

**DEPARTMENT OF CLASSICS
UNIVERSITY OF WASHINGTON**

SELF-STUDY

**written collaboratively by the Department's faculty and staff,
under the editorship of Stephen Hinds, Classics Chair**

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Contents

CHAPTER I: CONTEXT

A. Name of unit authorized to offer degrees	1
B. School or College	1
C. Exact titles of degrees offered	1
D. Mission statement of the Department of Classics	1
E. Brief history of the field at the University of Washington	3

CHAPTER II: DEGREE PROGRAMS

A. The Bachelor's degree (majors and minors)	4
B. Special report: placement of departmental majors (vel sim.) in graduate programs in Classics	14
C. Graduate program (Master's and Doctoral)	16
D. TA experience and training within graduate education	26

CHAPTER III.1: UNIT ROLES AND RESPONSIBILITIES. INSTRUCTION

A. Overview: the Department's commitment to College- and University-wide education	29
B. Beyond our specialized constituency: Classics and the (changing) liberal arts	30
C. International study: the Classical Seminar in Rome	37
D. Continuing education	38
E. Challenges to instructional quality and effectiveness	41

CHAPTER III.2: UNIT ROLES AND RESPONSIBILITIES. RESEARCH

A. Typical parameters of research in the field of Classics	42
B. The Department's changing research profile	43
C. External measures of faculty achievement	44
D. Conspectus of a decade of faculty publication	45
E. Conferences and lecture visits	49
F. Research goals; challenges to research productivity	51

CHAPTER III.3: UNIT ROLES AND RESPONSIBILITIES.

SERVICE

A. Major supra-departmental administrative service	54
B. Outreach to K-12 schools and teachers	55
C. Seattle Society, Archaeological Institute of America	57
D. Service to area museums	58
E. Miscellaneous and everyday service to community	59

CHAPTER IV: RESOURCES

A. Overall picture	61
B. Administrative office and staff	62
C. Space	64
D. Research support resources	65
E. Donor development	66
F. Faculty salaries: a deepening crisis ..	67

CHAPTER V: CONCLUSIONS.

CONTINUITY AND CHANGE; GOALS AND NEEDS

A. Summary of a decade of change in the Department	73
B. Department demographics	76
C. Interdisciplinarity and interdepartmental collaboration: response to new opportunities	77
D. Final short-list of goals and associated needs	80

LIST OF APPENDICES ETC.	83
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CHAPTER I: CONTEXT

A. NAME OF UNIT AUTHORIZED TO OFFER DEGREES

Department of Classics

B. SCHOOL OR COLLEGE

College of Arts and Sciences

C. EXACT TITLES OF DEGREES OFFERED

Bachelor of Arts

Master of Arts

Doctor of Philosophy

D. MISSION STATEMENT OF THE DEPARTMENT OF CLASSICS

The ancient cultures of Greece and Rome hold an extraordinary place in the American past and present, thanks to their central role in forming the basic conceptual categories that shape our intellectual, professional, and civic lives. The field of Classics is dedicated to the recovery and interpretation of these cultures. To study Classics is to take an active part in the humanistic enterprise, and to grasp the complexity of its diverse historical manifestations from Plato's Academy to our own. Yet research and teaching in Classics is not confined to celebrating the achievements of antiquity and analysing its impact on the present. The vast temporal and geographic gulf that divides these ancient cultures from modernity brings students and scholars of Classics face to face with the Otherness of antiquity and forces a critical examination of our purported cultural roots. In adjusting our perspectives on ancient Greece and Rome, we find that our perception of ourselves, too, has been altered, and our interests, preconceptions and prejudices challenged, by a critical examination of their "classical" genealogy. Like a fun-house mirror in which we can observe ourselves in a state of distortion, simultaneously familiar and other, Greek and Roman antiquity furnishes us with a special vantage point from which to critique what is taken for granted in our own time and place.

As a field of study Classics is intrinsically comparative, since it concerns two related but distinct peoples. The complex relationship between the ancient Greeks and the Romans offers a productive model of cultural interpretation and appropriation that is very relevant to the postcolonial world in which we now live. The ways in which Greek and Roman

writers described the world around them — a world vibrant with cultural interaction and exchange — likewise offer us valuable conceptual tools for a better understanding of our own multicultural age. The accident of history that placed these peoples under the rubric of a single department has thus proved a fruitful one.

Classics is also the first area study. That is, it concerns a wide range of cultural productions (literature, history, philosophy, science, architecture, art and other material remains), and employs the full range of methodologies developed for their interpretation. The long history of our discipline continues to be enriched by new interpretive tools, including those generated through the crisis of postmodernity and beyond. In recent years, Classics has reasserted itself as a major player in the humanities on an international scale, largely because its adaptations to the present have not affected its commitment to understanding the past. Classicists thus have a unique perspective to offer scholars in many other fields, especially at a moment when, after decades of critiquing conventional approaches to the past, many humanists are becoming freshly conscious of its power.

The success of the Classics Department at the University of Washington in this marriage of past and present is manifest in our flourishing language programs, both undergraduate and graduate. The ancient languages are the soil in which all interpretation of the ancient world must take root before it can blossom, but many students balk at the intensive study of difficult languages. Our success in conveying the richness of Latin and ancient Greek to an extraordinary number of students distinguishes our department from many others in the country and around the world. These high enrollments attest to our achievement in awakening students to the unique combination of ancient and modern, language and interpretation, text and culture, that Classics at its best can offer. We believe this has come about because of our commitment to hiring forward-looking and intellectually exciting young faculty.

Our undergraduate majors are in high demand at the foremost graduate schools. Yet we do not view ourselves merely as a training ground for fledgling professors. Rather, our department is striving to play its role at the heart of the educational mission of the liberal arts in innovative and useful ways. Our goal is to produce thoughtful, versatile adults who are well prepared for active civic participation and endowed with intellectual vitality and cultural appreciation, to the lasting enrichment of society at large as well as their own lives.

E. BRIEF HISTORY OF THE FIELD AT THE UNIVERSITY OF WASHINGTON

Classics, as a basic discipline, has always had a special place at the University of Washington. Many of the most prominent names associated with the University's history, such as Kane, Thomson, and Haggett (to mention only those for whom buildings on campus have been named), were classical scholars. Already in the University's early generations a number of distinguished classicists, including Ludwig Edelstein and Evan Sage, taught here for a period of time. Former undergraduates, such as Wendell Clausen and Phillip DeLacy, went on to distinguished careers in the field. We are unsure when the MA program came into existence. It was certainly in place before the late 1940s, at which time it served primarily to train high school Latin teachers. It still has this function, but is now more often a transition point for those desiring to pursue the PhD.

Our doctoral program in Classics, initially supported by generous NDEA funding, was inaugurated in 1960. The faculty soon increased in size to nine, and the University of Washington PhD took its place among more established graduate programs in Classics, even though our teaching faculty was one of the smallest among these departments. In the past ten years, we have increased to a faculty of twelve, and the range of specialties represented has grown. We can look with pride to the early University of Washington PhDs in Classics who have distinguished themselves as leaders in our field, inaugurators of a tradition upon which our present, expanded PhD program is building. The Department since the late 1970s has had a modest but growing endowment fund, more resources to bring speakers to campus from across the United States and from abroad, and a strong presence, beginning 1984, in Europe at the University of Washington Rome Center, where many of our undergraduate and graduate students encounter the material remains of classical antiquity under the guidance of Department faculty. Our Classics Department, one of the first on the West Coast, has thus continued to grow and expand, especially in the last forty years. The institutions on campus named for our early predecessors remind us that we owe much to those who gave the discipline such a firm foundation during the University's earliest days.

CHAPTER II: DEGREE PROGRAMS

A. THE BACHELOR'S DEGREE (MAJORS AND MINORS)

The University of Washington is unique among in-state institutions in offering a full BA in Classics; the BA program is exceptional among universities nationwide in the number of students it attracts to Classics and in the quality of its undergraduate curriculum. These factors have steadily drawn a cohort of excellent UW undergraduates to major in Classics. Indeed, though Classics is a relatively small department at the UW, majors since the early 1990s have included a President's Junior Medalist (Dylan Sailor), Arts and Sciences Dean's Medalists (José Fisher-Rodriguez and Aislinn Melchior), and, at the national level, no fewer than three Mellon Fellowships in the past four years (Sailor, Melchior and Mimi Gogh); on average several students a year accept graduate fellowships at leading Classics PhD programs across the nation (see Section B below). Very few undergraduates arrive at the UW with any previous exposure to Latin or Greek. It is the objective of the Department of Classics bachelor's degree programs to make in-depth study of the riches of ancient Greek and Roman language, literature and culture available to all who desire it.

The Department offers the BA under four rubrics.¹

BA in Classics: advanced work in both Latin and Greek (18 credits at 400 level in each language)

BA in Greek: advanced work in Greek (27 credits at 400 level) and additional work in related areas (9 credits)

BA in Latin: advanced work in Latin (27 credits at 400 level) and additional work in related areas (9 credits)

The BA in Classical Studies: 2 years of Greek or of Latin plus 36 credits of additional work in related areas

Each student majoring in the Department must work closely with a faculty member to complete a Senior Essay, an independent research project devised by the student and serving as a capstone to his or her training in Classics; the essay is in turn evaluated by the supervisor and by another faculty member. Three of the degree options (Classics, Greek, Latin) require language study to advanced levels (i.e. third year and beyond); the fourth (Classical Studies) requires language study to intermediate level (through the second year).

¹The Department's *Undergraduate Programs* brochure is attached after the Appendices.

Work in related areas includes courses chosen with Departmental approval from among courses in classical literature in English translation, classical art and archaeology, ancient history, the history of ancient science and the history of philosophy.

Upon the institution of academic minors at UW in the mid 1990s, the Department implemented a number of Minor programs, serving 30 students total by 1998;

Minor in Greek: 25 credits in Greek including at least 6 at 400 level

Minor in Latin: 25 credits in Latin including at least 6 at 400 level

Minor in Classical Studies: 25 credits chosen with Departmental approval from classics in English, classical art and archaeology, ancient history, the history of ancient philosophy, and the history of ancient science

A joint minor in Classics and Ancient History, administered in cooperation with the History Department, completes our offerings under this new rubric.

Means of assessment

The Department assesses the success of its BA programs through evaluation at the level of individual courses, of the program as a whole, and of the progress of individual students.

For the assessment of individual courses, faculty solicit course evaluations from students, and use of teaching evaluations and classroom observation on a quarterly basis are a regular part of supervising Teaching Assistants. University distinguished teaching awards won by two faculty and one Teaching Assistant in the past three years (see Chapter III.1 below) are also a striking indication of the quality of instruction.

At a programmatic level, student evaluation of the degree program as a whole is solicited in an exit survey completed by majors (see report later in this section). On an ongoing basis quarterly comparative enrollment statistics alert the faculty to enrollment trends. Also at a programmatic level, the supervisor of elementary Latin instruction uses information from those who teach second year and beyond to determine the success of instruction in the first year (on beginning language instruction see Chapter III.1); more generally, each upper level class in Latin or Greek affords an opportunity to assess the progress of majors and minors through the program.

Examination of the BA programs at UW in conjunction with those in comparable departments elsewhere is also a useful means of programmatic assessment. When

compared to peer universities¹ the strength of the Department's bachelor degree programs emerges clearly.

Comparison of registered majors in Classics (1998)

	Advanced language ²	Intermediate or no lang. ³	Total
UW	35	23	58
U of Arizona	6	41	47
UC Berkeley	9	7	16
UCLA	15	53	68
U of Illinois-Urbana	7	12	19
U of Iowa	16	12	28
U of Michigan	12	35	47
UNC-Chapel Hill	10	20	30
U of Oregon ⁴	22	1	23
U of Wisconsin	16	19	35
Stanford	19	8	27
USC ⁵			22

The UW Classics Department is able to attract more majors than any other department in the comparative group except UCLA. Does the Department accomplish this by diluting a challenging subject? No. Even more striking than the absolute number of majors is the fact that UW students choose to pursue language study to a *more* advanced level than students in comparable departments: the UW department has substantially more departmental majors in programs requiring advanced language study than any other institution in the comparative group. The Classical Studies major at UW requires two years of language study; some comparable degree programs elsewhere require only one year of language

¹ Besides the seven universities regularly used at UW for institutional peer comparisons, the comparative group here includes two other major public universities strong in Classics against which we often measure ourselves (Michigan, Wisconsin), and also completes the tally of major west coast Classics departments by adding Stanford and USC (both private).

² Includes BAs in Classics, Greek, Latin

³ Includes BAs in Classical Studies or comparable programs, e.g. Classical Archaeology

⁴ Students from Alaska may study at in-state rates at Oregon if they pursue a major not offered in Alaska; thus some declare a major in Classics but do not complete it. Department sources at Oregon suggest that this may contribute towards a figure for registered majors in Classics which strikes them as too high.

⁵ USC does not distinguish between attainment of advanced language and intermediate language skills in its BA program.

training, or none at all. In sum, the comparison with other Classics departments indicates that the Department does not make Classics attractive to students by minimizing its challenges but by emphasizing them.

Evaluation of individual students can also contribute to the Department's self-assessment. Major national, university- and college-wide awards have been mentioned in the opening paragraph; it can be added here that our graduating class of 1998 included past winners of both Fritz and Macfarlane extra-departmental scholarships. The quality of departmental instruction is also reflected in the number of students who have gone on to study for the PhD at leading institutions (see Section B below). Finally, the overall quality of UW undergraduates majoring in the Classics Department is indicated in a 1995 analysis of student GPA outside the major which reports that Classics undergraduates had an average 3.53 GPA in courses outside the major; in this university-wide survey, only Swedish majors had a higher GPA outside the major (3.68).¹

In addition to the monitoring of the progress of majors by the Undergraduate Adviser, Douglas Machle, faculty regularly confer informally about the progress of individual students, as is the case in many small departments. Department majors are interviewed and evaluated more formally by the committees which recommend students for departmental awards: the Jim Greenfield Scholarship (see Chapter IV on 'Resources'), the Harvey B. Densmore Award, the Olanie Rome Grants, and the Departmental Scholarship.

The most in-depth evaluation of the BA programs occurs in the context of the recently instituted Senior Essay (Classics 495, 1-3 credits), which was initiated in part as a way to create a "capstone" experience for our majors and in part as a response to increasing interest on the part of the State and the University generally in devising measures for unit self-assessment. This course consists of an essay on a topic chosen by the Senior who works in close conjunction with a faculty supervisor. After the essay's completion, the supervisor solicits comments from one other faculty reader. This critical feedback serves as the basis for the Senior Essay report filed along with a copy of the paper in the Department's own archives. These reports provide an opportunity for reflection upon how effectively the program has served the student as well as how effectively the student has performed in this exercise. In general, the reports indicate that our majors are responding well to this new opportunity, and are admirably ambitious in their choice of essay topics; even the weaker

¹ Gerald M. Gillmore, 'Grades', *Research Notes, Office of Educational Assessment*, UW, October 2, 1995.

students tend to dig a bit deeper for this project. Students sometimes use the essay to make connections between their studies in Classics and in other disciplines such as history or anthropology (e.g. 'Hair in ancient Greece', 'Sexuality and the Roman male'); more often they make connections within the field of Classics itself, moving beyond the limits of what could be assigned for a particular class, or gathering together ideas from more than one class, and across different genres or periods. So far, the essay is confirming our majors' above-average command of the primary languages and sources; it is allowing them to resume and develop to greater depth ideas picked up in earlier classes; and it is addressing the most characteristic weakness of many good UW undergraduates, namely a tendency for the quality of their writing to fall short of the quality of their thought.

Exposure of undergraduates to research in Classics

Although research in the humanities is rarely collaborative to the degree that it is in the sciences and social sciences, the Department exposes undergraduates to current research in Classics in several ways. In the advanced level Greek and Latin classes, taught exclusively by faculty, majors and minors are regularly exposed to recent research, often that in which the instructor is himself or herself engaged. A series of informal lunchtime colloquia sponsored by the Department is also an important venue for the presentation and discussion of research by faculty and by visiting scholars. Where practical, the formal lectures of numerous visiting scholars are integrated with undergraduate coursework. Occasionally individual students are introduced to the profession of teaching by being employed as readers to assist in the grading of large courses or as student leaders of FIG (Freshman Interest Group) sections. Even the physical setting of the Department makes professional research tools readily available to all majors and those enrolled in 400 level Latin and Greek courses: the departmental seminar room provides professional scholarly tools such as commentaries, grammars, encyclopedias, lexica, etc. (a collection maintained in large part by financial support from our donors, including annual pledges of \$500 each from two faculty emeriti), and the departmental office houses (in increasingly cramped and impractical space) professional computer bibliographic and linguistic tools for student use.

From the undergraduate perspective, perhaps the most memorable kinds of exposure to the 'hands-on' excitement of research in Classics come in the chance to study Roman topography in depth in the Department's Seminar in Rome (Chapter III.1 below), and in the process of planning, researching, writing and revising the Senior Essay under the direction of a faculty member. While one student has already had inquiries about publishing his research on Cypriot inscriptions and another used her senior essay research on

elementary Latin teaching methodologies in obtaining a position as a Latin teacher in the Seattle public schools, few students are going to engage in fully professional research while undergraduates. Nevertheless, every one of our undergraduate majors benefits from working closely with a faculty member on a senior essay topic of the student's own devising. And the students who proceed to graduate school in Classics are inspired to go at least partly because of what they have learned in the Department, both directly and indirectly, about the challenges and rewards of research.

