

Strategic Plan

Classics Department
Gustavus Adolphus College

May 1, 2009

Section 1 DEPARTMENT DESCRIPTION
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1.1 Overview of the Department

Participating Faculty: Eric Dugdale, Seán Easton, Stewart Flory (emeritus), William Freiert, Yurie Hong, Mary McHugh, Matthew Panciera.

The Classics Department at Gustavus Adolphus College was formed as a separate department in 1979. “Beginning from virtually nothing..., it has in a remarkably short time attained national recognition as one of the country’s fine small-college classics departments,” in the words of the External Review of the department conducted by Leslie Preston Day (Wabash College) and David H. Porter (Williams College) in 2004. This remarkable achievement is a result of the combined talent, vision and commitment of the four classicists who built the program and who, between them, have devoted 120 years to teaching at Gustavus: Marleen Flory, Stewart Flory, Patricia Freiert and William Freiert. It is also a consequence of the college’s support of classics and its appreciation of its integral role in the liberal arts.

Over the last seven years, the personnel of the department has undergone major changes. Eric Dugdale was hired in 2001 in preparation for Patricia Freiert’s early retirement [Patricia has continued to teach FTS, IEX and other courses as an emerita]. The following year Matt Panciera was recruited for the position vacated by the untimely death of Marleen Flory. Following Stewart Flory’s early retirement in 2003, the college hired Bronwen Wickkiser and when she departed after four years for a position at Vanderbilt, the college was able to recruit Mary McHugh. Will Freiert’s position was filled with the hiring of Yurie Hong and her spouse, Seán Easton, on a joint contract.

The Classics Department has always maintained a strong commitment to the general education program of the college. We offer a broad range of classics courses that do not require knowledge of the ancient languages and satisfy LARS, ARTS or HIPHI general education requirements. These courses vary in size from Myth and Meaning (with a total maximum enrollment of 160) to lecture courses with a maximum enrollment of 30.

We also teach Latin and Greek language and literature courses from beginning through advanced level. These courses are at the core of our program, and the major requires that over half of a student’s work be in one or both of the languages. Latin has the second highest language enrollment, and this year 49 students chose to fulfill the college’s language requirement by studying ancient languages. Although the enrollment in an upper level Greek or Latin course is typically small (enrollments have ranged from 3-8 students over the last 5 years, with a class average of 5.5 students), the enrollments in our courses as a whole have consistently put us above the college-wide average per FTE.

As well as enjoying healthy overall enrolments, classics has attracted a steady flow of majors. The number of majors graduating in classics each year has varied from three to eleven in the last decade, with an average of 6.5; the numbers have been trending up in recent years (8, 6, 8 majors graduated in 2006, 2007 and 2008 respectively, with 9 looking to graduate in 2009).

Mission

The mission of the Classics Department is fundamentally aligned with the liberal arts principles that Gustavus Adolphus champions and that have their origins in the ancient world. Central to the model of the classical *artes liberales* is an understanding of the inherent interconnection of the various fields of learning. Classics is an embodiment of this approach, an interdisciplinary field defined chronologically and geographically rather than through a single methodology. At Gustavus Adolphus College, the Classics Department aims to introduce as many students as possible to the foundations of western culture within its Mediterranean context by teaching the languages, literatures, history, philosophy, art, and archaeology of the Greco-Roman world, from pre-history to the Renaissance.

Through its diverse curriculum, the department supports many specific goals of the college's mission, enabling students to come to understand themselves and their environment within a historical framework, perceive complexity, think critically, and develop an appreciation for the liberal arts and the intrinsic value of learning. The department's mission is to train students who are as broadly educated as possible, with skills of life-long learning that will transfer to whatever careers they eventually pursue and will prepare them for lives of leadership and service to the common good. The rigors of studying classical languages provide an excellent training for the mind, fostering analytical capabilities and mental discipline as well as perseverance and a sense of intellectual fulfillment. We endeavor to provide students whose interest is in being professional classicists with the linguistic and discipline-specific skills needed to succeed in teaching or graduate school.

