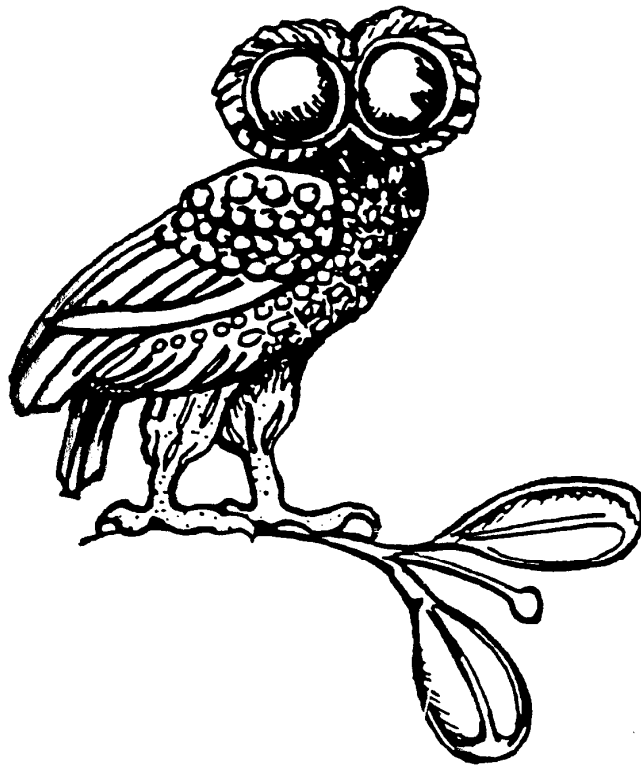


Bulletin of the
COUNCIL of UNIVERSITY
CLASSICAL DEPARTMENTS



Number 36
2007

CONTENTS

Chair's Report, 2006–7	Robin Osborne	2
The Temporary Lecturer against the World: A Personal Reflection	Steven Green	4
Response to Steven Green	Helen King	6
The History, Classics and Archaeology Subject Centre and the Non-permanent HE Teacher	Eleanor OKell with Christopher Rowe and Richard Williams	8
Classics at UK Universities, 2006–7: Statistics	Paul Millett	13



The *Bulletin* is published annually in hard copy, and is also available at:
www.rhbnc.ac.uk/Classics/CUCD/bulletin.html

©copyright Council of University Classical Departments and individual contributors 2007
Views expressed by the authors are not necessarily those of CUCD.

CHAIR'S REPORT, 2006–7

2008 saw what must be the most high-profile coverage of a Classical educational issue that there has been for a long time. The successful campaign to save Ancient History A level received press and radio coverage and managed to wheel MPs into action both inside and outside the House of Commons, and to cause a government minister to promise something actually beyond his power to deliver . . . That all must count as good news. The discipline owes a tremendous debt to those who co-ordinated the campaign, above all to Peter Jones and Tom Harrison.

But that same debate was just one of a number which revealed how very weak and useless are the very institutions supposedly there to further our interests. When CUCD wrote to QCA, the body that oversees A level provision and scrutinises the content of specifications, it used the case of Ancient History to draw attention to the fact that it was universities which had most interest in the content of classical A levels, but that no provision was made for any systematic involvement of universities in the consultation process. First of all CUCD received the standard letter which the unprecedented number of people who wrote to QCA all received, regardless of what they had said to QCA (though the letter to CUCD, unlike that to individuals, was personally topped and tailed by Ken Boston). When CUCD responded by pointing out that the response did not address the question asked, a further letter was received from Ken Boston, describing at length QCA's procedures, but still not coming to terms with the argument that had been made. And when the Ancient History specifications were finally sent to QCA, no contact was made with CUCD to discover what the body whose job it is to represent classical departments in universities might think.

More recently, CUCD has had occasion to write to the AHRC about the European Research Index for the Humanities. This scheme, described by Lin Foxhall in last year's *Bulletin*, to list journals by discipline and give them a grade (journals which cover more than one discipline can have different grades in the different disciplines), had already provoked

widespread protest across the humanities when it came to general scholarly attention last year. Further protest seemed required when the publication of the lists and grades showed that no notice had been taken of points made last year, and revealed in graphic detail the full folly of the project. CUCD therefore wrote again to the AHRC pointing out that the attempt to classify the significance of journals was a vain one, since different journals were differently significant for different scholars, and almost every journal is the journal of choice if you are a scholar who does the type of work which that journal specialises in publishing. CUCD suggested frankly that, given the strong views expressed in 2006, the AHRC could not be held to be doing its job in simply forwarding the newly published lists to the UK scholarly community, rather than protesting in the strongest terms. When the answer came back to CUCD, it began by saying that the AHRC was doing its job, since it was seeing that the UK had a voice 'in influencing the development of lists of significant journals'. The Standing Committee has resolved in this case too to write again to the AHRC . . .

Few will be surprised at the two cases above. Neither QCA nor the AHRC have acquired a reputation among us for being helpful bodies, friendly to users. More surprising, indeed, that another letter to the AHRC on a different matter (the way in which the AHRC recruits to its panels and its 'college') did receive an extremely thoughtful, point by point response, from Professor Tony McEnergy. But even an institution of which we might expect better has proved wanting. Twice during the year CUCD have had occasion to be in touch with the British Academy. The first contact was occasioned by an invitation from HEFCE to CUCD to make a submission to the review of the School of Advanced Study of the University of London (the Institute of the Classical Studies being part of SAS). If CUCD was being consulted, it seemed likely that the British Academy was also being consulted, but if the British Academy was being consulted it seemed appropriate that the Classical Section of the British Academy should be asked for its view. Enquiry revealed that yes, the British Academy had been consulted, but its officers had apparently not thought of consulting any Section

with a stake in SAS. Vigorous action by Malcolm Schofield, as chairman of the Classics Section ensured that the British Academy response was well informed with regard to the ICS, at least, though exactly what they said to HEFCE the British Academy officers never revealed. When, more recently, CUCD alerted the British Academy to on-going concern about ERIH, it received no acknowledgement even of its communication.

