

**Department of Scandinavian Studies
Humanities Division
College of Arts and Sciences
University of Washington, Seattle**

**Academic Program Review
January 30-31, 2017**

Self-Study

**Degrees Offered: BA in Scandinavian Area Studies, Danish, Finnish, Norwegian,
and Swedish; M.A. in Scandinavian Language and Literature; M.A. in
Scandinavian Area Studies; Ph.D. in Scandinavian Language and Literature**

Department Chair: Andrew Nestingen, Professor

Last Program Review: Spring, 2006

Self-Study Submitted: 17 January 2017

Table of Contents

PART A: REQUIRED BACKGROUND INFORMATION

Executive Summary / 3

Section I: Overview of Organization / 3

Mission of the Department / 4

Position in the Field / 4

Degrees Offered and Curriculum / 5

Enrollment and Graduation Patterns / 6

Undergraduate Program / 6

Graduate Program / 10

Staffing / 13

Governance / 14

Budget / 15

Diversity / 19

Section II: Teaching and Learning / 22

Teaching and Mentoring Outside the Classroom / 23

Section III: Scholarly Impact / 25

Section IV: Future Directions / 27

PART B: UNIT-DEFINED QUESTIONS / 30

Undergraduate Curriculum / 30

Graduate Program / 30

Hiring Strategy / 31

Diversity / 31

Strategic Advancement Plan / 32

PART C: APPENDICES / 34

Appendix A: Organization Chart

Appendix B: Budget Summary

Appendix C: Information about Faculty

Appendix D: Local and Institutional Factors Affecting Enrollments

*Appendix E: Translated Sample of Broadsheet Debate Ignited by Stecher's The Creative Dialectic
in Karen Blixen's Essays*

EXECUTIVE SUMMARY

The Department of Scandinavian Studies is made up of seven tenure-track faculty and five lecturers. There are thirteen graduate students enrolled in the program, and 46 majors. The department offers B.A., M.A. and Ph.D. degrees. It has granted a median of 16, 2, and 1 of these degrees annually since the last Academic Program Review in Spring 2006. The total number of students enrolled in Scandinavian Studies classes has grown by almost 30 percent during recent years, while degrees granted have remained steady, albeit falling off somewhat since 2011. The department teaches approximately 10,000 Student Credits Hours (SCH) annually, which equates to about 2000 students enrolled in its regular academic-year classes. One area of challenge in enrollment trends is the department's language offerings. Language-course enrollments have declined more than 40 percent since 2008, although the beginning of a turnaround appeared in 2016-17, when the department marketed to students. Students have gone on to careers in business, academia, and medicine, among others.

The Department's budget has grown notably during the period under review. Dean Robert Stacey's adjustment to salary targets for tenure-track FTEs in 2014 led salary increases for a number of faculty. At the same time, the budget supporting Academic Student Employees (ASE) has grown slowly, while ASE salaries have increased 55 percent since 2004. Consequently, the department has lost funding to support graduate students as ASEs, putting pressure on the department to cut the size of its graduate program. Another part of the budget has grown almost 300% since 2006: endowments. Due largely to the work of Chair Terje Leiren between 1995 and 2010, the department is now supported by more than \$8m in endowments, generating more than \$300,000 in annual revenue to maintain and advance faculty and students' activities.

The department's research and teaching is at a measurably high level. Since 2006, faculty have published 10 books, 33 peer-review articles, and 13 other scholarly articles. The articles have appeared in Scandinavian studies publication, as well as other humanities journals in North America and Europe. More than 600 citations of faculty research appear in publications of the last ten years, as recorded by an important academic search tool. Similar high performance is evident in department teaching. Of the 524 student evaluations completed to assess courses taught by department faculty and ASEs since 2006, the median Overall Summative Rating was 4.5 on a scale of 0-5. The Challenge and Engagement index was 4.2 on a scale of 0-7. This shows the department's courses are characterized by excellent teaching, providing students challenging learning opportunities.

Looking forward, the department's goals include revision of its undergraduate and graduate curriculum to adjust to a transition in the make-up of its faculty. Furthermore, anticipating a dearth of new hires, the department seeks to improve research, teaching, and service through affordable, medium-scale initiatives. We will recruit students to language courses and the major, build the department's inclusiveness, cultivate research and teaching collaboration to maximize excellence and productivity, and maintain and build relationships with partners on campus, in our field, and in Washington state. In so doing, we hope to equip our students better for a world of globalization, serve the citizens of Washington state, and contribute to the humanities of the twenty-first century.

PART A: REQUIRED BACKGROUND INFORMATION

Section I: Overview of Organization

Mission of the Department

The Department of Scandinavian Studies seeks to preserve, produce, and disseminate fundamental knowledge about the languages, literature, history, politics, and cultures of the Nordic (Denmark, Finland, Iceland, Norway, Sweden) and Baltic nations (Estonia, Latvia, Lithuania). Language expertise is a core value in the Department's research and training of its students.

The Department of Scandinavian Studies trains students to think rationally, critically, and creatively, and to communicate precisely and cogently. The training also seeks to facilitate contacts between Americans and the peoples of the Nordic and Baltic countries, which contributes to informed, engaged, and critical conversation about the region and its cultures in a transnational context. Students go on to careers in education, business, law, and medicine, and have recently taken jobs at such organizations as Amazon, Boeing, Google, Microsoft, and the US Department of State, as well as at Harvard University, Indiana University, and the University of Oregon, among others.

We believe in the salience of critical, inclusive, multidisciplinary conversation about Scandinavia and Baltic studies, which goes beyond the roots of the field in philology and literary studies. Our commitment is to broad and historically changing fields of inquiry and teaching, rather than to a canon, a limited archive of materials, or a singular view of the ontology of the discipline. Our commitment to such conversation dates to the establishment of an area studies orientation with the hiring of a folklorist in 1967. It carried forward through faculty lines in film studies, Scandinavian history, and political science. Our area studies teaching and research allows our students to work with a rich repertoire of traditional and novel materials, methods, and knowledge.

We are inclusive, intellectually committed, and energetic. We seek excellence, and we are also compassionate toward colleagues and students. We contribute to our fields through research and service, and we are loyal to our field, our colleagues, and our students. We seek to build diversity in Scandinavian studies by attracting and recruiting students and faculty of all backgrounds and orientations. We believe our future depends on broadening our collaboration and diversifying the students and scholars studying, researching and teaching Scandinavian and Baltic studies. This vision entails revising our curriculum, continuing to enhance our department's inclusiveness, activating and enlivening our relationships to students and colleagues on campus and in our field, and building our reputation through research publication.

Position in the Field

The University of Washington's Scandinavian Studies Department is one of four U.S. Scandinavian Departments that grant Bachelors, Masters, and Doctorate degrees. Others are the University of California, Berkeley, the University of Minnesota, and the University of Wisconsin-Madison. UCLA also has a Scandinavian Section that awards Bachelors and Masters

degrees. Other Research-1 universities that have a Scandinavian studies or Scandinavian language program include Brigham Young University, Columbia University, Harvard University, the University of Colorado-Boulder, the University of Illinois, the University of Michigan, the University of Oregon, and the University of Texas-Austin. Internationally, there are some thirty-five degree-granting departments of Scandinavian studies outside the Nordic countries, as well as hundreds in which the languages are taught. The University of Washington's department is unique among these because its combination of elements includes Scandinavian as well as area studies, Baltic Studies and Finnish studies.

The disciplinary orientation of the field is toward literary and cultural studies, as well as medieval studies. Peer departments and units are made up of medievalists, and literature, film, and cultural studies scholars specializing in Danish, Swedish, and Norwegian literature and culture. The largest specialty of the field, however, remains the medieval literature of Old Icelandic. The University of Washington's faculty includes literary and cultural studies scholars specializing in Danish (Stecher) and Norwegian (Gunn), and Swedish (Gavel Adams), but also a folklorist (Šmidchens), a historian (Leiren), a political scientist (Ingebritsen), as well as faculty in Baltic (Šmidchens) and Finnish studies (Nestingen). Our medievalist and Old Icelandic scholar, Patricia Conroy, retired in 2008; the position was never filled.

Degrees Offered and Curriculum

The Department awards five undergraduate majors: in Scandinavian Area Studies, Danish, Finnish, Norwegian, and Swedish. It offers six minors, which include the areas listed, as well as Baltic Studies. Our language-and-literature major requires completing a three-year sequence of language study (nine courses), of which the last year (three courses) focuses on the study of cultural artifacts in the target language.* We teach our language courses with a communicative pedagogy, and our majors achieve high intermediate and advanced outcomes, as measured by American Council on the Teaching of Foreign Language (ACTFL) standards. Two of our lecturers have been trained as testers and our Teaching-Assistant Coordinator Ivaska uses ACTFL methods in training the TAs. Tenure-track FTE load is 5 courses annually, while lecturers teach six courses. The chair receives a two-course release, while undergraduate and graduate advisers receive a one-course release.

Upper-division courses required for the major are taught in English. They cover a range of methods, objects, and historical periods, for example 232: *Hans Christian Andersen and the Fairy Tale*; 340: *Kalevala*; 360: *Scandinavian Cinema*; 367: *Sexuality in Scandinavia*; 370: *The Vikings*; 454: *Baltic History*, and 481: *Strindberg and Europe*, among others. We also offer several "hybrid" courses, in which students also study on-line. These include 342: *Scandinavian Mythology* and 270: *Sagas of the Vikings*, taught by Lars Jenner. The language and literature majors also require a senior thesis, as does our Scandinavian Area Studies major. The area studies' major requires one year less of language study (six courses), but it requires six upper-division courses taught in English – rather than three, as our language-and-literature majors do.

Faculty areas of expertise have shaped the major. Traditional areas of strength, such as Scandinavian drama (Gavel Adams), Scandinavian history (Leiren), Scandinavian politics

* The University of Washington runs a four-quarter schedule, with a typical load for undergraduates consisting of 15 credits per quarter, usually made up of three 5-credit courses.

(Ingebritsen), Baltic folklore (Šmidchens), Karen Blixen (Stecher), Ibsen (Gunn), and Finnish and Nordic popular culture (Nestingén) all have one or more popular offerings. However, as the department goes through a generational change, it is timely to ask, What is the future of the curriculum? How should it be revised? Could revision cultivate the research interests of the faculty, while also attracting more students into the major? And how does the changing character of the Nordics and Baltics figure in? Strategic areas of growth may include gender and sexuality studies, diasporic studies, digital humanities, and environmental humanities, among others.

Our minors in language and literature require two years of language study and one additional upper-division course. Our minor in Baltic studies requires two years of study in one of the Baltic languages, and one of our upper-division courses focusing on the Baltic in addition to three more upper-division department courses. Our minor in Scandinavian area studies is similar to the Baltic studies minor, only the four upper-division courses may include any upper division courses offered.

The majority of our undergraduate majors and minors also spend some time studying in Scandinavia and the Baltic. The UW maintains exchange agreements with twenty-four universities in the Scandinavian and Baltic countries. The department seeks to support and encourage exchanges with scholarships and fellowships. We maintain twenty-three endowed scholarships, which make annual awards of \$1000 to \$25,000.