Vision

The Classics Department will continue to build to become a department that is **nationally recognized** for its excellence as one of the top liberal arts college classics departments. We will offer a broad range of courses that contribute to the college's general education programs, and that foster in students the habits of mind that underpin the liberal arts: an interdisciplinary perspective, intellectual curiosity and independent thinking, analytical reasoning, an understanding of the historical context of ideas, and a commitment to the application of knowledge in service of the common good.

Through the sequence of courses in Greek and Latin languages, students will be able to develop the **linguistic skills** and gain the **socio-historical context** needed to engage directly with primary texts from Greek and Roman cultures. Students will also acquire a deeper understanding of how language works, improve their verbal, grammatical and analytical skills, and lay the foundation for learning modern languages derived from Greek or Latin.

The Classics Department's curriculum will allow majors **to gain a broad understanding of the Greco-Roman world and of the main approaches** to studying it associated with the various sub-fields of classics, from archaeology to epigraphy to literary theory. It will also offer them opportunities to engage in **independent research**. It will foster a range of skills **transferable** to any professional career while providing the necessary disciplinary foundation for those entering classics as a profession.

As a department, we will contribute to the college's vision of offering a nationally recognized liberal arts education by setting **high academic standards** for ourselves and for our students, by offering a rich array of **curricular and extra-curricular opportunities**, and by seeking to enable all our students to fulfill their academic potential.

We will provide opportunities for students to learn about the ancient world through **direct engagement with its material culture**, through study abroad, archaeological fieldwork, and work with museum collections.

We will cultivate **strategic partnerships** that will enhance the educational experience of our students and that will allow us to serve effectively as a resource for promoting classics within the region.

As a department, we will seek to live out the college's core values by **building community**, and by serving the needs of the college and the broader community. In our study of the ancient world, we and our students will grapple with social and ethical issues that will inform our commitment to civic and moral engagement in our contemporary ambit.

Goals

1. Engage students in education that fosters creativity, independent thinking, and leadership.
2. Educate for lives of engaged citizenship and global understanding.
3. Educate for life-long learning.
4. Serve as a resource for the teaching and promotion of classics.
5. Advocate liberal arts ideals and help shape a liberal arts framework for the twenty first century.
6. Support faculty in their pedagogical engagement.

1.2 Programs

The Classics Department offers the following majors:

1. Classics Major: this major (our most popular major) includes a significant language component, requiring students to take at least six courses in Greek or Latin (at least six courses in the one language). Some majors choose to study both Greek and Latin, while others focus exclusively on one language.
2. Latin Major: this major is similar to the classics major, but is designed with those students in mind who may go on to teach Latin. It stipulates specific courses (Myth and Meaning, Roman History, and Latin Prose Composition) that are an essential part of the training of a Latin teacher. Since classics

majors at some universities do not include language training, the title ‘Latin Major’ also clarifies that the student has studied the Latin language.

3. Major with Honors: graduating with honors carries a GPA requirement and also involves writing a thesis.

The Classics Department also offers the following minors:

1. Minor in Classical Studies
2. Minor in Greek
3. Minor in Latin

The minors in Greek and in Latin require an additional year of language study compared to the minor in Classical Studies.

1.3 Support relationships

Given the interdisciplinary nature of classics, our students benefit from courses taught by a number of departments. Such courses include POL 265: Classics in Political Thought, PHI 201: Ancient Philosophy, T/D 130: Foundations of Western Theatre, to give just three examples. With departmental approval, students may count towards the classics major a broad range of relevant courses taught in other departments. Furthermore, many of our majors are double-majors, and their studies in classics and other disciplines frequently intersect.

Religion Department: The Classics Department relies most directly on the Religion Department – in particular, on the expertise of Dr. Casey Elledge in the ancient world. Dr. Elledge regularly teaches our GRE 202: The Greek New Testament course; his contributions on a range of matters, from teaching to advising student theses, have been of great benefit to our department.

