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CONTENTS

CUCD CHAIR'S REPORT 2007–8

Perhaps there will come a year when the Arts and Humanities Research Council does not dominate the concerns of the Chair of CUCD, but 2007–8 was not it. Even the HEFCE consultation on the daughter of RAE displaced the AHRC at the centre of classical concerns only briefly, though what comes of that consultation may occasion more extended engagement.

Mostly the AHRC maintains its pole position because it holds the strings of the largest purse to which we and other arts and humanities subjects have access. And the size of that purse was at the centre of part of the year's AHRC issues. Although the AHRC repeatedly represents itself as emerging successful from the Comprehensive Spending Review, the lack of additional government provision to fund Full Economic Costs, in particular, brought a threat of immediate overspending which the AHRC met by drastic cuts to expenditure on all activities, but particularly by a cut of a third in postgraduate grants.

The rationale for hitting postgraduate grants in particular was clear: no academics were directly hit, and, given the existing long odds against getting postgraduate funding from the AHRC, no one could reckon that they had had reasonable expectations defeated. But the short-sightedness of the decision was equally clear: if postgraduate studentships are cut by a third this year, finishing UK doctoral students will be substantially cut in three and four years' time. But, worse than that, good students who would make excellent future colleagues are already being deterred from even contemplating graduate work by the small chances of success and by the need to jump over what have come to look like arbitrarily placed hurdles in two successive academic years. Large cuts will only increase the perception that it is not worth the hassle – at least while graduate employment remains buoyant. Ironically, recession may be our best hope here, for although in the few universities with significant numbers of AHRC-funded graduates the move to the block-grant system should enable less arbitrary and much faster funding decisions, that advantage will not extend to many institutions.

It is undoubtedly the case that additional sources of post-graduate funding from outside the AHRC are required if graduate research is to become attractive enough to keep students capable of turning their hands to occupations where entry is easier and the immediate monetary rewards very much greater. CUCD's attempt to get the Leverhulme Trust to think about forms of postgraduate funding came to nothing, but both as individual departments and as CUCD the pursuit of funding for classical postgraduate research must remain high on our agenda.

Colleagues from many disciplines were rightly enraged not only by the reduction of postgraduate funding but also by the reduction in the programme of top-up research leave. This programme has been one of the most attractive and successful of all AHRC programmes, putting money where it is most wanted, into individual academics' research. But the AHRC have taken against it, and determined to end it in its current form, though what it will be replaced with is not clear. The distinctly unconvincing arguments against top-up leave seem to be that too few projects which should be completed during such leave are completed, that some academics have secured too much leave this way (!), and that the scheme is not sufficiently unique and distinctive. The AHRC has convinced itself that government requires it to fund only things not funded by others, and any AHRC funding that is in some way replicated by others is hence under scrutiny. This even includes postgraduate funding, where the argument is that since most postgraduates are not funded by the AHRC, there are clearly other funds available (loans, rich parents, cash-strapped departments…) to do the same job.

This nonsense is very hard to resist. A meeting between the AHRC and the full range of subject associations and learned societies in London in May was so stage-managed by the AHRC as to prevent any real debate. The main good that came of that meeting came from an unexpected direction. A discussion of 'impact' revealed that there are at least some in the AHRC who are aware that the impact debate cannot be fought, let alone won, over 'economic' impact, and who believe in putting such things as 'pleasure' firmly among the contributions made by arts and humanities research.

Whether 2008–9 will bring any good news about how the AHRC plans to use the money in its purse seems doubtful. But there is some talk of introducing a new research leave scheme targeted at early-career academics, and this can only be applauded. Much of the most striking research is done by the young and it will be good indeed if the AHRC can supplement the various useful ways in which the Leverhulme Trust have helped post-doctoral researchers and lecturers in the first few years of their career.

How happy we are in future with AHRC dispersal of research leave and research grants will depend upon how well the AHRC's new panel structure works (see already last year's Chair's report). Consultation sessions during the last year over replacing the current panel structure with a structure which would be streamlined to enable decisions to be made more quickly, and to avoid one group re-doing the work of another, only revealed a high degree of satisfaction with the current system! The subject panels as currently constituted have built up considerable expertise and have come to command much respect for their gradings – even if a high grading is cold comfort for those whose projects are nevertheless not funded, as has increasingly been the case. By contrast, members of the College have often received too few and too ill-selected applications to consider to enable them to build up similar expertise, and since they offer gradings in isolation those gradings are inevitably less consistent. A move to eliminate panels in their current form and to increase the role of the members of College is not, therefore, on the face of it, a move in the right direction. And the changes in policy over how the new panels which will make the decisions should be built up have not encouraged confidence that the reforms have been well thought out. At the time of writing this, CUCD's attempt to secure clarification has met with no response.

Of all AHRC issues the one that has most filled my in-box has been ERIH, the European Research Index for the Humanities. This attempt to grade journals is a European Science Foundation initiative, aimed to produce statistics which arts and humanities communities across Europe can brandish in the face of governments blinded by scientists' citations indexes. But both in design and in execution

ERIH is not fit for purpose. The AHRC have insisted that the gradings are not qualitative and will not be used to assess any individual or institution's publications, but the description of the grades on the ESF website and informal news from Europe contradicts both these claims. CUCD engaged in a protracted correspondence with the AHRC over this last autumn, sufficiently wearing the AHRC down so that they offered a meeting. Initially to be a meeting with just two or three rebellious subject associations; by the time the meeting occurred in February more than twenty associations were involved. The AHRC adroitly stepped aside and put an official from the ESF into the firing line; in what was an often heated meeting the weaknesses of ERIH were admitted, and clear calls for its suspension made.

Subsequent to that meeting two encouraging developments have taken place. On the one hand the manifest power of unity has caused some two dozen subject associations and learned societies to agree to make common cause under the banner of an Arts and Humanities User Group (a name chosen for the friendly acronym, A-HUG, that it offers). The aim of this group is not simply to co-ordinate reactions, hostile or friendly, to AHRC and other initiatives, but to co-ordinate initiatives the better to determine the future for arts and humanities subjects. Whether getting the diverse groups to act together proves easier than herding cats remains to be seen, but A-HUG has managed one communication so far – to the AHRC on possible alternatives to ERIH – and it has been good to get at least this far.