Accountability and use of university resources

The Department makes every effort to use state resources efficiently. For non-transfer students, the graduation efficiency index in 1996-97 (the most recent year for which comparative figures are available) was 94.0, the highest recorded in that year in the humanities division; as was true across the whole division, the GEI for our transfer students was considerably lower. All undergraduate courses offered by the Department contribute to more than one of the majors and/or minors. In other words no one course exists solely to service one particular major or minor. This is an important consideration because it bears directly on the efficiency and economy of faculty deployment and on the availability of essential courses to the students.

As there are no significant enrollment pressures in higher-level courses essential to our major and minor options, time to degree is not a problem for students who can devote themselves full time to their studies. However, as is the case with UW (and other public university) undergraduates at large, many students work long hours to put themselves through school and therefore cannot study full time. Another impediment to timely completion of degrees (if by "timely" completion in four years is meant) is the relatively low visibility of Classics as a discipline in Washington high schools. Since few students come to UW with previous training in Classics, students often discover the Classics Department only after they have attended the university for a year or two. To raise awareness of the Classics Department, faculty visit schools in the area (especially the high schools), and sponsor each year a one-day program for those teaching Classical materials at any level in Washington's schools (see further Chapter III.3). Furthermore, participation by three faculty in World Language Day last year and this year indicates our eagerness to reach out to potential constituents. We also recruit actively on campus for our courses through use of colorful flyers distributed in our introductory classes and in large general educational classes such as Classics 430, Greek and Roman Mythology. This publicity, as

well as our departmental web-site, fosters a broader awareness in the student body of the kinds of opportunities and programs we offer.

Student demographics and career paths

Men and women are currently enrolled in Departmental majors in the proportion 2:3; in the minors the proportion changes to 1:2. As in other UW departments, the age profile of our majors is varied, and by no means restricted to the 18-22 age-group. We attract many older and returning students; at the other end of the age spectrum we also attract some of the students in the university's Early Entrance Program. (Our three recent Mellons include one of 'regular' undergraduate age, one younger and one older.) Our most current figures on race and ethnicity show just over 20% of our majors and minors to be non-white: by far the largest set of minority populations represented are those self-identifying as Asian. These figures are unremarkable for the UW population at large; but they are noteworthy for a Department of Classics: see further Chapter V below. We know from financial information offered in connection with intradepartmental scholarship applications that many of our majors are self-supporting, and work half-time, or even more, at outside jobs. This is often, but not always, an impediment to the efficient use of educational resources: sometimes the jobs are good ones, and provide a foot in the door for full-time employment after the degree.

Both our data on current students and our exit surveys (see below) show a high proportion of our majors (c.40%) to be double majors, combining their study of Classics with equally close study in other fields. Three times out of four the non-departmental major is in a methodologically cognate area of the humanities, arts, or social sciences; but in an appreciable number of cases (as for students who combine preparation for careers in medicine or computers with a continuing interest in the humanities) the other major is in a wholly unrelated field. The following are the majors combined with Classics Department majors by *two or more* students in 1998: English, History, Comparative History of Ideas, Art History, Anthropology, Biochemistry.

The career paths on which our majors embark after leaving the university are various.¹ The Department's record of placing its students in Ph.D. programs is sufficiently noteworthy to merit a special section, below. A steady stream of our students (four former undergraduates in the past decade, together with one Ph.D student) have gone on to obtain

¹Some of the data in this paragraph are codified in the required Appendix E 'Placement of graduates, last three years'.

teaching jobs in Latin (few as they are) in local private and public schools. We have sent our graduated majors to medical school and law school, and to careers such as computing, bookselling and publishing. In an era in which careers are entered upon and changed in more fluid and less predictable ways than in previous generations, it will also be instructive to add some recent individual anecdotes. Here are four:

#1 A departmental major volunteers to serve as student leader of a UWired FIG (Freshman Interest Group) connected to Classics 430 Classical Mythology, and hones her internet and Powerpoint skills along the way. Interviewed upon graduation for a job at Boeing which requires communication and computer skills, she is asked, 'Why did studying Latin prepare you for this job?' and she answers 'If you can explain a Latin sentence you can explain anything to anyone,' and is hired.

#2 In her senior year a departmental major devises a capstone project on the semiotics of clothing in the ancient world which combines her interests in the ancient world and theater. A year after graduation she is working as a costume designer and designs classical costumes for two professional Seattle dramatic productions. She subsequently pursues further studies in the history of fashion at the Courtauld Institute, London.

#3 A departmental major who also majored in biology obtains teacher certification in biology and secures a job in a public school. In his first year he convinces the administration that the school needs a program in Latin, sets up the program and teaches it.

#4 A departmental major who also served as the editor of the university *Daily* (presiding over one of its occasional periods of quality journalism) moves to England and, after working for a year on a regional *Seattle Weekly/Time Out* -type magazine, secures a job at Oxbow Books, a commercial publisher with a thriving Classics list. Her Classics Department major and her journalistic experience are equally instrumental in getting her the job.

Desired improvements to quality of BA programs in the Department of Classics

Overall, the Department's BA programs are thriving. One issue which has emerged in faculty discussion of the curriculum and in student exit surveys (see just below) is the role of writing in the BA programs, and (bound up with this) the challenge of achieving a productive integration of the tightly focused upper level language courses with broader

perspectives on classical cultures. The recently instituted Senior Essay requirement goes some way to address this nexus on an individual basis, as students design their own capstone projects with opportunities for synthesis and integration of various areas of study. With additional faculty resources it would be possible to institute a senior seminar to address these issues further.

Our BAs speak for themselves: exit / follow-up surveys

All recipients of bachelor degrees since 1995 inclusive have been sent a survey designed by the Department of Classics, in the form either of an exit survey or (in the case of those who graduated before the establishment of the exit survey in 1997-98) of a follow-up survey, identical in form. A full compilation of the 15 responses received will be found in Appendix H. We close this section with a descriptive and interpretive overview.

Although the survey sample is smallish (15), it offers a fuller picture than the (very positive) university-generated data on undergraduate satisfaction set out in the *Departmental Academic Profile for 1998* (required Appendix B); note that those data are actually for the single year 1994-95. Our survey is clearly representative of the make-up of our majors in general since the majority of respondents were Classics (i.e. two-language) majors, while Latin and Classical Studies make up the bulk of the rest. Also their post-graduation career paths are varied — with the academic side somewhat over-represented but not overwhelmingly so. We received responses from two future lawyers and a future doctor, from a construction manager and a computer tech. person.

The survey results confirm clearly what we have noted above in connection with time to degree: of 14 respondents, 9 did not decide to major until their junior year and only two in their freshman year. Previous “traditional” preparation is not especially relevant to choice of major: only one respondent came to UW with any ancient language preparation. Their previous experience with high-school or other college courses (courses at other institutions) consisted of introductory in-translation courses. As many majors took introductory Greek or Latin (101/300) as a first Classics Department course here as those whose first experience was in non-language-based courses (Classics.210, 320, 430). In other words, students find us through the languages as well as through in-translation courses.

While some cited the intellectual challenge and the discipline involved in the field of Classics as primary reasons for choice of major, pleasure played a strong role in decisions to major in Classics: most often the respondents use words such as “loved” or “liked” or

"enjoyed" or phrases like "a passion for Latin" or "I thought I would find it more interesting than accounting" to describe their reasons for majoring in the Department.

Their expressed degree of satisfaction with their major, with the instruction they received, and with the skills they developed, is notable. In rating our sequences of language courses, very few registered anything less than satisfaction with the first and second year sequences. When rating 400 level classes, the great majority picked the top rating of 'very satisfied'; no rating lower than 'neutral' was offered here. Respondents are also very satisfied with the linguistic skills, close reading skills and the critical thinking skills they developed in our program. The survey suggests, however, that both the skills of abstract reasoning and writing might merit a bit more attention in our program. Writing, overall, appears several times as an area of concern to these respondents; some express a desire for more criticism or more formal training in essay-writing than they received here.

Perhaps the most gratifying aspect of this survey is the consistency with which the respondents mention the faculty and TAs as positive aspects of the program. They use the words 'supportive, friendly, excellent, available, accessible, encouraging, wonderful, fantastic, skilled, stimulating, enthusiastic'; phrases like 'commitment to teaching, intellectual integrity, high standards' are applied to the Department; phrases like 'an excellent broad education, diverse education, variety of courses, high level of faculty/student interaction, challenging and engaging' describe their experiences here.

On the critical side, some express concern that the program is not sufficiently broad in terms of making connections to related departments such as History or Near East, and/or that the 400 level courses are not sufficiently broad in terms of making connections between authors and their historical/cultural settings. Several respondents also suggest offering introductory courses for majors which would be more focused than Classics 210 and yet more general than our upper-level language courses. Two suggest that we might encourage majors to take related courses in other departments so as to enrich their experience. Other respondents mention more program flexibility (in terms of independent study and the Honors option), more course variety and more course offerings.

B. SPECIAL REPORT: PLACEMENT OF DEPARTMENTAL MAJORS (VEL. SIM.) IN GRADUATE PROGRAMS IN CLASSICS

This section of the study takes stock of the 15 former undergraduate majors, 'fifth year' students, and MA recipients who are currently enrolled in a graduate program in the field of Classics. These students have been extraordinarily successful: two are in the graduate program at Harvard University, two at the University of Michigan, two at the University of California, Berkeley, two at the University of Pennsylvania, two at Catholic University, one (an undergraduate major and MA) at Columbia University, one (undergraduate major and MA) at University College, London, and one here at the University of Washington. One recently graduated undergraduate Classics major enrolled in the graduate program in History at Ohio State University (with a specialization in ancient history); another is completing the MA program in Classics at the University of California, Santa Barbara, and has a teaching position in a public school in Massachusetts.

Of these, three are recipients of the prestigious and highly competitive Mellon Fellowship: Dylan Sailor (1995), now at UC Berkeley; Mimi Gogh (1997), now at Harvard; and Aislinn Melchior (1998), now at the University of Pennsylvania. In addition, all 15 enjoy full financial support from their respective programs in the form of fellowships or teaching assistantships. It is worth noting that 7 of these 15 students were recipients of the Department's Greenfield Scholarship; one received a Densmore. We are clearly doing a good job of identifying and encouraging students who are likely to succeed at the graduate level.

All 15 were surveyed in preparation for this review, and 11 responded (see Appendix I). Their responses will bear out the assertion that on the whole, these students felt that the training they received at the UW equipped them well to handle work in what are clearly some of the most prestigious and demanding Classics graduate programs in the country. Some common threads running throughout their remarks are the strength and rigor of the philological training they received here, especially in comparison to that received by their peers at other institutions; an appreciation of the depth and breadth of courses offered; overall contentedness with the supportive atmosphere of the Department; good guidance in terms of making choices about their graduate applications. The last point is particularly telling. We do not currently have in place any formal mechanism whereby we offer advice about graduate programs or where to apply; students depend entirely on individual faculty members for that. It is noteworthy that in their responses, several of these students note

that in making their decisions they relied on advice from *several* faculty members -- a mark of how seriously we take our responsibility in this area and how accessible and forthcoming we try to be in matters like this.

There are, to be sure, some suggestions for improvement, but in many instances their suggestions have in fact already been addressed. For example, one student, who received her degree six years ago, remarked the scant attention to theory in her undergraduate classes; another, the short shrift given to material culture or cultural and social history in general. But this is less the case now than it was six years ago, as is reflected in changes in the curriculum, the evolving interests of the faculty, and our recent appointments. On the whole, then, our students have proven to be not only highly competitive in terms of securing admission to first-rank graduate programs in Classics, but highly successful in competing for support as well. Most trace this success directly to the training and guidance they received at the University of Washington.

C. GRADUATE PROGRAM (MASTER'S AND DOCTORAL)

With the exception of the University of California, Berkeley, the UW Department of Classics operates the largest graduate program in Classics on the west coast (our current enrollment as of Fall 1998 is 25; Berkeley's is 32). Ours is also the only institution granting the PhD in Classics in the Pacific Northwest (excluding the University of British Columbia).

Admission to the UW graduate program in Classics is competitive. As set out in Appendix A (*Graduate Student Statistical Summary*), since 1991 we have received an average of 53 applications per year, with a high of 63 for autumn 1996 and a low of 40 for autumn 1991; by contrast, for the period 1980-1990, the average number of applications was 21. In general, the statistics over the past two decades indicate that the number of applicants has risen dramatically. Perhaps most significant is our increased rejection rate: for autumn 1991, for instance, we rejected only 6 of 40 applicants, a rate of 15%; in this past recruiting season (for admission in autumn 1998), we rejected 35 of 48, a rate of 73%. Not only has the pool of applicants increased but so, apparently, has their quality: for 1990 and 1991, the average GRE score of our *rejected* applicants was 591; for 1997 and 1998, 641 (against a Humanities-wide average of 590¹). Based on GREs, ours is the strongest applicant pool of any UW Humanities department: see further the end of the present section, below.

The overall improvement in our admissions scenario is all the more impressive when one realizes that our funding for graduate students remains essentially unchanged (except that we received a new TA slot in 1996, bringing us to a current total of 14 1/3 annual slots; we omit here the three-year opportunity of the Vigfusson Fellowship, discussed below). Teaching Assistantships, renewable for up to five total years in a graduate student's career, remain the chief source of funding; the absence of regular graduate fellowships remains our chief obstacle to recruitment. The Graduate School has also consistently awarded the Department one Research Assistantship per annum for an entering student which, together with some supplemental stipend money and recruitment travel money (last year, for example, we were awarded \$5000 and \$2000 for each purpose respectively), has allowed us to be more competitive in our recruitment efforts than we might otherwise have been. Indeed, we have been quite successful in recruiting some top-flight candidates who, although offered financially more attractive situations at other institutions, chose the

¹Source: Graduate School, *Graduate Student Statistical Summaries*.

University of Washington: in 1996 a candidate accepted our offer in the face of a support offer from Cornell; in 1997 two candidates accepted UW over packages at Michigan and Cornell respectively. In recent years we have consistently managed to matriculate 1-2 of our top 4-5 applicants; those in the top group who decline our offer of admission have typically been offered much more lucrative funding packages from such stiff competition as (in the past three years) Harvard, Berkeley, UCLA, Stanford and Penn. In some instances a deciding factor in our favor has been the amount of teaching experience they will receive here.

What this suggests is that a healthy and nationally competitive pool of students is attracted to apply to the UW Department of Classics by the quality of its faculty and program itself, even in the face of a financial support picture which compares unfavourably with the picture at most other institutions to which such students typically apply.

Structure

The specific requirements for advanced degrees are described in detail in the *Graduate Program in Classics* brochure, attached after the Appendices. In this section of the self-study, we address the current structure of the graduate program as well as outcomes and prospects.

As our brochure states: 'The program of formal instruction has been designed to insure comprehensive and thorough training in the basic disciplines needed for teaching and research. Courses are offered in the major authors and periods of literature, philosophy and history, classical art and archaeology, and Greek and Latin linguistics. Seminars introduce research techniques through study of more specialized topics. Students may also do supporting work in other departments in such areas as ancient philosophy, ancient and medieval history, literary theory, and linguistics.' In addition to coursework, graduate students aiming for the PhD are required to pass several examinations: competency exams in reading German and French or German and Italian; translation exams in both Greek and Latin which consist of sight passages and passages drawn from the Department's reading list; two special author exams, one Greek and one Latin; and a special field exam on some topic in Classical studies, e.g., Roman topography, paleography, an historical period, etc. Students must also satisfy through coursework or the equivalent requirements in Greek and Latin prose composition. The PhD oral examination, administered upon completion of all other requirements for the doctorate other than the dissertation, is a two-hour comprehensive examination covering Greek and Latin literature, history and philosophy.

PhD candidacy is possible only upon completion of the requirements for the MA degree. Apart from the required coursework (see brochure), MA candidates must pass one competency examination in a modern foreign language and write an MA paper (typically a revision of a seminar paper). Under certain circumstances, an MA thesis may be substituted with a reduction in the courseload. In general, however, it is felt that at an early stage of the student's preparation, the benefits of additional coursework outweigh those of writing a full-fledged thesis.

The MA degree is typically viewed as a stepping stone to the PhD; we matriculate very few graduate students whose ultimate goal is the MA degree. The usual 'terminal MA' profile is the secondary school teacher who as a matter of professional advancement wishes to pursue graduate work in Classics (see further on this below). Upon completion of the MA degree, therefore, those who wish to continue to the PhD must be admitted to doctoral candidacy by a vote of the entire faculty. That vote is preceded by an evaluation of the student's overall performance to date by his or her MA reading committee, which consists of three faculty members who review the student's work to that point and make a recommendation to the faculty for continuance (or not). Following the full meeting of the faculty, the chair of the reading committee is charged with meeting with the student to convey the result of the vote as well as the gist of the faculty's assessment and to discuss the student's strategy for the future.

Depending on their interests and progress, graduate students in Classics have various opportunities to do work in other departments. This may range from taking an occasional course (e.g., in History, Art History or Comparative Literature), to working on a special field exam with a member of another department who has particular expertise in the student's area of interest, to enrolling in one of two special programs designed to broaden the student's intellectual horizons and expertise. One of these is the recently instituted PhD Program in Classics and Philosophy (run in conjunction with the Department of Philosophy; one Classics graduate student is currently enrolled in this). Another is the PhD Program in Theory and Criticism (the first graduate of that program, Holly Haynes, was a Classics graduate student; two Classics graduate students are currently enrolled in that program). Both are designed to supplement rather than to replace required work in the main Classics PhD track; both are described in the attached *Graduate Program in Classics* brochure.