FTS and Curriculum II: The Classics Department contributes regularly both to the FTS program (usually 1 course per year) and to Curriculum II (usually 4 courses per year). The majority of the courses that we regularly teach (19 of 25) contribute to the general education liberal arts perspective courses. Our involvement in general education is a natural outworking of our commitment to the college’s liberal arts mission; at the same time, it introduces students to a discipline which most of them have not had an opportunity to explore before coming to college.

Other Departments and Programs: We enjoy close ties with a number of departments and programs, and benefit greatly from the exchange of ideas that result from joint ventures. Many of the public lectures that the Classics Department regularly hosts are made possible through co-sponsorship by other departments or offices. In the last five years alone, lectures have been co-sponsored by the Center for Vocational Reflection, Diversity Center, English, LALACS, Modern Languages, Literatures and Cultures, Physics, Sociology and Anthropology, and Theatre and Dance.

2.1 Strategic issues

STRENGTHS

The Classics Department enjoys a national reputation for excellence. Indeed, its “unusually strong Classics Department”¹ is a distinctive feature of the college.

Faculty:

- A particular strength of the department is the quality and commitment of its faculty. The department has a long tradition of significant contributions to the academic excellence of the college. In 1983, Gustavus was awarded a chapter of Phi Beta Kappa, in large part through the efforts of Marleen Flory. Stewart Flory founded the ‘Shop Talk’ series in which faculty present their research. Members of the department have won the Edgar M. Carlson Award for Distinguished Teaching, the Faculty Scholarly Accomplishment Award, and the Faculty Service Award. They have served in key leadership roles in professional organizations and won prestigious national and international fellowships such as the National Endowment of Humanities year-long fellowship and the Rome Prize fellowship. Our faculty has also led summer NEH programs at Gustavus. Six have published books. The department continues its historic involvement in pedagogical research.
- The international experience of its faculty is a particularly rich asset. Current faculty members have led student travel-courses to Greece, Turkey and Italy, taught at the Intercollegiate Center for Classics in Rome (2004-5) and the Intercollegiate Center for Classics in Sicily (2008-9), taught as an exchange professor at Kansai Gaidai University in Japan (1992) and on a Fulbright at Tohoku University Graduate School of International Cultural Studies, also in Japan (1997-8), participated on a National Endowment for Humanities summer seminar in Italy (2008), served on the board of the American School of Classical Studies in Athens (2008-present), to cite a few salient examples.

Subject Matter: The subject-matter of classics offers the department many opportunities to contribute to the mission of the college. Our courses introduce students to the history, philosophy, religions, politics, theatre, oratory, cultures, languages and literature of the ancient world. Graduating majors consistently praise both the breadth and academic rigor of the curriculum. Through its diverse curriculum, the department supports many specific goals of the college’s mission.

- Students develop the intuitive mental habits of making distinctions and perceiving complexity through the study of Latin and Greek. They learn to think critically through analysis and discussion of primary texts, to think historically by

¹ Report by reviewers from the North Central Association of Colleges and Schools, college-wide external accreditation review in 2002.

understanding change and continuity over time, and to think ethically through the consideration of values.

- They develop their aesthetic sensibilities by experiencing art, literature, and theatre, and learn to understand by studying the diverse societies of the ancient Mediterranean and their interactions and by understanding and critiquing the classical sources of world culture.
- The classics curriculum also contributes to the development of a mature understanding of the Christian faith by offering instruction in Greek, including a course on the Greek New Testament, and by giving students an understanding of the socio-historical context in which Christianity first developed.
- It educates informed citizens, allowing students to develop an understanding of the historical roots and philosophical underpinnings of modern culture, its institutions and values, and of the liberal arts tradition.

Interdisciplinarity: A key strength of the classics program is its range and the way it engages students in exploring ideas across disciplinary boundaries. The department is committed to developing in our students the ability to think across the boundaries of courses and disciplines, to bridge the conceptual divides between ancient and modern periods and diverse cultures, and to make connections between what they are studying and their lives, thereby empowering to become life-long learners.

