



University of Washington

## Department of Germanics

### Decennial Review 2008

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B.A. in German Cultural Studies  
B.A. in German Language and Literature  
M.A. in Germanics  
Ph.D. in Germanics

Sabine Wilke, Chair  
Self-study Coordinator: Sabine Wilke  
Undergraduate Degrees: Eric C. Ames  
Graduate Degrees: Brigitte Prutti  
Language Program: Manfred Bansleben  
Budget and Administration: Heidi Tilghman

Last Review: 1998

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## **I. Executive Summary**

### **Our mission:**

The Department of Germanics at the University of Washington is the premier institution in the Northwest entrusted with research and teaching of German language, literature, intellectual history, and culture at an advanced level. It is dedicated to academic leadership measured by national and international success and serves as steward of German culture in the region. A more detailed articulation of our mission is available as part of the strategic plan (see Appendix F).

### **Summary of findings:**

The Department of Germanics is a highly-ranked and highly-achieving undergraduate and graduate degree program that suffers from serious under-funding in a time of substantial turn-over due to retirements. We are working under conditions that compare poorly to those of our peers (data available upon request). The high level of achievement therefore comes with a price, and that price is a growing feeling of frustration among the faculty. The University and the College need to reinvest in it if they are interested in keeping a ranked program. We cannot continue our ranked status with the staffing levels that are projected for the end of spring 2009. Our strategic planning document outlines the Department's thinking about hiring needs and priorities (please consult Appendix F). The Department's research output and its international profile are exceptionally strong—hardly matched by any other UW humanities program of similar size and very strong if measured against peer programs at top public and private universities. We place our graduates at the best small liberal arts colleges and research universities nationally and internationally. Undergraduate and graduate students express a high degree of satisfaction in our degree programs. Despite these achievements, faculty salaries continue to trail the national average, TA salaries are below the peers we compete with annually, and research support dollars from state resources are scarce.

### **Pending major changes:**

We are very excited about the fact that senior lecturer **Klaus Brandl** will be joining the Germanics faculty on a 50% basis beginning September 1, 2008, in support of the language program. Brandl has a Ph.D. in applied linguistics from the University of Texas and has previously served the College in his role of language pedagogue in a variety of ways only tangentially related to Germanics (he used to and will continue to teach German 518, Language Teaching Methods, a course that is designed to introduce students to core issues involved in teaching modern foreign languages). Starting this fall, Brandl will work closely with the Language Coordinator to coordinate first-year German courses and fall orientation, supervise teaching assistants, observe classroom instruction, fine-tune Moodle technology, supervise German in the high schools, organize the summer program, administer study abroad programs, etc. He will also teach for us and serve on departmental committees. This new arrangement is independent of the urgent need to fill the position of the Germanics Language Coordinator at the tenure-track level.

We are waiting to hear whether our lecturer, **Steffi Günther**, will return to Germany and pursue a teaching career there. Steffi joined the Department in 2006 and filled an absolutely crucial role

teaching at the intermediate and advanced level and in the major. Her departure would greatly affect staffing levels in the Department. She has been teaching up to three courses on the advanced language and literature level per quarter for the last two years. This has given us more flexibility in scheduling and has also allowed us to offer courses such as the senior seminar that had not been staffed for a long time.

This year the undergraduate curriculum committee reviewed the existing majors and developed a comprehensive proposal for a new **undergraduate program** which we hope to implement in the coming academic year. Our last undergraduate program was implemented in 1991. Although it featured two different tracks, “German Language and Literature” and “German Area Studies,” in practice they were nearly identical. Each track was organized around an overlapping set of core courses and each required the same series of period courses for historical coverage. The two tracks also made an artificial distinction between literature and culture that became increasingly difficult to justify, especially to students. Staffing problems as well as student requests for a more streamlined, integrated major have prompted us to make a number of changes. The **new curriculum** is designed to offer greater flexibility in course selection and staffing while at the same time increasing the intellectual content of the major.

## **II. Organization and Governance**

### **A. Organization**

As a small Department, we make most of our decisions collectively. We hold monthly **faculty meetings** on first Fridays and ad-hoc meetings as needed. The Organization Chart (Appendix A) gives an overview of our standing committees. **Strategic planning** is accomplished by the department as a whole (see Appendix F). We just updated our strategic plan in light of anticipated turnover. The most important issue in front of the Department will be rebuilding FTE after a period of dramatic FTE loss due to retirements. The strategic plan outlines our thinking on that subject.

Under normal circumstances, the German language program is supervised by the **Language Coordinator** (a 100% faculty FTE at the professorial level) with the help of the Lead TA (an advanced graduate student on a 10-month appointment). Our language coordinator retired in 2007 and we are currently awaiting approval for a search to replace him. In the interim, the language program has been supervised in 2007-08 by the former Language Coordinator, rehired at 40%, the Lead TA and an additional advanced graduate student on a 10-month appointment. In the 2008-2009 academic year, the former language coordinator will continue at 40% and supervise the program with the help of Klaus Brandl (50%) and the Lead TA. We hope to be able to conduct a search for a full-time tenure-track position at the junior level in the fall of 2008 to finally relieve the former language coordinator of his supervisory responsibilities.

The **Undergraduate Curriculum Committee** is chaired by the **Undergraduate Advisor** (a faculty member—Germanics has no resources set aside specifically for advising) aided by three or four other faculty members and an undergraduate student representative. The main task of the undergraduate curriculum committee is to provide oversight over our undergraduate program. The

Undergraduate Program Specialist (a 50% classified staff position) supports the Advisor by maintaining undergraduate student files and the mailing list for our majors and minors, managing study abroad applications, and designing posters for outreach courses in addition to many other tasks that have to do with the administration of the major.

The **Graduate Curriculum Committee** is chaired by the **Graduate Program Coordinator** (a faculty member) and staffed by two other faculty members and a graduate student representative. Their main task is to provide oversight over our graduate program and to rank all applications from prospective graduate students for admission (this is done in executive session). The Graduate Program Specialist (a 100% classified staff position) supports the work of the Graduate Program Coordinator by maintaining student files, helping with admissions, recruitment, visa-related issues, etc. Germanics revised its graduate program two years ago to accommodate changes in the field and acknowledge the fact that we have not been able to provide full coverage of all historical periods for a number of years (we never received permission to search for a pre-modernist).

The **Calendar Committee** organizes all departmental lectures (usually two faculty members and a graduate student representative).

The Chair appoints faculty to committees before the academic year begins and everyone serves for the entire academic year (unless they are on leave part of the year). The Undergraduate Advisor and the Graduate Program Coordinator both receive a one-course load reduction to offset time and effort spent on administration. No other teaching load reductions are given (other than to the Chair and the Language Coordinator, both of whom teach 50%).

There are a number of other tasks that are assigned by the Chair to faculty members on a yearly basis: honors advising, the departmental dissertation colloquium, graduate student placement, faculty senator, faculty liaison for the Advisory Board, search committees (if any), tenure and promotion committees (if any), and teaching evaluation. Our current administrator (a UW Germanics Ph.D. and Affiliate Assistant Professor in the Department) currently coordinates Delta Phi Alpha (German honor society), our professional development workshops ("Preparing Future Faculty"), and the semi-annual departmental newsletter, duties previously assigned to faculty members.

The graduate students have a meeting at the beginning of the year during which they elect a **graduate student representative** (who comes to faculty meetings), a representative for the graduate curriculum committee, a representative for the calendar committee, and a board liaison as well as a GPSS representative. The undergraduate student representative is usually chosen by the undergraduate advisor.