Following the completion of all examinations, written and oral, and as the student enters the dissertation stage, preparation for the job market becomes a central issue. The Department assists those entering the job market in some formal ways — through arranging mock interviews prior to the annual convention, for instance, or through helping them formulate teaching portfolios via the TA mentoring program (see separate section in this chapter, below). Informally, dissertation advisors as well as other interested faculty members take an active role in helping candidates prepare an effective *curriculum vitae*, write cover letters, identify suitable positions, etc..

Every stage of a graduate student's career is overseen by the Graduate Program Coordinator. In addition to the informal meetings and conversations that take place in the course of a quarter, every quarter the GPC meets formally with each graduate student to review their progress to date, discuss plans for taking the various exams, establish the next quarter's course of study, and in general to advise the student as well as to listen to any concerns the student may have.

Outcomes: NRC 'improvement' rating

In 1995 the National Research Council published rankings of research-doctorate programs in 41 disciplines, including Classics, based upon a survey conducted in 1993 (see *The Chronicle of Higher Education*, Sept. 22, 1995, p. A21). The University of Washington was ranked 20th among PhD programs in Classics for quality of program faculty, and 16th for program effectiveness. These are respectable rankings (compare our 1982 rankings of 26th and 23rd), but still not as high as we would wish. In practice the quality and effectiveness rankings tend to rise and fall together in NRC survey responses; and we believe that if we had the graduate fellowship opportunities which help recruitment and time to degree in virtually all other top-twenty programs, we would rise higher within the group in both categories. The other rankings recorded for UW Arts and Humanities programs were as follows (alphabetically): Art History 31st and 34th; Comp. Lit. 14th and 14th; English 23rd and 24th; French 35th and 40th; German 12th and 13th; Linguistics 17th and 19th; Music 29th and 31st; Spanish and Portuguese 44th and 44th.

But one very striking and encouraging statistic did emerge from the NRC survey, which corroborates other indications that our 'street value' is rising. For each program surveyed, raters were asked to assess changes in overall program quality over the five-year period from 1988 to 1993, using a scale of -1 (poorer than five years ago) to +1 (better than five years ago). UW Classics received a rating of +0.69 — a five-year improvement statistic

which was by a significant margin the best recorded by any Classics program in the nation, the best recorded by any UW Arts or Humanities program, and one of the top ten recorded among all 585 Arts and Humanities programs assessed.

Outcomes: other measures

There are several other means by which we can measure the success of our graduate program, one being the data generated via the Graduate School's exit questionnaires and the statistics derived from them (see Appendix B, *Departmental Academic Profile for 1998*). The most recent survey shows that the graduate program in Classics received from its doctoral recipients in 1996-97 an overall program quality rating of 5.0 on a scale of 1-5. As the following chart shows, only two other departments in the Humanities Division received as high a score from responding PhDs (the chart includes also two 'humanistic' departments in the Social Science Division, History and Philosophy):

Comparative table of Graduate Student Rating of UW Doctoral Experience upon graduation (5 to 1 scale with 5=highest rating (Source: Departmental Academic Profiles for 1998)

Department	Overall Program Quality
Classics	5.0
Scandinavian Languages	5.0
Comparative Literature	5.0
English	4.5
Slavic Languages	4.5
Speech Communication	4.5
Linguistics	4.3
Asian Languages	4.0
History	4.0
Philosophy	4.0

Given the small numbers involved (only English among Humanities departments regularly reaches double figures in PhDs graduated per year), the above comparison cannot carry a great deal of weight by itself. A better measure is the success our graduate students have enjoyed in recent years in competing for various forms of support available within the University. In the absence of any support from the Department other than what can be provided through a Teaching Assistantship or (in the first year) a Research Assistantship, graduate students in the latter stages of their career here typically compete for the few sources of assistance available. By far the most prestigious of these is the Alvord

Fellowship, a highly competitive award granted annually to a single graduate student writing a dissertation in the Humanities. Two of our PhD candidates have won the Alvord in the past three years: Braden Mechley and David Rohrbacher. In addition, the Graduate School offers Dissertation Fellowships, modest but competitive awards offering a quarter's worth of support for a student in the final stages of completing a dissertation. In the past four years, three of our PhD candidates have won a Dissertation Fellowship: Holly Haynes, Dan Curley, and Owen Ewald. In addition, Owen Ewald was recently named a first-round recipient of the newly-instituted Humanities Center Graduate Fellowship, securing a year's support for work on finishing his dissertation. Another of our graduate students last year competed for and won a Gerberding Rome Fellowship, which provided her with a stipend to study in the Department's spring program in Rome. Finally, two of our Canadian graduate students, Pauline Ripat and Brad Levett, recently won awards from Canada's Social Sciences and Humanities Research Council: this is the most prestigious and competitive award of its kind. Not only will it provide them with support for the duration of their graduate career, but it will permit them to take advantage of unique opportunities (Pauline, for instance, will be studying papyrology with Dirk Obbink at Oxford this spring; Brad will be traveling to Banff to deliver a paper at a major international conference on Greek tragedy). It is extraordinary that two students within a single department should receive SSHRCs.

As mentioned above, we matriculate few 'terminal MA' candidates, but the successes of those students are worth noting. Three of our MA degree recipients, for example, are at present teaching in area public or private schools; another teaches at a private school outside of Boston; yet another is a retired Latin teacher actively involved in the local chapter of the American Institute of Archaeology; a teacher at Seattle Academy is currently an MA candidate; and one of our undergraduate majors who is teaching at a local private school intends to apply for the MA program this year. Most of these students enrolled with the express purpose of completing their studies with the MA.

An additional and important measure, of course, is the subsequent experience of our doctorates in the market place following graduation. We sent surveys to our seven most recently educated PhDs in Classics, the group being defined as those who had their main graduate experience (i.e. course-work as well as dissertation) in the 1990s or achieved PhD candidacy in Spring 1991 or after. Included in that group was one PhC, Dan Curley, who will defend his dissertation in the winter quarter of 1999. The seven responses are included as Appendix J.

All seven are currently employed in academic positions. Holly Haynes, who completed her PhD in 1996, is currently in her third year as an Assistant Professor in the Department of Classics at New York University, a post she chose over a tenure-track offer from Princeton University, after a spectacularly successful season on the job market. Braden Mechley and David Rohrbacher, who both completed their degrees in 1998, currently hold one year positions at Davidson College and the University of Tennessee, Knoxville, respectively. Dan Curley, the aforementioned PhC, secured a three year position at Skidmore College. Brad Cook (PhD '96) has held temporary positions at Ursinus College and most recently at Tulane and Loyola Universities. Rina Quartarone (PhD '96) held a temporary position at Whitman College from 1994-98 and will be teaching (again in a temporary position) at Loyola Chicago beginning winter 1999. Lynn Napiorski (PhD '96) is a resident of Seattle and has taught for the Department on several occasions. In short, all of our recent doctorates have secured academic positions of one form or another.

The surveys are in general extremely positive. Most respondents comment on the congenial atmosphere of the Department, the accessibility and competence of the faculty, and the good preparation they received for teaching and research. Several commented on the efficacy of their mock interviews prior to the American Philological Association convention (the post-Christmas meeting where the majority of preliminary interviews for jobs in this field are conducted). Several, however, felt that more could have been done on a formal basis to educate them about the job-hunting process and post-dissertation life in general. This is probably a legitimate concern. As the number of PhDs we have going on the market increases and the more competitive they become (and this seems likely to happen), the more attentive we need to be — at both an early and late stage in their career — to making sure our candidates know what to expect and how to plan accordingly.

Prospects

The overall picture of the graduate program, whether viewed 'externally' (i.e. from a source such as the NRC ratings) or 'internally' (via exit questionnaires), is extremely healthy. There are, of course, ways in which we can improve, and the remainder of this portion of the self-study is devoted to discussing various strategies the Department intends or would like to employ.

- The Department will benefit from improved interaction with other departments at the level of graduate teaching. To a degree, this already takes place via the PhD tracks in

Classics and Philosophy and in Theory and Criticism or via less formal cross-disciplinary entities like the Medieval Studies group. Also under serious discussion, at the initiative of Prof. Joel Walker in the History Department in consultation with members of the Classics Department, is the implementation of a Program in Ancient History. Given the impressive faculty resources for the study of ancient history and culture that exist both on this campus and in institutions throughout the Pacific Northwest, it seems both logical and timely to explore this possibility. The newly endowed Walter Chapin Simpson Center for the Humanities also presents some exciting opportunities for increased interdisciplinarity, and the Department has already made significant contributions to the life of the center (Profs. Blundell and Gowing as Humanities Center Teaching Fellows, Prof. Connolly as a Humanities Center Faculty Fellow, and Owen Ewald as a Humanities Center Graduate Fellow).

- The Department is fortunate to have a faculty with a wide range of interests and expertise, and it is in our interests to utilize that talent as effectively as possible in order to expose our graduate students to the variety of research possibilities available to them. This means offering a healthy mix of seminars -- both innovative seminars that address themes and issues current in the field as well as those that, in taking a more traditional approach, provide students with the fundamental skills we expect of well-trained classicists. At the same time the faculty remains committed to maintaining existing standards in the form of requiring demonstrated expertise in Latin and Greek prose composition, reading classes which provide a deep familiarity with a particular text and author, etc.

- In conjunction with this, and as the quality and ambitions of our graduate students continue to improve, we will need to pay close attention to educating them about the realities of and strategies for dealing with the job market. Here, too, it would be useful to increase the amount of travel money we are able to provide, both in order to cover expenses associated with traveling to the annual convention as well as to professional conferences to give papers. This can be a crucial component of preparation for a career in Classics, and we need to do everything we can to encourage our graduate students to participate. Similarly, the planned institution of a visiting lecturer sponsored by Classics graduate students will give our students the experience of selecting, inviting and hosting someone in the profession.

• **Vigfusson Fellowship**

Last year the Graduate School informed the Department of Classics that it had been chosen to receive a Vigfusson Fellowship, which was to be awarded to a 'single outstanding prospective student in the amount of \$10,000 per year for three years.' After considerable discussion by the Departmental faculty, we requested that we be allowed to make three separate, individual awards of \$10,000 at entry level spread over the next three years. We laid out our rationale for this decision in a letter (dated 8/14/98) to Dean Elizabeth Feetham, included in Appendix G. In essence we felt that making three awards spread out over three years made more sense in terms of providing the Vigfusson recipient with a mix of fellowship and teaching experience (especially important in this field), besides allowing us to raise our recruitment profile nationally by advertising fellowship support in three years' competitions rather than just in one. The Graduate School granted our request, and we will offer the first Vigfusson to an incoming candidate this year. In addition to updating our brochures, this fall we mounted something of an 'advertising' campaign, sending out notifications of the new fellowship to personal contacts in departments at select institutions throughout the country (see again Appendix G).

It needs to be stressed, however, that the Department already attracts an extremely strong applicant pool. Indeed, if one uses as a gauge the verbal GRE score of applicants who were accepted but did not enroll or who were accepted and did enroll, the graduate program in Classics enjoys the strongest applicant pool of any in the UW Humanities Division.

Comparison of average GRE verbal scores for years 1991-98 within UW Humanities
(source: Graduate School, *Graduate Student Statistical Summaries*)

	accepted but not enrolled	accepted and enrolled
Classics	685	673
Asian Lang. and Lit.	641	585
Comparative Lit.	635	617
English	668	658
Germanics	605	589
Linguistics	590	542
Near Eastern	618	518
Romance Lang.	582	549
Scandinavian Lang.	609	627
Slavics	629	570

Speech Comm.	576	578
UW Humanities avg.	638	620

What we obviously lack, therefore, is not the ability to attract a strong applicant pool, but rather the ability to compete against more heavily endowed graduate programs in Classics which are able to offer full fellowship support. The figures for Classics cited above support this. Indeed, it is a testimony to the strength of our program that we are still able to matriculate 1-2 of our top 4-5 applicants, as mentioned above. The Vigfusson will, for a three year period at least, significantly improve our drawing power, and we are hopeful that we can use this Fellowship to enhance an already strong program. But the implementation of a lasting graduate entry-level fellowship system remains our strongest desideratum for the graduate program, and would clearly give it the boost it needs to become one of the most competitive in the country. (For an attempt to open a practical discussion in this area, see under 'research support resources' in Chapter IV.) In the absence of such an enhancement, it is evidently to everyone's advantage to continue the current level of support we enjoy from the Graduate School.

D. TA EXPERIENCE AND TRAINING WITHIN GRADUATE EDUCATION

The Department of Classics offers students in its graduate program greater breadth and depth of teaching experience than do most comparable Classics programs nationwide. With the exception of the one student per year who secures a first-year RAship, our graduate students on support have entered in recent years with the expectation that they will teach every single quarter during the course-work years, and most quarters during the dissertation too. Thanks to 'soft' money from sources such as recapture, we have often been able to offer some teaching opportunities to meritorious students beyond the five-year 'package' too, and also occasional teaching quarters to the few students who enter our program without support. Our thriving summer program (see next chapter) provides further opportunities for graduate teaching experience.

Supported students can generally expect during their years of course-work to teach all of the following courses, often several times: Classics 101 and 205 (Greek and Latin roots of English words, and bioscientific vocabulary, often the student's first teaching assignment), Latin 101-103 (first-year Latin); Classics 210 (faculty team-taught literature survey in which TA sections provide the continuity). We have also recently developed an expanded version of our popular (daytime) mythology course (Classics 430) to include TA sections. Especially later in their graduate careers, our stronger students can expect to be assigned (as sole instructor) language courses in which expertise and initiative are especially crucial: accelerated or summer elementary Latin, accelerated or summer elementary Greek, an overflow section of second-year Latin (Latin 305 Caesar and Catullus). Finally, senior graduate students making good progress in the program can expect to teach, as sole instructor, at least one afternoon (U/V) or summer offering of an upper-level in-translation course: Classics 424 (epic tradition), 427 (tragedy), 428 (comedy), 430 (mythology).

There is of course a down-side to all this. Depth and variety of teaching experience is good; teaching without any respite is not so good. Our graduate program would operate more efficiently if (above all) we could free our students from the classroom in the crucial first year, and thus move them faster along the steep learning curve which leads from undergraduate to graduate study; and so too if there were more ways to secure fellowship time for the dissertation write-up year. (See the previous section on these matters.)

However, the up-side of the teaching experience which we offer our graduate students is a very real one. The impressive record of actual teaching offered by job candidates from our program has often attracted favourable notice from the hiring committees who interview them: the contrast with PhD programs in many private universities, where students may teach no more than a couple of small discussion sections over a five or six year period, can be a marked one. Even if and as our graduate fellowship picture improves (as we strongly hope it does), our intention is not to reduce the breadth and depth of teaching experience which we offer our graduates, but simply to relieve its sheer volume, by freeing up time for pure study at key junctures early and late in the program. That way, we shall achieve the best of both worlds, study experience and teaching experience, for our PhDs.

Teaching portfolio and course development program

We have (and long have had) in place an efficiently-working system of faculty supervision for individual TA-taught courses (see e.g. the section 'Beginning language programs' in the next chapter). More recently, however, we have moved (as have other units in the college) to integrate the actual teaching experience of our TAs with larger perspectives on the role of teaching within graduate education.

During academic year 1996-97, TA coordinator Prof. James J. Clauss, in conjunction with Deborah Hatch of CIDR (Center for Instructional Development and Research) and lead TA Braden Mechley, initiated a teaching portfolio and course development program for all TAs and interested graduate students in Classics. The goals of the program are twofold: (1) to encourage TAs to develop an overall philosophy of teaching and to represent this, as well as specific teaching experience, in a teaching portfolio; and (2) to work on the development of specific courses, including the creation of course portfolios.

Teaching portfolios are not currently required of job applicants in the field of Classics at the college or university level. In general the culture of the discipline prefers informal over formal means of assessing a candidate's teaching vision. However, there are signs that many departments advertising jobs in Classics (especially in teaching-intensive institutions) are becoming interested in a fuller paper trail in this area, and our new program is designed to respond proactively to this trend.

In addition to developing overall teaching portfolios, the new program also focuses on the development of specific courses. TAs are asked to create portfolios for specific classes, which include a statement of the course's goals, syllabi, sample quizzes and tests, and,

where appropriate, evaluations of the teacher's effectiveness. Not only is this process applied to courses that the TAs have actually taught (a substantial roster, as discussed above), but the TAs have also been invited to 'create' courses that they will almost certainly be asked to teach in the future. The goal of this part of the program is to create the opportunity to discuss specific courses from a more theoretical perspective (in particular, apart from the actual implementation of the course in question) and to begin the process of creating new courses. The latter goal also has a practical application for the TAs when they are being considered for academic positions: they will be able to discuss such courses with potential employers more concretely.

Finally, all TAs have been encouraged to create homepages for use in their teaching. In addition to being a useful pedagogic tool in many courses, the homepage will familiarize graduate students with a technology which they will certainly encounter again in their future jobs: a small but growing number of job advertisements in Classics now specify familiarity with computer-based teaching as a desideratum.