We have two choices. One is to concentrate on what we can do for ourselves. On that front, CUCD has been considering the issue of temporary staff and their employment conditions. We owe to Steve Green, who writes in this issue, the challenge to do better on this front. CUCD Council is about to receive a paper suggesting that it adopt a protocol over temporary lecturers, encouraging departments

to aspire to fairer, more civil, and more generous treatment of temporary staff than University administrations are wont to practice, or in some cases even allow.

The second is that if any impact is to be made on the bodies that fail to serve us as they should it can only be by publicly shaming them. Press campaigns are blunt instruments which can absorb vast amounts of energy to little effect, but if QCA, the AHRC, the British Academy have to be named and shamed in the press to get them to act on our behalf then we must steel ourselves, pool and co-ordinate our energies, and to follow Peter Jones' and Tom Harrison's brave examples and take our campaigns if not into the national dailies then at least into the pages of THES.

ROBIN OSBORNE
KING'S COLLEGE, CAMBRIDGE

THE STANDING COMMITTEE OF THE COUNCIL AS AT SEPTEMBER 2007

Elected Members

<i>Chair</i>	Prof. Robin Osborne, University of Cambridge
<i>Secretary</i>	Dr Bruce Gibson, University of Liverpool
<i>Treasurer</i>	Dr Patricia Baker, University of Kent
<i>Bulletin Editor</i>	Dr Fiona McHardy, Roehampton University
<i>Statistics</i>	Dr Paul Millett, University of Cambridge
<i>Elections</i>	Dr Costas Panayotakis, University of Glasgow
	Prof. Philip Hardie, University of Oxford
	Dr Elena Isayev, University of Exeter
	Dr John Morgan, University of Wales Swansea
	Dr Susanna Phillippo, University of Newcastle upon Tyne
	Prof. Jonathan Powell, Royal Holloway, University of London
	Dr John Rich, University of Nottingham

Co-opted Members

<i>Friends of Classics</i>	Dr Peter Jones, Emeritus, University of Newcastle upon Tyne
<i>Webmaster</i>	Dr Nick Lowe, Royal Holloway, University of London
<i>JACT</i>	Mrs Gill Partington, Our Lady of Sion School, Worthing
<i>Languages</i>	Dr James Robson, Open University
<i>Subject Centre</i>	Prof. Christopher Rowe, University of Durham
	Dr Miriam Plantinga, University of Wales Lampeter

Ex Officio

Prof. Mike Edwards, Director, ICS

THE TEMPORARY LECTURER AGAINST THE WORLD: A PERSONAL REFLECTION

As early as 2002, I promised myself that, if and when I was ever appointed to a permanent position in Classics, I would try to share my experiences with others with a view to making life a bit easier for those on the temporary lecturing circuit. Though my experience had been generally positive, I had become aware that there were some very disgruntled and disillusioned young academics out there, particularly from conversations at annual CA meetings (ironically, an occasion where the rhetoric of academic solidarity is at its strongest).

In April 2006, seven years and six different university teaching departments after finishing my PhD—count them: N.U.I. Maynooth (Sep–Dec 1999); Glasgow (Jan–Jun 2000); Cork (Jul–Aug 2000); St Andrews (Sep 2000–Jun 2001); Manchester and Keele (Sep 2001–Jun 2004)—I pressed the ‘send’ button on my first email on the subject to the Classicists list. I was a little apprehensive about the potential responses—I had never been one to rock the proverbial boat—but I felt suitably secure in the knowledge that I had just been made permanent at Leeds: if it all went horribly wrong, I still had a contract to wave around.

The responses were as numerous as they were immediate: in all, 33 replies from the entire spectrum of academic life, from those finishing a PhD and starting to think about applying for academic jobs, to renowned Professors in Classics. To my relief, all the replies were positive: some offered varying degrees of support, others used the opportunity to share with me their similar (and diverse) experiences. Most revealing, to my mind, was the fact that no one questioned the underlying premise that temporary lecturers, operating in a largely unregulated system, might get a raw deal. In light of this, my mind turned from trepidation at having raised the issue in the first place, to surprise: why had it taken so long, and me, to bring the issue up formally?

Before long, I was pleased to be contacted by Graham Shipley who was planning to raise the issue formally at a CUCD meeting. To aid the discussion, I put together a set of recommen-

dations, supported by four permanent academics, based on my own experiences and the various emails I had received. In summary, the chief recommendations were:

- much clearer information to be given to applicants as to the timetable of the application procedure (especially for those who are not short-listed);
- brief feedback/pointers to be given to unsuccessful applicants, regardless of whether they were short-listed, with a view to helping them with future applications;
- career guidance for lecturers in temporary posts.

Underlying these recommendations (especially the first two) is a need for Classics Departments to be clear about where their responsibilities lie and, in many cases, to be more proactive and ‘demanding’ in their relationship with (often impersonal) Human Resources departments. After all, Human Resources departments have little interest in maintaining collegiality between the different members of such a close-knit academic community as Classics: it is up to Classics Departments themselves to provide the personal touch of reassurance.

At the CUCD Standing Committee meeting in June 2007, some decisive actions were agreed.

- Robin Osborne and Bruce Gibson would prepare a document of ‘good practice’ in hiring and working with temporary staff, to which Classics Departments might sign up as an informal code;
- several academics, involved in a working party, would put together advice on important aspects of the application procedure, such as preparing a CV and interview technique; this advice would be housed on the Subject Centre website, providing an equivalent service to that offered by the APA.