The second encouraging development, however, has been a matter of local initiative. The editors of one history of science journal were so incensed on learning, late in the day, about ERIH that they organised a full cohort of 53 journals in the history of science and related subjects to agree a joint editorial, which they will all publish in their first issues of 2009, and a joint boycott of ERIH. Such action has been an inspiration to everyone, and similar boycott initiatives are now happening across a range of arts and humanities subject. CUCD has been at the heart of such an initiative in Classics, with encouraging support from UK Classics journals to date.

In last year's Chair's report I suggested that we needed both to be prepared to 'go it alone'

and to engage in collaboration. This year has seen the power of both those ways forward. But unlike last year's success over Ancient History A level, clear triumphs have been elusive. This year's issues threaten to be hardy perennials, and it may be that for some time the most encouraging thing to report will be that we have at least not clearly lost ground.

ROBIN OSBORNE
KING'S COLLEGE, CAMBRIDGE
OCTOBER 2008

THE STANDING COMMITTEE OF THE COUNCIL AS AT SEPTEMBER 2008

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	Dr Miriam Plantinga, University of Wales Lampeter

Ex Officio

Prof. Mike Edwards, Director, ICS

THINKING ABOUT EMPLOYABILITY

It is easy to draw conclusions from employment figures: in view of the Destinations of Leavers from Higher Education Survey (DLHE), conducted by The Higher Education Statistics Agency (HESA), Classics is still producing employable students. As the figures in Table 1 below demonstrate, more students who graduated in subjects connected to Historical studies and Languages (including Greek, Latin and Classical subjects) found employment within six months of graduation than students who had studied more career-focused subjects such as Computer sciences, Business and Engineering & Technology.

Table 1: Employment rates by subject of study 2006/07

Subject	Base population	Indicator (%)
1 Medicine & dentistry and veterinary science	6105	*99.7*
2 Subjects allied to medicine	14535	*96.2*
3 Biological sciences	18005	*94.1*
5 Agriculture & related subjects	1305	*94.2*
6 Physical sciences	8200	*93.3*
7 Mathematical sciences	3315	*93.6*
8 Computer sciences	8280	*89.6*
9 Engineering & technology	8815	*92.8*
A Architecture, building, and planning	3450	*96.6*
B Social studies	16630	*93.7*
C Law	8465	*96.3*
D Business & administrative studies	19090	*93.0*
E Mass communications & documentation	5410	*91.7*
F Languages	12310	*93.9*
G Historical & philosophical studies	9550	*93.5*
H Creative arts & design	19490	*91.3*
I Education	8300	*96.8*
J Combined subjects	770	*92.1*
All subjects	172030	*93.8*

Yet these figures mask a root problem: they do not distinguish between graduate-level employment and employment that could have been achieved without a university degree. In sum, they do not tell us whether students' career expectations are being fulfilled or the extent to which a university education enhances an individual's long-term career prospects. As a result, we have to look beyond the idea that 'employability' is a graduate's ability to gain, maintain and obtain new employment. While employment figures are often taken as a good indicator of employability, it is important to remember, as Yorke maintains, that employability and employment are not the same thing.[1] Instead, Knight and Yorke offer a definition that is broad enough to encapsulate the various facets of the term by describing 'employability' as: 'a set of achievements, understandings and personal attributes that make individuals more likely to gain employment and be successful in their chosen occupations.'[2]

The role of universities in creating employable students
Employability has been high on the agenda of discussions about higher education; for the majority of students entering higher education do so with a view to improving their future career options. The UNITE student experience report of 2005 asked a representative sample of

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[1] M. Yorke (Reprinted 2006) 'Employability in higher education: what it is – what it is not.' *The Learning and Employability Series*. York, Higher Education Academy.

[2] M. Yorke and P. T. Knight (Reprinted 2006) 'Employability: judging and communicating achievements.' *The Learning and Employability Series*. York, Higher Education Academy, p.5.

undergraduate and postgraduate students in the UK why they decided to go to university. As fig.1 demonstrates, 70% of students indicated that they wanted to gain qualifications, while 57% of students wanted to improve their chances of getting a job.

Fig.1. *Why did you decide to go to university?*

- To gain qualifications
- Improve chances of getting a job/better job
- Learn more about the subjects which I am interested in
- Natural progression from college
- To stretch me intellectually

70%
57%
44%
37%
36%
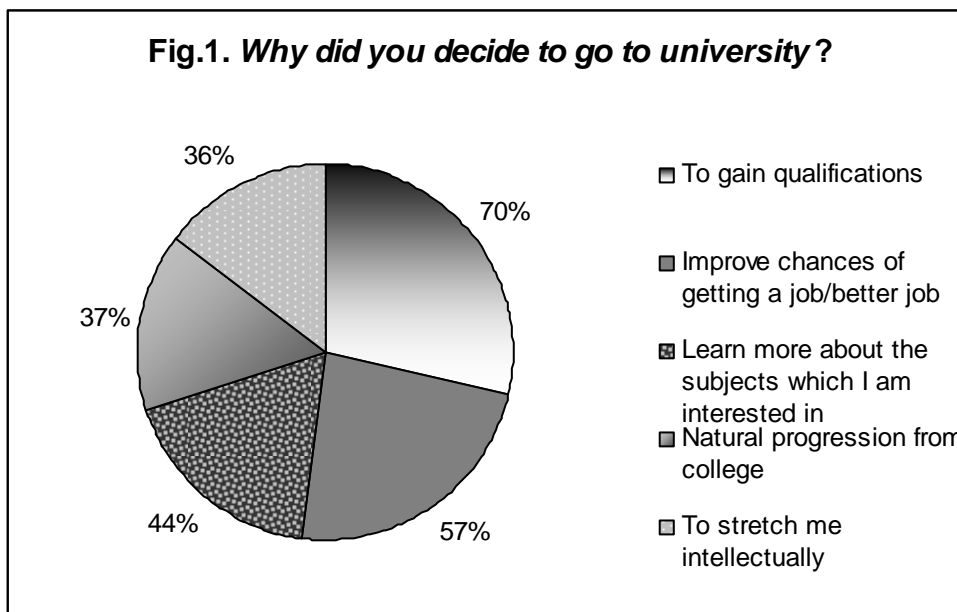
Yet a recent study into the long-term employability of humanities graduates found that 'Humanities graduates chose their degrees because it was something they were good at and enjoyed rather than considering the employability aspect'.[3] It is this aspect that might ultimately make Classics graduates more employable; for the variety of subjects it contains relates to matters of employability in a number of ways. As the British Academy reported in its study into the contribution of Arts graduates: 'graduates with a non-occupation specific degree are suitable for a wide variety of employment and are less pressurised to find work that exactly fits their training because they have skills that are applicable to a large number of different sectors.'[4]

These findings are not surprising; but in light of the pressure placed upon Higher Education to enhance the UK's productivity and profit by adequately educating the future workforce, there is a clear need for universities to provide the necessary skills to future employees. In sum, it remains to be asked: what skills can we be providing to help students in their careers after university and how can we make them aware of the skills that they have gained from their Classics degree?