The **Department of Germanics Advisory Board** meets quarterly. Members are appointed by the Chair for a two-year term (renewable). We currently have 15 members who serve on four committees (Alumni Relations, Community Relations, Educational Outreach, and Development). See the document on roles and responsibilities (Appendix H) for further questions about Board governance. The Germanics Advisory Board is dedicated to the support and promotion of the

teaching, scholarly and outreach missions of the Department. Its primary objectives are to expand the community of friends of Germanics, to raise funds to enhance Germanics programming at the University, and to promote the Department in local schools, in the Pacific Northwest region, nationally and internationally.

## **B. Budget**

The Department operates with a \$2.25 million biennial state budget (2007-09). Of this, approximately \$2.1 million are devoted to faculty, staff and graduate student salaries (\$1.5 million for faculty; \$440,000 for graduate student appointments; \$113,000 for classified and professional staff); \$16,000 to personal service contracts and other purchased services (for instance professional training, visiting faculty lecturers, temporary office services, etc.); approximately \$30,000 to other contractual services such as telephone, mail, copying, etc.; \$6000 to travel expenses; and \$11,000 to supplies and materials. These amounts are supplemented with College of Arts and Sciences release/recapture funds, Faculty Workstation Initiative grants, and other commitments negotiated with the Divisional Dean for the Humanities. As will be noted elsewhere, the travel allocation is laughably inadequate for the needs of a vibrant, internationally-oriented scholarly program; the Department thus relies heavily on affiliated programs' funding (CWES, EU Center, Simpson Center, Graduate School) to fund conference and research travel. The Department enjoys consistent support from its alumni and friends. Donations to the Friends of Germanics fund, which totaled nearly \$16,000 in FY 2008, are crucial in supplementing inadequate state funds for equipment and supplies as well as in funding outreach events, departmental colloquia, publication costs (newsletters, invitations, etc.), and incidental expenses. Two major endowments are devoted to student support: the Sauerländer and Boetzke Endowments, which together total \$40,000 in available operating revenue (combined value: \$118,000). The Behler Fund also supports graduate student endeavors (currently valued at \$25,000), as does our newest fund, named for our recently retired Language Program Coordinator, Manfred Bansleben (the Bansleben Fund was established in 2007). Finally, the Brown Endowment, currently valued at \$34,500, supports Germanics programming broadly, while the Lowenfeld and William H. Rey Funds each support special departmental library collections. The Department receives three substantial grants from the Max Kade Foundation annually: \$45,000 to fund three graduate student stipends (\$15,000 each), \$8,000 (matched by the College of Arts and Sciences) for a visiting professorship, and \$5,000 for undergraduate study abroad (German Express).

## **C. Resources**

The **Department Administrator** is responsible for resource allocation and budget oversight, in regular consultation with the Chair and following all established University and College rules and procedures. Major expenditures are reviewed by all staff and the Chair. Endowment expenditures are reviewed by the Administrator and Chair in consultation with the Development Officer for the Humanities. State budget and discretionary expenditures are consistently monitored by the Administrator; state allocations are reviewed formally on a biennial basis.

We updated our **development plan** in 2006 (see Appendix I). Germanics actively seeks outside sources for additional funding, even though we realize that this is a long-term process that may not yield major results immediately. We have made progress, however, largely thanks to the

involvement of individual board members and to our outreach activities. We have, for example, increased the number of individual donations (see Appendix J). We have identified friends and supporters with major gift potential and are working towards the establishment of endowments. Our greatest challenges are twofold: (1) the lack of funds to support faculty research and (2) TA salaries that are well below the national average. Given the very limited monies allotted to travel in each biennial budget, and given our limited private monies available to faculty endeavors, our faculty members are forced to pay for much of their conference travel out of their own pockets. For this reason, we stress that our greatest need for development is an endowment that supports faculty research. We do enjoy endowed funds through which we can modestly supplement graduate student recruitment offers and support graduate student travel to conferences, however to bring Germanics' TA-salaries to a level that is competitive (18-20k), we would need the proceeds of an endowment of 2 million dollars or more.

#### **D. Staffing**

**Classified Staff** (Germanics has 1.5) are reviewed at least on a semi-annual basis and encouraged to sign up for professional training workshops. We have invested significant resources in sending our half-time classified staff member to web development workshops in order to facilitate a major overhaul of our web site. The maintenance of our web site, however, remains a critical issue as we have no resources in place to pay for this service at an adequate level. To boost morale and show our appreciation for the work of the staff, the department nominated our office for a team-award in 2007.

**Professional staff** (Germanics has a full-time administrator) is reviewed at least annually and encouraged to participate in professional training workshops as well.

Our **lecturer**, Steffi Günther, joined us in the fall of 2006 as part of the retention package for Tilmann Gneiting, a faculty member in the Department of Statistics. She teaches courses in the language program and the undergraduate program. All lecturers are reviewed and reappointed on an annual basis.

**Senior lecturer** Klaus Brandl, who has served the College in a variety of roles as applied linguist, will join the department on a 50% basis beginning September 2008. He will assist with the coordination of the language program and teach language courses as well as courses in the major and courses on second language acquisition cross-listed with other programs. Senior lecturers have five-year-contracts and are reviewed annually.

We currently have no **Assistant Professors**. Both recent junior hires (Eric Ames and Richard Block) were promoted to Associate Professor with tenure (Ames in 08, Block in 07) and will be on leave during 2008-2009.

As of September 2008, Germanics will have three **Associate Professors** and six **Full Professors** (8.25 professorial FTE). With two faculty scheduled to retire spring 2009, we will have 6.5 professorial FTE at the end of 2008-09 (see Strategic Planning Report, Appendix F). All faculty are reviewed on a regular basis as stipulated by the Faculty Code (at least every other year for Associate

Professors and at least every three years for Full Professors; a copy of the document that forms the basis for this discussion is included as Appendix K). The Chair meets with faculty members individually and discusses their research trajectory over the next review period. The faculty member selects the basis on which they wish to be reviewed and signs the document that then becomes the basis for the **annual merit review**. The department holds its annual merit meeting in the spring and input is solicited by rank as stipulated by the code. Associate Professors are considered for promotion annually. The **criteria for faculty promotion** used in Germanics follow the standard used in our field: documented excellence in research (evident through book publications in high-quality publishing houses and articles in peer-reviewed journals), excellence in teaching (measured by student evaluations and peer review results), and professional recognition evident through professional national and internal service appointments. The department reconsiders and votes on our policy for **retention** every fall. The current policy is: “The Chair consults with senior faculty by rank.”

The best mechanism to reward faculty for their productivity is giving them raises. While at UW we have made some real and significant progress especially in the recent past (with several unit adjustments and individual merit awards), **faculty salaries** are still lagging behind faculty at peer institutions by a significant margin (see Appendix S. But there are other factors that influence people’s level of satisfaction with their jobs and influence a department’s retention rate. Germanics has been blessed with a contributing core faculty that has remained stable over the years. Over the last decade, only two colleagues received outside offers and subsequently left UW. We have created a collegial climate and an intellectually stimulating environment. We emphasize team-building, we take pride in a transparent and collective decision-making process and we strive for a fair distribution of teaching assignments.

### **III. Faculty, Teaching, and Degree Programs**

#### **A. Teaching Responsibilities**

In the Humanities Division, the notional teaching load for all tenure-track faculty members is **five** courses; the notional teaching load for lecturers is nine courses, unless they receive course release for major service appointments. This system is applied transparently and consistently. A reduction from five to four courses per year for research-active tenure-track faculty members would be desirable, but unrealistic at the current staffing level. Our newly conceived undergraduate program is designed to provide greater flexibility and, depending on what happens with staffing, we may or may not be able to experiment with such a scenario in the future.

Suggestions for courses to be offered in the following academic year are solicited by the Chair every fall. The Chair then tries to match these suggestions with our curricular obligations and puts together a proposal. The December faculty meeting is set aside to discuss this proposal, make changes, and arrive at a collective agreement about next year’s curriculum. This is not always an easy process but it is transparent and fair. We all go into the process understanding that we will get to teach some of our favorite courses but that we will also need to teach less favored courses on a rotational basis.



