

University of Washington  
Department of Classics  
Program Review Committee Report

May, 1999

## EXECUTIVE SUMMARY

The Review Committee unanimously recommends that the undergraduate and graduate degree programs in Classics be retained. The discipline is fundamental to the work of the Humanities and Social Sciences in any university, and the University of Washington is fortunate to have a Classics Department ranked among the top sixteen programs in the nation in 1993, the third highest ranking achieved by UW humanities departments. The Review Committee believes that a current assessment would place the Classics Department even higher. The Department attracts unusually large numbers of undergraduates to its major and its general education courses, and draws a pool of outstanding applicants to its graduate program. The faculty are distinguished both for scholarly research and for outstanding teaching. The Department plays an important role in the University, with significant links to other academic units, and in the community as well, maintaining close relationships with secondary schools. The Department itself is characterized by a remarkably strong sense of collegiality. Students and faculty alike testify to the importance of this community. Without exception, everyone reports that the Classics Department is "a great place to work."

If the Department is to maintain its excellence, however, the current junior and mid-career faculty must be retained and supported during their most productive years. Faculty retention is the major issue that will be addressed in this report, and the committee will present recommendations designed to ensure that the Classics Department will continue to be a strong community and a model of scholarly achievement and outstanding teaching.

## I. THE REVIEW PROCESS

The Department of Classics Program Review Committee was formed in October, 1998, by Dean of the Graduate School Marsha Landolt, (then Acting) Dean of the College of Arts and Sciences David Hodge, and Dean of Undergraduate Education Frederick L. Campbell (Appendix A). The committee membership included internal members Sara van den Berg, Associate Professor of English (Committee Chair), Michael A. Williams, Professor and Chair of Near Eastern Languages and Literature, and Karen T. Zagona, Associate Professor of Linguistics; and external members Ralph J. Hexter, Dean of Humanities, UC Berkeley, and Jenny Strauss Clay, Professor and Chair, Department of Classics, University of Virginia.

In January, 1999, the committee received the UW Guidelines for Program Review Committees (Appendix B) and background information from the Department of Classics, including the Department's Self-study, documents related to the Department's 1987 program review, Graduate School Exit Questionnaire Summaries for recipients of the M.A. and Ph.D.

degrees, and Graduate School Representative reports for recent general and final Ph.D. exams. The internal members of the committee then met with University and College administrators on January 13, 1999, to discuss details of the committee's charge. Meeting with the committee were Marsha Landolt, Dean of the Graduate School; John T. Slattery, Associate Dean for Academic Programs; Michael Halleran, Divisional Dean of Humanities; George Bridges, Associate Dean of Undergraduate Education; Debra Friedman, Associate Provost for Academic Planning; and Augustine MacCaffery, Assistant to the Dean of the Graduate School. The committee's charge and suggested procedures were summarized in a memo to the committee from Dean Slattery (Appendix C).

The review committee was asked to recommend whether the Department of Classics should continue to offer the B.A., M.A. and Ph.D. degrees, on the basis of an assessment of the health and quality of the Department's programs and plans for the future. Where appropriate, the committee was to comment on how programs might be improved. The committee was invited to examine issues which affect program quality, such as staff support, support for research leaves, the efficiency with which current resources are used, and priorities for allocating new resources. The issue of salaries was identified in the Self-study as a central concern. Although an assessment of salaries was not part of the committee's charge, committee members all considered this issue to be so pronounced as to merit special attention. Discussion of the matter will therefore be included in the appraisal of the Department and its needs.

After receiving its charge, the committee began to gather information. Individual members of the committee interviewed a number of department faculty members, including Stephen Hinds, Department Chair, Professor Emeritus Pierre MacKay, Professor Lawrence Bliquez, Professor Dan Harmon, Associate Professor Ruby Blondell, Associate Professor Alain Gowing, and Assistant Professor Joy Connolly. These interviews provided faculty with an opportunity to elaborate on issues discussed in the Self-study and to contribute their personal perspectives on the Department and its programs.

At the committee's request, the Department also provided a written statement of its vision and plans for the future, as an addendum to its Self-study (Appendix D). The department also provided course descriptions and syllabi for recently offered courses to give the committee a clear understanding of the current academic program in practice.

The formal review occurred on February 25 and 26, 1999. This review included meetings with members of the faculty, the departmental advisor, a group of graduate students, and a group of undergraduates majoring in Classics (Appendix E). All of the scheduled meetings occurred (some time slots were exchanged among faculty). The committee also toured classrooms, faculty and T.A. offices, the department office, computer facilities and storage areas available to the Department. The review ended with an Exit Interview, during which the committee's initial impressions were conveyed to Classics Department Chair Stephen Hinds, Classics Professor Alain Gowing, Director of Graduate Studies, and to representatives of the Provost's Office, the Graduate School and the College of Arts and Sciences: Associate

Provost Debra Friedman, Dean Frederick Campbell, Dean Marsha Landolt, Associate Dean John Slattery, Dean David Hodge, Divisional Dean Michael Halleran, and Augustine MacCaffery, Assistant to the Dean of the Graduate School.

The members of the review committee thank the many participants in the review process for their contributions. It was a pleasure to review this outstanding program, and to focus on ways to maintain and enhance its distinction at a critically important moment.

#### BACKGROUND: CHANGES SINCE THE 1988 REVIEW

In its 1988 report, the Department of Classics Review Committee chaired by Professor Stephen Jaeger found that the Department of Classics was successful overall, with high academic standards, good graduate students, and a strong commitment to instruction as well as to research. In 1999, the current review committee finds that Classics has built very effectively on its success, and has become preeminent within the College of Arts and Sciences, the University of Washington as a whole, and in the nation. Indeed, the external members of the committee declared that the Classics Department should be measured not against those in the UW's peer institutions but against those in the foremost universities in the country.

The 1988 review committee recommended an increase in faculty positions, graduate student funding, and space. Classics was subsequently able to make three additional appointments, increasing the total faculty positions from nine to twelve. This increase in resources has been remarkably successful: recent appointees have brought new areas of expertise to the Department and have added to its already strong community. Their presence enhances the curriculum, attracts outstanding undergraduate and graduate students, and increases the national prestige of the Department. As a result of this increased size and quality, the Department appears poised to break through to ranking among the top 10 programs in the nation.