The Demand for Employable Students

The Dearing report of 1997 acknowledged that students gain a high level of intellectual skills by studying for a degree; but it also points to a number of key skills that degree programmes should be helping their students develop. In particular, the report highlights the need for students to develop skills in:

- communication (oral and written)
- numeracy
- using information technology
- and learning how to learn

In addition to these key skills, employers have pointed to the need for graduates to possess a range of skills: the committee also reported that employers are concerned about their general capabilities and potential. It is not just about the subject they have studied: employers are often looking for rounded and adaptable people who can successfully tackle a range of tasks and be effective team members.

A Classics degree, by the variety of the disciplines is contains, naturally fosters well-rounded and adaptable graduates. But the pressure upon universities to increase the

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[3] R. Allan (2006) *A Wider Perspective: Investigating the Longer Term Employability of Humanities Graduates*. York, Higher Education Academy, p.24.

[4] The British Academy (2004): *The Full Complement of Riches: The Contribution of the Arts, Humanities and Social Sciences to the Nation's Wealth,* p.64.

employability of their students has been heightened by the Leitch report. In this report, commissioned in 2004 to identify the UK's long-term skills needs, Lord Leitch set out his vision for the UK to be a world leader in skills by 2020. The implications for university education are vast: more than 40% of the population should be educated to degree level and the government has set the target to move towards 50% participation in Higher Education amongst 18-30 year olds. Moreover, the skills system must meet the needs of individuals and employers. The report states that 'these ambitions will not deliver economic benefits unless they are based on economically valuable skills that are effectively used in the workplace' (para. 36).[5]

For vocational subjects and degrees for which clear links to industry may be envisaged (such as IT, Business, Technology and Science), the challenge is surmountable. However, it remains for non-vocational subjects, and especially Arts-based degrees, to prove their merit in this demand-based climate. While we may believe that Classics is the original vocational degree, it is clear that taking an objective stance on matters of employability is not without its merits. This was the purpose of the CUCD and CSC day on classics and employability, held at Roehampton in September, which explored ways in which the study of classical subjects could best prepare students for the work place. The further resources below offer an idea of the approaches and ideas we discussed.

Further resources:
Further statistics from the Destination of Leavers from Higher Education Survey (DLHE) are available at www.hesa.ac.uk. For the UNITE student experience report go to www.mori.com. If you would like to read more of the 1997 Dearing report, *Higher Education and the Learning Society*. The National Committee of Inquiry into Higher Education (NCIHE), see www.leeds.ac.uk/educol/ncihe/. The Leitch review of skills report can be found at www.dcsf.gov.uk/furthereducation/.

The British Academy report (2004): *The Full Complement of Riches: The Contribution of the Arts, Humanities and Social Sciences to the Nation's Wealth* is available at www.britac.ac.uk/reports/contribution/index.cfm. It includes a number of links to references and organisations that may be useful.

A number of publications have recently addressed general questions concerning employability and higher education. The *Learning and Employability* series is a valuable guide for academic staff who are considering the enhancement of student employability. The articles, which address a number of ways in which employability can be embedded into curriculum design and assessment, are downloadable at www.heacademy.ac.uk/resources/publications/learningandemployability or printed copies can be ordered from employability@heacademy.ac.uk.

A number of resources more specific to the employability of students on Humanities and Arts course are also available. The report by Rebecca Allan (2006) *A Wider Perspective: Investigating the Longer Term Employability of Humanities Graduates* is based on in-depth interviews with graduates in the Humanities and it examines the diversity of career paths that they have pursued. A hard copy may be requested from the Higher Education Academy but it is also available for download at www.llas.ac.uk/resources/resources.aspx.

The work undertaken by staff in the Centre for Employment Through the Humanities (CETH) at the University of Central Lancashire (UCLan) has resulted in the online Journal of Employability and The Humanities (www.uclan.ac.uk/ceth/journal). Also useful is the Employability Framework developed by Dr Helen Day, which can be downloaded at www.uclan.ac.uk/facs/class/cfe/ceth/curriculum.html. The Employability Framework was developed for the use of departmental staff and students. Staff are welcome to use this in any way they feel is helpful and can cut and paste the framework and the skills buttons into module descriptors or programme specifications. Helen would be interested to hear how you have made use of this framework (email: HFDay@uclan.ac.uk).

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[5] Leitch Review of Skills (2006) 'Prosperity for all in the global economy – world class skills', p.14.

THE WORK PLACEMENT MODULE AT ROEHAMPTON

As part of my Classical Civilisation degree programme at Roehampton University I chose to take an optional Work Placement module. This paper is about my experiences and how what I learnt by taking the module enhanced my employability on graduation. I completed the work experience component of the module by running an after-school ancient history club at Hillbrook Primary School in 2007-8. The work placement module is assessed through a reflective essay which made me think quite critically about how I would approach running the club.

In order to keep things interesting for the students, I made note of the websites that they accessed during free time at the end of the club, as well as the questions they asked. I would then plan my lessons around this information. For example, one of the students accessed an Australian website which was highly interactive and had a flash animation complete with music on the Orpheus myth. Another student read a children's version of the *Odyssey*. These examples inspired me to plan a session around the topic of Greek heroes. In the session we constructed a mind map of some famous Greek heroes based on what the students thought they knew about them. In some cases their knowledge was inaccurate, but they did know some basic details about some of the Greek heroes.

Considering how much of the students' knowledge base had been formed from time spent in the ICT suite we went back there more often. Each time I provided them with specific tasks relating to historical or mythical characters. I asked the students to access the web via a list of predefined sites in order to answer the questions.

