



Four Year Report (2022)

Classics Graduate and Undergraduate Programs (reviewed 2017/18)

A. Summary of Review

This review was conducted under the terms and conditions of the IQAP approved by Senate on May 25, 2016.

1. The academic programs offered by the Department of Classics which were examined as part of the review were:
 - BA (Honours) Classics
 - BA with Major Classics
 - BA (Pass) Classics
 - Minor in Classics
 - MA Classics
2. The Review Committee consisted of two external reviewers: Barbara Reeves (Queen's University) and Michael Fronda (McGill University) and an internal reviewer, David Fennell (Brock University).
3. The site visit occurred on February 28-March 2, 2018.
4. The Final Assessment Report was approved by Senate on December 12, 2018.

5. The reviewers assigned the programs the following outcome categories:

Program (s)	Excellent Quality	Good Quality	Good Quality with Concerns	Non-Viable
BA (Honours) Classics			X	
BA with Major Classics			X	
BA (Pass) Classics			X	
Minor in Classics			X	
MA Classics		X		

6. The next review of the undergraduate programs in the Department of Classics will be in 2025/26.

B. Recommendations

Recommendation #1

The department should reduce Honours streams from four to two by retaining the Classical Civilization stream and folding the Classical Languages Stream and the Classical Art and Archaeology Stream into the more flexible Classical Studies Stream.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and under consideration by the program.

Implementation Plan (1st Priority)

Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Humanities to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Reduce honours streams from four to three	Y1	Y1
Action #2 Change the name of our Classical Studies stream to Greek and Roman Studies	Y1	Y1

Explanation of Actions Taken, Status and Results:

The Department felt that the recommendation to have only Honours “Classical Civilization” (CLCV) and “Classical Studies”(CLST) would produce two basically indistinguishable streams. Furthermore, since our honours Art and Archaeology (ANCI) stream is one of our most popular it would not serve us well in terms of recruitment and retention to eliminate it. Therefore, in Fall of 2018, the Department voted to eliminate the Honours Classical Languages (CLAN) stream and to change the name of the honours Classical Studies (CLST) stream to “Greek and Roman Studies” (GREK) to distinguish it from the maximally-flexible (and language-optional) “Classical Civilization” (CLCV) stream. This was formulated by our APC committee, approved by the Department, and approved by UPC for the 2019-2020 calendar.

It is difficult to determine what effect this has had on enrollments since registration data continues to show incoming students as registered for “CLST” as of 2021 even though the designation “CLST” was retired in 2019 for “GREK”. The Department is currently trying to rectify this mismatch so we can obtain a clearer picture of enrollments.

In May 2021 a report on the possibility of offering the program either as a single Classics honours major without streams or with the streams converted to concentrations (sub-fields) was presented at the Departmental Undergraduate Program Retreat. The Department determined that the streams were an important factor in student recruitment and should therefore be retained. The option of converting streams to concentrations is currently under consideration.

Recommendation #2

Classics should harmonize the requirements between the 10-credit Honours Classical Civilization Stream, the 12-credit Classical Studies Stream, and the BA with Major, and clarify the different GPA requirements for each program in the calendar.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and under consideration by the program.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Harmonize all honours streams to 11 credits	Y1	Y1

Action #2 Simplify requirement language for Classical Civilization and Greek and Roman Studies stream and for BA with Major	Y1	Y1
Action #3 Make requirements more harmonious and flexible for Classical Civilization and Greek and Roman Studies streams, and for BA with Major	Y1	Y1
Action #4 Add language in the calendar about minimum grade percentages to remain in our Honours program	Y1	Y1

Explanation of Actions Taken, Status and Results:

In Fall of 2018, the Department voted to make all honours streams 11 credit programs and readjusted the requirements in order to achieve this. We also reduced the number of specifically named courses in the program requirements in favour of language that allowed more flexibility (e.g. "CLAS credits numbered 2(*alpha*)90 or above"). This had the effect of both simplifying the language and allowing students more flexibility.

Regarding GPA requirements, we added the following language in the calendar about our Honours program:

Student progress will be evaluated annually. To continue in the Honours program students must achieve a minimum grade of 60 percent in all CLAS, GREE or LATI courses and a minimum 70 percent major average. Any student who does not meet these requirements will be placed in the BA with Major program. To re-declare to the Honours program a student must upgrade any CLAS, GREE or LATI course in which the minimum of 60 was not achieved and raise their major average to a minimum 70 percent.

