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Front cover photo: An aerial view of the western Siteia Mountains from the coastal town of Mochlos. Crete from Above (https://www.facebook.com/pages/%CE%97-%CE%9A%CF%81%CE%AE%CF%84%CE%B7-%CE%86%CE%BD%CF%89%CE%B8%CE%B5%CE%BD/825220727538423) landmarks the achievement of Apollonas Kyriakakis, a young amateur photographer whose simple goal is to share the beauty of Crete captured in his own unique way. (Photograph by Apollonas Kyriakakis.)

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FORUM

INVESTING IN THE FUTURE OF THE PAST

Alternative Careers for Mediterranean Archaeologists

Introduction

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What do you do with a BA in English?
What is my life going to be?
Four years of college and plenty of knowledge
Have earned me this useless degree.

The plaintive lament that opens the Tony award-winning Broadway musical *Avenue Q* could just as easily describe what many people think of the job prospects for those of us with advanced degrees in classical, Near Eastern, or Levantine archaeology and its related fields. Whether housed in art history, anthropology, Near Eastern, biblical studies or classics departments, most students of Mediterranean archaeology realize early on that career opportunities, particularly the traditional academic positions that they, for the most part, have been trained for, are limited. In spite of the odds, many persist in pursuing their dream and passion for archaeology.

The writing has been on the wall for several decades regarding the glut of traditionally trained PhDs on the market—a trend that continues to grow in the twenty-first century. Unfortunately university graduate programs have not adapted to these realities over the past decades and have largely failed to adjust according to society's needs in the twenty-first century. As Mark Taylor (2011) aptly observes: "Most doctoral programmes conform to a model defined in the Middle Ages." Too many institutions of higher education remain entrenched in the outdated notion that the main mission of a doctoral degree is to train future academics. This is best expressed by the criteria used to rank graduate programs, which are based on academic job placements, preferably tenure-track positions at top-ranked research universities. Graduate students have been among the first to recognize higher education's short-comings. They are responding to the challenge by organizing sessions[1] and even entire conferences[2] dedicated to alternative careers ("alt-ca" or "alt-ac"), highlighting the benefits of a graduate degree and the myriad of career opportunities that utilize PhD skillsets. An important first step in responding to this changing landscape and student concerns would be validating non-academic careers and recognizing their significant contribution to society.[3]

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This broader view of higher education and the need to expand its mission is not simply because there is a paucity of tenured faculty positions that coincides with a generally more restrictive economy. Many of the careers being pursued by archaeologists today stem from an attempt to move beyond traditional site-based archaeological research and specialization in a particular period or region to a more engaged approach that responds to society's needs. The essays below reflect this trend and address the challenges of the twenty-first century. Contrary to some responses to this crisis, the answer is not to further restrict entrance into graduate programs. Rather, advanced degree programs should be broadened to encompass the greater range of employment opportunities that await future graduates.

As explored in the following essays, the research and writing skills obtained in pursuing archaeology degrees are excellent preparation for a variety of careers, including heritage development and protection, curatorship, education and community outreach, public service, international development, digital humanities, and archaeological entrepreneurial endeavors, among many others. More than ever, a well-grounded background and training in the histories, cultures, and languages of the "Old World" should be considered an asset in the twenty-first century and essential for the preservation of our shared human past while addressing concerns of the present and future.

This Forum, devoted to alternative careers for archaeologists—and many in archaeology—illustrates the variety of occupations for which the training of an advanced degree in archaeology can prepare one. In many respects, career prospects for archaeologists are more diverse—and possibly more rewarding—than ever before as the essays in this Forum will amply illustrate. Their experiences offer a veritable smorgasbord of possibilities, directly or indirectly related to archaeology, and often addressing larger twenty-first-century social, as well as scholarly, goals.

Sabrina Higgins and Megan Daniels's insightful discussion directly addresses alternative careers ("alt-ac" and "post-ac") from the perspective of young scholars. Their overview of the key issues, their personal stories, their exploration of the state of the current job market, and opportunities for recent PhDs, together with provocative suggestions regarding graduate studies, provide an excellent introduction to many of the themes addressed in the essays that follow.

Most recent PhD candidates and recipients in archaeology are aware that government service is an option for them, but few would expect to find themselves in the position of Egyptologist Robert Merrillees, who, while he continued to publish prolifically the results of his archaeological research, held ambassadorships in several countries including Israel and Greece, or Jeffrey Szuchman, who left academia behind upon receiving an American Association for the Advancement of Science (AAAS) Science and Technology Policy Fellowship to pursue a career in international development. Strong writing skills, the ability to produce well-researched synthesized findings based on data, and to convey complex technical information to non-specialists have proven especially valuable in his current position with United States Agency for International Development (USAID). Similarly Sarah Lepinski's essay traces her unusual journey from an academic to an officer in the Division of Preservation and Access at the National Endowment for the Humanities (NEH). She addresses the challenges and rewards of her transition to a government career that draws on her training as a Mediterranean archaeologist, as well as her general research and writing background in the humanities.

Laurie Rush and David Tarler found themselves in positions that more directly relate to their archaeological expertise, and their essays trace their transition from traditional excavators to archaeologists involved in heritage protection, education, and policy development for government agencies on a national level. In her position as chief archaeologist at Fort Drum, New York, Rush has played a key role in the protection of archaeological heritage and has saved over 200 ancestral sites located on government property in addition to designing heritage-related military training initiatives. Tarler's decision to abandon the City of David excavations in Jerusalem for law school resulted in a job at the United States National Parks Service specializing in training, civil enforcement,

and regulation of heritage. His "alt-ac" career has included the development and implementation of legal education programs and participating in regulatory action to protect cultural heritage nationwide.

Peter Schertz's classical and archaeological training led to a position as the curator for ancient art at the Virginia Museum of Fine Arts. In this role, Schertz is engaged in research as well as educational and community outreach both of which have been especially rewarding on a professional and personal level. Another scholar who eventually found her way to a museum position is Faya Causey, whose essay describes her transformation from a classical archaeologist to the head of academic programs in the Education Division of the National Gallery of Art in Washington, DC. In this role, she combines professional training programs for future museum professionals with public lecture programs and conferences, utilizing her love of both education and scholarship.

Sarah and Eric Kansa and Chuck Jones devoted many years to graduate studies in Near Eastern archaeology, cultures, and languages. All three have pursued innovative and cutting-edge careers that have been at the forefront of digital archival and publication projects for Old World and archaeological studies. The Kansas' Open Context is a pioneering effort in open-access digital publishing, resulting in White House recognition for Eric Kansa as a Champion of Change. Chuck Jones's contributions to twenty-first-century librarianship at several world-renowned libraries and his award-winning Ancient World Online (AWOL) blog have had a tremendous impact on Near Eastern studies and publications dealing with the ancient world.

Academic training as archaeologists has also led to several very successful entrepreneurial enterprises. Oren Gutfeld established a company in Israel that serves the much sought-after logistical and managerial needs of many research-oriented excavations in Israel while at the same time continuing his own stellar archaeological research and excavations. Mitch Allen founded several successful publishing houses devoted to cutting-edge anthropological and archaeological research. His publications have had a very positive impact on the direction of anthropological research. Neil Silberman reinvented himself several times as a best-selling author and commentator on archaeology, as the director of a Belgian international heritage center, and, most recently, as an internationally recognized heritage consultant.

The takeaways from the following essays for today's PhDs and future graduate students are specific and clear. Essential abilities such as the ability to write clearly and concisely, data analysis skills, critical thinking, and experience in bringing projects to completion—all essential components of advanced training in archaeology—are applicable to many careers and constitute expertise that is sought after by employers. For Mediterranean or Old World archaeologists in particular, the multi-layered and deep knowledge of the history, culture, languages, and peoples of this region past and present are invaluable assets for many rewarding careers. Drawing from the contributions to this Forum and recent studies (see nn. 1–3), we offer several observations and accompanying suggestions:

- Given that traditional tenured, combined teaching and research positions at universities will be increasingly rare, particularly in the humanities and liberal arts, institutes of higher education must respond by redesigning their academic programs to respond to society's rapidly changing needs.
- Since careers in today's world, including academic positions, will seldom be "for life," nimble holders of advanced degrees should be prepared for hybrid jobs and for reinventing themselves throughout their careers. Universities need to recognize and validate other criteria for measuring success beyond tenure-track academic positions.
- The educational experience for archaeologists should increasingly integrate technological, analytical, and communication skills and collaborative research experiences into both undergraduate and graduate programs. Less emphasis should be placed on narrowly focused, single-authored research and monographs. More recognition should be given to collaborative trans- and cross-disciplinary studies. Technological proficiency and the development of real-life leadership and managerial skills should be an integral component of higher education programs.

- Archaeologists should be open to a variety of opportunities to utilize their skills and knowledge, including entrepreneurial endeavors. Graduate programs should also expand the curriculum to include a wide range of training options and internships in addition to the traditional academic path that will better serve twenty-first-century realities.
- Universities should reconsider their graduate student admission policies that overly emphasize GRE scores and GPAs. It is doubtful that fully funding these largely untested students for a PhD program and grooming them for academic jobs that may or may not exist and that they may or may not be suited for is producing the best future scholars or preparing them for productive contributions to society.
- Narrowly focused and highly specialized time-consuming PhD programs do have their place and may be suitable for a select few but do not respond to the changes that are taking place in the field of archaeology. Offering multi-tiered tracks more applicable and affordable to the needs of the twenty-first century should be considered. A broader cross-section of society should be considered with the goal of mentoring and training not only future scholars, but—no less importantly—individuals who will make significant contributions to society in a variety of ways, as illustrated in this Forum discussion.

We hope these essays highlight some of the many possible career paths and options for students with a passion for classical, Near Eastern, and Levantine archaeology. We also hope that they will encourage dialogue on curricular development in higher education and the acceptance of alt-ac careers as a valued outcome of an advanced graduate degree program.

Notes

1. See, e.g., the Society for Classical Studies placement service website (https://placement.apaclassics.org/alternative-employment) and numerous links there. See also the description of an alt-career session held at the Archaeological Institute of America annual meeting in January 2015 (https://www.archaeological.org/blog/17561).
2. See, e.g., Beyond Academia (http://www.beyondacademia.org/), an annual conference organized by graduate students at the University of California, Berkeley, which explores career opportunities for PhDs outside of academia.
3. See especially the Modern Language Association's 2014 *Report of the Task Force on Doctoral Study in Modern Language and Literature* (https://www.mla.org/report_doctoral_study_2014). Particularly insightful is the Executive Summary, downloadable on the website. #Alt-Academy's website (http://mediacommons.futureofthebook.org/alt-ac/welcome) addresses many of the issues raised in this Forum. Numerous studies regarding this topic have been published recently. Among the more relevant are: June 2011; Jay and Graff 2012; Kent 2012; Wendler et al. 2012; Steel 2012; Lesiuk 2013; Bérubé 2014; Edmond 2014; Muller and Young 2014; and Kelsky 2015.

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Alternative Academics: Moving beyond the Academy

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Every year hundreds of newly minted archaeology PhDs enter the job market worldwide in search of a post-doc or tenure-track job that will take them to the next level of their career. They scour the job boards, wikis, listservs, and their personal networks for any postings to which they can apply, hopeful that this year's search yields a greater number of opportunities. But there is a growing problem in academia; as our institutions churn out an increasing number of scholars, they continue to reduce the number of tenured faculty hired. Tenure-track jobs, especially in archaeology, are becoming increasingly scarce and post-docs are few and far between. There are other considerations at stake, however, when contemplating pursuing an academic career. For some, a life in academia is no longer appealing, while others are limited in their ability to move across the country for work because of children, family, or dependent adults. In other cases, the structure of an academic lifestyle is no longer suitable or more financial stability is required, a problem facing many adjunct professors.[1]

The decline in traditional academic careers for those with PhDs in archaeology, that is, careers in academia, museums, and research institutions, has led new graduates and established scholars alike to pursue so-called alternative academic (alt-ac) careers. The rise of alt-ac careers is part of a larger trend that reaches beyond the field of archaeology[2] as academia in general struggles to adjust to the changing social and economic climate; however, we will focus here in particular on the situation of recent PhD graduates in archaeology and related fields (e.g., classics, religious studies, Near Eastern studies) and the suitability of archaeology PhDs to alt-ac careers.

Framing the Discussion: Alt-Ac versus Post-Ac

Alternative academic careers or alt-ac is a neologism that denotes a broad range of humanities-oriented professions typically associated with academic institutions, which are not faculty positions but nonetheless often require advanced degrees (Nowviskie 2010: 7). The alt-ac movement, as we know it today, has its origins in Twitter and resulted from a conversation about the need to reframe the discussion of "non-academic" jobs (Nowviskie 2013). The resulting hashtag (originally #alt-ac, now #altac) sparked a movement in which academics working in non-tenured positions could bring visibility to careers outside of academia and share information with others working in or contemplating alternate career paths within academia. Moreover, the movement has disrupted the binary thinking in academia, creating a discourse in which alternative academic careers are no longer considered a "Plan B," but rather a viable, rewarding, and meaningful alternative to traditional academic positions. These careers still afford scholars the opportunity to put their rich academic training to good use, while maintaining active research and publication profiles, which allows them to apply their methodological and theoretical training to issues within the humanities (Nowviskie 2010: 7–8). Such positions include, but are not limited to, digital humanities, curriculum development, libraries, university administration, and academic advising.

Since the scope of the movement is largely limited to careers in and around the Academy, a separate (but related) discourse arose to encompass the broader array of jobs available to academics, which are outside of academia.

In order to differentiate themselves from their counterparts within academia, this movement adopted the term "post-academic" (or #postac).[3] The "post-ac" community is one of active disenfranchisement with academia (Bell and Nervosa 2013). It is a discourse that actively encourages academics to leave the institution, citing the unsustainable nature of the current system churning out graduate students at an unprecedented rate, for whom the possibilities of an academic position are almost non-existent. "Post-ac" is a state of mind, encouraging those with advanced degrees to separate themselves from their academic identities, regardless of their vocation following graduation. It is in this manner that they differentiate themselves from the alt-ac movement, whereby, an individual working in an academic institution can thus still consider him- or herself a part of the post-ac community. The resulting effort is a dialogue that further challenges academics to look beyond the institution for profitable employment, highlighting the wealth of opportunities that exist within government agencies, not-for-profits, international organizations, and the private sector.

While the two communities may appear fundamentally different in regards to their perspective on careers outside of academia, they are actually sending a similar message—that is, fulfilling jobs exist outside of traditional academia—and these movements encourage scholars to abandon the stigma associated with them, while also encouraging individuals to contemplate different career trajectories, especially given the decline in traditional academic positions. While recognizing the inherent differences implied in the meanings of both terms, for reasons of consistency and brevity this essay adopts the term "alt-ac," including discussions of careers that may be wholly outside of academia.

Digging a Way Out: Archaeology and Alternative Academic Careers

Lisa Spiro, a digital librarian with a PhD in English Literature, argues, along with many others, that doctoral training provides vital and relevant skills and knowledge for alt-ac careers: "You learn valuable skills through doctoral training, including how to find, evaluate, organize and analyze information, write scholarly arguments, lead discussions, put together a lecture, comment on papers, and operate in academic culture. Most of all, you develop and evince discipline and persistence as you labor through the long slog of a PhD" (Spiro 2010: 60). Certainly those who conduct research into the problem of academic employment for humanities graduates or, more broadly, the "crisis in the humanities," have long lauded the many transferrable skills gained through completing a humanities PhD. More broadly even, Katina Rogers, a senior research specialist at the Scholarly Communication Institute, argues that those in alt-ac careers approach their work in similar ways to more traditional academics: "They engage in work with the same intellectual curiosity that fueled their desire to go to graduate school in the first place, and applying the same kind of skills—such as close reading, historical inquiry, or written argumentation—to the tasks at hand" (Rogers 2015: 10). Indeed, the various skills that we acquire as scholars (i.e., research, presentation and writing skills, critical analysis, etc.) have real-world applications, which are particularly suited to careers in academic publishing, libraries, digital humanities, funding agencies, and heritage conservation. The problem, as many have noted recently,[4] lies largely in how graduate students understand, develop, utilize, and market the myriad of skills they develop along the way to the PhD, and how prepared they are to navigate a variety of job markets.

As archaeologists, we are uniquely positioned to capitalize on the world of alt-ac careers. The interdisciplinary nature of our programs requires a diverse understanding of various fields, including geology, geography, anthropology, statistics, computer systems, analytics, and history, among others. Such a multifaceted focus makes us distinctly qualified to engage more broadly with the wider challenges of the twenty-first century, which call for forward-thinking interdisciplinary solutions and cross-cultural engagement.[5]

Furthermore, our knowledge of ancient history, culture, and language is essential for bringing long-term perspectives to modern events and issues, while furnishing the requisite skills of intercultural awareness and sensitivity.

More concretely, archaeology and related fields can offer inroads to specific types of careers. Museum curatorship, cultural resource management, publishing, and teaching Latin at the high school level perhaps have long been the obvious alternative paths. At the most recent Annual Meeting of the Archaeological Institute of America in New Orleans on January 11, 2015, however, the authors, along with a third colleague, organized a panel on alt-ac careers for PhDs in archaeology and related fields. One of the most interesting crossovers highlighted during the panel discussions was the world of study abroad education, brought to light by one of our panelists, Scott Pentzer, the associate dean for Global Education at Tulane University. Archaeology PhDs, who frequently engage in extensive work and study experience in far-flung parts of the world for excavations and research, often taking on supervisory positions in the process, have inevitably developed administrative, problem-solving, linguistic, and cross-cultural skills that would be of benefit to any university study abroad program. In a different vein, Hugh Cayless, a PhD in Classics turned software developer, argues for classicists' suitability, with their command of ancient languages, to the digital humanities and computer science worlds. His comments could certainly be extended beyond the realm of ancient languages to modern ones as well, or even to the ways in which archaeologists catalog and store information (Cayless 2010: 125). The digital humanities are indeed a potent growth area for alt-ac, as many have argued,[6] and have enormous potential for jobs beyond academia as well.

Overcoming the Balks: Barriers to Alternative Academic Careers

Despite the plethora of opportunities that exist beyond the confines of a traditional academic career, the current climate at many institutions limits the degree to which graduate students are exposed to alternative academic careers. Graduate students can spend several years in academia without amassing work experience, which is often stipulated in the conditions of graduate scholarships in North America (Schuman 2014). Thus, throughout the course of their graduate degrees, students are often limited to teaching and research assistantships as the source from which they build up their marketable skills.

Given the state of the job market in archaeology and classics (and the humanities in general), the Academy is doing a disservice to its graduate students by imposing restrictions on the number of hours that a student can work per week. While these regulations are meant to reduce distractions and encourage students to complete their degrees in a timely manner, they also limit the opportunities for scholars to acquire practical skills and work experience, which would help them to more easily navigate the job market, both in academia and otherwise, after the completion of their degree. Several institutions, however, have recognized the inherent issues in academia and the paucity of jobs available, and have taken steps to better prepare their students for possible alternative academic careers.

A good example of such an initiative stems from The Pennsylvania State University, at which the College of Liberal Arts has implemented a Graduate Student Internship Program (GRIP).[7] This initiative gives PhD students the opportunity to pursue work experience within a university context. During the course of their paid internship, graduate students are placed within a non-teaching, non-research university office and are released from all teaching and research requirements for the duration of their internship. In the process, students acquire marketable experience and increased job opportunities after graduation. The Illinois Program for Research in the Humanities (IPRH) at the University of Illinois, on the other hand, has initiated a project entitled "Humanities without Walls," which helps prepare doctoral students for careers both inside and outside of academia through a three-week summer workshop.[8]

More broadly, while universities like Penn State and the University of Illinois have implemented programs

to allow graduate students to amass non-academic work experience, many individual humanities departments still cater their messages to twentieth-century models that assume that a humanities PhD has a tenured faculty position as its sole outcome. In reality, numerous students, upon completing their PhD, go on to work outside of academia, as studies by the Modern Language Association (MLA) and the American Historical Association (AHA) show.[9] Spiro, however, outlines how the department where she completed her PhD "inventories every university where a recent graduate landed an assistant professorship, but there is no word about those who finished their PhDs and have gone onto successful careers outside the faculty track, such as the managing editor of a major editorial project, the director of a university Women's Center, and the director of a digital scholarship center, just to name a few" (Spiro 2010: 75). Indeed, only in the last few years have associations such as the MLA and AHA started to seriously track where humanities PhDs end up following graduation. Graduate programs should start using these data and their own tracking of alumni to actively convey the many career paths open to humanities PhDs.

Beyond just tracking and communicating post-graduation career trajectories, though, individual graduate programs—along with graduate students themselves—should be thinking creatively about how the work completed en route to a PhD and the skills attained can be applied in all sorts of positions. Rogers suggests that graduate programs, rather than reducing admissions due to the scarcity of tenure-track jobs, should on the contrary be made more robust, providing opportunities for broader sets of transferrable skills to be attained and applied through academic training and research (Rogers 2015: 6). Numerous suggestions to this end have been put forth in the #Alt-Academy's ebook, *#Alt-Academy: 01: Alternative Academic Careers for Humanities Scholars*. To name just a few: make interdisciplinary work more central, expose students to technology (Spiro 2010: 59–60), make it both possible and rewarding for graduate students to hold jobs, devote resources to meaningful job and internship opportunities in areas such as digital humanities and scholarly publications (Flanders 2010: 36), launch certificates and programs in the digital humanities, and support alternatives to the traditional dissertation monograph (Spiro 2010: 78–79).

Still in the Trenches: Navigating Academia and Alt-Ac from the Perspective of Recent and Current PhDs

Sabrina's Story (Fig. 1)

Like many scholars who came before me, I took a direct path to my PhD—completing a BA in Classics, an MA in Classical and Near Eastern Archaeology, and a PhD in Religious Studies all in immediate succession. I was consumed by a passion for the ancient world, research, and the opportunities for travel that were afforded to me by my chosen field. For me, there had always been but one goal—to procure a tenure-track position at an academic institution—and, as countless of my peers had done, I did everything in my power to become a competitive candidate for the 2015/2016 job market: I had amassed a substantial teaching portfolio, an active research profile, and held an international fellowship.

I defended my PhD at the University of Ottawa in November 2014, and through a combination of my own volition and the academic climate at my institution, I had largely focused my efforts on securing an academic position. While I was certainly aware of the possibilities for gainful employment beyond academia, I was encouraged, as most graduate students are, to stay the course of scholarship, a path on which I was eager to continue, as I had developed a passion for research, but more especially teaching. There was scarcely anything more in the world to which I hoped to devote my energies.

Throughout the course of my PhD, however, I also began to develop an interest in museums. In 2012, I was offered the position of assistant curator at the Museum of Classical Antiquities at the University of Ottawa—a position that was funded through my scholarship package from the university. As our funding dictates the

FIG. 1
Sabrina Higgins working on the Khnum Temple Graffiti Project, Elephantine, Egypt. (Photo by J. H. F. Dijkstra.)

amount and type of work that a student can undertake (typically research and teaching assistantships, working no more than ten hours per week), we are limited in our opportunities to gain real-world experience over the course of our graduate degrees. Thus, the occasion to work in an academic museum gave me a glimpse into a life outside of traditional academia, one that is rarely afforded to my peers and which I have come to find equally rewarding and exciting. The position provided me with the opportunity to research and teach—albeit in a different capacity—but it gave me something not easily earned throughout the course of graduate school: marketable experience. For this opportunity, I am forever indebted to the Department of Classics and Religious Studies.

While I continued to hope that I would land a tenure-track or limited-term academic position on this year's job market, my sole interview came not from an academic department, but an academic museum, for a position as the community outreach coordinator. I was confronted by the reality of the job market, but grateful that I had amassed experience in another field that I came to truly enjoy throughout the course of my graduate degree. After a campus interview, the job was ultimately awarded to someone else, but it gave me a gift, one that opened my eyes to the possibility of a career beyond academia; a prospect which no longer fills me with fear, but rather with excitement, knowing that there are opportunities for scholars that could provide me with the same level of fulfillment that I received

from academia. I will remain on the job market for the upcoming year and continue to publish, but my experience has made me more receptive to an alternative academic career, one which I would gladly pursue when the opportunity arises.

There is a need, however, for universities to make greater efforts to prepare their graduate students for the very real possibility of not landing an academic position or post-doc after the completion of their PhD. While many institutions are making good strides in these regards, there is certainly more work to be done. For the first time, the graduate students at the University of Ottawa organized a panel on alternative academic careers, which was the best attended graduate workshop of this year. As students, we recognize the inherent possibility of having to seek job opportunities beyond academia, although for many of us, this is not the path we intended to pursue when devoting a significant portion of our adult lives to the institution we one day hoped to serve. The reality of the situation, however, is quite different; there are fewer academic jobs than ever before, and an increasing number of graduate students, post-docs, and established academics vying for them. We must be prepared for the reality that faces this generation of graduate students and our universities and departments need to better prepare their students for an alt-ac career. For many of us, it is no longer a choice—it is inevitable.