- As well as offering courses that foreground interdisciplinarity, classics each year brings in prominent academics whose lectures and workshops introduce many dozens of students to cutting edge ideas and a wide range of approaches, as can be seen from examples of recent events:
 - Patrice Rankine, Purdue University, *Black Athena and Myths of African Diaspora Identity in Latin America and Brazil* (2009): mythology, sociology.
 - K.O. Chong-Gossard, University of Melbourne, *Pavane for a Dead Infant: Consolation in Euripides' Hysipyle* (2008): gender studies, theatre.
 - Stephen Berard, Wenatchee Valley College, *Latin as a Living Language* (2008): language, history and the liberal arts.
 - Jenny Strauss Clay, University of Virginia, *The Perfect Hero: Sarpedon in the Iliad* (2007): mythology, ethics.
 - Joseph Rife, Macalester College, *Life and death at a port in Roman Greece: The Kenchreai Cemetery Project* (2007): archaeology and sociology.
 - James Morwood, University of Oxford, *Sophocles, Euripides, Shakespeare* (2006): classics, theatre.
 - Cynthia Damon, Amherst College: *The 'Splendid Idea' and the 'Hatrack': Goethe and Twain on Pompeii* (2006): comparative literature.
 - John Miller, University of Virginia, *Octavian, Apollo, and Self-Imaging during the Second Triumvirate* (2006): history, politics, numismatics.
 - Carl Rubino, Hamilton College, *Human Choices in an Uncertain Universe: Reflections on Science, Ethics and the Humanities* (2005): physics, ethics.
- Interdisciplinary approaches also often inform student research, and the topics of student research papers and honors theses show a broad range of interests. Our

students have enjoyed notable success in presenting their research in prestigious national fora.

- Kaija Hupila and Tasha Genck presented papers at the national Eta Sigma Phi (the classics honors society) convention in New Orleans (2004).
- In 2007 Andrew Howard gained the rare distinction of having his paper accepted at the national CAMWS conference in Cincinnati, a forum normally only for faculty and graduate student research.
- In February 2009, Paula Wiggam presented a paper at a conference on Colonization and Cultural Exchange at Carleton College; the proceedings of the conference will also be published.

Community:

- Our students participate annually in the national Greek and Latin exams.
- Our Eta Sigma Phi (the classics honors society) chapter is particularly active and organizes a broad array of social and academic events.
- Collegiality and a sense of community have long been strengths of the department, appreciated and cultivated by its students and faculty alike. Indeed, the department functions as a model cooperative learning community.

Career Paths: Our alumni go on to a variety of careers. Recent graduates have entered law school, medical school, divinity school, and graduate programs in classics.

- Gustavus is one of only three institutions in Minnesota accredited to provide certification for teaching Latin in schools. Many of our alumni/ae maintain close ties with the department and write in to our annual departmental newsletter.
- At a 2006 departmental event for alumni, students and friends of classics, three alumni now teaching at universities (Professor Mary Jaeger, '82, University of Oregon, Professor Pedar Foss, '88, and Professor Christopher Tilquist, '91, University of Louisville) gave lectures on the scientist Archimedes in the ancient literary tradition, on archaeological excavation at Pompeii, and on the use of ancient DNA in anthropometrics. Several recent graduates are teaching classics in Minnesota schools.

Future of Latin: The study of Latin in the U.S. suffered a catastrophic downturn in the 1960s and 70s, in part a result of the National Defense Education Act of 1958, which omitted support for Latin except at the graduate level, privileging instead the sciences, modern languages and technical training. In the last two decades, however, the subject has rebounded and is experiencing growth, especially in schools, and numbers are healthy.

- For example, more than 150,000 students participated in the National Latin Exam in 2008, 8,700 students took Advanced Placement exams in Latin in 2007, and there are currently over 50,000 members of the National Junior Classical League for middle

and high school students in classical courses, making it one of the largest academic youth organizations in the world.