The 1988 review committee also encouraged the Department to increase its communication and interaction with other programs and with students. Today, Classics has extensive interactions with other humanities departments and with the Simpson Center for the Humanities. It has added important new instructional initiatives which serve other departments, and continues in its dedication to existing ones. The Department has been so responsive on this score that its outstanding citizenship may soon adversely impact individual research opportunities. The faculty also maintains a very positive relationship with a large and diverse group of students. The faculty serve a large and enthusiastic group of majors, students who seek general education courses in Classics, and EOP students who enroll in a very successful Latin course and in the Rome program. Asked what they appreciate most about Classics programs, both undergraduates and graduate students give one response: "The faculty." Exit surveys, letters from graduates, and our own interviews with students confirm that the faculty are perceived the great strength of Classics at the University of Washington.

For the future, the Department identifies as its primary objectives the following: keeping

"the team" together (Self-study, 80), establishing conditions in which individuals can do their best work, and combining traditional methodologies with the innovations brought by the specializations of the younger scholars. These new methodologies can augment the traditional philological focus of the field, and can provide a way to integrate the material emphasis of archeology into the textual emphasis of the curriculum. The Department needs some additional financial resources to enable it to achieve its goals, especially faculty retention. The faculty in turn must be willing to evaluate its priorities and direct its efforts in ways that will maintain a healthy balance among teaching, service and research activity. Some areas of priority setting are suggested below.

## FINDINGS

### I. Overall Quality of the Department and Effectiveness of its Programs

The Department of Classics defines its core mission as the recovery and interpretation of the classical cultures of Greece and Rome--cultures which are significant for their central role in forming many of the conceptual categories that shape modern life, thought, and art. The committee would add that the discipline has a curatorial function to keep alive the voices of the past, and also to provide a laboratory in which past cultures provide a space to study issues important to contemporary culture. The Classics faculty carry out this mission through instruction, service to the profession, to the University and to the community, and through research. All indications are that the Classics faculty are active, dedicated, and effective in all of these areas. The attributes which appear to drive the Department's success are individual merit coupled with a high level of collegiality that allows the Department to function superbly as a unit. It is apparent that the smooth functioning of the group is the result of many years of effective unit administration, and of careful attention to recruitment and promotion. Both individual faculty members and the university community have benefited from this remarkable achievement.

The degree programs offered by Classics meet high standards, measured by all significant criteria: the number of majors (second only to UCLA among the UW's peer institutions); the number (and proportion) of majors who have advanced language instruction in their major coursework; graduation efficiency; placement; and student satisfaction, indicated by exit surveys. Classics majors graduating from the UW have been accepted to highly regarded graduate programs, and are perceived by other departments as graduating with very strong preparation in the language and literature. The Department has continued to improve the major in recent years, adding a Senior Essay requirement and maximizing opportunities for undergraduates to be exposed to research. The curriculum needs some additional fine-tuning, and recommendations are presented below.

The graduate degree programs are similarly healthy. The UW's program is large (second in size only to UC-Berkeley on the West Coast), and is becoming increasingly competitive. Its application rejection rate has increased from 15% in 1991 to 73% in 1998. The quality of applicants is excellent: applicants present the highest GRE scores of any pool

in the Humanities. Another measure is the National Research Council's rankings. The UW Classics Department has risen from 26th (for faculty) and 23rd (for programs) in 1982, to 20th (for faculty) and 15th (for programs) in 1993. Most significantly, the Classics Department was ranked first in improvement among all Classics Departments in the nation, and one of the top ten recorded among all 585 Arts and Humanities programs assessed (see Self-study, p. 44). Graduate students have been successful in competing for support (such as dissertation fellowships), and professional placement of Ph.D.s has been highly successful even in a difficult job market. During the 1990s, Ph.D. recipients have accepted positions at New York University, Tulane University, Davidson College, Pacific Lutheran University, the University of Tennessee-Knoxville, Skidmore College, Loyola University (Chicago), University of the Pacific, the University of Victoria, Hope College, and Boston Latin School. M.A. recipients have transferred to doctoral programs at the University of Iowa, Bryn Mawr, Columbia, and King's College-University of London. Two M.A. recipients are employed at Microsoft, and several local M.A. recipients are employed as high school teachers, university lecturers, or teachers at the Seattle Language Academy. Graduates are highly satisfied with the quality of the programs. Our conversation with a group of graduate students confirms evidence from exit surveys in this regard.

## II. The Curriculum

The undergraduate and graduate curricula approach the classical cultures of Greece and Rome primarily through intensive study of their languages and literature, including philosophy, history, and the arts. Distinctive features of the curriculum include the highly successful Classical Seminar in Rome, and the 10-day course in Rome for EOP students offered as a partnership between Classics and the Office of Minority Affairs. Department members offer a host of courses which contribute to the humanities and University-wide educational objectives. These include distance learning, Freshman seminars, Honors, FIG (Freshman Interest Group) and other initiatives. The Department's standard course offerings also include a variety of courses for general audiences (see below). In general, the range and number of course offerings meet the needs of both specialist and non-specialist audiences.

### *The B.A. in Classics*

Undergraduate majors can select from among four "options", three of which include advanced language study (through the 400-level). All majors complete a Senior Essay as a capstone project. Faculty and students express contentment generally with the quality of the offerings available to undergraduate majors. This is supported by exit interviews, by acceptance of majors to excellent graduate programs, and by comments of current faculty and students. Students praise the skills and attitudes of the faculty, the strength of the language component of the major, and the comprehensive coverage of classical authors as important features of the undergraduate programs.

One area of possible improvement in the undergraduate curriculum would be the development of introductory courses (e.g., "The Classical World") to provide an overview of

core concepts for Classical Studies. Undergraduate majors note that it is a large step from Wheelock (the author of the first-year Latin text) to the study of primary literature. Such courses might also be of wider interest, perhaps attracting potential majors early in their studies, and serving as a component of general Humanities education.

**RECOMMENDATION:** The committee recommends the development of a new 100-level course in Classical Studies to serve general education students and to attract additional undergraduates to major in Classics.

There is a second aspect of the undergraduate curriculum which should perhaps be reviewed. This is the question of whether upper-division courses, both in their organization and in their requirements, support and encourage the students' study of broader-based themes during their final year in the program. The course offerings are quite strong in language and author-based literature. These courses give a solid foundation for analysis of classical culture, but may not provide the opportunity for broader-based, thematic study. A related matter concerns the extent to which course requirements include writing assignments. Faculty and students alike expressed recognition that such assignments need to be integrated into the program. This has been addressed already through the addition of the Senior Essay to the Classics major. It would perhaps be well to revisit this requirement, to determine whether it should be increased. One suggestion made by a faculty member was to create an undergraduate seminar.