## **B. Instructional Effectiveness**

The OAP data on **student evaluations** of instructional quality indicate that students rank Germanics courses well-above College- and University-average. Student evaluations are collected by the faculty member; they become part of the personnel file and are considered carefully in decisions related to contract renewal, promotion and tenure, merit, etc. The Code stipulates that Lecturers and Assistant Professors have all of their courses evaluated. Associate Professors and Full Professors need to have at least one of their courses evaluated per year. More importantly, however, we rely on **peer evaluations** conducted every spring on a rotational basis (every year for Lecturers and Assistant Professors, once every three years for Associate and Full Professors). Every year, a committee of peers is charged with evaluating these faculty members' teaching profile and submitting a report to the Chair. These reports usually consider student evaluations, syllabi, teaching materials, handouts, and may include course visits and/or a discussion with the faculty member about these materials. Peer evaluations become part of the personnel file as well and are carefully considered in contract renewal, in promotion and tenure, and in merit reviews.

Following the orientation by the Graduate School, our department offers an intensive week-long orientation to its novice TAs preceding the beginning of autumn quarter. During the quarter, the new instructors take two seminars on foreign-language teaching methodology. They also meet every week or every second week with the language coordinator during their first year of teaching to discuss problems arising from the classroom as well as new instructional materials.

The language coordinator provides all TAs with the materials necessary to teach the courses. Each TA receives a manual, which contains copies of all the instructional materials and which outlines every day of instruction. This "instructional materials bank" available to first and second-year instructors is an important training tool and helps with horizontal articulation among the various sections.

The graduate school requires classroom observations during the first two quarters of teaching. In our training program classroom observation continues during the entire year. The language coordinator either observes the TA twice each quarter or the teaching performance of the instructor is video taped (which occurs twice per year). After each observation, the language coordinator meets with the TA and provides her/him with a written report. After the video recording, the TA writes a self-assessment, the language coordinator writes a report and both meet to discuss the teaching performance. TAs are required to request student evaluation forms from the Office of Educational Assessment. It is strongly recommended that they also arrange for two Small Group Instructional Diagnoses [SGID] during their first year of teaching and as many as possible thereafter.

We distribute all announcements for and encourage participation in teaching training workshops for faculty and teaching assistants offered centrally. Graduate students regularly work with CIDR and apply for Huckabay teaching fellowships available through the Graduate School. These fellowships have resulted in a variety of new courses that were developed on diverse subjects such as Contemporary German Play, Globalization and German Culture, German Pop Music, German Cinema for Majors, etc.

### C. Teaching and Mentoring Outside the Classroom

All our faculty members are engaged in student learning outside of formal classroom instruction. One faculty member serves as Undergraduate Advisor. We have all supervised undergraduate **independent studies** at various points in our careers (see Appendix L which tracks the use of independent study credits—German 299, 497, 498, 499—over the last decade). Several faculty members have specific projects for which they encourage students to sign up for **undergraduate research** credits (see <http://depts.washington.edu/uwgerman/Undergrad/ugresearch.html>). For example, Eric Ames is sponsoring students to work with him on early German cinema (<http://depts.washington.edu/uwgerman/Undergrad/447topics/amescinema.html>). Rick Gray and Sabine Wilke have had students contribute to their “Vienna 1900” internet project (<http://depts.washington.edu/uwgerman/Undergrad/447topics/vienna1900.html>), and Sabine Wilke has worked with students on researching the German Heritage of the Pacific Northwest (<http://depts.washington.edu/uwgerman/Undergrad/447topics/wilkeheritage.html>). We have a specified course number (German 447; see Appendix M) that accommodates undergraduate research in the form of flexible credits which can also be applied towards the major or minor as elective. We also encourage students to sign up for **internship** credit (German 446; <http://depts.washington.edu/uwgerman/Undergrad/internships.html> (see Appendix N). Other educational and social opportunities outside the classroom include attending the Germanics film series (<http://depts.washington.edu/uwgerman/indexunder.html>); joining one of our two German Clubs (one culturally-oriented, see <http://students.washington.edu/dklub/> and one business-oriented, see <http://students.washington.edu/germancl/index.htm>); attending lectures and events; becoming a member of Delta Phi Alpha; attending the annual student play; coming to the annual open house, etc. As part of the revisions of our undergraduate program, we plan to add an **outreach** option whereby students would receive credit for participating in German programs at nearby high schools by assisting teachers in the classroom or serving as tutors outside the classroom.

Students majoring in Germanics are invited to consider the option of joining the **Departmental Honors Program** by taking upper-division courses for ad hoc honors. Successful completion qualifies the student to graduate with Distinction in German, which will be noted on his/her transcript (see <http://depts.washington.edu/uwgerman/Undergrad/glldegree.html>).

When staffing allows, we offer a **senior seminar** in the spring that is intended to provide a capstone experience. It provides undergraduates with the opportunity to work closely with a faculty member in a small learning environment and on a focused topic. Students read all primary and secondary materials in German, participate in weekly class discussions, and write a research paper at the end of the seminar.

Germanics has well-articulated **learning goals** that are posted on our web site (<http://depts.washington.edu/uwgerman/Undergrad/uglearngoals.html>) and used consistently in revising and updating our teaching materials.

On the graduate level, we mentor our students formally as well as informally. All graduate student teaching assistants have offices in Denny Hall and we interact with them on a daily basis (more on

informal mentoring below). As part of our effort to train future teachers we developed German 575 (Teaching Literature), which has played a very important role in our curriculum. It helps distinguish our graduate students on the market by giving them experience in an upper-division setting. Several of our graduate students have been Huckabay fellows and have developed and then taught new undergraduate courses.

### **Graduate recruitment**

Graduate recruitment is a very important but also frustrating endeavor for Germanics at UW for a variety of reasons but in part because of the lack of state resources. Every year we lose potential students to institutions offering greater financial packages (this year two students declined specifically for this reason; they went to Minnesota and Virginia respectively). To attract applicants, we send out our graduate program **poster** in the fall; we have also recently redesigned our **web site**, which functions as a major recruitment tool as well. As a successful program, we rely heavily on recommendations from former students, colleagues, and friends in the field who send us their best students. The number of applicants to graduate programs in Germanics has dropped nationally quite dramatically since the mid-nineties. We used to receive more than 60 applications. That number fell to about 40-45 in the early nineties and is now somewhere between 20-30. Last year (2007), we once again had over 40 applications, but this year (2008) the number was down to 22. While the **size of the applicant pool** has decreased nationally, however, the **quality of applicants** to UW Germanics has improved and the competition for the best has dramatically increased. As a highly ranked program, we typically compete with the larger public institutions in the Midwest and on the East Coast, however the packages we can offer to students are simply not comparable. We have three **fellowships** from the Max Kade Foundation (15k); we supplement these with **Top Scholar Awards** from the Graduate School (3k each to three students) and with **departmental recruitment stipends** from endowments in order to equal the 20k standard fellowship offer at peer institutions. Foundation support and endowment funding are crucial for attracting top applicants. Indeed, without the help of the Max Kade Foundation, UW Germanics would not be on the map of nationally ranked graduate programs.

These are the types of offers we have been making in recent years: (1) 3 Kade one-year fellowship offers (15k) + 3k Top Scholar awards + 2k departmental stipends for the first year, supplemented by 3-4 years of teaching assistantships depending on the student's level of training; and (2) varying numbers and levels of TA-ships plus 3k departmental supplement stipends as recruitment incentive for the first year. Proceeds from an endowment of 2 million dollars would be needed to bring TA salaries to a level that is competitive nationally. We are committing to support students for a total of 5 years (if they come in with a BA) or 4 years (if they come in with an MA). Many other schools commit 5 and 6 years respectively. Departments can apply to the Graduate School for **recruitment travel funds** that off-set part of the expenses associated with bringing prospective students to campus. We have been very successful in receiving these awards but they do not cover our actual expenses; we regularly need to supplement with departmental funds to pay for additional airfare and hotel accommodation. This year, for example, we received \$900 to bring three students to campus. Our actual expenses for recruitment travel, however, totaled \$1600. No other recruitment incentives are available centrally.