- A range of studies statistically demonstrate the efficacy of Latin in improving reading and reading comprehension skills, developing higher order cognitive skills, improving scores on standardized exams such as the SAT and ACT, and developing skills in foreign languages acquisition.² New Latin programs in Los Angeles inner-city schools are noting particular benefits among Latino students, who through their study of Latin are making valuable connections to their linguistic and cultural heritage.³
- However, there is currently an acute shortage of Latin teachers, and each year numerous Latin programs close because a school district is unable to find a qualified teacher.
- Historically, Latin has not had as strong a presence in the Minnesota schools as it has had in other regions, especially on the East coast and in the South. A handful of Minnesota public high schools offer Latin along with a somewhat larger number of private schools.
- The Classical Association of Minnesota has played a vital role in promoting classics in the state and bringing together teachers of classics in Minnesota schools, colleges and universities.
- In the last five years, seven new charter schools have opened in the Twin Cities Metro area, all offering a classical curriculum, including Latin, built around the liberal arts.⁴ These charter schools hold promise for the future of classics in Minnesota and offer opportunities for strategic partnership in promoting classics and the liberal arts.

WEAKNESSES

Lack of Access to Archaeological Field Opportunities: The field of classics is greatly enhanced by the study of its material remains. All across Europe, North Africa and the Near East, archaeological excavations and surveys are advancing our understanding of the ancient world; similarly, important contributions are made through other sub-fields such as epigraphy (the study of inscriptions), papyrology (the study of papyri), and numismatics (the study of coins).

- Although our curriculum offers courses in Greek Art and Archaeology and Roman Art and Archaeology and includes units on epigraphy and papyrology in the Classics

² A. K. DeVane, *Efficacy of Latin Studies in the Information Age*, 1997.

³ Edward George, "Latin and Spanish: Roman Culture and Hispanic America," in *Latin for the 21st Century: From Concept to Classroom*, ed. Richard LaFleur, 1998.

⁴ Nova Classical Academy, St Paul (opened 2003); Eagle Ridge Academy, Eden Prairie (2004); St Croix Preparatory Academy, Stillwater (2004); Paideia Academy, Apple Valley (2005); Beacon Preparatory School, Plymouth (2006); Seven Hills Classical Academy, Bloomington (2006; Eric Dugdale served on the founding board); Aspen Academy, Savage/Shakopee (2008).

Capstone Seminar, student engagement with the classical material culture is severely restricted through lack of access to field opportunities. Opportunities for students to participate in summer field schools which provide training in archaeological methods and offer hands-on archaeological experience are sorely lacking.

- Few liberal arts colleges run their own archaeological projects, since this is an expensive undertaking and requires having an archaeologist in the department who has an excavation permit; the option preferred by most colleges is to partner with an existing archaeological project offering training through a field-school.
- Most reputable field-schools will only admit students from affiliated colleges and universities (and affiliation carries a membership cost for the affiliated institution). Those which do not require institutional affiliation typically charge higher course fees that preclude most students from participating. The few who have been able over the years to dig (in Crete, Egypt, Israel, and Greece)⁵ have found the experience to be very rewarding.

Financial Costs of Study Abroad: A lack of financial resources also prevents our students from participating in many other opportunities that are central to the study of classics. The added cost of studying abroad in programs such as the Intercollegiate Center for Classical Studies (in Rome or Sicily) and the College Year in Athens is prohibitive for some. Similarly, most students cannot afford to participate in summer conducting research or taking advantage of internships in museums (most of which are unpaid or underpaid) or other educational opportunities since they have to spend the summer working to pay for college.

K-12 Latin Education in Minnesota: The relative lack of Latin programs in K-12 education in Minnesota brings an attendant set of challenges. For example, the department needs to educate students, parents and other members of the Gustavus community about what a classics program entails.

2.2 Barriers

Lack of funds...

to partner with field-schools: In order for students to be able to participate in archaeological field opportunities, Gustavus will need to commit to a strategic partnership with an archaeological project that runs a field-school. This will require the raising of funds both pay the institutional membership dues required for affiliation with a project and to support a student's participation in cases of demonstrated financial need.

to support student conference travel and study abroad: Lack of funds prevents students from taking advantage of many other educational opportunities, including studying abroad, conducting research and presenting at conferences, and engaging in creative and scholarly projects over the summer. Scholarships in support of these educational needs are sorely needed.