This method proved less successful than hoped, mainly due to the distracting nature of the internet, specifically the opportunity to access social networking sites such as YouTube, and Facebook. Despite these distractions, there were many cases of success. The objective was to get the students more interested in particular topics. As much as possible I encouraged questions and gave them free time to search as they pleased.

After using the ICT suite for a few weeks, another mind map was drawn. Again students were asked to tell me what they had discovered about their assigned characters. This time the information was more accurate, although it was not much more expansive.

The second set of mind maps suggested to me that the students did manage to find some relevant information online, even though they were sometimes distracted by the internet. They were able to assimilate and consolidate the knowledge to such a degree that, when we revisited the mind map, blanks were filled and corrections were made. It was satisfying to note that overall the students' knowledge of Greek heroes had increased. When we turned to different topics, such as Caesar, the students' knowledge was even more noticeably increased.

The after-school club was a mixed bag of success and failure. On the one hand, the students' enthusiasm, coupled with a high level of control over the topics, made the experience worthwhile and educational. However, a lack of discipline among the students, or indeed my inexperience of behavioural control, led to disruptions.

Looking at my employability, this module provided me with a competitive edge over other candidates in a recent job interview. My research into education methodologies and different learning styles enabled me to outperform other candidates substantially in a training session that formed part of the interview process. Without the skills I was able to implement in both the research aspect and the practical teaching experience, I may not have been successful. My interviewers explicitly stated in their feedback to me that the training session was the deciding factor in awarding me the job.

This work experience will also prove invaluable if I decide to undertake a PGCE, as experience working with children is a prerequisite. I would also have an obvious head start on some of the techniques I would need to apply in the classroom!

DANIEL DENCH
GRADUATE OF ROEHAMPTON UNIVERSITY

CAN WE ACCOUNT FOR CLASSICS' COMPLEX SKILLS?

There is an emerging discourse about Employability, tapping into recent government-inspired discourses about graduateness, transferable skills and [my favourite] the need to produce students with 'exit velocity' . . . This Classical mind boggles and cannot help but be reminded of the character Velisarius in *Captain Corelli's Mandolin* and his simple pleasure in making an impressive big bang with his cannon . . .

Not that we should not, or indeed do not, produce graduates who do not have a great deal to offer employers. Roehampton's work-placement scheme and the varied and fascinating projects generated by the Centre for Employment through the Humanities are extremely impressive. Classics is a very real world discipline and it is welcome to have that demonstrated so convincingly. However, the employability discourse, as the statistics collected, look to the immediate incorporation of the graduate into the labour market. These statistics do not particularly favour the Humanities: so many 'fail' to achieve a permanent career-track job in the period immediately after graduating. Although every Classics teacher has a set of case studies of students who find their place in the world after volunteer work, internships in media, journalism or publishing, unpaid placements, musical, social and charity work, or other 'portfolio careers'. Humanities' six month statistics do not, we were told, actually compare badly with other disciplines, but all of us who write references for our graduates 5 and more years on think that the important employability claim is that they are shaped by our discipline and are going on to shape the world they have entered.

Employability and Europe

But there is a much larger battle, it seemed, for Classics to fight in terms of positioning our graduates to contribute to the future social and economic fabric of the UK and Europe. A depressing European Commissioner's convocation in Brussels in Nov 2006 to establish 'Future Priorities for Social Science and Humanities Research in the European Research Area' trotted out some vaguely 'humanist' contributions to EU research. Humanists were represented – while having nothing, obviously,

to contribute to hard and social science projects – as particularly good at communicating the results to EU citizens via beautifully written literary reports and 'things like installations'. Like naughty school children passing malevolent notes in the back of class, the Humanities delegates decided that this discourse was intolerable, that there was wholesale ignorance of Humanities' methodologies, skills and 'value[s]-added' . The result was a working party on the contribution of Humanities to European research and forms of methodological and epistemological rigour and validation and a report-generating symposium in Cambridge on Future Directions for the Humanities, colloquially known as Humanities' Peculiar Practices (Parker 2007 and 2008).

This colloquium focused attention on the ways in which Humanities graduates were skilling Europe now – the communications and teaching sectors are staffed almost entirely from Humanities graduates, so both current and future generations' *Bildung* and political identity are formed by Humanist graduates. But it also aimed to highlight the complex skills provided by Classics and other Humanities curricula, which would enable Humanities graduates to operate, to live in and shape the 21st century world. We pointed to the importance of rhetoric as a skill that was essential for effective and empowered contribution for the 21st century citizenry. But we were also resisting a dismissive discourse of university knowledge.[1] This wholesale denigration of liberal education as a good in and of itself, for the workforce and economy of Europe as a whole, worried us and propelled us to propose a more complex and nuanced set of liberal arts outcomes and skills.

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[1] In explicitly questioning the usefulness of universities for the future of Europe European policy makers were arguing not about of the employment/employability of Humanities graduates but about the usefulness of graduates as such. The Commission's expressions of frustration with the arcaneness of university knowledge worried us all – there was a serious proposal that universities should be disbanded, by 2020, in favour of research and technology institutes which would take a small number of career researchers. (Being explored, currently by the European Science Foundation's Higher Education Forward Look 2010+ research programme www.open.ac.uk/cheri/pages/CHERI-Whatsnew.shtml.

The result was that we felt we had to develop a higher and deeper level of skills discourse: we as Humanists especially. Those of us who are Classicists of course see Classics, *literae humaniores*, as at the centre of such Humanistic provision of complex and centrally important skills. Classics, enriched by Classical and Reception Studies, provides model case studies of intercultural hermeneutics, in situating texts and/in cultures, in dealing with other and distanced value and belief systems.

The Cambridge colloquium aimed to end with a specific 'complex skills' list that we could establish fitted Humanist graduates to operate and be effective in transforming (not just finding a job in) the 21st century world.[2] The first consensual declaration was that we have to 'up' the employability discourse: to employers and government as well as current students. We claim that Classics engages with deeply shaping and enabling skills, including those of dealing with and being effective in the newly troubled, fearful and unpredictable 21st century world. (This was before the current global economic crisis; even so fearfulness was singled out by the EC Commission as one of the most important factors inhibiting and impinging on the New Europe). It was said that being rooted elsewhere as our texts are, they provide the reader with a bedrock sense of identity in the face of the threateningly alien - and equally threateningly familiar – which is so needed for the employee to have a stable sense of identity. Not a small point: the correlative of having a 'flexible' work force which is at the centre of economic forward planning depends on a certain self-sufficiency, self-confidence, rootedness and sense of self.