This frustrating situation is particularly alarming in the context of **minority recruitment**. What is available centrally from **GO-MAP** (the program within the Graduate School that targets minority recruitment) is a small number of **one-year RA-ships for incoming MA students**. Awards are given to departments on the basis of past practice (i.e., if a department has a well-developed diversity plan and can document that it has made successful commitments to minority students in the last five years, it may be considered for such an award). This award is announced late in February, i.e., weeks AFTER offers to the top candidates in our field have gone out. This program seems flawed for a variety of reasons. Why tie the announcement of such an award to the recruitment time-line at all if the award is not for a specific student whom a department is trying to recruit? The way the GO-MAP program is currently set up (giving awards to Departments for past practice) discriminates against smaller programs that do not have diversity candidates in their pools every year for a variety of reasons. Diversity recruitment money should be available to all departments whenever excellent students are in the pool. Germanics has now applied unsuccessfully for a GO-MAP recruitment award several years in a row. In spite of this, however, we have now successfully recruited a diversity candidate and a McNair student (first-generation) to the Department with five-year TA offers beginning Fall 2008. In addition, we are also proud to report that we have successfully nominated our first candidate for a GO-MAP-administered two-year fellowship (12k for the first and fourth year, intervening years financed by the Department ), aimed at **incoming doctoral students**. To make this nomination financially competitive, GO-MAP came through with an additional one-time \$3000 supplemental stipend for the first year of the fellowship. Germanics also offered one of its Top-Scholar awards from the Graduate School (\$3000) plus a supplemental stipend of \$2k from departmental endowments, bringing the fellowship up to a competitive level (\$20k). While we are extremely pleased with this success, we are nonetheless puzzled why GO-MAP's offer was announced mid-March, about a MONTH after top-recruits received offers in our field. In all, three of our seven recruits for the academic year beginning September 2008 are minority students.

Other than these two programs, departments are on their own to raise funds for minority recruitment. Germanics has a well-articulated **diversity plan** (see Appendix O) and it is willing to be aggressive in offering its own money to attract prospective students from diverse backgrounds, but we need more help to be truly competitive.

As a foreign language department we contribute substantially to the **internationalization of graduate education** by

1. sponsoring *departmentally*-organized exchanges: we send and receive two students annually to/from the University of Münster, a long-standing exchange that was negotiated many years ago; we also exchange one graduate student with the Humboldt University in Berlin on an agreement that is about 10 years old (see <http://depts.washington.edu/uwgerman/Graduate/gradexchanges.html>);
2. participating in *university* exchanges: we have sent students to our partner university in Freiburg (see <http://depts.washington.edu/uwgerman/Graduate/gradexchanges.html>);
3. sponsoring a Max Kade Distinguished Visiting professor from Germany every spring (for a list of former Kade professors see <http://depts.washington.edu/uwgerman/faculty/kade.html>);

4. frequently hosting visiting faculty from our exchange partners in Münster and Tübingen (in spring 2006 Dr. Dietmar Till offered our senior seminar; in fall 2007 Professor Detlef Kremer taught a graduate seminar; and in fall 2008 Professor Martina Wagner-Egelhaaf is scheduled to teach another graduate seminar);
5. inviting international speakers;
6. providing graduate teaching options abroad through our exchanges and contacts.

It is unfortunate, however, that the Graduate School has decided to cancel its commitment to the Office of International Programs and Exchanges in the form of several **RA-ships** specifically targeted to support the internationalization of graduate education. For many years, Germanics had the privilege of hosting a graduate student from a German university, an exchange that was made possible through these RA-ships funded by the Graduate School and the German Confederation of American Clubs. These were students from a variety of disciplines who would take graduate classes at the UW and assist with the German language program. Many of these students then applied to UW Graduate Programs; some even continued to support the teaching of German indirectly by working for the Language Learning Center.

As a small unit, we use an informal **mentoring** system. All faculty members are regularly available for individual feedback. All new teaching assistants participate in a two-week orientation session before classes begin. The Chair meets with all TAs during that session and discusses rules and regulations, policies, governance issues, funding opportunities, departmental expectations, etc. Likewise, the Graduate Program Coordinator (GPC) meets with all students on a regular basis to review their study plans. The GPC meets individually with all incoming students at the beginning of their first quarter. Performance expectations are precisely articulated in our graduate program guidelines and available on the web site (see <http://depts.washington.edu/uwgerman/Graduate/madegree.html> for MA students and <http://depts.washington.edu/uwgerman/Graduate/docdegree.html> for Ph.D. students). The GPC meets with graduate students at least once a year to discuss their performance in the program. They are contacted individually if they do not meet these expectations. We have an **annual review** process in which all faculty participate. The Graduate Program Specialist updates all files on a quarterly basis. These files include all pertinent materials for each student and are consulted by the GPC regularly. They are also available to all faculty members who wish to monitor student progress. Funding decisions are based on students' meeting the satisfactory progress standards. If there are any issues, the Chair communicates these to the student in writing and the student is asked to meet with the Chair and the GPC.

As part of the informal mentoring program, we have a faculty **placement advisor** who provides guidance in the academic job search process. This involves individual meetings with students, review of all the application materials, and scheduling mock interviews in which (usually) several faculty members participate. As part of the specific mentoring of our advanced Ph.D. students we offer a regular **dissertation writing colloquium** conducted by a faculty member. Students meet every other week to share and discuss their work in progress. On an ad-hoc basis we also offer **professional development workshops** for graduate students (continuing the Preparing Future Faculty initiative jump-started by the Graduate School a few years ago). These have included topics

such as: academic job preparation, proposal writing, course development, etc. Ph.D. students may also enroll in a **teaching mentoring opportunity** (German 575) and work closely with one faculty member in expanding their teaching skills in upper-division literature and culture courses. This has proven to be an essential element in the teaching portfolios of candidates on the academic job market.

Our **academic program expectations** are communicated to all students when they enter the program. Masters students are expected to complete their M.A. degree by winter quarter of their second year. Continued funding and permission to proceed to the Ph.D. are contingent upon completion of the M.A. requirements as specified in our guidelines. At the beginning of fall quarter, the GPC forms an **M.A. faculty committee** of three to four members who are in charge of the M.A. exam in any given year. The exam is administered each January; as a courtesy to our exchange students, we regularly offer a summer administration of the M.A. as well. At the beginning of their studies, Ph.D. students are expected to meet with the GPC to discuss the overall trajectory of their doctoral education. The GPC familiarizes all students with the performance expectations as articulated in the guidelines. Students are asked to establish their **Ph.D. supervisory committee** in the course of the second year of the program; to complete all requirements for the Ph.D. over the course of six quarters; and to take their Ph.D. exams in the seventh quarter. In our experience, it usually takes students one quarter longer. Articulation of the dissertation project is part of the exam process. The chair of the Supervisory Committee and the GPC provide close guidance in each individual case to ensure optimal progress. The student consults with the GPC about the process of forming a Supervisory Committee in accordance with Graduate School policy. If students fall behind for more than one quarter, they are placed on the alternate list for funding and risk not having their funding renewed. The expectation is that students complete their dissertation over the period of two years. We realize, however, that for many projects in our discipline this timeframe is next to impossible. We regularly nominate our best students for all locally available scholarships. We also encourage all students to apply for additional dissertation funding from major fellowship sources in our field such as the German Academic Exchange Service, Fulbright, the SSRC, etc. Our time-to-degree averages are better or well within the typical range for humanities programs (8-9 years).