⁵ In the 1970s and 1980s, Gustavus used to have affiliations with digs in Crete, Messenia, and Egypt.

to cover departmental needs: Financial stringencies are also exerting an increasing constraint on the department's capabilities as an already restrictive departmental budget has lost ground over the years against inflation and the cost of living. Over the last decade [1998-2008], the departmental budget has increased by 17.3% against a 30.3% rise in the Consumer Price Index.

to cover faculty travel: Lack of funds present considerable difficulties for faculty wishing to travel to conferences in order to present papers, chair panels, and engage in crucial scholarly conversations with others in their field of specialty. Especially in a department with such a large percentage of non-tenured faculty, supplementary funds are very much in need.

Demands on Faculty: Departmental faculty members also face a number of particular challenges.

- Teaching a wide range of courses in a variety of fields and across a time-period that spans three millennia requires a considerable investment of time in professional and course development in order to stay au courant.
- In a small department, each member shoulders a larger portfolio of responsibilities. The accomplishments of the Classics Department are built on hard work, and it is an ongoing challenge to sustain the department's range of commitments. Furthermore, many of the strategic initiatives proposed in Section 3 call for significant investment of the faculty time for their implementation.
- Unlike most other departments, the Classics Department chair does not have a course release to assist in meeting these obligations, and the situation is particularly acute in the current period of transition when half of the department is not yet tenured.

Section 3 Strategic Initiatives and Recommendations
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Goal 1: Engage students in education that fosters creativity, independent thinking, and leadership.

Strategic Initiative 1.1: Provide students with opportunities to conduct independent research and disseminate their scholarship.

Tactic (e.g.) Further develop a curriculum that builds research skills and that leads to a major research project.

Tactic (e.g.) Create opportunities for students to work with faculty on projects that build research skills and foster creativity.

Tactic (e.g.) Showcase student scholarship (e.g. through public presentations and using web-based and print media).

Tactic (e.g.) Encourage, and provide funding for, students to present their research beyond the confines of the college (e.g. at conferences).

Tactic (e.g.) Provide access to information about available opportunities.

Tactic (e.g.) Provide a broader range of IEX-term career explorations.

Strategic Initiative 1.2: Raise funds for a permanent endowment to fund a scholarship that enables students to pursue a summer project that furthers their study of classics, fosters creativity, or develops skills in research.

Strategic Initiative 1.3: Develop opportunities for classics students to engage in leadership roles.

Tactic (e.g.) Use Eta Sigma Phi (the classics honors society) as an avenue for students to develop leadership skills.

Tactic (e.g.) Use students in peer teaching and other positions that develop their leadership and teaching skills, further their academic interests, and allow them to serve their peers as mentors.

Tactic (e.g.) Engage students in innovative projects that enhance student learning (e.g. developing and podcasting language learning materials).

Goal 2: Educate for lives of engaged citizenship and global understanding.

Strategic Initiative 2.1: Capitalize on the disciplinary potential of classics to engage students in education that develops a nuanced understanding of the world and a commitment to living lives of engaged and informed citizenship.

Tactic (e.g.) Enhance the classics curriculum so that engagement with the core values of the college is a key component of the learning objectives of all its courses.

Tactic (e.g.) Foreground the multiculturalism of the classical world (e.g. by highlighting the mutual influences of east and west, the contributions of various cultures and religions to the study of classics) and dissect social constructions of difference (e.g. race, ethnicity, class).

Tactic (e.g.) Develop courses, curricular units and approaches that engage students with issues particularly germane to living an examined life in the twenty-first century.

Tactic (e.g.) Work to attract a more diverse population of students that reflects the increased ethnic diversity of the region (e.g. through building ties with minority populations and offering a curriculum that engages students from all cultural backgrounds).

Tactic (e.g.) Engage in regular and systematic assessment of our courses to measure their efficacy in enabling students to develop a global perspective and to build their capacities to think through issues critically, historically, and ethically.

Tactic (e.g.) Enhance the department's engagement with the community, creating opportunities for both students and faculty to put their learning to use beyond the confines of the academy (e.g. presentations in schools and churches and other service learning projects).