These are very positive developments, and I look forward to being consulted on these and other initiatives designed to aid the plight of the temporary lecturer.

I conclude this piece by offering some of my own, personal tips to temporary lecturers looking to make the step to permanent contract. Some of the tips may be obvious or surprising, other parts are certainly controversial, but I stand by them all. Readers, of course, can choose what they wish to take in or ignore:

Build up expertise in all areas, though some areas are more important than others

It is, of course, important to try and build up experience in the three aspects of academic work: teaching, research and administration. Whilst teaching may (and should) be the most important consideration for temporary contracts, the most important of these *by far* for permanent positions is research, irrespective of where the RAE happens to fall.

The Hierarchy of Research

By ‘research’, I am talking about quality, peer-reviewed, major publications, in print or at the very least in press. I have, over the years, perceived a clear hierarchy at work. The best form of publication is a book, especially the book of the thesis. This allows one to be acknowledged as an (international) specialist in a particular area, and I have found it best to establish oneself as an authority in a specific area first, before ‘diversifying’ into other areas. Next in the hierarchy come articles in quality classical journals. Next come contributions to edited collections: however good they are, they may make less of an impact on a CV, as they run the risk of being perceived as less rigorously peer-reviewed (i.e. have you simply contributed to a book edited by one of your friends?).

The Oxbridge Factor

There is a can of worms, sitting on every academic’s shelf, which I have not yet opened in any of my correspondence on temporary lecturers. It is time now to open it, if only a little. When you open the can, a somewhat subversive worm will pop out its head and, without mincing its words, will ask, “If I am applying for a job, and experience in teaching, research and administration between candidates is pretty much equal, does the candidate who has gained his/her DPhil /PhD from Oxford or Cambridge have an advantage over a candidate whose PhD comes from a ‘provincial’ UK University?” As a graduate from the Universities of Nottingham and Manchester, I will answer this worm briefly and diplomatically. Suffice it to say that publishing high-quality research, along the lines mentioned above, is the greatest leveller of the playing field I know. Though I finished my PhD in 1999, I was only short-listed for permanent positions from June 2004 onwards, at a time when the book of my thesis was in press. From that time, I became known as a scholar on Ovid, rather than a postgraduate from Manchester.

And finally . . . Persevere!

I cannot now recall when my perseverance to achieve a permanent position transformed into pure stubbornness not to let go of the dream. If you do the right things, if you are prepared to move around the country a lot and, most of all, if you are prepared to wait, good things can come true . . .

STEVEN J. GREEN
UNIVERSITY OF LEEDS

RESPONSE TO STEVEN GREEN

Steven's analysis of the situation facing temporary lecturers is excellent. My responses are in no particular order, but are intended to put the 'sympathetic employer's viewpoint'.

When we are interviewing, experience counts: but so does enthusiasm. One of the most terrifying aspects of the market is that, while you are slogging away trying to master yet another new set of courses for yet another one-year post, a new cohort of Bright Young Things is emerging, and at interview these Young Things may be able to persuade a panel that they are far more exciting than the exhausted temporary lecturer.

Steven bravely raises the theory that, when all else is equal, the Oxbridge candidate still comes out on top. I would like to share his belief that high-quality research will win the day, but there's another factor to add into the mix—the Oxbridge reference. Referees *do* matter, and there are some Oxbridge referees who automatically bring bonus points to anyone for whom they write. While on references, those in the job market should notify referees as soon as possible that their services may be required, and supply a copy of their application; it is very unhelpful if a reference for a job at Reading was clearly intended for a research fellowship at Cambridge. One point Steven has not considered is that, at Reading and other non-Oxbridge universities, the totally Oxbridge candidate who has never stepped outside (usually) his college, either for study or for any teaching experience, is at an initial disadvantage, and will have to ensure that he comes across as being aware of the world outside that college.

Steven is absolutely right that, although teaching matters, research matters more. In the infamous 'job presentation' the candidate needs to come across primarily as a researcher, but one who can teach. While it may be appropriate to hand out a sample of the sort of module one could offer if appointed, this must be combined with coming across as someone who is also a researcher of the first rank. Handouts are important—tailor them to what the invitation told you about the purpose of the presentation. It is also essential to research the department in which you intend to be working. A surprising

number of candidates have no idea that—to use a Reading example—they are applying to a department which is in a wider School of Humanities. If you have been told your audience will include undergraduates, don't assume they are all doing language modules, and so don't give out a hand-out entirely in Greek or Latin. And don't give out a 7-page handout for a 20 minute presentation! Most candidates now use Powerpoint in presentations, but this does not have to be unduly flashy; if invited to send this in advance so that it can be loaded on the computer, take this opportunity rather than having a technology disaster in front of an audience. While showing a sense of humour is good, don't overdo it, as we will not be looking for a stand-up comedian.

Steven asks for more information on the timetable of the application procedure. In an ideal world, he is right, but strange things happen in the job market. At Reading, as head of department I normally contact applicants to let them know we have made an appointment, but recently was unable to do this until a very late stage because I had to wait until we had revisited the field for a further appointment. It would be wonderful to be able to announce the interview date at the time the advertisement comes out, but we can't do this without a great deal of negotiation with the Dean and the senior management team, and it is usually simpler to get the advertisement out while these negotiations are taking place. It is always possible for applicants to email the department contact later on and find out when the interviews will be.