CHAPTER III.1: UNIT ROLES AND RESPONSIBILITIES. INSTRUCTION

A. OVERVIEW: THE DEPARTMENT'S COMMITMENT TO COLLEGE- AND UNIVERSITY-WIDE EDUCATION

The previous chapter offered detailed accounts of the undergraduate major and of the graduate program in the Department of Classics. The present chapter will supplement and round out those narratives by surveying other aspects of the Department's instructional mission. First, however, some overviews.

As members of a discipline which long ago lost the automatic entitlement to centrality which it had enjoyed in the nineteenth-century European and American academy, classicists have a strong sense that good student enrollments must be earned, not taken for granted. The UW Department of Classics takes pride alike in the sheer numbers of students from across the College and University which it enrolls in its classes, and in the quality and range of the course opportunities offered to those students outside, as well as inside, its own degree programs. We have been active and enthusiastic partners in the University's ongoing efforts (in dialogue with Olympia) to address issues of student access. We have been beneficiaries of those efforts too: 'access' money brought us our twelfth faculty position in 1997, and a new (fourteenth) TAsip the previous year; and we believe that we could offer the University a good return on further such investment, if opportunity should arise again. (More on this below, and in Chapter V.)

Total enrollment figures

The University's latest figures on overall Classics Department enrollment are represented in Section 2 of the *Departmental Academic Profile for 1998* (included as the required Appendix B). These data show the total number of students enrolled in our courses within the academic year 1997-98 (excluding summer) as 3,809. The corresponding figure for total student credit hours is plotted in the range 13,000-14,500, depending upon the measurement criterion used. These figures confirm the picture which emerges from the Department's own quarter by quarter record-keeping. In the decade from autumn 1988 to spring 1998 we have consistently enrolled between 1,100 and 1,400 students per quarter in our courses in the regular academic year (plus another 400 in summer quarter): our lowest recorded quarterly enrollment (for autumn 1994) is 1,030; our highest (for winter 1998) is 1,493.

In terms of planning for the future, perhaps the most useful figures offered in Section 2 of the *Departmental Profile* are those which measure, for our course-offerings, the percentage of enrollment demand satisfied. In 1997-98 the Department was able to accommodate 69.2% of the students who sought enrollment in undergraduate-level courses (63.0% in the lower division, and 80.0% in the upper division). Only two other departments in the Humanities showed percentages below 80% for overall undergraduate enrollment demand met: Speech Communication at 55.2% (53.8% lower and 58.1% upper), and English at 68.5% (62.2% lower and 83.7% upper). In other words, the healthy 'market' for our courses is shown not only in our high enrollments over the years, but also in the substantial number of potential enrollees whom we are forced to disappoint. Again, the implication of the figures is that the Department could offer the University a good return on a further investment of 'access' money, whether in the form of a faculty or of a TA slot.

University-wide teaching honors

As emerges from the exit and follow-up surveys treated in Chapter II, our own former students clearly sense a strong commitment to teaching across the board in the Classics Department, at faculty and TA levels. It is notable, then, that in each of the past three years the Department has produced a winner in the University's Distinguished Teaching Award competition: in 1996 and 1998, respectively, Professors Clauss and Bliquez were faculty winners; in 1997 Braden Mechley won the equally competitive TA equivalent, an Excellence in Teaching Award. It seems unlikely that this winning 'streak' has been matched by any department of a size comparable to ours in the history of this university-wide competition.

B. BEYOND OUR SPECIALIZED CONSTITUENCY: CLASSICS AND THE (CHANGING) LIBERAL ARTS

(i) Classics through English

The Department offers a wide range of non-language-based courses on Greek and Roman literature and culture; on p.5 of our *Undergraduate Programs* brochure (attached after the Appendices) these are the courses with the prefixes 'Clas' (Classics) or 'Cl Ar' (Classical Archaeology). Intellectually, such courses offer two main opportunities: first, they open Classics up to larger dialogues within the humanities by making the field accessible to the great majority of students and scholars whose specializations lie elsewhere; and second, for our own departmental faculty and students, these courses allow certain issues to be handled

with a spaciousness which is not always possible in an advanced language course tied to the analysis of one or two particular texts.

Clas 210 and Clas 430

Our two top-enrolling lecture courses in this area are Clas 210 (Greek and Roman Classics in English) and Clas 430 (Greek and Roman Mythology). Both are always in high demand, and we have responded to that demand by offering them *every single quarter* during the regular academic year, throughout the past decade. Clas 210 is the Department's flagship course in terms of college-wide instructional impact: an ancient literature survey (covering some of the same ground as what is elsewhere called 'Great Books', but without the ideological baggage carried by that designation), it is structured as a team-taught course in which each member of the Department faculty offers a week's worth of lectures every quarter, with continuity provided by TA-led sections. Enrollment is limited (by TA resources) to 100 per quarter, or 300 per year; the University's enrollment figures show that in 1997-98 we had to turn away, in total, another 102 potential enrollees. Remarkably, this course has been taught by faculty throughout the past decade as an overload — on top of a regular course-load of 2-2-2, already higher than the 2-2-1 norm in the Humanities Division. (On teaching load see further Section E below.)

Clas 430, our mythology course, is most often taught as a 3-credit lecture class without TA sections, enrolling 200 per quarter; in recent years we have also developed a 5-credit version with sections, enrolling 150, offered whenever TA resources permit (see further Section E below). Rather than lock one faculty member into a course which could easily become stale through repetition, we alternate Clas 430, term by term, between five or six of our regular faculty. In recent years we have further responded to the high demand for Clas 430 by offering it several times per year in smaller afternoon (U/V), evening (Y) and summer-quarter configurations.

By themselves, then, these two courses expose approximately 900 students per year to the faculty of the Classics Department.

Conspectus of long-standing 'Clas' and 'Cl Ar' course-offerings

Besides Clas 210 and 430, the Department has between fifteen and twenty other non-language-based courses in its regular faculty-taught repertoire, divided half and half between 300 and 400 levels. Student enrollment varies from course to course depending upon both structure and demand, but is mostly in the 40-80 range.

- Our courses in Classical Archaeology ('Cl Ar') cover all main periods and artistic media (architecture, sculpture, painting); these courses are cross-listed with Art History, where they are on a menu of core major requirements.
- Some 'Clas' courses treat a particular literary genre (epic, tragedy, comedy, novel).
- Other 'Clas' courses treat issues and topics in social history, whether broader (private and public life, religion, intellectual history) or more specific (athletics).

We also offer, every quarter, multiple sections of two service courses on etymology, taught independently by TAs under faculty supervision, on a credit/no credit basis. Clas 101 is a general etymology course on Latin and Greek elements in the English language. It is almost always filled to capacity with students who, of their own accord or through the advice of counsellors, want to improve their English vocabulary; in our university's urban and coastal location, it finds one important constituency among non-Anglophone immigrants. The equally popular Clas 205 is a specialized etymology course on biological/scientific terminology, and appeals especially to science majors and premeds.

New 'Clas' courses added in past decade

Committed as a department to a dynamic and evolving vision of the liberal arts (see our mission statement in Chapter I), we regularly modify our in-translation course-offerings to tune into current discussions in the humanities at large, or to respond to new student interests and faculty specialities. New faculty-taught 'Clas' courses added in the past decade have included courses on sex, gender and other topics in cultural history and reception:

- Clas 326 Women in Antiquity
- Clas 328 Sex, Gender and Representation in Greek and Roman Literature
- Clas 330 The Age of Augustus
- Clas 432 Classical Mythology in Film

plus (under Clas 496, our rubric for pilot courses and one-time offerings)

- Comparative Greek and Hebrew Creation Mythology
- Greek Culture under Rome

Student demographics: non-majors served by Classics through English

Aside from our own majors, what kinds of student constituency are served by our in-translation courses? A good way to identify our 'repeat' customers is by looking at the major departments of those students who elect one of our two non-language-based minors. The results, in terms of Classics outreach, are striking. In spring 1998, registered minors

in Classical Studies, and in Classics and Ancient History, were identified in our records as majors in the following subjects:

- Accounting
- Anthropology (3)
- Biochemistry (2)
- Biology
- Communications (3)
- Comparative History of Ideas
- Computer Science
- Economics
- English (3)
- History (3)
- Humanities (Evening Degree)
- Metallurgical Engineering
- Microbiology
- Political Science (3)
- Speech and Hearing Sciences
- Zoology (2)

In autumn 1998, the faculty members teaching Clas 430 (Greek and Roman Mythology) and Clas 320 (Greek and Roman Private and Public Life) conducted informal surveys of their classes to find out what had led the many non-Classics majors therein to enrol. The most commonly given motive was, reasonably enough, an interest in Greco-Roman antiquity. Among those who went on to define the terms of this interest, many noted that the course content was relevant and important (or deemed to be so by their advisers) for particular majors: English majors identified themselves in these terms in Clas 430; History majors identified themselves thus in Clas 320. Other frequently mentioned reasons included a change of pace from science or technical courses, and (the institutionally mandated version of that impulse) the filling of general-education requirements. Gratifyingly, several non-majors said that they had chosen the present course because of a positive experience in another course or courses offered by the Department.

(ii) Beginning language programs

Virtually all undergraduate students who study in the Department have had no previous exposure to the languages and literatures of ancient Greece and Rome. Therefore, careful and engaging teaching of the languages is central to the Department's mission. A faculty

member teaches Greek 101-2-3; experienced Teaching Assistants are selected for Latin 101-2-3 and supervised closely by a faculty member. Each year, approximately 100 students complete the regular first year sequence in Latin, and 20-25 complete the first year sequence in Greek. The Department also offers two intensive sequences for each language, in Winter-Spring and Summer; these are often used by graduate students in departments such as Romance Languages, Art History, History, English and Philosophy.

The Department makes every effort to coordinate language instruction on the Seattle campus with the instruction in Latin available at a very limited number of area high schools to facilitate a smooth transition to upper level courses. The Arts and Sciences language requirement provides an incentive for students to complete the entire first year Latin or Greek sequence (through 103).

Measurement of success

Every quarter, the introductory Latin and Greek language courses are evaluated by participating students. Special attention is given to training and supervising graduate student instructors: they meet frequently with the faculty supervisor throughout the year and are observed in the classroom on a quarterly basis. The success of our beginning language program is most clearly reflected in two things: strong enrollments in the demanding upper level courses in Latin and Greek literature; and the fact that many undergraduates who began study of the languages in our department have obtained fellowships for graduate study in excellent departments across the nation (see Chapter II above).

Changes in past decade

High student demand in recent years has resulted in the opening of additional elementary language sections, especially in Latin 101, which regularly now has six sections, up from four a decade ago. Also, the past decade has seen marked growth in the percentage of students who complete the first year Latin sequence. This is due in great part to the department's growing ability to attract superior graduate students (see Chapter II), whose extensive experience in the ancient languages is supplemented by opportunities to develop their pedagogical skills by the time they begin teaching Latin. The excellent instruction they provide has been the most important element in the retention of students in elementary Latin.

In addition, a concerted effort was made in the early 1990s, under faculty supervision, to introduce a coherent program of instruction in Roman culture and history to complement introductory linguistic instruction in Latin 101-2-3; an extensive file of cultural materials is now available to Teaching Assistants for use throughout the year. A FIG group including Latin 101 and Classics 320 (Private and Public Life) furnishes first-year students with an opportunity to enrich their language study with a course on the culture of antiquity. These innovations have enhanced the role of the first-year Latin sequence as a gateway to the major. Also, the introduction of minors (see Chapter II) has provided an incentive for non-majors to continue into the third year in the study of Latin and Greek. Finally, a number of students have been motivated to continue their language study to an advanced level in order to be eligible for the Classics Department Seminar offered each spring in Rome (see Section C below).

Projected changes

The Department and the students whom it serves could benefit from further publicizing the availability of the various Classics majors so that students discover them sooner rather than later upon their arrival on campus. The Department already publicizes itself to high schools via an annual conference on teaching Latin in the schools (see Chapter III.3 below); it may be desirable to enhance our channels of communication with those who teach history, English and philosophy in the Community Colleges.

(iii) Collaboration and resource-sharing across campus

Cross-listed faculty and courses

Two of our current faculty (Bliquez and Langdon) have titular associations with Art History; one (Gowing) is adjunct in History; one is a member of the Jewish Studies Program (Colwell); one is a member of CHID, the Comparative History of Ideas Program (Blundell); three are members of the Program in Theory and Criticism (Blundell, Halleran, Hinds). Seven faculty based in other units have titular associations with the Classics Department: two in History (Ferrill, Thomas), three in Philosophy (Cohen, Keyt, Roberts), one in Art History (Hallett), and one in Comparative Religion and Near Eastern (Williams).

As noted above, all our Classical Archaeology courses are cross-listed in Art History. In addition, Clas 424 (The Epic Tradition) is cross-listed in Comparative Literature, Clas 330 (The Age of Augustus) in History, and Clas 445 (Greek and Roman Religion) in Comparative Religion. Several of our other courses serve specific constituencies outside

the Department: Clas 322 (Greek and Roman Intellectual History) is a core course for the CHID Program; Clas 432 (Mythology in Film) serves students in the new Cinema Studies Program; Latin 401 (Medieval Latin Literature) and 402 (Later Medieval and Renaissance Latin Literature) are resources for advanced students of medieval literature and history, who also make regular use of our first- and second-year Latin sequences.

Courses taught for other units

- Honors. Every year Blundell teaches a course for the College's Honors Program on conceptions of the hero in ancient Greek culture (H A&S 251).
- Freshman Seminars. Three times since 1994, including twice as an overload, Halleran has taught seminars in this pilot College-level scheme, two on Greek tragedy and one on Greek mythology (Gen St 197).
- Center for the Humanities. Gowing and Blundell have both won recent Teaching Fellowships at the Center to run interdisciplinary graduate seminars, Gowing on history and memory (1997) and Blundell on Plato's philosophical method (for 1999).
- FIGs (Freshman Interest Groups). The Department has been active in inviting FIGs (whereby groups of freshmen take small constellations of related classes together) into appropriate courses: Clas 210, Clas 320, Clas 430 and Latin 101 have all had regular FIG participation recently, and at least three members of the Department faculty have served as FIG preceptors.

Participation in non-Classics courses as team- or guest lecturer

Winter and spring quarters 1998 offer a good snapshot of an increasing commitment among members of the Classics faculty to overload team-teaching and guest teaching outside the Department:

- Romance 250 (City of Rome, Sbragia): guest presentations by Connors, Gowing
- HSTAM 201 (History of Ancient World, Walker): guest presentation by Connolly
- CLit 518 (Medieval Colloquium: Rome, Transformations of the Classical Heritage, Jaeger and Vance): guest presentations by Clauss, Connolly, Harmon, Pascal (Emeritus), MacKay (40% Teaching Emeritus)
- Textual Studies Group (Scribal Texts Seminar, Remley): guest presentations by Colwell, Connors, MacKay (40% Teaching Emeritus)

(iv) Curricular partnership with OMA/EOP

Through the initiative and efforts of Professor James Clauss, and in consultation with the Office of Minority Affairs, the Department has recently developed courses specifically for

ethnic minorities and students who enter the University through the Educational Opportunity Program (EOP). EOP counsellors every year recommend to their students Classics 102, Grammar and Syntax through Latin; this course, devised and taught by Clauss and enrolling 20-30 students, has been offered every autumn quarter since 1993.

Every year since 1995, the Classics/OMA partnership has also sent a group of students to the UW Rome Center (see Section C below) for an intensive ten-day study tour of ancient Rome, led by Clauss as a teaching overload, in between winter and spring quarters. The participants are selected from the very best EOP and minority students: a large percentage have won or gone on to win the highest academic awards offered by EOP. For instance, four of the thirteen scholarship winners honored at the 1998 Awards Banquet were alumni/ae of Clauss's Roman study tour.

Clauss's work in this area has a growing national dimension too: he has organized a panel on multiculturalism in the classroom for this year's annual meeting of our professional association, the American Philological Association.

C. INTERNATIONAL STUDY: THE CLASSICAL SEMINAR IN ROME

Each spring quarter in the past decade, the Department's own long-standing program in Rome (founded 1987) has sent one faculty member, two or more graduate students, and about ten undergraduates to the University's facility in Palazzo Pio, a seventeenth century structure built upon ancient foundations in the historic heart of the city, for a quarter-long program of course-work and on-site research into the material contexts of ancient Roman culture. Our aim is that most supported graduate students should have the opportunity to study in Rome, with TA compensation, in the course of the PhD program, and that as many as possible of our undergraduate majors in good standing should be able to take advantage of this great enhancement of a degree in the Department of Classics. The regular courses in the program include an on-site, hands-on course on Roman topography, a seminar on a literary topic connected with the city of Rome, and tutorial work for the undergraduates conducted by the graduate TAs in the program. As a Center controlled exclusively by UW rather than (like the Intercollegiate Center in Rome) by a consortium of colleges and universities, the Palazzo Pio allows us to offer a syllabus of undergraduate and graduate study and research which is specifically dedicated to the needs of our own degree programs, and as such is a study facility matched by very few departments of Classics in the nation.

The fees and financial arrangements for students attending our Rome program are set out in the *Classical Seminar in Rome* brochure, attached after the Appendices. Although the Department's program is currently the least expensive to students of the UW's various Rome programs, costs in the city itself are rising, often unpredictably, and we are very aware of the need to protect the Seminar's future against escalating unaffordability. From the beginning, the Department has been a very active partner in the University's ongoing project of running and raising funds for the Rome Center, and we have worked especially closely with the administration in identifying and following up opportunities for awards of financial subsidy to students attending the Center. In Professor Daniel Harmon, the Department currently supplies one of the two co-Directors of the Rome Center.