Strategic Initiative 2.2: Enhance the education of students and alumni and professional development of faculty through study and research abroad, especially in classical lands.

Tactic (e.g.) Offer study courses to Greece and Rome for students and alumni.

Tactic (e.g.) Raise funds to allow students with financial need to study abroad.

Tactic (e.g.) Support the professional development of faculty (e.g. through teaching at the Intercollegiate Center for Classical Studies or in Gustavus' study abroad programs).

Strategic Initiative 2.3: Create opportunities for students to study archaeology through participation in archaeological excavation or survey archaeology.

Tactic (e.g.) Establish an on-going partner relationship with an archaeological field-school offering students hands-on experience and training in archaeological methods.

Tactic (e.g.) Raise funds to allow students with financial need to participate.

Goal 3: Educate for life-long learning.

Strategic Initiative 3.1: Engage students in projects that foster creative inquiry and independent learning.

Tactic (e.g.) Enhance the curriculum to develop skills and foster interests that will enhance life-long learning.

Tactic (e.g.) Enhance students' information fluency and the necessary skills to pursue independent research.

Strategic Initiative 3.2: Engage with alumni to enrich their continuing study of classics.

Tactic (e.g.) Sustain alumni engagement with the subject by offering opportunities for continuing education (e.g. a content-rich departmental newsletter, classics lectures etc.).

Tactic (e.g.) Provide opportunities for alumni to participate in IEX-semester travel courses.

Tactic (e.g.) Provide opportunities for alumni to interact with current students (e.g. offering vocational and career advice).

Tactic (e.g.) Showcase the variety of ways in which our alumni continue their involvement in the life of the mind and in which they apply their education.

Goal 4: Create a nationally recognized classics program that serves as a resource for the teaching and promotion of classics.

Strategic Initiative 4.1: Build on and leverage the strength and reputation of the classics program at Gustavus.

Tactic (e.g.) Work closely with admissions to attract students of high aspiration and promise with particular interests in the humanities.

Strategic Initiative 4.2: Enhance the public visibility of classics in Minnesota.

Tactic (e.g.) Partner with schools, other classics departments and classics organizations (e.g. the Classical Association of Minnesota) to promote classics within the state, especially in the schools.

Tactic (e.g.) Strengthen connections with alumni in the teaching profession.

Tactic (e.g.) Encourage local schools to seek out available funds for developing and promoting classics in secondary education (e.g. through the Committee for the Promotion of Latin, CAMWS).

Strategic Initiative 4.3: Through a departmental culture of collaboration and open exchange of ideas, develop innovative and effective teaching methods and materials and disseminate these for use by the wider teaching and learning community in classics.

Tactic (e.g.) Share teaching approaches and resources with departmental colleagues.

Tactic (e.g.) Disseminate pedagogical research and best practices (e.g. through conference presentations).

Tactic (e.g.) Conduct and publish SoTL (Scholarship of Teaching and Learning) and other pedagogical research.

Tactic (e.g.) Make materials available on the web (e.g. podcasts of lectures, archived performances in the Festival of Dionysus, blog articles, student research etc.).

Goal 5: Advocate liberal arts ideals and help shape a liberal arts framework for the twenty-first century.

Strategic Initiative 5.1: Promote interdisciplinary learning in a liberal arts framework at Gustavus.

Tactic (e.g.) Bring to campus presenters whose lectures and workshops bridge the disciplines, articulate liberal arts thinking, and enhance the intellectual life of the college.

Tactic (e.g.) Partner with other campus (e.g. through co-sponsoring events) and contribute to campus-wide academic initiatives (e.g. Celebration of Creative Inquiry, Continuing Education Lectures).

Tactic (e.g.) Teach courses that contribute broadly to general education and serve the needs of programs and other departments (e.g. CII, FTS, GWS, Peace Studies, Art & Art History, History, Religion, Theatre & Dance).

Tactic (e.g.) Intentionally build cross-disciplinary relationships (e.g. through team teaching with members of other departments and interacting through guest lectures).