**RECOMMENDATION:** The committee recommends some fine-tuning of the undergraduate curriculum to ensure that students have a theoretical grounding in cultural and textual studies that will complement their strong preparation in language study. The committee further recommends that students be required to do more critical writing, and that the Senior Essay require a minimum of 2, preferably 3, credits, rather than the current variable, which permits a 1-credit essay.

Because the faculty recently reduced the standard teaching assignment from 6 courses per year to 5, it may be appropriate to reevaluate the undergraduate curriculum to make sure that students can meet major requirements in a timely fashion without requiring faculty to teach overloads or offer a large number of independent studies.

### *Language Courses*

The undergraduate language courses in Greek and Latin are unusually well-enrolled. Indeed, the Department has been unable to meet the student demands for Beginning Greek and Latin. The Greek instructor has admitted as many as 40 students to the one section offered by the Department. Because that size inhibits student learning, 15-20 students have dropped the course. The Department has discussed the possibility of adding an additional section, but would have to make sure a qualified TA was available to teach it.

**RECOMMENDATION:** The committee recommends that the Department consider controlling

the enrollment in Beginning Greek, until and unless funding for a second section can be obtained.

### *General Education Courses*

The Department offers several lower-division courses for diverse audiences. These courses have high enrollments, and many students who try to enroll in them are turned away. These courses take up a great deal of faculty time, and many TAs are assigned to teach them as well. These courses, therefore, are central to the problem of using instructional resources efficiently and effectively.

CLAS 101 (Latin and Greek in Current Use) is a large credit/no-credit course taught by beginning graduate students. The course is designed to enhance the student's English vocabulary through study of Latin and Greek elements in English. However, the course has little connection to the Department curriculum or to language instruction elsewhere in the University. This course should be targeted for review by the faculty. The committee urges the Department to consider replacing CLAS 101 with a new 100-level course in Classical Studies. Such a course might well include elements from CLAS 101, but could offer a stronger introduction to the field of Classics and could serve as a more effective course in general education.

**RECOMMENDATION:** The committee recommends that CLAS 101 be reviewed for possible elimination, and that a replacement course at the 100-level be developed to introduce students to Classical Studies.

### *Graduate Programs*

The general quality of graduate students applying to and matriculating in the Department, and the significant success the Department has experienced in career placement of its Ph.D.s testify to the health, vigor, and well-deserved prestige of the graduate program.

Students appreciate the program for its high quality and for the supportiveness, interest and skill of the faculty.

Course offerings are considered to mesh well with the Department's graduate reading list. However, both students and faculty note a desire for more variety in 500-level course offerings, and more sophisticated writing experiences for students. The Department should give serious consideration to ways in which the topical variety in advanced graduate seminars might be increased, and ways in which these seminars can more often include writing components. One suggestion that was advanced and enthusiastically received by students was the possibility that seminars could extend across two quarters, so that a project could have adequate time for development.

**RECOMMENDATION:** The committee recommends that the Department require additional critical writing in graduate courses to complement the current focus on language study, and that

some consideration be given to offering two-quarter seminar sequences.

Teaching is a core value shared by faculty and graduate students, but instruction in teaching is currently limited to informal, though excellent, mentoring. A formal course in pedagogy would be a significant addition to the graduate program, and would supplement the informal mentoring now in place. T.A.s would also benefit if a handbook were designed to convey UW policies and procedures, as well as issues specific to the teaching of Classics.

**RECOMMENDATION:** The committee recommends that the Department develop a new course in pedagogy for T.A.s, and a handbook for T.A.s outlining UW policies and procedures as well as issues specific to the teaching of Classics.

Many T.A.s are assigned to sections of CLAS 101, a course that is seldom offered in other colleges and universities. The T.A.s report that it is an "easy" teaching assignment; however, the committee believes strongly that an introductory course in Classical Cultures would be of greater benefit both to the T.A.s who teach it and to the undergraduates who take it. T.A. resources currently devoted to this course might be better applied to a new course or to CLAS 430 (Mythology), a justly-popular course that offers better training to T.A.s and more useful information to undergraduates. The committee believes that teaching sections of a new 100-level course in Classical Studies, or sections of Mythology 430, or Beginning Greek or Latin, would offer more appropriate professional training to these graduate students.

**RECOMMENDATION:** The committee recommends that the professional training of T.A.s be improved by assigning them to sections of a new course in Classical Studies, and/or to additional sections of Mythology 430, or Beginning Latin or Greek.

Some faculty stressed the need for more attention to accelerating time to degree, and that the Department needed a tighter policy with much firmer deadlines for pushing graduate students through the successive stages of their programs. However, the committee understands that the Department has just recently initiated efforts to address this very question.

A major issue in the graduate program is the level of support necessary to increase the success rate in top-applicant recruitment. The Department is now very near the top in the quality of applicants it is attracting, but many of these applicants receive more attractive financial packages elsewhere. If it is to make further gains in acceptances from this group, increased fellowship support is essential. The three-year Vigfusson Fellowship allocated by the Graduate School has been an important tool for the Department. The Department needs a long-term commitment of resources that will allow it, at the least, to consolidate these gains. If financial support is not increased, the Department cannot expect to attract the outstanding applicants it deserves. The opportunity to teach top students is, of course, another issue related to faculty retention: faculty members can go elsewhere to teach them. The addition of two R.A. positions would be an investment in the Department that would benefit students and enhance the national visibility and prestige of the graduate program.



RECOMMENDATION: The committee recommends that the Chair of the Department work with the College Development Office and with the Dean to secure public and private funding to provide two additional R.A. positions for graduate students.

### III. Quality of the Faculty

Faculty members in the Classics Department present outstanding achievement in every area of the discipline. The Department Chair, Professor Stephen Hinds, published *Allusion and Intertext: Dynamics of Appropriation in Roman Poetry* (Cambridge University Press, 1998), and is the editor of an important series of monographs at Cambridge University Press. Professor Ruby Blundell has translated and edited a significant new volume of Euripides' plays for Routledge, and has published a major study of Sophocles and Greek ethics (Cambridge University Press, 1989). Other major publications include Alain Gowing, *The Triumviral Narratives of Appian and Cassius Dio* (University of Michigan Press, 1992); James Clauss, *The Best of the Argonauts* (University of California Press, 1993); and Catherine Connors, *Petronius the Poet* (Cambridge University Press, 1998). Professor Lawrence Bliquez is author of the definitive study of ancient medical instruments, and Professor Merle Langdon has published *Poetai Records* (in Athenian Agora XIX, Inscriptions: 1991).