The further program which sends a group of minority students to Rome every spring break, a Classics/OMA partnership, is described in the previous section.

D. CONTINUING EDUCATION

Evening Degree

In 1990, the Department was given the opportunity to add a regular faculty position paid for by the Evening Degree Program. Since then, we have had, and have honored, a commitment to offer five faculty-taught courses per year for Evening Degree. Our agreement, a good one alike from the perspective of the Evening Degree Program and the Department, allows us to spread the evening commitment among the Department faculty as a whole, rather than have the Evening-budgeted professor teach evenings exclusively. Thus, Evening students gain exposure to our professoriate at all ranks, and the Evening-budgeted faculty slot is wholly exempt from the dangers of institutional marginalization which can face faculty appointed to general-education tracks in research universities. The courses which we offer each year in Evening Degree come from our non-language-based 'Clas' and 'Cl Ar' offerings (see Section B above), frequently enrol up to limit, and add an important constituency to our student cohort.

Summer Quarter

During the nine-week summer quarter, which is administered by University of Washington Educational Outreach, the Department of Classics offers a full array of courses, both in-translation and in Greek and Latin. These include intensive introductory Latin and Greek, advanced (400) level classes in Latin and Greek, and a graduate seminar, and also our two

'etymology' courses, Clas 101 and 205. Depending on instructor availability, we also offer one or more of the following 'Clas' courses: Greek and Roman Mythology, Classical Mythology in Film, the Epic Tradition, Greek and Roman tragedy in English, etc. This is one of the most extensive programs of its kind offered by any Classics department, and all of our summer courses regularly enjoy healthy enrollments.

One constituency served by the summer program is the regularly matriculated undergraduate and graduate student who wishes to continue his or her studies during the summer. Among the undergraduates, this may include departmental majors and non-majors alike. Our intensive introductory language classes offer students the possibility of learning a sufficient amount of Latin and Greek to enroll in the intermediate classes in the fall. This is especially helpful for those students who have experience with one of the languages, but have been unable to commit to the year-long introductory course in the other. Similarly, our advanced language classes allow our students to maintain and strengthen their language skills, while the courses in translation can fulfill Department and University requirements.

An equally important mission of the summer program, however, is to provide suitable courses for those non-matriculated students who wish to take a class for either personal or professional enrichment. Our courses in translation, for instance, typically attract secondary school teachers, especially those seeking to enhance their certification. Because of the nature of the program, it is also not unusual for us to attract undergraduates or graduate students from out-of-state institutions who wish to pursue their classical studies, especially in Latin and Greek, but do not have the opportunity to do so in their home institutions. In addition, we serve 'terminal' MA candidates, often school teachers, who must complete their coursework during the summer. Then, too, a significant number of people choose the summer to take a course in a subject that simply interests them.

In short, the Department's summer program is a significant component of our efforts to provide access to a broader and more diverse group of individuals than is possible during the regular school year, as well as facilitating the progress of our regular undergraduate and graduate students.

Distance Learning

Although courses are offered via distance learning by a few Colleges and Schools at the University of Washington, by far the most extensive program is that run by the Distance

Learning arm of UW Educational Outreach. In most cases, Distance Learning courses (about 130 are currently offered) are versions of courses taught on campus. Unless determined otherwise by the departmental chair, such courses are regarded as separate and distinct from a faculty member's regular workload; and faculty members who teach such courses are compensated separately as well.

At present, one member of the Classics faculty, Professor Alain Gowing, offers through UW Outreach a Distance Learning version of Classics 430 (Greek and Roman Mythology). Although students may take the course as a traditional 'correspondence course', i.e., mailing in assignments, students may also submit assignments by e-mail. A website for the course is maintained by Distance Learning in consultation with Gowing; and some of the assignments have options for Web-based projects (using, for example, the Perseus website).

Since its implementation in January of 1997, over 50 students have enrolled in the class. Although the majority of these students are residents of Washington (only a small portion are matriculated at UW), the course has attracted participants from around the country as well as several foreign countries. The course was recently selected to represent the UW's Distance Learning courses in a competition sponsored by the University Continuing Education Association, which judges distance learning courses produced by some 80 institutions, many of them peers, like the University of Minnesota and the University of California, Berkeley.

In short, the course has provided the Department with a means to reach students beyond the confines of the University of Washington proper. In that sense it has been a successful effort, and has perhaps paved the way for similar initiatives within the Department. This format may work, for instance, for several of the in-translation courses currently offered by the Department (it is obviously, however, not practical for teaching Latin and Greek at any level). Issues of quality, feasibility and access must remain central to any discussion of a distance-based course; but, given additional resources, the Department can make a substantive contribution.

E. CHALLENGES TO INSTRUCTIONAL QUALITY AND EFFECTIVENESS

The Department is proud of the quality and effectiveness of its course-offerings. Only one among our many courses contains an obvious structural weakness. Because UW (unlike, say, the University of Michigan) cannot regularly respond to high course enrollments by allocating new TA sections with new money, Clas 430 (Greek and Roman Mythology) has a lecture-only format in the 3-credit, 200-student version in which it is offered in most quarters. The only support which the Department can offer to faculty teaching this version of the course is some limited and non-specialist grader help. As a result, Clas 430 has always perforce had to make some use of computer-graded multiple-choice tests, a mechanism which puts real limitations on the level of ambition which faculty can bring to the course exam, or expect of their students. Through a temporary redeployment of resources from other classes, we have tried out three times in recent years a five-credit version of Clas 430 with TA-led sections: this has been a success, and we would like to have the TA resources to do it more often, to improve the quality of the course experience for students and faculty alike.

The only potential across-the-board challenge to instructional effectiveness in Classics comes from faculty over-commitment. The normal teaching load in the Humanities Division is 5 (2-2-1); throughout the past decade the normal teaching load in the Department of Classics has been 6.3 (2-2-2, plus a week of the team-taught Clas 210 every quarter). By now, the disadvantages of this self-imposed arrangement outweigh the advantages, and in 1999-2000 the Department will experiment with a 5.3 load. Quite apart from the fact that most existing course-assignments are more onerous than they were a decade ago, as enrollments swell and hands-on teaching styles become the norm, we need to free up some instructional time (a) to add other occasional team-taught overloads within the Department, notably a graduate-level pro-seminar, and (b) to allow faculty to pursue increasing opportunities for various kinds of interdepartmental classroom collaboration. Point (b) deserves especial emphasis. Recent chairs of Classics have given only guarded encouragement to guest teaching done outside the Department, on the good grounds that a 6.3 course load leaves our faculty little room for further instructional commitment. However, it has become clear, both in terms of current directions in the humanities at large, and in terms of the actively interdisciplinary interests of our most recent hires in Classics, that we must build in more flexibility for this kind of interdepartmental initiative.

CHAPTER III.2: UNIT ROLES AND RESPONSIBILITIES. RESEARCH

A. TYPICAL PARAMETERS OF RESEARCH IN THE FIELD OF CLASSICS

In a strict sense, most research in Classics is characterized by independent rather than by collaborative research, with its results promulgated in individually-authored rather than in co-authored publications. Depending on the scale or nature of the project, the best scholarly work may appear either in articles or in books; scholarly books may themselves take the form either of argument-driven monographs and treatises, as commonly across the humanities at large, or of textual editions and commentaries, a genre which has always had a special place in Classics. (For classical archaeology, which deals in the interpretation of material culture and its artefacts, the equivalent here is the book-length site report or analysis of a museum collection.) Although the growing disinclination of academic presses to subsidize publication in smaller fields is beginning to threaten the tradition of formal publication of specialized scholarly books in Classics, it is still the case that many major university presses, and a handful of commercial presses, maintain strong Classics lists in the U.S. and internationally for more mainstream kinds of research: for now at least, formal publication still greatly predominates over desktop or electronic publication. As a result, some extra prestige tends to accrue to work published in the most prominent journals or through presses with especially strong Classics lists, on the assumption (usually if not invariably correct) that such outlets are also the most rigorous in their refereeing processes.

Although classicists tend to work independently, this does not mean that they work in isolation. An important kind of research collaboration and leadership is practised by the scholars who conceive, commission and edit book series and volumes of collected essays, thus guiding individually-authored work towards joint conclusions. Classics is studied in most western countries, in different but in mutually intelligible ways, and the scholarly community is an international and well-networked one. All Anglophone classicists are expected to keep up with work published in the other major languages of the field, German, Italian and French, and sometimes in other languages besides (e.g. modern Greek). The discipline is large enough to retain critical mass, yet small enough that a scholar who does good work can reasonably hope to have it read by every other major scholar in his or her given area of specialty. Academic conferences are an ever-growing

part of our professional lives, so that informal oral interaction now supplements the formal dialogues between scholars which have for years been conducted in print.

Besides a well-stocked and well-maintained university library, three resources are necessary to nurture first-rate research in Classics: not research assistants, not banks of hardware, but time, time, time. Most productive scholars in our field become experts at time-management, carving out a day here or a weekend there to meet a deadline for a short article or book review, and relying on the summers to make progress on longer-term work. But the most ambitious, book-length project will always at some point demand for successful completion a real investment of release time, free from teaching and administrative duties.

B. THE DEPARTMENT'S CHANGING RESEARCH PROFILE

Ten years ago, in a letter which formed part of the report of the 1987-88 Review Committee on the Department of Classics, visiting member John D'Arms (then Professor of Classics and Graduate Dean at the University of Michigan) offered the following observation on the Department's investment in the future:

'I should like to commend Professors Harmon and Bliquez (and such other senior members as have participated) for the courage and good judgment which have led to the appointment of a class of junior colleagues of high quality -- indeed, colleagues who seem to me fully the peers of persons of comparable age and rank in the top five to ten Departments in the country.'

(Letter to Dean Joe Norman and Assoc. Dean Dale Johnson, 3/15/88)

The rising national and international profile of the Department in the past decade is in large measure attributable (a) to the fact that all the faculty here indicated (Halleran, Clauss and Blundell, in order of hiring) have been retained, and (b) to the fact that hires made since the last ten-year review have attracted equally favourable notice, and have advanced the Department's research mission in new ways while maintaining its fine traditions of teaching and overall university citizenship. It is less pleasant to record that the Department's record in attracting and retaining first-rate faculty has been achieved in the face of a university-wide salary stagnation which leaves all the highly meritorious Departmental faculty hired in the 1980s and early 1990s severely under-rewarded, not just nationally but even in relation to their UW peers; these matters will be addressed in Section F below, and again (with figures) in Chapter IV.

C. EXTERNAL MEASURES OF FACULTY ACHIEVEMENT

First and foremost, success at research in Classics is and should be measured in terms of actual publications and their intellectual impact. However, before this chapter proceeds to a conspectus of faculty publication activity in the past decade, the present section will survey some other available barometers of our faculty's achievement and status in research.

- In the 1993 NRC survey of research-doctorate programs, the Department was given a five-year 'improvement' rating for overall program quality of +0.69 on a scale of -1 to +1: this was by a significant margin the best five-year improvement statistic recorded for any Classics program in the nation, and one of the top ten recorded among all 585 Arts and Humanities programs assessed. (This is treated in more detail in Chapter II above.)

- While the remarkable collegiality and loyalty of the Department have preserved us in the past decade from faculty losses to competitors, and even from faculty fishing expeditions for competitive offers, we can offer clear objective evidence of covetous eyes cast on members of our faculty by rival institutions. No fewer than three of our current faculty of twelve joined the UW faculty in the face of offers, or (in one case) from an actual prior position, in top-four-ranked departments of Classics (1993 NRC rankings):

1985: Blundell turned down a regular junior faculty position at Harvard to accept tenure-track at UW

1992: Hinds left a tenured position at Michigan to take up tenured position at UW

1997: Connolly turned down a tenure-track position at Princeton to accept tenure-track at UW

Furthermore, Blundell and Hinds have regularly received and declined invitations to apply for senior jobs at major competing departments. (These matters are treated in more detail in the salary discussion in Chapter IV below.)

- Faculty members have received the following awards from the National Endowment for the Humanities in the 1990s:

1994-95 NEH Fellowship for University Teachers (Hinds)

1994-95 Award to Conduct NEH Summer Seminar for School Teachers (Gowing)

1998 NEH Summer Stipend (Blundell)

Also, our newest faculty hire, Professor Susan Lape (hired 1998), is a recent past recipient, as a Princeton graduate student, of a 1996 NEH Summer Fellowship.

- Faculty members have also in recent years been recognized by the following major (year-long or longer) fellowships and professorial residencies within the field of Classics:
 1991-92 Junior Fellowship, Center for Hellenic Studies, Washington DC
 (Blundell)
 1997-98 Solmsen Fellowship, Institute for Research in the Humanities, University of Wisconsin, Madison (declined) (Halleran)
 1999-2002 Andrew W. Mellon Professorship of Classical Studies, American School in Athens (Langdon)
- The high profile of our Department faculty at large is reflected in its strong record of invitations to lecture at other universities, and of (esp. invited) participation in major conferences. (For details see section below on 'conferences and lecture visits'.)

D. CONSPECTUS OF A DECADE OF FACULTY PUBLICATION

Fuller details of the materials covered in this section and in section E will be found in the faculty *curricula vitae* included as the final attachment to this self-study.

Individually-authored books

The following individually-authored books have been published by Department faculty in the decade since 1988, in chronological order within each sub-category:

[Books of Regular (Treatise) Format]

Blundell, *Helping Friends and Harming Enemies. A Study in Sophocles and Greek Ethics*
 (Cambridge UP: 1989)

Gowing, *The Triumviral Narratives of Appian and Cassius Dio* (U Michigan P: 1992)

Clauss, *The Best of the Argonauts. The Redefinition of the Epic Hero in Book 1 of Apollonius' Argonautica* (U California P: 1993)

Connors, *Petronius the Poet: Verse and Literary Tradition in the Satyricon* (Cambridge UP: 1998)

Hinds, *Allusion and Intertext. Dynamics of Appropriation in Roman Poetry* (Cambridge UP: 1998)

[Books in Form of Textual Commentary, or Book-Length Site/Museum Analyses]

Bliquez, *Roman Surgical Instruments and Minor Objects in the University of Mississippi*
 (Studies in Mediterranean Archaeology and Literature 58: 1989)

Langdon, *Poetai Records* (in Athenian Agora XIX, Inscriptions: 1991)

Bliquez (with an appendix by one secondary author), *Roman Surgical Instruments and Other Minor Objects in the National Archaeological Museum of Naples* (Verlag Philipp von Zabern, Mainz: 1994)

Halleran, *Euripides: Hippolytus* (Aris and Phillips: 1995)

[*Books in Form of Translation with Substantive Commentary*]

Halleran, *The Heracles of Euripides* (Focus Classical Library 1988, rev. 1993)

Blundell, *Sophocles' Oedipus at Colonus* (Focus Classical Library: 1990)

Blundell, *Sophocles' Antigone* (Focus Classical Library: 1998)

The above catalog represents a major acceleration in the Department's rate of book production in recent years: between 1977 and 1987, by contrast, the Department produced a total of just two (or at an elastic measure three) books of all kinds. The contrast is not offered here in any spirit of invidious comparison: in that earlier decade a smaller faculty cohort (of nine), with a heavier teaching load, was busy laying the very strong intramural foundations which have been the enabling condition of the Department's recent rise in research profile. However the contrast remains noteworthy as a measure of the Department's energetic response to the opportunities opened up by numerical growth.

Editorship of book series, and of single-volume collaborations

Members of the Department faculty are responsible for conceiving and co-editing two current book series which in different ways shape agendas within classical studies:

- Roman Literature and its Contexts (Cambridge UP): founding and commissioning co-editor Hinds (with Denis Feeney of New College, Oxford)
- Focus Classical Library (Focus Information Group): advisory co-editors Clauss and Halleran

Hinds's Cambridge series, which has published six individually-authored volumes thus far, has a decade-long mandate to commission provocative and methodologically aware books which will return Roman literary studies to the mainstream of debate within the humanities; most recently its program received favourable mention in the *Times Literary Supplement* of London (August 7 1998, p.30). A chapter is devoted to this series in the University's own 1997 publication *UW Showcase: A Century of Excellence in the Arts, Humanities and Professional Schools at the University of Washington*. Clauss's and Halleran's Focus series, which has published twelve single-author volumes thus far, commissions new translations of major works of Classical literature, and, by equipping them with substantive introduction, notes and interpretative essay, opens them up to

advanced work by literary students and scholars without first-hand knowledge of the Classical languages.