The changes were formulated by our APC committee, approved by the Department, and approved by UPC for the 2019-2020 calendar.

Recommendation #3

The Department should place more emphasis on promoting the Minor program.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Reduce required credits from five to four	Y1	Y2
Action #2 Remove language requirement	Y1	Y2
Action #3 Promote the minor through the efforts of our Recruitment and Retention Committee	Y1	Ongoing

The Department reduced the number of required credits for a Classics Minor from five to four and eliminated the one credit language requirement. Through the efforts of our Recruitment and Retention Committee, we continue to work on promotion of the Minor through a variety of events (e.g. Classics Open House, Saturnalia holiday celebration, Spring Floralia). As a result, the number of Classics Minors increased from 17 in March 2018 to 36 in March 2021. Currently the number stands at 28, which is on par for this point of the academic year.

Recommendation #4

The Classics Department should assess and monitor student interest in the Pass program to ensure its value and desirability.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and under consideration by the program.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Ask Institutional analysis for numbers regarding our Pass program	Y1	Y1

Action #2 Continue to monitor student enrolment in our Pass program	Y1	Ongoing
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Explanation of Actions Taken, Status and Results:

Based on the numbers supplied by Institutional Analysis, the Pass program continues to be of utility to students, especially as a “safety net” for students who are having a tough year and want to continue with Classics while building up their grade average to re-enter the Honours program. Please note that the figures below are accurate only for 4th Year and Pass numbers in the program, the Honours numbers are accurate for the CLST stream only (with the caveat noted above at Recommendation #1).

Table 1: Number of students in each degree type for the CLST MAJOR1 from 2013-2021

Academic Year	DEGREE CLASS			Total
	4YRS	HONR	PASS	
2013	5	40	15	60
2014	4	39	13	56
2015	3	27	8	38
2016	1	22	9	32
2017	1	24	9	34
2018	0	21	3	24
2019	2	41	11	54
2020	1	45	4	50
2021	2	14	7	23
Total	19	273	77	369

Recommendation #5

Classics should revise and reorganize second-year undergraduate courses so that they flow more coherently into third-year courses.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and under consideration by the program.

Implementation Plan (2nd Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2019/20

Actions Taken	Year Action Started	Year Action Completed
Action #1 Discussed the issue in our 2018 Departmental retreat	Y1	Y1
Action #2 Establish working groups to reorganize our program	Y1	Y2
Action #3 Reorganize program	Y2	Y3, Y4

Explanation of Actions Taken, Status and Results:

This was a major topic of discussion during the Department's 2018 spring retreat, during which we decided to go back to basics and focus on the key areas of our program: ancient history, ancient languages, literature in translation, and art and archaeology. Working groups were tasked with looking at how effectively the program delivered in these areas over a 4-year degree, with particular emphasis on 2nd and 3rd year offerings.

Once the working groups submitted their reports to the Department it was determined that ancient history and literature in translation were the areas most need of adjustment. An Ad-Hoc Committee for the Classics Program was formed at the Spring 2019 retreat and tasked with producing a recommendation report on restructuring the Classics curriculum in these areas.

From Sept-Dec 2019 the Ad-Hoc Committee reviewed materials (e.g. course calendar, University and FoH strategic plans) and conducted one-on-one meetings with full-time and sessional faculty to hear their perspective on the program and get feedback on proposed changes. In January 2020 the committee presented recommendations on improving the flow of 2nd into 3rd year courses.

For ancient history, the main issue was the absence of 200-level offerings that foregrounded history (though many 200-level courses do offer historical content). To make the flow of 2nd to 3rd year courses more legible a group of 3rd year courses (CLAS 3P03-3P06 [Archaic and Classical Greece, Republican and Early Imperial Rome]) have been re-designated as 2(*alpha*)90 courses so that students will more naturally gravitate to these classes from our 1st year ancient civilization courses (CLAS 1P91 [Greece] & 1P92 [Rome]). These are CLAS 2P93 & 2P94 [Archaic and Classical Greece] and CLAS 2Q96 & 2P97 [Republican and Early Imperial Rome]). These course pairs rotate (previously all four were offered annually) and serve as pre-requisites for three new, rotating 300-level courses created to cover historical areas that were previously underserved (CLAS 3P08 *History of the Hellenistic World*, 3P09 *The Later Roman Empire*, 3P10 *Cleopatra*). Enrollments for all courses are strong.