The Department also awards M.A. and Ph.D. degrees in Scandinavian Area Studies and Scandinavian Language and Literature. The M.A. degree is offered in language-and-literature and area-studies tracks. Each of these requires 2-3 field exams, and may be completed with a thesis or non-thesis option. Demonstrating language proficiency in a non-Scandinavian language is also required. We award the Ph.D. in the language-and-literature track. The Ph.D. requires completion of further coursework, three six-hour field exams, a dissertation colloquium and prospectus, and a dissertation. The Ph.D. also requires demonstrating language proficiency in two non-Scandinavian languages. At the Ph.D. level, graduate students may also complete coursework and dissertation requirements to receive a certificate in Textual Studies or Film and Media Studies.

Enrollment and Graduation Patterns[†]

Undergraduate Program

Student Credit Hours (SCH), or total enrollment, in all undergraduate Scandinavian studies courses since 2006 has increased by almost 30 percent, while the number of B.A. and M.A. and Ph.D. degrees awarded annually has remained steady with medians of 16, 2 and 1 respectively - albeit with a downward trend since 2012. In the Humanities Division, the number of bachelors' degrees awarded since 2012- is off 30 percent. One particular area of Scandinavian Studies enrollments has seen a significant decline. Total annual enrollments in Scandinavian Studies language courses fell from a high of 552 students enrolled in all language classes (2760 SCH) offered during AY 2007-8 to 278 students enrolled in all language courses (1390 SCH) offered in Scandinavian Studies during 2015-16 – a drop of some 50 percent. Among all

[†] A contextual discussion of enrollment and graduation patterns is offered in Appendix D.

language courses taught at the UW during the same period, enrollment dropped 33 percent, although a few languages saw growth, for example Korean. Happily, however, 2016-17 language-course enrollments show some green shoots: total enrollment for autumn and winter quarter language courses is 242, our highest number since 2012 for autumn and winter quarter. The lower section of Figure 1 shows the trend in SCH for all courses offered by the department; the upper section of Figure 1 shows the enrollment trend for only language courses. (2016-17 is up to date through autumn quarter 2016 in this chart.)

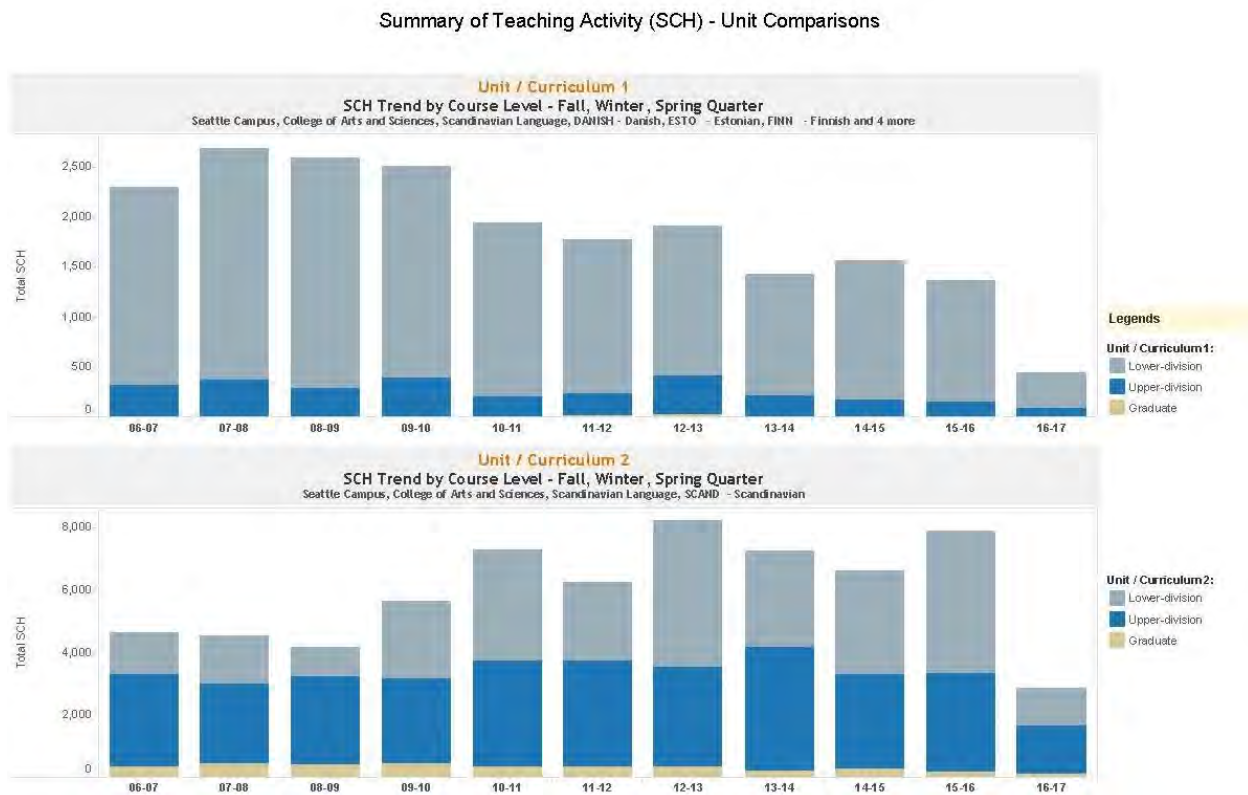


Figure 1

The overall picture during the last ten years shows extraordinary growth. SCH in the department increased from 2006 to 2015 by 28 percent. Since 2010, the department has routinely taught between 1800 and 2000 students (between 9000-10,000 SCH) during the regular academic year, offering one or two courses per quarter with enrollments between 200 and 260 students – taught with the help of a single ASE and no quiz sections. During his tenure as Department Chair, Sjøvik emphasized meeting CAS's targets for the faculty of 750 annual SCH, or 150 student course enrollments annually. Faculty have met or exceeded this goal. Our most popular courses by enrollment have been (in order of highest enrollments): *SCAND 367: Sexuality in Scandinavia* (Dübois); *SCAND 150: Introduction to Norwegian Literature and Culture* (Sjøvik); *SCAND 232: H.C. Andersen's Fairy Tales* (Stecher); *SCAND 100: Introduction to Scandinavia* (Jenner); *SCAND 370: The Vikings* (Leiren), and *SCAND 335: Scandinavian Children's Literature* (Gavel Adams).

One of the evident conclusions from these numbers is that Scandinavian Studies has become a popular department for students seeking to complete requirements such as the Visual Literary and Performing Arts (VLPA) requirement or the Individual and Society requirement (I&S). This motive for enrollment might be a reason for the department to increasingly focus on offering courses that satisfy requirements, for this does not take away from our majors and minors, while also maintaining high enrollments. However, we need to find a viable pedagogy for teaching such courses, given the lack of Academic Student Employee (ASE) support available to assist in teaching these courses – a point developed below.

Institutional factors appear to be a dimension of trends in language and departmental enrollments -- as outlined in Appendix D. Some of these trends have involved changes in foreign language requirements, implementation of the online registration tool My Plan, and establishment of rules concerning the total number of credits that may be taken for the BA degree.

Figure 2 shows the make-up of the Scandinavian majors by class, as well as the enrollment trend in the number of declared majors. Most of our students declare the major during their senior year, as the lower section shows.

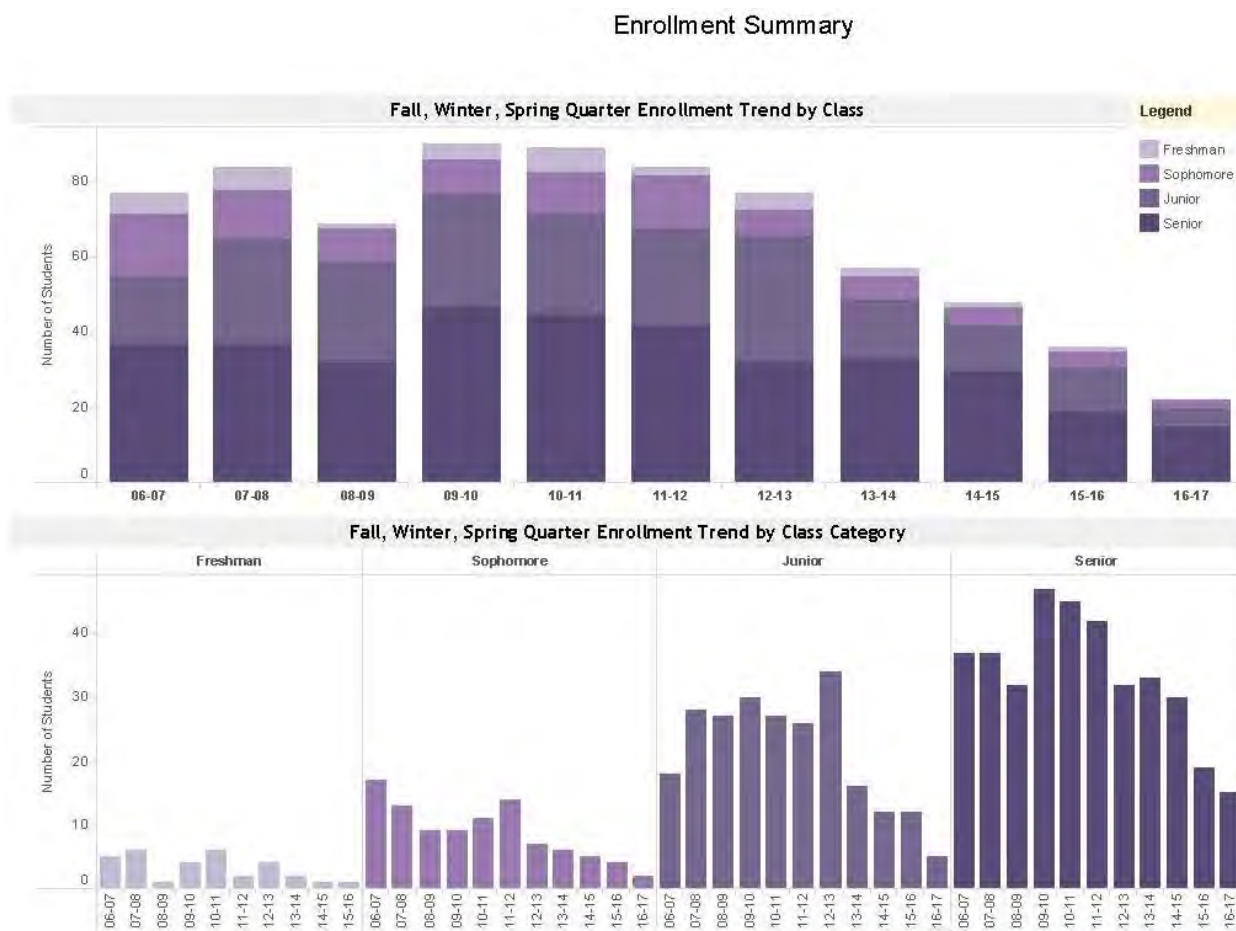


Figure 2

One of the reasons our majors declare relatively late is the necessity of three years of language study for the major. The gateway into the major is not a large lecture course, but language classes. For this reason, we have sought to recruit students into our language classes. 2016-17, although still incomplete, shows the highest number of enrolled students in our language classes since 2012 – 242 students, or 1210 SCH. During the last two years, faculty recruited students more aggressively into the language classes. In winter 2016, we produced and published a series of promotional videos about our language courses (<http://bit.ly/2j4vXoP>), which were featured before and during registration on our website. The seven videos have attracted some 2000 views to date.[‡] They seem to have helped reverse the downward trend in enrollments during the last years, as Figure 3 shows.