Feedback must come from the department, as the Human Resources department cannot offer more than vague generalisations and does not understand the subject, particularly with 'open' advertisements where the question of the field of the applicant has to be balanced with many other factors. But how should feedback be given? Individual feedback to each of 75 candidates (to use a recent example) is not going to happen, and generic feedback can be very difficult to compose. For example, while normally a pre-PhD candidate would look unimpressive, one with several articles already in refereed journals, and with serious teaching and administrative experience, could get the job. In this case, to tell unsuccessful applicants that they stood less chance of being

short-listed if their PhD was still in progress would be true, but it would not necessarily *prevent* an appointment of someone in precisely this position. If any candidate asks for individual feedback, I will give it, either in writing or in a phone conversation. I would be interested to hear which of these options is preferred by candidates.

Lecturers in temporary posts should have not only a mentor—to help them to navigate around the department’s practices—but also a research mentor who can give guidance on publication, etc. At interview, we have heard from applicants who have clearly been working very hard on writing new courses and doing what we would consider inappropriate roles for someone in a temporary post, such as Departmental Exams Officer. In one case, a referee from the candidate’s current institution mentioned the very high admin load in their

reference, but had apparently done nothing to prevent the situation arising. Since interviews for permanent posts will expect a research profile, it is essential that the candidate is given a chance to develop one!

I would also like to mention another creature, even lower in the pecking order than the temporary lecturer: the sessional teacher. If you have been employed as one of these, don’t bother calling yourself ‘temporary lecturer’ on your CV; the fact that you are hourly-paid will reveal all. A good department will also look after its sessional staff, advising them about strategy, inviting them to give research papers, and doing all that is possible to make life a little smoother for those rushing from one university to another during a working week. As Steven shows, there is hope!

HELEN KING
UNIVERSITY OF READING

THE HISTORY, CLASSICS & ARCHAEOLOGY SUBJECT CENTRE AND THE NON-PERMANENT HE TEACHER

Given the focus of the present issue of the *Bulletin*, on temporary lecturers, we are delighted to have an opportunity to delineate the ways in which CSC (Classics in the Subject Centre) can support colleagues on fixed-term contracts.¹ However, because temporary contracts are often a way in or a prelude to an academic career, much of what we say here will also be relevant to the intending HE teacher—as it will be to post-graduates who teach, given the similarities between part-time and fixed-term contract teaching. There will also be a significant overlap with the observations of Steven Green because the Classics Project Officer has herself been—and still is—working on temporary contracts, as well as talking about them to her peers at the CA conference (one place where the collegiate atmosphere makes you feel you can!).

A first point is that it is not unusual for institutions to fail to provide the support non-permanent HE teachers need in order to develop their teaching skills. It is true that by the very fact of making appointments Departments provide an *opportunity* for the development of such skills. But as everyone recognizes in the case of permanent staff, it doesn't follow, just because you have been taught (and have learned successfully), that you must be able to teach. Why do (some) HEIs and departments appear to suppose that it does somehow follow, miraculously, in the case of fixed-term staff?

True, you may know what you are talking about, be able to stand up in front of an audience, and strut your stuff adequately enough. But that doesn't mean that you will be able to deal *with confidence* or *as well as you would like* with the challenges that groups of students and the changing HE landscape can present. As with many established academics, the

undergraduate university experience of those currently in the second or third year of their PhD or DPhil, or already beyond that stage, will usually not have included the large classes typical today (Beginners' and Intermediate language classes of 40; lecture-classes of 130 or more; seminars with groups of up to 20 and beyond). They will be unfamiliar with the new resources technology offers, from web-based language acquisition software to the Virtual Learning Environments—VLEs—of WebCT, Blackboard and Moodle (depending on an HEI's choice of platform), not to mention Powerpoint and interactive whiteboards; and they will be unused to giving the required degree of priority to the skills, as opposed to the knowledge, that students now expect, and are expected, to acquire. All these factors can make a straightforward transfer of 'how I was taught' to 'how I will teach' difficult. The new permanent member of staff—in principle, at least—will have institutional support available in such areas, through access to staff development programmes, postgraduate teaching certificates, mentoring, annual reviews of teaching, student feedback on modules from the previous year; their not so permanent colleagues are usually not so lucky.

This is not to say that the part-time or temporary HE teacher is denied all these sources of support, but the degree to which they are available does vary from institution to institution and with the terms of the contract held. For example, in some HEIs post-graduates who teach are enrolled in training modules which must be completed before they start to teach; in others they only qualify for these if they are convening a module (which is rare) or teaching a number of hours over and above that which any funding body will tolerate; in others they receive two hours generic training on essay marking; in others detailed, useful meetings with the module leader/their teaching mentor; in others nothing that is not proactively sought.² Similar patterns

¹ In the title of this piece we have deliberately used the term 'HE teacher' because the role of CSC is to support *all* those who teach Classics (in the broadest sense, covering language, literature, history, philosophy and reception) within Higher Education Institutions (HEIs) or who teach HE at FE colleges, including those who do so part-time or on temporary contracts, as well as those who intend to do so in the future.

² For graduate teaching assistants (or any postgraduate who teaches) it is worth proactively seeking training in giving presentations, marking, plagiarism detection, small group teaching, etc., because sums of money have been given to HEIs to support this kind of activity ('Roberts money').

can be observed with respect to fixed-term temporary-contract staff, with the added complication that by this stage you are expected to know what you are doing, and turning to other members of staff for advice (while exactly what you *should* be doing) is daunting given that you don't always know what to ask (after all, why should you know that this particular department has a standard essay feedback sheet, or sets formative assignments before week 7 so that student progress can be monitored if these are outside your previous experience?); or else you fear that asking 'What do you do when the students haven't prepared/won't talk in class?' will be taken as an admission of weakness which might show up in that reference you'll need when you finish . . . (as might refusing extra work—if in doubt, ask!). Added to these pressures is the need to engage in research and publication, to try to increase the chances that your next post will be permanent instead of temporary. But the net result may well be that there is little time for improving your teaching, either through research or just by thinking about it; and if you do find the time, the fear is that you will be tacitly accepting that you will only ever be able to apply for yet more temporary posts.