In teaching, the faculty are equally well-respected at the University of Washington and among their peers. From 1996 through 1998, three members of the Classics Department received University Teaching Awards: Professor James Clauss (1996), T.A. Brady Meachley (1997), and Professor Lawrence Bliquez (1998). All Classics courses are heavily enrolled, and the Department cannot, for example, meet the demand for places in Beginning Greek. Faculty are dedicated to teaching, and until quite recently have taught such a heavy load that their time for research has been sacrificed to instructional obligations. More than time, attention is devoted to instruction; this attitude is conveyed to graduate students, who leave the UW with a firm commitment to teaching.

Faculty have also received significant awards from the National Endowment of the Humanities during the past decade: a Fellowship for University Teachers (Hinds, 1994-95), an award to conduct a Summer Seminar for School Teachers (Gowing, 19994-95), and a Summer Stipend (Blundell, 1998). In addition, the newest Assistant Professor in the Department, Susan Lape, received a 1996 NEH Summer Fellowship while she was a graduate student at Princeton. Other awards have come from the Center for Hellenic Studies (Blundell, 1991-92), and the University of Wisconsin Institute for Research in the Humanities (Halleran, 1997-98 [declined]). Assistant Professor Joy Connolly has been invited to spend the 1999-2000 academic year in residence at Stanford, where she will complete her first book. Of special importance is the appointment of Merle Langdon as Andrew W. Mellon Professor of Classical Studies at the American School in Athens (1999-2002).

To supplement the permanent faculty, the Department has been active and successful in securing Walker-Ames Professorships, serving as the major sponsor of three visitors. In addition, the Department regularly invites major classicists to campus to give lectures that are

unusually well-attended, and has sponsored at least two important symposia. Papers from one of these symposia have been published by a leading journal in England.

The issue of funding and retention is nowhere more apparent than in the case of the junior and mid-career faculty in the Department. Because salaries are so low, Assistant and Associate Professors teach during the summer, sacrificing the time they need to complete their research. If the Department is to continue to improve, these faculty members must be adequately compensated in order to provide that time for research and writing. Each of them has a major book in progress, but all of them have been impeded by financial constraints.

In addition to increased salaries, junior faculty members expressed a need for a regularized policy on research leaves. Such a policy would enable them to plan their research and writing in ways that are not now possible.

The Department has recently decreased the average teaching load by one course. This decrease brings the Department in line with other units in the Humanities, and should assist the faculty in finding a better balance of time for instruction, research, and service. However, the committee believes that the Department Chair should work with the faculty to ensure that a proper balance between research activities and teaching be maintained.

The quality of the Classics faculty is far better than their salaries would indicate. Other universities and colleges have sought to recruit them, but they have rebuffed these approaches (and have not sought outside offers) because of the strong sense of collegiality available to them here. However, departmental collegiality can go only so far to counter institutional inequities. At some point in the near future, if salaries are not significantly improved, this community will be destroyed as faculty depart for other institutions more willing to recognize and reward their excellence.

#### IV. The Department's Future and the Issue of Resources

The Department of Classics stands at a critical juncture. The Department of Classics can decline, precipitously, or it can continue on its path towards national preeminence. The significant factor in determining its future is faculty retention. Salaries in the UW Classics Department are abysmal, and this unit is a prime candidate for a targeted market readjustment of its budget. If only a few key faculty members are lured away by the competing offers that outstanding schools are very willing to make to them, the Department will lose the momentum it has built up during the past decade. To regain that momentum would be difficult, if not impossible. Students and the UW as a whole would suffer a significant loss.

One of the clearest messages received by the Committee was that an atmosphere of genuine collegiality and cooperation is the hallmark of this Department, setting it apart from others ranked ahead of it nationally. This collegiality has been the decisive factor attracting new faculty members and retaining those already here. This collegiality, however, cannot forever compensate for woefully inadequate salaries. The faculty deserve recognition and

remuneration for their outstanding work in research and in teaching.

Addressing the issue of retention solely through adjustments to the salaries of faculty most vulnerable to outside offers would exacerbate some of the current problems of salary compression and even inversion, and would seriously erode the good will and collegiality that keep those faculty loyal to the UW Classics Department. We therefore urge that salary adjustments be made for the Department as a whole, not merely for a few selected faculty members.

For all faculty members, but especially those at the ranks of Assistant and Associate Professor, the Department focus on teaching should be supplemented by a recognition that research needs additional time and funding. Monitoring teaching duties, minimizing the need to teach during the summer, securing Royalty grants and other release time from teaching, and seeking outside grants should be encouraged by the Chair and by the Dean.

Funding, however, remains the crucial issue for the crisis facing the Classics Department.

**RECOMMENDATION:** The committee recommends that the Department of Classics be targeted for market adjustments in faculty salaries, and that all faculty members be compensated at least to the level of the average salary of UW Humanities departments. This is the minimum the committee would recommend; the committee would urge that compensation be raised to an above-average level that reflects the national ranking of the Department and the achievement of each individual faculty member.

The Department and the College have recently instituted policies that should increase the ability of faculty members at all levels to achieve a better balance between instructional activities and research. The Department has moved to reduce its teaching load to be more in line with the other units in the College, and the College has revised its policies to enable faculty members who win outside grants to maintain the level of their UW salaries and to retain UW benefits. Faculty should, therefore, be strongly encouraged to increase the time available for their research by applying for external grants to supplement UW sabbatical funds and to secure additional time for research.

**RECOMMENDATION:** The Department Chair and the College Divisional Dean should work closely with individual faculty members to monitor teaching duties and mentoring obligations, and to secure support in the form of release time and external grants.

In the future, the Department will benefit from securing additional outside sources of funding to support teaching and research. Alumni of the Department may not be as affluent as graduates in other fields, but a plan to maintain their involvement in the Department should be developed. The Department could also work with the UW Development Office and the Development Officer in Arts and Sciences to secure additional outside resources.

**RECOMMENDATION:** The Department should develop a long-term plan for external fundraising, and identify items appropriate for funding.

### *Space*

A problem confronting the Classics Department, and other departments in Denny Hall, is the severe shortage of office space. T.A. offices are located in Lewis Annex, a long hike from the rest of the departmental facilities. There is no office available for emeritus faculty, and those retired faculty who are still actively teaching share cramped office space. There is no adequate storage or computer space, and there is no area for a graduate student lounge. This problem is shared by other departments in the building, and perhaps it might be possible to reallocate space or provide a common area for graduate students in the building. At this time, short of recommending new construction, the committee can only share the frustration of the faculty and graduate students. The one positive element of the departmental facilities is the Classics Seminar Room, a lovely facility that provides a splendid place for lectures, symposia, and faculty gatherings.