Megan's Story (Fig. 2)

Throughout my undergraduate and graduate careers, I had always kept my mind open to job possibilities beyond academia. I knew broadly what I was passionate about—teaching, traveling, writing, and learning—and assumed a number of career trajectories that could provide an outlet for these (albeit vaguely defined) passions. In the first year following my undergraduate degree in archaeology, I worked as an archaeologist for Parks Canada in southern Ontario and in the following year headed to southern China to work as an English teacher in a public middle school. Still, I returned to academia following my adventures abroad, completing an MA in Classical and Near Eastern Archaeology. I am currently heading into the final year of my PhD program in Classics at Stanford University.

I was ultimately drawn back to what I experienced in my undergraduate years as the excitement and dynamism of the university environment, and a subject—Mediterranean archaeology—in which I felt there was much more to explore. Yet, I would be lying if I asserted that a part of me did not feel, in my few years out of academia, that I had somehow "fallen short" —failed, even—at going on as an academic, even though I would not have traded those years for anything. This is a common sentiment amongst graduate students, particularly when we have not been invited, encouraged, or challenged to think about academic training as preparing us for a number of different careers—with a tenured faculty position being just one of the options.

To be fair, Stanford's administrators and faculty have certainly not been blind to the problems of the academic job market and the opportunities in both alt-ac and non-academic careers. Indeed, the energy and resources directed towards cultivating awareness of such career trajectories have been exceptional in some cases. Throughout my graduate career at Stanford I have attended numerous lunchtime sessions where individuals in alt-ac positions at the university share their own career trajectories and advice for transitioning into the alt-ac world. A coalition of departments at Stanford also created and supported an innovative community called Bibliotech, dedicated to placing graduates from humanities PhD programs in private sector jobs and encouraging students to connect their academic strengths with current industry needs. Furthermore, Stanford is home to a robust digital humanities program housed in the Centre for Spatial and Textual Analysis (CESTA), bringing together faculty and students from a variety of disciplines and methodologies to work on collaborative projects. Within my own department I have had the opportunity to assist in several digital humanities endeavors, including the Orbis project—a geospatial model of the Roman world.

FIG. 2
Megan Daniels photographing artifacts in the Stoa of Attalos on the Athenian Agora excavations, Athens, Greece. (Photo by S. Kostigen.)

In many ways, I see these new moves to push students to think about alt-ac as still being largely separate from traditional departmental program structures, in which students navigate coursework requirements specific to their discipline, take general-knowledge exams in certain subject areas, and, finally, write a dissertation culminating their academic training over 5–7 years. Arguably, this structure serves the important goal of proving that an individual is capable of designing, carrying out, and conveying academic research relevant to his or her respective discipline. Yet, the new trajectory—the 2.0 model, if you will—would be to integrate the innovative programming happening at the broader university level within specific program structures so that students and faculty alike are constantly encouraged to think about wider opportunities and alternative trajectories every step of the way. Elements such as a humanities dissertation, for example, might take on new meanings and forms, suitable to forums beyond the Academy. Furthermore, students might be encouraged to direct coursework term papers toward a broader audience and to develop a robust set of hard skills that have relevance beyond the Ivory Tower.

Arguably, this is already happening—but it must be more systematically integrated into post-graduate career planning.

Notes

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1. A number of popular pieces have been published in the last year on the issue of universities' treatment of adjuncts. See, e.g., *The Washington Post* (McCarthy 2014), *The Atlantic* (Segran 2014a–b), *The New York Times* (Kilgannon 2014), and *Salon* (Hoeller 2014; Saccaro 2014). See also the American Association of University Professors' April 2014 report (Curtis 2014) and the U.S. House Committee on Education and the Workforce (Democratic Staff) 2014 report.
2. See, e.g., the *#alt-academy Media Commons Project*: http://mediacommons.futureofthebook.org/alt-ac/.
3. This movement has its origins in the blog *Post Academic* (Pan and Roberts 2011).
4. See, e.g., Wood and Gurwitz 2013.
5. See, e.g., Cayless 2010.
6. See, in general, the #Alt-Academy's 2010 ebook: *#Alt-Academy: Alternative Academic Careers for Humanities Scholars*, Vol. 1.
7. For more information, go to: http://www.la.psu.edu/current-students/graduate-students/graduate-internship-program.
8. For more information, go to: http://www.humanitieswithoutwalls.illinois.edu/initiatives/pre-doctoral/index.html.
9. See, e.g., the MLA blog: https://mlaresearch.commons.mla.org/2014/02/26/our-phd-employment-problem/. See also Wood and Townsend 2013 and Elizabeth Segran's article in *The Atlantic* (Segran 2014a).

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Ruminations on a Lifetime Spent in Archaeological Research

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Old World archaeology used to be a rich man's hobby, but now it's a poor person's job. Historical antecedents are a good guide to the evolution of the discipline as the famous (and infamous) antiquarians and excavators of the nineteenth and early twentieth centuries AD, like the Earl of Elgin, Heinrich Schliemann, and Arthur Evans, all had money or made enough to conduct their own operations in the field, while those who began turning the pursuit into a profession, like William M. F. Petrie, lacked private means and had a long struggle to make ends meet. Less worthy than any of these were Luigi and Alessandro Palma di Cesnola and Max Ohnefalsch-Richter, who financed themselves from the sale of Cypriot antiquities without adding much that is reliable to our knowledge of the island's ancient history. Fortunately, that option is not available to us today. Two centuries ago the study of archaeology started out with the collecting of antiquities by amateurs, and this practice continues today. Some of the greatest breakthroughs in revealing the past have been made by people like Michael Ventris who, without any university training in philology, deciphered Linear B. There will always be a role for these talented and motivated individuals. Indeed, without the band of dedicated hobbyists and volunteers, much fieldwork and other related activities could not be properly carried out, and defense of archaeological activities increasingly depends on mustering community support. The Nicholson Museum at my alma mater in Sydney, Australia, is an experienced and successful practitioner of this art. They even manage to do a little academic work on the side. I do not include excavation under this heading.

Today, archaeology is a highly professional, mostly ethical, but unremunerative occupation. No one ever got rich working at a university or museum in archaeological departments. Private researchers by definition have private means or other sources of financial assistance. At the same time, the discipline has become very expensive to perform since not only is excavation a costly undertaking but the follow-up, involving empirical and scientific analyses as well as publication, makes great demands on time, effort, and particularly budgets. It is no wonder that so many digs in recent years have not yet been fully and finally published. A classic and regrettable case is the exceptional Uluburun shipwreck excavation, which is very much a work still in progress. It is not that the will to complete the exercise is missing—no one could be more devoted to the task and assiduous in carrying it out than Cemal Pulak—it is the increased and justifiable expectation by the archaeological community that the written-up results will be as comprehensive and thorough as techniques and resources allow. There comes a time, however, when perfection has to make way for expediency. Meanwhile, we are dependent on preliminary reports, specialized studies, and exhibition catalogs for much of our information on recent finds from the Old World, and these, by definition, are not the last word, though there is a fatal attraction to treat them as so. This has caused some singular academic upsets along the way.

I set out to be an archaeologist 60 years ago and acquired my basic training at the University of Sydney under the direction of Professors Stewart and Hennessy

who oriented me away from Egypt and towards Cyprus, which I have since made my own specialization. I later discovered that I was one of the very few of my generation still active in the field who had studied Cypriot prehistory as an undergraduate. Many came, and still come from other areas of research, such as the Classical world or Near Eastern antiquity. Learning about it on the job doesn't always yield the best outcomes. I took part in excavations in Cyprus and Nubia and obtained my doctorate in the Department of Egyptology, University College London, in 1965. By that time I had already joined the Australian foreign service, which put paid, not unhappily, to my digging days. That did not, of course, stop me during my annual leave acting as a pottery consultant to Edith Porada's memorable expedition to Phlamoudhi in Cyprus, under the auspices of Columbia University, in the early 1970s. What I progressively discovered through enforced sedentarism was the potential, in fact, the great reward of excavating in museum storerooms, libraries, and archives—the often neglected dust-bins of years if not centuries of collecting and digging by individuals who could never bring themselves to sit down, study their own and other people's material, and write. These repositories are mines of overlooked and unknown finds and facts which offer as much excitement as recovery of remains of the past through fieldwork. That's where I come in.

Why did I switch from the possibility of a full-time archaeological career to diplomacy? Force of circumstances and personal preference. Even in the 1950s and 1960s academic positions in Old World prehistory were few and far between, and I remember hearing in England at the time that students were being discouraged from taking Egyptology because of the paucity of openings for future employment. Nor were (or are) they well paid. I and my family had no financial means to indulge in this kind of activity without the need for a regular long-term income, and government and private funds were nowhere near as available or substantial then as they are now. It is safe to say that without the generous contributions of American foundations, such as INSTAP and Leon Levy Shelby White, to fieldwork, research, and publication, Old World prehistory would not have been able to make so many significant strides in recent years. I also felt the need to do something useful with my life, though diplomacy might have seemed an odd choice, and archaeology seemed and has always been for me the perfect pastime, readily pursued in all the overseas postings we had and aided by the sympathetic colleagues we met and befriended in every part of the world where we served. And the secret to the success (?) of leading this double life was never to let my Australian foreign service colleagues know what I was doing archaeologically (Fig. 1). Not only was there no tradition of combining diplomacy with any outside activity, except for foreign affairs, but the Australian Department of Foreign Affairs was run along club-like lines, requiring exclusive adherence—hence the sensitivity. All this, and more, is recounted in my memoirs, *Diplomatic Digs* (Merrillees 2012).

Was it easy to juggle a full-time non-academic job with a serious hobby and family responsibilities? You can do it when you're young, energetic, and determined. Being organized and having an understanding spouse greatly help. It seemed to me wasteful, having invested so much effort in obtaining a doctorate from London University in the most difficult of circumstances, that I should give up an interest which had taken me so far academically and embrace a new profession that I soon found out was another sports ground for amateurs, with all the same hang-ups as archaeologists. Moreover, it did not take me long to find out that some of the pioneers in the development of academic and scientific archaeological practices in Cyprus, as well as the rest of the Near East, were diplomats. Now that I have retired, I can devote all my spare time to carrying out research into Cypriot archaeology, especially historiography, using the accumulated records and obliging contacts currently available to me. My ability to operate from a remote part of the French countryside has been transformed by the Internet, digitization, and the availability of electronic resources online, such as books, periodicals, and even collections of antiquities, and it has been possible for me to produce a first draft of a detailed study on the history of the collection of Cypriot antiquities in the Istanbul Archaeological Museums, without a great deal more than sitting in front of a computer. It was, of course, preceded by some initial research in both Ankara and Istanbul and owes much to the help of my colleagues.

FIG. 1
Tel Miqne-Ekron pottery shed at the excavation camp in Kibbutz Revadim in 1985, Trude Dothan on the left and Robert Merrillees on the right. (Photo by D. Guthrie. Courtesy of the Tel Miqne-Ekron Publications Project.)

What is most lacking today is information about unpublished excavations conducted not only recently but in the past 100 years. The digitization of archives containing the field notes of expeditions to the ancient Near East, including Egypt, whose leaders are since deceased, is a valuable step in the right direction, but it needs to be supplemented by the records jealously kept by living archaeologists who have neither the inclination nor the sense of responsibility to publish their findings themselves. Fieldworkers of all nationalities are notoriously proprietorial about their excavation results, but withholding these data, even when their guardians have no intention of making them public in one form or another, and denying access to interested researchers, are a scandal. Typically, Professor Emery allowed me, for my doctoral dissertation on the Cypriot Bronze Age pottery found in Egypt, to refer to one of the very important secondary burials he excavated in 1956 at Saqqara, which contained a rare Cypriot Base-Ring I jug, but not to illustrate it or the rest of the contents. He never got around to publishing the tomb group himself and on his death the Egypt Exploration Society (EES) in London inherited his papers. It would not allow me to publish the deposit unless I published all the other secondary burials, and when I could not, it demanded I return the records, which were only photocopies, and then allowed another archaeologist to publish on its own the one deposit in which I was interested! The EES has never published the rest.

The problem with unpublished excavations is, in my experience, particularly acute in Israel. With a few notable exceptions, archaeologists there have been and still are so busy digging, they barely give themselves time to catalog all their finds, let alone publish them definitively. In 2008–2009 I had the privilege of being half the annual professor at the W. F. Albright Institute of Archaeological Research in Jerusalem. My chosen topic was the Cypriot Bronze Age pottery found in Jerusalem, of which there is a surprising amount. I have never had a more frustrating time in all my years of archaeological research. Not only could most of the material recovered by the Studium Biblicum Franciscanum in Dominus Flevit not be found, but the Israel Antiquities Authority had split up tomb groups and distributed the pots I wanted to see all over the country, as much for decorative as for academic purposes. Comparative material from other sites in Israel relevant to my project was equally hard to assemble. So much remains unpublished and inaccessible. I was, for instance, unable to use any of the data on the Cypriot pottery from nearly three decades of excavation by the Kaplans at Jaffa from 1955 to 1982 as not a single final report had ever appeared during their lifetimes and the museum in Jaffa was closed. And nothing definitive, including my Cypriot pottery,

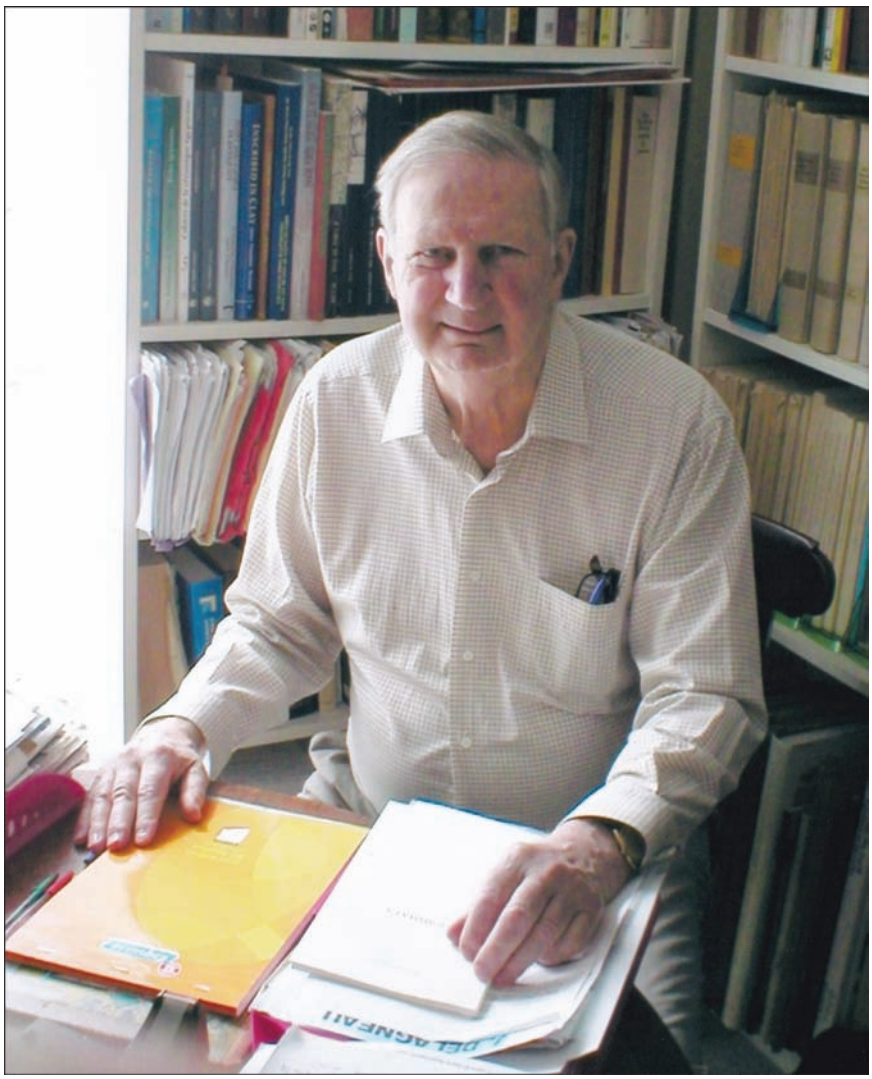

FIG. 2
The author in his study at home. (Courtesy of R. S. Merrillees.)

has yet been published. (Diplomacy prevents me from naming and shaming equally delinquent archaeologists still living today.) As a result I was never able to finish my undertaking in Jerusalem. If I had my way, I would ban all non-rescue excavation in Israel until the backlog of unpublished fieldwork has been completely cleared up. But then I am content to be an armchair archaeologist (Fig. 2).

Over the years I have often been asked questions about the relevance of archaeology to a diplomatic career and the relevance of my diplomatic experience to running the Cyprus American Archaeological Research Institute (CAARI) in Nicosia. It should need no emphasis that archaeology is the hand-maiden of ancient history, trying to make sense of mute material remains from the ground, and if it doesn't help illuminate the historical record politically, economically, and socially, it serves little useful purpose except escapism. You cannot expect to understand the contemporary affairs of a modern state without knowing something of its trajectory through time and its popular mythology, and before and during each one of my postings, I read up on its archaeology, recent history and modern developments. An informed interest in a country's antiquities not only gave me an insight into the role played by the past in the perceptions and policies of the foreign institutions concerned, but an introduction to local experts with an authoritative knowledge of their nation and its ethos. It also helped promote academic and cultural relations and gave my assignments much personal added value. Cambodia and Israel were for me exceptional cases of professional synergy. And the very fact of having to become fully acquainted with the diplomatic niceties of operating in complex and sensitive political environments made me confident I could cope with anything Cyprus and CAARI had to offer. Nothing, however, quite prepared or equipped me for dealing with the institute's querulous and quarrelsome trustees!

What advice can I give an aspiring archaeologist today? Not much, I'm afraid. I have never held a full-time academic position myself, except for my stint as director of CAARI from 1999 to 2003, when I had already retired from the diplomatic service, and the closest I came before that were the various ad hoc assignments I took on around the world as a lecturer, examiner, and adviser. I was never cut out to be a teacher. I have the impression that university-employed archaeologists are overwhelmed with teaching, administration, and fundraising, and museum-employed archaeologists are overwhelmed with administration, fundraising, and requests from people like me. They must be a dedicated lot. It all comes down to commitment. There are those, for example, whom I know, who live a hand-to-mouth existence, subsisting on fellowships, grants, and other forms of independent financial support, to enable them to function full-time in their chosen vocation. Then there are others, whom I also know of, who completed and published their doctorates, only to give up all they've achieved and set off in a different direction altogether, without maintaining the interest. Finally, there are those who have come to archaeology as a retirement benefit from a totally unrelated career and qualified themselves academically for the purpose. It's a lifestyle choice, and who am I to say whether it would be better to be a diplomat with archaeological tendencies or an archaeologist with diplomatic tendencies? There's a role for both—for the French archaeology and diplomacy go together—and only the individual can decide. But there's one thing for certain—it's never too late to become an archaeologist!

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An Archaeologist in International Development

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I recently returned from a trip to Ghana, where I spent a week at a conference discussing the most effective ways to help lift the poorest people out of poverty in some of the poorest countries in Africa. It's not a

scene I could have imagined a few years ago, when I was frantically grading finals for an introductory archaeology course, finishing edits to an article on kiln sites in southeast Arabia, and just beginning to consider an exit from academia.

I had spent four years teaching archaeology and ancient history at a university in the United Arab Emirates (UAE). My plan was to spend a year (maybe two) in Abu Dhabi, then return to an academic position in the United States (US). But a month after I arrived in the UAE, the financial crisis struck, and already scarce tenure-track positions dried up entirely. One year turned into two and then three and then four (Fig. 1).

I taught Emirati students the archaeology of the Emirates and found that, although they took extreme pride in their national identity, for the most part they were completely unaware of the depth of occupation in their country. One year, I conducted an unofficial survey of 79 of my students and found that many had no idea the region had been inhabited prior to the last century. All were surprised to learn about southeast Arabia's role as a bustling global crossroads connecting the Middle East, South Asia, and Africa for millennia.

As it turns out, the cultural interactions that took place in the ancient UAE bear a resemblance to the contemporary cosmopolitan world of the UAE, where foreigners comprise the vast majority of the total population. But modern-day labor laws and the predominant perception that those foreigners constitute a threat to national identity mean that foreigners are kept at a

FIG. 1
The author at Wadi Haqil in Ras al-Khaimah, UAE. (Courtesy of J. Szuchman.)

distance—both socially and physically—from the local citizens of the UAE. I saw a key opportunity to help my students draw connections between the remote past and their present reality. In the process of making those connections, my intentions in the classroom began to shift. In a very real way, I hoped to contribute to a fundamental change in the attitudes of Emiratis towards the foreigners in their country.

Like other archaeologists, I was accustomed to living among local populations for months at a time during excavation seasons, gaining insights into the lifestyles of rural families. But in Abu Dhabi I was confronted with something new: an elusive native population and droves of poor migrants who had left their families in South Asia, East Africa, the Philippines, and the Middle East. Their salaries, remitted to their home countries, enabled their children to go to school and their families back home to eat—essentials that might not have been available had they not had the opportunity to work in Abu Dhabi.

Witnessing the stark differences between life for Emirati nationals and for the overwhelming numbers of deeply impoverished migrant workers motivated my teaching agenda. But while I hoped I was changing mindsets among my students, I increasingly felt that I wasn't making the kind of impact that could make a real difference in the lives of the majority of those I encountered in Abu Dhabi. I was having even less of an impact on millions of others living in poverty around the world that did not even have the benefit of work opportunities in the Gulf.

It was this line of thinking that led me to pursue the American Association for the Advancement of Science (AAAS), Science and Technology Policy Fellowship. This program places scientists and social scientists in government policy positions for a two-year appointment. The goal of the program is to embed sound science into policymaking and, if fellows return to academic positions following their experiences in government, to ensure their curricula are informed by an accurate sense of how science informs policy. As a finalist for the fellowship, I traveled to Washington, DC, for one whirlwind week of interviews at several offices at the State Department and the US Agency for International Development (USAID).

Ultimately, I was matched with the Policy Office at USAID. The role of the Policy Office is to formulate development policies to guide programming in areas like climate change, youth, gender equality, education, or ensuring access to water for agriculture, sanitation, and hygiene. These are issues specific to the way USAID carries out projects, but the Policy Office also works with the State Department and other federal agencies to formulate foreign policy approaches to issues such as countering violent extremism, improving governance in fragile states, or promoting adaptation to climate change.

In many obvious ways, the archaeology of the ancient Near East is entirely irrelevant to those issues that are at the heart of USAID's development mission. Knowledge of the provincial capitals of the Assyrian Empire, for example, rarely comes in handy in discussions of programs that expand access to clean water and toilets for slum dwellers. The inscriptions of Tiglath-pileser I simply don't come up in conversations about building resilience to climate-related disasters in Africa. Bronze Age pastoral nomadism is not germane to economic growth in the Philippines, food security in Haiti, or earthquake relief efforts in Nepal. Instead, I've had to educate myself in a range of new concepts and theories. For example, one of my roles is to serve as an advisor on policy approaches to urbanization in developing countries (Fig. 2). This means understanding the nature and needs of the urban poor as distinct from the rural poor. It means understanding the governance frameworks that best enable the provision of adequate and equitable municipal services like water and electricity. And it means understanding the evidence underpinning the most effective approaches to reducing urban poverty and eliminating slum conditions.

In other ways, because archaeology borrows from a number of adjacent fields, I do draw upon knowledge gained over the course of my previous career, including an understanding of how humans interact with landscapes, tribal structures and the interactions of pastoral nomads with state authorities, geospatial analysis, approaches to analyzing social networks, and a range of social science theory. And because archaeologists—perhaps especially in the

Middle East—rely on a deep understanding of the contemporary political and cultural context in which they work, I draw upon my knowledge of geopolitics, modern societies, and a degree of comfort engaging with cultures in the places in which USAID works. I also find that it is an advantage to bring an anthropological approach to the work that USAID does: who are the people who are intended to benefit from our programs? Will a given program be useful or successful given the range of what they might believe, how they behave, and how they view themselves, each other, and their surroundings?

For the most part, however, the most useful skills an archaeologist brings to international development come from the fundamentals: good writing, using data and evidence to support an argument, and conveying complex technical information in terms non-specialists (say, undergraduate students) can understand. Much of the job requires the ability to research and quickly synthesize findings, and present recommendations in sharp, concise memos. These are skills that archaeologists will have honed in their years of graduate school and beyond.