For literature in translation, the main issue was that there was no clear transition from the 100-level myth classes (CLAS 1P95 and CLAS 1P97) to the 300-level Literature in Translation sequence (CLAS 3P15-3P18 [Homer, Virgil, Tragedy, Comedy]). Furthermore, the existing titles and course descriptions for the CLAS 3P15-3P18 sequence were not compellingly distinguished from each

other. COVID-19 interrupted the redesign process, but as of Fall 2021 the following changes were made to the Course Calendar:

- CLAS 2P50 (*Great Myths in Literature and Art*) was revised to focus on Ovid’s *Metamorphoses*, with a Note recommending it as a precursor the CLAS 3P15-3P18 sequence.
- The CLAS 3P15-3P18 sequence was revised to focus on thematic issues that build on the program’s 200-level myth and history offerings.

Finally, a group of second-year courses that did not have clear successors in third year was eliminated (CLAS 2V50-59 *Great Figures in the Ancient World*).

Recommendation #6

The department should ensure there are appropriate final year or capstone requirements in each of its undergraduate programs.

ARC Disposition of the Recommendation
 ARC considers the recommendation to be accepted and under consideration by the program.

Implementation Plan (2nd Priority)
 Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Humanities to report by the end of academic year 2019/20

Actions Taken	Year Action Started	Year Action Completed
Action #1 Discuss during departmental retreat	Y1	Y1
Action #2 Academic Program Committee to consider specific formulations	Y3	Ongoing

Explanation of Actions Taken, Status and Results:

At the 2018 Undergraduate Program retreat the Department determined that Recommendation #5 needed to be implemented before specific formulations could be proposed, since at the time it was unclear what changes needed to be made to the program. COVID-19 delayed the implementation of Recommendation #5. A summary of specific formulations for Capstone courses was presented to the Department at the Spring 2021 Undergraduate Retreat. The consensus is that the Department is in favour of developing capstones for each stream (ANCI, CLCV, GREK), however further discussion has been delayed by the reversals and uncertainties of COVID.

Recommendation #7

The department should monitor and track the training, skill acquisition, and oversight of graduate student seminar leaders, and possibly quantify these in terms of graduate degree level outcomes

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted. The Committee expects that the program will work to implement this recommendation in consultation with other support units on campus.

Implementation Plan (2nd Priority)

Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Humanities to report by the end of academic year 2019/20

Actions Taken	Year Action Started	Year Action Completed
Action #1 Work with CPI to determine how best to implement recommendation without additional administrative resources	Y1	Y2

Explanation of Actions Taken, Status and Results:

In order to monitor and track the training, skill acquisition, and oversight of graduate student seminar leaders, the Graduate Program Director meets with all graduate student TAs, as a group at the beginning of the fall and winter academic terms, and individually on a regular basis. At these meetings, the GPD goes over the training and skills acquisition opportunities available to graduate student seminar leaders through the Centre for Pedagogical Innovation. In particular, students are directed toward the Graduate TA Practicum (a self-directed program of professional development in university teaching, including the completion of a teaching dossier and statement of teaching philosophy) and the full year courses dedicated to teaching in higher education settings (GRST 5P01 and 5P02). The latter require student registration and GPD approval, which has always been granted. In addition, graduate student seminar leaders work under the supervision of their course instructors, receiving guidance and feedback on leading seminars, running office hours, dealing with students experiencing a variety of difficulties, and marking and grading different kinds of assignments, essays, and tests.

Graduate student seminar leaders are teaching assistants and as such their working conditions are governed by the CUPE Collective Agreement. Therefore, it is our view that we cannot require teaching assistants to attend CPI seminars or take CPI courses, but we can encourage them to do

so by ensuring they are informed of available opportunities. As a result, we do not believe we are in a position “to quantify [the results] in terms of graduate degree level outcomes.”