**RECOMMENDATION:** The committee recommends that a long-term plan be developed to obtain additional office space for faculty members and T.A.s.

A second problem is the inadequate connectivity that limits the Department's access to computing resources. A kind of gerry-rigged ethernet is available on two computers in the Department office, and access to those computers is limited to the hours when the office is staffed.

**RECOMMENDATION:** The committee recommends that Department computing resources be upgraded to meet UW standards.

### **Summary of Recommendations**

The Review Committee's recommendations fall into two categories. First are recommendations for changes to the curriculum and departmental policies, and are directed to the faculty. Second are recommendations for additional funding and resources, and are addressed to the University of Washington administration.

#### *Recommendations to the Department:*

1. The committee recommends that CLAS 101 be reviewed for possible elimination.
2. The committee recommends that a replacement course at the 100-level be developed to introduce students to Classical Studies.
3. The committee recommends that the Department consider controlling enrollment in Beginning Greek, until and unless funding can be secure for an additional section of the course.

4. The committee recommends that students receive a theoretical grounding in cultural and textual studies that will complement their strong preparation in language studies. This fine tuning of the curriculum has already begun in individual courses, and should continue.
5. The committee recommends that students be required to do more critical writing in their major courses, and that the Senior Essay require a minimum of 2, preferably 3, credits, rather than the current variable system which permits a 1-credit essay.
6. The committee recommends that the graduate curriculum include more attention to theoretical and cultural studies to complement the current focus on language study and on single author courses. In addition, the committee recommends that students be required to do more extensive critical writing, and suggests that some two-quarter seminar sequences be developed to facilitate substantial critical projects.
7. The committee recommends that T.A.s now assigned to CLAS 101 be assigned to a new 100-level course in Classical Studies, to additional sections of Mythology 430, and/or to additional sections of Beginning Latin and Greek.
8. The committee recommends that the Department develop a graduate course in T.A. training, and prepare a handbook for T.A.s outlining UW policies and procedures and issues important to the teaching of Classics.
9. The committee recommends that the Department Chair and the College Divisional Dean work closely with individual faculty members to monitor teaching duties and mentoring obligations, and to secure support in the form of release time and external grants.
10. The committee recommends that the Department develop a long-range plan for fundraising, and identify items appropriate for external funding.

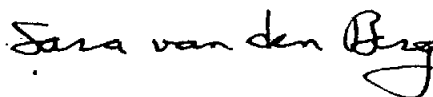
*Recommendations to the Administration:*

1. The committee recommends that the Department of Classics be targeted for market adjustments in faculty salaries, and that all faculty members be compensated at least to the level of the average salary of UW Humanities departments. This target is a minimum; the committee would urge that compensation be raised to an above-average level that reflects the national ranking of the Department and the achievement of each individual faculty member.
2. The committee recommends that the University and College administration work with the Classics Department to secure public and private funding for two additional R.A. positions.
3. The committee recommends that a long-term plan be developed to secure additional space for faculty and T.A. offices.
4. The committee recommends that connectivity resources in the Department be upgraded.

## Last Word

Whether the University of Washington aspires to excellence across the board or chooses to target specific areas for excellence, the Department of Classics warrants a significant increase in funding. It is a discipline of central importance in the Humanities. This particular Classics Department has achieved a national ranking far out of proportion to its size and budget. It is recognized as distinguished and vibrant by students at every level, by the rest of the UW faculty, and by Classics faculty members nationwide. Now it needs, and it deserves, additional institutional support.

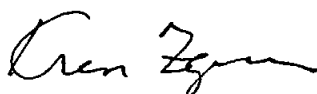
Respectfully submitted,



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January 14, 1999

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Re: Department of Classics 10-Year Review

Dear Sara:

The specific action needed at the end of our review is a recommendation as to whether the Department of Classics should continue to offer the BA, MA and PhD degrees. You will be asked to choose among two alternative recommendations for each degree offered: suspension of entry or continuation with a subsequent review in not more than ten years. If you believe that a subsequent review should be conducted in less than the maximum period allowed, please indicate at what time you suggest the next review be done and what specific improvements should be made in the intervening period. Perhaps more importantly than the specific recommendation of status and review period, your review has the potential to offer the department and the administration an independent assessment of the health of the program and offer comments on how it might be improved.

The review is most likely to be successful if tasks are divided among the committee members effectively. It is suggested that the external reviewers be relied upon to serve as "content experts" and to provide insight into directions the department and the field are taking and assess the national standing of the program. The internal reviewers may be able to conduct some of their assessment and interviews prior to the day of the actual site visit. The site visit will culminate with an exit interview divided into two portions, the first with the department chair present and the second without the chair. The College Dean and Associate Dean will be present at both sessions as will the Deans and Associate Deans of the Graduate School and the Office of Undergraduate Education and the Associate Provost. Please let us know what your formal recommendation regarding continuance is likely to be early in the second period of the exit interview. We hope to have your report within 6 weeks of the site visit and to have the UW members of the committee attend a meeting of the Graduate School Council to present your findings and comment on the response of the department. Augustine McCaffery will provide you with a model report.

The Department of Classics presents a well-written and informative self-study. It describes a department comprised of an active, responsive, talented, focused, collegial and confident faculty. Students, both undergraduate and graduate, appear to appreciate the efforts of the faculty. The undergraduate courses offered by the department appeal to an academically diverse clientele, many of whom choose to minor in the discipline. Undergraduate majors appear to go on to a variety of careers and, if so inclined, are very competitive for entry into the best graduate programs in the country.

In comparison to other similar programs nationally, the department supports an unusually high number of undergraduate majors. There is a high demand for access to its courses. The department meets 70% of the undergraduate demand for its courses, 63% of the lower division demand and 80% of the upper division. The self-study argues that this is not due to relaxing the demands of study in classics, but to emphasizing them in a supportive environment characterized by highly committed and available faculty and TAs. The TAs are drawn from a group of talented graduate students that attained admission to a selective program. The department carefully prepares TAs prior to entering the classroom and monitors their performance personally.

The department competes very successfully for entering graduate students, often, by virtue of its academic strength and reputation, winning out among nationally prominent competitors able to offer superior funding packages. It offers substantial mentored teaching experience to its graduate students and encourages the development of teaching portfolios that become useful in their job searches. It argues that the quality of the teaching experience would be maintained and recruitment would be enhanced if TA support could be better mixed but not replaced by fellowship support.