Despite this toolbox of transferable skills, there is a steep learning curve and there are challenges in making a career transition. In addition to the new substantive material I've been exposed to, on a more mundane level, there's the jargon, acronyms, and bureaucratic culture that require some time to navigate comfortably. I've had to work to quickly catch up to colleagues with degrees in international studies, economics, political science, and years of development experience behind them. But it's the nature of federal employment that people move around a lot, so in some sense I'm one of many who are struggling to get up to speed at any given time. This is true especially of foreign service officers, who often find themselves posted to a new job in a new country every few years. It is also true of civil servants, who move to new positions in new offices with relative frequency compared to those accustomed

FIG. 2
The author presenting during a panel discussion at the 2014 World Urban Forum: Urban Equity in Development—Cities for Life in Medellin, Colombia. (Courtesy of J. Szuchman.)

to the stability of tenure. It's not uncommon to find colleagues feeling their way through a new position, having to climb a learning curve of their own. In truth, that's both a challenge and part of the appeal of this work: the opportunity to take up new topics and new areas of work with some regularity.

Soon after I returned from Ghana, I found myself in another situation I could not have imagined a few years ago. I helped organize a two-day workshop that focused on the role of USAID in a global effort to eradicate extreme poverty. This year, member states of the United Nations are negotiating the successor framework to the Millennium Development Goals, which were established in 2000 and will expire at the end of 2015. The centerpiece of the next generation Sustainable Development Goals will be a headline goal to end "extreme poverty," measured at an international poverty line of $1.25 per day, by 2030. This is a goal to which President Barack Obama first committed the US in 2013. Since then, my office had been conducting analysis to determine how that goal might be achieved, the role the US will play in that effort, and what it all means for the work of USAID. This workshop was part of that ongoing research agenda and featured economists discussing the factors that have historically driven global poverty reduction; experts in global health discussing how strong health systems can build resilience to catastrophic health shocks among the poorest of the poor; experts in democracy and governance discussing the fundamental need for strong, accountable institutions that can drive inclusive economic growth; and panels discussing other vital elements of a broad agenda to eradicate extreme poverty. At the workshop, I heard people refer to the goal of ending extreme poverty in terms that have become commonplace for those who have been part of the discussion around this goal. They tend to speak of the challenge as a watershed moment in human history: an opportunity to finally end the scourge of the most extreme deprivations that have always plagued human societies. In truth, I find statements of that sort to be a bit overdone. Perhaps that's because my background endows me with a better sense of the depth and texture of human history than most of those who attended the workshop. For me, it's enough to know that the work I am doing now is helping to improve the lives of one billion people around the world living under conditions of extreme poverty. It is that simple awareness that drives my efforts and that has made the circuitous journey from archaeology to international development a journey worth undertaking.

Note

The views expressed here are the author's own and do not necessarily represent the views of the United States Agency for International Development or the United States federal government.

Changing Course

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Certainly, the field of archaeology has evolved in recent decades, reacting to changing environments not only in higher education in North America but also to challenges "on the ground." Shifting political climates in the Middle East and Mediterranean have impacted the field and so have the numerous new tools and methods for fieldwork, research, publication, and training. Career trajectories in archaeology, like other academic fields, have become less straight forward, with practices adjusting to new institutional and administrative structures and also to the needs of new generations of students. These developments are well documented and much discussed in various venues; in this Forum, I focus on the implications of these developments and my reaction to this climate—the manner in which I adapted and applied skills acquired through archaeological training and professional experiences beyond a traditional academic trajectory.

Until recently, I remained focused on a traditional career path in archaeology. I was fully engaged in a full-time academic job search, teaching, and conducting research and field work in Cyprus and Greece (Figs. 1–2). After completing my PhD in Classical and Near Eastern Archaeology at

Bryn Mawr College, I had three great one-year post-docs at the American School of Classical Studies at Athens; in the Department of Greek and Roman Art at the Metropolitan Museum of Art; at the Getty Research Institute, followed by a year as a Visiting Scholar at the Bard Graduate Center: Decorative Arts, Design History, Material Culture and adjunct positions in history and art history departments.

At various points in graduate school I had reassessed my trajectory and researched different opportunities, but it was not until I was faced with diminishing tenure-track options and the need to balance my career opportunities with those of my spouse (i.e., to secure a full-time position in the same geographic region) that I began actively seeking alternative directions.

FIG. 1
The author at the Getty Research Institute in 2012. (Courtesy of S. Lepinski.)

The process of changing trajectories took time, and it was informed primarily by my experiences after graduate school in large national museums and research centers in the United States. Opportunities to work in these institutions provided invaluable resources and the chance to reflect and "branch out." In these settings, I engaged with my research in new contexts, with new objects and collections, and had opportunities to interact and collaborate with colleagues whose expertise and professional and institutional perspectives were distinct from my own. These experiences enriched my intellectual sensibilities and augmented my understanding of museums and research institutions, their changing roles in light of cultural interests and needs, and their impact for stewardship, training, and education.

I also benefitted tremendously from the exhilarating—and, at times, humbling—work involved in planning and teaching courses that extended beyond my specializations and expertise, and in different institutional types and sizes, and cultures. Throughout this time, I sought advice from many colleagues—those in traditional academic positions and those working in various capacities in museums, foundations, government agencies, and cultural and heritage management firms. These conversations helped me pinpoint specific areas and positions that interested me and suited my training. In the end, I focused my search on program officer positions in grant agencies and foundations and administrative roles in museums and research institutes.

Engaging in this new job search was surprisingly exciting. Armed with information from earlier investigations and contacts, I researched websites of foundations, agencies, museums, research institutes, and other online sources, bookmarking and returning to these pages periodically. This is how I found the posting for my current position.

Applying to positions outside academia required transforming my academic curriculum vitae into a résumé. While seemingly clear-cut, this process was important for reframing my professional history and skills, and it helped me think about the full range of my professional work more holistically.

For instance, in this new format, my early (i.e., pre-graduate school) experiences in museums, galleries,

FIG. 2
The author excavating at Tel Miqne-Ekron, Israel. (Photo by I. Sztulman and E. Kessel. Courtesy of the Tel Miqne-Ekron Publications Project.)

archives, and management positions, became balanced with research, publications, and other various roles I held over the course of graduate and post-graduate work in the field and in collections. With this new perspective, I was able to articulate my expertise more fully for further networking and in my job letters. Also, these professional contacts were crucial throughout the process, as many of them provided continued support and guidance. This help was particularly significant because for many positions I was competing with a large and diverse pool of applicants from all areas of the humanities and in some cases, the sciences.

Last summer, I accepted a position as a program officer in the Division of Preservation and Access at the National Endowment for the Humanities (NEH). In this role, I work to develop and sustain funding programs for the preservation of and access to cultural heritage resources for research, education, and public use in the humanities. My primary responsibilities include reading applications and giving feedback to potential applicants, leading peer-review processes for the evaluation of applications, working with my colleagues to enhance current programs and develop further funding opportunities, and performing outreach for NEH initiatives and programs at various conferences and symposia.

Training in Near Eastern and classical archaeology, languages, and cultures certainly provides a solid foundation for this type of work, as does teaching experience, working with collections, and publishing research. For example, the capacity to process and assess large quantities of information, interpret trends in material and visual culture as well as language and literature, and understand how these data reflect cultural practices are all directly applicable to work that requires understanding and assessing grant proposals in the humanities and supporting and enhancing funding programs. Also, the ability to translate complex issues into appealing and tangible formats, honed through teaching students, training archaeologists, and giving gallery tours in museums translate well to work involving writing reports, nurturing projects, and conducting public outreach.

Much archaeological fieldwork and research is collaborative and multi-disciplinary in nature; therefore, working in teams and across fields is second nature to many archaeologists. This capacity has been especially important in my current position not only for understanding and appreciating the benefits of multiple voices within research projects but also for corroboration with colleagues within the agency. Also, my understanding of best practices in collections care and management and my work with digital technologies and repositories have proven to be important for this job, particularly when working with applicants and identifying needs in the field, more broadly. For me, some of the most invigorating aspects of academic work are opportunities to bring together colleagues and other specialists for conference symposia and for research publications. In my new position, there are a number of opportunities to work along these same lines for program development and outreach to the field.

Thus far, the biggest challenge has been transitioning from a specialized focus on my research and publication to work directed more broadly across the humanities and at all levels (e.g., public programming, K–12 education, and higher education). The challenge in adapting has involved getting up to speed on current trends, projects, programs, resources, and the fast-paced development of digital technologies. This transition has also entailed navigating a changing professional—and personal—identity that has until recently been closely tied to my scholarly work. Also, striking a balance between a new demanding position and my own research has been complicated, in particular finding the intellectual breathing space and time needed for writing, which is important to me as a scholar. In general, however, NEH is supportive of employees' continued involvement in their academic fields and on my own time, I have been able to complete publishing projects that I began before starting with the agency.[1] Finally, I feel the pull of the field, especially at this time of the year (May–June), and I miss work that involves physical proximity to and the handling of objects and primary documents.

The opportunities provided by this position, however, far outweigh the challenges. Foremost, I am able to expand my interests in cultural heritage writ large and to gain further insight into cultural and administrative trends in museums, in the field of conservation and preservation, and in education at all levels.

I am also able to build my existing relationships with colleagues in various fields and develop new relationships across the humanities and related sciences. In terms of offering a perspective for alternative careers for archaeologists, the "take-aways" from my experience amount to the following: take into account all aspects and stages of your training and interests; create opportunities to expand outside the immediate boundaries of your discipline; reassess your direction and goals holistically and realistically in light of your specific needs and particular job markets; speak with mentors, colleagues, and any exciting and/or innovative people to augment your own perspectives; accept and embrace your changing interests and directions; and hold firm to your decisions in the face of biases, your own and potentially those of colleagues and family, which may elevate academic positions over others. Also, do not expect there to be numerous jobs along these other tracks. Like academia, there are finite resources in foundations, museums, and government agencies for PhDs. Engaging in multiple directions will, of course, augment prospective opportunities, and I found that efforts in one direction informed another and helped further define my goals. As a final note, "branching out" over the course of my academic training and early professional career by working broadly geographically and chronologically, in various types of institutions and collections, and with cross-disciplinary research teams proved invaluable later when I shifted career directions. Now, the benefits of "branching out" are similar. I continue to grow professionally, I work with exceptional and fascinating people, and I contribute broadly to efforts to preserve and ensure access to cultural heritage.

Notes

The views expressed here do not represent those of the National Endowment for the Humanities or the United States federal government. Also, I wish to thank Sarah K. Costello and Bill Caraher for all their very insightful comments on an earlier draft.

1. I remain an associate member of Corinth Excavations and am currently working on the publication of Roman mural paintings from Corinth as well as the late antique and medieval architecture and surface decoration from the site of Polis-*Chrysochous* in Cyprus. Additionally, I co-edited *Beyond Iconography: Methods, Materials, and Meaning in Ancient Surface Decoration* (Lepinski and McFadden 2015), in which I also contributed a chapter (Lepinski 2015), and wrote an essay on Roman interior design for *A Companion to Greek and Roman Science, Medicine and Technology*, due out later this year (Lepinski forthcoming).

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Considering Careers in International Nonprofit, Nongovernmental, and Related Private Sectors

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A significant variety of alternative career paths exist for holders of higher degrees in the humanities and social science disciplines. Often overlooked for consideration during job searches are the different types of prospects that can be found in the diverse institutions, organizations, and companies in the international nonprofit, nongovernmental (NGO), and other related private sectors. Many jobs in these sectors can offer a surprising range of opportunities that can align well with your own personal goals for getting higher education training and degrees. The range of possible options is largely limited only by factors determined by the applicants themselves; the keys to finding and benefiting (even thriving) from

such opportunities lie in your own creativity, planning, and personal discipline. This section of the Forum will examine through the lens of personal experience some of the factors that should be considered when pursuing employment in these sectors.

The most important step in considering alternative career paths is to define first your own reasons, desires, and goals with respect to why you embarked on earning a higher degree in your chosen field. A moment will come as you near the completion of your program when you will have to think about not only why you are obtaining your degree, but also what it is that you want to achieve with your education and skills. For example: did you choose the MA/PhD route because you love teaching *and* want to be in the Academy specifically? Did you just "fall into" your program as a natural evolution of your college experience? Did you get the degree because you love your subject and the material foremost—leaving you less wedded to a specific career path? The answers to these types of questions are essential in determining whether any alternative career trajectories are right for you.

This moment came early for me, when I was in my first year of all-but-dissertation (ABD) status. I was just beginning in earnest my dissertation research and writing while on a residence fellowship at the American Center of Oriental Research (ACOR) in Amman, Jordan (Fig. 1). The center was undergoing a major directorial change at the time and the position of assistant director opened up while I was on my fellowship tenure. Many of my mentors, colleagues, and friends encouraged me to apply for

FIG. 1
The author in front of the ed-Deir (the Monastery) facade in Petra during a documentary shoot. (Photo by L.-A. Bedal.)

the position. I was reticent at first; although certainly an exciting prospect, I knew that taking such a position might pull me from the "Academy" path which, at the time, is where I thought I wanted to be. So, I had to confront seriously for the first time the questions outlined above. In parsing these questions I realized that I'd chosen to earn a doctorate in archaeology for primarily personal reasons: it was the pursuit of a lifelong dream that was driven first and foremost by a passion for the subject matter itself and the desire to be trained in the necessary skills to understand it fully. This realization was liberating. I discovered that my personal reasons, desires, and goals for getting the degree could (and would) be fulfilled by considering this alternate career path. I applied, was hired, and subsequently worked at the center for nearly nine years. The experience gained from that job

FIG. 2
The author with Senator Patrick Leahy during CAORC advocacy efforts on Capitol Hill. (Courtesy of the Office of Senator Patrick Leahy [D-VT].)

prepared me for the next tier of my chosen career path, as embodied in my current position (Fig. 2). Throughout my journey on this alternative path it has still been possible to contribute to the global knowledge base in my discipline through research, fieldwork, lectures, and publications.

I am often asked about the viability of being able to produce scholarship while not working in the Academy. My answer is always the same: one's ability to conduct research and produce publications is not determined solely by one's type of employment—it is also largely a personal discipline issue. If you wish to produce, you will produce. In these discussions it is frequently necessary to remind inquirers that holding a faculty position (especially pre-tenure, junior faculty) within the Academy doesn't necessarily improve one's ability to conduct research and produce outputs. While such positions do help keep one embedded in the milieu and facilitate access to resources (e.g., libraries, forums, research funding, etc.), the often beleaguering teaching and service loads still force you to shunt the majority of your research and writing efforts into your personal time. Thus, the actual productive time situation is not that disparate when comparing academic and non-academic employment opportunities. Producing scholarship while outside the Academy merely presents a different set of challenges for which each individual needs to adapt and develop his/her own approach and management strategy that works. It is not always easy—as the *JEMAHS* editors know, having waited patiently for this essay as deadlines passed—but, it is possible.

So you've decided to consider alternate career possibilities… but now you find yourself wondering how marketable you are… given your incredibly specific specialization in your field of study. In reality, you are likely very marketable—provided you learn how to bracket out the emphasis we are trained to place (within the Academy) on the importance of our specialization(s) and instead focus on the broader values you can bring to the table in any type of job. On alternate career paths the specifics of your discipline and specializations likely need to remain your own while the underlying skills that make you a specialist are what you bring to a potential employer's attention and service.

Well-trained post-master's or post-doctorate job applicants can be highly sought after, even if not specifically for your specialization talents. The rigorous process of earning higher degrees inculcates some essential skill sets for which the universal appeal and value should not be underestimated. The following bullets outline some of the most sought after skill sets that, in my experience, frequently overlap with the training received in higher education degree programs:

- the ability to think critically and to process broad and diverse perspectives;
- data management, processing, and representation;
- research and writing skills;
- project and program development, management, and execution;
- language training and the associated cognitive and communicative skills and benefits;
- international experience; and
- experience in engaging within different socio-cultural contexts.

While these bullets largely represent skill set rubrics that are applicable to many types of employment, these were specifically distilled by looking at the requirements listed in a variety of recent job postings from within the international nonprofit, NGO, and related public sectors. Even a quick perusal will readily demonstrate how much of a correlation exists between the skills garnered through higher degree training and those sought for positions within these sectors. Successful job applicants will have further tailored their own experiences from within these rubrics when presenting themselves as employee candidates. The best advice that can be given is to analyze a job listing thoroughly, think creatively, and plan your applications to best showcase how both the training and experience you gained during your degree program can be translated to fulfill the potential employer's needs.

Accepting a position with an international institution, organization, or company in the nonprofit, NGO, and related public sectors can also provide some useful benefits to postgraduates and their own personal goals. This essay will focus briefly on three such potential benefits: location access, cost-effectiveness, and personal growth.

Getting extended and durable access to international locations essential to your personal research is often very challenging. Employment within the United States itself, whether as a faculty member in the Academy or in some other type of job, can often create prohibitive barriers to conducting research internationally. Some issues that can be greatly affected by these domestic positions include finding funding for travel and logistics, having sufficient leave for extended forays abroad, as well as the general domestic commitments that we build in our lives. Many of these potential hindrances can be alleviated if your employment is in the country or countries on which your research is focused: residence facilitates access, which can be an incredible benefit if used effectively. Time spent in such positions can afford one with opportunities to complete or expand existing research data, commence new lines of inquiry and exploration, and build enduring relationships with contacts in your host country. This time can also provide the chance to focus on publishing your work in order to establish yourself further in your research discipline; such publication track records can be a significant factor in re-entering the Academy path at a later date if desired.

Jobs on the international stage can also be very cost-effective and financially beneficial. Salaries for foreign residence employees are usually very competitive when compared to those for similar domestic positions. The cost-of-living expenses may also be lower in other countries—and in some instances housing and vehicles might be provided as part of the employment contract. Finally, there is the fiscal benefit of the Foreign Earned Income Exclusion (FEIE) when filing your annual United States federal tax return. All of these financial possibilities can make these international positions very attractive options, especially for recent postgraduates who may have lingering educational loans or other costs.

The last benefit range I'd like to highlight is in the realm of the unexpected. Living and working abroad can be an amazing experience that fosters unforeseen personal growth—often in completely new and unexpected directions. I lived and worked abroad full-time for about a dozen years and am forever changed for the better by the many and diverse experiences this opportunity engendered. The combination of branching out of your academically-defined "box" and pursuing a different (even if related) path can introduce you to and captivate you with previously unconsidered options for personal growth—the limits on this are, again, largely set only by those you allow for yourself.

I am clearly an advocate for this type of alternate career path. However, making this type of choice can also cost you in different ways. Several of the basic ones that come to mind include: Living abroad for extended periods can put undue strain on your familial and personal relationships stateside. Opting to leave the Academy path for a length of time can create significant hurdles for re-entering it later. The list can be quite long, in fact, so you really need to be thorough in weighing the pros and cons relevant to you before making any commitments. However, I'll leave you with one final thought: These positions can also be conceived of as shorter-term, career building stages in one's life rather than as some sort of terminus on an employment trajectory.

Define your goals, explore your options, and choose what works for you. Just never let anyone tell you that you lack options with your higher education degree!

Off Course? A Career in Archaeology Outside of the Academy

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The field of archaeology is all too familiar with the changing nature of university education and the implications of these changes for faculty, students, and the field. "National Adjunct Walkout Day" took place on February 25, 2015 (Flaherty 2015), helping to draw further attention to the disparities of a system where secure and long-term positions are all too few, and administrations rely on low-paid graduate students whose futures are all too uncertain. As long as the major career goal of archaeologists continues to be work in a university

setting, these problems are going to persist and worsen within the profession. The current situation is rife with irony. The fewer the students, the lower the need for faculty positions; yet, an increase in student numbers creates graduates for whom there may be no employment. Responsible faculty members are beginning to hesitate to encourage brilliant young scholars to enter the field. Clearly, one solution is to encourage graduates with archaeology degrees and skills to seek employment outside of the Academy. What are the challenges and pathways for achieving such a goal?

Paradigm Shifting for Defining Success as an Archaeologist

First, disciplines like art history, anthropology, and archaeology would benefit from a redefinition of success and a rethinking of achieved status in the field. Many accomplished archaeologists who now work in what are often called "alternative" careers, like cultural resources management, geo-spatial analysis, and defense, will tell you that they sometimes feel like second-class citizens at academic meetings and conferences. Several years ago, at a meeting of anthropologists who work for the Department of Defense (DoD), an academic colleague remarked with surprise, "But wait a minute, you all have PhDs from tier-one schools!" Whether it is founded in truth or not, non-academic authors joke about their "applied" papers and sessions being scheduled for poorly attended late evening or early morning sessions of conferences. Even if it is only a perception, the profession needs to grapple with the commonly held belief that only colleagues who failed to secure a position in the Academy would ever consider an alternative career.

In addition, sometimes academic colleagues ask those of us who work for defense and industry to defend the ethics of our career choices (Hamilakis 2009; Stone 2011). Many of these attitudes and questions are posed from positions of ignorance. There is no question that greater communication between archaeologists who work inside and outside of the Academy would be of benefit to everyone. I suspect that there are very few academic colleagues who know and appreciate the fact that some governmental cultural resources managers have secure jobs with the opportunity to intensively study large tracts of land with budgets that allow for annual field survey supported by state-of-the-art imagery, geographic information systems (GIS), and cutting-edge geophysics (Fig. 1). Archaeologists who work with industry and government agencies also have the opportunity to identify and protect thousands of significant archaeological sites, not just within the United States but overseas as well. In addition, archaeologists who work for federal agencies in the United States, especially DoD, have an opportunity to advocate for the rights of indigenous people. At Fort Drum, we have protected over 200 ancestral places, organized four Head of State visits between the 10th Mountain Division Command Group and Nation Leadership, signed one inadvertent discovery agreement, and organized access to ceremonial sites. At Fort Drum, the cultural resources manager is also the Native American affairs coordinator, and there is no question that it is one of the most rewarding aspects of my job.

Where Are the Opportunities Outside of the Academy?

So the question is, how do we communicate the existence of alternative professional opportunities to students, and how do we prepare them to be successful when those opportunities arise? This Forum certainly offers a good beginning. For work in the government, every archaeology student needs to be aware of the website USAJOBS. The job series code for government archaeologist is "0193." A student looking for work should keep an up-to-date résumé in the system and should set the system to alert him/her when suitable openings are posted. A computer completes the first review in the government system, so it is important that if an applicant has the relevant experience, the vocabulary should match. So, for example, if the job says "digging experience" required, and your résumé says "excavation experience," you might want to re-word your resume for that job submission accordingly. Note, though, that pasting complete job descriptions and requirements into your résumé to attempt to match this system is strongly discouraged. There are also many universities that work with the government in a cooperative agreement system. For example, Colorado State University's Center for Environmental Management

FIG. 1
Discussing survey methods with Fort Drum geophysicist, Seth Van Dam. (Photo by S. Bourcy.)

of Military Lands often has job opportunities for archaeologists, and most of these jobs are affiliated with cultural resources management on military installations.

Unfortunately, even in the government, there are not enough archaeology jobs to go around. However, archaeology students have a range of valuable skills and experience, and there are many career opportunities related to archaeology where these skills would be valued and used every day. A good archaeologist has excellent research skills; excellent writing skills; experience in solving logistical problems; cartography and possibly GIS training; usually has worked effectively as a team member; experience in field survey; is able to analyze aerial, satellite, and LiDAR imagery; may have laboratory skills and experience; is good at sorting and identifying objects; and may have experience working with technology like geophysical equipment. Every single one of these skills is extremely marketable. In addition, many good archaeologists have public speaking skills and experience, speak foreign languages fluently, and if they have survived and succeeded in graduate school—good political and diplomatic instincts. There are several ways to

think about a skill set: first, in terms of its marketability; second, in terms of how an individual wishes to apply his/her skill set to contribute to society; and third, how skills can be recognized and applied effectively to help an individual be professionally successful.