This paper proposes that Classics, as all Humanities, has to make much larger claims for the values and skills inculcated by our programmes. In the account below, claims that the colloquium felt were sufficiently substantiated in the discussion went directly to the European Commissioner for Research: they are included below as bullet points. The surrounding discussion is in a sense a 'what if' narrative: what if we were permitted and successful in claiming for Classics the inculcation of complex skills? Skills such that graduateness were seen as an ability to continue to develop and deploy not narrowly 'transferable' but, rather, 'transformable' skills, those of living in and affecting as well as being employed in the brave new world of 2010+. Many of the claims may seem vaunting, counter-productive, too epistemological, undeployable. All can be set aside, although the challenge is to come up with equally high level claims that *are* usable: to policy makers, funders, students and employers.

Promoting skills for engaging the 21st century world: preliminary conclusions

Many of us have been depressed by being called on to be spokesperson for our discipline and having to account for curricula in terms of a reductive performative skills-and-outcomes discourse. And many would prefer to offer Humanities processes – the critical engagement with challenging texts and issues – as the rationale for study. Nevertheless, the colloquium participants felt strongly that it was important to engage with, appropriate and elevate the skills discourse.

We should develop and promote a sophisticated and thoughtful skills agenda, explaining that the Humanities deal in *communication and rhetoric* – with using words both instrumentally and non instrumentally to audiences within and outside the academy (most in the vitally important media and communications community are Humanities graduates). The Humanities deal in *discursive, communicated knowledge*, in creating and evaluating self-authorising narratives.

Today's knowledge society posits networks of individuals working and creating together *networked knowledge*, the discursive modes of which – multimodal, multivoiced, layered as they may be – require interpretative skills and practices traditionally associated with the

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[2] The contributors included the anthropologist Dame Professor Marilyn Strathern; the feminist sociologist and advisor to the EC Working party on the Future of the Humanities in Europe, York Professor Gabrielle Griffin; the philosopher of HE, Prof Ron Barnett; the Rector of the leading European interdisciplinary university, Roskilde and authors and proposers of the texts that turned out to be the 'set reading' for our discussion: York Professor Derek Attridge, of the *Singularity of Literature* (Attridge 2004) and proposers of *After Method: Mess in Social Science Research* (Law 2004) and of texts about complexity (Byrne 2005) and super-complexity theory (Barnett 1997).

Humanities. Therefore the study of the Humanities develops:

- rhetorical, hermeneutic and dialogic skills
- intercultural communication; the mediation & translation of cultural systems
- being responsive to and engaging with others and other ways of knowing
- coping and conversing with diversity (of goals, of cultural and epistemological systems)
- coping with globalisation of culture and hegemonic knowledge
- creating stability (stable identity, norms, ethics, working practices) in the teeth of change, insecurity and multiplicity
- citizenship: skills needed to enable citizens to see themselves as such: as shapers and participants in the new and complex Europe and a new and complex world

Classics interdisciplinary research skills

Higher degrees now are expected to account for the employability skills developed for those who go out from as well as those who stay within the Academy. We can claim that an interdisciplinary Humanities discipline such as Classics trains researchers to contribute as both public intellectuals and interdisciplinary researchers in and by:

- valuing and evaluating complex hermeneutic processes - complex ways of interpreting, of offering plural hypotheses and provisional explanation
- offering critical explanation of chaotic and fear-inducing phenomena – phenomena which induce fear precisely because they seem to be irrational, beyond reasoned explanation
- offering explanations involving other forms of truth claim - analogy, parable, metaphor, exemplarity
- offering other forms of precision, rigour, validity than positivist 'sciences'
- at a time of disciplinary fragmentation, opening up/brokering specific conversations/translating between epistemologically divided groups
- incorporating and accounting for the non rational, the bodily, the non willed, the imaginary: that with which positivist research cannot deal
- and with the experiential and creative
- generating public impact and involvement
- enlarging the intellectual range of approaches and questions asked and outcomes provided

Transformable rather than transferable skills

There were several Classicists in the discussion who continuously questioned what kind of skills our discipline[s] encompassed. Certainly the above, but there were certain specific facets of Literae Humaniores for which we wanted to argue. Firstly that all Classical Studies are inherently culturally and linguistically comparative. At the very simplest level, any Classics student learns young and learns hard the truth of the Sapir-Whorf thesis – that language inscribes thought. It is simply not possible to 'translate' an informing idea from Greek to Latin to English or vice versa. Obvious, perhaps, but only two years ago the US government financed a course that would teach Arabic to US citizens 'without inculcating terrorist ideas', ie language stripped of content and conceptual referents. Translation is always an intercultural as well as an interlingual task.

Classical Studies, incorporating Reception and Translation Studies, can be argued to now engender an even broader set of what we would rather see as *transformable* than *transferable* skills. Such Classical Studies demand the acquisition and deployment of interdisciplinary Area Studies skills, questioning the relationship of texts and contexts and developing nuanced understandings of the relationship of texts – of all kinds – and culture over time. In this interconnected and globalised world of employment, such sophisticated skills are vital for effective communication: an important skill in an employee, who will certainly be expected to live with and probably to produce complex, multi-addressee narratives. Disengagement is a danger to both the political and university system in Europe. Classics, deeply rooted in sophistic and rhetorical speech as it is, counteracts such withdrawal: ideas of audience, dialogic engagement, reception and genre are inherent in the discipline. Likewise, such studies take as the starting question the formation and deformation of tradition, and encourage the development of models of the effect of the past on the present. This can be seen as vital in a

world that now seems not to be obeying inherited laws. Such 'rooting' would empower the workforce of the rapidly changing cultures of New Europe, the emerging markets and new economic centres and the new global economy, who may be required to re-root in many senses. Classical Studies can claim in effect, to specialise in intercultural communication – with sensitively interpreting other cultures: communication across time as well as culture. The hermeneutics of otherness require imaginative engagement with others' way of knowing and making sense of the world, with other belief systems.