Tactic (e.g.) Increase the awareness of the role of classics in building visual literacy (e.g. in the study of film, art, archaeology etc.).

Strategic Initiative 5.2: Engage students and faculty in joint endeavors that build community and encourage the open exchange of ideas.

Tactic (e.g.) Build esprit de corps (e.g. through extra-curricular events) within the department and across departments.

Tactic (e.g.) Provide opportunities for collaborative learning (e.g. “Why Classics?” event, Festival of Dionysus, group projects, peer tutoring).

Goal 6: Support faculty in their pedagogical engagement.

Strategic Initiative 6.1: Provide additional travel funding to enable faculty to attend conferences such as the Classical Association of the Atlantic States and the American Classical League which foreground pedagogy and the teaching of classics, in addition to the conferences at which they present their research, such as the APA and CAMWS).

Strategic Initiative 6.2: Provide funding for faculty to collaborate with students on projects other than large-scale Presidential Faculty-Student Scholarship projects (e.g. developing pod-cast language teaching units over the summer).

Strategic Initiative 6.3: Provide funding for department-wide curriculum development (a replacement for the Bush department grants) and other major initiatives beyond the development of individual courses.

Strategic Initiative 6.4: Provide institutional support (in the form of a course release for the department chair) to facilitate the implementation of the department's vision.

Strategic Initiative 6.5: Provide technological and infrastructure support for classroom pedagogy and other multi-media initiatives, including a dynamic and content-rich department web portal.

Section 4 Assessment

We already have several assessment mechanisms in place on a recurring basis that allow us to measure attainment in a number of areas related to the goals. For example, we conduct one-on-one exit interviews with graduating seniors. Significant changes have already come out of this particular assessment tool (e.g. the creation of the capstone seminar).

Goal 1: Engage students in education that fosters creativity, independent thinking, and leadership.

- Make use of the Teagle Assessment Tool (assessing critical thinking and postformal reasoning in classics and political science).
- Make use of our senior exit interviews to assess the degree to which we have met our objectives for this goal.
- Gather examples of student creativity and independent thinking (abstracts of honors theses and other major research projects and presentations at Gustavus and beyond, including digital records where possible).

- Assess the extent and quality of projects in which students exercise their creativity and pursue independent research (e.g. through departmental strategic meetings).
- Develop a rubric for advising meetings within the department that invites our advisees to articulate their interests, document their achievements and reflect on their educational objectives.
- Continue to use the departmental newsletter to as a qualitative assessment tool in which majors report their involvements and achievements.

Goal 2: Educate for lives of engaged citizenship and global understanding.

- Use an in-class assessment instrument to measure changes in cultural attitudes, global understanding and civic engagement as part of in-class course assessment.
- Gather data on majors who have study abroad (both quantitative and qualitative).
- Make use of our senior exit interviews to assess the degree to which we have met our objectives for this goal.

Goal 3: Educate for life-long learning.

- Continue to use our departmental newsletter as a way to track what our alumni go on to do. Add a quantitative component to this assessment (e.g. ascertaining what the careers are that our majors most commonly choose).
- Assess the degree to which we continue to play a formative part in the continuing education of alumni through a combination of qualitative and quantitative measurement.

Goal 4: Serve as a resource for the teaching and promotion of classics.

- Document and assess our efficacy in the promotion of classics and in pedagogical engagement (e.g. through keeping track of the total number of contacts made with K-12 teachers and students, and of concrete achievements that have resulted from our efforts).

Goal 5: Advocate liberal arts ideals and help shape a liberal arts framework for the twenty-first century.

- Make use of our senior exit interviews to assess the degree to which we have met our objectives for this goal (e.g. by fostering collaborative learning, esprit de corps etc.).
- Meet periodically for conversations (both within the department and with other members of the Gustavus community) in which we assess the extent to which we have succeeded in meeting our objectives.
- Document our contributions to initiatives that foster the liberal arts.

Goal 6: Support faculty in their pedagogical engagement.

- We will be able to assess progress in meeting this goal when the strategic initiatives outlined under this goal have been implemented and faculty can begin to report measurable outcomes.