Members of the Department faculty have also in the past decade produced these single-volume collaborations as co-editors (and, in all cases, major participants):

Clauss (co-ed. with Mary Depew), *Hellenistic Culture* (Thematic volume of *Syllecta Classica*: 1995)

Clauss (co-ed. with Sarah Iles Johnston), *Medea. Essays on Medea in Myth, Literature, Philosophy, and Art* (Princeton UP: 1997)

Hinds (co-ed. with Don Fowler), *Memoria, arte allusiva, intertestualità / Memory, Allusion, Intertextuality* (thematic volume of *Materiali e Discussioni*: 1997; includes essays by two other UW faculty too, Clauss and Halleran)

Blundell (co-ed. and co-trans. with Bella Zweig, Nancy Sorkin Rabinowitz and Mary-Kay Gamel), *Women on the Edge. Four Plays of Euripides* (Routledge: 1998)

Articles, book-chapters, reviews

- Here is a select list of some major journals in which members of the Department faculty have published articles in the past decade (with asterisks for journals in which *at least two* members of the faculty have been represented in these years): *American Journal of Archaeology*, *American Journal of Philology*, *Ancient Philosophy*, *Arethusa*, **Classical Journal*, **Classical Philology*, **Classical Quarterly*, *Greece and Rome*, *Harvard Studies in Classical Philology*, **Hermathena*, *Hesperia*, *Historia*, **Materiali e Discussioni*, *Phoenix*, *Poetics Today*, *Proceedings of the Boston Area Colloquium in Ancient Philosophy*, *Rheinisches Museum*, **Transactions of the American Philological Association*, **Zeitschrift für Papyrologie und Epigraphik*.

- Aside from collections of essays co-edited by Department faculty, here are some of the major edited volumes to which members of the Department faculty have contributed essays in the past decade:

Essays in Aristotle's Poetics, ed. A.O. Rorty (Princeton: 1992): Blundell

Reconsidering Ovid's Fasti, ed. J.F. Miller (thematic volume of *Arethusa*: 1992): Hinds

Reflections of Nero, edd. J. Elsner and J. Masters (Duckworth: 1994): Connors

Roman Eloquence, ed. W. Dominik (Routledge: 1997): Connors

Women and Slaves in Greco-Roman Culture, ed. S. Joshel and S. Murnaghan (Routledge: 1998): Connolly

Latin Fiction, ed. H. Hofmann (Routledge: 1999): Connors

Also, faculty have contributed to volumes of essays in honour of Gregory Vlastos (1993: Blundell), David Lewis (1994: Langdon), E.J. Kenney (1999: Hinds)

- Here are three major reference works (selected from a larger total) in which members of the Department faculty have featured in the past decade:
Aufstieg und Niedergang der Römischen Welt: chapters by Bliquez (1996) and Gowing (1997), to add to previous UW tally of three chapters in 1978-85 by Harmon
Oxford Classical Dictionary, 3rd edn 1996: 3 articles by Hinds
Norton Introduction to Literature, 7th edn 1998: Blundell book-excerpt anthologized

A footnote on the *Oxford Classical Dictionary*. This single-volume work, revised and rewritten every generation since 1945, offers short articles, and very select bibliographies, on all topics within classical studies, and enjoys some status as a map of expertises in the field. It is interesting to note that just one member of the UW Classics Department had a publication cited in the previous, 1970 edition, whereas eight current faculty members have publications cited in this new edition.

- Book reviews by Department faculty are too numerous to sort or catalogue. However, one datum is worth highlighting: Blundell, Gowing and Halleran all serve on the editorial board of the pioneering electronic review journal in our field, *Bryn Mawr Classical Review*.

The near future: books in the pipeline

Under contract and in substantive progress

Colwell, *Apostrophe and Audience in Greek and Hebrew Choral Lyric* (Rowman and Littlefield; in final preparation)

Halleran, *Euripides: Alcestis* (Cambridge Greek and Latin Classics, edd. Kenney and Easterling; edition and commentary)

Hinds, *Ovid: Tristia I* (Cambridge Greek and Latin Classics, edd. Kenney and Easterling; edition and commentary)

Also:

Clauss and Harmon, English translation from Italian (with substantive collaborative revision) of F. Coarelli, *Guide to Rome and Vicinity* (U California P)

Not yet contracted, but in substantive progress

Blundell, *Character in Dialogue. Plato's Use of Dramatic Characterization and its Significance for Philosophical Method*

Connolly, *Vile Eloquence. Performance and Identity in Greco-Roman Rhetoric*

Connors, *Roman Geographies*

Gowing, on historical memory in imperial literature and culture

E. CONFERENCES AND LECTURE VISITS

Exporting conversation

The Department has been represented by faculty papers at a wide range of national and international conferences in recent years. Here are some highlights (in the great majority of these, participation was invited):

Conferences on Ancient Medicine (Ravello 1990) (Leiden 1992): Bliquez

Tragedy, Comedy and the Polis (Nottingham 1990): Blundell

Nero (Cambridge 1991): Connors

Boston Area Colloquium in Ancient Philosophy (1991 and 1998): Blundell

Groningen Colloquium on the Ancient Novel (1992): Connors

Leeds International Latin Seminar on Roman Hellenization (1993): Gowing, Hinds

History and Archaeology of Athenian Democracy (Oxford 1993): Langdon

The Uses of the Republic (Hunter Coll. 1994): Blundell

Voice into Text: Orality and Literacy in Ancient Greece (U. Tasmania 1994): Colwell

Fédération Internationale des Etudes Classiques (Quebec 1994): Clauss

Langford Conference: Organization of Space in the Ancient World (FSU 1994): Langdon

Langford Conference: Ovid and the Struggle for Individuality (FSU 1995): Hinds

Heller Conference: Creating Roman Identity (UC Berkeley 1995): Hinds

Center for Hellenic Studies Colloquium: Matrices of Genre (DC 1996): Hinds

Feminism and Classics: Framing the Research Agenda (Princeton 1996): Blundell

International Symposium on Boat and Ship Archaeology (Gdansk 1997): Langdon

Craven Conference: Perspectives on Ovid's *Metamorphoses* (Cambridge 1997): Hinds

History, Memory, Evidence (NYU 1998): Gowing

Statius Workshop (Trinity College Dublin 1998): Connors, Hinds

Groningen Hellenistic Colloquium on Apollonius (1998): Clauss

Symposium on Ancient Roads (Athens 1998): MacKay

In addition, most members of the faculty contribute regularly to paper sessions at the annual meetings of our national associations (the APA and AIA) and regional association (Classical Association of the Pacific Northwest), sometimes as panel organizers. (On our roles in these organizations see further under 'Service', Chapter III.3.)

Here is a select list of major colleges and universities at which members of the Department faculty have been invited to speak, internationally and nationally, in the past decade (with asterisks for institutions at which *two or more* members of the faculty have spoken in these years): Bristol, *Calgary, *Cambridge, Chicago, Colorado, *Columbia, Florence, Harvard, Kenyon, Michigan, Milan, *NYU, *Oxford, Padua, Pisa, *Princeton, Stanford, *Texas, *Toronto, *UC Berkeley, UC Irvine, UCLA, *Verona, *Victoria, *Wesleyan, Wisconsin.

In the past decade Hinds has been invited to speak at eight, and Blundell at five, of the top ten ranked Classics research departments in the U.S. (by NRC figures). In the same period Bliquez has given invited lectures to no fewer than seventeen local chapters nationwide of the Archaeological Institute of America.

Importing conversation

In April 1995 the Department hosted a modest international colloquium of its own: *Allusion and the Limits of Interpretability*, co-organized by Halleran and Hinds. The colloquium was run on a shoe-string budget, with some help from the Center for the Humanities in its pre-endowment days. The proceedings, featuring papers by Hinds, Halleran, Clauss, Alessandro Barchiesi (Verona) and Patricia Rosenmeyer (Yale/Wisconsin), were subsequently published in a diptych with the papers of a thematically related 1995 colloquium at Oxford University (at which Hinds also spoke), as a special volume of the semiotically accented Classics journal *Materiali e Discussioni* (details of publication in Section D above). In May 1999 the Department will host another such colloquium: *Rhetoric in Society and Literature*, co-organized by Connolly and Connors.

The Department has for many years placed a very high priority upon maintaining a strong program of visiting speakers from around the nation and abroad, for the enrichment of intellectual life at both faculty and student levels, and for the fostering of disciplinary collegiality. We have made our limited budgetary resources stretch as far as possible by (a) hosting visitors in faculty homes wherever there is a tie of friendship; and (b) seeking co-

sponsorship with other units wherever possible (e.g. Departments of History or Philosophy, Medieval Colloquium, Center for the Humanities), thus bringing the added benefits of audience diversification. A complete list of our invited speakers from 1992 to 1998 will be found in the Department's Graduate Program brochure, attached after the Appendices.

The Department also contributes actively to the organization of conferences and lectures at college and university level. For example, three different Department faculty have initiated and been lead sponsors for three recent or upcoming Walker-Ames Professorships (Leonard Barkan, Gregory Nagy and Josh Ober); and two successive classicists have served the Center for West European Studies on the organizing committees for speaker series or conferences on *The Body in Question* (1995-96), *Censorship in Europe* (1997-98), and *Transnational Encounters* (1998-99).

F. RESEARCH GOALS; CHALLENGES TO RESEARCH PRODUCTIVITY

The data in this chapter clearly show a Department whose level of ambition in research, and whose national and international research profile, have risen dramatically between 1977-87 and 1988-98. What the data cannot show is the extent to which the Department's unusual collegiality and loyalty, so important to the success of our instructional missions, feeds our research missions too. The Department works well as a team, and is perceived by others to work well as a team. Visiting speakers (and job candidates too) tend to bring to Seattle a prior first-hand acquaintance with two or three of our faculty; they tend to leave impressed (or so they tell us) by a sense of intellectual synergy among the faculty as a whole. This is, as several of us can attest in our own cases, one of the reasons that the Department has been successful in attracting faculty even in the face of competing offers from institutions conventionally ranked above us.

Based on all this, the Department's research priorities are very clear: to keep the present faculty team together, as far as is practicable; and to create or protect the conditions in which they will do their best research, and maintain high research productivity. The major threat to the achievement of both goals comes from the Department's inability in the past decade to reward its faculty, catastrophically so in the case of its crucial mid-career cohort, with salary increments which do anything substantive to recognize either seniority or merit.

The spotlight here must fall above all upon our mid-career faculty, both on account of the current and potential effects of their dramatically adverse salary situations, and as a warning of similar problems ahead if the same stagnation continues to erode the market-level salaries at which our most recently hired junior faculty were appointed. Discussion of salary details and statistics will be reserved for a special section in Chapter IV, in which (as Department Chair) I shall write frankly for the Review Committee about some of the actual dollar figures involved. Here I shall articulate some concerns about the concrete effects of salary depression on faculty research *time*, and hence on mid-career research productivity.

All six Department faculty members tenured or (in one case) hired with tenure since the last ten-year review (i.e. Halleran, Clauss, Blundell, Hinds, Gowing, Connors, in order of UW tenure) are the authors of very visible first books. Five of these first books appeared in or within a year of the decade covered by this review: three were published by Cambridge University Press, one by University of Michigan Press, one by University of California Press. The publication of such books is one of the main ways in which our departmental research profile is raised: they are seen -- justly in the case of this whole mid-career cohort -- as major *foci* and markers in generally productive careers. For the maintenance of research momentum and visibility, however, it is crucial that such productive faculty members go on to produce (in the midst of their other research activities) what may be termed the major or career-defining follow-up book. A problem in universities nationwide, at least in the field of Classics, is that the sharply increased institutional demands made upon post-tenure faculty in the running of programs and administrative committees tend very often to delay that follow-up book.

Our own tenured faculty are not immune to such nationwide time pressures, and it is not the purpose of this section to complain about them. The fact is that our mid-career cohort has already embarked on, and has even begun to publish, that wave of major follow-up books. But the pace could be faster, especially given the psychological importance of our maintaining the recent research momentum which has made such a difference to us on the national scene in this past decade; and the blame for any hold-ups falls squarely upon an erosion of research time peculiar to this institution, especially acute in this department, and directly caused by the low career-long salaries suffered by members of this mid-career cohort.

The fact is that the sub-par salary levels common to them all have driven three of the six faculty in this group to teach *every single summer* of their Department careers in the past

decade. (It is no coincidence, moreover, that these are the same three members who have been raising families in this period.) The consequences for research time are severe. Whereas in most research universities, productive faculty rely on three and a half clear months in most summers to do the sustained research and writing necessary to make progress on longer-term projects (see Section A above), these productive scholars have regularly throughout their UW careers had *only one month* of unbroken time out of the classroom in every twelve.

Furthermore, the academic's other normal opportunity for research time has been severely compromised for the same group by the consequences of the sabbatical system at UW, which allows only one quarter off at full pay per seven years served. Three of our mid-career cohort have been forced by their salary situations and financial responsibilities into accepting this unfavourable deal for their post-tenure sabbaticals, rather than choosing the other available options which allow two quarters off at 75% salary, or a full year off at 66% salary. A ten-week break from the classroom, in a year in which the faculty member is already teaching 30 weeks, including summer, is hardly an adequate sabbatical investment for the university to have made in the second-phase careers of these productive scholars. Relevant here too is the fact that until 1996 our faculty could not even accept prestigious national fellowships in a non-sabbatical year without loss of salary: only in the past three years has UW offered salary top-up or continuance of benefits to winners of NEH Fellowships and similarly prestigious awards: when Hinds accepted his NEH in 1994, he took a salary cut and forfeited his entitlement to employee health benefits for the year.

The hard point has to be made, then, dramatized by the above cases, that in terms not only of retention issues but also of research efficiency, the university is not adequately protecting its investment in this mid-career Classics faculty cohort, the very group which has done the most to elevate the Department's research profile in the decade since its last ten-year review. The full force of this argument will become apparent upon cross-reference to the concrete salary data in Chapter IV below.

CHAPTER III.3: UNIT ROLES AND RESPONSIBILITIES. SERVICE

A. MAJOR SUPRA-DEPARTMENTAL ADMINISTRATIVE SERVICE

College and University

In the past decade, members of the Department faculty in Classics have served the College or University in the following administrative capacities (listing select major service only):

Divisional Dean of Arts and Humanities 1997- : Halleran

College Council: Harmon 1987-91, Bliquez 1993, 1994-99

Rome Center Co-Director 1993- : Harmon

Program Reviews: Bliquez, Colwell, Halleran (2, incl. one chair), Harmon (chair)

Faculty Council on Faculty Affairs 1988-91: Bliquez

Adjudication Panel 1993-99: Blundell

Graduate School Council 1995-98: Clauss

Special Committee on Minority Faculty Affairs 1995-98: Clauss

Center for Humanities Curriculum Forum 1998- : Clauss

Faculty Senate Appeal Review Panel 1987-90, 1993-96: Clauss

Faculty Council on University Relations 1993- : Colwell

University Outstanding Public Service Award Committee 1996-98: Colwell

Use of University facilities Committee 1993-95: Colwell

Faculty Council on Educational Technology 1994- : Gowing

Faculty Appeals Board 1994- : Gowing

Faculty Senate Executive Committee 1993-94: Gowing

European Studies Committee 1992-93: Gowing

University Budget Committee 1994-97: Halleran

Law School Dean Search Committee 1995: Halleran

Graduate School Dean Search Committee 1995-96: Clauss

Center for Humanities Director Search Committee 1998-99: Connolly

Dept. Chair Search Committees: Blundell, Gowing, Halleran (chair), Harmon (chair)

Standing Committee for Scandinavian: Bliquez (chair)

Professional associations: (inter)national and regional

In the past decade, faculty members have served our professional associations in the following administrative capacities, as officers and on committees.

American Philological Association

Nominating Committee, member to chair 1996-99: Blundell

Women's Classical Caucus, Secretary-Treasurer 1998- : Blundell

Committee for Minority Scholarships, member to chair 1996- : Clauss

Editorial Board for Textbooks, member to chair 1991-96: Clauss

Committee on Publications 1993- : Clauss

Search Committee for *TAPA* Editor 1995: Clauss

Committee on Professional Matters 1998- : Halleran

Committee on Placement, Chair 1986-90: Harmon

Society for Ancient Medicine

Vice-President to President 1995- : Bliquez

Classical Association of the Pacific Northwest

President 1992-93: Clauss

Secretary-Treasurer 1993- : Connors

CAPN Bulletin Editor 1993- : Gowing

Service to the profession also includes a host of peer reviewing activities, whether for presses and journal editors (books and articles), or for other universities (tenure and promotion, program reviews). As can be seen from individual CVs (included as the final attachment), members of the Department faculty have been active in all these areas.

B. OUTREACH TO K-12 SCHOOLS AND TEACHERS

For many years the Department of Classics sponsored an annual 'Conference for Latin Teachers' designed to convene area secondary school Latin teachers for a day-long conference that featured presentations and workshops, most of which were centered on issues of pedagogy. Although this was extremely successful and invariably well-attended, it became apparent that with the numbers of Latin teachers declining (many of the attendees were in fact retired Latin teachers), especially in the public schools, it would be wise to

broaden the appeal of the conference. In 1991, therefore, the Relations with Schools Committee — comprised of three Department faculty — re-envisioned the gathering as a 'Conference on Teaching Classics in the Schools' whose aim was (to quote the initial mission statement formulated in 1991 by the Committee) "to reach those teachers who, regardless of their particular discipline or level of instruction, make use of the literature, culture, or history of classical antiquity in their classrooms." In an effort to revise our mailing list in light of this, we sent letters advertising the new conference to principals and selected teachers in every secondary school (public and private) throughout Washington State. The inaugural conference was held on Saturday, February 29, 1992 and has been repeated in the winter quarter every year since.

The program may vary considerably, but in general features two talks in the morning, a luncheon, and afternoon workshops. The talks have ranged over a variety of topics -- how to teach Greek tragedy or Roman history, the classical heritage, the Near East, etc. -- and have been delivered by UW faculty as well as faculty from area institutions (e.g., University of Puget Sound) and even visiting faculty. Workshops have focused on the teaching of mythology, Latin, the use of technology (e.g., Perseus and the internet) in the classroom, and even performances by a local youth theater. While the workshops have been conducted by Departmental faculty, many have been led by area teachers.