Tragically, as the twenty-first century unfolds, many areas of the world where archaeologists have first-hand experience and knowledge are deteriorating into conflict zones where the issues are complex and resolution will be years if not decades away. During the course of deploying to places like Afghanistan, the United States has learned a series of painful lessons related to the absence of expertise in mapping and imagery analysis. While planning for base expansion in Karezgay Province, Afghanistan, the engineers failed to recognize the indications of the presence of active *karez* in the aerial imagery (Phillips 2009). As of 2010, *The Washington Post* was reporting over 1,000 intelligence agencies in the United States working on issues of counter-terrorism and homeland security (Priest and Arkin 2010). There is no academic discipline that prepares people better to analyze an image for evidence of activity of people in the past, even the recent past, than archaeology. To meet current intelligence and military needs, federal mapping agencies are also beginning to recognize that traditional maps of infrastructure and geographic features are not sufficient to guide deploying military personnel through foreign zones. As current efforts to add cultural features to mapping projects continues, the archaeological skill set will increase in value as well. If the idea of working for defense seems difficult, it might be useful to look back on the history of the field. During past conflicts, archaeologists have served their own countries as well as adopted ones in a wide variety of ways, some even as spies. Susan Allen's book *Classical Spies: American Archaeologists with the OSS in World War II Greece* (2011) outlines service during World War II in great detail, beginning with the Nazi invasion of Greece. Sir Leonard Woolley established the entire British Monuments, Fine Arts and Archives officer program. He offered the first ever in-theater archaeology awareness training program on the ancient sites of Libya (Woolley 1947). A series of eminent art historians and archaeologists, some of whom were fellows of the American Academy in Rome, served in a similar capacity for the United States (Brey 2010). Tragically, deliberate targeting of cultural property during the conflicts of the twenty-first century may make the participation of archaeologists even more of a defense priority.

There could potentially also be openings for archaeologists to work in the context of law enforcement. Archaeological methods are used in many forensic investigations. The process of mapping crime scenes and detailed methods for finding tiny bits of evidence is identical to laying out archaeological test investigation units. It is also becoming increasingly common for investigators and engineers to request geophysical assistance for not just crime scenes but also for structural surveys and assessments. For example, ground penetrating radar can be used to assess sink holes and drainage voids while metal detection is useful for finding small bits of evidence distributed over a wide area like bullet casings.

Fortunately, archaeological skills apply in peaceful settings as well. Command of and experience with GIS is and will continue to be an extremely marketable commodity. GIS is being increasingly used, sometimes in unexpected ways, in all different types of municipal planning, engineering, research, and management projects. A GIS analyst position in a small engineering firm, agency, or municipality can lead very quickly back to an opportunity to use archaeological expertise. As soon as a project is underway, it is not unusual for the lead engineer, designer, or project proponent to call upon staff members who have special secondary skills. In fact, the archaeologist/GIS analyst may have been hired with the idea that the firm would be gaining two professionals in one. Surveying skills and credentials are also extremely useful in the engineering and municipal marketplace.

In terms of the job search and life's journey, there are unexpected places and opportunities that the young archaeologist should consider. It might seem counterintuitive, but sometimes there are outstanding opportunities to enter the field found in rural areas. Working for small institutions, businesses, or organizations presents outstanding first job prospects because they offer a wide range of experiences and problem solving opportunities.

There are many rural areas in North America where engineering firms have difficulty finding reasonably priced archaeological expertise. The archaeology bill in small rural projects can sometimes make the difference between whether or not there are sufficient funds for families at the end of the line to receive water and/or sewer service during the course of a public works project. Rural areas are also excellent places to begin a career with a museum or historical agency. The salaries might be very low, but often living expenses will also be low, and sometimes these types of jobs offer lodging. The American Alliance of Museums' website is a very good place to look for advertisements for museum opportunities (http://www.aam-us.org/resources/careers) as is the American Association for State and Local History Career Center (http://about.aaslh.org/jobs/). Clearly, a willingness to move and live just about anywhere will be a huge advantage for this type of approach. If it does not appear that there are any paying opportunities available, consider a meaningful volunteer position. Should funding become available, it is not unusual at all for a volunteer who has demonstrated expertise and good interpersonal skills to be the person selected for a paying position. Sometimes, staff will work really hard to create a position in order to keep a valuable volunteer. It might even be possible for a volunteer to write and submit funding proposals for the purpose of creating a paid position or projects with financial support.

Building a Career from Modest or Unexpected Beginnings

Once an opportunity arises, the archaeology skill set can continue to contribute to a successful future. In addition to willingly gaining as much experience as possible, a new professional should be as creative and enthusiastic about applying skills to a range of new challenges. Rethink the range of skills and experience associated with a background in archaeology mentioned above: mapping, drawing, photography, surveying, logistical and organizational skills, foreign language, grant writing experience.... It makes sense to offer these assets as challenges arise, especially in a small multi-dimensional organization.

Once a student or new employee has demonstrated his/her academic or experiential value in the workplace, personality and behavior will begin to make the difference. There are basic essentials for success in the workplace, and they include: avoiding arrogant behavior, demonstrating a solid work ethic and commitment to the workplace, and collegiality. Sadly, arrogance appears all too often in the profession of archaeology, but entry-level employees who designate themselves as too good for some tasks have a tendency to disappear from the workplace. Some of the most successful archaeologists in the field today were willing to clean the restrooms at their first assignments. One of the lead registrars at the Smithsonian began his career dressed up as a Minuteman, handing out pamphlets along the National Mall during the Bicentennial. In addition, arrogance prevents lifelong learning. Some of the most arrogant archaeologists, in addition to being insufferable company, are steeped in defending pathetic ideas they adopted decades earlier. Great discoveries can only be made by open minds.

A sound work ethic is a given: be on time, be willing to stay late, be willing to pick up a broom and do an extra task when you see the need, be willing to come in on a Saturday for that public program where all of the stressed parents in a 50-mile radius bring their active children. When given an assignment, follow through and take pride in completing it well. It may seem counter intuitive, but colleagues entering the field who prioritize the success of the institution or project over their own perceived immediate personal success, in the long run, will have a far more successful career. In the early days, it may even mean working on your own research and publications on your own time. Archaeology is a very small world. Institutional or program loyalty and selfless contribution to project success and to the field will earn respect among peers and may well lead to the references needed for the next opportunity.

Collegial behavior and strong interpersonal skills are critical. The success of archaeology as a profession in the future will depend only in part on the continued ability to engage the wider public. Archaeologists are also called upon to interact with colleagues, students, project proponents, agency representatives, government representatives, members of Native American Nations, members of descendent populations, and representatives of foreign

governments. The essentials of decent human behavior apply: show respect, be transparent and truthful, avoid stereotyping and generalizations, apologize when in error, be patient, and listen to all sides before making decisions in a controversy. If in a position of responsibility, show vision for your organization, be fair to all of your employees, and set a good example. On occasions where project assignments require interaction with particularly disagreeable individuals, try at least once to figure out what is motivating the poor behavior. Sometimes the answers are surprising and may even lead to common ground as the various team members work together toward project completion. I worked with one engineer who seemed particularly determined to evade all of the environmental considerations for his projects. When I took the time for a quiet conversation with him, it turned out that he had been part of a situation where there were no adequate accommodations for a group of soldiers who were returning from a particularly challenging tour in Afghanistan. He had vowed he would never let it happen to our soldiers on his watch. With that knowledge, I was able to reassure him that we were on the same side. I explained that it was also my job to make sure that the projects went forward as expeditiously as possible, and that we could both do our jobs better if he would share all of the project information with me as early as possible in the process. Since that time, we have had a far more productive relationship.

Don't hesitate to take an intransigent engineer or project proponent to the field with you and show him/her the deposits and artifacts you are trying to protect. Take opportunities to provide presentations whenever you can. A brown bag lunch or guest lecture to a professional organization, especially groups of engineers, developers, or government officials, can be worth its weight in gold. It is also important to never forget who is signing the paycheck. When agencies hire archaeologists, they are not serving as mini National Science Foundations. The agency goal is effective project implementation within the boundaries of the law. However, this context also offers opportunities for innovation while saving sites, whether it is through contributing to design avoidance strategies or offering creative solutions for good stewardship while moving a project forward. Respect and collegial behavior are required, not just in these domestic situations but also at the international level. The essentials of decent human behavior and the ability to find common ground become increasingly critical as foreign nations reconsider excavation permits (Letsch and Connolly 2013).

Personal Journey

It is fair to ask how the ideas and advice shared in this essay might match an actual career path. My career in archaeology veered onto an alternative trajectory during the very first summer of graduate school. In the 1970s, prior to the Native American Graves Protection and Repatriation Act (NAGPRA), excavation of Native American human remains was an integral part of physical anthropology and archaeology programs at many major universities in the United States. As I worked on a test unit with cremated remains within a mound, colleagues discovered an individual buried on the edge of the mound whose pipe had been placed in his hand. Even as a young 21 year old, the idea of disturbing this individual was distressing to me. I unhappily finished out the summer, but when I returned to classes in the fall, I knew that I would not be able to continue with my planned research that required excavation and analysis of Native American human remains.

In response to my decision, my advisor found it difficult to whole-heartedly support alternative ideas for dissertation topics. When thinking about the diplomatic, political, and academic skills one achieves when navigating graduate school, I learned to build new alliances, to ask for help when I needed it, and most importantly, I learned that sometimes to be successful, one person might have to work ten times harder than the others. I also learned to appreciate the importance of all members of an academic or project team. I owe the actual award of my PhD to the department secretary who intervened with the chairman to support my efforts to graduate.

As I completed my PhD, I was the mother of three young children and found myself living in the nether reaches of northern New York where my husband was fulfilling his public health service scholarship obligations. In our partnership that has lasted over 40 years, we agreed that our careers would be of equal importance, even though we knew that his as a physician would

probably be more lucrative. We also agreed that once his assignment to northern New York was complete, we would move to wherever I found a job. However, in Clayton, I met a friend who worked at a struggling institution, which is now the Antique Boat Museum. She introduced me to the director who saw value in my education and degree and who offered to pay the babysitter if I would write grants. The grant writing was more successful than I could have imagined, and I ended up funding a part-time position for myself along with an opportunity to complete two rewarding National Endowment for the Humanities projects. In addition, the museum sent me to a Smithsonian crash course for outside professionals entering the museum field.

The curatorial skills that I learned at the Antique Boat Museum provided sufficient experience to make me eligible for a contract to complete a NAGPRA inventory for the Fort Drum archaeological collections with the Army Corps of Engineers. In the meantime, local engineering firms and representatives of the State Historic Preservation Office began to approach me about the fact that archaeological expertise was badly needed in our region for review and survey of municipal development projects. The Antique Boat Museum trustees decided to take the institution in a different direction, and my family obligations had increased with the addition of two more children, so I decided to try working from home as a contract archaeologist and museum consultant. In retrospect, I had a lot to learn about working from home as well as about contract archaeology and the archaeology of northern New York. Some of my early efforts are pretty embarrassing when I look back now. However, it was still an extremely valuable experience. During the course of working on water and sewer projects in small, relatively impoverished rural communities, I learned about the challenges of balancing responsible archaeology against issues of public funds and the needs of constituents. I ran into actual situations where the choice was link a family to the system or pursue further research on a lithic scatter. Navigating the demands of the State Historic Preservation Office versus project and community needs required those same political skills from graduate school, in addition to persistence, faith in my own judgment, and a willingness to stick to my conclusions while advocating for my recommendations.

In 1998, the Fort Drum Archaeological Survey went into crisis mode when it found itself without a principle investigator in the middle of the field season. The Environmental Division administration came to me and asked if I would fill in while pointing out that if I refused, the college student diggers would all lose their summer jobs. As a favor to them, I decided I could do the job for a few weeks, and I have now been there for nearly 17 years. In 2003, on the way to work, I heard a news story about United States military personnel damaging the ancient site of Babylon during the course of their occupation. I realized that in my position as a military archaeologist, I had skills, experience, and a position inside the organization that might be able to contribute to solutions for this problem. I also realized that my colleagues who were expressing distress about the situation in Iraq had no idea military archaeologists even existed. We began soldier training initiatives with the 10th Mountain Division, and I learned more from our returning personnel than they ever could have learned from me (Fig. 2). During the very first "archaeology awareness" session, they explained that the insurgents were using historic sites and sacred places as fighting positions—giving us our common ground. Once everyone understands that the ability to identify and respect ancient places of value de-escalates the potential for conflict, avoidance and protection can begin.

A key moment in my career came with an email from a young sergeant serving in rural Iraq.

> I had no idea of the deep history here until I first arrived in country, I think your program will do great with the troops since most of them seem very interested, but were never presented with this type of information before mobilizing. I planned to take my squad on a tour of the Ziggurat at Ur thinking it would spark some interest, but we left the area before that could materialize. I noticed that the local population is very proud of their ancient heritage and the protection of ancient sites and relics could provide some common ground between US forces and Patriotic Iraqis. If it is possible, I could use about 10 decks of those playing cards you produced.[1] (R. McCloskey, pers. communication)

FIG. 2
Dr. Rush points out markings etched into an ancient building stone at the site of Ubaid, Iraq. (Photo by B. Rose.)

None of these accomplishments would have been possible without the support and encouragement from my chain of command, one of whom was a retired colonel who had seen the important role of cultural property in ethnic conflict during his deployment in the Balkans.

Conclusion

I have never regretted my decision to not participate in any aspect of anthropology or archaeology that involves disturbance of Native American human remains. In fact, my regrets are with the individuals that I excavated. I offer them and their descendants my deepest apologies. I am proud that as a young person I was able to appreciate that this behavior might be wrong, even when individuals with power and influence over my professional future vehemently disagreed. One of the most rewarding aspects of my current career is the opportunity to consult in good faith with the Native Americans who have ancestors on Fort Drum. As I look back, some of the choices I made that required the most courage boiled down to right and wrong. At the end of the day, integrity matters.

So, in closing, over the course of your career, make wise choices. Be willing to think "outside the box" when it comes to opportunities and make the most of each situation that comes your way. When considering moves and promotions, think carefully about the aspects of the work you enjoy the most and don't give

up those responsibilities easily. If you love being in the field, don't take a promotion that will put you behind a desk. Don't make important career decisions in haste or in anger. Work hard, be the best person you can be, and hang on to the original wonder, excitement, and fascination that brought you to the field of archaeology in the beginning.

Notes

The opinions expressed in this article are the personal opinions of the author and do not necessarily reflect the position of Fort Drum, the United States Army, the United States Department of Defense, or the United States federal government.

1. For an example of the playing cards to which he refers, go to: http://cchag.org/index.php/what-we-do/in-theater-training-aids/cpp-playing-cards/.

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An Afterlife of Sorts

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"I used to be young and foolish, and poor but happy, but after a while, I was just foolish and poor." That is the terse, "elevator" response I've been giving for more than 20 years to the question, "Why did you leave archaeology in Israel for law school in the United States?"

The decision to change careers (and countries) was not an easy one, and it took a long time. I had lived in Israel for almost 17 years, beginning when I was 19 and a transfer student from The University of Chicago to the Departments of Archaeology and Jewish History at The Hebrew University of Jerusalem.

I don't believe that anyone living in Israel would characterize their life as "boring." What's more, being an archaeologist "in country" gives one the opportunity to be in on every "scoop" that could change our understanding of cultures that engender (for better or worse) much more than an academic interest throughout the world.

So as not to bore you with the details of my archaeological career, two memorable discoveries during the excavations conducted during 1978–1985 by the late Yigal Shiloh in the oldest part of Jerusalem, the City of David, and on whose full-time staff I served (between 1978 and 1990), should suffice to show that being an archaeologist in Israel is a rewarding profession. In the area I co-supervised, Area G, a heavily burnt stratum clearly dated to the Babylonian destruction of First Temple-period Jerusalem in 587/586 BCE, yielded the largest-ever (at least at that time) *in situ* collection of inscribed bullae (Fig. 1). Most of the 51 bullae, which had become fired in the destruction, bore personal names, two of which the Hebrew Bible identifies as Jerusalemites who lived toward the end of the pre-exilic, First Temple period. They are Gemaryahu, son of Shaphan, a royal court scribe (Jeremiah 36), and

FIG. 1
The author in Area G at the City of David. (Courtesy of the the Institute of Archaeology, The Hebrew University of Jerusalem.)

Azaryahu, son of Hilkiyahu, a high-ranking priest in the Temple at Jerusalem (1 Chronicles 9) and an ancestor of Ezra, also called Ezra the Scribe and Ezra the Priest (Ezra 7). The other find from Area G was an *in situ*, stone-worked, sit-down (with two holes) toilet seat and cesspit also dating from the same 587/586 BCE destruction level as the bullae. Specialists in palynology and archaeoparisitology at Texas A&M University were able to study the microorganisms from the cesspit below the toilet seat and reconstruct the diet and diseases of late Iron Age Jerusalemites. Surprisingly, human parasite eggs belonging to whipworm and tapeworm were preserved in the cesspit sediments. As a result of the publication of the toilet from our excavations, another, identical toilet seat found in the same area in 1925 (though apparently not *in situ*) was published for the first time, using archival records.

Unfortunately, intellectual rewards and financial rewards do not necessarily go hand-in-hand. Even in the 1980s, a $10,000-a-year full-time salary did not go far. I decided to return to the United States.

After being away for so long, I felt my reintegration required an organized framework. As many of my colleagues both in Israel and the United States found that the law had served as a vehicle to economic opportunity, I decided to apply to law schools. The law school at Indiana University–Bloomington generously granted me admission as an in-state student (my parents had moved from Chicago to northwest Indiana after I graduated high school).

I might have had a career as a "real" (i.e., practicing) lawyer, but for the fact that I didn't want to practice law, and that, by then, a devotion to cultural heritage already had been instilled in me (as an example, my favorite class in law school was American Indian Law). At the time, the descriptor "niche" (as in legal niche) as applied to the practice of cultural heritage resources law would be laughingly oversized. Unfortunately, in 1993, the Clinton Administration went about shrinking government. Fortunately, in the wake of their victory in doing so, the Federal government had turned around and hired contractors to fill those retired federal jobs. After receiving my

résumé and cover letter, the National Conference of State Historic Preservation Officers, which at that time managed a cooperative agreement with the cultural resources programs at the Washington, DC, office of the National Park Service (NPS), forwarded these documents to NPS's Archeology Program, which functions as the office of the Chief Archeologist for the National Park Service and the Department of the Interior's Consulting Archeologist (they are one and the same person). I received an offer to go to Washington, DC, for one year and collect information on the looting of archaeological sites in the United States as part of the Secretary of the Interior's annual *The Report to Congress on the Federal Archeology Program*. That one-year job with the Archeology Program lasted for more than a dozen years, and eventually, I became a federal employee, which I remain today.

I was able to stay with the NPS largely because I created my own job. My knowledge and abilities as both a lawyer and an archaeologist allowed me to contribute to the development of cultural heritage law and resource protection. During the course of 12 years with the Archeology Program (later, the Archeology and Ethnography Program), some of the things I did include:

- Working with the Department of Justice to develop and coordinate continuing legal education training programs on cultural heritage resources law for federal attorneys, assistant state attorneys general, and Indian tribe attorneys by preparing the agenda topics, choosing sourcebook and other training materials, identifying instructor experts, presenting some sessions, and coordinating classroom sessions with field sessions so that the attorneys understood investigation techniques, the value of cultural heritage resources, and why their casework matters. This training program was recognized by the National Park Foundation with its Partnership Leadership Award.
- Preparing Department of the Interior officials for testimony before Congress on legal matters involving cultural heritage resources.
- Starting an initiative to introduce cultural heritage resources law into United States law school curricula by collaborating on a law school course and substantively editing the first lawbook for law students and lawyers on cultural heritage resources law, *Heritage Resources Law: Protecting the Archeological and Cultural Environment* (Hutt, Blanco, and Varmer 1999).
- Serving on a task force on archaeological law enforcement sponsored by the Society for American Archaeology to promulgate "industry standards" (later adopted by its Board of Directors) to ensure that, when archaeologists assess damages for violations of law, such as the Archaeological Resources Protection Act, their "archaeological value" determinations are relevant, competent, and credible.
- Advising federal and state attorneys, cultural heritage resources managers, and foreign embassy staff in the United States on legal cases involving cultural heritage resources going before district and appellate courts.
- During a 72-hour period, advising a NPS law enforcement agent assigned to a case involving the sale on eBay of a piece of the Statue of Liberty, and coordinating with the Federal Bureau of Investigation and the Office of the United States Attorney for the Southern District of New York on a strategy that resulted in the successful recovery of the piece, which had been missing for 19 years.
- Co-editing a book, *Presenting Archaeology in Court: Legal Strategies for Protecting Cultural Resources* (Hutt, Forsyth, and Tarler 2006), and co-authoring a chapter in the book proposing a model jury instruction for criminal violations of the Archaeological Resources Protection Act (Forsyth and Tarler 2006).

If I had to list three accomplishments in my post-archaeology career, one of them would be my work with the United States Sentencing Commission on addressing the punishment for criminal violations of federal law involving cultural heritage resources through a sentencing guideline. This guideline (officially known as 2B1.5) became effective on November 1, 2002. It represented the first clear statement since the federal government adopted a structured approach to sentencing in 1984

of how the punishment for federal crimes involving cultural heritage resources would be determined. In 2001–2002, I worked with the Office of General Counsel at the Commission to draft this stand-alone sentencing guideline, which was written, unanimously approved by the commissioners, transmitted to Congress, and became effective in just 18 months. Prior to the guideline, cultural heritage resources were "sentencing orphans" in several ways. Under 2B1.5, misconduct involving any "cultural heritage resource" is approximately 25 percent greater than for general property crimes. The guideline also identifies six aggravating factors that should result in proportionate increases in sentence. Some of these factors include the use of "archaeological value" to determine the value of the resource affected by the offense conduct; whether the resource is a specific resource that belongs to a place that the law has specially set aside for preservation; and whether the resource is a specific kind of resource that the law specially protects. For her role in the promulgation of Sentencing Guideline 2B1.5, the Commission's then-deputy general counsel, Paula Desio, received the 2004 Public Service Award from the Society for American Archaeology.

Since 2005, I have worked in the National Native American Graves Protection and Repatriation Act (NAGPRA) Program, where, in 2006, I (finally) became a federal employee (Fig. 2). NAGPRA is a law enacted in 1990 to address the legal and physical repose of certain "cultural items" belonging to collections or holdings under the control of federal agencies or institutions that receive federal funds (including state or local government

FIG. 2
The author at the Le Diplomate restaurant in Washington, DC, in 2014. (Photo by L. Lorber.)

agencies and their subdivisions). The law was passed as part of recognition on the part of the American public and the United States government toward the end of the twentieth century that Native American cultural heritage needed protection on a formalized basis for the benefit of Native Americans. Upon its enactment, the late Arizona Congressman Morris Udall was quoted as saying of NAGPRA, "In the larger scope of history, this is a very small thing. In the smaller scope of conscience, it may be the biggest thing we have ever done" (McKeown 2013: 169).

NAGPRA and its implementing regulations establish a process for determining the interest of lineal descendants, Indian tribes, and Native Hawaiian organizations in Native American human remains, funerary objects, sacred objects, and objects of cultural patrimony by providing a priority order for identifying who has the right to control the disposition of these "cultural items." The law has four attributes. It is property law, Indian law, civil rights law, and administrative process. The Secretary of the Interior is responsible for implementation of the law, and the National NAGPRA Program (which, administratively, is housed in the NPS) provides staff support.

I haven't jettisoned the work on cultural heritage resources I had been doing with attorneys while working in the Archeology Program; I've just added additional duties. During my time with National NAGPRA, I've had several responsibilities. I coordinate training on the NAGPRA compliance process for Indian tribes, Native Hawaiian organizations, museums, federal agencies, and the interested public. Today, training is delivered through a number of different media. In-person training, while it still occurs, has largely been eclipsed by the use of webinars that are recorded live and made available on demand through social media, such as YouTube. To date, there have been thousands of views of our *NAGPRA Basics* training and our eight-segment training video series.[1]

In the past, I have served as the Designated Federal Official (DFO) to the Native American Graves Protection and Repatriation Review Committee. This federal advisory committee, operating under the Federal Advisory Committee Act, was created when Congress enacted NAGPRA, in order to advise not only the Secretary of the Interior, but also Congress, disputing parties, and any party seeking certain findings of fact. Some of the Review Committee's responsibilities include monitoring the NAGPRA inventory and identification process; reviewing and making findings of fact relating to the identity or cultural affiliation of cultural items, or the return of such items; facilitating the resolution of disputes, including convening parties; consulting with the Secretary on the development of regulations to carry out NAGPRA; and preparing an annual report to Congress on the progress made—and any barriers encountered—in implementing the NAGPRA process during the previous year. Any records and findings made by the Review Committee relating to the identity or cultural affiliation of any cultural items, or the return of such items may be admissible in an action brought in a United States district court alleging a violation of the law. The Review Committee's work is carried out during the course of meetings that are open to the public. As for the DFO, he or she coordinates every aspect of the Review Committee's work and must be present at all times during a meeting.