Recommendation #8

The department needs to explore ways to make its programs more attractive to modern students (and their parents) by actively promoting the link from program skills, knowledge, and experiences to particular fields of employment.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and already in progress. The Department is encouraged to monitor implementation and adjust as appropriate.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Update our promotional literature	Y1	Ongoing
Action #2 Support an active Recruitment and Retention Committee	Y1	Ongoing
Action #3 Develop an annual spring event, “Next Steps,” focused on the celebration of graduating students and student opportunities and career paths after graduation	Y1	Ongoing

Explanation of Actions Taken, Status and Results:

The Department has made a concerted effort to update its promotional literature, focusing on career paths and transferrable skills. Most recently, we have worked with the Experiential Education office to update the Classics Career Guide. We are also ahead of schedule in the “Core Competencies” initiative currently underway in the Faculty of Humanities. Unfortunately one of the great attractors for our program - the annual opportunity to participate in a Study Tour in the Mediterranean or Archaeological Practicum - has been stymied by COVID and the restrictions on international travel.

The Recruitment and Retention Committee has been very active in generating and implementing initiatives to promote Classics as a supportive community within Brock University and as a viable path towards a rewarding career after graduation. In conjunction with the Marketing and

Communication office it set up a YouTube channel featuring videos of Classics students explaining why they chose the program, a tour of the Archaeological Lab, and other promotional items. It recommended and implemented a variety of online/virtual recruitment and retention initiatives, including the creation of a Sakai site for majors and minors (CLASroom), a “Buddies program” that pairs a senior student with an incoming student, plus a live chat feature on our website (with a direct link to our administrative assistant). Most importantly, in 2020 it worked with teams from the Goodman School of Business to produce reports that have helped us to better understand how to promote Classics more effectively.

The Recruitment and Retention Committee is also involved in event planning. Since 2012, the Undergraduate Program Officer (UPO) has overseen organizing a Fall Open House to promote the department and a Winter Saturnalia celebration. With the help of the Committee (of which the UPO is a standing member) a new event was introduced in 2019: “Next Steps”. This event invited alumni to speak to current students about using the skills they acquired in their program beyond the university. It also included an official awards and recognition ceremony for our graduating students (Majors and Minors). The event was disrupted in 2020 (instead the UPO organized a virtual graduation celebration in May) but took place virtually in 2021 (now called the Spring Floralia, to balance the Winter Saturnalia). Most recently the committee worked out a way to have a socially-distanced in-person Saturnalia December 2021, which proved to be an enormous success and morale-booster for our students. Currently the Committee is working with the recruitment office to incorporate some form of socially-distanced, in-person tours of the Department at the 2022 Spring Preview Day.

Recommendation #9

The Undergraduate Program Officer should receive a half-credit course release, and the UPO’s role in coordinating the undergraduate program should be strengthened and more clearly defined.

ARC Disposition of the Recommendation

ARC considers the recommendation to give the Undergraduate Program Officer a half-credit course release to be not accepted as this lies outside of the Committee’s jurisdiction.

ARC considers the recommendation to review the role of the UPO to be accepted.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Discuss at Departmental retreat May 2018	Y1	Y1
Action #2 Ask Undergraduate Program Officer to define current responsibilities for discussion at a future departmental meeting	Y1	Y2

Explanation of Actions Taken, Status and Results:

At the departmental retreat in May 2018 the Undergraduate Program Officer agreed that it would be helpful to document their activities and define their current role. An initial Service description was circulated in 2019 and it was agreed that the UPOs role was

“To promote Classics program to prospective and current students; assist prospective and current students with program Qs; facilitate provision of networking/careers info.”

However, earlier reports did not outline the considerable service load the UPO incurs in undertaking these duties. In addition to general “advising” of students interested in the program, they must necessarily take an active part in the activities of the Academic Program and Recruitment and Retention Committees, plus there is considerable overspill from the Academic Advisors’ office onto the departmental UPO (since Faculty of Humanities has only two academic advisors).

Recommendation #10

The department should organize one “town hall” meeting or retreat each year devoted to the undergraduate program attended by all permanent instructors, part- time instructors, and student representatives.