Attendance at the conference has generally remained steady at ca. 40-45 attendees, of whom a little over half are teachers (the other half being interested UW students or faculty). The teachers come from all over Washington state, and as far afield as Oregon and British Columbia, and from both public and private schools (even some homeschoolers). They also represent a variety of disciplines (e.g., English, history, art and of course Latin). While there is a core group of people who attend every year, every year we also attract several new teachers.

Despite the modest nature of the conference, it has provided a viable means for some valuable and much-appreciated scholarly interaction between area teachers and the faculty. Indeed, some long-lasting and mutually beneficial relationships have formed over the years as a result of this conference. Within recent years, for instance, we have placed several of our graduates in teaching positions in area schools or arranged teaching apprenticeships, a direct or indirect consequence of professional associations formed and strengthened through this conference. Similarly, it is not unusual to find students enrolled in our classes who have been taught by teachers we have met at these conferences.

The eight responses to a survey sent to teachers in preparation for this review (included as Appendix K, along with a further, related *testimonium* from the Department's administrative assistant from 1976-88, Elizabeth Boba) confirm that our conference is indeed perceived as a useful service provided by the Department -- an "invaluable resource", in the words of one junior high school teacher. It is clear, too, that what they most appreciate is the scholarly nature of the talks; what teachers appear to want less of are lectures on pedagogy (they get enough of that, evidently, in other venues). To judge from the responses, the Department is clearly seen to be an accessible, valuable source of information and advice.

The annual teachers conference is by no means the only way in which the Department of Classics reaches out to the K-12 community. Faculty members offer a range of service activities, from participating in meetings of the Junior Classical League (esp. Clauss and Gowing), to visiting high school and junior high school classes (esp. Connors at Roosevelt HS), to working with school authorities to identify candidates for the very few part- or full-time in-state K-12 teaching jobs in Latin which come up (see Chapter II on student career paths). Again, the appended teachers' letters bear witness to these activities. Especially striking is the 10/23/98 letter from Marie Pavish of West Seattle Montessori Junior High, reporting how the work of a faculty member (Bliquez), a staff member (Douglas Machle) and a former undergraduate and current graduate student (Kirsten Luginbill) came together to make a major contribution to a seventh-grade program on ancient Greece. Finally, the Department contributed three speaker presentations to the University's inaugural *World Languages Day* for high school students in 1998, and will do so again in 1999.

C. SEATTLE SOCIETY, ARCHAEOLOGICAL INSTITUTE OF AMERICA

The Department has a long-standing association with the local chapter of the Archaeological Institute of America, which brings several classical archaeologists to Seattle each year to give lectures to audiences of 150-300 people. The Seattle Society of the AIA has an impressively large membership of over 200: some academics and students, but mostly members of the general public with interests in archaeology and the ancient world. The lectures are held on campus (in Kane Hall), and the Department assists with the arrangements, both logistically and financially. Department faculty alternate with members of the non-university community as officers of the Society, and help to identify potential speakers for the Society's prestigious annual Ridgway Lecture.

In preparation for this review, we invited the non-university officers of the local AIA to give their perspectives on the Department's association with the Society. Two informative and appreciative letters were received from the President-Elect and the Treasurer, included as Appendix L. There is one area in which the non-university officers see room for improvement: we are perceived to be very generous with administrative time and general leadership and collegiality, but to show some reticence in sharing our own research with AIA audiences. This perception (which perturbs us a little) is at least partly explicable in terms of the structural imbalance between a society devoted to archaeology and a Classics Department in which few are archaeologists, and in whose programs archaeology is an ancillary rather than a major field. However, the Department Chair has immediately moved to address this area of concern, responding with enthusiasm and a pledge of cost-sharing, just this month, to the idea of an annual UW faculty lecture on some aspect of classical culture (not limited to archaeology, strictly defined), sponsored by and delivered to the local AIA. This will be an excellent investment in goodwill — and also, perhaps, a longer-term opportunity for donor development (see Chapter IV below).

D. SERVICE TO AREA MUSEUMS

Seattle Art Museum

Professor Lawrence Bliquez has a long-time association with the Seattle Art Museum as a lecturer, consultant and author (a pamphlet in 1985, *Classical Vases and Containers in the Seattle Art Museum*, and, in the past decade, several entries in the handbook *Selected Works*, SAM 1991). He gives lectures at SAM about once per year, especially for their Docent and First Friday Programs.

Seattle Children's Museum

The Department played a fundamental role, again through Bliquez, in the development of the exhibit 'Time Trek' at the Children's Museum in the Seattle Center, in 1995-96. 'Time Trek' recreates living environments in three ancient cultures, Mesoamerican, Chinese and Greek. The Greek section allows children to walk through the Athenian market place and a private home, with hands-on access to Greek furnishings, implements etc. Bliquez was an active consultant in the organization of the exhibit; and the Department was pleased to loan on a long-term basis some genuine antiquities from its modest collection (loom weight, lamp, five pieces of pottery). 'The Time Trek' exhibit has become a permanent fixture in the Children's Museum.

E. MISCELLANEOUS AND EVERYDAY SERVICE TO COMMUNITY

The following miscellany will serve to indicate the range of service to the community offered by members of the Classics Department faculty.

- Seattle-Perugia Sister City Association. Harmon is a founding member of the executive board which established this sister-city relationship 8-9 years ago. He and Gowing served as the Seattle representatives at one major ceremony in Perugia, giving speeches and appearing on Italian television. Clauss arranged for his first OMA study group (see Chapter III.1) to be received in City Hall in Perugia. All three faculty members have made substantive contributions to this civic enterprise, especially while leading the Department's Seminar in Rome.
- Dante Alighieri Society. Several faculty members have given presentations to the local chapter of this society for the promotion of Italian culture.
- Temple Beth Am of Seattle. Colwell offered an adult education course here (February-March 1998) on 'Biblical poetry in relation to other ancient literatures'.
- Cornerstone Theater. Connors has been a consultant on four adaptations of classical-themed plays by this experimental travelling company over the past decade, including *The Love of the Nightingale*, based on the myth of Philomela, at the Watts Towers Arts Center, Los Angeles, CA (1994).
- Other Voices Project on theater and disability, Mark Taper Forum, L.A. (1998). Connors served on the Creative Council for a projected production of Sophocles' *Philoctetes* sponsored by this Project.
- Sequim Lecture Society, Sequim WA. Gowing gave a lecture on Julius Caesar to this high-octane non-academic society, which includes many retired diplomats.

Everyday inquiries

The Department receives a constant trickle of inquiries from the general public, usually by phone or (increasingly) by e-mail, about various aspects of Greek, Latin and ancient Mediterranean culture: the work of answering such inquiries falls alike on faculty, TAs,

and the Department's administrative assistant . The translation or pronunciation of quotations, and the invention of mottoes or technical terms, are staples of such inquiries. Most are handled *gratis*, though a few years ago a graduate student received a fee to go on location for a day with *Northern Exposure*, when the producers of that show called looking for help with an episode which involved Latin dialogue. One faculty member 'stopped keeping track when I reached about 100 public service translations'. Another, Bliquez, whose interests in ancient medicine and museum collections make him an obvious target, has continued to log all such inquiries. By way of a final snapshot of the classicist's service to the community, Appendix M reproduces Bliquez's everyday public service and consultation log for the academic years 1993-94 and 1997-98.

CHAPTER IV: RESOURCES

A. OVERALL PICTURE

In this chapter, as throughout the self-study, we are aware of the need to be realistic in identifying areas of departmental under-funding. Like any other unit in the College whose budget is almost 100% dependent upon state dollars, we live constantly with the challenge of maintaining excellence in the face of an overall resource picture which compares unfavourably with that in peer institutions across the country. We understand that the University administration has to set priorities and make hard choices in apportioning the limited resources available; and we also understand that, when new funding opportunities do arise, they will often arise in configurations dictated by criteria of state budgetary accountability.

The Department of Classics has striven hard over the past decade to shape its resource goals in ways which are responsive to College- and University-wide funding challenges and opportunities. By and large, we have worked well within the system, and the system has worked well for us. At the time of our last ten-year review in 1987-88, we were a Department faculty of nine. Soon after that review, effective 1990, we were given a tenth faculty position and, simultaneously, an eleventh position funded through the Evening Degree Program (see section on 'Continuing Education' in Chapter III.1). More recently our high enrollments and overall instructional record won us a new TA slot, and (effective 1997) a twelfth faculty position, both from 'Access' money.

In terms of instructional resource allocation, then, our success has been met by substantive recognition from the College and University, and we are very appreciative of this. For any Classics department this is an uplifting story, and one which, when promulgated, enhances our national and international standing in a field which has often in recent generations had tales to tell of dwindling university-level commitment. To be sure, the expansion of our instructional resources has put extra pressure upon our Department administrative office and upon our physical space, since resources in these areas have not expanded commensurately (indeed, we have had a cut-back in office staff in the past decade). But we are well aware that these are college-wide problems.

In identifying areas of resource under-funding, then, this chapter will reserve its especial attention for what is simultaneously our most urgent problem in terms of all aspects of our

departmental mission, and the single area in which we are dramatically under-funded *relative both to peer Classics departments and to other comparable units within our own College*: faculty salary.

B. ADMINISTRATIVE OFFICE AND STAFF

The permanent Classics Office staff consists of an Administrative Assistant and a *circa* 75% Secretary. Temporary staff consists of one, or occasionally two hourly Student Assistants.

Success/Limitations

Even with the small staff, the office has been administered smoothly and efficiently during the past decade, despite challenges occasioned by budget cuts, increases in faculty and TA numbers, space shortage, an administrative load of increasing scope and complexity, and rapid technological change. One cost of these challenges, however, has been a curtailment of some departmental service functions to both faculty and students, and an increasing decentralization and redistribution to faculty of certain clerical functions (softened somewhat by technology).

Changes over the past decade

Beginning in the 1993-95 biennium, the Classics office staff was cut by 25% from 2.0 FTEs to 1.5. The resulting half-time secretarial position suffered turnover until it was supplemented variously from hourly, recapture, and evening degree funds. Its present status at three-quarters time means that occasional office closures and limitations of full business hour operation are necessitated by insufficient staff coverage. This impairs slightly the accessibility of departmental services to faculty, TAs, majors, other enrolled students, and the general public. The loss in direct access is only in part compensated for by the advent of e-mail.

Because ours is a relatively small department, the Administrative Assistant (Douglas Machle, who in 1998 completed his tenth year) is required to exercise multiple service functions. He is at the same time Undergraduate Adviser, Graduate Program Assistant, Time Schedule Coordinator, Budget Coordinator, Payroll Coordinator, Inventory Contact, Insurance Contact, Denny Hall Building Coordinator, and has major *de facto* responsibility for coordinating computing in the Department. A number of these functions have undergone extensive change recently, mostly involving additional complication. It is difficult for the holder of this job, with time limited by understaffing, to attend the

increasing number of information and training meetings which his numerous and varied functions require, and thus to keep up with their rapid administrative and technological evolutions. Of especial concern is that the job's growing complexity, combined with the *de facto* burdens added to the Administrative Assistant position by the down-sizing of the secretarial slot, is squeezing the time available for the programmatically vital Undergraduate Adviser function, at a time when more students than ever are enrolled in our majors and (now) in our minors.

Although the functions of the Department Secretary are less varied, in this job too administrative and technological changes have occurred. A resultant skills gap is beginning to impair the efficiency of the office, but the non-full-time nature of the secretarial position makes it harder for the Department, in a number of ways, to invest the time and money necessary for in-career training.

The Department's operating budget of \$245 per month for hourly support has remained constant for a decade. An additional \$42 per month was supplied beginning in 1990-91 by the Evening Degree Program. As hourly wages have (modestly) increased, this has also meant an effective decrease in office support from Student Assistants.

The requirement to adapt rapidly to new technology has been strongly felt in the Department office in these recent years, because staff reductions in University administrative offices have been largely offset by replacing central staff functions by computer applications — each different and each new. At the beginning of the decade, nearly all the work of the Classics office staff was done by telephone, typewriter, and ditto machine. However, that was before STAR, OASIS, UWIN, STR, DARS, gopher, the faculty workload system, the equipment insurance system, e-mail, and the world wide web were added in rapid succession to the repertoire of information tools and tasks handled constantly by administrators and secretaries in small departments.

Challenges for the future

We are fortunate to have had as Administrative Assistant throughout the past decade an individual of exceptional talent, in Douglas Machle. In 1997-98 the present Department Chair (who writes the present paragraph) worked hard with the Staff Personnel Office and the Divisional Dean of Arts and Humanities to try to secure an upgraded job classification, which would better reflect the current demands of the position, and allow the salary to move above the very low ceiling which comes with the present description; in the event

only a modest redesignation from AA-A (7045) to AA-B (7046), and a one-time salary increase up to a slightly higher ceiling, was secured. The initiative was prompted not just by a strong desire to retain the present holder of the job and to recognize his vital contribution, but also by the acute realization that the present position 'specs' and salary level are very unlikely to attract again an individual of Mr Machle's calibre. Machle brings to his job a range of expertise (including Classics-specific expertise) which we have no right to expect in a 'classified staff' position at this level; this is especially crucial for his function as Undergraduate Adviser. As the Staff Personnel Office told us, there are (temporary) state-wide reasons why a 'classified staff' position cannot at present be redesignated as a 'professional staff' position; but, through this means or another, it is a high Department priority to 'hard-wire' into our administrator slot the range of expertise brought to that position by its current holder.

C. SPACE

The Department of Classics (like many others in the College) is currently straining at the limits of its office space. In the past ten years, as we have grown from a faculty of nine to a faculty of twelve, we have experienced no increase in our space in Denny Hall, save for the redesignation of one TA office as a faculty office in 1990. (This resulted in the 'banishment' of 50% of our TA cohort to geographically remote and electronically under-networked quarters in Lewis Annex 1, at some continuing cost to departmental collegiality and teaching efficiency.)

Since autumn 1998 three members of the faculty who teach less than full loads in the Department (the Chair, a 40% Emeritus, and our Divisional Dean) have shared a single-occupancy teaching/research office, which is also our sole available space to house part-timers, lecturers and faculty visitors. The breaking point will come in autumn 1999 when we have to add another, full-time faculty member to this time-share: namely Div. Dean Michael Halleran's three-year replacement, for whom we are presently conducting a national search. The College is aware of the Department's space problem, and the Chair of Classics is in ongoing discussions with the A&S Dean's Office about ways to address it.

D. RESEARCH SUPPORT RESOURCES

Graduate student support

We have already set out in Chapter II Section C our greatest long-term need in the area of graduate program resources, namely the implementation of a lasting entry-level fellowship system to continue the momentum about to be created by the three-year windfall of the Vigfusson Fellowship. This would allow us to make the most of the already strong applicant pool which we attract, and thus to compete with our peer departments on an equal footing. The funding of such fellowships would require Endowment resources on a scale well beyond the Department's present fund-raising power (see Section E below).

Partly because we sense that the urgency of this situation is not fully understood by the administration above the level of the Humanities Division, we take this opportunity to express in the strongest possible terms our conviction that, if the University shares our aspiration to see the best UW Humanities departments move up to top-ten national ranking, graduate fellowships must become a top fund-raising priority both for the Graduate School and for the College of Arts and Sciences, as the University moves into its more proactive fund-raising mode. We are ready to do what we can: specifically, we would be prepared to commit to a partial match from our own Endowment resources if supra-departmental fund-raising could put us within reach of the goal.

This is also the appropriate place for the Department to express its share of a college-wide worry about the consequences for graduate recruitment and morale of ongoing erosion in the value of TA stipends, especially in the face of the currently escalating costs of rental accommodation in Seattle.

Library collections

The Classics collections in the Suzzallo/Allen Library have been carefully developed over the last half century and provide strong support for our teaching programs and research. In Classics, unlike in many other disciplines, scholarly works (especially texts, commentaries and journals) tend to have a long shelf life, and to be relevant for generations rather than years; however, the economics of publication dictate that such works stay in print for only a few short years. What this means for the Suzzallo/Allen collections is that short-term cancellations in Classics, especially in serial runs, are irreversible, and do lasting damage to the integrity and value of our holdings. Budget erosion in the library has necessitated some cancellation of journal titles in recent years; but so far no serious damage has been done to

what remains an outstanding serials collection. However, further cancellations will hit us in a very painful way; so that our highest departmental priority in terms of the University's library system (even higher than investment in the growingly relevant area of information technology) is the protection and continued development of our excellent print collections. Our library selector, Laurie Sutherland, has been very cooperative in involving the Department faculty in book selection, and has shown considerable initiative in proposing strategies to minimize damage when cancellations are mandated.

The Department also has within Denny Hall its own Seminar Room Collection of texts, commentaries, grammars, core journals, and other reference works, conveniently accessible to majors and other advanced undergraduates, to graduate students, and to faculty. This collection allows much day-to-day class preparation and research to be done within Denny Hall itself, to the great enhancement of the Department's intellectual collegiality. As already mentioned in Chapter II, the collection is maintained in large part by financial support from our donors, including annual pledges of \$500 each from two faculty Emeriti, and is currently in a period of healthy growth.