Since 2005, I have had the responsibility of coordinating the civil enforcement of NAGPRA on behalf of the Assistant Secretary for Fish and Wildlife and Parks, who has been the Secretary's designee since 2005. Under NAGPRA, civil penalties may be imposed on institutions (or "museums," as they are known under NAGPRA) that have failed to comply with the requirements of the law. Currently, there are nine ways that a museum might fail to comply with the law or its regulations. Working with a law enforcement officer, I draft notices of failure to comply and proposed assessment, as well as letters determining that an allegation is unsubstantiated, for the Assistant Secretary's review and signature. As the Assistant Secretary's representative, I also conduct informal discussions with museums on notices of failure to comply and penalty assessment. If a museum asks for a hearing on the notice of failure to comply, I work with the Office of the Solicitor in discussions with the museum on alternatives for resolving the dispute, including proposed settlement, as well as on preparation for the hearing.

The second of the career accomplishments on my list (at least I hope it will be accomplished) is having been given the responsibility to review and rewrite the entire set of regulations implementing NAGPRA. Together with the Department of the Interior's Office of the Solicitor, I undertook the first-ever retrospective review of the regulations since their initial promulgation in 1995 to determine whether substantive revision was warranted and, if so, to draft the revision. This review included soliciting and considering input from many different sources. I have completed a draft proposed revision of the regulations written in "plain language," in accordance with the Plain Language Act of 2010 and Executive Orders 13563, 12866, and 12988. Hopefully, it will go to the Department and the Office of Management and Budget and be published in the Federal Register as a proposed rule before the end of the present Obama Administration.

My devotion to cultural heritage resources is not only my métier. I am also one of the founding directors of the Lawyers' Committee for Cultural Heritage Preservation (LCCHP). Since 2003, LCCHP has been a nonprofit organization of lawyers, law students, cultural resource and museum professionals, and interested members of the public that promotes the preservation and protection of cultural heritage resources in the United States and internationally through education and advocacy. We formed in order to fill what we perceived to be gaps in legal education and advocacy within the legislative, judicial, and policy arenas. Although, as a government employee, I take no part in matters related to advocacy, I do serve on LCCHP's Executive Committee and Education Committee, as well as on the full Board of Directors (currently, all the directors are required to be lawyers).

My work with the other attorney board members has been both fun and rewarding. I'll provide three examples here.

Between 2005–2006 and 2009–2010, I was the assistant editor of the *Yearbook of Cultural Property Law* and the author of the federal criminal enforcement section of this publication. The five volumes (2006–2010) were produced as a project of LCCHP, with LCCHP receiving proceeds from the sale of the volumes. The *Yearbook of Cultural Property Law* sought to inform cultural property practitioners—lawyers and non-lawyers—about the previous year's developments in cultural property law with respect to legislation, regulation, casework, publication, education, and policy. It covered a broad spectrum—Federal land management, state and local matters, matters affecting Indian tribes, management of the marine environment, museum matters, the art market, the international arena, and federal criminal enforcement. In addition to practice areas, this publication included a bibliography of materials on cultural property law that had been published during the previous year.

In 2007, I was part of a core group that initiated the LCCHP law student paper competition. This annual event encourages scholarship in cultural heritage law by recognizing law students for superior papers in the field. It is open to students at law schools in the United States approved by the American Bar Association, recent law graduates who were students at the time they wrote their papers, as well as students enrolled in a first-degree law program at an accredited institution outside the United States. To be eligible for consideration, the paper must have been written within a set, one-year timeframe.

Since 2007, I have been one of the law student paper competition judges. LCCHP has awarded each of the winners $1,000, and, in some years, it has awarded $500 to the runner-up.

The third accomplishment I would put on my list would be my collaboration on creating and sustaining the National Cultural Heritage Law Moot Court Competition.[2] Co-sponsored by LCCHP and DePaul University College of Law, in Chicago, IL, this annual event is the only moot court competition that focuses exclusively on cultural heritage law issues. Since 2010, it has provided law students with the opportunity to advocate in an area that has frequently been the subject of contentious debates and policies. Topics that have been covered in past years include constitutional challenges to the Visual Artists Rights Act of 1990; interpretation of the Convention on Cultural Property Implementation Act; NAGPRA and the Takings Clause of the Fifth Amendment; the constitutionality of the Theft of Major Artwork Act; the Immunity from Seizure Act and the equitable defense of laches; and the *mens rea* requirement of the Archaeological Resources Protection Act (ARPA)

and the application of ARPA to resources having a foreign provenience.

From Friday afternoon to Saturday evening, moot court oral arguments are held in the various courtrooms of the United States District Court for the Northern District of Illinois, located in Chicago's Dirksen United States Courthouse. The final round of oral arguments is held in the courtroom of the United States Court of Appeals for the Seventh Circuit. In the past, it has been argued before several judges from the Seventh and Tenth Circuits. In 2015, 26 teams from 19 different laws schools throughout the United States participated in the event.

I initiated the idea for the competition, have always been a member of the problem-writing group, have sometimes graded student briefs, and except for one year, have always judged the competition. I confess that as a judge, I'm probably as nervous as some of the law student oralists because I feel I need to be even more prepared than they are in order to ask hard, probing questions as a show of respect for the tremendous amount of work these law students have put into preparing their briefs and oral arguments.

If you are an archaeologist who studies ancient Mediterranean or Near Eastern civilizations and are looking at an alternative career, whether out of chance or necessity, I'd like to pass on some advice. First, it can be emotionally hard to leave what you love. I know; I loved being an archaeologist in Israel. But you are not a one-dimensional person. You are intellectually curious about a lot of things, not just the ancient world. Also, as an archaeologist, you constantly have to assimilate disparate bits of information (old and new) in order to create a coherent reconstruction of past life and activity, a reconstruction that is always evolving (as William Faulkner famously wrote, "The past is never dead. It's not even past."). These interests and analytical skills are invaluable to someone who might need to create their own job, whether in the public or private sector, as an employee or a principal; use them. Second, consider <u>all</u> your knowledge, skills, and abilities in figuring out possible alternative careers, be they in the sciences, languages, business administration, photography or film making, mapping and GIS, architectural surveying, underwater diving, carpentry, mechanics, building, or the culinary arts. You never know what will catch the eye of a potential employer, but being thought of as multitalented is generally a positive thing. Last, if you want a career that involves cultural heritage resources, you can find it; I did. Federal, state, and local government agencies employ staff who work full time in cultural heritage management. Some agencies, such as the Federal Bureau of Investigation, Department of State, Department of Homeland Security, and the Department of the Treasury have staff whose collateral duties include the protection of cultural heritage. What's more, as the escalated looting of archaeological sites in the Middle East and the Mediterranean basin continues, the need for experts in the ancient material culture of the countries affected who can detect and identify possible contraband entering the United States will probably increase, and that need could possibly translate into jobs for archaeologists.

I hope that at least some readers will take encouragement from the story of my post-archaeology path. I wish you all success and self-fulfillment.

Notes

1. To access these videos, go to: https://www.youtube.com/user/NationalNAGPRA.
2. The seventh annual competition is scheduled for February 26–27, 2016. For more information, go to: http://law.depaul.edu/about/centers-and-institutes/center-for-art-museum-cultural-heritage-law/our-work/moot-court-competeition/Pages/default.aspx.

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The Curator as Scholar and Public Spokesperson

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Curators have a primary responsibility for the acquisition, care, display, and interpretation of works of art. . . . As museums face new and challenging realities, curators must work with their institutions to develop programs that maintain the integrity of collections and exhibitions, foster community support, and generate revenue. (AAMC & AAMC Foundation Strategic Plan 2009–2012[1])

The above statement from the Association of Art Museum Curators reflects a commonplace in museum studies: the primary role of museums is to preserve and interpret works of art. It also reflects the reality of museums in today's society, the need to increase community support (usually measured by the number of visitors) and find the financial resources that museums need to sustain themselves. The changing reality of museums—and, by extension, curators—mirrors the very changes that are leading *JEMAHS* to host this Forum on alternative careers to academia; the widespread reassessment of the utility of humanism in education has led to reductions in public interest and funding as well as the diversion of private resources to other no less worthy and important causes. Though the present discussion may be a symptom of the current state and status of the university in American society and culture, it also signals a healthy acknowledgement by the academy of the reality facing graduate students (a shortage of tenure-track jobs for young scholars) and a no less healthy (and welcome) acknowledgement of the value of non-academic careers.

Curatorial work is one such career but to the degree that curators take part in the same scholarly discussions and explorations as academics, it is possible to describe the curator as a museum-based scholar and the professor as a university-based scholar. The nature of curatorial scholarship, however, is often quite different from the scholarship of contemporary university art historians and archaeologists and demands a different sensibility. Curatorial scholarship is typically focused on the objects under the curator's care either permanently (in his or her museum's collection) or temporarily (in exhibitions). Connoisseurship and iconology, therefore, are crucial to a curator's training, although they are areas that many academic programs neglect. It is also helpful for a curator to have an understanding of how objects change over time as well as at least a familiarity with the underlying principles of the preservation and conservation of objects. As part of their exploration of objects, curators often address—or can address—the same issues as their university colleagues, but the type of scholarship that the museum environment encourages typically begins and ends with the object; in between the beginning and end, the scholarship can range from arguments over the role of a Mithraic relief in creating the Roman military's *esprit de corps* to the significance and nature of a hobby horse and what it might mean to display a hobby horse (or a urinal) in an art museum.

While curatorial scholarship, like that of a professor, often results in an article, it more visibly—or at least more publicly—manifests itself in the displays of objects in a museum and temporary exhibitions (Fig. 1). Both these formats present their own challenges to the scholar, although generally only the exhibition—because of its written catalog—is treated as a work of scholarship. For a collection display, a curator is largely limited by the contents of an institution's holdings supplemented with what can be borrowed, hopefully on a long-term basis. Permanent displays rely on a curator's understanding of his or her field (an understanding largely formed by academic training) and the type of stories and narratives the curator chooses to make from the available objects. Other factors can influence display, especially the nature of a museum's audience and a museum's understanding of itself and its purpose; for instance, a university art museum may feel its primary obligation is to the campus community and, therefore, create displays focused on the needs of students and faculty while a public art museum may orient itself toward school-age children or toward the interests and desires of its donors. Objects within a display are identified with labels that, at

FIG. 1
The author with a statue of Emperor Gaius ("Caligula") (no. 71.20) at the Virginia Museum of Fine Arts. (Photo by D. Stover. Courtesy of the Virginia Museum of Fine Arts.)

a minimum, include an object's title, maker (an individual or culture), date of production, and material; the curator develops and vets the accuracy of this "tombstone" (or "dog-tag") information. A label might also include a brief (usually no more than 75 words) "chat" about an object; while the curator is responsible for these chats, they are frequently the result of a collaboration between the curators, educators, and editors. Additional interpretative texts take the form of wall labels that apply to a group of objects and panels that might help guide a museum visitor's exploration of a gallery. One of the most useful and challenging exercises I engaged in as a graduate student was to reduce a 20-page essay to a 250-word wall text and then to a 75-word object chat.

These various texts are all part of the written interpretation of a collection and are readily recognized

FIG. 2
The author on a museum-travel trip to the Acropolis Museum in Athens, Greece. (Photo by M. Allison.)

by museum-goers. But the curator also engages in a different type of interpretation via the selection and arrangement of objects for a display. Part of being a curator, then, is to think in terms of space and relationships between things (including people) in space and the possibilities offered (or precluded) by the architecture. Though visitors may be unconscious of this aspect of museum practice it nonetheless affects the quality and nature of their experience in a gallery. Just like textual interpretation, visual interpretation may be guided by underlying philosophies, principles, or narratives but because they are meant for the eyes, object displays and gallery layouts are also guided by aesthetics. Indeed, some displays are purely for aesthetic delight while others may be designed to help visitors understand the cultures and peoples who produced the objects on display or the chronological development of artistic form. One of the challenges of visual interpretation in most museums, however, is that it is difficult to predict how a visitor will move through space. Many museum galleries have multiple points of entry and exit and, once in the gallery, there are numerous ways to move through it. As with textual interpretation, it is the curator who guides the development of a display in collaboration with other members of the museum staff (educators, designers, mount-makers, and conservators).

Temporary exhibitions have the same components as permanent exhibitions (object selection and display and texts), but at their best they allow curators to explore focused topics whether those topics be entire cultures

or places (*Sicily: Art and Invention between Greece and Rome*), specific archaeological finds (the touring exhibition *Ancient Luxury and the Roman Silver Treasure from Berthouville*), individuals (the recent British Museum exhibition *Hadrian: Empire and Conflict* or the Metropolitan Museum of Art's *Ennion: Master of Roman Glass*), or an intellectual puzzle (*From Assyria to Iberia at the Dawn of the Classical Age*). Exhibitions foster relations between curators, institutions, and scholars (Fig. 2) as well as between museums and collectors while providing an opportunity for curators to work with development officers to engage exhibition sponsors and donors with ancient art. Major exhibitions leave behind catalogs as permanent records of the objects that the curator succeeded in gathering together in one place together with explanations of why those objects were gathered to explore that topic and how the objects shed light on the topic.

If curators are museum-based scholars, they also have other no-less-important roles to play within the museum. In addition to being interpreters of collections, they are caretakers and stewards of collections. Museums, like libraries and archives, are repositories of human achievement, and the objects in a museum's collection need adequate housing and safeguards to ensure that they survive for future generations. Even in large museums with dedicated registrars, art handlers, and conservators, curators as stewards of collections bear ultimate responsibility for how objects are stored and displayed, and whether and under what environmental and lighting conditions it is safe to display (for instance) a 2,000-year-old textile fragment. This does not mean that curators need to keep up with the latest archival materials or thoughts on light levels, but they need to know the questions to ask and to speak out when proper safeguards are not in place.

As stewards, curators are also charged with building collections—it is typically an explicit part of a curator's job description and one of the criteria upon which curators are evaluated both within their institutions and among colleagues. It is this aspect of curatorial work that many in the archaeological community find most problematic. However, the events of the past several years have provided vivid and depressing illustrations of the importance of museums as safe havens for at-risk objects amid the destruction of Timbuktu, Nineveh, and Palmyra. The realities of modern zealotry provide legitimate arguments for museums to collect objects. One can weigh those arguments and reject them, but as humanists, all scholars should face squarely the challenge of how to respond to the deliberate destruction of humanity's past.

In recommending acquisitions to the director and/or museum trustees, every curator makes judgment calls about the importance of a piece for a particular collection; curators of a number of fields, including ancient art, must also wrestle with the issue of provenance. The simplest cases occur when a piece has a well-established and published collecting history or the opposite case, when an object appears on the art market with no information regarding its history. Every ancient art curator, however, encounters unpublished works that were clearly out of their countries of origin prior to 1970 (if one uses the signing of the UNESCO Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property as the basis for acceptable provenance) and must decide whether to recommend that object for acquisition by his or her museum (e.g., a lone shabti inherited from a great-grandfather who is known to have been a diplomat in Egypt in 1923). But often there is no concrete documentation of an object's pre-1970 provenance and in those circumstances the curator must make more difficult judgment calls. Many curators will not touch objects whose pre-1970 provenance can be disputed while others will at least consider recommending them. The reasons for considering works of disputable provenance vary; in some cases, the desire of a museum to work with a specific donor (perhaps one who does not typically collect ancient art) might come into play, while in other cases the curator may deem a work so important for a local community's identity and self-awareness that he or she may recommend the acquisition. Many objects are, in fact, orphans—meaning it is impossible to know where and when they were found—and many curators will at least consider bringing an important orphan work from the private sphere into a public collection; this allows the object to be studied and can provide an address for anyone with additional information to contact. In all cases, however, it is important to remember that while curators may recommend (or advise against) an acquisition, generally the decision to acquire a work rests with a museum's director and/or board.

Building collections also allows museums to do what they do best, stimulate public interest in a given topic, and many curators find that to be their most fulfilling role. As school budgets are redirected toward the STEM (science, technology, engineering, and math) fields, Latin programs are cut and the hours devoted to world history and geography lessons curtailed; ancient art collections remain one of the few venues for the public—of all ages—to encounter and explore the ancient Mediterranean. Making and publicizing a new acquisition is one means of public outreach and generating public interest because it keeps galleries and collections fresh and alive. Growth is, then, a measure of a collection's health and makes it easier for the curator to successfully convince museum administrations and boards to allocate adequate resources for ongoing research, the updating of displays and labels, and the organizing of events (exhibitions, performances, readings, lectures, etc.) that can excite the public's curiosity and interest.

This orientation to the public is perhaps the most important role that both museums and curators can play; it is a role that is both distinct from university-based scholars and rapidly changing. Museums are, after all, physical buildings with physical collections in a world that is moving ever more eagerly to virtual and indirect experiences. In adapting to this changing world, many museums are trying to reach beyond their walls in order to increase attendance and public recognition of their role in society. Driven by technology, museum curators are increasingly called upon to help put their collections online and find creative ways to use and publicize their collections more broadly. At its worse, the desire for visitors can lead to a cheapening of the experience of the museum or a de-emphasis on direct contact with authentic objects or to the simplification of content; but, as the AAMC quote at the beginning notes, "maintaining the integrity of collections and exhibitions" is a task that increasingly falls to curators. At its best, new technologies and creative approaches to display and programming grant ever broader access to museum collections and open up the world of antiquity to people who may never have heard of Assyria or classical Athens beyond the few hours devoted to them in the school curriculum. The time and resources devoted to putting existing information on a collection online, developing apps, and other means of engaging the public limits the ability of curators to engage in original research.

Students, usually undergraduates, periodically ask me about becoming a curator. My own "journey to the museum" began when I lived in Israel, where I had moved after completing an undergraduate degree in Classical Languages and Literature. My profession at the time was as a copy-editor for the Israel Antiquities Authority (which needed a native Anglophone who could read ancient Greek), where I first began learning about archaeology and art history. I also had the good fortune to attend a seminar by Renate Schlesier on Dionysos at The Hebrew University of Jerusalem. Prof. Schlesier brought in not only the ancient literary sources and modern literature on Dionysos (beginning with Friedrich Nietzsche), but she also introduced me (and probably other people in the class) to the rich artistic and archaeological evidence for the visual depiction, cult, and history of Dionysos and his worship. It was transformative. Prof. Schlesier's course made me realize that only by looking as broadly as possible at the surviving remains from antiquity, could I explore the questions that interest me about the ancient world. And that realization led me to pursue art history and archaeology in graduate school rather than classics and has continued to inform my approach to antiquity as a curator. The experience of copy-editing has also turned out to be quite useful because, like museum work, editing is typically collaborative (the editor often works closely with the author and book/article designer), and the editor must adjust the language of a text to the expectations of the text's intended audience.

One question that frequently comes up in these informational interviews concerns Museum Studies degrees. Most museum studies programs are not very useful in preparing students for the varied roles curator are asked to play. I say this having benefitted greatly from the now defunct Museum Studies Program at the University of Southern California established by Prof. Selma Holo. What made her program distinctive was its rigor and practicality. The program lasted three years and granted a certificate in conjunction with an MA in art history; it included courses that introduced students to the history of museums and the range of departments within a museum (development, education, registration, conservation, etc.) and best practices within those departments. The program included a one-year paid internship and culminated in a

faculty-guided exhibition at the university's Fisher Gallery for which the students selected objects, developed an exhibition narrative and design, raised money, prepared a catalog and didactic program, arranged events around the exhibition, and, perhaps most importantly, found creative ways to stay within or expand the budget. Even though Prof. Holo's program was a model Museum Studies program, her students who went on to be curators were ultimately hired because of their expertise in a specific field.

The first thing I tell students who ask about my career is that I would choose no other path in life; the second thing I tell them is that they should only pursue a curatorial career—and graduate school in general—as an act of love. There are precious few jobs for ancient curators, and school is both hard work and expensive. That is the bad news. The good news is that museums can be wonderful, creative places in which to work, and the work of a curator is by its nature varied and collaborative. For me, the most gratifying aspect of curatorial work is serving as a sort of bridge between academia and the general public—for there are all too few bridges between these two worlds in American society and museums provide a public space where these worlds can meet.

Note

1. To access this, go to: http://c.ymcdn.com/sites/www.artcurators.org/resource/resmgr/aamc_strategic_plan_2009-201.pdf. The AAMC (Association of Art Museum Curators) is an organization devoted to supporting the role of curators in a rapidly changing museum environment.

Not Set in Amber—Moving a Career from the Academy to the Art Museum

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Who would have guessed that a "California girl" who graduated high school in 1969, one fascinated by archaeology, Greek and Roman art, art history (especially the Renaissance), and contemporary Los Angeles art would end up happily employed in Washington, DC, at the National Gallery of Art, famous for its collections of Western *post-ancient* art?

In 1969 and the early 1970s Washington was a place one went to protest the war and the inequities of civil liberties. Despite the richness of East Coast museums, it was Europe that drew me: the ancient sites, the archaeological finds illuminating the classical and biblical worlds; and the great museums of the capitals. I entered university in 1969 as an art history major, resolved to understand the art of the past. It sounds both naïve and hubristic, but as I told my somewhat mystified parents, I wanted to be a professor and an expert on ancient and modern art (!), and to excavate or work in a museum as well as to teach. Now, looking back at my education and experiences, including the California chapters, one might see the predictors of my ultimate job in Washington. Los Angeles was a center for contemporary art. Almost daily, new archaeological discoveries were being made throughout the Mediterranean. UCLA and Berkeley and the Huntington Library housed superb libraries, where one could consult old books and a flood of scholarly publications. Moreover, I worked on an exhibition at the Los Angeles Museum of Art and was an intern at the Huntington. And during the period I was at university, the museum world was ignited with new museums and with the birth of the blockbuster exhibition. In the early 1970s, the newly built Los Angeles County Museum (LACMA) was one of the global venues for *Tutankhamen* and for the first of the Impressionists blockbusters. The J. Paul Getty Museum re-opened in a recreated Roman villa and began to fill with antiquities. Los Angeles was in the midst of an explosion of important contemporary art. Several permanent Los Angeles collections greatly intrigued me: at LACMA were displayed the William Randolph Hearst Collection classical marbles from venerable English collections and the Palevsky-Heeramaneck collections, rich in ancient Near Eastern and Islamic art; at the Huntington Library and Art Gallery, an exceptional collection of eighteenth-century British art; and at the J. Paul Getty Museum, the antiquities especially. At the Huntington, I interned with Robert Wark, the British art specialist. This was the only available internship that offered experience with material culture instead of "art" (as in paintings and drawings). Dr. Wark proposed that I work on British eighteenth-century silver, and catalog a new acquisition: over 100 British cream jugs. These were "signed" and dated by makers' marks, but required close examination, comparative research, and writing. It was from Dr. Wark that I learned to ask in this order: when and where was it made, what is its condition, and is it a

good example? Tea drinking with cream gained popularity in Britain during the period of these jugs' manufacture. This training was a germinal experience.

My professors at the University of California (BA, Riverside; MA and PhD, Santa Barbara) who made such an impact on my life might have had an inkling, too, about my future career. Four were particularly important for my future: Dericksen M. Brinkerhoff (Riverside; classical art scholar), Peter Meller (Riverside; Renaissance art and ancient literature), Fikret Yegül (Riverside; ancient art, especially Roman), and Mario Del Chiaro (Santa Barbara; ancient art, especially Etruscan), all of whom brought to the lecture halls and seminar rooms a broad experience of research, publishing, lecturing, travel, and direct knowledge of art through field work and/or research in museums. They also encouraged travel. Professor Del Chiaro, my *Doktorvater*, was especially keen on site visits, fieldwork, and travels to see as many museum collections and as much of the ancient world as possible.

The subject of my 1977 MA thesis at Santa Barbara was instigated by a summer in Athens, when I began to look at the visual repertoire of sixth-century BCE Attic vase painters, both the subsidiary decoration as well as the main subject scenes. Many of these were of greater antiquity with earlier lives in the art of millennia past. In Athens, I also began to wonder if there was a relationship between the art of the vases and the architectural decoration of the archaic temples of the Acropolis. A number of black-figure column craters of the mid-sixth century BCE are decorated with Dionysian revel with Dionysos, satyrs, and maenads on Side A, and a motif of two lions attacking a bull on Side B. The latter is the same subject as that of some pre-Parthenon-period temple pediments. Animals in combat, especially the lion and bull, were a subject long known in the ancient Near East, but one that took on a different meaning in archaic Greece, especially when associated with Dionysos. How, when, and why was the motif absorbed into Greek art, and more specifically, why did the vase painters put this pedimental subject on Side B of certain column-kraters? The result was my thesis: *A Column-Krater in the Circle of the Lysippides Painter and the Motif of Lions Attacking Bulls* (1977).

This animal combat motif and other apotropaic subjects of Greek art intrigued me, ultimately leading me to look at body ornamentation in the ancient world and the importance of danger-averting subjects in all aspects of ancient art and culture. Jewelry seemed to be especially rich in good luck-attracting and apotropaic subjects. Once again, I searched for a material culture topic for further research, and this led me to the subjects of precious materials as body ornamentation, amber, and larger questions about the role of jewelry in ancient life and death. I was on the scent! I read widely and looked at material from the Paleolithic to late antiquity, to research on ancient religion, magic, medicine, and dress. What most informed my approach was the work of specialists of ancient Near Eastern cultures.

