

Colleague 1:

In Michaelmas Term 2024, Kelly McClinton co-taught a class for six second-year undergraduate students with an ancient historian and myself (a scholar of classical literature). Kelly's role was to contribute an expert archaeological perspective to the teaching and discussion of the paper for the first part of the Oxford Classics degree course, 'Texts and Contexts'. This interdisciplinary subject requires students to use a set syllabus of literary texts and archaeological material to gain insights into areas of Roman culture.

Kelly's input was invaluable as the students, who had much less experience with visual sources than literary ones, learned to sift through the set images and understand what might and might not be deduced from them. In the classes, she used her expertise to encourage the students to consider the material from new angles, cited relevant comparative material, and gently but straightforwardly helped the students nuance any simplistic assumptions.

Kelly's support of the students beyond the class was exceptional. She provided extensive written feedback on their commentaries on set images (done for classwork and in a practice exam), carefully showing them how to approach the task successfully and responding to their content discussion. In preparation for their university examinations in the subject, she supplied extra material beyond the syllabus to help with the students' revision. I look forward to conducting a revision class alongside her and my ancient historian colleague this term.

Kelly thinks hard about what students will find helpful. She can meet them where they are and show them the possibilities of the advanced archaeological research she conducts. She is approachable in person and via email while maintaining appropriate professional boundaries. From what I have seen of her teaching, she will continue excelling in this area of her academic life.

Colleague 2:

Kelly has supported me (an ancient historian) and my colleague Dr Gail Trimble (a literary scholar) to teach 'Texts and Contexts', a second-year interdisciplinary cultural history paper. The paper brings together literature, history, and archaeology; we have been extremely grateful to have an archaeologist with Kelly's expertise teaching alongside us. So far, she has co-taught four two-hour seminar-style classes with me and Gail and has independently marked students' picture commentaries, essays on archaeological topics, and mock exam papers. Next term she has kindly agreed to co-mark further mock exams and to co-teach a one-off revision class with me and Gail.

Kelly's teaching manner is encouraging, affirming, good-humoured, professional, never shaming, and promotes an attitude of intellectual curiosity. She deploys her archaeological expertise and familiarity with the latest research with a light touch. She is always prompt about returning written work. She is

also highly generous; on her initiative, she has devoted considerable time and energy to producing learning resources for the students and has also made herself available for a supplementary revision session in the Ashmolean Museum. She works well as part of a teaching team and has willingly supported me and my colleague in maintaining a united front on deadlines and marking policies. She is committed to a mentorship model of teaching and research, proactively seeking feedback on her teaching and generously and constructively offering feedback to her students.

It has been a real privilege to have Kelly teaching with us, and I am confident she would be an asset to your programme.