In 2004, the English Subject Centre's *Part-time Teaching: a Good Practice Guide*, by Dr. Siobhán Holland (vol. 9, 2004), a product of a project by the LTSN Generic Centre and the Higher Education Staff Development Association (HESDA), recognised these issues surrounding part-time teaching (whether hourly-paid or fixed-term contract) and made suggestions about integrating part-time tutors into departmental life and ensuring their effective contribution to policy implementation. The report (available through the English Subject Centre's website) includes advice on the appropriate relationship between a module leader and their seminar leader(s), or module leaders and replacement/substitute module leaders, which provides a useful checklist from which non-permanent Classics HE teachers and their module leaders/mentors can operate and supplements the commonsense advice provided on their email discussion list:

- (1) make sure you [as a non-permanent member of staff] are given access to all Handbooks with information you will

need (helps you keep good relations with hard-pressed secretaries);

- (2) keep good relations with said secretaries;
- (3) have a mentor in the department;
- (4) set aside (unpaid, I am afraid . . .) time to talk with other staff (it IS worth it);
- (5) have confidence in yourself. The department really does need you.³

There is no email discussion list for non-permanent HE teachers in Classics, although one could be set up as a JISCMail list if there was sufficient demand. To request such a list, please email classics.csc@durham.ac.uk with the subject line (or sole message line) 'Request for a non-permanent Classics HE teacher email list'.

As the last paragraph suggests, the picture is not quite as black as the preceding (and highly personal) account might have implied, and there are several ways in which CSC can assist. CSC can provide: reassurance, subject-specific training, networking opportunities, a time-saving archive of relevant pedagogical publications, and publication opportunities.

First, CSC can reassure you that you are not alone. All staff (permanent staff included) at all levels may have concerns about their teaching ability in the current changing HE environment. All staff at all levels may have lectures, seminars and classes which do not go well (or not as well as they might, or not as well as they hoped). Many staff at all levels feel unable to talk about their teaching decisions, methods and ideologies within their own Higher Education Institution (HEI) for fear of being judged and found wanting. Many staff at all levels (even when participating in HEI support/training programmes) wish that they knew where to go for suggested solutions to their difficulties—solutions that are based on the experience of discipline-specific teaching. You are *not* alone, and CSC recognises the need for discipline-specific training and establishing non-judgmental communities of practice: sometimes it

³ The English Subject Centre's report (p. 14) suggests that module leaders can helpfully provide: a) an opportunity for a meeting before the module begins; b) any documentation related to the module (a module description with learning outcomes, module handbook, website address, etc.); c) access to any occasional emails or circulars about the module's progress; d) criteria to be used for assessment purposes; e) contact details so that queries can be pursued; f) details about course content and pace of delivery; g) an opportunity to 'debrief' at the end of the module and pass on ideas and comments based on their experience of teaching the module.

can be useful to know that someone else tried something and found it didn't work or that making it work required more time and effort than anyone can, even unreasonably, devote to it (e.g. trying to supplement seminars with active, informed, interesting, academic discussion on module discussion boards).

Secondly, CSC provides opportunities for subject-specific training and networking with other practitioners in your subject area by organising events and supporting practitioner Networks.⁴

CSC started out by putting support in place for teachers of Ancient Languages, an aspect of language teaching which is not supported within HEIs' generic programmes, and one which those starting out often find most daunting (particularly Beginners or Fast-Track language teaching).

CSC has established two annual workshops with the title *Teaching Ancient Languages*: one in London in September, which is an intensive, speaker-filled day, geared towards first-time teachers and teaching beginners (complete with discussions of text books, pronunciation, etc.); and one in Edinburgh in January, which focuses on wider issues (e.g. retention, available technological support, integrated language teaching, large post-beginners group teaching) and includes more opportunity for participation in focused discussions. In addition to these workshops, CSC will respond to requests from individual departments to organise, co-organise or facilitate workshops on particular aspects of language teaching (these events may be closed 'Away Days' or open to all comers).⁵ The dates and programmes of these workshops are

⁴ CSC supports the aims and activities of the Practitioners Network of the Society of Neo-Latin Studies (SNLS), the Roman Art Teachers Network and the Classical Reception Studies Network (CRSN). To seek CSC support for a Network, please refer to the Funding section of the HCA website or the Classics homepage.

⁵ CSC may also be approached for events centred on other kinds of teaching, but these would need substantially more input from the host institution in terms of programme development. CSC is currently putting together a list of potential speakers on Learning and Teaching topics, but will not publicise the names on the list until at least two speakers exist in a category, so as to avoid inundating individuals with demands. If you are interested in being added to such a list, please email classics.csc@durham.ac.uk with your name and area of interest/expertise/experimentation.

publicised on the History, Classics and Archaeology Subject Centre website (www.hca.heacademy.ac.uk) under 'Events' and via the Liverpool Classicists list.

Materials from the *Teaching Ancient Languages* workshops are in the process of being made available online. In the meantime the programmes for past events in this series are available at www.hca.heacademy.ac.uk/events/past/classics and materials may be requested by emailing the Classics Project Officer (Eleanor OKell) at e.r.okell@durham.ac.uk. Notification of the availability of materials and the release of further materials by CSC (e.g. a survey of online language resources), as well as the dates of workshops, will be communicated via the website, via the HCA monthly email bulletin, and via the newly launched *Teaching Ancient Languages* JISCMail list.

This list was set up, in response to suggestions from workshop participants, as an email list functioning to provide a network of practitioners. The purpose of the network is to allow starting-out and established teachers of ancient languages (Greek and Latin) to participate in discussion about teaching, and to exchange thoughts, concerns, ideas, expertise and resources in a supportive environment. To request to join the Network, please go to www.jiscmail.ac.uk/lists/Teaching-Ancient-Languages.html; CSC will process your request as soon as possible but it may take up to three working days.