Our **placement** record (<http://depts.washington.edu/uwgerman/Graduate/acadplacement.html>) reflects the quality of the program, our rigorous standards, a demanding exam schedule, well-articulated dissertation projects, and extensive teaching experience. All students we have trained in the last ten years who completed the Ph.D. in timely fashion and were committed to entering academia have found adequate employment, usually in tenure-track positions both at colleges and major research institutions. This year we placed one student in a tenure-track appointment at Carnegie Mellon University; one student received a post-doc at the University of Illinois; and another student will be employed full-time by the University of Prague in charge of building a new doctoral program in cinema studies. Last year, we placed our top applicant in a tenure-track position at the College of Charleston. In 2006, one of our most advanced students took a renewable lecturer position at the University of South Carolina. Many of our former students are now well-established scholars and teachers of German literature and culture; some are in leadership positions (and serve as current chairs at McGill, Indiana, Vanderbilt, Harvard, Bryn

Mawr, etc.). We host major academic conferences almost every other year and provide a stimulating intellectual climate for scholarly pursuit. We support our students in organizing conferences and we provide financial support for students who present papers at conferences. We have maintained close contact with our recent graduates. In 2003, we organized a **conference of recent graduates** on the topic of “Generations,” providing our current students with positive role models. Our most recent step in this direction is the establishment of an **alumni lecture series** in order to highlight further the accomplishments of our graduates.

Students in our field enter the program with the intention of becoming teachers at the college or university level. Our priority is the preparation of our students for the academic job market but we are also supportive of students who choose a non-academic career path and have offered workshops to that effect. To facilitate these workshops, we have drawn on resources available from members of our advisory board to mentor students who are interested in non-academic fields.

#### **D. Educational and Degree Programs**

##### **1. German Language Program**

a. The following features clearly distinguish our language program from comparable programs at this university or from comparable language programs at our peer institutions. These include (1) articulation among the various levels of instruction, (2) the extensive use of video technology, (3) instructional materials development.

Articulation. Language instruction in our Department is characterized by articulated curricula from beginning through advanced German (101-401). Many language departments at larger universities follow a separatist model, where each instructional level largely conducts its business with limited contact with the other levels. Our model happens to be a unique occurrence at German departments of this size and has proven to be rather successful. The language coordinator is in charge of the whole language curriculum and all of the teaching assignments; he makes the decisions regarding textbooks and readers and he writes the syllabi for all language classes.

Video Technology. We consider film the ideal medium to familiarize students with the cultural and social contexts of the German language and we have been using video technology for many years. All language courses are either video assisted or video based. The cultural instruction in first-year German is as much enhanced through the many video texts as are our upper-division courses, the curricula of which are either based on films or are developed around a German television series.

Materials Development. Our Department has been extraordinarily creative in terms of production of texts and materials for instruction. The curricula of most courses in the language sequence are based either entirely or to a large extent on materials developed in our department. This allows for a high degree of flexibility, and the program is in constant revision to adapt to the changing social and political conditions in the target cultures. In addition to learning materials for the students, we also provide all TAs with the materials necessary to teach the courses: transparencies, partner and small group activities, DVDs and CDs, slide shows. These materials

are all prepared for instruction and each TA receives a manual, which contains copies of all the instructional materials and which outlines every day of instruction.

#### b. German Online

Our department offers its first-year language instruction in two tracks, i.e. as a traditional classroom-based program and as a hybrid program, consisting of a self-instructed web-based and a classroom-based component. Of the 44 sections of first-year German, 12 sections are offered in the hybrid track. Not only our hybrid track but our entire language program has been using the web to an increasing degree so much so that nearly all our courses from beginning to advanced instruction are web-supported.

The dual track format allows us to teach the language more efficiently, i.e. accommodate the same number of students with a reduced number of instructors, and we are able to reallocate the resources saved by offering additional courses, such as Professional German, Contemporary German Culture, and Contemporary German Play.

A comparative study the Educational Assessment Center did for us a year ago has shown that there are few if any significant differences between students in a hybrid course and those in a conventional course in regard to achievement, and time invested. In terms of grammatical knowledge, oral and written production, listening comprehension, and reading comprehension, there was comparable progress between the two groups. Our hybrid track, however, is not as popular as we envisioned it to be. Students favor the traditional classroom-based track. We will continue to improve our online work hoping that a more interactive approach will attract more students.

#### c. The German Express

Our *German Express* consists of a series of intensive courses taking a student from no knowledge of German to fluency in less than one year and having her or him enroll at a German university during spring quarter. This program was introduced in 1991 and continues to be quite successful. Most participants are not German majors, but rather highly motivated students who want to gain mastery of German as quickly as possible.

We invite the best students from our 100-intensive German (summer quarter) and the best students from the German 103 classes (winter, spring, summer quarters) to participate in an accelerated 200-level course. About 60 percent of the students accept the invitation and during autumn quarter take part in German 221, which combines two quarters of second-year German into one. This course is team taught by a faculty member and a selected TA.

At the end of autumn quarter, the Max-Kade-Foundation awards stipends of \$1000 each to the best five students in German 221, to be applied towards study during spring quarter at *Tübingen* and *Freiburg* Universities. In addition, the State of Baden-Württemberg offers stipends of € 1600 each to the three top students. The selected students go through another module of accelerated instruction during winter quarter, to prepare them as best we can for their study abroad



experience. We have not encountered one student who did not come back extremely enthusiastic about the study abroad experience.

#### d. Spring in Vienna

We are aware that there is no substitute for the total immersion experience a study abroad experience can provide. However, only 60 percent of our majors spend time abroad and we have to do a better job educating the remaining 40 percent about the necessity of studying in Germany, Austria, or Switzerland. *Spring in Vienna* is a highly successful immersion program, which targets our students in first and second-year German. Each year during spring quarter, we send a group of about 20 students to Vienna where they study language, art, and culture for which they earn 16 credits.

#### e. Outreach

Since 1996, selected high schools in the state have been offering German 103 for UW credit. The classroom instruction follows our curriculum, uses our syllabus, materials, tests and final exam. This collaboration between high schools and our department developed into a very productive partnership.

## 2. Bachelor's Degrees

The Department currently offers two tracks for the BA degree, one for majors in **German Language and Literature (GLL)**, the other in **German Area Studies (GAS)**. In addition, we offer two minor tracks as well as a specialization in German linguistics, which is available to majors and minors in GLL. Beginning fall 2009, as noted above, a new streamlined program will replace the existing one. The findings of our self-study and the OAP data are obviously based on the program that has been in place for the past fifteen years.

**The GLL major** was designed for students who wish to acquire a solid humanistic background, knowledge of Austrian, German, and Swiss literature ranging from the Middle Ages to the present, skills in literary analysis, and proficiency in the grammar and style of contemporary German. This major prepares students for graduate studies and teaching careers in German, Comparative Literature, and other fields of the humanities. **The GAS major** was designed for students who wish to acquire a more general background in Austrian, German, or Swiss culture, literature, and history. This major also helps prepare students for graduate studies and teaching careers (in German Cultural Studies, for example) as well as for employment in cultural and political institutions dealing with Europe. Both degree programs have **interdisciplinary components**, especially the GAS track, which allows students to earn as many as 20 credits in the major by taking courses relevant to German culture that are offered in other departments (such as history, political science, art history, international studies, or comparative history of ideas). This last provision necessarily relied on staffing and course offerings in other departments, which is something we can no longer afford to do, as the number of faculty working on German-related topics across campus has declined in recent years.

