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CV

Present Position: PhD Candidate in Comparative Literature, University of British Columbia (expected completion 2007); Sessional Instructor, Department of Classical, Near Eastern, and Religious Studies (UBC); Sessional Instructor, Department of Theatre (UBC).

Education: Queen's University: BA (Hons) Latin and Classical Studies; Memorial University: MA Classics; University of British Columbia: PhD in progress, *Banging the Lyre: Tony Harrison and the tradition of verse translations of Classical Drama in Twentieth-Century British Theatre*.

Publications: "The Hughes Version: Dramatic Imagination and Commercial Considerations," forthcoming in *Ted Hughes and the Classics*, Roger Rees and Neil Roberts, eds., Oxford University Press: 2007; "Tony Harrison and Jocelyn Herbert: A Theatrical Love Affair," forthcoming in *Arion* 2007.

Service: Member, APA Committee on Ancient and Modern Performance, 2007-10.

Election Statement:

While the WCC allows for the very important function of networking for junior scholars, it does so more importantly in a manner that ought to serve as a model for the larger discipline through its emphasis on being inclusive, supportive, and genuinely collegial. At a time when civility and acts of basic courtesy can no longer be assumed within the profession, it should be a mandate of the WCC to insist publicly that these things are not dispensable. Whatever the policies of a university or department, they must not preclude common decency towards those within the institutions or those applying to them.

The WCC provides a forum for a very open and honest discussion of the issues facing academics today, especially when it comes to finding a manageable balance in the relation to the pressures of the job search process, the tenure process, finding adequate childcare, and the demands of a job that does not provide a clear delineation between work hours and private time. The WCC performs, and should continue to perform, a very important role within the APA, by advocating for these issues to be addressed across North America in a meaningful way. At the same time we must recognize that the WCC performs a very important function within its membership by providing a forum that allows for public discussions of these issues. While such discussions do not necessarily provide any solutions, it does provide the membership with emotional support knowing that others, at all stages in their careers, have experienced similar, often conflicting, tensions. The WCC must continue to provide a forum for public discussion of these issues through both *Cloelia* and our annual business meeting. At the same time, I would also like to see the WCC expand these discussions into more concrete resources for its

members, following the model of our handbook for the job market. Providing easily accessible resources on central issues is crucial: childcare (provision, availability, quality – for example the University of British Columbia provides excellent on-campus daycare, but with the recent shift in faculty demographics the waitlist has grown to more than two years); the tenure process (some departments set out the requirements for tenure clearly at the time of appointment – the Theatre Department at the University of Georgia has a remarkably clear document outlining their standards for tenure – while others operate with a lack of clarity and undue secrecy); institutionalized use of adjuncts and sessionals in replacing tenure-track faculty; etc. While this would provide a valuable resource to our members, I would also hope that it would encourage transparency concerning these issues within the discipline as a whole.

It is precisely because of our previous successes impacting the national agenda, because of the visibility that we have at the annual meetings of the APA, and because of the support we offer on a much more personal level to our members, that I also feel that it is very important that we in the WCC continue in our close and visible association with the LAMBDA caucus. This partnership speaks volumes about our commitment to ensuring that our discipline is diverse, supportive, and collegial.