Other materials include information on teaching Latin (also relevant to Greek) to dyslexic students and a number of other resources for language teaching (e.g. a link—through the Project Report on 'Rethinking Unseen Translation'—to *Philoponia*, a repository of graded, grammatically analysed passages in Greek and Latin, with comprehension questions and bibliography and information about *Hellenizein*—the outcome of an earlier project for teaching Greek to archaeologists and ancient historians—shortly to be available as a downloadable PDF), which will expand significantly over the next twelve to eighteen months with the completion of a number of projects funded by CSC, HCA and JISC, including the online accessible *Latin in Action* (teaching with translations), advice on creating resources for teaching ancient languages (specifically Mediaeval Latin) in a VLE, and Byzantine Greek and Neo-Latin teaching anthologies. In addition, proceedings of conferences (2001–2004) on language teaching are

available in full through the website, as well as having been sent in hardcopy to departments.

While there is more Classics material related to language teaching than to teaching with or in translation, the latter is a current growth area with papers on teaching textual criticism/transmission in translation, developing students' critical thinking, research and research presentation skills (including web-authoring) soon to join Case Studies focused on teaching particular authors and the use of computer games to teach historical analysis. If you are trying out particular techniques within your teaching (either of your own volition or at the behest of a module leader) which you will need to write up in any case for end of module review (including points and suggestions for improvement), we would encourage you to contact us with a view to web-publishing a Case Study: For further details, including remuneration, see www.hca.heacademy.ac.uk/resources/case_studies/index.php.

The CSC homepage (www.hca.heacademy.ac.uk/classics.php) is currently undergoing substantial revision and development, as part of a revamp of the whole site (following the model of the HE Academy site). For this reason, CSC would ask users to revisit the site frequently, consider joining the email list for a monthly notification of new items, and seek advice from the Project Officer if any material (or areas in which material would be useful) appears to be absent. In order to save academics time when seeking relevant Scholarship of Teaching and Learning (SOTL) for professional development purposes the Classics homepage links to classics-related items and generic items, or items from other disciplines, which have been identified as useful for classicists.⁶ For example, the Briefing Paper on 'Effective Teaching in History Seminars' (www.hca.heacademy.ac.uk/resources/guides/efftchsm.php) considers a common teaching situation, identifying its

⁶ Please note that in the HE Academy's online SNAS (Supporting New Academic Staff) repository, all materials submitted by the History, Classics and Archaeology Subject Centre are indexed under 'History' and that while there is significant overlap in those areas in which new/'starting-out' staff seek support it may for that reason be easier to approach the HCA website first by discipline and the HE Academy SNAS website afterwards for supplementary/transferable material from History and Archaeology.

associated issues and providing bibliography to expand the readers' range of possible solutions to those issues as experienced in the classroom. As for broader aspects of professional development, and the larger issues affecting HE Classics teaching (for example, changes in related A-level syllabuses, funding streams and mainstream teaching resources) news is posted on the homepage under 'Reports and Features' (www.hca.heacademy.ac.uk/classics/reports_and_features.php).

A collection of Briefing Papers by HCA Staff and disciplinary practitioners has been assembled (www.hca.heacademy.ac.uk/resources/Briefing_Papers/index.php), and is constantly being expanded and updated to provide disciplinary-specific guidance to departments and individuals on areas of general current concern (e.g. assessment, the use and manipulation of digital images, inclusivity, plagiarism) and particular issues (e.g. supporting group work, active learning and the reflective personal development journal, weblogs and reflective learning, developing critical web skills, bringing about interactive online discussion, effective VLE use and assessing oral presentations).

If you are undertaking a PGCHE or PGCAP (postgraduate certificates in Higher Education or Academic Practice), or similar, you will be producing coursework which is more substantial than a Case Study and may qualify as a Briefing Paper or as SOTL. CSC is very interested in providing an opportunity for peer-reviewed web-publication of this type of material (peer-reviewed by a classicist and an educationalist), which can be sent for advice/preview and preliminary comment to classics.csc@durham.ac.uk. A more detailed call will be circulated to the Classicists list and Classics Grads lists.

CSC's non-language events are generally organised as part of events run jointly with or by other bodies to increase their accessibility to the widest possible relevant audience. Within the HCA Subject Centre Classics and Archaeology organise two one-day events entitled 'Supporting Teaching and Learning in Archaeology and Classics: Graduate Teaching Assistants, Part-time Teachers and New Lecturers' each year: one in the autumn and one in the spring (to which established staff are also welcome). Recently these have focused on teaching with technology, research-based teaching (including controversial topics and assessment) and teaching with material

culture. Outside the HCA Subject Centre, CSC shares organisational responsibility with CUCD for sessions at the annual Classical Association conference, particularly on career development and early career publication, and has been instrumental in communicating the demand among ancient historians (as indicated during last year's departmental visits) for a session devoted to teaching at the annual Baynes conference.

CSC is also involved in the working group mentioned in Steven Green's paper (p. 4). It is early days yet, and the material discussed by CUCD Standing Committee in June 2007 is not yet ready to be posted. However CSC intends to put together a page of those resources already available, e.g. the email lists for classicists such as the Teaching Roman Art and Classics Grads JISCMail lists, the Digital Classicists list and the Liverpool Classicists list, which house job notifications and information about events, workshops, teaching resources (often especially valuable if you are teaching outside your immediate subject area); or—a further source of job notifications, together with a growing repository of articles providing career development advice for academics—www.jobs.ac.uk. (The advice on the APA [American Philological Association] website itself, keyed to the APA's placement service, is generally valid also for UK HEI applications.) A longer term goal, which CSC is trying to meet for this summer's application round, is to

assemble information on constructing an academic CV, along with material from events already held—e.g. at the 2007 CA Conference, in consort with CUCD on early career publication—for the website.