Two extra-Classics voices stressed that we equip our students to deal with the two most important destabilising forces in Europe today: terror and/of otherness (the subject or context of so many of our texts) and what one of our discussants has named 'super-complexity'. EC advisors stressed the incapacitating and paralysing force of the all-pervasive fear that grips Europe. Fear of otherness, fear of change, fear of the future. Humanities in general and Classics in particular teach how to engage with and deal with the other as, yes, potentially fear-inducing – *Persae, Medea, Eumenides…* – but then as now no less importantly to be engaged with, for all that. Classics is particularly important in this because our subject is rooted in intercultural studies. Translation for us involves so much more than linguistic transfer; Classics of all disciplines teach what it is to have a persona, a voice, an identity when dealing with an alien and indeed at times alienating, culture.

For Barnett the all important factor in what Classics has to offer Europe, and the employers of Europe, is the ability to deal with super-complexity (Barnett in Di Napoli et al. 2001). This he defines as much more than complexity, which is when the citizen or employee has to weigh competing paradigms, methodologies, ethical frameworks before working out how to act. Super-complexity, perhaps linked with information overload, puts the individual in a situation where there are many overarching paradigms. They have to be weighed, of course, but there comes a point when a decision has to be taken in the teeth of the knowledge that there are potentially endless, conflicting paradigms. This is a strength of a humanist education: Classicists from the first deal with contradictory constructs and study those –

Clytemnestra? Aeneas? - who either seek to control or see themselves as controlled by cosmic forces which appear differently and differently problematic to internal and external audiences . . .

Humanities' methodologies: engaging with singularity, vestigial and partial data

Relatedly, much of the discussion was about Humanities' necessary complementarity to Science method. The Law book, *After Method: Mess in Social Science Research* problematises the simple/simplistic respect for pure and social science method prevalent among EC politicians and policy makers. One of the immediate contributions of the Humanities' graduate to an interdisciplinary team is the richness of questioning that our curricula encourage. Humanities in general and Classics in particular ask questions of the data or text that question the framing or receiving stance, conscious that [cultural/disciplinary/epistemological] frames affect the outcome. It has been said authoritatively that the collection of large data sets and expensive international research projects often produce remarkably thin results. Humanities deal in rich descriptions of particulars, in qualitative investigation of local case studies (Fabian 1991; Geertz 1985), in deriving multi-faceted research questions and rich conclusions from the individually considered data. This strength is often overlooked in a false over-respect for scientific method and for quantitative results. It needs to be stressed, to policy makers, to ourselves and to our students, that Classics and other Humanities subjects deal as a matter of course with complex and complexly inscribed ideas and/in multifaceted, multivoiced and multilayered explanation. The ability to deal with such is a rare and valuable skill in today's sometimes simplistic and often rhetorical reporting.

Part of the richness comes from the understanding that there are usually at least *dissoi logoi*; Humanities narratives explore while explaining the basic modes of inquiry, offering plurally-narrated models of essential mechanisms such as cause and effect. The narratives, indeed, question the paradigms that support the inference of cause from effect; they offer problematising, hypothesising, reflective and synthesising accounts of data which take into account the plural explanatory possibilities. So,

rather than modelling a single chain of events, Humanities explanation can contain provisional, alternative and 'what if' narratives; students are encouraged to situate their conclusions within multi-faceted explanatory models. And, whereas replicability is a central concept in experimental science, Classical data and texts are mostly, by definition, unique, and the operation performed on them specific and individual. Explanation is therefore necessarily likewise, although the sub-disciplines of Classics each have their own tradition and standards of rigour and validity.

In a complex world where overarching explanatory paradigms are hard to find and harder to use to explain particulars, Humanities methods offer rich forms of explanation of the significance of particulars, which contrasts with the analytic-deductive method which has been used in science with sometimes disastrous results. Classics can claim to specialise in expertise in handling avowedly vestigial and partial, in both senses, data. Humanities deal particularly well with singularity, understanding how to account for particularity without either crudely generalising and categorising or slipping into outright subjectivity (Attridge's *Singularity of Literature* (2004)). Dame Professor Strathern was just one who called for Humanists to emphasise how Humanities teach the vital skill of dealing with particularity, for the Social Sciences tend to agglomerate data in order to extrapolate groupings and classifications. But what goes wrong in every area of work is that there is then no way of accounting for a peculiar datum, necessarily discounted as 'eccentric', which with hindsight could be seen to be the telling result or telltale symptom. The Humanities all the time deal with – give a *logos* of - the singular without discounting that particularity as idiosyncratic or aberrant.

That is to say that the Humanities, and especially Classical Studies, precisely work:

- on the *particular*, with the singular, non repeatable instance. Which is nevertheless and indeed for that reason rich in significance, pregnant with implication
- and on the *non systemic* – of reasoned, meaningful, model-building accounts of the non systemic (and being human is non systemic!) using all kinds of meaning making – metaphor, analogy, parable, exemplarity, literary, witness
- and on and with *experience*, *situatedness* – of the self in others' eyes, in other contexts
- on the *self* in culture, in time, in place
- and on *trajectories* of the self – in the teeth of accounts of change, chaos, discontinuity, randomness
- that is to say, trajectories of story which form *identity*, in and out of texts.

Finally, Classics deals more than many Humanities with 'other' value systems, motivations and world-views. In a world that seems incapable of dealing except in the crudest terms with others – those who are not with us are . . . terrorists – Classics can claim

- to deal with, offer narratives and intelligible accounts of that which is other, unintelligible, whose conceptions of the human and cosmic condition are incomprehensible to ours
- to deal with, offer narratives and intelligible accounts of the imaginary, the symbolic, the metaphorical – other ways of making sense and/or telling stories of man and his cosmos
- to deal with, offer narratives and intelligible accounts of alternative psychologies and 'other' accounts of damage, psychopathologies and bodily knowledge
- and to deal with and value appropriately the irrational and the imaginary

Conclusion – Humanities methods, Humanities skills: what can Classics claim?

The bullet points above constitute the claims resulting from an interdisciplinary colloquium and informing the report of the EC working party. What was marked was that Humanities members were much more defensive and unwilling to make claims than the Social and Political Scientists on our behalf.

The conversation has continued with Classical colleagues at the Open University and especially with Professor Matthew Fox of Glasgow. I am convinced that whether or not these are the right claims, they are the right *level* of claims. They are written for fellow academics, couched in epistemological and narratological language, and must be translated and readdressed as appropriate for students,

employers . . . and European Commissioners for Research!