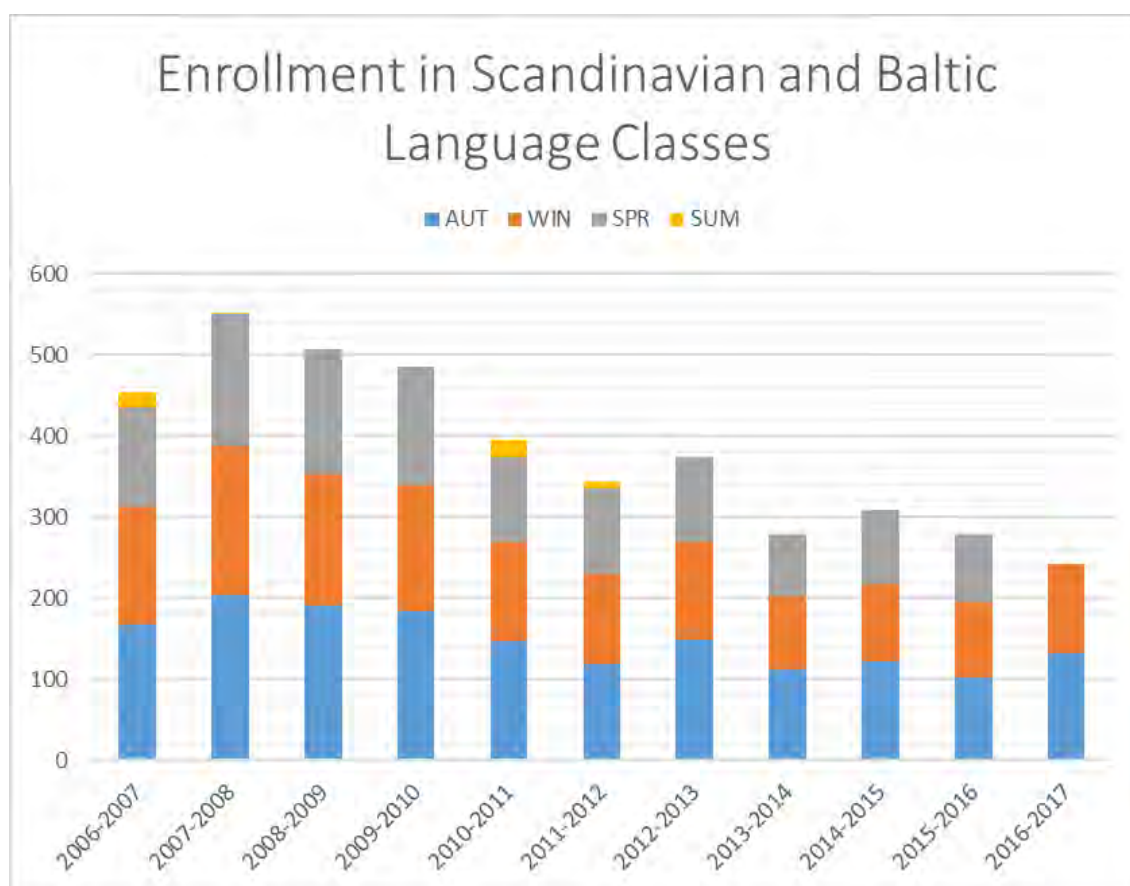


Figure 3

Building on the success of 2016-17, while anticipating a continued tough enrollment environment for language courses, in fall 2016, we prepared and submitted 21 course change proposals for our 100-series language courses, requesting the courses be recoded as counting toward the UW's Visual Literary Performing Arts (VLPA) Bachelor's requirement. This proposal

[‡] 2000 is a small number of YouTube views, but an annual increase in enrollment of 10 students over a five-year period would lead to an almost 50 percent increase in our 100-level language enrollments, at current levels.

was inspired by an equivalent change made by the Classics Department, which improved their language enrollments in Latin and Greek almost 100 percent since making the change. The VLPA change makes 100-level language classes satisfy a degree requirement (other than language proficiency) optimizing their visibility in the MyPlan platform and also incentivizing enrollment under MyPlan. We will continue to use such methods to recruit students into our language classes, and from the language classes into the major.

Trends in undergraduate enrollment in Scandinavian Studies can be put into national context through comparison with statistics compiled by the American Academy of Arts and Sciences' "Humanities Indicators."[§] According to these figures, in 2013 foreign language and literature departments at research university's averaged 24.5 faculty members. ^{**} The same year, these departments awarded an average of 40.3 undergraduate degrees, a 3:5 ratio of faculty to annual degrees awarded. ^{††} Our department's ratio of 8 tenure-track faculty to our median of 16 BA degrees awarded during the last ten years shows a slightly higher efficiency of degree production at 1:2. Despite the challenges presented by decreasing language-course enrollments, the growth in SCH taught by the department and the durability of our undergraduate degree production indicate continuing strength in our undergraduate program.

Graduate Program

Graduate enrollment and graduation patterns can be measured with more simple metrics, because there are many fewer graduate students than undergraduates. The median winter-quarter head count measures graduate students actively enrolled in the program. Median winter-quarter head count for the period 2007-2013 was 13; for 2014-2016, the median was 7. We did not admit new applicants during the 2014-2016 period, because students to whom we offered admission declined. Looking to winter quarter 2017, we project the number will be back to 13, as 9 new students matriculated in autumn quarter 2016. The department has a strong record of students working quickly toward the degree.

Enrollment Summary

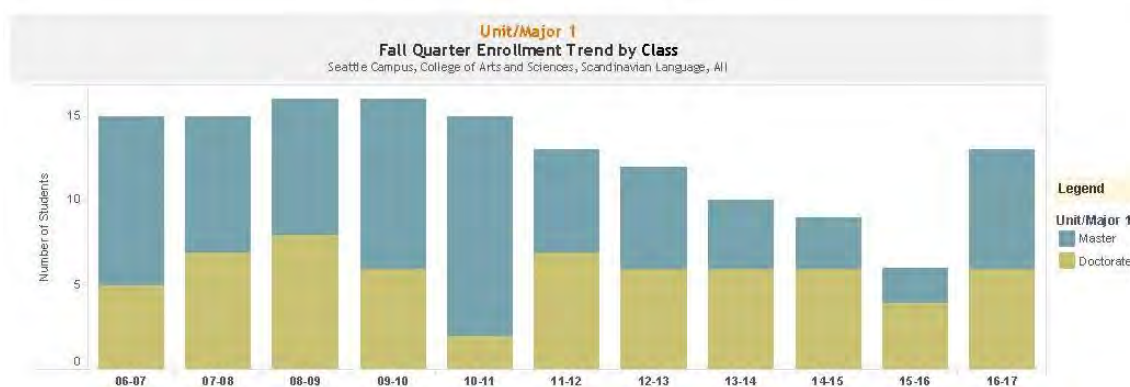


Figure 4

[§] <http://www.humanitiesindicators.org/>

^{**} <http://www.humanitiesindicators.org/cmsData/pdf/LLE1.pdf>

^{††} <http://www.humanitiesindicators.org/cmsData/pdf/LLE5.pdf>

Once matriculated, graduate students in the department have typically completed their degrees, and many have gone on to assistant professorships in the field. Median time to degree for the of the M.A. during the last ten years is 2.25 years and median time to the Ph.D. is 5 years (*not* including time in M.A. program), and including student leaves. Our graduate students have also been successful in their grant writing, receiving awards from Fulbright, the American Scandinavian Foundation, as well as from the UW. During 2014-15, Petur Valsson won the Chester William Fritz scholarship for an outstanding graduate student in the humanities, although he declined the award for personal reasons. In 2015-16, Liina-Ly Roos won the same award. She was also chosen as alternate for the Alvord Fellowship, the sole divisional full-year fellowship awarded on merit awarded to an outstanding graduate student in the humanities. She received this recognition before having advanced to candidacy. Two students during the last ten years have won SASS's sole dissertation fellowship, the Birgit Baldwin Award, Mia Spangenberg and Margareta Dancus. Two have also won the association's outstanding graduate student conference paper award, the Aurora Borealis – Peter Leonard and Anna Rühl. Students who complete the M.A. usually seek to continue on to the Ph.D. Graduate program.

Our students have also had success on the job market. Of fourteen Ph.D. alumni of the last ten years, three hold tenure track faculty positions at the following universities and colleges:

- Agder University (Norway)
- Luther College
- Minnesota State University

Of that same fourteen, seven hold non-tenure track appointments at the following institutions:

- Columbia University
- Gustavus Adolphus College
- Indiana University
- St. Olaf College
- The University of Illinois
- Ludwig-Maximilians-Universität (Munich, Germany)
- Yale University

Particular areas of interest in their research have been film studies, digital humanities, affect theory, gender and sexuality, and life writing.

Our graduate students typically arrive with advanced language proficiency in Norwegian or Swedish, although some have a focus in Danish, Finnish or one of the Baltic languages. The latter two are more challenging to serve, because the curriculum assumes proficiency in one of the Scandinavian languages. It is difficult for a student to complete coursework and form a committee, unless the student can read the Scandinavian languages. Most have a humanities background and some in-country experience. The typical source of funding has been an annually renewed appointment as an ASE responsible for teaching a language course.

One of the consequences of this funding structure has been the difficulty of offering guaranteed funding packages, or fellowship years. CAS, which provides our ASE funding, does not allow us to award guaranteed multi-year funding packages, because the funding is dispersed by biennium, and can fluctuate. We have no privately funded fellowships. We are nevertheless able to award one fellowship, the Top Scholar award, a one-year fellowship

provided to us by the Graduate School, and intended to aid in recruiting top, out-state applicants. Award of that fellowship entails a promise of one fellowship year and a second year of ASE funding. Otherwise, the most we can offer is a one-year funding guarantee, along with an informal assurance that we routinely renew funding, assuming satisfactory progress toward the degree. However, our peer institutions, such as UW-Madison and UC-Berkeley, are able to award guaranteed, multi-year offers, sometimes including fellowship years and summer funding. Peers' superior offers have been a factor in graduate students' matriculation decisions.

We saw a marked improvement in graduate admissions during spring 2016. All of our top candidates accepted our offers of admission -- including three candidates who were recruited by our peers. We have always sought to recruit with outreach by the Graduate Program Coordinator, and follow-up phone calls by faculty. From 2013-15, these methods failed to bring in new students. In 2016, we more aggressively recruited our top candidates, and reached out to all students whom we admitted. We combined such outreach with hosted campus visits for our top three candidates, paid for with endowment revenue. Under the leadership of GPC Stecher, coordinating with Nestingen and Administrator Swenson, we hosted these applicants and organized informational interviews with faculty and other graduate students. We also used endowment revenue, as available, to pay one-year stipends up to several thousand dollars to recruit our top students. This was a successful strategy, which we plan to develop further to recruit top applicants. Still, given limited funding, timing is a problem: limited funding and ASE deployment dynamics mean we must fund our graduate students based on their capacity to teach needed language courses, more so than on their intellectual promise.