Any suggestions for appropriate materials/links—or offers of tips, in the form of 'I wish someone had told me . . .', from those recently appointed to permanent posts, would be greatly appreciated by CSC and intending HE teachers throughout the classics discipline (and if necessary, treated anonymously).

A last suggestion: full-time members of HEIs reading this piece could greatly assist non-permanent staff by letting them know about relevant events advertised on email lists to which they subscribe, and encouraging them to attend; also by telling them what CSC and CUCD are and do—preferably by passing on to them a copy of this article, together with a link to the CUCD website (see p. 1) for past issues of the *Bulletin*, which contain a great deal of material that will be useful to them. Experience shows that we cannot assume that everyone—non-permanent or indeed permanent—knows even that there is such a thing as CUCD (or CSC: some older colleagues still refer to us as the 'LTSN', which is at least halfway there . . .).

ELEANOR OKELL (PROJECT OFFICER)
CHRISTOPHER ROWE (CLASSICS DIRECTOR)
RICHARD WILLIAMS (ACADEMIC CO-ORDINATOR)

CLASSICS AT UK UNIVERSITIES, 2006–7

STATISTICS

For the first time in at least fifteen years (as far as my figures go back) all the main indicators for undergraduate numbers suggest a more-or-less ‘steady state’. Joint Honours continues in secular decline: 92 students as compared with 154 in 1992–3. Other minor ups and downs cancel each other out. Mention might be made of the increase in full-time staff (Table D): 370 from 345 for 2005–6. A decrease on the previous year in the number of postgraduates on taught courses (Table F) from 533 to 518 is more than matched by the increase in those taking degrees by research: from 553 to 621.

The response from Departments has this year been close to complete, for which many thanks. One Department which had not sent in a return for five years did so on this occasion. Late returns from three Departments changed the picture significantly (before adding in these sets of figures, the graphs showed modest but discernible declines). This underlines the importance of securing as full a set of returns as possible.

PAUL MILLETT
DOWNING COLLEGE, CAMBRIDGE

Table A: Overview

	Honours students (SH + JH)				All students (incl. Other)				1 st yr honours (SH + JH)			
	excluding OU		including OU		excluding OU		including OU		excluding OU		including OU	
	no.	FTE	% change FTE (1996-7 = 100)	index (1996-7 = 100)	no.	FTE	% change FTE (1996-7 = 100)	index (1996-7 = 100)	no.	FTE	% change FTE (1996-7 = 100)	index (1996-7 = 100)
1996-7	5,647	3,812		100	9,269	5,095		100	365	14.0		100
1997-8	5,762	4,006	5.1	105	9,219	5,289	3.8	104	356	14.9		106
1998-9	5,610	3,898	-2.7	102	9,878	5,148	-2.7	101	351	14.7		101
1999-00	5,869	4,121	5.7	108	8,882	5,233	1.7	103	343	15.3		111
2000-1	5,499	3,803	-7.7	100	8,665	4,996	-4.5	98	360	13.9		107
2001-2	5,673	3,858	1.4	101	8,244	4,549	-8.9	89	361	12.6		110
2002-3	5,571	4,225	9.5	111	8,577	5,016	10.3	98	377	13.3		125
2003-4	5,854	4,527	7.1	119	8,399	5,129	2.2	101	388	13.2		122
2004-5	5,834	4,571	1.0	120	8,366	5,220	1.8	102	371	14.3		126
2005-6	6,186	4,868	6.5	128	8,937	5,500	5.4	108	396	13.9		132
2006-7	6,258	4,878	0.2	128	9,296	5,600	1.8	110	416	13.5		122

Table B: Single and Joint Honours

**'Traditional classics'
(Classics, Greek, Latin)**

**'Modern classics'
(Class. Studs, Anc. Hist., Art/Arch.)**

	single honours				joint honours				single honours				joint honours			
	no.	FTE	% change FTE	index (1996-7 = 100)	no.	FTE	% change FTE	index (1996-7 = 100)	no.	FTE	% change FTE	index (1996-7 = 100)	no.	FTE	% change FTE	index (1996-7 = 100)
	trad SH				trad JH				mod SH				mod JH			
1996-7	1,165	1,098		100	299	130		100	2,011	1,704		100	2,172	881		100
1997-8	1,243	1,159	5.5	106	263	118	-9.2	91	2,207	1,822	6.9	107	2,049	908	3.1	103
1998-9	1,241	1,181	2.0	108	333	155	31.6	120	2,001	1,711	-6.1	100	2,035	851	-6.2	97
1999-00	1,178	1,074	-9.1	98	298	120	-22.9	92	2,375	2,036	19.0	120	2,018	892	4.7	101
2000-1	1,109	1,019	-5.1	93	219	97	-19.0	75	2,068	1,824	-10.4	107	2,103	863	-3.2	98
2001-2	1,082	968	-5.0	88	265	127	31.3	98	2,363	1,958	7.4	115	1,963	805	-6.7	91
2002-3	1,108	1,022	5.6	93	238	120	-5.3	93	2,525	2,255	15.1	132	1,700	828	2.9	94
2003-4	1,362	1,150	12.5	105	221	126	5.1	97	2,582	2,363	4.8	139	1,689	879	6.1	100
2004-5	1,482	1,225	6.5	112	232	114	-9.4	88	2,518	2,424	2.6	142	1,602	809	-8.0	92
2005-6	1,624	1,300	6.2	118	200	96	-16.2	74	2,792	2,576	6.3	151	1,571	896	10.9	102
2006-7	1,616	1,306	0.4	119	187	92	-4.0	71	2,808	2,575	0.0	151	1,647	905	1.0	103