But I was delighted and relieved, after presenting this paper at the HCA Subject Centre/CUCD Employability day, to be surrounded by Roehampton and other students, saying that *of course* that is what Classics and Classical Studies have to offer – that is why they are studying/researching it….

I am very grateful indeed to the HCA Subject Centre and to Roehampton for hosting such an important conversation.

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CUCD PROTOCOL FOR THE EMPLOYMENT OF SALARIED ACADEMIC STAFF ON SHORT-TERM CONTRACTS

I) DEFINITION OF JOBS

Classical Departments employ teaching and research staff on a variety of short-term contracts.

1) Teaching Staff:

For teaching staff some contracts are defined by time (3 months, 6 months, 9 months, one year, two years), others by what is being delivered (teaching one lecture course, seminars for one course, etc.). Opportunities to run classes and seminars are important for graduate training, and opportunities to teach a single lecture course can be vital for finishing graduate students. However, it is important that such piecework contracts should not be abused. Wherever the teaching amounts to 50% or more of the teaching that would be expected from a university lecturer in a full-time position, the expectation should be that the contract will be defined by time, not by the teaching delivered (e.g. half-time post for a year, full-time post for six months). Where posts are not defined as 'teaching only', research time should be explicitly designated; this is particularly important in contracts which run for less than 12 months and do not include the summer research period. Any staff who have been teaching on any contract during an academic year should be given such (honorary) status as is necessary to enable them to use departmental and university research facilities during the summer research period.

2) Research Staff:

All advertisements for research positions should make clear how much teaching and administration is a) expected, and b) allowed. It should be clear whether the figure for hours of teaching includes or does not include preparation time.

II) APPOINTMENTS PROCEDURES

1) All appointments to temporary teaching positions defined by time should be advertised as a minimum on jobs.ac.uk and by e-mail circular on CLASSICISTS

2) All advertisements for temporary salaried lectureships should make it explicit if a contract is 'teaching only' (i.e. the default assumption should be that all appointments include a responsibility to undertake research and that time and resources will be made available for research). Where a contract is 'teaching only, it should involve no higher number of teaching hours than are expected of permanent staff on 'teaching only' contracts in the same institution.

3) Appointments procedures for temporary staff should take the same form as appointments procedures for permanent staff for the same job (e.g. if the institutional custom is for those appointed as lecturers to make a research presentation, those interviewed for temporary lectureship appointments should be asked to make a research presentation).

4) All candidates, whether interviewed for the job or not, should be contacted within 2 working days of the interview. Where a final decision has not been reached they should be informed whether or not their application is still being considered.

III) STAFF DEVELOPMENT FOR TEMPORARY STAFF

It is a legal requirement that temporary staff should be given: (i) the same opportunity as other staff to use services to assist better performance, such as staff development, training, appraisal, careers advice for research staff; (ii) similar terms and conditions of employment to those in comparable jobs with indefinite employment in the institution unless the difference can be justified, in accordance with the legislation, for necessary and appropriate objective reasons; (iii) information on, and the opportunity to apply for, more secure positions; (iv) a regular review to consider, as appropriate, indefinite employment on full-time or fractional contracts.

In the light of this:

1) Temporary staff should be explicitly informed of their employment rights under the law, and should receive information on any permanent vacancies in the institution.

2) Those appointed to temporary positions should be provided with a mentor, who should be someone different from the head of department and in the case of those employed on research projects, different from the PI of the project. The mentor should be alert to the fact that staff employed on fixed-term contracts may have special needs (e.g. career advice) relating to their short-term contracts;

3) Departments should expect no greater flexibility from temporary staff with regard to subjects taught or to timetabling than they expect from permanent members of staff;

4) Temporary teaching staff should be offered some administrative experience but not be expected to carry more administrative responsibility than would be borne by lecturers on indefinite contracts who are at a comparable stage of their academic career;

5) Temporary research staff employed in relation to a research project should not be expected to carry out the duties of the PI of the project, whether in teaching, administration or research;

6) Temporary lecturers should be given the same support and services as are available to staff on indefinite contracts including access to faculty / departmental research funding for attendance at conferences, making research fieldtrips, and similar research activities;

7) Temporary staff should be invited to attend staff/departmental meetings;

8) Temporary staff should be given an opportunity to read a research paper to the departmental research seminar during the period of their appointment;

9) Where temporary research staff working on research projects contribute to publications jointly with the PI or other researchers, the individual contributions of each researcher should be clearly and specifically identified in a prominent place in the publication.

CLASSICS AT UK UNIVERSITIES, 2007–8
STATISTICS

In my report for 2006–7 I noted that 'Joint Honours continues in secular decline'. The figures for 2007–8 (Table B) indicate a striking recovery for 'Traditional Joint Honours', back to the levels of the early 1990s. The figures have been checked: Departments have indeed returned significantly higher numbers in this category. There has also been a significant increase in the number of students (10.8%) listed as taking 'Traditional' Classics. This is only partly offset by the decline (2.7%) in 'Modern Classics'. Numbers of Undergraduates taking Beginners' Greek (Table E) has more than recovered from the previous year's fall (1,015 . . . 980 . . . 1,174).

Last year, I reported a rise in the number of full-time staff from 345 to 370 (after falls in each of the previous four years, from 335 in 2001–2). 2007–8 saw a further increase to 394.

The number of Postgraduates taking degrees by research has fallen back to 467 (Table F). The previous year's figure of 508 now looks like an anomaly. The figure for Postgraduates taking taught courses (falling the previous year from 315 to 281) has risen to 308.

As always, I am grateful to Departmental staff for taking the considerable time and trouble to send in their statistical returns. The overall return this year was, once again, close to complete. This year saw an exceptionally large number of new people compiling the returns, so that different ways of categorizing students may account for a modest part of the changes detailed above. Colleagues may like to know that, over the last twelve months, the Statistical Officer received three inquiries from the media regarding the numbers of students reading Classical subjects, all of which were expecting the response that numbers were in decline.

