and for prospective students. Alumni send in their news, and many of them tell us they read it cover to cover. Our Admissions office pays for the cost of printing. The attached PDF is in book layout (i.e., first and last page are side by side, as are the second and penultimate page, etc.), but should nevertheless give a sense of the content.

F. **Engage Trustees.** It is worth making the effort to get in touch with the institution's trustees. They can be given copies of the newsletter, invited to attend department-sponsored events or to sit in on a class, and perhaps even invited to give a presentation or hold a discussion with the department's faculty and students.

External relations and the general public

The most pressing issue is to explain, clearly and effectively, what "Classics" means and what classicists do. Many of the suggestions listed above for campus outreach can also be applied to external relations, in particular maintaining a good website, sponsoring events of general interest, and publishing a departmental newsletter. In addition to the suggestions above on working with local schools, and participating in regional associations, there are other methods for creating a broader outreach.

A. **Communications.** Be in touch with your institution's communications or public information office. Let them know that your faculty are available to talk with journalists or other media professionals about the ancient world or about current events.

B. **Development / Institutional Advancement.** As with (A), be in touch with your institution's development office. Offer to have your faculty make presentations to groups such as trustees, alumni/ae, parents, and prospective students and their parents.

C. **Current Students and Alumni/ae are Ambassadors**. Ask your majors and alumni/ae to serve as ambassadors for your department. This can take any number of forms: current students and alums both can talk with prospective students; alums also can record accounts of their post-graduation careers and offer presentations to their local alumni/ae associations.

D. **Media.** Try your hand at writing op-eds, whether for local or national outlets. Contribute to the public conversation by writing for mainstream outlets. The online journal, Eidolon published engaging, accessible articles about the Classics until 2020. Its torch has been picked up by Antigone, among others. Such pieces can take advantage of the writers' personal experiences and the constantly changing world to bring new perspectives to the Classical humanities. Another organization hosting a public blog is *Eos*, a "scholarly society dedicated to Africana receptions of Ancient Greece and Rome."

E. **Community.** Make yourself available in the local community. Retirees are often eager to go back to school in some fashion: welcome them as auditors or offer to speak at a community center. Teach short courses and non-credit courses for members of the local community (e.g., Davidson Learns, a program for adult learners in Davidson, NC, taught by faculty at Davidson College; http://www.davidsonlearns.org). Welcome auditors into your classes. Look for local professionals who might then be willing to have your students shadow or work for them.

F. Apply to regional and/or the national association for support in your outreach efforts. Each year an Outreach Award is given by the Society for Classical Studies that recognizes outstanding projects or events by an SCS member or members that make an aspect of classical antiquity available and attractive to an audience other than classics scholars or students in their courses. CAMWS also

offers several similar awards. The project or event may be of any kind and in any medium, including but not limited to film, performance, public event, website, video, podcasts, visual arts, and print. The Classical Association of the Atlantic States also awards grants for outreach to the general public.