One consequence of smaller graduate enrollment during 2014-16 was decreased demand for graduate seminars. At the same time, graduate students in the program were working on exams and the Ph.D. dissertation, so they did not take seminars. We responded to the dearth of available ASEs by occasionally hiring lecturers to teach some language courses. For example, we had few Norwegian applicants between 2010 and 2016, and used funds from the Arestad chair to hire a lecturer to teach NORW 200 and 300 courses.

Other language-and-literature departments on campus have also experienced challenges related to decreased enrollments. Such challenges appear to be part of a larger trend, according to the 2007 MLA Report "Foreign Languages and Higher Education: New Structures for a Changed World." With a stagnant job market, and falling enrollments in the humanities nationally, language-and-literature graduate cohorts have diminished in size. It is increasingly challenging to offer the seminars and teaching opportunities that have defined humanistic graduate training. We are seeking to respond to this shift on the departmental and the divisional level.

On the departmental level, we have sought to foster discussion and research outside the seminar room, to foster mentoring and collaborative relationships among all our graduate students. By socializing a new cohort into this culture, we aim to stimulate the intellectual culture that feeds excellent research and successful job applications. There are two ways we are seeking to do this work on the departmental level. 1) Establishment of a research group including faculty and graduate students that meets quarterly to aid in development of projects and to encourage discussion. 2) Adding two 1-credit seminars on professionalization and career planning during winter and fall quarters to provide practical training and build a stronger

cohort. Currently we have a 1-credit teaching workshop during fall quarter. This seminar is the model for the new ones.

We are also engaging on the divisional level exploring with other departments to explore the possibility of developing a “consortium” of humanities departments, which would create a divisional cohort, in addition to the departmental one. French and Italian Studies chair Richard Watts has proposed building a 15-credit, interdepartmental, sequenced set of seminars on humanities research and theory, which will bring together humanities graduate students in language-and-literature departments. A model for this “consortium” is the University of Colorado Boulder’s Humanities Consortium, led by Professor Helmut Müller-Sievers. By pooling resources, CU’s humanities departments are able to respond to the challenge of small cohorts and funding availability in a systematic way, thus enhancing the overall quality of humanities graduate programs, while preserving national language and literature programs, which have been salient in the training of top graduate students for successful careers. Moreover, such a revision provides a means or “re-envisioning” the Ph.D. program and the dissertation, an initiative of the MLA that has been taken up under the leadership of Professor Kathleen Woodward in the Simpson Center for the Humanities.

Staffing

Key areas of staffing are in the department’s main office, the libraries, and in the CAS Advancement Office. Staff are working beyond capacity under current circumstances.

A full-time Administrator, Tina Swenson, and a .5 FTE Office Assistant, Tanner Compton, comprise the administrative staff of the department. The responsibilities of the Administrator includes finance, general administration, human resources, graduate program assistance, and assistance to the chair, as well as travel arrangements and reimbursements. The Office Assistant’s role includes office and supply maintenance, reception, and assistance to the Administrator, as well as assisting the administrator with larger projects. Current administrator Tina Swenson was hired in August 2015. Current Office Assistant Tanner Compton was hired in July 2016.

The Administrator and Office Assistant are working beyond capacity. In the self-study report for the 2006 Academic Review Chair Leiren wrote, “Space and staffing are current impediments to departmental goals. A full-time Administrator and a .75 FTE Office Assistant are stretched thin and have difficulty keeping up with the administrative duties required in the department” (10). Cutbacks have diminished the Office Assistant to .5 FTE, yet since 2006 the department has taken on new tasks, including a more active website, social media, promotion of departmental courses, in addition to significantly increase departmental activity funded by endowment revenues. Without increased administrative support, we risk losing Swenson to burnout, and losing Compton due to our incapacity to offer enough work hours.

Beyond administrative staffing, dedicated Scandinavian and Baltic specialists work in the UW Libraries to support the department and maintain and build its library resources. Dan Mandeville is the Scandinavian Librarian and Michael Biggins is the Baltic Librarian. Mandeville reports monthly to the department on acquisitions and budgets in the library. Biggins reports occasionally on the Baltic collection. Mandeville and Biggins have systematically provided valuable reports about holdings, usage patterns, and opportunities for growth in the collection.

CAS advancement officers Kara Hefley and Molly Purrington also provide key staffing support for the department. The two have built relationships with donors to the department, and have been instrumental in building the department endowments. Hefley and Purrington also share expert knowledge and advice about building support for the department through the advisory board. They work closely with the board to focus its activities in beneficial ways for the department.

The department does not employ paid advisers in the undergraduate or graduate programs, but relies on faculty to serve as advisers. These faculty members receive one-course relief for their service. Dübois serves as undergraduate adviser. Stecher serves as graduate adviser, with Gunn replacing her while Stecher is on leave during winter and spring quarters 2017.

Extensive advising work is required of the undergraduate adviser, who recruits students, but also oversees the interpretation of transfer credits and handles requests for exceptions to requirements. This makes undergraduate advising a crucial yet time-consuming job. Dübois's skill in this work is one reason for the department's maintenance of high numbers of undergraduate majors. She has been exceptionally effective at recruiting students into the major. The department currently has 46 majors and 38 minors, with about one-third of them graduating annually.

Stecher has revised the website and taken a hands-on approach to working with graduate students through regular meetings, research discussions, and advising. A key achievement was her revision of the graduate program website in autumn 2015, which aided significantly in recruiting new graduate students.

Governance

The department is governed by its faculty, but its budget levels are set by the College of Arts and Sciences. The formal head of the department is the chair, who is appointed to a five-year term by the Dean of Arts and Sciences. Department faculty meet monthly for reports from the chair, graduate program coordinator, undergraduate program adviser, graduate students, and the librarian of Nordic Studies, Dan Mandeville. The Graduate Program Coordinator meets monthly with the graduate students in a brown-bag meeting. Internal committees, both permanent and ad hoc, handle business items while the chair and administrator handle budgeting in the department.

The Department of Scandinavian Studies has sought to build a network of relationships at the University of Washington, in Washington state, and in North America that aid it in its mission. Key partners on campus include the Walter Chapin Simpson Center for the Humanities, the Jackson School for International Studies and the Center for West European Studies (CWES) and the Russian Eastern European Central Asian Studies Program (REECAS), and the University of Washington Press, which is governed by the Graduate School.

- Nestingen is a member of the advisory board of the Simpson Center (2016-2019), where he has been active since 2003 through a variety of projects.
- The University of Washington Press publishes the series *New Directions in Scandinavian Studies*, edited by Nestingen and Ingebritsen. Professor Leiren was co-editor of the series 2006-16. The series has published eleven books. Working with

editor-in-chief Larin McLaughlin, the series seeks to publish innovative books that use alternative archives to ask provocative questions about Scandinavian Studies.

- Stecher established and directed the ScanDesign Fellowship program at UW (2006 - 2010), working with units across campus, including College of Built Environments, Foster School of Business as well units in CAS. She continues to serve on the Steering Committee for the SD fellowship program (2011 - 2016). Stecher also directed an intensive summer program for UW students, Copenhagen Classroom (2006 - 2010), working with UW Study Abroad.
- Gavel Adams is a member of the Textual Studies Program in CLCM (Comparative Literature, Cinema, and Media)
- Ingebritsen has served as chair of the Jackson School's European Studies program since 2010. She served as director of CWES from 2010 to 2016.
- Šmidchens has been active in REECAS.
- Nestingen is an adjunct in CLCM and active in Cinema Studies
- Leiren is an adjunct in History

These relationships have provided inspiration and ideas to the department about how it can connect with faculty on campus, but also about ideas for future growth and development.

Another source of support and inspiration is the department's external collaborators. Two institutions are especially important: the advisory board and the Nordic Heritage Museum. Further, community organizations of the nations in the department are important partners.

- The advisory board is a thirty-member group established in 1984. The board serves as ambassadors for the department in Seattle and Washington State. It has played an important role in advancing the development projects of the department.
- Another partner is the Nordic Heritage Museum of Seattle (est. 1980). NHM shares "Nordic culture with people of all ages and backgrounds by exhibiting art and objects, preserving collections, providing educational and cultural experiences, and serving as a community gathering place." The museum is completing a \$50m capital campaign to build a new museum. Our faculty have played a key role at NHM.
- The department is supported by ethnic organizations related to all of the nations represented in the department. Community leaders and members of these organizations have continued to support the department's mission through activity and giving for decades.
- Another strong institutional relationship for the department is the American Scandinavian Foundation (ASF). Ingebritsen, Leiren and Stecher have all served on the Grants and Fellowships committee. Stecher currently chairs the Grants and Fellowships committee (2016 - 2018).

Working with these partners, the Department of Scandinavian Studies governs itself in ways that seek to build its connections on campus and in the community. Our conviction is that being part of vital intellectual communities will inspire and sustain excellent teaching and research.

Budget

The state-funded budget for Scandinavian Studies (GOF) in FY 2006 totaled \$983,727. In 2016, the state-funded budget totaled \$1,573,303. Salaries and benefits account for approximately 90 percent of the state-funded budget. There was a 44 percent budget increase from 2006 to

2016. However, from 2008 to 2012, the UW was subject to a salary freeze, and retrenchment. The budget was flat during these years. So, within the apparent budget growth of the last ten years, “there’s some good news, and some bad news.”

The main reason for growth in the budget was the decision of Dean Bob Stacey to improve the comparatively low salary levels in CAS during 2014. When Stacey was appointed Dean of CAS in 2013, he made faculty salaries his top priority. The UW has consistently paid faculty salaries lower than its peers. According to UW’s Office of Planning and Budgeting, faculty salaries at all ranks were as much as 25 percent behind peers before 2014. Stacey’s action brought them to a level 10 percent behind peers by implementing salary targets at the academic ranks in the tenure track. The adjustment raised salaries for a number of faculty members in Scandinavian Studies by up to 25 percent. The adjustment made a tremendous impact on morale. Stacey is currently working on salary adjustments for lecturers in CAS.

Another piece of good news is the continuing budget contribution made by contracts we have maintained with the governments of Denmark, Finland, Latvia, and Lithuania to support language teaching by visiting lecturers in the department. We maintain term visiting lectureships in these four languages. The Danish and Finnish contracts entail the payment of shared salaries and benefits by the UW and the respective governments. The Latvian and Lithuanian lectureships are paid for entirely by the respective governments of these countries. Without these lectureship arrangements, we could not teach these languages in the current configuration. We are deeply thankful for the support of Denmark, Finland, Latvia, and Lithuania.