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Table A: Overview

	Honours students (SH + JH)				All students (incl. Other)								Staff FTE	Student-staff ratio	1st yr honours (SH + JH)			
					excluding OU				including OU				excluding OU	excluding OU				
	no.	FTE	% change FTE	index (1997–8 = 100)	no.	FTE	% change FTE	index (1997–8 = 100)	no.	FTE	% change FTE	index (1997–8 = 100)			no.	FTE	% change FTE	index (1997–8 = 100)
1997–8	5,762	4,006		100	9,219	5,289		100	16,616	6,252		100	356	14.9	2,109	1,351		100
1998–9	5,610	3,898	-2.7	97	9,878	5,148	-2.7	97	16,610	6,119	-2.1	98	351	14.7	2,071	1,291	-4.4	96
1999–00	5,869	4,121	5.7	102	8,882	5,233	1.7	99	18,922	6,961	13.8	111	343	15.3	2,275	1,405	8.9	104
2000–1	5,499	3,803	-7.7	95	8,665	4,996	-4.5	94	16,634	6,475	-7.0	104	360	13.9	2,125	1,362	-3.1	101
2001–2	5,673	3,858	1.4	96	8,244	4,549	-8.9	86	18,786	6,195	-4.3	99	361	12.6	2,293	1,399	2.7	104
2002–3	5,571	4,225	9.5	105	8,577	5,016	10.3	95	17,507	6,394	3.2	102	377	13.3	2,177	1,585	13.3	117
2003–4	5,854	4,527	7.1	113	8,399	5,129	2.2	97	17,866	6,460	1.0	100	388	13.2	2,302	1,552	-2.1	115
2004–5	5,834	4,571	1.0	114	8,366	5,220	1.8	99	16,877	6,244	-3.3	102	371	14.3	2,205	1,599	3.0	118
2005–6	6,186	4,868	6.5	122	8,937	5,500	5.4	104	17,448	6,524	4.5	104	396	13.9	2,234	1,684	5.3	125
2006–7	6,258	4,878	0.2	122	9,296	5,600	1.8	106	15,032	6,696	2.6	107	416	13.5	2,124	1,552	-7.8	115
2007–8	6,812	5,044	3.4	126	9,851	5,672	1.3	107	16,183	6,831	2.0	109	421	13.5	2,382	1,662	7	123

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 (1997–8 = 100)	no.	FTE	% change FTE	index (1997–8 = 100)	no.	FTE	% change FTE	index (1997–8 = 100)	no.	FTE	% change FTE	index (1997–8 = 100)
		trad SH				trad JH				mod SH				mod JH		
1997–8	1,243	1,159		100	263	118		100	2,207	1,822		100	2,049	908		100
1998–9	1,241	1,181	2.0	101	333	155	31.6	131	2,001	1,711	-6.1	94	2,035	851	-6.2	94
1999–00	1,178	1,074	-9.1	92	298	120	-22.9	102	2,375	2,036	19.0	118	2,018	892	4.7	98
2000–1	1,109	1,019	-5.1	88	219	97	-19.0	82	2,068	1,824	-10.4	100	2,103	863	-3.2	95
2001–2	1,082	968	-5.0	84	265	127	31.3	108	2,363	1,958	7.4	107	1,963	805	-6.7	89
2002–3	1,108	1,022	5.6	88	238	120	-5.3	102	2,525	2,255	15.1	124	1,700	828	2.9	91
2003–4	1,362	1,150	12.5	99	221	126	5.1	107	2,582	2,363	4.8	130	1,689	879	6.1	97
2004–5	1,482	1,225	6.5	106	232	114	-9.4	97	2,518	2,424	2.6	133	1,602	809	-8.0	89
2005–6	1,624	1,300	6.2	112	200	96	-16.2	81	2,792	2,576	6.3	141	1,571	896	10.9	99
2006–7	1,616	1,306	0.4	113	187	92	-4.0	78	2,808	2,575	0.0	141	1,647	905	1.0	100
2007–8	1,773	1,440	10.3	124	296	163	77	138	2,924	2,506	-2.7	138	1,819	935	3.3	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												
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
2007–8	1,657	1,376	38	22	78	42	1,415	1,248	1,385	1,141	124	117
JOINT HONOURS												
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
2007–8	128	77	30	15	138	70	541	269	1,195	600	83	65
OTHER												
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
2007–8	23	12	626	154	977	231	5,767	998	1,553	315	426	76
ALL												
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
2007–8	1,808	1,466	634	191	1,193	344	7,723	2,515	4,133	2,057	633	258

Figures in italics include Open University data.

20

Table D: Staff

| | Full-time | | | | Part-time | | | | Other | |
| | permanent | | temporary | | permanent | | temporary | | | |
	no.	FTE	no.	FTE	no.	FTE	no.	FTE	no.	FTE
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**
2007–8	394	**390**	33	**34**	30	**14**	72	**27**	124	**36**

Summary 2007–8 (all staff)

	no.	FTE	% change	on leave (FTE)	effective (FTE)	% change
2003–4	615	**458**		63	**395**	
2004–5	602	**439**	-4.2	60	**379**	-4.1
2005–6	625	**471**	7.4	68	**404**	6.5
2006–7	630	**630**	3.1	61	**425**	5.2
2007–8	653	**501**	3.2	69	**430**	1.2

FTE since 1994–5

	no.	% change			no.	% change
1994–5	379	0.1		2001–2	361	0.1
1995–6	361	-4.8		2002–3	386	6.5
1996–7	365	0.9		2003–4	395	2.4
1997–8	356	-2.4		2004–5	379	-4.3
1998–9	351	-1.5		2005–6	404	6.1
1999–00	343	-2.3		2006–7	425	4.9
2000–1	360	4.9		2007–8	430	1.2

Figures exclude the Open University

Table E: Beginners' Languages

Undergraduates

	Greek			Latin		
	no.	FTE	% change	no.	FTE	% change
2002–3	983	259		1,234	309	
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
2007–8	1,174	355	10	1,408	350	-7.9

Postgraduates

	Greek			Latin		
	no.	FTE	% change	no.	FTE	% change
2002–3	33	9		41	15	
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
2007–8	95	20	-9.1	122	26	52.9

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
2007–8	308	265	4	577	**409**	3.5
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
2007–8	467	125	30.5	622.5	**491**	-8.7

Fig. 1. FTE student numbers in UK for 'traditional' v. 'modern' classics, 1997–2008. (Source: CUCD.)

black = 'traditional', grey = 'modern'; ——— single honours, – – – joint honours