Table C: All Students

	‘Traditional Classics’				‘Modern Classics’							
	Classics		Greek		Latin		Class. Civ.		Anc. Hist.		Class. Art/Arch.	
	no.	FTE	no.	FTE	no.	FTE	no.	FTE	no.	FTE	no.	FTE
SINGLE HONOURS												
2001-2	1,011	920	19	13	52	35	1,235	1,094	1,006	781	122	83
2002-3	1,025	951	29	24	54	47	1,281	1,172	1,072	935	172	148
2003-4	1,237	1,059	41	31	84	59	1,179	1,118	1,296	1,090	106	146
2004-5	1,346	1,133	44	31	92	60	1,280	1,214	1,109	1,056	129	154
2005-6	1,462	1,200	68	46	94	55	1,444	1,313	1,224	1,110	124	153
2006-7	1,488	1,231	43	25	85	49	1,433	1,338	1,263	1,114	112	124
JOINT HONOURS												
2001-2	11	7	43	19	211	101	694	306	913	403	357	95
2002-3	34	20	19	8	185	92	461	245	1,149	532	90	51
2003-4	64	36	12	6	145	84	522	313	1,046	512	122	72
2004-5	72	36	17	8	143	70	477	260	1,063	498	62	51
2005-6	66	32	33	14	101	49	539	310	975	552	57	35
2006-7	63	30	27	14	97	48	537	298	1,057	577	53	30
OTHER												
2001-2	3	2	538	139	946	244	10,163	1,570	1,168	287	244	73
2002-3	3	2	809	208	742	206	8,778	1,366	1,236	303	368	85
2003-4	74	13	575	147	642	165	9,020	1,220	1,365	377	425	97
2004-5	7	4	633	151	637	162	8,100	924	1,452	441	323	97
2005-6	17	7	667	155	733	174	8,124	895	1,315	307	406	118
2006-7	40	16	561	137	1,109	264	5,039	896	1,567	393	458	111
ALL												
2001-2	1,025	928	600	171	1,209	381	12,092	2,971	3,086	1,471	723	251
2002-3	1,062	973	857	240	981	345	10,519	2,784	3,457	1,769	630	284
2003-4	1,375	1,108	628	185	871	309	10,721	2,651	3,707	1,979	653	315
2004-5	1,425	1,173	694	191	872	292	9,857	2,397	3,624	1,994	514	302
2005-6	1,545	1,239	768	215	928	278	10,107	2,518	3,514	1,968	587	306
2006-7	1,591	1,277	631	176	1,291	362	7,009	2,532	3,887	2,084	623	265

Figures in italics include Open University data.

Table D: Staff

	Full-time				Part-time				Other	
	permanent		temporary		permanent		temporary		no.	FTE
	no.	FTE	no.	FTE	no.	FTE	no.	FTE	no.	FTE
2002-3	332	330	47	44	12	4	74	28	156	48
2003-4	333	323	49	49	9	20	82	37	142	29
2004-5	327	324	41	41	12	5	75	35	148	35
2005-6	345	342	38	39	40	19	53	15	150	56
2006-7	370	367	34	35	38	18	73	18	115	48

Summary 2006-7 (all staff)

	no.	FTE	% change	on leave (FTE)	effective (FTE)	% change
2002-3	621	454		68	386	
2003-4	615	458	1.0	63	395	2.4
2004-5	602	439	-4.2	60	379	-4.1
2005-6	625	471	7.4	68	404	6.5
2006-7	630	485	3.1	61	425	5.2

FTE since 1993-4

	no.	% change	no.	% change
1993-4	352		2000-1	4.9
1994-5	379	7.1	2001-2	0.1
1995-6	361	-4.8	2002-3	6.5
1996-7	365	0.9	2003-4	2.4
1997-8	356	-2.4	2004-5	-4.3
1998-9	351	-1.5	2005-6	6.1
1999-00	343	-2.3	2006-7	4.9

Figures exclude the Open University

Table E: Beginners' Languages

	Greek			Latin		
	no.	FTE	% change	no.	FTE	% change
Undergraduates						
2001–2	1,052	278 *		1,398	359 *	
2002–3	983	259	-6.9	1,234	309	-13.8
2003–4	901	232	-10.6	1,228	321	3.7
2004–5	976	302	30.2	1,319	348	8.4
2005–6	1,015	269	-11.7	1,294	329	1.7
2006–7	980	323	-4.2	1,395	380	7.3
Postgraduates						
2001–2	44	13		72	20	
2002–3	33	9	-28.7	41	15	-22.6
2003–4	33	6	-34.5	72	16	5.5
2004–5	55	14	127.8	81	16	-1.3
2005–6	53	16	18.2	78	20	25.5
2006–7	73	22	35.3	80	17	-13.6

Table F: Postgraduates

	Full-time	Part-time	Other (FTE = 0)	Total no.	FTE	% change
TAUGHT						
2001-2	240	183	11	434	331	
2002-3	246	242	8	496	357	7.9
2003-4	268	256	8.7	532.7	373	4.4
2004-5	277	222	9	508	354	-5.1
2005-6	315	208	10	533	423	19.4
2006-7	281	231	6	518	395	-6.5
RESEARCH						
2001-2	339	126	41	506	393	
2002-3	361	123	39	523	410	4.2
2003-4	388	157	14	559	442	7.9
2004-5	411	130.5	18	559.5	482	9.0
2005-6	432	107	14	553	490	1.7
2006-7	508	103	10	621	538	9.9

Fig. 1. FTE student numbers in UK for 'traditional' v. 'modern' classics, 1997–2007. (Source: CUCD.)