The old two-track system will therefore be jettisoned in favor of a new, **single degree program** that begins (for the first time) with the most advanced 200-level language course—a change that is meant to involve students in the major at an earlier point in their career. The program continues with two new core courses, a re-conceptualized German 311, “Introduction to German Literary Studies,” which will focus on key concepts, issues, and questions in the field, and a reconceived German 322, “Introduction to German Cultural and Visual Studies.” An advanced language and composition course, German 401, will now be required of all majors (previously it was not required of Area Studies majors). In addition, a set of upper-division courses in German literature and culture will be required, which students select from a list of approved courses (under the old system, students could partially or even completely fulfill their “electives” with language and conversation classes). Finally, to support the university’s writing initiative, both core courses will become “W-courses.” The new curriculum is one that we can staff, and one that gives students a more intellectually coherent and challenging experience.

While **enrollment** has generally declined over the past ten years, as it did in the previous decade, there is nonetheless significant evidence of success. We are very pleased to report that, according to the OAP data, **undergraduate enrollment in our upper-division courses has increased 8.2%** over the past ten years. If we include students enrolled in cross-listed courses but registered through the other programs—which are not counted in the OAP data—our enrollment has increased even more. This increase can be attributed not only to our aggressive efforts at advertising and cross-listing our courses in other departments, but also, more importantly, it is a positive result of our continued efforts to attract students by offering a variety of **topical courses** in German literature and culture as well as “**outreach**” courses taught in English.

The **number of majors** has of course varied, and the OAP data shows a general decline of 27.1% over the past ten years, which is unfortunately in line with a national trend. However, the average number of registered majors over the past three years is 51.7, a number that suggests an increase since the last self-study, when the average number of majors (from 1986 to 1997) was 43.8. Although the OAP provides no data on the number of double majors or double degrees, recent experience in department advising suggests that as many as half of our majors (and possibly more) are also pursuing a second major or a second degree in such fields as art history, biology, biochemistry, business administration, cinema studies, computer science, engineering, geography, international studies, linguistics, and political science. The average number of bachelor’s **degrees awarded** over past three years is 16.7. Students who opt for non-academic careers are highly trained in critical and analytical ways of thinking, reading, and writing. Our majors have gone on to attend graduate schools and have successful careers in a wide diversity of fields, from German studies to the high-tech industry.

### 3. Graduate Degrees

The Graduate Program in Germanics offers a broad, flexible and integrated curriculum. Students gain in-depth knowledge of the language, literature, and thought of German-speaking Europe and develop critical and discursive skills through research and scholarly writing.

a. Masters of Arts Program

The Master of Arts degree in Germanics is designed to give students a broad overview of the field of German Studies, including literary history, intellectual history, cultural studies, and linguistics/philology. Students entering the program are expected to have fulfilled requirements equivalent to those for the Bachelor of Arts degree at the University of Washington or else to complete some preparatory course work before commencing the program. Master's degree requirements may be completed in one year, but students who are teaching assistants normally complete the degree in their fifth quarter of studies. The M.A. degree fulfills two basic functions: one is to prepare students for work on the Ph.D. level; the second is the development of critical thinking and writing skills and advanced language competency. The objectives of the M.A. program in terms of student learning are to provide an integrated curriculum to permit students to organize their studies toward an advanced degree and to prepare for different professional pursuits: careers as teachers of German language at the high school level; professional writing, editing, and publishing; the electronic sector and other contiguous fields such as foreign service, international business, and foundation work. The majority of our M.A. students continue to work towards a Ph.D. degree. In 2004-05 we have completely overhauled the M.A. program to reconfigure the different areas of expertise and the exam requirements, with the overall goal of strengthening students' preparation for advanced graduate work.

b. Ph.D. Program

The Ph.D. program in Germanics is designed to permit students to focus on two to three areas of specialization in preparation for writing a dissertation. Students entering the program should have training equivalent to the requirements for the M.A. degree in Germanics at the University of Washington. These include advanced proficiency in the German language, substantial historical knowledge of German literature and culture and adequate critical thinking and writing skills. The Ph.D. is intended to place primary emphasis on research work. Students may add a critical theory emphasis and they are encouraged to think broadly and creatively in developing their areas of intellectual expertise. The program allows for two years of course work beyond the M.A. degree and five quarters to take the general exams and prepare the dissertation. The objectives for the doctoral program in terms of student learning are to provide an integrated curriculum to permit students to organize their studies toward the Ph.D. and to prepare for different professional pursuits: careers as teachers and scholars in literature, the humanities, philology and linguistics at the college and university level; professional writing, editing and publishing; the electronic sector and other contiguous fields such as foreign service, international business, and foundation work. Most students plan to enter the teaching and scholarly professions, and for this reason our closely supervised teaching assistantship training program forms an important practical aspect of graduate studies for the majority of our graduate students, as do the experiences of classroom teaching. To prepare our Ph.D. candidates for the teaching of literature and culture we have developed a special mentorship program/graduate course [German 575].

OAP and College of Arts and Sciences data show volatility in both graduate enrollments and degrees granted, with a general downward trend countered by periodic jumps upward, especially in the doctoral program. The 1990's witnessed a 47% drop in enrollments in Master's-level courses; since 1999, however, the program has maintained a consistent average enrollment, with a peak in 2002 and a dip in 2006. Germanics has granted an average of 5 Master's degrees annually since 1998, with a peak of 9 in 2003 and a low point of 3 in 2007; we will grant a total of 5 again in 2008. Ph.D. award data are skewed by an unusual number of candidates finishing dissertations in the period between fall quarter 2007 and winter quarter 2009 (data not captured in the currently available spreadsheets): in that time, we anticipate granting a total of 9 doctorates, more than in any comparable period since 1989.

#### **IV. Diversity**

Germanics wishes to reiterate its strong support of hiring faculty and attracting students from diverse backgrounds. In a small field and in a climate of a dramatic decline of resources, this is a challenging task. Our last successful search was conducted in 2003-2004 in the area of Jewish Studies. There were no candidates from underrepresented groups in that pool. In future searches, however, we hope to attract such candidates and are willing to work with the resources available on campus to encourage applications from members of underrepresented groups. In our recent **strategic planning** process we placed a special emphasis on hiring in the area of multicultural Germany for a variety of reasons, including considerations about attracting diversity candidates (see Appendix F). As an international program we are very diverse in a broadly defined cultural and linguistic sense and we are used to and welcome diverse perspectives. We regularly host professors from German universities. We recently had a series of visiting scholars from Korea. We interact with colleagues from around the world, and we address diversity topics in our research and teaching. Some of our faculty members are first generation university graduates and we have four women in senior positions. We have many international students in our program, not only from Europe, but also from Africa.

In order to hire faculty members from underrepresented groups, they have to be in the applicant pool to begin with. In other words, the process has to start from the ground up. We actively mentor students from diverse backgrounds in our undergraduate cohort. We have a **diversity plan** in place that we discuss and revise every fall (see Appendix O). For the third year in a row, we have applied—unsuccessfully—for a GO-MAP RA-ship award to support minority recruitment. Two years ago, a Hispanic student in the graduate applicant pool declined our offer of the top departmental fellowship package in favor of UC Berkeley's considerably richer financial package. (So great was the financial discrepancy that he did not even bother to visit the UW campus.) This year, by contrast, we successfully recruited a Hispanic student into our doctoral program. The difference between these two cases was the fact that this year we received resources from GO-MAP *in addition* to what we could offer from departmental resources. The key to minority recruitment is a successful collaboration between departments and central resources. Without support from the central administration, departments (especially small ones) will not be able to be successful.