The attempt to understand something of the interrelationship of powerful high-value materials with potent subjects led to my 1984 dissertation topic. Despite its mind-numbing title, *Studies on Greek, Etruscan, and Italic Carved Ambers*, the dissertation set out to show that the uses of amber carvings in death reveal a complex approach to body ornamentation. "Magic" is one of the words I use to describe the varying roles of amber and amber ornaments in the ancient world. One of the themes that I have since built upon is that jewelry is never just jewelry. And, as I note in my 2011 book, *Amber and the Ancient World*: "While *magic* is probably the one word broad enough to describe the ancient use of amulets, the modern public finds the term difficult. As H. S. Versnel puts it, 'One problem is that you cannot talk about magic without using the term magic'" (Causey 2011: 20).

Employment

During 1977–1985, I was an instructor at the Art Center College of Design at Pasadena, California, where I taught art history to designers, artists, and filmmakers; it was an invaluable experience. I learned to lecture, teach, and listen differently, and, perhaps most importantly, I learned to think about present and past art with current practioners! Style, sources, influences, inspiration—all common terms in the history of art discipline—took on new meaning. From 1985–1993, I was an art history professor (assistant, then associate) at California State University, Long Beach, which has a remarkably diverse student body in terms of age, religion, race, ethnicity, country of origin, and dialect/language. My course load included general surveys of the entire history of art, museum studies (because I was a museum-based researcher and had had an internship!), Greek and Roman surveys and upper

division classes and seminars, and a one-semester course, *Ancient Near East, Egypt, and Aegean Art*. My courses, both undergraduate and graduate level, might include enrollees who were non-art majors (frequently engineering majors) as well as the expected art history students and art practioners. All student papers were based on objects in local museums, where I also encouraged students to intern. I mention by name this one course not only because of the scope of this journal, but also because of its signal importance to my scholarly development. Preparing and teaching the *Ancient Near East, Egypt, and Aegean Art* course helped me to comprehend more fully how Greek and pre-Roman art could not be understood without a comprehension of the interconnections and continuities of the formative cultures of the Mediterranean and the Near East. In teaching Greek art and the survey classes, I began use John Boardman's *The Greeks Overseas* (1964), a book that outlined just how much the arts and culture of classical Greece owed to foreign influences.

In 1993, I moved to Washington, DC, since my husband had taken a job there, and it was a good time for a change. We thought it would be good for the children too. In 1994, I was employed at the National Gallery of Art as a sabbatical replacement for the curator of the Department of Academic Programs, located in the Education Division. This developed into the position I now hold (Fig. 1). The job and its title have changed since 1994, but the essential elements of the position remain. With the exception of a two-year hiatus as the associate dean (acting) at the Gallery's Center for Advanced Study in the Visual Arts, I have held this position for two decades. It is more interesting and challenging every year! My academic and museum training, teaching and lecturing, and my active life as a scholar and museum educator have come together in a remarkable way.

As head of the Academic Programs Department, I oversee two different types of programs: the professional training programs for future museum professionals—the internships and fellowships; and the public lecture program which includes conferences, panels, and some performances. A third part of the job is to organize study days for specialists, a multi-day program that brings academics, museum staff, and graduate students to exhibitions for behind-the-scenes discussions. Over the last five years, most of the lecture programs have been made available to the public as audio and video podcasts on the Gallery's website and other public sites such as iTunes, iTunes U, and YouTube. Conversations with artists and artist-based panels are offered several times yearly. The range of programming reflects ongoing research at the Gallery and focuses on the permanent collection and temporary exhibitions as well as on current criticism, relevant literature, and new developments internationally in art history and conservation. In addition, collaboration with the Gallery's music and film departments has resulted in lecture-performances. Since 1995, our department has expanded; museum training programs have increased four-fold and the lecture programs, ten-fold.

Background

The Academic Programs Department, a section of the Education Division, was established in 1989 as part of the Gallery-wide expansion of public education programming during the late 1980s, a period of great change in museums across the United States. Before this watershed period, museum education departments tended to be concentrated on school and teacher programs and on the adult visitor. The late 1980s expansion led to new programs for pre-school children, families, primary schools (including multiple visit programs), and new and augmented programs for "academics," that is, tertiary-level education programs for college, university, and art school students and their professors; museum professionals; and the generally well-educated public. Thus the name Academic Programs.

Many of the academic programs begun in 1989 developed out of existing ones—a regular series of public lectures on weekends and an internship program for future curators, conservators, and educators. The lecture series were delivered primarily by art historians (curators and academics), conservators, and were designed to illuminate the permanent collection and the ever-increasing special exhibitions. The internship program targeted college and university students interested in curatorial, education, and conservation work.

Much has changed in the intervening decades, because of the advances in museums and audiences and the expectations of both the public and museum professionals. The biggest difference during the last 40 years may be an increased interest in "special" or temporary loan exhibitions. At the

FIG. 1
The author in front of the East Building at the National Gallery of Art. (Photo by A. Peil. Courtesy of F. Causey.)

Gallery, exhibiting the art of other collections is part of our mission. Some illuminate the permanent collection and others bring the art of other cultures to Washington. Many of these international exhibitions became blockbusters. Public lectures and conferences have been integral to the exhibitions as an essential part of the programming. This is an area where my scholarly background in ancient art and archaeology has been useful! Over the last 20 years, our department has developed lecture series and conferences for the following exhibitions: *Afghanistan: Hidden Treasures from the National Museum, Kabul* (2008); *Palace and Mosque: Islamic Art from the Victoria and Albert Museum* (2004); *The Golden Age of Chinese Archaeology: Celebrated Discoveries from The People's Republic of China* (1999); *Pompeii and the Roman Villa: Art and Culture around the Bay of Naples* (2008); *Heaven and Earth: Art of Byzantium from Greek Collections* (2013); and *Olmec Art of Ancient Mexico* (1996) among others. Many of these conferences are available as podcasts online. For a number of these exhibitions, I was invited by the guest curators to lecture too!

Since my arrival at the Gallery, I have been encouraged "to keep my oar in" as a scholar and have completed a number of articles, a book on amber in the ancient world, and an online systematic catalog, *Ancient Carved Ambers in the J. Paul Getty Museum*,[1] in addition to lecturing internationally on ancient in addition to more modern and even contemporary subjects. This summer, I will lecture and then publish a paper on a subject that returns me to the motif of felines and Dionysos in relation to two pairs of bronzes recently attributed to Michelangelo and on loan to the Fitzwilliam Museum.

The superb National Gallery of Art Library and other research tools available through the library have supported my research work. I am also a reader at Dumbarton Oaks Research Library and Collection. In addition, I have been able to take up fellowships at the Gallery's Center for Advanced Study in the Visual Arts as well as at other research centers in the United States and abroad.

Because of my background and current job, I was asked to reflect upon alternate careers (that is, jobs not closely linked to PhD dissertations in ancient Near Eastern culture). Academic, museum, and administrative jobs in these areas are few and far between. I have no specific advice, but I might offer some general thoughts. Everyone needs to know about administration and management, no matter what avenue or career is taken. Academics and museum specialists too! Take a course in both. Be up to date with data management and storage issues. It is a major issue in universities and academia. In general, knowledge of the digital humanities is key to all of the related fields. Digital mapping is an essential new approach. In the United States, the humanities needs to be better integrated with STEM (science, technology, engineering, and math) programs. Students of archaeology and linguistics have a great advantage in thinking of ways to integrate the humanities with STEM research projects and curricula. Improve your writing, not only research-based long writing, but shorter forms, and for the non-specialist audiences of today. In the museum world, a specialist must be able to write a label, an acquisition plea, a scientific paper, and the equivalent of a blog. The same might be true in academia. The final comment is about public speaking. We have to make what we say convincing and compelling—for our colleagues, for audiences of all kinds, and for our students. Speak up and well. In the classroom and the museum gallery, this is more important than ever. Remember, what you say may be immortalized on YouTube!

Note

1. To access the catalog, go to: http://museumcatalogues.getty.edu/amber/.

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"... or equivalent combination of experience and education"

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Though I did not set out as a young man to be a librarian, I have now spent a third of a century engaged in that profession. Over the course of my career I have been employed as a librarian by four institutions. Three of them were small, comparatively independent institutions populated by communities of scholars directly engaged in the study of antiquity and the fourth, where I now work, is a large research university. While quite different from one another in many ways, a central component of my own responsibility in each has been collection development and specialized reference service to local and distant scholars and students engaged in the advanced study of antiquity. It was not until I undertook my current position that I had any substantial engagement with undergraduate students, or worked in a large team of librarians representing specializations and disciplines spanning the full spectrum of a large university and a broad range of interests in the discipline of librarianship. Each of these institutions offered its own unique set of challenges and rewards, but at each I have been given what seems in retrospect to have been a remarkable degree of freedom and encouragement to pursue my own areas of interest as they developed over the years.

If forced to characterize the core of my own philosophy, I would say that I am fully committed to the principle that libraries are fundamental stakeholders in the development and implementation of new forms of knowledge management, and that both print and emerging technologies—and the developing relationships between and among them—are essential components of the scholarly conversation. With that in mind, I have participated in partnerships and

undertaken my own projects seeking to engage the community of scholars while broadening access to both newer and older modes of scholarly publication. The pair of projects, *Abzu*[1] and *AWOL*[2], initiated more than 20 years ago, represent probably the longest sustained effort to map the development of open digital scholarship in any discipline. While by many measures they have been successful—and personally gratifying and useful to the field—they remain a provisional and inadequate work-around for the problem of integrating print and digital scholarship. Digital humanities, and digital scholarship more generally, despite rapid development over the last quarter century, is still in its infancy. Already a decade ago Gregory Crane and his colleagues were calling for the field of classics, to move beyond "incunabular assumptions" embodied in many digital collections (Crane et al. 2006). While many individuals and projects have heeded their call, the publishing industry which controls so much of what scholars do with the product of their work, perpetuates these incunabular assumptions. Because the means to produce scholarship in digital form are in the backpacks and on the desks of all scholars, and because sharing this scholarship over long distances is so simple, the development of digital scholarship has been both democratic and chaotic: A thousand flowers bloom, but there is no garden. Through *Abzu* and *AWOL*, I try to see some patterns in the chaos.

I entered graduate school at The University of Chicago in 1976 with the intention of studying the history of the ancient Near East. At the time, I imagined I would complete my graduate studies and then teach history at the secondary school level, though I had only the vaguest notion of what that might mean in any realistic sense. I was not a particularly talented student, but I was persistent and was fortunate to study under a quite extraordinary community of scholars (and an exceptionally talented cohort of fellow graduate students). We tried to read everything, and we worked collaboratively to support and challenge one another as we worked our way through the core areas of philology, archaeology, and history of our specializations in Assyriology, Egyptology, Hittitology, and Northwest Semitics. Many among this group of students have gone on to become distinguished scholars and teachers. I am fortunate to count many of my teachers and fellow students among my oldest and best friends.

Like most students of the ancient Near East in Chicago, I spent most of my daylight in The Oriental Institute's Research Archives. The institute's director at the time, John A. Brinkman, had established it as a priority to reassemble in the archives, an on-site, non-circulating, working research library following the centralization of the university's collections in 1970 to the Regenstein Library. In the evenings and weekends when The Oriental Institute (OI) was closed we decamped to the fifth floor of Regenstein, where the old OI Library and its card catalog had been consolidated with the Classics, and South and East Asian collections (University of Chicago 1970). Though some were already experimenting with the use of computers, we were still solidly in the era of paper and approved typists for dissertations. Kate Turabian's often seemingly arcane rules were committed, for better or worse, to our memories. My own studies followed a more or less standard Assyriological/Mesopotamian history curriculum. My interest in Achaemenid Iran led me to seek out the advice of Richard T. Hallock, now professor emeritus having retired in 1971 (Jones and Stolper 2002). He agreed to help me learn Elamite, and we spent two pleasant years meeting twice a week to read Achaemenid Royal Inscriptions and Persepolis Treasury and Fortification tablets, launching me into a field in which I continue to work in my spare time to this day. It also allowed me to be counted as, in the words of Matthew Stolper, one of about a dozen individuals in the world qualified to say that I do not understand Elamite grammar. While a graduate student, I also served as the manager of the OI Tablet Collection, at that time housed in the glorious accessibility of a large office adjacent to the rooms inhabited by the Assyrian Dictionary staff and other members of the faculty on the third floor of the OI. This position afforded me the opportunity to meet and work with a steady stream of visitors to the tablet collection and to the files and other resources assembled to support the Assyrian Dictionary Project. In those days in Chicago there were two occasions in a graduate student's life during which the clock stopped without penalty: between the completion of required coursework and sitting for comprehensive examination, and between the successful completion of these exams and the submission of a dissertation proposal. During the former of these, I had moved to Boston where I was reading (and dithering) in preparation for my exams. One evening I received a call

from Alice Schneider, the graduate student responsible for the Research Archives, asking me if I would be interested in succeeding her in the position during a maternity leave and possibly afterwards. This offer came as a surprise since I had not worked with her as a student employee or had I ever seriously considered working in a library (Jones 2013). This seemed like an opportunity to reengage with my fellow students and scholars; thus, I accepted and moved back to Chicago in early 1983.

I found myself suddenly in sole charge of the OI Library's collection of some 6,800 monographs, and nearly 9,000 serials and bound periodical volumes, housed in a single large and attractive reading room with a pair of offices. As the sole full-time employee, I was responsible for selection, acquisition, cataloging, stacks shifting, and maintenance, as well as all facets of public and reference service. I inherited a procedure manual handwritten on a set of index cards, outlining the local classification scheme (which I knew quite well as a user of the collection) and cataloging rules. The office was furnished with a desk, a (broken) chair, a battered file cabinet, and a 40-year-old manual typewriter. It had the strong support of the faculty, and the director of the institute, Robert McC. Adams (who was at that moment simultaneously the provost of the university and soon to leave to become the secretary of the Smithsonian Institution), and the incoming director, Janet Johnson.

Over the next decade, I learned the rudiments of librarianship.[3] For a time I seriously considered formal library school training, but shelved the idea when The University of Chicago Library School announced its closure and ceased admitting students. In that decade I more than doubled the size of the collection; re-cataloged nearly the entire collection to a consistent if idiosyncratic standard; instituted the policy and practice of providing catalog records for all essays, articles, and reviews included in all acquired materials; selected and deployed a computerized library management system and catalog; re-established distribution of monthly acquisitions lists; and convinced the administration, already fully in support of the library, of the importance of the librarian as a permanent member of the institute's staff (Fig. 1). It was also in this decade that desktop computing, e-mail, and networked communication were becoming standard tools in the Academy. At some point in this period it was clear that I would not be

FIG. 1
The author at work in the OI library in 1990. (Courtesy of C. E. Jones.)

writing a dissertation, though I never formally withdrew from the program. I nevertheless continued to read widely and more or less comprehensively in my area of specialization and to work in close collaboration with Matthew Stolper as well as a growing cadre of visiting colleagues who were beginning to come to grips with the complexity and depth of the Persepolis Fortification Archive. And I began to think of myself as a librarian.

In January 1992, after a period of experimentation, I launched the formal publication (on paper) of the *Oriental Institute Research Archives Acquisitions List* (*RAAL*).[4] It listed all items acquired by the OI Library during a given period, but also included indexed bibliographical entries for each essay, article, and review appearing in all books and serials acquired in that time, extracted from the digital library catalog. *RAAL* was an attempt to share the benefit of this local practice and to broaden access to material which was (and remains) overlooked in more mainstream periodical indices. Initially a quarterly, it quickly changed to a semiannual, but remained nevertheless an enormous undertaking and would last only four years, after which emerging

technology rendered it obsolete. In this same period, I produced a second bibliographical serial, *Pirradaziš: Newsletter of Achaemenian Studies*.[5] It was an outgrowth of the last [10th] Achaemenid History Workshop, held in Ann Arbor, MI, April 6–8, 1990. Appearing eventually in eight irregular issues over a little more than four years, it was a medium for the exchange of bibliographical information in the growing field of Achaemenid studies. As with *RAAL*, emerging technology and the appearance of more formal bibliographical tools for the discipline quickly rendered it obsolete.

These technologies were, of course, the establishment of a network and its connections in the OI, the emergence of communication software, then the appearance of the World-Wide Web and the browser. Our experience with this at the OI is a story worth telling at length another time. In short, John Sanders had recently been hired to run the new OI Computer Laboratory, and we developed a close friendship and productive partnership. We were able to convince William Sumner, the director, to allow us to experiment with these technologies by setting up the Ancient Near East (ANE) mailing list in 1993, followed a year later by the first iteration of the OI's website; then six months later we launched a second component of the website: *Abzu: Guide to Resources for the Study of the Ancient Near East Available on the Internet*. The launch of *Abzu* marks the start of a program I have now sustained for more than 20 years seeking to understand and document the full range of networked digital scholarly activity relating to the study of antiquity.

All three of these efforts had immediate success. Within a year the ANE list had more than 700 addresses subscribed and enjoyed vigorous (if occasionally trivial) conversation. Suddenly, scholars had a forum for ongoing communication with scattered, rarely met colleagues. Questions could be asked and answered publicly; references could be checked remotely and cooperatively. It was an exciting and interesting time, and a new medium that no one really understood. Three years into its existence a controversial episode of communications resulted in the establishment of rules for communication in this list; looking back, this seems obvious and is now customary with similar groups. In July 1996 we suspended traffic on the list, established a set of behavioral protocols, and re-opened the list in early December. We had at that point about 1,500 subscribers, and ANE slowly re-established its presence under my strict application of the rules and remained in service until I left Chicago in 2005.[6] It was revived for a short period, without moderation, by my successor. His experiment with unrestrained democracy failed, and the list was permanently closed.[7] Users of other email lists will find this story familiar. Many lists followed similar trajectories and, as the scholars became more sophisticated in their use of electronic media, mailing lists declined in importance.

Abzu was an instant success. No such tool existed for ancient Near Eastern studies, though a fair number of "links sites" appeared and disappeared—or languished as the enthusiasm of their proprietors waned. But *Abzu* persisted; it established itself and the OI as the place to look for digital scholarship and to announce new resources. In 1999, I was approached by colleagues at Vanderbilt University with the idea that their library might build a portal for ancient Near Eastern studies. I was invited to join the project. We eventually developed a three part plan: (1) rebuilding *Abzu* as a database; (2) developing and digitizing a set of core texts; and (3) developing a digital library infrastructure for the long-term archiving and presentation of primary archaeological data. With the partnership and moral support from several large institutions, along with a grant from the Mellon Foundation, *Abzu* was converted and about 200 volumes were scanned; *Electronic Tools and Ancient Near East Archives (ETANA)* was launched in 2001.[8] The archaeological component was more complex and slower to start. Though well-supported by a National Science Foundation grant in 2004 and thoughtfully conceived at Virginia Tech, it ultimately failed in its goal of producing a useful product. *ETANA* remains a useful tool to this day. I still maintain *Abzu* there, though I more actively engage with *AWOL* (see below) as its successor.

When the position of Head Librarian at the Blegen Library at the American School of Classical Studies at Athens (ASCSA) unexpectedly was sent in my direction in 2004, it seemed a long shot. I had no academic or other background in classics, aside from its intersection with ancient Near Eastern and Egyptological studies. Nevertheless, the prospect of a giant physical leap to the East and a simultaneous intellectual leap West was alluring to me and my family. So I applied, interviewed, received an offer, and accepted.

In the meantime, I was participating in a committee of faculty and staff in making recommendations to the faculty on matters relating to digital resources at the OI. The principle recommendation to the faculty, unanimously

endorsed by them in October 2004, was that all OI publications be simultaneously published in print and online, with the digital versions to be distributed free of charge to the user. In the decade since that decision was made, more than 700 books have been published online—the entire formal product of the OI.[9] This extraordinary achievement has since provided the inspiration and model for several other institutions to do the same.

In summer 2005 my family and I moved to Athens. At the Blegen Library, I found myself the leader of a staff of half a dozen dedicated and skilled employees, and thrust into a leadership role in an institution to which a large community of scholars is almost fanatically loyal and of whose complex oral tradition I was almost completely ignorant. I was faced with managing a staff (something I had never done); learning a discipline I knew too little about; and deciphering a complex governance structure which was at the time involved in a period of transitional strife. In partnership with Charles Watkinson, the head of the school's publication office, residing in Princeton, NJ, I worked to develop a proposal to the Mellon Foundation to develop the organization's information technology infrastructure. This would eventually result in a successful proposal to rebuild the website and undertake a sort of self-study to harmonize various organizational practices and information management schemes which had developed organically within various departments or programs of the ASCSA, including the two libraries and the permanent archaeological projects at Corinth and the Athenian Agora. This was not easy, but the results were successful on the whole. I single out in particular the long dialogue, husbanded by our consultant Thornton Staples, about the management of complex and varied archaeological information in a sustainable manner. This dialogue formed the groundwork for a substantial European Union grant, organized and managed by Pandelis Panos, to digitize the records of the Corinth excavations as well as an important component of the archival holdings of the Gennadius Library. Consensus on rationalizing and realigning collections and services among the libraries and archives was more difficult to achieve, but seeds were sown in fertile ground. Despite the hardships caused by the economic crash in 2008, many of the ideas arising from this process are now beginning to bear fruit.

After two years in Athens we were finally settling in. We had developed a circle of friends in the Greek and expatriate communities, and my family—if not myself—were fluently communicating in Greek. As we weighed the prospects and opportunities for permanent residence abroad, I began to hear about a newly emerging Institute for the Study of the Ancient World (ISAW) in New York, being established under the generous patronage of the Leon Levy Foundation. Within days of each other, several colleagues sent me copies of an advertisement for the position of head librarian there. The position was to be a tenure-track appointment in the New York University (NYU) Libraries with a dual report to the director of the ISAW and the head of collections and research services in the library. The threefold attraction of the possibility of tenure, the infrastructure of a growing and globalizing university library system, and the opportunity to build a new library *ex nihilo* led me to apply.

While in Athens I continued to catalog material into *Abzu*, wondering how to now come to grips with the similar corpus of material arising from classical and Mediterranean archaeology. I also began to experiment with social media and how to integrate them into the work I was doing at the ASCSA. As a consequence of this work, I was invited to attend a meeting of the principal players in the development of a new generation of digital tools for the study of antiquity. Among the many things that bound this community together was (and is) an unwavering commitment to openness and collaboration. At that meeting I met my future colleague Tom Elliott, who had just signed on as the associate director of digital programs at ISAW. Tom and the other participants in the meeting had an infectious enthusiasm and vision for the future which was impossible to resist. My interview at ISAW was equally stimulating. Roger Bagnall, the director of ISAW, had for years been a leading proponent of the use of digital tools in the service of scholarship. His vision of a new institute where the principles espoused by the Digital Classics community were a programmatic part of the central infrastructure was, and is, inspiring. I accepted the offer to become the founding librarian at ISAW.

It was not an easy thing for my family and me to leave the delights of Athens to which we had committed out futures. It was also not easy to leave the ASCSA, where many of the initiatives I had participated in were just getting underway under renewed leadership. But the prospect of life in New York City has its own attractions, and we moved in the summer of 2008.

FIG. 2
The author at the meeting of The Forum for Classics, Librarians, and Scholarly Communication at the ISAW in May 2015. (Courtesy of D. Ratzan.)

It becomes more difficult to reflect candidly on the rewards and challenges of an experience at a workplace the more recent that experience is. I thoroughly enjoyed my time at ISAW, my colleagues there and at NYU Libraries, and my co-laborers in the trenches of digital antiquity, Tom Elliott and Sebastian Heath. The staff at the ISAW library worked closely with me to build the beginnings of that collection and the services required to sustain it. Hardly a day in the five years I was there went by without something turning up that we didn't yet know how to do, and collectively we figured it out. Two digital efforts I initiated there stand out: the *Ancient World Digital Library* (*AWDL*)[10] and the *Ancient World Online* (*AWOL*).[11] *AWDL* launched in 2010 with the intention to collect, curate, and sustain a digital collection of important research material reflecting the cross-boundary and interdisciplinary focus central to ISAW's vision. In May 2015, *AWDL* relaunched with a much improved book viewer and a much expanded corpus of material along with the promise of a steady flow in the future (Fig. 2).[12] As a parallel project, in early 2009, I launched *AWOL*, the successor to *Abzu*, with a broader disciplinary focus. Based on a social media platform, it offers a range of opportunities for interaction by scholars and lay persons

alike. It has been astonishingly successful with several million page views and well over 7,000 subscribers. I am proud to say that it received the Award for Outstanding Word in Digital Archaeology in January 2015 from the Archaeological Institute of America.