ARC Disposition of the Recommendation

ARC considers the recommendation to organize a retreat for instructors and student representatives each year to be accepted for consideration. The Committee believes that a Town Hall would not be appropriate to the reviewers’ intentions as it is a more public event.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Annual retreat in May to include part-time instructors and possibly student reps	Y1	Ongoing
Action #2 Invite Part-time instructors to all departmental meetings	Y1	Ongoing
Action #3 Have Part-time instructor representation on our Academic Program Committee	Y1	On hold
Action #4 Have Part-time instructor representation on our Recruitment and Retention Committee	Y1	Ongoing

Explanation of Actions Taken, Status and Results:

Since 2019 the Department has invited Part-time instructors to its annual Undergraduate Program Retreat in May. At least one instructor is usually in attendance.

Since 2018 part-time instructors have been invited to departmental meetings. A conscious effort is made to schedule meetings at a time when the maximum number of both Full and Part-time instructors are available. There is occasional Part-time instructor attendance.

Since 2018 Part-time instructors have been invited to nominate a representative to the Academic Program Committee. However, in 2020 the incumbent representative stepped down because of other time commitments and no other Part-time instructors have agreed to replace them. Part-time instructors have identified their reluctance as stemming from a combination of COVID-fatigue and the fact that as CUPE employees they do this on an entirely voluntary basis and receive no compensation for their time.

Since 2018, a Part-time instructor has served as a representative on the Recruitment and Retention Committee, where they play a very active role.

Recommendation #11

The department should consider combining the three MA streams into one basic stream, with graduate teaching and supervisions shared more equally among available faculty

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and under consideration by the program.

Implementation Plan (1st Priority)

Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Humanities to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Discuss at Departmental retreat in May 2018	Y1	Y1
Action #2 Establish a Graduate Program Committee to further consider this issue	Y1	Y2
Action #3 Consideration of the issue by the Graduate Program Committee	Y1	Y4

Explanation of Actions Taken, Status and Results:

At the 2018 departmental Retreat the Graduate Program Director (GPD) agreed to look into the possibility of reducing the MA specializations from three to two by eliminating the “General” specialization to focus the MA program on the “Art and Archaeology” and “Text and Culture” specializations. A Graduate Program Committee was established to work with the GPD. This committee consulted with graduate students in 2018/19 and again in 2019/20. Overwhelmingly, students favoured the retention of the three existing separate specializations as allowing them to choose the course of study best suited to their research interests. Students who were enrolled in the “General” specialization reported that they had opted for it because they had interests that drew on both archaeological evidence and literary/historical analysis and this option gave them the flexibility they desired. Students also noted that the choice of different specializations was a significant factor in their decision to choose Brock for their graduate study. The results of the Committee’s findings were reported to the Department in spring 2021 and the unanimous decision of all graduate faculty was to keep the three specializations as they currently exist, with the “General” specialization renamed “Critical Ancient Studies” to better reflect the focus of students enrolled in this specialization.

Recommendation #12

The department should ensure the course requirements for the MA program are consistent with other Brock MA programs. The department should further consider reducing or eliminating Greek and Latin requirements for students not intending to go on to a Classics PhD program.

ARC Disposition of the Recommendation

ARC considers the recommendation to ensure the course requirements for the MA program are consistent with other Brock 2-Year MA programs to be accepted.

ARC considers the recommendation to reduce or eliminate Greek and Latin requirements for students not intending to go on to a Classics PhD program to be accepted for consideration.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Discuss at Departmental retreat in May 2018	Y1	Y2
Action #2 Establish a Graduate Program Committee to further consider this issue	Y1	Y2

Explanation of Actions Taken, Status and Results:

The issue was discussed at the departmental retreat in 2018. At the time the Department had recently reduced language requirements for its Art and Archaeology specialization. The concern was that further reductions would be detrimental to the program and to the students, especially since most students enroll in that specialization with the intent to go on to a PhD.

A Graduate Program Committee was established to consider these recommendations in more depth. It determined that the course requirements in terms of overall credits were consistent with other Brock 2 year MA programs. However, the impact of COVID-19 on graduate enrollments in Classics departments throughout Ontario has been severe. As a result, many Classics departments have cut their language requirements. In order to remain competitive, the Department passed a motion in September 2021 redistributing the credit load to enable students to complete the MA program without graduate-level Greek or Latin if they choose.