## V. Research

Germanics is blessed with faculty members who are actively engaged in cutting-edge research. Every faculty member is research active and their short CVs are attached as Appendix E (full CVs are available upon request). The **impact of faculty research on our field** in the past five years can be measured by tangible results such as books authored and placed with excellent presses, editions of special journal issues and collections of essays, articles published in peer-reviewed journals, invited lectures given, and high-profile professional service performed. In sum, Germanics is a powerhouse that by far out-produces its peers on campus. Here are some highlights that are exemplary for the kind of research that is conducted by Germanics faculty:

- Eric Ames completed a manuscript on *Carl Hagenbeck's Empire of Entertainment* which is coming out with UW Press next year and will set a new standard for intellectual rigor in archivally-based research in cultural studies. His research has appeared (and was even reprinted) in important essay collections and he has published essays in key interdisciplinary journals that are read by colleagues in many other fields. Ames also held an NEH fellowship in 2003-4.
- Hellmut Ammerlahn published his career book on imagination and truth in Goethe's Bildungsroman and Artist Novel *Wilhelm Meisters Lehrjahre* in 2003. The book was positively reviewed in many important journals in the field, nationally as well as internationally. An index to the book was completed in 2004.
- Charles Barrack and Joe Voyles are completing what has the potential to become the definitive grammar of Proto-Indo-European and the early Indo-European languages scheduled to appear in *Slavica*. This book will represent a life-time of research on questions of historical linguistics in Germanics.
- Diana Behler was asked to contribute her ideas about Nietzsche and the feminine at an international gathering of Nietzsche scholars in Weimar, Germany. Her essay is scheduled to appear in the proceedings published by the Nietzsche Kolleg.
- Richard Block published his book titled *The Spell of Italy: Vacation, Magic and the Attraction of Goethe* with Wayne State University Press in 2006. His new research on configurations of sexuality has already appeared in the central peer-reviewed journals of our field and is received by a wide audience. He was a member of the MLA delegate assembly 2000-2003.
- Klaus Brandl's book on *Communicative Language Teaching in Action* was published by Prentice Hall this year after a rigorous review process typical for trade presses and is being adopted in foreign language pedagogy classes nationwide. Brandl has published widely in refereed journals in his field of applied linguistics.
- Jane Brown published her career book, *The Persistence of Allegory: Drama and Neoclassicism from Shakespeare to Wagner*, with the University of Pennsylvania Press in 2007. She has an extraordinary record of high-profile external service including membership on the PMLA

editorial and advisory boards, various MLA committees, and service for the Goethe Society of North America. She was Charlotte Craig Distinguished Visiting Professor at Rutgers in spring 2005 and received the Alexander von Humboldt Prize for Lifetime Scholarship in Germanics in 2005.

- Rick Gray was an ACLS fellow in 2002-03, then won the Alexander von Humboldt Prize in 2003 and received a TransCoop grant from the Humboldt Foundation in 2005-7. He gave the Rodig Lecture at Rutgers in 2006 and won the German Studies Association Prize for Best Article in the *German Studies Review* in 2005. He was visiting professor in Tübingen in 2004. His latest book, *Money Matters: Economics and the German Cultural Imagination 1770-1850*, is coming out with UW Press this year.
- Steffie Günther published her dissertation on women writers of the turn of the century with Bouvier in 2007.
- Brigitte Prutti published (with Sabine Wilke) a collection of essays on bodies in modernity with Synchron in 2003. A number of articles on her new research project on Austrian writers have appeared in peer-reviewed journals nationally as well as internationally.
- Sabine Wilke was awarded a Guggenheim fellowship and a senior Fulbright fellowship in 2003-04. Her research on masochism and the colonial imagination was published as a book with Stauffenberg in 2006. A special issue on “Narrating Colonial Encounters” (with Mimi Kahn, UW Anthropology) appeared with the *Journal of Pacific History* in 2008. Articles on the South Pacific and environmental concerns in colonial literature have appeared in a variety of international and interdisciplinary journals.

This is just a cursory glimpse into the wealth of scholarship produced by faculty members in the Department of Germanics. We are highly visible through our many publications, lecturing engagements, conference activities, high-level professional service, and international networking. The strategic plan (see Appendix F) discusses **how advances in our discipline have influenced research and scholarship in our unit** and how the Department has responded to these new challenges in its strategic thinking. In a unit where part of our teaching obligation is language instruction (and where there is a structural disconnect between teaching and scholarship for most of us), it is not always easy to align the pursuit of areas of scholarly interest of individual faculty with the future intellectual direction of the unit, the college, and the university. In our research and graduate teaching we strive to position ourselves as a unit that is cognizant of new advances in the field broadly conceived. We have opened up to cultural studies, feminist perspectives, gender concerns, colonial and postcolonial perspectives, and a variety of theoretical models. We continue to be inspired by new developments and try to integrate them into our strategic thinking.

As a small department we engage in informal **mentoring** of our junior faculty. All junior faculty receive priority in the allocation of resources for travel funding. They are encouraged to discuss their career plans with senior faculty and their career trajectories are reviewed by the Chair

annually. Both of our recently promoted Associate Professors presented strong cases that were easily argued and had strong internal and external support.

The two most important factors that impede faculty productivity in the humanities are scarcity of resources for faculty research and high teaching loads. In the humanities, active engagement in research means having time to go to libraries and archives, processing what one has read there, and then writing new books and critical essays that contribute substantially to scholarly discourse. We have a wonderful library with an exceptional staff. The interlibrary loan service is working especially well. What we do not have are enough funds to support faculty research elsewhere. For 10 faculty members, we receive a travel budget of approximately \$6000 per biennium—barely enough for one plane ticket to a conference site per person per year. Our graduate students who get tenure-track jobs regularly do better than that: this year's top placement (at Carnegie Mellon) will receive \$1300 annually for conference travel over the life of her contract. The Department has some small funds from which it can supplement and, occasionally, pay for a second trip. The Graduate School has a competitive travel fund to which we can apply for funding of international trips every other year. The Center for West European Studies has some limited travel funds available on a competitive basis. But in many cases faculty members regularly support their research travel with their own private funds.

Sabbatical leaves are also self-supported in part. After six years of full-time teaching, a faculty member becomes eligible for a one-quarter leave at full pay, a two-quarter leave at 75% annual pay, or a full-year leave at 66% of annual pay, i.e., in effect privately funding time away from teaching. No junior sabbaticals are granted, even though junior faculty are eligible for one pre-renewal and one post-renewal mentoring award each (which carries a one-course teaching-load reduction paid for by the department and a \$5000 research stipend from the College). The Simpson Center for the Humanities has two-course release awards available on a competitive basis through its Society of Scholars program. Faculty can apply to the Royalty Research Fund for a one-quarter teaching release and/or a research budget. Major outside grants are supported by a top-off policy. To improve the infrastructure that supports research in the humanities, the standard teaching-load should be reduced to four courses and a research budget should be established for each individual faculty member.

The steps that the department has taken to eliminate these barriers are the use of discretionary funds from private sources to support faculty travel and the systematic application of IRP-waivers on a rotational basis, i.e., a few faculty members per year elect to shift their teaching obligations into two quarters, thus freeing one quarter in which they still work with graduate students and serve on committees but in which they do not have formal classroom teaching assignments.

#### **VI. Collaborations and Interdisciplinarity**

Several members of our faculty are jointly-appointed in **Comparative Literature** (Ammerlahn 25%, Behler 25%, Brown 50%); three are contributors to the **Theory Program** (Block, Gray, Wilke; Block currently serves on the executive board); two are on the **Cinema Studies faculty** (Ames, Wilke); four are affiliated with **European Studies** (Block, Gray, Prutti, Wilke; Block

currently serves on the board); one is adjunct in **Jewish Studies** (Block); and two are adjunct in **Linguistics** (Barrack, Voyles).