The self-study offers a compelling argument that over the past ten years the program and the faculty have gained a stature sufficiently high to invite considerable attention from other highly regarded departments of classics. The department appears to be very ripe for raiding due to the poor salary position of the University generally and to the low salaries of classics faculty in relation to other humanities faculty at the University. The self-study states that faculty have resisted requests to consider appointments at other universities to the extent that no competitive offers have been solicited over the past decade. Given the mechanism by which the University awards unusual salary increases, this would explain in part the relatively low salaries relative to the divisional norm. It is argued that the bond that holds the department together is collegiality and an intellectual climate of high quality.

Your review will be most valuable if it carefully assesses the quality of the department, probing the key claims made in the self-study using any metric or analysis you choose. It should also address the efficiency with which resources are used, particularly with regard to demand for lower division courses. Comments on priorities and identification of efforts that might need to be discontinued to conserve faculty effort would be valuable, particularly if accompanied by an assessment of what the University stands to lose from the discontinued activity. Assessment of staff support and support for research and sabbatical leave may deserve comment, but you will likely recognize them as general University concerns. You should certainly feel free to comment on the salary issue, but recognize that this is an assessment easily made administratively while your assessment of program and departmental quality and susceptibility of the department to loss of faculty is not.

A few additional items to consider:

1. The department omitted comment on its vision and plans for the future. This is a significant omission, as it denies a base for investment. Please assess the department's view of the future trends of the field and how course offerings, degree and research programs might need to be altered. Do they anticipate an increase in the demand for their offerings?
2. Please note that there are several tracks to the PhD, some offered in collaboration with other departments.
3. The classes at the undergraduate level have been in place for a considerable period. Should the specific offerings and the overall concept be reconsidered? Do courses compliment one another as they should?



4. The program has relatively few undergraduate majors and graduate students. It may be possible to meet with a large fraction of them, particularly if one member of your committee met with 2-3 students at a time. These interviews could be conducted prior to the site visit. If you would like telephone calls arranged for graduates, particularly those who have supplied written remarks in the self-study, please let us know.
5. There is some mention in the self-study of a possible collaboration with Near and Middle Eastern Studies, which is not now taking place. This interdisciplinary program is now being reviewed. Although not central to your review, you may want to meet with the on campus members of this committee to discuss a recommendation in this regard.
6. Could access to courses in high demand offered by the department be improved with additional TA resources? What is needed and for which course? Similarly, the department has experimented with TAs to expand 3 credit courses to 5 and to allow for more written answers on exams. Should additional TA's be made available for this?
7. A plan for an additional faculty member is presented in the self-study. If you choose to comment on this, you should carefully consider what is to be gained with the appointment and what might be missed if it is not made.
8. Although of lesser importance in your review, it would be useful for you to give some thought to the possibility that Classics may have an appeal that could be leveraged to increase the availability of private funding to the department. The faculty includes two recipients of the University's teaching award and all faculty appear to be well regarded as teachers and scholars. The faculty as a whole appears to be unusual in their ability to make their subject interesting to a diverse audience. The department has a 45-year history with the Seattle chapter of the Archaeological Institute of America, a group that numbers approximately 200 members. There may be unaddressed opportunities to form a visiting committee that could help make the community aware of the strength and value of the department and suggest mechanisms by which the department might address fundraising. Ideas, thoughts or suggestions in these areas might identify opportunities for the department.
9. If recommendations for additional resources are made, they should be ranked. For each recommendation you might make (including work that might be deleted) consider what might be gained if the recommendation is accepted and what will be lost if it is not.

I appreciate very much your willingness to undertake this important task. Please do not hesitate to call on me or Augustine McCaffery with any questions or if you need assistance in any regard.

Sincerely,



John T. Slattery

Associate Dean for Academic Programs

- c: Marsha Landolt, Dean and Vice Provost  
David Hodge, Acting Dean, College of Arts and Sciences  
Michael Halleran, Divisional Dean, Humanities, College of Arts and Sciences  
Fred Campbell, Dean of Undergraduate Education and Vice Provost  
George Bridges, Associate Dean of Undergraduate Education  
Debra Friedman, Associate Provost for Academic Planning  
Augustine McCaffery, Assistant to the Dean  
Ms. Linda Richter  
Review Committee

Department of Classics Program Review  
February 24, 25 and 26, 1999

Wednesday, February 24

**Thursday, February 25**  
**Classics Seminar Room, Denny 210**

Room 218 Denny (Chair's Office)

**Classics Seminar Room, Denny 210**

2:30 p.m.	Daniel Harmon, Professor
3:00 p.m.	Sheila Colwell, Assistant Professor
3:30 p.m.	<b>Break</b>
3:45 p.m.	Undergraduate Students
6:30 p.m.	Review Committee Executive Session Campagne Restaurant – 86 Pine Street

UNIVERSITY OF WASHINGTON  
The Graduate School

Department of Classics Program Review  
February 24, 25 and 26, 1999

AGENDA

**Friday, February 26**  
**Classics Seminar Room, Denny 210**

8:30 a.m.	Susan Lape, Assistant Professor
9:00 a.m.	Douglas Machle, Administrative Assistant
9:30 a.m.	(Open for appointment)
10:00 a.m.	Break
10:15 a.m.	(Open for appointment)
10:45 a.m.	Review Committee Executive Session
11:45 a.m. – 1:00 p.m.	Lunch: Faculty Club - South Dining Room (west end reserved)
1:00 p.m.	Graduate Students
2:00 p.m.	Review Committee Executive Session
3:00 p.m.	Exit Interview: - Stephen Hinds, Professor and Chair College of Arts and Sciences: David Hodge, Dean, and Michael Halleran, Divisional Dean, Arts and Humanities; The Graduate School: Marsha Landolt, Dean and Vice Provost and John Slattery, Associate Dean for Academic Programs, Office of Undergraduate Education: Frederick Campbell, Dean; Office of the Provost: Debra Friedman, Associate Provost for Academic Planning
4:00 p.m.	Exit Interview (continued): College of Arts and Sciences: David Hodge, Dean, and Michael Halleran, Divisional Dean, Arts and Humanities; The Graduate School: Marsha Landolt, Dean and Vice Provost and John Slattery, Associate Dean for Academic Programs, Office of Undergraduate Education: Frederick Campbell, Dean; Office of the Provost: Debra Friedman, Associate Provost for Academic Planning

To: Members of Classics Department Review Committee: Sara Van Den Berg, Michael Williams, Karen Zagana, Ralph Hexter, Jenny Strauss Clay

cc: Marsha Landolt, Dean of Graduate School and Vice Provost  
John Slattery, Associate Dean for Academic Programs, Graduate School  
David Hodge, Acting Dean, College of A&S  
Michael Halleran, Divisional Dean of Humanities, College of A&S  
Fred Campbell, Dean of Undergraduate Education and Vice Provost  
George Bridges, Associate Dean of Undergraduate Education  
Debra Friedman, Associate Provost for Academic Planning  
Augustine McCaffery, Assistant to the Graduate Dean  
Linda Richter, Assistant to the Dean of Undergraduate Education

From: Stephen Hinds, Chair of Classics 2/24/99

Re: 'Additional point #1' in Classics Review Committee charge letter

The internal members of the review committee have asked the Department to respond to one particular point of discussion raised in Associate Dean Slattery's charge letter of January 14 1999.