Recommendation #13

If the department wishes to expand its graduate program, it should consider sharing supervisory faculty and courses with other graduate programs and participation in transdisciplinary graduate programs.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and under consideration by the program.

Implementation Plan (1st Priority)

Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Humanities to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Discuss at Departmental retreat in May 2018	Y1	Y2
Action #2 Establish a Graduate Program Committee to further consider this issue	Y1	Y4

Explanation of Actions Taken, Status and Results:

The issue was discussed at the departmental retreat in 2018. A Graduate Program Committee was established to consider this recommendation. However, COVID is now in its third year of disrupting graduate programs in Classics and Classical Archaeology throughout Ontario by prohibiting international travel to research sites. Under the circumstances, there are no plans to expand the graduate program.

Recommendation #14

The department should explore possibilities to allow part-time instructors to assume a fuller range of teaching responsibilities, including graduate instruction where applicable.

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted. The recommendation runs counter to University regulations.

Implementation Plan

Recommendation not accepted.

Recommendation #15

The three-year LTA in Classics should be converted into a tenure stream appointment.

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted as it lies outside of the Committee's jurisdiction. It is expected that the Department will proceed through normal channels of advocacy for faculty resources.

Implementation Plan

Recommendation not accepted.

Recommendation #16

A part-time person should be hired to share assist the Administrative Officer.

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted as it lies outside of the Committee's jurisdiction. It is expected that the Department will proceed through normal channels of advocacy for staff resources.

Implementation Plan

Recommendation not accepted.

Recommendation #17

Classics should revise its departmental rules to promote more equitable sharing of administrative tasks (Chair, GPD, UPO, and all departmental representative positions listed on pp. 916-917 of the self-study), and to protect junior faculty from heavy administrative service.

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted as it constitutes existing practice.

Implementation Plan

No action required.

Recommendation #18

The program should work closely with the library to ensure that basic resources needed for the delivery of the undergraduate and graduate courses are available, and that acquisitions prioritize these resources. All students, especially graduate students, should be required to learn how to use the interlibrary loan system.

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted as it constitutes existing practice.

Implementation Plan

No action required.

Recommendation #19

The institution and department should work together to ensure all data needed for the program quality assurance process are fully collected in future years and that separate data are collected and analyzed for each of the programs offered by the Classics Department.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted. It is expected that the Vice-Provost and Associate Vice-President, Academic will work with the Office of Institutional Analysis to address data concerns.

Implementation Plan (1st Priority)

Responsible for approving:	Vice-Provost and Associate Vice-President, Academic
Responsible for resources:	Vice-Provost and Associate Vice-President, Academic
Responsible for implementation:	Vice-Provost and Associate Vice-President, Academic
Timeline:	Vice-Provost and AVP, Academic to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Confirm current data collection procedures for CLAS are consistent with IQAP requirements	Y1	Y2
Action #2 Explore viability of specific program data collection for CLAS	Y1	Ongoing

Explanation of Actions Taken, Status and Results:

The Department was informed by the Vice-Provost and Associate Vice-President, Academic that data collection procedures for CLAS are consistent with IQAP requirements. The status of ascertaining to what degree separate data are collected and analyzed for each of the programs offered by the Classics Department is reported by the Vice-Provost and Associate Vice-President, Academic as being “on target”.

Recommendation #20

Confidential Recommendation

As per the IQAP Section 2.10 regarding confidential recommendations “relating to personnel issues or other matters involving specific individuals” found in the Reviewers’ Report, these recommendations “will only be released to the Dean(s), the academic unit and ARC.”

Recommendation #21**Confidential Recommendation**

As per the IQAP Section 2.10 regarding confidential recommendations “relating to personnel issues or other matters involving specific individuals” found in the Reviewers’ Report, these recommendations “will only be released to the Dean(s), the academic unit and ARC.”

C. Unit Summative Analysis and Evaluation**1. To what extent has the Unit achieved the improvements suggested by the reviewers?**

Of the 13 recommendations that were within our purview the Department has implemented six in entirety (## 2, 3, 4, 5, 8, and 12). It should be noted that some of these have no “completion” point *per se*, but require ongoing efforts (e.g. updating promotional materials). Four recommendations were implemented in a modified form, either in consultation with the student body (#1), or following the ARC Disposition of the Recommendation (##7, 9, 10). One recommendation was delayed by COVID disruption and is still in development (#6). Two were not implemented because they either ran counter to student expectations (#11) or were rendered moot by COVID (#13).