In the winter of 2013, I was invited to consider applying for a position at The Pennsylvania State University Libraries. During the interview, I was surprised to learn that if an offer were made, it would be provisional on a review for immediate tenure and appointment at the rank of full librarian. I thoroughly enjoyed the interview and the colleagues I met on my visit to State College. Apparently they did too, because I was offered the job, contingent upon a successful tenure review process. From my point of view, it was a curiously blind process. I presume that my dossier included my letter of application and curriculum vitae, along with the letters of support written on my behalf; though none of these had been written as a document to support a tenure review, the outcome was successful.

I did not set out to be a librarian but I have now spent a third of a century and half my life as one. Were it not for phrases like " . . . or equivalent combination of experience and education" in job ads, I would have been unqualified for every job I have considered. Were it not for committees willing to take those phrases seriously, I would not be where I am today. Were it not for the support of friends and colleagues I would have learned little. Were it not for a family willing to take leaps into the dark with me the world would have been less exciting. There remains a sense in the Academy of the road to tenure as the noblest path for a scholar. Many teachers still guide their students to seek this Holy Grail, but the vast majority of academic careers will follow other paths. It is essential to prepare for the unexpected, to seize opportunities to use the skills you are developing as a young scholar in new and imaginative ways. Plan to succeed, and be prepared to learn from inevitable failure. Become an expert in two or more things other people care about and need, and develop that expertise by committing to lifelong learning. Collaborate as often as you can. Find opportunities to teach and to learn from your collaborators. Take risks. Read. Read some more. Write. Write some more, and ask people you respect to read what you have written.

Notes

1. For more information, go to: http://www.etana.org/abzubib.
2. For more information, go to: http://ancientworldonline.blogspot.com.
3. The OI produces a series of Annual Reports, sustained now for well over half a century, in which all members of the faculty and staff are expected to document and reflect upon their own research and the projects and departments they supervise. I know of no other institution which has a comparable record of its activity. Each of these reports has a chapter on the Research Archives contributed by me. All of them are available online at: https://oi.uchicago.edu/about/annual-reports/oriental-institute-annual-reports.
4. To view *RAAL*'s bibliographic record in WorldCAT, go to: http://www.worldcat.org/oclc/25724958.
5. To view *Pirradazi š*'s bibliographic record in WorldCAT, go to: http://www.worldcat.org/oclc/863381899.
6. To access an archive of the ANE List, go to: http://oi-archive.uchicago.edu/research/library/ane/.
7. A successor list ANE-2, unaffiliated with the OI, tried with limited success, to fill the role. It remains active, but quiet, to this day (https://groups.yahoo.com/neo/groups/ANE-2/info).
8. To access the portal, go to: http://www.etana.org/.
9. To access these publications, go to: http://oi.uchicago.edu/research/catalog-publications *or* http://ancientworldonline.blogspot.com/2010/10/oriental-institute-open-access.html.
10. To access this library, go to: http://dlib.nyu.edu/awdl.
11. See n. 2 for web address.
12. To access this library, go to: http://dlib.nyu.edu/ancientworld/.

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Reflections on a Road Less Traveled: Alt-Ac Archaeology

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Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

(Robert Frost, 1916)

In 2003, with Near Eastern archaeology and anthropology doctoral degrees recently in hand, we did something risky. We decided to step off the traditional academic career path and pave a new road. This approach, which has since become known as an "alt-ac" (alternative academic) career, is gaining many followers, particularly in the face of the increasing corporatization of the university, which has cast much doubt on the future of traditional academic careers.

Our story is not unusual. Everyone knows that it is very difficult to find a job in archaeology. It's even harder to find two jobs in one place. However, we were at an age where we were willing to take some risks, and we had an idea. As recent graduate students, we had both collected original data from our own analyses and transcribed data from the published literature (Fig. 1). Rather than see this as a rite of passage that all graduate students should go through, why not make this kind of effort easier for others to build upon by using the Web to share data? As we discussed this, driving along California Interstate 580 one afternoon in the year 2000, The Alexandria Archive Institute (AAI)[1] was born.

In the 15 years since then, the AAI and Open Context[2] have emerged as leading players as twenty-first-century archaeological scholarship goes online. Open Context is an open-access data publishing platform for archaeology, which is now referenced by the National Science Foundation (NSF) and the National Endowment for the Humanities (NEH) for data management for archaeology and the digital humanities. Its approach of "data sharing as publishing" emphasizes collaboration with dedicated editorial and information specialists (us) to make data more intelligible and usable. Open Context publishes a wide variety of archaeological data, ranging from archaeological survey data to excavation documentation, artifact analyses, chemical analyses of artifacts, and detailed descriptions of bones and other biological remains found in archaeological contexts.

The range, scale, and diversity of these data require expertise in data modeling and a commitment to continual development and iterative problem solving. Open Context has undergone several upgrades, the most recent in spring of 2015, to keep pace with technology changes and to leverage best practices in data stewardship. With data preservation through the University of California (the California Digital Library), Open Context now publishes more than 1.2 million archaeological records from projects worldwide. This is on a scale comparable to that of a major museum (for instance, the online collection of the Metropolitan Museum of New York makes some 407,000 records available). Open Context has made this remarkable achievement on a much more limited budget than the online collections of major museums. Grant funding from the William and Flora Hewlett Foundation, the NEH, the Alfred P. Sloan Foundation, NSF, and others has gone a long way largely because of the AAI's status as an independent non-profit organization with an overhead much, much lower than large research institutions. The AAI and Open Context have also benefited from the growth of the Web and the "ecosystem" of projects and individuals in similar roles—undertaking innovative work outside of traditional academic roles. At the same time, our vantage point outside of the tenure track offers us a different perspective on the Academy and its evolution. In this essay, we discuss our experience working for the past decade in the alt-ac world and highlight the need for these types of careers to enrich archaeological scholarship in the twenty-first century.

FIG. 1
Sarah Whitcher Kansa analyzing faunal remains at Etruscan-period Poggio Civitate (Murlo). (Courtesy of G. Lauffenburger.)

The Rise of the Alt-Ac

Over the past 30 years, Internet technologies have transformed the way we communicate, both socially and professionally. While these technological transformations profoundly affect scholarship, they do so unevenly and in complex ways. To further complicate matters, while we see unfolding technological transformations, we also see profound and often disturbing restructuring of wider economic and political institutions that impact university funding and governance. Simply put, "neoliberalism" now represents the dominant reality of today's universities. And by that we mean the rise of a loosely associated bag of ideologies that emphasize fiscal austerity and relentless competition, market transactions, and management techniques centered on metrics and surveillance. Above all, neoliberalism has entrenched instrumentalism in scholarship. Investment in learning faces increasing pressures to make direct and immediate financial returns. Such instrumentalism has had very corrosive impacts in many areas of the humanities and social sciences, including archaeology.

From this transformed landscape has emerged a new type of scholar: the alt-ac. Alt-acs, in hybrid institutional roles between libraries, research centers, and conventional academic departments, represent a key constituency in twenty-first-century scholarship. The phenomenon of the alt-acs reflects the two major drivers of institutional change in the academy discussed above, the growth of the Internet (especially the Web) and neoliberal governance. To provide context, some 70% or so of instructors in today's universities teach outside of the tenure track, work under short-term contracts with little or no benefits, and often see compensation so low that they need additional public assistance (welfare benefits). The growth of adjunct faculty ranks represents one of the clearest and most egregiously dehumanizing aspects of today's neoliberal universities. However, while alt-acs share with adjuncts little or no job security or permanence, alt-acs (especially those working with digital technologies and new media) often have better prospects for employment outside of universities. This may make the overall economic position faced by alt-acs less precarious than that faced by colleagues struggling in adjunct teaching.

Many alt-acs work under short-term "soft-money" contracts, usually funded by intramural or extramural grants. The focus of these grants often centers on

the "digital humanities" or projects to introduce new technologies into scholarly communications. Although many alt-acs seem to work outside of conventional academic departments, most still work for universities. Our work with Open Context is a bit unusual in this respect. Though most of our funding comes from grants, we have our own organizational structure (the AAI) that independently sponsors grant funded research and development. Because we run an independent nonprofit, we have more independence than many alt-acs who lack the status needed to serve as university-based principal investigators.

This highlights an important limitation in most alt-ac careers. In some ways, alt-acs have more freedom to pursue interests that combine new technologies with humanistic and social science study than their colleagues in conventional departments. After all, most tenured and tenure-track faculty still face "publish or perish" demands, with publication being very narrowly defined as articles and books. Alt-acs don't have those same expectations and tend to create more data, software, and social media outcomes. On the other hand, alt-acs very much lack the intellectual and academic freedom of their tenured colleagues. The work of alt-acs is typically owned, as intellectual property, by the university that employs them. In contrast, full-time faculty usually own the copyright to the products of their intellectual labor. While this opens the door for "appropriation," we haven't heard many raise this as a concern. Perhaps this is because funding conditions imposed by granting agencies increasingly expect open-source (non-proprietary) outcomes, and since many alt-acs work on grant-funded projects, opportunities for appropriating alt ac intellectual labor are limited.

Nevertheless, while the potential for appropriating alt-ac intellectual labor may seem like a minor issue, it highlights how alt-acs are strictly, and only, employees of universities. Many alt-acs have contingent and "flexible" contracts with their employers and play no role in university governance. Few universities make an effort to invest in the long-term intellectual growth of alt-ac scholars. Thus, the compressed time-horizons of project-based intellectual work undertaken by alt-acs can inhibit longer-term scholarly programs. The lack of time for "slow scholarship" can hamper thoughtfulness and reflection needed to cultivate greater theoretical depth. It is simply too hard to budget enough time for such considerations on granting cycles that last maybe a year and that demand easily identifiable "deliverables."

Without such long-term commitments, we would hesitate to embark on an alt-ac career dependent on university sponsorship. After all, the lack of long-term commitment suggests that universities regard alt-ac labor as a means to acquire extramural funding and attention for hosting innovative (and, ideally, splashy) projects that demonstrate technical prowess. As soon as attention and funding move elsewhere, the alt-ac is nothing more than a redundant cost that can get cut. This again motivates us to maintain an independent nonprofit organization, since it offers us a greater degree of mastery over our own destiny.

While independent nonprofit status offers us more opportunity for longer-term intellectual and academic freedom than perhaps experienced by many university-based alt-acs, the continual need to secure more funding to maintain our salaries does take its toll. Granting is highly competitive. Regardless of a proposal's other merits, one poor review by someone with a different theoretical or political agenda can sink a grant application. For tenured faculty, such issues are time-consuming annoyances. For alt-acs—including us—these issues can mean the end of one's salary. Moreover, unlike tenure-track faculty, this precarious status represents a permanent state. Alt-acs have no means of getting tenure and no means of ever acquiring the academic freedom that comes with a guaranteed paycheck.

That precariousness and contingency highlights the intellectual costs of neoliberalism. We would be more outspoken about certain issues and directions in "digital archaeology" if we had some of the protections of tenure. Indeed, our activism and advocacy on certain issues, especially on open access and concerns about over-centralization in digital systems has done us some damage in funding competitions, at least judging from criticisms in failed proposals. Obviously, criticism and debate are necessary; however, they are activities that are more *survivable* by tenured faculty than by contingent alt-acs.

The Changing Landscape of Archaeological Scholarship

The above discussion about our status as alt-acs highlights just how deeply institutional neoliberalism shapes how the academy engages with digital scholarship. Indeed, public policy for research has largely advanced engagement with digital data through neoliberal logic. Public and private funding bodies across the world see "data management" as a strategic need. Most discussions about data management use the language of bureaucratic compliance rather than intellectual engagement. Discussions often center on creating new job-performance metrics to measure and reward data, or technical standards involved in preservation or in making data more fungible and interoperable.

Thus, we can imagine that many of our archaeological colleagues would regard "data management" as yet another bureaucratic hoop to jump through that involves new costs and complicated and opaque technocratic issues far removed from the intellectual core of the discipline. Because of the way digital data has entered scholarship, proponents of digital data often resort to strategies that make handling digital data as "painless as possible." So, in the eyes of many researchers, grant data management now means taking minimal steps to preserve spreadsheets and databases in digital repositories. In other words, a researcher's primary responsibility toward data currently centers on preservation. This emphasis on data preservation with institutional repositories represents a new normative best practice. The idea that "data are for preservation" thereby reflects an incremental change in the conduct of research. In this perspective, conventional monographs or refereed journal papers remain the primary vehicle of research communications, and data are merely byproducts, not goals of scholarship.

Our work highlights a pressing need to regard data as more than a residue of research. We advance a model of "data sharing as publication" to address technological, ethical, professional, and intellectual concerns surrounding archaeological data (Kansa and Kansa 2013). Meaningful data sharing requires more than "dumps" of raw and undocumented data on the Web. Data must have adequate documentation and consistency to be widely usable. Open data publishing can improve the efficiency and quality of data-sharing in the same way that conventional publication improves dissemination of interpretive research findings (Kansa, Kansa, and Arbuckle 2014). Meaningful and appropriate data sharing requires effort, new skills, professional roles, and the creation of scholarly communication channels. Currently, alt-acs like us play a major role in filling this niche. Unfortunately, the overall lack of long-term institutional support for more intellectually substantive approaches to data will continue to impede archaeology's ability to put data on a more sound theoretical foundation.

The Road Increasingly Taken

The road that was once less traveled is now becoming a well-worn path. As an increasing number of PhDs compete for the decreasing number of tenure-track positions, many are exploring new and innovative career paths. The virtual office (aka Starbuck's) is an increasingly popular workplace. In some ways, the rise of alternative academic careers represents a healthy change for archaeology. Alt-acs bring a diversity of skills and perspectives that many in mainstream archaeology lack, such as computer programming, project management expertise, publishing, library science, and many more. Working in these areas can be intellectually engaging, and given the uncertain future of higher education, computational skills and work experiences can help alt-acs better weather continued neoliberal "disruption." If it wasn't for our self-motivated interests in computation, our graduate training would have left us very narrowly specialized to meet publishing expectations rooted in nineteenth-century concepts of the form and format of scholarship, but within an employment context dominated by adjunct teaching and brutally competitive twenty-first-century neoliberal universities. An alt-ac orientation offers—if not job security—at least a wider range of adaptive opportunities to escape the dismal serfdom now suffered by many adjunct professors.

In looking back at our career path and noting some successes, we also need to be careful not to overly romanticize our particular path as alt-acs. Despite impressive achievements and accolades, including

keynote speaking engagements, "best paper" awards, and even White House recognition (Fig. 2), we still face continual funding uncertainty. We have now reached an age where many friends and colleagues are securing tenure, a more frequent reminder that our particular path offers no such intellectual protections. As we continue to work with digital data in archaeology and better grasp the depth and complexity of its challenges, the more we recognize the value of career-long support for scholarship.

So, we have mixed feelings about promoting an alt-ac path. Because we became alt-acs before the term was even coined and have stayed in the game for over 12 years, some people have looked at our path as a model. Many recent PhDs, when faced with only one or two open full-time faculty positions per year (each with hundreds of applicants) naturally look for alternatives, and some ask about following in our footsteps. Unfortunately, there just isn't enough support inside or outside of universities to make our alt-ac path a realistic model for junior scholars to emulate. At some point, the type of work we do needs to see more permanent support, whether through endowments for independent organizations or the creation of new positions at universities, museums, and libraries. If we want to cultivate intellectually substantive contributions with digital data in archaeology, then we need to better support the human capital—the scholars who engage in this area of research. Thus, one of the biggest challenges in twenty-first-century archaeology has less to do with specific technical or theoretical hurdles in using data but rather with providing more supportive and humane working environments for the scholars engaged in these issues.

FIG. 2
The authors at the White House in June 2013, where Eric was honored as a "Champion of Change in Open Science." (Courtesy of E. C. Kansa.)

Notes

1. For more information, go to: http://alexandriaarchive.org/.
2. For more information, go to: http://opencontext.org/.

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Alternative Careers in Archaeology: My Version

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This is the story of how, after nearly 20 years as a student and lecturer at The Hebrew University of Jerusalem's Institute of Archaeology, I decided to set aside academia and establish Israel Archaeological Services (IAS)—a company that provides logistical and administrative support to archaeological expeditions, alongside serving as the university's sole representative in carrying out salvage excavations.[1]

I began my studies about a year after my discharge from the army in 1990, earning my Master's in 1998, my doctorate in 2007 and completing five years of post-doctoral research in 2013. While I wouldn't have carried out my journey any differently, I certainly recognize that, for any number of reasons, not everyone will find his or her niche in conventional academics. From a relatively early stage in my own studies, I realized that I could not be content focusing purely on academics. I never wanted to part ways with the world of archaeology, but to branch out from it, incorporating my interests in business and tourism. It is no secret that financial considerations played a large part, but my own personal nature played no less a role. That being said—no matter if one wishes to focus more on fieldwork and less on academia and instruction—I am by no means advocating foregoing graduate studies.

I first began ruminating the concept of establishing an actual business that would provide logistical services to digs as a result of an event that took place around 1997. At the time I was a Master's student at the Institute of Archaeology, working as a research assistant for the late Prof. Ehud Netzer on his Herodium and Jericho excavations. Prof. Netzer asked me and a long-time colleague—Yaakov Kalman, a farmer and archaeologist who at the time was also a student at the institute—to purchase and prepare equipment for a Cornell University excavation at Caesarea-Maritima. I recall that while we were on the road to Caesarea, Yaakov told me almost as an afterthought that he had been asked by Prof. Netzer to also purchase and transport equipment for a University of Michigan-Ann Arbor excavation at Kedesh. We took care of the requests, compensated for expenses only. It did not occur to either one of us to charge a fee, but it was then that I first realized the financial potential that lay in assisting foreign expeditions excavating in the country. At the time, however, I was a young student who saw my future in making a place for myself in academia and thus planned to concentrate purely on my studies. And so this idea remained in the back of my mind, and I did not think to develop it further.

Around the same time, the mid-to-late 1990s, I was appointed director on behalf of the Institute of Archaeology of several different salvage excavations. This came following experience I had gained as an area supervisor excavating at Sepphoris, Masada, and the Hasmonean Palaces at Jericho. As defined by the Israel Antiquities Authority (IAA), "salvage excavations are legally required before commencing infrastructure development, road construction, or rescuing sites that have already been damaged." The main body that carries out such work is the IAA, followed on a smaller scale by the universities. As a young Master's student, I was given the honor to direct large-scale excavations in the vicinity of Ramla's White Mosque, comprising over 40 excavation squares and 50 workers and extending over a period of three months. Sometime later, I co-directed with the late Prof. Yizhar Hirschfeld another three-month-long salvage excavation in Tiberias, in what came to be known as

the "House of the Bronzes" due to the magnificent metal hoard that we unearthed there.

These incredible experiences, alongside those on a smaller scale as well, led me to advocate further advancing the institute's role in salvage excavations. I of course recognized their ability to generate income—for both the institute as well as for the project initiators, a role that I did *not* hold at the time—but I saw no less value in the rich field and managerial experience, and actual employment, that they could bestow upon graduate students of the institute, who would be those directing them.

Coinciding with these experiences in salvage excavations, I was appointed as director of site development at Herodium by Prof. Netzer. In this role, I came to interact with the Nature and Parks Authority, the Ministry of Tourism, and the local regional council, among others. It was an invaluable experience and introduced me to the numerous shareholders that characterize many archaeological projects. Due to the outbreak of the Second Intifada in the fall of 2000, the political situation brought everything to a halt: tourism plummeted and foreign expeditions stayed away.

During this period of time between 2000 and 2005, I was free to concentrate on my studies and made strong headway in my doctorate. As a member of the editing team of the late Prof. Nahman Avigad's final report series of Jerusalem's Jewish Quarter excavations, I wrote my dissertation on the city's Byzantine Cardo and Nea Church. I also taught, delivered lectures, guided tours, and carried out finds processing of several excavations in which I had taken part. These were hardly "lean years"—and also brought with them two events that would become turning points in my professional career. The first was my own excavations in the Hyrcania Valley of the Judean Desert, and the second the advisory and logistical role that I held in Liberty University's excavations at the Qumran Plateau.

My excavations in Hyrcania were of two rock-hewn tunnels whose entrances were uncovered at the foot of the Hyrcania palace-fortress, one measuring approximately 120 m (nearly 390 ft) in depth and the other almost 60 m (nearly 200 ft). I believe that these were the fruit of the forced labor carried out by Herod's unfortunate desert prisoners. Situated miles away from any paved road, located in the heart of an army firing zone, with no access to either water or electricity, this was my first experience with a non-conventional excavation. Over the course of four seasons, my team and I were faced with logistical challenges that for most expeditions are not even an issue. By mustering up creativity and improvisation, we overcame them. One example is using the engine of a leaf blower to provide us with air as we descended the tunnels! While I will always regard Prof. Netzer as my first teacher and mentor, Hyrcania was truly my trial by fire.

As a result of our success at Hyrcania, in early 2002 I was approached for the first time by an American expedition, requesting in-depth assistance in excavating at the Qumran Plateau. My responsibilities would range from obtaining all the necessary permits to providing equipment and workers, to arranging for the storage and processing of the various finds. Some years after first procuring equipment for Caesarea and Kedesh, I was reminded yet again of the business potential that lay in assisting and advising foreign digs. This time around, older and far more seasoned, I knew that I had the tools to do so in all matters of logistics, administration, and navigating of bureaucracy. I would go on to provide these services to Qumran for eight more seasons.

In 2002 I was selected to serve as an advisor to the largest telecommunications group in the country vis-à-vis its dealings with the Israel Antiquities Authority (IAA). Well aware of the legal requirement of salvage excavations, all the major infrastructure and construction companies in the country employ such advisors. Holding this position for five years was what honed my understanding of the workings of the IAA—knowledge that has served me well ever since.

By early 2005 the intifada was showing signs of abating, and foreign expeditions, donors, students, and volunteers were eager to return. My dissertation advisor, Prof. Yoram Tsafrir, was approached by a group of Americans seeking to renew excavations at the site of Horvat Beit Loya (Lehi) in the Judean Lowland, and recommended me for the task. Prof. Tsafrir had excavated at the site in the early 1980s, uncovering a Byzantine church paved with beautiful mosaics. Since October

2005, together with Yaakov Kalman, we have carried out an average of two 20-day seasons per year. Our work has yielded impressive architectural remains stretching from the Late Iron Age to the Mamluk period. And while conditions were less harsh than they were at Hyrcania, here too we had no paved roads and no access to water or electricity. Here too we camped on-site and here too we found innovative solutions to non-conventional challenges (Fig. 1).

In 2007 I left Israel for a three-year post-doctoral fellowship at the Frankel Center at the University of Michigan-Ann Arbor, during which time I traveled to Israel approximately twice a year for my work at Beit Loya and Qumran. Even with the great strides that I had made professionally over the past several years, I nonetheless remained intent on focusing on academia. I wanted to continue cultivating the "business" aspect of the field, but to do so while on tenure track. But doubts crept in as my return to Israel approached, and only intensified once back. "What next?" I questioned constantly. Real life was staved off for a few more years by a Lady Davis and Yad Yitzhak Ben-Zvi fellowship, the publication of two final reports (Jerusalem's Byzantine Cardo and Nea Church [Gutfeld 2010] and Ramla's White Mosque [Gutfeld 2012]), a few courses that I taught at the Institute of Archaeology, and continued excavation at Beit Loya. But I still felt as though something was lacking.

It was in early 2013 that I finally reached the conclusion to which I had already partially arrived—but this time minus the tenure track. There were too many worthy candidates vying for too few academic positions. Over the past 15 or so years I had found a virtually unoccupied niche in the world of Israeli archaeology and recognized that I had the ability to secure my place in it. In mid-2014 I successfully petitioned The Hebrew University of Jerusalem to renew its sponsorship of

FIG. 1
A coffee break at the field office of the 2014 Ramla excavations. (Courtesy of T. Rogovski.)

salvage excavations, in this way providing students and researchers with both training and employment.

Today, only a short time after being transformed into a full-time enterprise, IAS continues to supply logistical services to a number of different expeditions, both local and foreign; has directed two large salvage excavations on behalf of The Hebrew University of Jerusalem, alongside continuing providing logistical services to salvage excavations of other institutions; and continues to direct two research excavations of its own (Fig. 2). Additional projects are scheduled for the second half of 2015 and for 2016, achievements that fill me with a great sense of pride. More and more students and even active archaeologists have expressed interest in joining our team—whether they are interested in pursuing physical fieldwork or seeking a role in publications preparations. And, indeed, today our team includes dig supervisors, logistical "majordomos," surveyors, photographers, and conservators; alongside small finds processors and illustrators, a graphic designer, editor, and translator. This is not a short list, and it demonstrates well the need for and place of "alternative careers" within the archaeological community. Moreover, it reflects the wide range of opportunities available beyond those confined to either a standard academic framework (i.e., instruction and research) or for those who chose fixed, steady employment with the IAA. Outside such a framework, work is oftentimes seasonal, with a high and low season, and thus is not for the faint of heart. Then again, anyone who chooses the humanities surely understands that economic and career stability is not a given, but this is the sacrifice we make when choosing this particular livelihood.