Additional point #1 states that **'the department omitted comment on its vision and plans for the future'**. As we have gone through the dramatic internal changes and developments of the past decade, almost all of our strategic thinking about the Department has been future-oriented. The self-study begins with a brand-new Departmental mission statement (pp.1-2) which is intentionally oriented more towards the present and the future than towards the past. In the body of the report, discussions of the Department's future are incorporated into the various particular narratives of the Department's current operations: this allows our aspirations for the future to be concretely grounded in our data concerning the present and immediate past. See especially pp.11-12, 22-5, 27, 41, 51-3, 63-5, 66-7, 71-2, 78-9, 80-1.

However, we readily concede that we may have taken our own future-facing orientation too much for granted, and not unpacked it sufficiently in the report. We very much welcome the opportunity to stand back from specifics and to offer here a sketch of the Department's overall strategy for responding to (and shaping) current and future directions in the discipline. We organize our remarks under two headings; the first set of remarks also

contributes to a discussion, specific to the University of Washington, about strategic thinking in a time of limited resources.

(a) BALANCING SPECIALIZATION AND BREADTH

We are increasingly hearing from the University administration a challenge to maximize limited resources, in a time of budgetary stagnation, by dropping some things so as better to focus on others. One such strategic choice has been and continues to be made by the Department of Classics at the graduate level: despite our expansion in the past decade, we have continued to treat classical archaeology as an ancillary (though very vital) component in a PhD program in classical philology, rather than seeking to expand our excellent course offerings in this area into a full PhD in Classical archaeology. Many major departments of Classics put PhD programs in philology and archaeology on an equal footing, but many others do not. When to local budgetary considerations is added the serious depression of the job market for classical archaeologists in recent years, as contrasted with the (relative) health of the job market for classical philologists, we think that now is not the right moment to add to the number of PhDs in classical archaeology produced nationally.

This rationalization aside, however, we do not believe that any new narrowing of our current spheres of operation would serve us well in the context of disciplinary expectations. Classics as a field has a strong tradition of maintaining a broad curricular and methodological base: the self-definition of Classics as a paradigmatic 'area study' (see mission statement at self-study p.2) guarantees that this tradition will continue. One major reason for the current success of the UW Department's undergraduate and graduate programs, we believe, is that they are perceived to exemplify well the ideal within Classics of strength across the whole spectrum of the discipline.

A good way to dramatize the Department's, and the discipline's, commitment to the ideal of strength across the spectrum is to consider the oral examination undertaken by our PhD students immediately before they enter upon candidacy. Whereas in many other Humanities departments the orals serve primarily as a defence of the dissertation prospectus, in Classics the equivalent exam is a true general test, involving two hours of questioning split evenly between Greek history, Greek non-historiographical literature, Roman history, Roman non-historiographical literature, and Greco-Roman philosophy, covering a millennium of cultural activity. In other words, before the PhD student is entrusted with a PhD topic (and these are as narrow and specialized as in any other field) he or she is expected to have demonstrated advanced competence across the whole discipline.

This emphasis upon generalist competence in Classics is responsive to the continuing realities of the job market: for instance, although positions customarily specify a specialization in Greek or in Latin, any candidate who commands only one of the two classical languages, however proficient in the other, will be penalized in nine competitions out of ten.

Accordingly, our vision of Departmental excellence ten years from now involves the maintenance, and even the modest expansion, of the current range of faculty speciality, and the current breadth of the curricular spectrum. How, then, do we respond to the University's challenge (if we may anticipate such a challenge) to maximize limited resources by focussing on particular excellences? Quite simply, by making good strategic choices when we hire. If we hire a Latin textual critic, we will expect that person to be able to teach our mythology course, and to develop a high-enrollment course on (say) the history of the book; if we hire a specialist in cultural materialist theory, we will look for one who is comfortable handling and teaching epigraphic and papyrological materials. In some fields, this might be impossible; in Classics the best candidates are characteristically those who offer this kind of combination of specialization and breadth, alike in research and in teaching.

#### (b) BALANCING TRADITIONAL AND NEW SPECIALIZATIONS

The last example moves our discussion from the balancing act between specialization and breadth to the balancing act between traditional and new specializations within the field of Classics. What would we like the *methodological* profile of the department to be ten years from now? The short answer, to be elaborated below, is that we shall give a high priority to combining our current investment in new methodologies (see esp. self-study pp.78-9) with a real reinvestment in the field's traditional methodologies.

The core of any Classics curriculum will always be defined by the limited number of literary texts which have emerged from the vicissitudes of two or three millennia of transmission and cultural reprocessing in the West. Change will be defined not so much by addition to or deletion from the canon (since to be non-canonical is in most cases to be extinct), as rather by changes in the questions asked of canonical texts.

Recent years have indeed seen major shifts in the methodological specializations characteristic of research in Classics. A generation ago, despite strong 'underground' movements led mostly by younger scholars, departments of Classics had not

institutionalized contemporary literary and cultural theory in any way comparable to English and Comparative Literature departments: back then, the technical skills which defined strong research departments of Classics were still exclusively those of traditional philology: textual criticism, paleography, papyrology, epigraphy, comparative grammar, and the like. Since then, however, Classics has retooled, and has quickly advanced from being a hold-out from contemporary theory to being in the forefront of current theorizations of literature, cultural practice, history and (yes) canon-formation. Our own Department is now a full participant in this new wave of research in Classics; and our curricula are beginning to reflect these new patterns of emphasis.

So whither now? Among the modernizers who have brought so many new approaches to the field of Classics in recent years, the less reflective tend to take the continued availability of traditional philology for granted. However, the more reflective modernizers have begun to perceive a new danger: so complete has been the success of the reforming generation that in many departments the special skills of traditional philology are in danger of becoming defunct; with the retirements of older scholars, many departments are in danger of losing their ability to cover the technical parts of the field. When all is said and done, the work of the Classicist is based on textual and material remains whose interpretability depends on continual assessment and reassessment by the tools of the textual critic, the papyrologist, the epigrapher, and the like. If anything the importance of such tools has increased as new theoretical approaches cause some attention to shift from the elite texts of the canon to the pitifully fragmented remains of non-canonical and subliterate texts which give us some linguistic glimpses of non-elite life in antiquity. Changing fashions, a dearth of qualified candidates, and even in some cases theoretical triumphalism have discouraged many departments from hiring in these technical specializations: but no first-rate research department of Classics can afford to renounce the tools which connect and reconnect the 'higher' criticism with its evidential bases.