E. DONOR DEVELOPMENT

The Department currently has an Endowment fund of approximately \$150,000, generating income of \$5,500 per annum. Most of the *circa* 40 donors to this and other Department funds are alumni and alumnae (whom we reach every year with our newsletter *News from Denny Hall*), or past and present faculty and staff members. Classics is a field which produces more teachers than tycoons, so individual donations tend to be relatively modest. We enjoy the ongoing support of one major donor, Miss Meg Greenfield (Editorial Page Editor of the *Washington Post*), who for the past several years has contributed \$10,000 per annum (supplemented by a match of \$2,000 from the *Post*) to an undergraduate scholarship fund named for her late brother Jim Greenfield, an alumnus of the Department. Miss Greenfield's generosity has done much to shape the lives of our best and liveliest undergraduates in recent years, and has allowed us as a Department to recognize in an appropriate way the students who sustain our thriving major (see Chapter II): 34 awards, ranging from \$2,000 to \$6,000, have been made over the past decade. Given the relatively low in-state undergraduate tuition rates at UW, these scholarships make a real economic difference, often allowing students to suspend outside jobs so as to focus full-time on study.

CHAPTER V: CONCLUSIONS. CONTINUITY AND CHANGE; GOALS AND NEEDS

The Department of Classics at the University of Washington has experienced a great deal of change, most of it leading to programmatic enrichment, in the past decade. By almost every measure which can be deployed in a self-study like this, the Department stands now at the highest point yet in its institutional history. Provided that the University is prepared to recognize and protect the value of its investment in the Department, there is every reason to hope that the next decade will see things improve still further. Because change has in general been good to us, the Department has in general maintained a good attitude towards change: we are anxious to protect those elements in our programs which have been tried and tested over the years; but we also know from experience how much can be gained by creative responsiveness to new situations, new challenges and new paradigms.

This document has sought throughout to envision the various missions of the Department dynamically, in terms of changes and responses to change over the past decade, rather than statically. Our final chapter will begin by summarizing a decade of change, as presented in the body of the self-study. Two emphases will be added to make this into something more than a simple repetition of data already handled earlier:

- an overview of the Department's response to changing demographic trends in the university and nation, as requested in the self-study guidelines;
- some remarks on the very latest developments to impinge upon the Department's missions, viz the refoundation of the Center for the Humanities, and our own two most recent faculty hires.

The chapter will end with a list of our main goals and associated needs for the coming years.

A. SUMMARY OF A DECADE OF CHANGE IN THE DEPARTMENT

Faculty numbers

Current strength: 12

1987-88 strength: 9

Undergraduate major

- Three Mellon Fellowships in past four years; one UW President's Junior Medalist

- Second highest number of total Classics majors in (expanded) UW peer group and on west coast; highest number of advanced language majors in (expanded) UW peer group and on west coast
- 15 former majors (*vel sim.*) currently enrolled and supported in graduate programs in Classics, including 6 in top-three-ranked U.S. programs and 1 in a British program with top government research rating
- Senior essay added to Classics major as capstone/research experience
- Seminar in Rome in twelfth year, offering Classics majors and other advanced students substantive international/research experience
- Jim Greenfield Scholarship Fund (funded by our largest donor) allows 34 intradepartmental awards of \$2,000-6,000 each to majors in past decade

Graduate program

- In NRC survey published 1995, Department receives five-year rating for improved PhD program quality of +0.69 on a scale of -1 to +1: by a significant margin, the best improvement statistic recorded for any Classics program in the nation, and one of the top ten improvements recorded among all 585 Arts and Humanities programs assessed
- Applicant numbers up from 21 per annum in 1980s to 53 per annum in 1990s
- Based on GREs, strongest applicant pool in UW Humanities Division
- 1-2 of top 4-5 applicants successfully recruited in recent years; since 1996 two applicants accept UW over Cornell support, and one over Michigan support
- Two of our three Canadian graduate students win highly competitive multi-year Canadian SSHRCC fellowships in 1997-98
- All seven most recent PhDs secure academic positions; most notably, one receives tenure-track offers from both Princeton and NYU
- Absence of graduate entry-level fellowships seriously disadvantages us vis à vis the major programs with which we now otherwise compete; a 3-year Vigfusson Fellowship allocated to us by Graduate School for 1999-2002 gives welcome short-term help

Overall instructional performance of Department

- Three winners over past three years in UW Distinguished Teaching Award competition: two faculty, one TA
- High enrollments and overall instructional record attract 'Access' funding from the University: new TAs in 1996; twelfth faculty position in 1997

- 1,100-1,400 students per quarter enrol in Classics Department courses throughout past decade
- Further student demand revealed by 1997-98 figures showing Classics Department courses to have third highest percentage of unmet demand in Humanities Division (behind Speech Communication and English): 69.2% of undergraduate enrollment demand met, as against 80+% in remaining Humanities departments
- Classics faculty teach load of 6.3 courses (2-2-2 plus team-teaching assignment) throughout past decade, against Humanities Division norm of 5 (2-2-1): this self-imposed arrangement limits flexibility for new and esp. interdepartmental teaching initiatives, and is now being reevaluated by chair

Faculty research visibility and performance

- NRC top 'improvement' ranking: see above under 'graduate program'
- Three of twelve current faculty have declined or left positions in top-four-ranked departments of Classics to come to UW (two in past decade); two have regularly received and declined invitations in past decade to apply for senior jobs at major competing departments
- Three of twelve current faculty have been recipients of different NEH awards since 1994; two others have been honored by, respectively, the Mellon Three-Year Professorship of Classical Studies in Athens and a Solmsen Fellowship at Wisconsin
- Quantity and visibility of faculty publication, esp. book publication, has increased dramatically in past decade
- Members of the faculty have given invited papers in past decade at nine of the top ten ranked Classics research departments in the U.S.; abroad, major universities at which two or more faculty members have given invited papers in past decade include Oxford, Cambridge and Toronto

Faculty salary crisis

- Department of Classics has lowest combined average faculty salary of any department in UW Arts & Sciences
- % salary gap with peer departments in field at both associate and full professor levels is amongst worst in College
- Salary compression and inversion within Department is catastrophic for meritorious mid-career faculty cohort

- Concrete effects of low salary on research time: drives faculty to annual summer (fourth quarter) teaching, and use of zero-cost single-quarter option for sabbatical
- Lifestyle factors no longer an automatic plus in attracting and retaining Classics faculty

Community outreach and donor development

- Intensified outreach to K-12 schools and teachers, through annual Department conference on 'Teaching Classics in the Schools', contributions to UW's *World Languages Day*, and many visits to schools and JCL meetings
- Close Departmental involvement in Seattle chapter of AIA (serves 200 Seattle-area members of general public interested in classical archaeology); major lecturing and consultancy work by Professor Lawrence Bliquez for SAM and Seattle Children's Museum
- New initiatives for donor development just launched, including alumni/ae evenings and an annual UW faculty lecture before the Seattle AIA chapter; multiple modest donations a more realistic goal than individual major donations

B. DEPARTMENT DEMOGRAPHICS

Gender

- Faculty 1998-99: 7 male; 5 female (3 asst. prof., 2 assoc. prof.)
Faculty a decade ago: 8 male; 1 female (asst. prof.)
- Graduate students: men and women currently enrolled in proportion 2:1
- Undergraduate majors: men and women currently enrolled in proportion 2:3

Race and ethnicity

In terms of race and ethnicity, Classics as a field has thus far had only limited success in broadening its demographic base. The small total number of minority candidates for faculty jobs and PhD programs in Classics made the UW Department uncompetitive in this area throughout the past decade, even before I-200, relative to institutions with better-funded minority recruitment programs: only two students of colour were successfully recruited into our graduate program with minority fellowship funding; alas, neither fellowship has yielded a PhD in Classics. Where we are making a substantive contribution to the demographic diversification of our field, however, is in our undergraduate programs. Over 20% of our current Department majors and minors self-identify as non-white. By far the largest set of minority populations represented here are Asian — unremarkable in terms

of overall UW demographics, but notable for a Department of Classics. A former UW Asian-American Classics major and Mellon winner is now in the PhD program in Classics at Harvard.

The Department has also made a major contribution to the University's efforts to reach out to historically underrepresented groups in the area of undergraduate curriculum, through the Classics/OMA partnership forged in recent years by Professor James J. Clauss: his regular-quarter course, Classics 102, and his innovative short-term program for minority students in Rome are both described in Chapter III.1.

C. INTERDISCIPLINARITY AND INTERDEPARTMENTAL COLLABORATION: RESPONSE TO NEW OPPORTUNITIES

The Walter Chapin Simpson Center for the Humanities

The dramatic expansion of the University of Washington's Center for the Humanities in 1997-99, thanks to a \$5,000,000 gift and a major match from internal University funds, constitutes an important challenge to all UW Humanities departments to think creatively about new opportunities for research, teaching and outreach. The Department of Classics has been an active partner in the Humanities Center since its still-recent pre-endowment days, when it staked its claim for future investment on feats of low-budget improvisation.

- In 1995 Classics organized a one-day international colloquium on a shoe-string budget, *Allusion and the Limits of Interpretability*, involving the Center as co-host. Proceedings were subsequently published, twinned with proceedings of a sister-colloquium in Oxford University, in a prominent Classics journal (see Chapter III.2).
- Two members of the Department faculty have won Teaching Fellowships at the Center since 1997 to run interdisciplinary graduate seminars
- One member of the Department faculty and one of our doctoral students won Research Fellowships at the Center in the inaugural 1998 competition
- Four members of the Department faculty have done committee work for the Center, including one currently serving on the search committee for the first post-endowment Director, and another on the Center's new curriculum committee
- Classics professor Michael Halleran, in his capacity as Divisional Dean of Arts and Humanities, has had a central leadership role in planning the Center's refoundation

For the coming months, the Department has organized and brought the following proposals to the Center, with co-sponsorship in view:

- Visit of David Halperin to UW Humanities Forum (open to public and UW community) to speak on sex and gender (co-sponsorship already arranged)
- One-day interdisciplinary conference on *Rhetoric in Society and Literature*, with three visiting speakers and two UW speakers (co-sponsorship sought)
- Also, the Department has lent its support (and the active involvement of two faculty) to a major multi-department curricular proposal now under review for co-sponsorship, *The Colloquium for the Study of Late Antiquity*

Most importantly, however, the refoundation of the Walter Chapin Simpson Center for the Humanities is encouraging and enabling our faculty to think more ambitiously than before about interdisciplinarity and interdepartmental collaboration across the board. For the first time, a structure exists at UW which can enable such intellectual outreach across the Division and College to be institutionally recognized and funded, rather than always being undertaken as an overload by the individual faculty member above and beyond regular departmental responsibilities. The timing could not be better for the Department of Classics, since in each of the past two years we have hired a new assistant professor with strongly interdisciplinary research and teaching interests.

Our newest faculty appointments

Two forward-looking junior faculty appointments in the past two years are focussing ongoing conversations in the Department of Classics about future curricular direction and interdepartmental collaboration.

Starting in 1997, Professor Joy Connolly brought to the Department research interests in ancient rhetoric, feminist theory, and Greek and Roman imperial literature. Her position, which came from 'Access' money, has enabled Classics to grow from a faculty of eleven to a faculty of twelve. Besides giving us more flexibility to enhance offerings of high-enrollment courses across the Department at large, this twelfth position is opening up specific opportunities for curricular expansion and diversification. Connolly's interests complement existing research interests of Professors Alain Gowing and Catherine Connors to establish a major Departmental investment in the study of Greco-Roman identity and self-fashioning in the Empire — currently a 'hot' area in Classical Studies. Connolly has already devised three new courses, ranging from a methodologically innovative graduate seminar on problems in ancient rhetoric to a new undergraduate in-translation ('Clas')

course entitled Greek Culture under Rome, which uses her chosen period as a laboratory to explore a series of questions in literary, intellectual and social history.

Connolly is already thriving in the College's improved climate for interdisciplinary and interdepartmental interaction: she is currently a Research Fellow in the Center for the Humanities; she is co-organizer of the Department's upcoming conference on *Rhetoric in Society and Literature*; she is in her second year of service to UW's federally funded Center for West European Studies, having co-organized their 1998 conference on *Censorship in Europe*; and she has guest-taught in an undergraduate History Department class and in the multi-department graduate medieval colloquium.

Starting just this quarter in 1998, in a position reallocated to the Department in the wake of Professor Pierre MacKay's retirement, Professor Susan Lape brings to the Department research interests in political theory, Hellenistic history, drama, and cultural studies. Again, she is already active in curricular innovation. For next year she has devised a new undergraduate 'Clas' course entitled Law and Society in Democratic Athens; she also plans a 'Clas' course on The Idea of the City. Lape's work on democracy represents at once a Departmental reinvestment in something long central to classical studies, and an investment in some very new ways into that established topic: she puts to work kinds of text and source not traditionally considered by historians of Athenian democracy (most notably the domestic 'sitcoms' of Menander); she extends the topic to take in the period after the death of Alexander the Great, in which institutional parameters and pressures change importantly; and in general she finds new ways to destabilize the lazy appeals to the Greek 'cradle of democracy' which often pass for historical grounding in modern discussion. Her work should have much to offer across the Humanities, and also to the Jackson School of International Studies and the Center for West European Studies.

Connolly's and Lape's appointments coincide with a trio of equally forward-looking ancient or late antique appointments in the Departments of History (Joel Walker) and Near Eastern Languages and Civilization (Brannon Wheeler, Scott Noegel). The result is a new impetus, coming from some of the College's most recently hired faculty, to unlock the already rich potential at UW for interdepartmental approaches to aspects of ancient Mediterranean culture and its reception. And thanks to the substantive resource structure constituted by the Center for the Humanities, a department like Classics can now embrace such interdisciplinary opportunities without running the risk of diluting disciplinary strength.

D. FINAL SHORT-LIST OF GOALS AND ASSOCIATED NEEDS

We think that this self-study shows the Department of Classics to be maximizing its existing resources, in a healthily evolving mix of programmatic continuity and change. One purpose of the present document is to give us a platform for dialogue with the College and University. We end, therefore, by identifying major Departmental goals which would or will require some resource investment or partnership from the College or University, in the belief that the Department's recent successes and current directions argue a high priority for our needs, even in these fiscally straitened times.

Quality and competitiveness

Our very highest Departmental priority is to maintain the high quality of our faculty: i.e. to keep the present team together, as far as is practicable, and to create or protect the conditions in which they will do their best research and instructional work. The major threat to the achievement of these linked goals of retention and productivity comes from the Department's salary crisis, which is catastrophic in the case of our crucial mid-career cohort. We do not seek miracles, and we will continue to call on our faculty's loyalty and understanding in the face of overall higher education under-funding; but we do seek a level of investment in the Department's salary competitiveness *proportionate to that which obtains in comparably strong UW departments*. It will be very hard for us to maintain competitiveness in the coming years if we continue to be afflicted with one of the worst salary situations in the Division and College, both in absolute terms and in terms of institutional peer gap.

Our next priority is to build upon the past decade's dramatic growth in the competitiveness of our graduate program. We now attract an applicant pool more appropriate to a top-ten than to a second-ten ranked program. As a result, the absence in Classics (as in other UW Humanities departments) of the regular competitive entry-level graduate fellowships normal in top-twenty programs is becoming ever more acute. We emphasize that our goal here is not full fellowship support for any student for the duration of the graduate program, but rather the strategically placed fellowship year which allows a respite from TA work for uninterrupted study — especially in the crucial first year, as also in the dissertation write-up year. In our field, a mix of fellowship and TA support is what guarantees good graduate recruitment and makes for the most efficient student use of a graduate program's resources. Recognizing that this is not a likely priority for state dollars, we call on the College of Arts and Sciences and on the Graduate School to make graduate entry-level fellowships a top

fund-raising priority in the University's current development drive. By way of partnership, we in Classics propose a partial match from our Department's limited endowment resources if supra-departmental fund-raising can bring the goal within reach.

Quality and access

The Department's continuingly high figures for overall enrollment and unmet enrollment demand suggest that, if further 'Access' money should become available to the A&S Humanities Division for either TA or faculty positions, Classics would again be a good target for investment. For example, new TA resources could enhance the top-enrolling courses in our Classics through English curriculum, Clas 210 (where we could add sections) and Clas 430 (where we could teach the 5-credit version with sections more often). As with our previous 'Access' allocation, the Department would use a new faculty position to address access and quality as inextricably linked issues. A thirteenth faculty slot would enable us to offer existing high-enrollment courses more often, and to devise further such courses; it would enable us to increase the proportion of faculty-taught sections in the first two years of Latin, and to contemplate a second section of first-year Greek (where enrollments in the existing section have recently climbed above 40); and the overall increase in faculty strength would also allow us to contemplate such program enhancements as a senior seminar for our undergraduate majors and a regular pro-seminar (focussing on specialized professional skills) for our graduate students.

Operational efficiency

For its teaching, research and service missions alike, the Department places a high priority on operational efficiency. Here are our main goals and needs in this area:

- Address problem of faculty office space, now at crisis point
- Retain current Administrative Assistant, and give this position a classification and salary level more appropriate to its complex and specialized functions
- Restore Department Secretary position to 100%

International study

For undergraduate majors and graduate students alike, the Department enjoys a most valuable resource in the Seminar in Rome program. It is a pleasure to acknowledge the high level of attention currently being given to the Rome Center at College and University levels. As a major stakeholder, the Department hopes that this support will be sustained in the coming years, especially in the area of competitive financial support for students attending UW Rome programs.