The bad news lies in the details of a growing budget for salary and benefits. While the budget for faculty salaries increased by a large amount in 2014, the budget for ASE salaries grew more modestly during the last ten years \$120,007 to \$132,537, or at an annual rate of .9 percent. (It should be noted, that this amount includes GOF funds, which are supplemented annually with temporary funding (DOF) for ASEs that adds 10 to 20% of the budgeted amount to the total GOF dollars available for ASE hiring.) While the budget has grown slowly, ASE salaries have increased significantly during the same period. ASEs unionized as United Auto Workers Local 4121 in 2004. Since ratification of the union contract, UAW has negotiated raises totaling 55 percent (2004-16). To match the rate of growth in ASE salaries during the last ten years, we would need \$180,000 in our ASE budget – a \$50,000 shortfall. So, while ASE salary levels have grown and morale has improved, we have lost ASE positions in the department. Between 2006 and 2016, the number of ASEs Scandinavian Studies could afford with its budget shrank from 9 to 7, and we project that during 2017-18 our budget will pay for only five ASEs.

The outlook for 2017-18 was impacted by a further cost increase during autumn quarter 2016. A grievance by UAW Local 4121 was resolved in November 2016, which resulted in the finding that ASEs who taught a language course as the sole instructor should be paid at the TA2 level. In the past, salaries have been set by degree level, with ASEs advancing from TA, to TA1, to TA2 as they moved through the graduate program. As a result, retroactive to Sept. 16, 2016, Scandinavian studies ASEs teaching language courses in the current configuration should be paid at the TA2 level. This is an approximately 10 percent salary increase across all our ASEs, which equates to a rise in cost of \$11,247 for 2016-17. The increasing cost of ASE positions results in fewer available funding slots to support graduate students, and explains how our number of total ASE slots has diminished by almost a half during the last ten years.

The decreasing number of funding slots is also a factor in deployment decisions for undergraduate teaching. ASEs have traditionally taught our 100-level sequence of language courses, as well as the 200-level sequence in Norwegian and Swedish. Since 2006, this has meant, depending on enrollments, some variation of the following arrangement:

- 1 ASE teaching Danish 101-3,
- 1 ASE teaching Finnish 101-3,
- 1-2 ASE teaching Norwegian 101-3
- 1 ASE teaching NORW 201-3
- 1-2 ASEs teaching Swedish 101-3,
- 1 ASE teaching Swedish 201-3

As funding has been available, we have also deployed 1, and sometimes 2, ASEs as large-lecture Teaching Assistants. With fewer ASE slots available, along with significant increases in Scandinavian Studies courses taught in English, the question is, Should we shift the ASEs from the 100- and 200-level language sequences into large-lecture-course assistantships? Yet, how then would the department teach its language courses? One model would be to shift language teaching responsibility to lecturers, while deploying ASEs as teaching assistants in large-lecture classes.

The most noteworthy area of growth in the department's budget has been endowment support, but here, too, there is "good" news and "less good" news. On June 30, 2006, total market value of endowments was \$2,274,253. On June 30, 2016, total market value was \$8,163,642. There are 37 endowments in the department. These endowments are invested in the UW General Endowment Fund, which pays out 4 percent to the unit holding the endowment. This equated to \$326,545 in FY 2016. The largest endowments are the Sverre Arestad Endowed Chair in Norwegian Studies and the Barbro Osher Pro Suecia Endowed Chair in Swedish Studies. There is also the Kazickas Family Endowed Professorship in Baltic Studies. Many of the smaller endowments are written to support student scholarships and student exchanges to the Nordic countries. Special credit for the dramatic growth of the endowments during the last ten years are due to Leiren (Chair, 1995-2010).

The volume of endowment revenue creates a challenge: How should this money be spent? Each of the 37 endowments is governed by specific language, which makes it difficult to coordinate spending across endowments. This has led to an informal spending system, in which faculty propose projects to the chair (organizing a visiting lecture, for example), which the chair approves, and the faculty member then works to organize. This system has led to an ad hoc way of using endowment revenues, and ideas are needed to help spend the money more effectively. Further, it is labor intensive for faculty and the administrative staff, because of project-based, often ad-hoc, planning.

Figure 5 lays out the array of endowments their biennial revenue, and growth in that revenue since 2009.

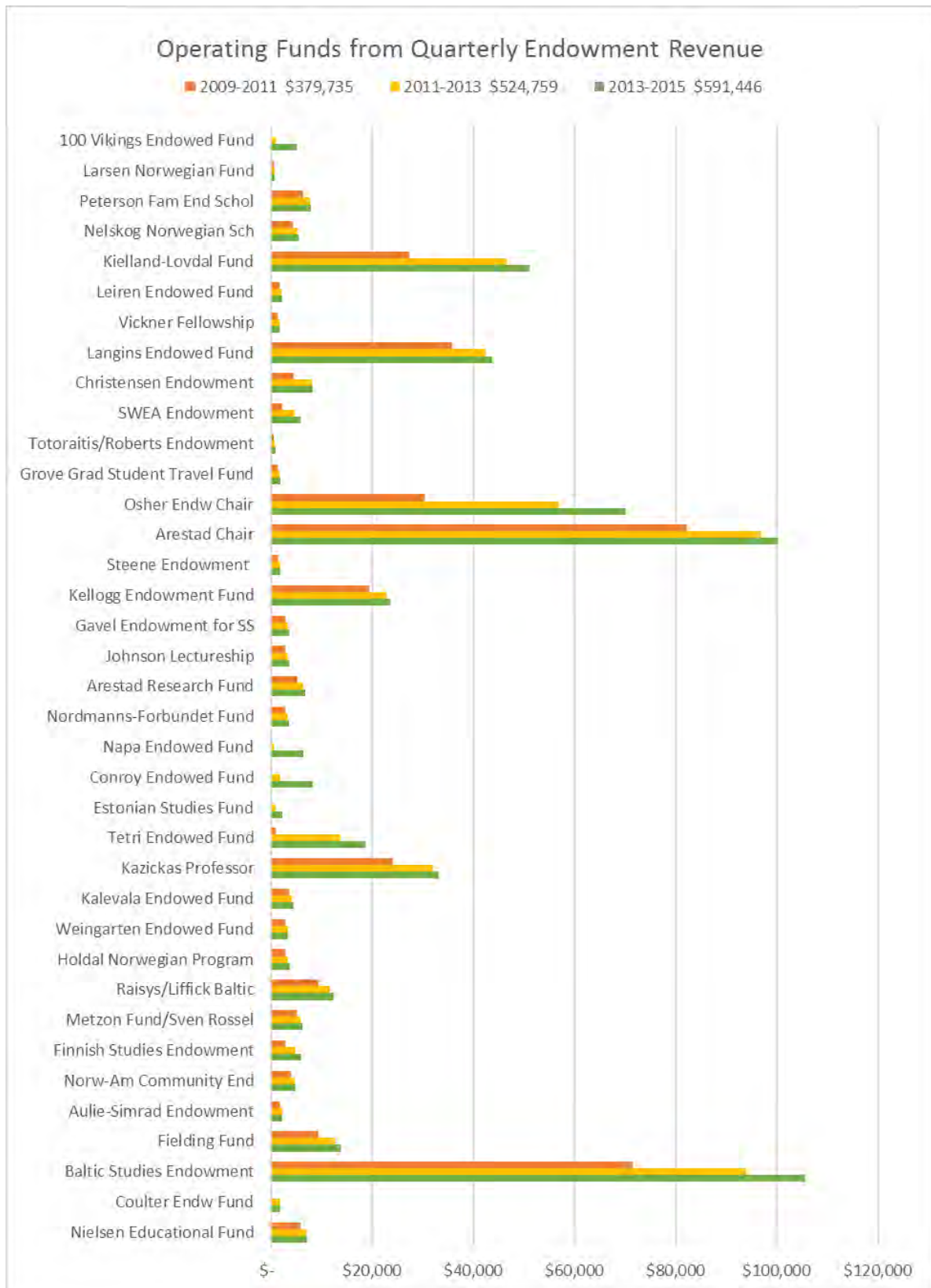


Figure 5

The growth in the amount of revenue generated annually has increased the workload of the administrative staff, while the staff has shrunk by .25 FTE since 2006. Increased endowment revenue has allowed for greater amounts of travel, external visitors, and large-scale events. Shouldn't the endowments help pay for the work that they create for the office staff? One idea would be to establish an endowment "overhead" of 5% on quarterly revenue of all department endowments. This would generate sufficient revenue to enhance the position of Office Assistant and convert it to 1.0 FTE, allowing this position to work on endowment projects and stewardship, as a way of working more systematically with endowment revenues, aiding faculty in dispersing them more effectively, and improving stewardship. Right now, given the limited resources of the office staff, the endowments create a problem, as the staff shoulders more and more work, trying to keep up with activity funded by the endowments.

Diversity

The Department of Scandinavian Studies is committed to research and teaching that is alert to and seeks to ask how diverse cultural identities intersect with historical and contemporary power dynamics in Scandinavia and the Baltic. At the same time, we also wish to multiply the diversity of identities among the students and faculty that comprise the department. We are committed to acting to build diversity in all parts of the department.

The department has a diversity statement, which is published on its webpage, and signals its commitment.

The Department of Scandinavian Studies at the University of Washington has been premised on diversity since its inception in 1909 when American citizens of Danish, Norwegian and Swedish backgrounds persuaded the Washington State Legislature to establish a Department of Scandinavian Languages and Literature. The Department builds cultural awareness and understanding through research, teaching, service and community outreach. As an integral part of a large university, the Department seeks broad representation of the community in its students, faculty and staff. Our faculty provides scholarly learning opportunities about multiculturalism and diversity. Our students engage curricula and field experiences structured to foster knowledge of others and their cultures. Language is the gateway to interpreting other cultures, histories, politics and literature. Awareness of and respect for difference is essential to preparing students for citizenship. The Department of Scandinavian Studies views each student as an individual and supports the equal treatment of all those who enroll in our courses and study with us.

An ad-hoc committee on diversity studied diversity issues in the department in 2008, and proposed to the voting faculty the elements of the above statement. The faculty wrote the statement during summer 2008.

How has the department sought to increase diversity since then? In the 2006 Academic Program Review, Leiren observed that the department is diverse in gender terms. That remained the case in AY 2015-16, when eight of twelve tenure and non-tenure track faculty were women. Of eight graduate students in the program, six were women – counting here two

CLCM (Comparative Literature, Cinema, Media) students, who we have employed as ASEs or whose adviser or central committee member is a faculty member in Scandinavian Studies.

Figure 6 shows trend lines since 2007 in the number of our majors who identify with the groups that comprise the student population at UW.