A mid-sized Department like ours cannot cover all such technical specializations (e.g. absent an archive of classical papyri in Suzzallo-Allen Library, we should probably give low priority to hiring a scholar with primary research on papyri). However, any strong research Department of Classics should offer some of these specialized tools of philology. Graduates of the caliber that we now attract need to be exposed to such tools in order to be well-rounded in their studies, e.g. through a pro-seminar on technical skills. And, albeit at a more basic level, exposure to such tools can be the stuff of an undergraduate research project: e.g. basic work with an epigraphic squeeze could awaken in a Classics major a

finer and more immediate appreciation of the range of primary sources which enable classical studies.

Our vision for the next decade, then, sees the UW Department of Classics nurturing a productive methodological mix between 'traditional' and 'new' specializations in Classics. We have already done much of the work of retooling at the 'new' end: it will be just as great a challenge to maintain and deepen excellence at the 'traditional' end of the methodological spectrum in the years ahead.





# UNIVERSITY OF VIRGINIA

## DEPARTMENT OF CLASSICS

May 25, 1999

To: the Program Review Committee for the Department of Classics  
From: Jenny Strauss Clay

I offer this letter as an addendum to the Report of the Program Committee on the University of Washington's Department of Classics.

First, let me thank the Program Committee and especially Sara Van Den Berg, its Chair, for conducting an excellent and thorough review of all aspects of the Classics Department and, further, for producing a thoughtful and penetrating report, which well represents the great strengths of the Classics Department as well as the challenges facing it in the future. Thanks must also go to the Chair, Stephen Hinds, who produced a detailed self-study, which allowed us outsiders to exploit our time on campus to the fullest.

Let me start on a personal note: I received my PhD from the University of Washington in 1970. At that time, it was a small young department, bound together by a shared vision, a rigorous program, and a remarkable sense of collegiality in which both faculty and graduate students were engaged in a common pursuit of knowledge. It was personally gratifying, therefore, to find that that unique spirit – although both faculty and students have changed – continues under the vigorous leadership of the Chairman, Stephen Hinds, who commands the respect and affection of his colleagues. Such an atmosphere does not come into being automatically; it must be nurtured. The present faculty, many of them young, brilliant, and deeply engaged in their discipline, are not only selflessly devoted to the well-being of the Department, but they have a clear focus on the kind of program and the kind of environment they want to create and maintain. I hardly need to mention how rare and how precious such collegiality is.

That being said, the excellence achieved is also a very fragile thing. The greatest danger facing the Department is that what has been so carefully built up and nurtured can easily dissolve and fall apart. The issue is simply frighteningly inadequate resources, which show up most prominently in faculty salaries. I was genuinely astounded at the salaries of the members of the Classics Department. I have no illusions about the fact that Classicists are generally paid less than their colleagues in other departments, nor about the fact that the last decade has seen a real decline in compensation at many public universities. Nevertheless, the actual figures took my breath away. Out of loyalty and commitment to their communal enterprise, the faculty have remained together, despite offers from other schools; but this cannot go on forever. I would estimate that the faculty compensation is at least 20 to 30% lower than at peer institutions, but that the effects of salary compression exacerbate the situation even farther. Many faculty

teach summer school when they should be attending to research. Nevertheless, their productivity is impressive. They will no doubt continue to receive offers from the outside, and one fears a domino effect.

The administration must realize that their Classics Department is a jewel in the crown of Washington's humanities departments. In a relatively small department, a relatively small amount of funding can go a long way. And this Department more than holds its own in terms of enrollment numbers, which are indeed impressive.

I understand that next year the faculty teaching load will be reduced -- it has been exceptionally high in relation to other departments and peer programs. But more must be done in terms of sabbaticals and research leaves, which at this point seem quite meager in comparative terms. Summer research grants and leaves of more than a quarter must become available to continue the high research profile that the Department has developed.

The other area where additional resources are imperative -- and again, we are not talking huge outlays -- are in graduate student support. It is absolutely essential that graduate students not be burdened from the beginning with a heavy teaching schedule; both the first year of graduate work and the dissertation-writing year must be free of teaching obligations. While the rigor and range of the graduate program is highly competitive -- and Washington PhDs are getting jobs in a very tight market -- the resources assigned to it are not. It is also clear that there is little pedagogical value in having graduate assistants teach repeated sections of Classics 101, and that the role of that course in the program should be reconsidered. The instructors do what they can to make it viable, but surely their talents can be better used to further the instructional needs of the University. Professor Gowing's experimental course might provide a model.

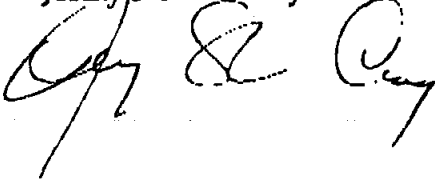
I have already remarked on the excellence of the Department's graduate program, which is proved by the success rate in students getting jobs. The undergraduate program with its different tracks fulfills a variety of needs for different students. But I want to give special commendation to the excellence of the language tracks, which produce some of the best-prepared students for graduate study in the country, most of whom start their study of Greek and Latin at the University. In addition, their exposure to the Rome program gives them an opportunity to develop a deeper sense of the classical world. Their numbers may be small -- and appropriately so -- but University of Washington Classics undergraduates, with the rigor of their training in the ancient languages and their range of exposure to ancient authors, are sought out by the very best graduate programs in the country. As always, more work in writing, especially for those bound for graduate school would be desirable. Perhaps a good possibility for using graduate assistants?

Finally, I note that the Department has recently added three new positions. I do not therefore see any immediate need for new lines; rather new resources should be used to strengthen and integrate existing programs, above all, faculty salaries, research opportunities, and graduate support. The Department has done more than its share in achieving excellence in publication, research, and its devotion to

teaching and preparing students of a high caliber. Their efforts should be rewarded appropriately so that they can continue.

I hope these comments will be useful to you in your deliberations and again thank you for the opportunity to participate in the work of the Committee.

Jenny Strauss Clay

A handwritten signature in cursive script, appearing to read 'Jenny Strauss Clay', written in dark ink.