2. What overall impact has it had on the Unit’s programs?

The Review has had a significant and beneficial effect on the Department of Classics as a whole and the undergraduate programs in particular. It prompted the Department to not only look at the mechanics of course progression but also to take a close look at the message its course calendar was delivering to students. The three streams of the undergraduate program are now more clearly delineated and combine optimal flexibility with clearer progression routes. Course titles and descriptions have been revised to better reflect the unique strengths and expertise of the Classics faculty and to align better with Brock strategic priorities (See Item 4 below). Also, because the process of re-thinking how we teach was already underway, the Department was able to manage the pivot to online teaching in 2019-2021 with considerable success.

Another benefit of the Review is that the Department has set up processes to encourage sustained recruitment efforts through consultation with Marketing and Communications, Recruitment, and Experiential Education via the Recruitment and Retention Committee. Although Major numbers remain stable, there is a distinct increase in Minor numbers, some of whom upgrade to Major in their second or third year. It should also be noted that through the concerted efforts of the UPO and Recruitment and Retention Committee the Department has been in a position to launch or host a number of virtual or socially-distanced initiatives that focus on community-building, student recognition and morale during the pandemic (e.g. CLAS Buddies, Spring Floralia). Students have reported that these efforts have contributed to alleviating their feelings of alienation and anxiety and have helped with Major retention throughout COVID.

The impact of the Review on the MA program is less marked, since the pertinent recommendations were either not implemented (##11 & 13) or will only go into effect in 2022-23 (#12).

Finally, the most significant outcome from the Review was the commission of the 2019 marketing report *A Study of Motivating Factors Influencing Students' Choice of Classics Major*. As a result, the Department has re-named itself as "Classics and Archaeology" (approved by Senate January 2022). This name change applies ONLY to the Department, not the program, which remains Classics (CLAS). The Department is currently consulting with Marketing and Recruitment to produce a targeted publicity campaign for spring 2022.

3. Is the Unit adopting a process of continuous quality improvement for its programs?

The Department's Academic Program Committee will take over the work of the Ad-Hoc Committee for the Classics Program (retired June 2021) to monitor the Undergraduate Calendar and suggest improvements as necessary to meet student expectations in alignment with Brock Strategic goals. The Department now also includes "Strategic Initiatives" as a regular agenda item to track the development and implementation of program-enhancing ideas (e.g. a micro-credit in Field Archaeology). The Department also plans to include more vision-building elements into its departmental Retreats (2022 will focus on Pedagogy)

4. How well do the programs now align with Brock University strategic priorities?

Students currently enrolled in both Undergraduate and Graduate programs in Classics engage in **globally-oriented learning that engages with the transmission and preservation of knowledge** and heritage. Our curriculum constructively intersects with critical contemporary issues, offering courses on archaeological ethics and international migration, with a focus on historically marginalized groups (women, children and enslaved people). The Department has made a conscious **effort to de-colonize** its current offerings and to introduce new courses that further this strategic priority. The Undergraduate program is committed to an **inclusive Tri-semester schedule** and has regularly offered a range of in-person and online courses from 100- to 300-level every Spring and Summer. **Enhancing the student experience at Brock through experiential learning** is also a significant component in many of our Undergraduate courses, from 1st to 4th Year. The Department is currently working on practices that emphasise how our **students can communicate the ways in which the skills they acquire through the program meet labor market expectations**.

5. How does this review and its results position the programs as the Unit moves into the next review cycle?

The Department is currently well-positioned to meet the next review cycle with a more focused and streamlined program that works in line with Brock strategic priorities. Our course offerings better reflect the unique strengths of the Department and we look forward to building on the improvements to provide Brock students with a transformational educational experience.

D. ARC Final Summary

In final summary of the 2017/18 cyclical academic review of the programs offered by the Department of Classics, ARC will determine the following:

1. Have the Reviewers' Recommendations have been addressed satisfactorily?
YES
2. Has the Unit established a direction for next steps as it prepares for the next review cycle?
YES
3. Has the Unit achieved a broad-based, reflective and forward-looking self-assessment?
YES