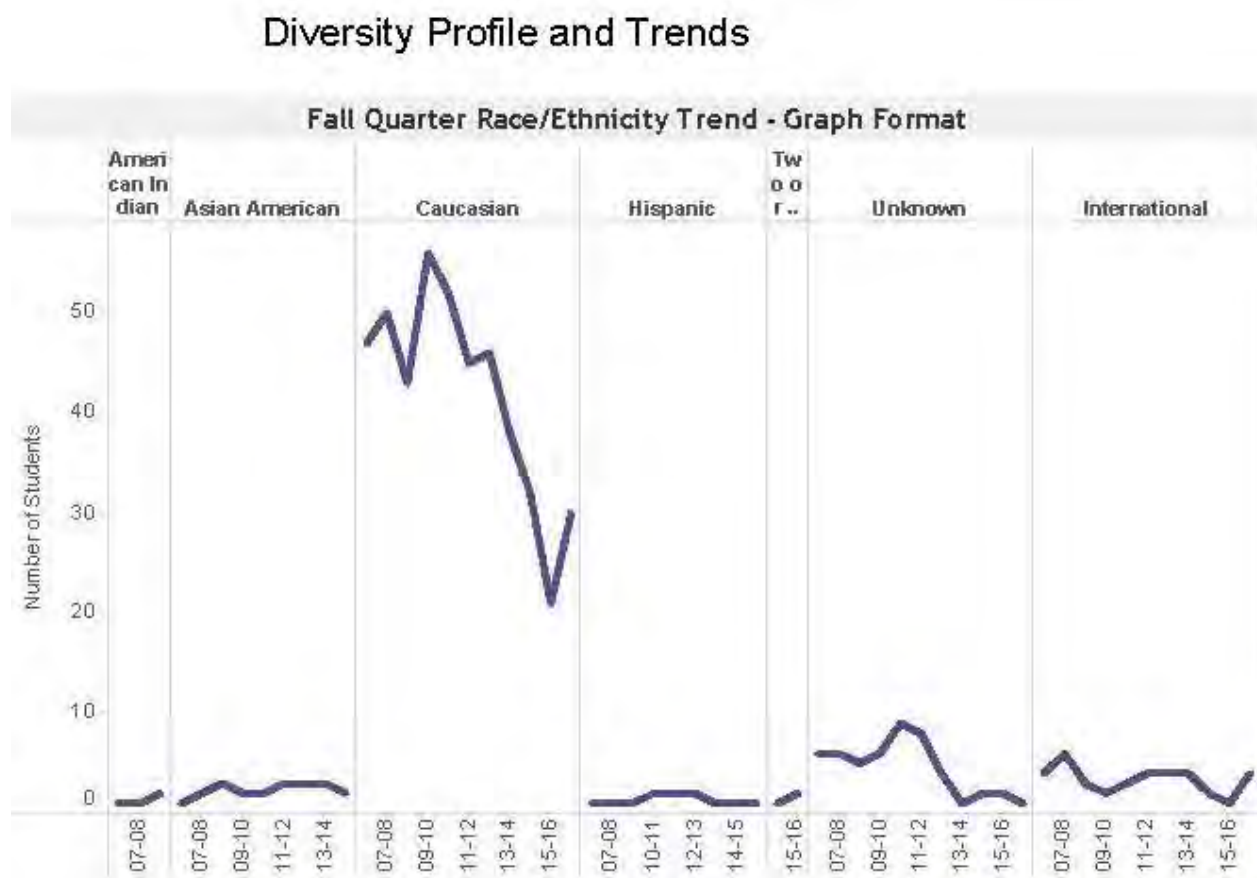


Figure 6

While we would like to increase students of color in all areas of the department, it is important to note that extensive research and teaching have expanded the purview of intellectual activity to include topics that challenge conventional equations of nationality with white, heterosexual masculinity. Most prominent is Professor Marianne Stecher's book *The Creative Dialectic in Karen Blixen's Essays: Gender, Nazi Germany, and Colonial Desire* (Museum Tusculanum, 2014), which ignited a broadsheet debate in Denmark over the category of race in Karen Blixen's writings, thus contributing to discussions of diversity in Danish society (Appendix E). Student examples include Tim Warburton's 2014 dissertation "The AIDS Crisis and Cultural Amnesia: Male Homosexuality in Swedish Literature," which is the first study of the Swedish gay-activist writer Bengt Martin's literary production, and led to an article publication in the collection of articles *New Dimensions of Diversity in Scandinavia* (Cambridge Scholars Press, 2016). Another example of projects that have expanded the archive and challenged notions of the identity of Swedish literature is Peter Leonard's 2011 dissertation "Imagining Themselves:

National Belongings in Post-Ethnic Nordic Literature.” Current Ph.D. student Karin Eriksson is undertaking a dissertation on transindigeneity in Sami cultural activism and cultural production, focusing in particular on identity formations among urban Sami in Stockholm. These projects indicate the department’s commitment to diversity.

Faculty and students have also sought to raise questions about how power asymmetries figure in the production of Nordic cultural identities through campus activity and teaching. Professor Gavel Adams brought prize-winning poet Athena Farrokhzad and dramaturge Farnaz Arbabi to campus to lecture on works of theirs that have initiated debates about identity in Swedish literature. Farrokhzad and Arbabi lectured to students in Gavel Adams’ classes, as well. Further, our most popular class of the last ten years, *SCAND 367: Sexuality in Scandinavia*, seeks to queer the history of sexuality in Scandinavia by examining the formation of sexual norms historically, and examining the elisions that are a part of such norms. For instance, the course explores the progressive legislation that made the Nordic nations leaders in legislation permitting same-sex unions and gay and lesbian adoption. We have designated two regular courses with the new diversity requirement in CAS, as well.

Another initiative seeking to further inclusiveness in the department was the appointment of a diversity committee during winter 2016, made up of faculty and graduate students. The Committee is chaired by Professor Gunn and includes faculty and graduate students. The committee is seeking to conceptualize, draft and advise on implementation of a diversity plan, and to advise on activities that can be undertaken to foster diversity in the department.

In autumn 2016, Professors Gunn and Nestingen completed Safe(r) Zone training organized by the UW Q Center. As the Q Center’s website explains, “the Safe Zone Project [...] supports faculty and staff to become allies for glbtqti (Q) students and colleagues. The Project is designed to radically reduce prejudice and discrimination on the basis of sexual orientation, gender identity, and gender expression at the University of Washington campus and create a safe and affirming campus.” By establishing safe zones and faculty contacts in the department, we seek to signal respect for all students, provide inclusive spaces, and strengthen our commitment to creating an environment in which all are welcome in the conversation. Professor Gunn is carrying this work forward, and has completed further training to be certified as a department SafeZone facilitator. Further, she has organized a departmental training during winter quarter 2017.

As a small department, we do not have the opportunity to build diversity regularly through hiring. In the last ten years, we hired one new tenure-track faculty member (Gunn). Nevertheless, we have devoted ourselves to encouraging our new assistant professor’s success by including and supporting her in every way possible. Further, we have pursued diversity in our limited opportunities to hire. Following guidance provided by the Vice Provost for Faculty Advancement, Professor Chad Allen, our search for an assistant professor of Swedish in 2016 included specific language aimed at enhancing diversity through the search. The job announcement also invited candidates to submit a diversity statement. On the advice of Vice Provost Allen and Dean Michael Shapiro, an external member was also appointed to the search committee as a best practice in seeking to enhance diversity through the search process.

Despite these efforts, we do not have a formal diversity plan, and conceptualizing and putting in place such a plan through the work of the Diversity Committee is an opportunity for

growth. As new faculty such as Professor Gunn and the anticipated Swedish hire join the department, there is an opportunity for renewal and vitalization of the diversity of the department.

Section II: Teaching and Learning

The Department of Scandinavian Studies offers five majors. The curriculum for each of these majors is largely the same, with the difference being the language studied, and the amount of language studied. The similarity of the majors we offer has led us to define our undergraduate Student Learning Outcomes (SLOs), or learning goals, in the points below:

- Graduates of the Department of Scandinavian Studies have an advanced level of proficiency in at least one Scandinavian, Finno-Ugric, or Baltic language
- They can speak about a wide range of concrete topics in a sustained conversation and they have the ability to interpret and write about literary texts, non-fiction, and other media.
- Graduates also demonstrate knowledge of major figures, ideas, and institutions in the Baltic and Nordic cultures, history, literature, and politics in a manner that informs a global perspective.
- Graduates have the ability to research and synthesize source material in the target language and they can produce a scholarly essay in English on a topic within their area of concentration.

The department evaluates student achievement of these goals through a performance evaluation of a capstone project, the senior thesis. In addition to the adviser's evaluation, a senior-thesis committee is charged with evaluating the theses as a quality control measure.

Because of the importance of language to the major, written and oral evaluations of students' linguistic performance is integrated into our classroom teaching throughout the 100-, 200-, and 300-level sequence of language classes. Accurate testing of linguistic proficiency is a key goal, and two of our lecturers have acquired the ACTFL certification to improve their ability to accurately assess students' proficiency. Moreover, this training equips these faculty members to certify ACTFL levels for those students wishing to acquire such credentials. The combination of linguistic proficiency, knowledge, and communication ability that comprise the major ensure that students are meeting the department's SLOs, and that the department is able to assess their level thoroughly and accurately.

Learning goals in the graduate program are tightly tied to the program requirements, including successful completion of coursework, field exams, and the dissertation. These formal requirements entail mastering salient academic skills, while the content dimension of this work combines departmental requirements (such as the Masters' Literature List, a canonical list of Scandinavian literature) and design of individual research agenda under the guidance of the chair.

Students' perceptions of their success in reaching these goals, and the faculty's performance in training them, can be measured through widely administered student evaluations as well as exit surveys from the graduate program.

From autumn quarter 2007 to spring 2016, student course evaluations were administered in 524 courses, ranging from the 100-level language sequence to graduate

seminars. On a scale of 0-5, the Overall Summative Rating for these courses was 4.5. This measure of the Overall Summative Rating “represents the combined responses of students to the four global summative items [in the course evaluation form] and is presented to provide an overall index of the class's quality.” The Challenge and Engagement Index for the same group of courses was 4.2 on a scale of 0-7. These numbers suggest that Scandinavian courses are perceived by undergraduate students as high in quality, and challenging. The Overall Summative Rating indicates a high level of teaching performance across the graduate and undergraduate curriculum.

A second metric for assessing the quality of our courses is exit surveys. During the review period, M.A. and Ph.D. students who have earned the degree have completed exit surveys. An equivalent measure to the Overall Summative rating in the course evaluation forms is the Exit Survey's Overall-Quality-of-the-Program question. During the period, five surveys of M.A. students are available and 3 surveys of Ph.D. students are available. The median ranking of the program's overall quality by M.A. students was 4.33 on a scale of 0-5. Ph.D. students' ranking of the department on the same question was 4.5. For comparison, the median ranking of overall quality for CAS by M.A. students during the period was 4.31. For Ph.D. students, the ranking was 4.34. By these measures, the overall quality of the Scandinavian Studies graduate program at the M.A. level was equivalent to CAS and UW rankings. Ph.D. students ranked the Scandinavian Studies graduate program higher in overall quality than other CAS and UW programs.

These measures suggest that in the opinion of department students, the Scandinavian Studies Department's teaching is equivalent, or slightly above, median teaching performance in other departments in CAS and at the UW.