The impact of these co-appointments and affiliations can be measured in the increased visibility of Germanics faculty on campus. We regularly cross-list our English language courses with these other departments and programs but also with departments and programs such as English and CHID. Wilke was part of the founding faculty for the **Cinema Studies Program** and Ames joined the cinema studies faculty when he was hired in 2000. The relationship of Germanics with **Jewish Studies** also has a long history. When we lost a faculty member in that area in 1999, our strategic plan identified a replacement hire as our highest priority over other vacancies. We finally were able to fill the position in 2003 and Block has served as a vital and active liaison to the Jewish Studies program, participating in the governance of the program and contributing to their (and our) outreach as well as fundraising efforts. Block has served on the special events committee in Jewish Studies, on the committee funding special projects and faculty research, and on the curriculum committee. Beginning in autumn 2008, we are committed to staffing one of the core courses in **European Studies** with rotating topics on European Enlightenment and European Romanticism. European Studies is a growing program with over 100 declared majors, many of whom have an interest in studying German language and culture, and we feel that this is an excellent opportunity to extend our reach to students who would not otherwise take upper-division courses in the Germanics Department. In autumn 2007, Eric Ames took a group of **CHID** students to Berlin, where they completed a course of study that included the production of films as a creative response to contemporary Berlin.

We cooperate closely with the **Language Learning Center**, the **Simpson Center for the Humanities**, the **Center for West European Studies**, and the **EU Center**; we co-sponsor the **DAAD Professor** with the **Jackson School of International Studies**. The **Language Learning Center** supports our Moodle technology, used in first-year German, with a graduate assistant. The **Simpson Center for the Humanities** and Germanics have very close ties. Gray and Wilke have each served a three-year term on the board. Ames, Ammerlahn, Block, Brown, and Wilke have all been members of the Society of Scholars. Two of our doctoral students were members of the Society of Scholars: one doctoral student received a summer research award and one student was a member of the Institute for Public Humanities. Brown has received a senior fellow award, and Gray and Wilke have both received collaborative research grants from the Center. In addition, the Center has co-sponsored many of our conferences including, most recently, the Conference on Narrating Colonial Encounters, the Conference on the Imagination, and the annual meeting of the Modern Austrian Literature and Culture Association. The **Center for West European Studies** and the **EU-Center** have actively supported research and teaching in Germanics as well. Several of our graduate students have received Foreign Language Area Studies awards to study a variety of other foreign languages for comparative research projects (either year-long or summer study grants). CWES has also funded a German-language trailer—taught by an advanced TA from Germanics—for one of our English-language courses for several years in a row and has promised to fund another section for the course on European Enlightenment in winter 2009. The Chair of Germanics serves on the executive committee for CWES. The Department has also received generous conference funding from CWES for a variety of events, including a DAAD conference



on German Unity in 1999. A follow-up event on “Legacies of Unification” is planned for fall 2009. The **DAAD** Professor (usually a historian or social scientist from a German institution working on their habilitation) teaches a course on German political institutions in the Germanics major and collaborates with Germanics faculty in the organization of events related to German culture and society. In 2001, we began instituting a **German Studies Faculty** consisting of colleagues in other units who work on materials related to German culture (see <http://depts.washington.edu/uwgerman/faculty/germstudies.html>). This network has served us well in our efforts to build bridges to other departments and programs and reaching out to the German Government and the local community.

We sponsor a variety of international collaborations as well. We have worked together successfully for many years with the Office of **International Programs and Exchanges** on a variety of student and faculty exchanges. We have established personal working connections with our most important exchange partners, including the Universities of Tübingen, Freiburg, Gießen, Münster, Aachen, the Free University Berlin and the Humboldt University Berlin. For a few years in a row now we have received **undergraduate fellowships** from the state of Baden-Württemberg for our German Express students whom we send to Tübingen or Freiburg every spring quarter. We administer a departmental **Spring in Vienna** program on the undergraduate level in cooperation with the International Institute for Culture in Vienna. We have a long-standing graduate and faculty exchange partnership with the University of **Münster**. We have a graduate and faculty exchange agreement with the **HU Berlin** that has become an important option for our dissertation students who need access to Berlin libraries and archives. We send advanced dissertation students to **Freiburg** on a university exchange facilitated by IPE. And we have excellent personal relations with the leadership at major German grant-giving institutions such as the **DAAD**, **Fulbright**, and the **Alexander von Humboldt Foundation**. Projects that have come out of these international collaborations include the transatlantic research collaboration between Rick Gray and Klaus Vieweg (Philosophy, Jena) funded by the Alexander von Humboldt Foundation with a Trans-Coop grant. This collaboration culminated in the Conference on the Imagination in 2007 and the plan for a collection of essays on the topic. The same grant also funded Rick Gray’s extended stay in Jena and participation in the conference on Nietzsche in Weimar in the fall of 2006 (which included speaking engagements by Diana Behler and one of our graduate students, Tim Coombs); a volume stemming from this conference is now in preparation. Discussions are underway to establish a graduate exchange between UW Germanics and the Department of German Cultural Studies at the University of Erfurt. These discussions are facilitated by a former Freiburg exchange student who returned to UW as a post-doc with a grant from the Alexander von Humboldt Foundation in 2007. Jane Brown and our Münster exchange professor for 2008, Martina Wagner-Egelhaaf, have plans to collaborate on a project. Brown, Gray, and Wilke all have close ties to the University of Tübingen, where they taught or resided on fellowships. Block taught in Münster in spring 2008, and Brown will teach in Münster in spring 2009. Another Münster faculty exchange is planned for 2009/2010.

We also have excellent collaborations with neighboring Departments in the Pacific Northwest. Our graduate students collaborated with their peers at the University of Oregon and at the University of British Columbia in the planning of their annual conference this year. Wilke and

her colleague at UBC, Markus Hallensleben, share a research interest in performance issues and are participating in communal workshops and publication projects. Wilke has also collaborated with Gaby Pailer, also a UBC colleague, on a multi-year project in gender studies that has culminated in the production of a volume on gender and the media. In sum, we are looking actively for ways to strengthen graduate education and faculty research by collaborating with area graduate programs.

Germanics faculty members regularly attend international conferences and, given their international profile, are invited to speak at foreign universities including, most recently, universities in Germany, Italy, Great Britain, Austria, Ireland, Lithuania, Australia, and New Zealand.

## **VII. Future Directions**

Our first departmental strategic plan was written in 2003 in response to a call issued by the then dean of the College. We updated our plan in 2005 in conjunction with the articulation of our departmental hiring priorities. Given the projected retirements, we just completed another round of strategic planning in which we adjusted our departmental hiring plans (see Appendix F). Our goals for the next four to six years are clearly articulated in our plan. They focus on:

- Maintaining our high academic ranking
- Rebuilding the department with faculty hires in strategic areas
- Maintaining our pedagogical leadership position on campus and nationally
- Maintaining our graduate placement record
- Maintaining and strengthening our successful relationship with the Kade Foundation
- Growing endowments for graduate student support
- Building endowments in support of faculty research
- Increasing diversity on all levels
- Maintaining student enrollment in the language program and in our major
- Increasing the number of students taught in English-language classes
- Growing endowments for undergraduate student support.

A few steps we have taken to redirect our funds to achieve these goals are:

- Targeting discretionary funds towards faculty research support
- Sending out an annual direct appeal to alumni and donors
- Printing and mailing two newsletters to cultivate alumni and donors
- Sending an electronic monthly newsletter
- Investing most recapture funds into the language program
- Investing in graduate recruitment with proceeds from endowments
- Targeting major funds for minority recruitment
- Supporting high-end fundraising and community awareness events
- Redirecting teaching efforts into English-language courses
- Holding PR events for the language program and to promote exchanges
- Promoting study abroad with fellowships

At the moment we are struggling to maintain existing programs. With the current staffing we simply cannot add any new programs to our plate. With the addition of Klaus Brandl to our faculty, it is conceivable that we might entertain developing an M.A. program in Teaching Foreign Languages, possibly on a self-sustaining basis or through a collaboration with the English Department or with the School of Education.