FIG. 2
Moving a lintel from the Beit Loya/Lehi basilical church, with the help of co-director Yaakov Kalman (right) and project majordomo Shmulik Freireich. (Courtesy of O. Gutfeld.)

I wish to stress that I have not abandoned research—as reflected by my ongoing work at Beit Loya, Ramla, the Hyrcania Tunnels, and the Jewish Quarter excavation reports—but it is an accompaniment to my career, not the only course. Looking back on the twists and turns, and particularly when looking to the future, I can recommend to future archaeologists the following: do not limit yourself to only one channel or one project, think expansively and creatively, and always have a Plan B.

Notes

I extend my deep thanks to Ms. Michal Haber, a member of the IAS team, for her fine translation and editing of this essay.

1. For more information, visit the Israel Archaeological Services page on Facebook: https://www.facebook.com/pages/Israel-Archaeological-Services-IAS/1433966603565541.

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Scholarly Publishing as an Archaeological Practice

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No nine year old comes home from school and announces "I want to be a publisher when I grow up." Doctors, yes. Archaeologists too. But publishers?

I won't give you my "how I became a publisher instead of an archaeologist" story. It has to do with the grad student blues in Ann Arbor, an invitation from an uncle who was squeaking by in his small publishing business, and the hope that I could find a job that was like being a grad student but where they paid you rather than you paying them. I found one as an intern at Sage Publications in Los Angeles. Now, almost four decades later, I have had the opportunity to work for many years at a highly successful academic press (Sage) and start two of my own (AltaMira Press and my current one, Left Coast). I've been responsible for publishing well over 1,000 books and for starting or acquiring about 50 journals (Figs. 1–2).

I would have been a lousy archaeologist.

The Upside and Downside

If you are a graduate student or young professional looking for an alternative career in archaeology to that of a university professor, could publishing be a potential career for you? There are a number of attractive features to this career path.

- You don't need to finish your PhD. You will never have to speak with your dissertation advisor again, nor will you take the language test in Greek or Akkadian.
- Everyone else in publishing is overeducated and underpaid too.
- After a while, they let you use your brain.
- Working with ideas is more interesting than selling soap or insurance.
- You get to read what you want, rather than what is assigned, and can tell the writer what to change if you don't like what you read.
- The atmosphere is usually informal; business suits for either sex are a rarity.
- It's an international industry including annual trips to the Frankfurt Book Fair.
- Skills are generally transferrable from one publishing house to another.
- Any skill you have, and anything you've ever learned, will come in use somehow.

The last item is the one that requires the most explanation. Publishers are professional dilettantes. Contrary to the traditional scholar who is an expert in a specialized area, publishing encourages you to know a little about a lot of things. You don't need an expert's knowledge, just enough to be a receptive audience to someone trying

to describe their book to you or to write 100 words of advertising copy about it. The one undergraduate class I took in African history became incredibly valuable when I launched a major book series on the archaeology of Africa. At some point, so did my interest in folkloric dance, my high school French classes, my travels to Pakistan and Afghanistan, and everything else I ever learned.

As a dilettante, I can sound authoritative for a few minutes on ground penetrating radar, Middle Stone Age lithics, or the link between heritage and tourism. But don't ask me to lecture in front of your class on any of them. Like Jeopardy contestants, publishers are better at asking questions than providing answers.

There are, though, significant downsides to this career shift.

- The pay sucks. That's true of adjunct instructors too. But eventually many get to a reasonable academic salary. That works in some parts of publishing, but people who work in copyediting, design, proofreading, or distribution, for example, will never become rich.
- It is a career shift and beginning anew will be a shock. Even if you brandish your PhD, you might only be offered an internship at minimum wage to start. Teaching six courses at five universities might sound more attractive in this context.
- There are few epiphanal moments. For all that archaeologists talk about the importance of the context of what they find, there really are

FIG. 1.
If you like to read, scholarly publishing is not much different than being a scholar except in its variety. (Courtesy of M. Allen.)

days when you discover really cool stuff on an excavation. Everyone jumps up and down with excitement. Celebrations last long into the night. Your discovery ends up circulating through the global media and leads to some interesting research and publications. In publishing, while the arrival of a new book may be celebrated with champagne at the author's home, you're usually working on next year's projects already and barely give it a second glance.

- There are very few geographical centers. Plan on living in New York, Boston, San Francisco, or Chicago. If you get lucky and land at a university press or other university publishing job, you may end up in a college town.
- Did you pay attention in English class? No matter what your job in a publishing house, you are expected to be flawless in your verbal and written communication. Who would trust a publisher who doesn't know how to spell?
- How do you feel about putting a price on ideas? That's your job—packaging and selling other people's scholarship. You have to evaluate whether someone's research program is financially viable and often tell someone that their years of labor "won't sell."

The Publisher as Ethnographer

I often lead workshops for graduating anthropology students, showing how success in publishing—in the business world in general—uses the skills they learned studying anthropology and archaeology. Being involved in publishing academic books requires an understanding of something near and dear to anthropologists of all stripes—culture.

Kinship . . . power . . . subsistence . . . identities . . . gender roles . . . ritual. Yes, it's that same "culture" that we constantly wax eloquently about.

All of these themes emerge in the groups that scholarly publishers study—academic tribes. Let's take the tribe of archaeologists for example. The observant publisher/anthropologist will know their affinity for dressing down—jeans, vests, flannel, cotton, hats, scarves. The men often sport facial hair. There is a strong culture of alcohol, usually low-grade beer. The dialect includes such terms as balk, locus, seriation, and mysterious encoded phrases like 14C, XRF, MycIIIC. They gather in closed clans called Megiddo, Crow Canyon, Agora, and Safi. There are Big Men (and Women) in each clan who attract groups of loyal followers. Occasionally, warfare breaks out at seasonal tribal gatherings, usually held in conference hotels in large cities. But the warfare is symbolic, for the ritualized combat rarely results in physical violence other than late at night in the hotel bar. There are strong taboos against selling the products of their labor.

Every other academic tribe has a similar set of rituals—the psychologists, geographers, and social workers. Through understanding tribal structure, taboos, rituals, and practices, a publisher learns who to publish and who to ignore. H. Russell Bernard (2011: 258) puts it:

> If you are a successful participant observer, you will know when to laugh at what people think is funny; and when people laugh at what you say it will be because you meant it to be a joke. Participant observation involves immersing yourself in a culture and learning to remove yourself every day from that immersion so you can intellectualize what you've seen and heard, put it into perspective.

In this case, the perspective informs your publication strategy. As anthropologists and archaeologists, you have been given the skill set that allows you do this ethnographic work. Your understanding of holism, your intercultural comfort, your ability to listen to and communicate with people, your flexibility, your understanding of social networks and power dynamics—all the stuff you learned in Anthro 101—comes to the aid of the ethnographic publisher. Ethnographer Harry Wolcott calls it being a "licensed social voyeur" (2005: 144).

Archaeology is even more useful, as you add the skills of working in interdisciplinary teams, handling complicated logistics with a deadline, and working to accomplish too much with too small a budget. If you can manage a field project in Turkey or Tennessee, you can probably manage a book project. Possibly the most

FIG. 2
The author in the Left Coast booth at a conference. (Courtesy of M. Allen.)

important thing to know is what you don't know when making publishing decisions. "Tolerance for ambiguity is as essential as the Marshalltown trowel," says Alice Beck Kehoe (1998: 230). She is another anthropologist who might have been speaking about publishing.

Where and How to Look

While the discussion above primarily deals with working in university presses and commercial publishing houses, the options for the archaeologist in the publishing world are much wider than that. Archaeologists have always published in non-commercial venues, like book series run by museums or journals housed in university departments. These publications require editors, designers, and proofreaders too. With the growth of cultural resource management (CRM), the need for people to write proposals and field reports has blossomed. The increased electronic archiving of archaeological reports and data has done the same. The publishing marketplace for tech-savvy, linguistically competent archaeologists has increased in size over the past several decades. At Left Coast, we employ some of these people, but so do university presses, universities, CRM firms, government agencies, and tech companies.

How do you get started? If you're well along in your graduate career, the first place to look would be to one of the informal publication outlets—a museum publications program, a journal housed at your university, a CRM firm in need of someone who knows how to write, a historic site that requires brochures and reports. That will feel more like a lateral move than knocking on the door of Cambridge University Press with a résumé (they're not called CVs in the business world). In these places, you should be able to pick up skills in editing, marketing, distribution, and general business to transfer to the more traditional publishing industry if you wish. Or, as a graduate student, try an internship at a traditional publishing house. Most university presses have them. We regularly use overeducated interns at Left Coast. Our archaeology editor and our production manager both started that way.

Should you make the leap? A variety of factors should go into the decision.

- How far along are you in your professional training in archaeology, and how much of your life is all about archaeology? I was a sociology editor for 15 years before I was allowed to touch an archaeology book.
- How much are your interests and temperament conducive to being a generalist instead of a specialist?
- How do you feel about 9–5 (or 9–9) jobs instead of the strange but flexible academic rhythms where you control much of your own time? Forget annual field seasons if you go into publishing.
- How well do you deal with the non-academic world? In publishing, you're as likely to engage with sharp-penciled accountants, temperamental designers, and warehouse grunts (including some brilliant warehouse grunts) as you are with PhD professors.
- How do you feel about turning scholarship into a commodity? "Fundamentally, field research is an act of betrayal, no matter how well intentioned or well integrated the researcher." Matthew Miles and Michael Huberman (1984: 233) describe field work thus, but could have as easily been talking about publishing.

My own answers to those questions were affirmative. I have had the unique opportunity to see the entire field of archaeology in a way that few scholars can claim. Though trained in Syro-Palestinian archaeology, I have a good knowledge of current trends taking place around the globe. I can make links between discussions going on in different parts of the discipline and bring those people together. I have the opportunity to import ideas from other parts of the Academy into archaeology, and the reverse. I can claim the honor of being the only person who ever presented an archaeology paper at the International Congress for Qualitative Inquiry, an organization filled with education, communication, and nursing scholars. I've been a gatekeeper, championing ideas and people who I thought were worth pursuing. It also means that the academic position I might have filled with mediocrity has been taken by someone smarter, more committed, and better at archaeology than I would have been.

It was a good tradeoff both for me and for archaeology.

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Help Wanted: Choosing an Alternative or Mainstream Archaeological Career?

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I've always felt uneasy when I'm required to fill out the line "Present Occupation" on tax returns, survey questionnaires, and airport arrival forms. I really can't put archaeologist, since I never completed graduate school and haven't actually participated in an excavation for almost 20 years. For a long time I put down "writer" or "author" since I have published a fair number of books and articles, but, sadly no novels or short stories. My writing has always been about the past in the present, so I'm certainly no writer in the true literary sense. For four years, I put down "university lecturer," because that's what I actually was. But now I generally put down "consultant," leaving the real nature of my profession almost impossible to guess. Today, in my mid-60s no less than when I was in my mid-20s back in the 1970s, what I do for my career and to earn my living has always been sort of hard to explain.

Digging for a Career

It all started innocently and conventionally enough, back in 1970 when I got my first exposure to archaeology. I was a religion major at Wesleyan University in Connecticut,

concentrating on the history of religion, when the iconoclastic thinking of Morton Smith and the lure of the Dead Sea Scrolls convinced me that archaeology might be a powerful way to investigate, and if necessary, challenge, conventional historical thinking. It was the late 1960s after all. The usual, horizon-widening junior-year-abroad experience—mine was in Jerusalem—whetted my appetite for even more exotic archaeological experiences. If Indiana Jones had been invented back then, I would have totally identified.

After graduation I returned to Israel, with no patience for graduate school, just a determination to dive right into the archaeological world. My first job, in 1972, was as a worker at Benjamin Mazar's Southern Wall excavations, where I met the fascinating cast of characters, from every corner of the world, who were drawn to Jerusalem in those days. From that job, I moved on to the Rockefeller Museum where I found work as a research assistant in the Israel Department of Antiquities, where Assistant Director Moshe Dothan was planning a new dig. With no particular skills or graduate school education, I was given the task of collecting all references to Akko in ancient Near Eastern texts and Greek sources. And even though at the beginning I couldn't have distinguished the Egyptian Execration Texts from the Assyrian Chronicles if my life depended on it, completing this task and learning how an excavation was organized and planned served as an old-style apprenticeship.

Akko was—and is—a fascinating place to gain archaeological experience and through the next four years, with only the interruption of the 1973 Yom Kippur war, I worked steadily on the excavation and the off-season processing of finds, first on the summit of the tell, through layers of the Napoleonic era cannon balls and into the Hellenistic and Persian layers; then straightening the section of a massive bulldozer-made section through the Middle Bronze ramparts (Fig. 1) onto a massive Hellenistic wall near Tambour Paint Factory; and finally in a salvage excavation across the street from the seashore, where a new apartment house was going to be built. Like almost every spot in this city of a thousand stories, its remains spanned the Ottoman heyday of Ahmad Djezzar Pasha, "The Butcher," to the busy emporium and sometime capital of the medieval Crusader Kingdom, down through the Byzantine, Roman, and Hellenistic levels to a fragment of black-glazed Attic pottery resting on the virgin soil, apparently from the days when a permanent settlement was established off the tell down by the sea.

This was still a time when archaeology was straightforward enough that an enthusiastic amateur without a PhD or even a lick of post-graduate education could get by with an ability to learn on the job combined with some organizational or writing skills. The strictly technical aspects of archaeology—stratigraphy, pottery identification, and small finds identification—were all matters of good record keeping, a good library, a good visual memory, and common sense. Sediment micromorphology and phytolith analysis—to name just two of the scientific specialties that are now common in Near Eastern excavations—were years away. I studied for two years at the Institute of Archaeology at The Hebrew University of Jerusalem in the mid-1970s, but the more detailed and technical the courses, the more schematic and lifeless the archaeological past began to seem to me.

Now don't get me wrong—I admire the dedication of academic archaeologists who can research the material culture of a single era or a single site, year after year, throughout a long career. Yet, what really interested me was observing archaeology as an entirely modern activity. Why did proving—or disproving—honored historical traditions seem such an important thing on which to spend public funds? What were archaeologists really seeking? Did their choice of specialties or chronological periods somehow reflect their deep-seated personal projections or political affinities? I can vividly remember visits to the storerooms of the Rockefeller Museum and my fascination not so much with the rich finds from famous British Mandate-era excavations as with the newspapers that wrapped them. It was as if those yellowed, wrinkled front pages in Arabic, Hebrew, and English offered a parallel history to the artifacts themselves. As if the Egyptian cigarette boxes that the small finds were kept in; the woven straw dump baskets; the forgotten walking sticks and other discarded odds and ends of life on an excavation during the 1920s and 1930s came more vividly

FIG. 1
Neil Silberman in front of the section through the Middle Bronze Age fortification system at Tel Akko in 1973.
(Courtesy of the Tel Akko Total Archaeology Project.)

to life for me than even the most eloquent description of life in antiquity.

To make a long story short, these relics of excavators and excavations past became my new raw material with which to construct an alternative version of the quest for the past. I had never considered a writing career at any stage of my education, but now I saw a story that had never fully been told. That story turned out very differently than I expected. Though I assumed that the history of the Holy Land explorers would be in equal measure laudatory and exotic, it turned out to be a tale of competing faiths and empires disguised as scientific expeditions, whose quests had been taken over by others and continued to the present. *Digging for God and Country: Exploration, Archeology, and the Secret Struggle for the Holy Land, 1799–1917* (Silberman 1982) steered me toward archaeological critique and reportage for more than two decades to come.

"You Do a Lot of Damage"

Through the 1980s and 1990s, I published a series of books and articles on the politics and hidden ideologies of archaeology. To some proper academic archaeologists that made me a "journalist," to others, a "historian of archaeology," and to others who held an especially reverent attitude toward the academic discipline, some kind of an agent provocateur. "You are doing a lot of damage," a well-known publisher of a biblical archaeology magazine once told me. The wife of an up-and-coming scholar chastised me for not being respectful of real archaeologists. And so it went. Journalists assumed I was not one of them but an archaeologist, while archaeologists saw me as some sort of unconventional hanger-on. As the years went on, my horizons broadened. Working as a contributing editor for *Archaeology Magazine*,

then under Editor-in-Chief Peter Young, I was actively encouraged to search out intriguing stories about the places where past and present intersect. I went out to Montana to write about the amazing dig at the Little Bighorn battlefield and to Mississippi to write about the archaeology of plantation slavery. I wrote about the post-1989 graveyards of Karl Marx and Vladimir Lenin statutes in Eastern Europe; about the ritual significance of Graceland; and about how the ultimately abandoned Disney Corporation plans for a historical theme park in Virginia revealed a whole lot about how the images and symbols of the past were becoming commercialized and trivialized.

Yet, the life of a freelance writer, with its financial and psychological ups and downs, eventually encouraged me to turn to something new. Some years before, I had inquired of a longtime mentor—an old Middle East hand and former ambassador—if there were some way that I could, say, work as a consultant to governments in the region, advising them on what to do with their national parks and archaeological sites. He seemed surprised at the suggestion: "But what would you advise them to do?" I had no answer at the time, and I never found any job postings for "government heritage adviser," but that wasn't because such positions didn't exist. Thanks to a fortuitous personal connection—and every career, I suppose, has some unexpected turning points for which you are always grateful—I started working for an embryonic research lab, in Flanders of all places, developing new technologies for the public presentation of archaeology.

It was a time of optimism and excitement for the European Union, and Brussels was right at the center of it. I stayed there for seven years (2000–2007) working with my colleague and her Flemish contacts, learning by trial and error which pitches could gain political buy-in, which partners and project types could secure European Commission funding. In fact I grew to feel a part of the crystallizing community of archaeologists, architects, museum curators, tourism promoters, and local civil servants that I now often call the "heritage biz." Fueled by taxpayer funds, regional pride, UNESCO conventions, and lots of personal networking, it was in the process of constructing a modern heritage for the New Europe. There was hardly a castle or monastery too insignificant to be restored, interpreted, and incorporated into a thematic cultural route. Traveling on behalf of the Ename Center for Public Archaeology and Heritage Presentation, I visited sites as far afield as East Asia (Fig. 2), prospecting for new projects and discovering that there was hardly a historic city, archaeological site, or cultural landscape whose promoters did not consider it worthy of inscription as a UNESCO World Heritage site.

The old heritage had been based on the celebration of an epic of national destiny that stretched from the Stone Age to the present, demonstrating the triumph of a unique national character. The challenge now was to weave all these separate stories together in a globalized heritage that stressed similarities and interconnections as much as the differences. And, oh yes, it would be great if this new heritage generated jobs and economic growth in depressed cities and rural regions—even better if it used European digital technology to stimulate innovation and revenues for European start-up firms. All this took me far from believing that the main goal of archaeology and other heritage forms was to discover new things about the past, or that the scholarly study of the stratigraphy, architecture, and artifacts of any particular site were the only or even most important ways to understand cultural history. My time in Belgium also took me far away from my earlier belief that writing about archaeology for the general public was just a matter of clever writing and impartial reportage of archaeologists' interpretations. Heritage was becoming a much more complex component of twenty-first-century reality than that.

So when I returned to the United States in 2007, I brought with me seven and a half years of experience of political dinners, losing and winning funding applications, working with gee-whiz technologists who had no special expertise in archaeology or even heritage interpretation, and developing projects with people who made their living designing visitor centers or ghost-writing nomination dossiers for the UNESCO World Heritage list. Through this tangle of modern-day motives and hidden agendas, I emerged with a sense of disillusionment but also with an understanding of how the heritage biz as it was currently constituted not only in Europe but wherever cultural tourism seemed worthy of investment was an emperor of the past that had no clothes. Through my

FIG. 2
Visiting Ha Long Bay World Heritage site, Quang Ninh Province, Vietnam, on behalf of the Ename Center for Public Archaeology and Heritage Presentation in 2005. (Photo by K. Van Der Meiren. Courtesy of N. A. Silberman.)

involvement in the International Council on Monuments and Sites (ICOMOS), the primary cultural heritage advisory body for UNESCO World Heritage, I left project management—as I had earlier left writing—to lobby and help shape international heritage policy and standards on how it was the responsibility as well as the right for local residents not to leave to the dictates of outside experts what should be saved, what should be developed as a tourist attraction, and how it should be interpreted to reflect local cultural values as well as scholarly facts.

This, my third career of heritage policy and planning, is the path I have followed, first at the University of Massachusetts Amherst where I lectured on heritage in the Department of Anthropology and helped establish a Center for Heritage and Society that would study the inextricable bond between the two. Now, in my sixties, I am building a consulting practice named Coherit—"inheriting together"—that works with development agencies, community groups, and non-governmental organizations to push the heritage envelope beyond pure research projects, tourist attractions, and national shrines to establish heritage as a public process of reflection rather than only celebration.[1] This reform of the massive (and still growing) heritage biz is where—I am convinced—the majority of careers connected with history and archaeology will be found in the coming decades.

Raiders of the Lost Ark Need Not Apply!

Mine has not been what you would call a mainstream archaeological career by any standard, but I believe that on the edges of the field are lurking the epoch-making changes that will make it more recognizable. For the old order is breaking from a variety of factors: the fewer number of tenure-track jobs on the market; the increasing restrictions on the number and scope of foreign excavations; and the increasing pressure of the tourism industry to develop more "destinations" for visitors to see. Compare this with the steadily shrinking opportunities for students to enter the archaeological career "mainstream." How many pure excavators are needed? How many traditional archaeology PhDs are awarded every year. How many secure, tenure-track positions open every year?

Beyond the employment mathematics, there are good reasons for current archaeology students to consider alternative careers in the wider field of public heritage. The questions and practical challenges are even more urgent than historical reconstructions or artifact typology. What should be done with the crumbling historic districts of modern cities? Is gentrification a good thing or not? What should be excavated, and what should be left alone? What meaning does the past really have for the general public? What are the social impacts of identity drawn from archaeological sites and historic monuments? What are the antisocial behaviors evoked from a feeling of alienation from a country's "mainstream" heritage?

If I can offer a prediction of the best careers to pursue in the coming decades, I believe they will be far more numerous in non-academic contexts and will require some expertise in economics, social science, and the psychology of collective and individual memory. As I see it, there will be three main career paths:

- Planners will be the archaeological professionals who set long-range policy and monitor its implementation. Similar to current careers in environmental protection, the heritage professionals of the coming decades will recognize heritage resources as a precious, non-renewable resource. The conservation and protection of the tangible and intangible heritage of a city, region, or country will be a matter of concern no less than the world's vanishing rain forests. Principles of ecology, sustainable development planning, and a realistic balance between heritage conservation and consumption will be the challenges of this field.
- Communicators will facilitate the diffusion of information, opinions, debates, and perspectives about the significance of inherited monuments and landscapes. They will be skilled not only in "popularizing" scholarly opinion, but in building robust information channels on the internet through mobile apps and within social networks (both those now popular and those yet to be born) that will facilitate and foster the participation of "memory communities" of every kind in debates about the impact of the past on the present—and what kinds of tangible and intangible heritage should be documented or saved.
- Diggers will always be needed, but their function and career trajectory will change. With the emerging technologies of LiDAR and 3D excavation documentation, rescue excavations can be quicker, cheaper, and preserve more information. Yet, in the current era of outsourcing, the position of principal investigator may sometimes be exchanged for that of mitigation entrepreneur. This is already happening in cultural resource management firms, but true specialization in such skills as service differentiation, market segmentation, and the formulation of business plans will require at least some of the skills of strategic management and marketing.

Will my occupational predictions become feasible career paths for archaeology students and students of other heritage fields? I am convinced that as urban development, identity politics, and the gutting of public culture funding continues, the skills of policy formulation, effective public engagement, and heritage entrepreneurship are going to move to the center—not the periphery—of the archaeological and heritage worlds. My own meandering career, conducted outside of any single disciplinary context, has forced me to at

least try to learn the skills that circumstances required. Only time will tell if universities will be agile enough to recognize that the emerging field of public heritage requires a skillful combination of humanities and social science expertise—and supply it to students. If they do, the careers that may seem "alternative" today will one day be firmly in the mainstream.

Note

1. For more information, go to: www. http://coherit.com/.

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Silberman, N. A. 1982. *Digging for God and Country: Exploration, Archeology, and the Secret Struggle for the Holy Land, 1799–1917*. New York: Knopf.