Teaching and Mentoring Outside the Classroom

There is a long-tradition of teaching and mentoring undergraduate and graduate students outside the classroom in Scandinavian studies, which stems from the heritage dimension of the department's past. Faculty and students have participated in the activities of Nordic and Baltic ethnic communities, putting their language study and cultural knowledge to work. Professor Walter Johnson, for example, aided students in organizing a Saint Lucia event in Seattle before 1953 (he was hired by the UW in 1948), and reached an audience of some 500 in its early years. The tradition carries forward to today, under the guidance of Dübois. This tradition provides contact and interaction with Swedish culture, which cannot be duplicated in the classroom. This practice is typical. As another example, Šmidchens organized a visit in May 2009 by Valdis Zatlers, President of Latvia, who lectured in Ingebritsen's Scandinavian Politics class about Latvia's role in the European Union and NATO and met with graduate students. Nestingen has regularly invited undergraduate and graduate students to participate in hosting Finnish officials and diplomats who have visited the UW. In spring 2007, for example, Finnish Prime Minister Matti Vanhanen visited the UW. At a luncheon organized in his honor, several graduate and undergraduate students spoke about their studies and research. Ambassadors, consuls general and other high officials from the Baltic and Nordic countries are frequent visitors. On this model, undergraduate and graduates have also met with Finnish consuls general Manu Virtamo, Kirsti Westphalen, and J.P. Markkanen, as well as ambassadors Jukka Valtasaari, Pekka Lintu, and Ritva Koukko-Ronde. In 2016, Swedish Ambassador to the U.S. Björn Lyrvall visited

campus and spoke to and met with undergraduate students. Finnish Community Leader Pirkko Borland has said about these meetings, “an undergraduate who has begun to study Finnish because of her architectural studies, who speaks to these visitors, becomes an ambassador for the department, and shows its quality.” The collaboration between the department and Seattle’s Nordic and Baltic communities is one of the reasons that officials and diplomats come to Seattle. And as Pirkko remarks, students can be the best ambassadors for the department and the UW during such visits.

Another form of mentoring outside the classroom is faculty work with undergraduates on their research. Through the senior thesis, faculty members work with our graduating seniors mentoring and guiding them in their research and preparation of these theses. In select cases, the thesis may lead to other projects. Our honors students present their theses in a departmental honors colloquium. Another example is mentoring toward the UW Library’s Research Award for Undergraduates. Some undergraduates have revised and extended their theses, with faculty assistance, and submitted them to this competition, on occasion winning one of the highly competitive awards. Ingebritsen has been particularly active in such mentoring, routinely guiding 3-5 students annually to submit for the library’s award.

The department is also committed to working with undergraduates and graduates to participate in foreign exchanges. The department awards 23 scholarships annually, and many of these support students who are spending a quarter or a year in the Nordic or Baltic countries. When these students return, they contribute to our undergraduate courses. At the same time, study abroad requires careful collaboration with faculty members, to ensure students are able to participate in their host institutions and society’s lives in meaningful ways.

In the graduate program, we have integrated mentoring outside the classroom into the degree requirements. For example, one of our requirements is a “pre-dissertation colloquium,” which the student delivers before the Ph.D. exams – a kind of benchmark. Students typically present a précis of their proposed dissertation, which they have worked out in their prospectus, as well as an analysis of a paradigmatic example from their dissertation material. Preparation of this 45-minute presentation requires extensive discussion and collaboration with the advisor. The result is a professional experience equivalent to a “job talk.” The experience also helps move graduate students quickly into their dissertation work, speeding time to degree. It also helps students gain the confidence to present successful papers at professional meetings, which our graduate students typically do. Here again, a systematic approach to mentoring graduate students has proved beneficial. The department organizes mock panel presentations a month before our SASS meeting, giving graduate students an opportunity to hone their presentations’ content and their presentation skills. Another example is the establishment of a graduate-student colloquium, in which the graduate students receive a budget to organize a lecture by a visitor during spring quarter, a practice initiated by Nestingen when he became chair in 2015.

One of the great benefits of the department’s robust commitment to mentoring undergraduate and graduate students is that substantive, two-way relationships have arisen. The students give faculty feedback about courses and department activity, which helps us improve the department. For instance, in a brown-bag session in spring 2015, graduate students’ shared frustration with the location of their offices adjacent to the men’s room in the basement of Raitt Hall. The door to the sub-hallway, where the graduate students’ offices are

located, was solid, and so closing it was forbidding to visitors and cut out the light, impacting their working conditions. Alerted to the situation, and its importance to graduate students, the department was able to have the door remodeled to include a large glass panel, which allows the door to be closed while the sub-hallway and office remain welcoming and well lighted.

Section III: Scholarly Impact^{††}

The Department of Scandinavian Studies published and contributed significant research during the review period, including the publication of ten books, thirty-three peer-review articles, and thirteen other scholarly articles. A number of the books published by faculty members received extensive attention in scholarly journals, and even the general press. For example, Guntis Šmidchens's book *The Power of Song* (2014) was reviewed in *Choice*, *Europe-Asia Studies*, *Forschungen zur baltischen Geschichte*, *HNet Reviews*, *Jaunā Gaita*, *Journal of Baltic Studies*, and the *Journal of Folklore Research*; reviews of the book were also published in the following online journals, *Mäetagused*, *Russian Review*, *Slavic Review*, *Tautosakos Darbai*. Professor Stecher's book *The Creative Dialectic in Karen Blixen's Essays: On Gender, Nazi Germany, and Colonial Desire* (2014) sparked a significant debate carried out in full-page articles on the front page of the culture section of the most important Danish and Swedish dailies, including *Politiken* and *Svenska dagbladet* (Appendix E). The research profile of faculty members led to media appearances on PBS, NPR, and in *The Seattle Times*.

The areas of research for which the department has earned a reputation include both specific areas in Scandinavian and Baltic studies, as well as broader areas of humanistic research. The specific areas within the field include:

- Baltic Studies
- Karen Blixen
- Finnish Studies
- Folklore
- Knut Hamsun
- Gender and sexuality in Scandinavian culture
- Henrik Ibsen
- Aki Kaurismäki
- National literatures of Scandinavia and the Baltic
- Nordic crime fiction (literature, film, TV)
- Norwegian and Norwegian-American 19th- and 20th-century history
- Postcolonialism in Nordic literature
- August Strindberg

In addition to these field specific areas of extensive research publication, faculty members' research has also been cited and made a contribution in broader humanistic discussion in the

^{††} This assessment includes Professor Emeritus Jan Sjøvik, who retired autumn quarter 2013, but published two books during the period under review. It also includes Professor Olivia Gunn and visiting lecturer Ilmari Ivaska, who maintains an active research program in the subfield of second language acquisition.

following areas:

- History and theory of drama and theater
- Cinema and globalization
- Crime fiction
- Non-violent cultural movements
- Literary and cultural history of colonialism
- History and theory of gender and culture (1800s-1900s)
- History of US immigration

In researching and publishing in these areas, the outlets of publication for faculty research testify to the quality and reputation of the faculty's work. Books appeared from Columbia University Press (Wallflower Imprint), Museum Tusculanum Press, The Swedish Literature Bank (litteraturbanken.se, an online publisher operated by the Swedish Academy, the Swedish Royal Library, and other prestigious institutions), The University of Wales Press, and the University of Washington Press. The department faculty articles appeared in the following journals:

- *Apples – Journal of Applied Language Studies*
- *Avain: Kirjallisuudentutkimuksen aikakauslehti* (The Key: Finnish Journal of Literary Studies)
- *The Bridge: Journal of the Danish-American Heritage Society*
- *Edda: Nordisk tidsskrift for litteratur forskning* (Nordic Journal of Literary Studies)
- *Ibsen Studies*
- *Journal of Scandinavian Cinema*
- *Joutsen: Yearbook of Finnish Literary Research*
- *Lähivördlusi/Lähivertailuja*
- *Lähikuva (Finnish Journal of Film Studies)*
- *Modern Drama*
- *International Journal of Learner Corpus Research*
- *Virittäjä*
- *Samlaren*
- *Sananjalka*
- *Scandinavian Studies*

The journals include all of the most influential journals on Scandinavian literature and cinema, as well as linguistics in the Nordic world, as well as mainstream Anglo-American journals in related fields. Furthermore, Nestingen served as associate editor of *The Journal of Scandinavian Cinema* from 2011-2015 and has served as review editor of *Scandinavian Studies* since 2012, commissioning and editing some 75 book reviews during the review period.

Faculty also received significant funding support from numerous institutions in the United States and the Nordic countries, totaling hundreds of thousands of dollars. These Grants were received from The American Scandinavian Foundation, The ScanDesign by Inger and Jens Bruun Foundation, The Royal Swedish Academy of Letters, The University of Helsinki Collegium for Advanced Studies, The University of Turku, The Uppsala University Collegium for Advanced Studies, the University of Washington's Royalty Research Fund, and The University of

Washington Simpson Center for the Humanities. Furthermore, the governments of Denmark, Finland, Latvia, and Lithuania provided extensive annual funding to support language teaching in the Department through visiting lectureship appointments.

In addition to the strong record of publication as measured by volume and placement of books and articles, as well as the receipt of grants and fellowships, scholarly impact can be assessed through citation indices. The conventional Web of Science citation index is not reliable for the Humanities, but a useful metric of citations is the OCLC search tool “articles, books, and more,” which captures indexed articles and books’ citation of author-attributed works. During the evaluation period, OCLC records 247 citations of department faculty members’ work in refereed humanities journals, including, *GLQ*, *Modern Drama*, *Transnational Cinemas*, *Cinema Journal*, *Political Science and Politics*, *American Historical Review*, *Journal of Folklore Research*, *Slavic Review*, and *Postcolonial Studies*, in addition to *European Studies*, *Baltic Studies*, and *Scandinavian Studies* citations. Spreading the net more widely, OCLC records 647 total citations: this number includes refereed journals, as well as indexed books and indexed, non-scholarly publications.

A further measure of scholarly impact is the participation of department faculty and graduate students in scholarly meetings. Faculty members have participated in the Society for the Advancement of Scandinavian Study (SASS), the scholarly organization in the field. Ingebritsen served as president of the organization (2005-7), and Nestingen served on the executive committee as a language-and-literature representative (2006-10), and was also nominated to serve as president in 2016. Faculty and graduate students delivered some 100 papers at SASS’s annual conference during the grant period. In addition to activity at SASS, Šmidchens and Baltic Program supporters, such as Ms. Irena Blekys, have been leaders of Baltic Studies. Šmidchens served as president of the Association for the Advancement of Baltic Studies (AABS), and was instrumental in bringing SASS and AABS together for a joint conference in March 2014 at Yale University. Faculty members have also been active in the MLA, participating in the MLA as well as in regional meetings, such as PAMLA and SAMLA. Nestingen served on the executive committee of the Scandinavian discussion section of the MLA (2003-8), Stecher is serving on the committee (2015-19), and Gunn has been selected to serve beginning in 2017. Faculty members have also been active in research conferences and groups in the Nordic region, as well. For example, Ingebritsen and Nestingen are members of a research project titled “Scandinavian Narratives of Happiness and Discontent,” led by Professor Elisabet Oxfeldt (U. Oslo), which has a budget of \$1.5 million provided by the Norwegian Research Council. The project brought two Fulbright graduate students to the UW during spring 2016, and will result in a special issue of *Scandinavian Studies*, among other outcomes.

The metrics discussed indicate that department faculty’s research is influential and figures centrally in scholarly discussion of Scandinavian and Baltic studies, while also contributing to adjacent fields.

Section IV: Future Directions

During the next ten years, we plan to implement an interconnected set of medium-scale, concrete initiatives, which comprise an overall strategy. We will revise our curriculum, increase our language enrollments, cultivate research and teaching collaboration, and continue to build

our department's inclusiveness. More generally, we seek to enliven relationships among ourselves, with our campus colleagues, with colleagues in the field, and with our students. Through such relationship building, we also aim to stimulate and enhance our research and teaching.

The notable challenge to these goals is a generational shift. Sjøvik retired in 2014 and Gavel Adams retired in 2016. Leiren and Dübois have indicated they plan to retire during the next year. We were able to hire Gunn, who began in fall 2015, and we are searching in Swedish (Gavel Adams' field) during 2017. However, CAS faces a projected budget shortfall of some \$15m over the next five years, which has led to severe cutbacks in hiring plans. The fundamental question in navigating the transition is, How can we build on current strengths and also shift into new areas, in which we wish to build, without assuming we will be permitted to hire? Our response is to devote ourselves to clear, achievable goals, which will bring us together in ways that will improve our core work, while providing support for new directions.

We identified our strategic goals in a department retreat during spring 2016. Each goal has concrete and beneficial outcomes. At the same time, working toward them together will also generate important benefits: enhanced unity and shared purpose, stronger internal and external relationships, and a clearer sense of the department's identity and its relationships on campus, in Scandinavian studies, and in the humanities.

A key goal is curriculum revision in our undergraduate and graduate programs. A revision is necessary to serve student needs and match better our curriculum to current faculty interests and expertise. The curriculum in both programs has not undergone significant revision for twenty years – with the exception of the field exam requirements in the graduate program. In both undergraduate and graduate programs, the curriculum is based on a canon model. As a result, new areas of research do not figure centrally in the curriculum. Even if an individual faculty member has developed a new course related to developing area of research, we have not systematically integrated such new courses into the curriculum. Curriculum revision needs to do several things, then. Update the course catalogue, eliminating courses taught by long-retired faculty. Rethink the canon model underlying the department's curriculum. Seek a better balance between canonical areas and new research. Develop "benchmarks" to provide more formalized guidance and feedback to undergraduates and graduate students, aiding them in working toward the degree in a timely way. Finally, we aim to develop a set of new courses that reflect current faculty's long-term interests and expertise.

The timing is right for such revision. Significant curriculum revision is under discussion in the Humanities Division, and Scandinavian Studies should seek to be a leader in these discussions. On the undergraduate level, a task force has been formed to address language enrollments; there are ongoing efforts to develop World Literature as a new major in the Comparative Literature, Cinema and Media Department; further, new tracks such as "Humanities Pre-Health," are being developed; and new intra-humanities course lines are being developed, among other changes. On the graduate level, discussion has begun about developing a Humanities Consortium, similar to the model at UC-Boulder, which would create intra-humanities graduate cohorts and funding schemes, while preserving current field-specific graduate training. This last discussion is crucial for Scandinavian Studies.

Further we seek to add to the curriculum a series of "benchmarks" in the undergraduate and graduate programs. These may be 1-credit courses offered by the College, such as the C21

initiative, which aids CAS students in preparing for the job market. In the graduate program, it may also include mentoring and professional training seminars, or microseminars, which aid students in tailoring their graduate training to concrete job prospects. The model for this revision is Germanics, which has used such benchmarks innovatively.

As our new junior faculty joins senior faculty, we seek to find ways to emphasize working together to enhance research productivity and teaching excellence. In 2011, we added a regular item to our faculty-meeting agenda, "Research," in which faculty and graduate students are invited to report briefly on research activity. This agenda-line fosters discussion emphasizing research activity. We have also sought to increase the number of visits by external colleagues, including the graduate-student colloquium. We have formed a research group including faculty and graduate students, and as chair Nestingen has encouraged grant-writing and other initiatives facilitating research. The conversations and activity around research are a source of ideas, and provide inspiration to more productivity and excellence.

Finally, continued outreach and collaboration with the community remains an important element. Collaboration with the Nordic Heritage Museum will offer intellectual opportunities, as well as the chance to help build the museum and department's profile through collaboration. Further, continued advancement work must aim to build further on the \$8m in endowments, which currently supports the department. An area for growth is consolidation in the endowment funds, which would allow the department to steward them more effectively by broadening endowments to reach across national and disciplinary boundaries, in order to support Nordic and Baltic Studies, faculty, and graduate programs as an integral whole. Finally, engagement with the public humanities is an opportunity to contribute to the citizens of the state, while serving the core mission of the department, to preserve, produce, and disseminate fundamental knowledge about the languages, literature, history, politics, and cultures of the Nordic and Baltic nations.

PART B: UNIT-DEFINED QUESTIONS

1. How is our undergraduate curriculum serving our students? How do the department's undergraduate curriculum and pedagogy correlate with students' needs after graduation? Are we training our students effectively for the challenges of work, citizenship, and life? Further, what is an appropriate strategy for integrating our curriculum and pedagogy with the divisional rethinking of the humanities curriculum?

Responding to the trends in our enrollments should be differentiated from a larger strategic question about our undergraduate program. How are we training our students, and should we continue to train them in the way we have during the last ten years? As students and families have increasingly emphasized the vocational readiness offered by an undergraduate education, the question "What are you going to do with a Scandinavian studies degree?" had become more urgent. All departments in the humanities and social sciences have faced this question during recent years. The department needs to be able to answer this question, and integrate its answer into the curriculum, and it needs to be able to answer it in a way that contributes to and builds upon the ways in which other units on campus have answered it.

Our response to this question must be grounded in empirical data, as well as in relation to humanities tradition and practice. We need to collect more information about what our students are seeking from their humanities courses and from the minor and major. We also need to collect further information about our students' careers. While we have an email list of 800 department alumni, we do not have detailed information about their careers. This makes it difficult to answer the, "What are you going to do with it?" question in a systematic way. By collecting data to provide statistical and narrative response to this question, we can work toward revising our undergraduate curriculum to ensure we are showing students a path from their Scandinavian Studies degree to a meaningful career.

2. The department has a long record of success in training Ph.D.'s and placing them in tenure-track jobs in the field. Declining enrollments in the graduate program in recent years, and diminished job opportunities for our graduate students, prompt consideration of a path forward for the graduate program. What is a sustainable strategy for the graduate program? How can we attract the strongest students? How should we revise our graduate curriculum to prepare our students for the job market? How can we cooperate with other units at the UW to strengthen our graduate program and contribute to the humanities division's graduate programs?

Our students have won jobs at research and teaching institutions, depending on their inclination and ambition. In all cases, a key element of their competitiveness has been their robust pedagogical skills and extensive teaching portfolios. They have acquired these through language-teaching experience. In addition to teaching 5-6 years of language courses before earning the Ph.D., students' training in *SCAND 595: Language Teaching*

Methodology, taught by former Scandinavian studies colleague Professor Klaus Brandl (Germanics) and our TA workshops gives students a pedagogically self-aware foundation.

Today, this model appears challenging to sustain. As ASE salaries have risen, and budgets for hiring ASEs have remained flat, the number of graduate students we can hire as ASEs has diminished. How can we balance intellectual and pedagogical training to prepare our graduate students optimally for successful academic careers? Several questions arise: what deployment of teaching staff should teach our language courses? What trends in the division are relevant and may be useful to maintaining and strengthening graduate-program training in Scandinavian Studies and in the Division? The model of a humanities consortium might be part of a solution.

3. In the last ten-year review, the committee noted the “fragility” of the work distribution among faculty members, observing that losing a faculty member to retirement could seriously harm the quality of the department. Since then, we have lost two tenured faculty members to retirement, and only one has been replaced. Moreover, the department is entering a period of transition during the next ten years, as retirements will occur for demographic reasons. How should the department approach hiring new faculty? In what areas should it focus? What are optimal ways of both renewing the department’s intellectual orientation as well as attracting the strongest possible applicants? How can we recruit applicants from underrepresented groups?

While the department was given permission to search in Swedish during 2016-17, Leiren and Dübois intend to retire in the next year. The fiscal situation of CAS makes it unlikely that Leiren’s position will be maintained. The loss of Leiren’s position would chip away at the disciplinary arrangement that has underpinned our area studies configuration. Further, the decrease in the size of the faculty entails challenges related to the distribution of committee work and other service, as well as teaching. The overarching challenge is how to do more with less. How should the department seek to balance the competing concerns, and what are the appropriate goals? Are there means or strategies, which might be adopted as part of a strategic response to the changing configuration of the department? What other issues arise, which need to be considered?

4. The department has sought to build its diversity by recruitment of undergraduate and graduate students, by adding “D” (Diversity) courses to our undergraduate curriculum, and by pursuing research and graduate-level teaching in which diversity and asymmetric power relationships figure prominently. Further, we have encouraged graduate students’ work in theoretical areas in which diversity and power feature centrally. Still, the department wishes to enhance the diversity of its faculty and students, in addition to its curriculum. What should its diversity goals be? What might be effective strategies for pursuing diversity goals?

Enhancing diversity among our faculty and students has been perceived as involving several structural issues. In the last ten-year-review self-study, it was noted that the department has achieved a high level of gender equity. There are more women than men in the

department's faculty. Seven of eleven faculty are women; four of seven tenure-line faculty are women. Women serve as both undergraduate and graduate coordinators. We are proud of this gender equity. But how can we do more? This leads to the second question. How can we appeal to the undergraduate student body at the UW? In 2016-17, Caucasian students made up 41.4% of the student body, Asian-American students 24.9%, and international students accounted for 14.3%; 7.7% of undergraduates were Latino and 2.7% were African American. The overall undergraduate population is majority minority. The experience in Scandinavian studies has been that the majority of students who choose the field do so for heritage reasons, leading to an overrepresentation of Caucasian students in department classes, relative to the make-up of the UW student body. Scandinavian studies must reach beyond heritage to address the UW's diverse student body.

A salient way of doing so is to expand on the number of diversity (D) courses offered by the department. Since the establishment of the Diversity requirement in 2012, the department has added two courses that satisfy the requirement, *SCAND 427: Scandinavian Women Writers* and *SCAND 445: War and Occupation in Northern Europe: History, Fiction, Memoir*. But we need to develop further courses that study diversity in Scandinavia and the Baltic historically and in recent times. Some courses, such as *SCAND 367: Sexuality in Scandinavia*, might be revised to satisfy the diversity requirement, while new courses might be added on diasporic literature and film, the Sami, and the politics of multiculturalism.

The department must also work with units on campus seeking to foster diversity, for example the Graduate Opportunities and Minority Achievement Program (GO-MAP), the Office of Minority Affairs and Diversity, and the Vice Provost for Faculty Advancement. We are already seeking to do so. For instance, Nestingen consulted with Vice Provost Chad Allen in preparing the job announcement for the Swedish Search, and included an external member in the search committee, as a means of seeking to think beyond conventions in the field. We aim to continue to revise our curriculum, consider diversity in recruiting students, and to seek to take diversity into consideration in hiring. We are reaching out and asking for help on campus and through this process we seek to continue to improve in this area.

5. The department's development efforts have been successful during the last two decades. What should its development strategy be for the next ten years?

Since 2006, the department's endowment support has grown by some 250 percent. The endowments have aided in building the department's vitality, as the revenues they generate have supported faculty summer salary, freeing up more research time, while also supporting research exchange, as well as graduate, and undergraduate students' studies and research.

With such a record of success, a key question is, What should the strategy be for building the endowments further, and what should be the stewardship strategy for the endowments?

CAS best practice is to spend down the endowments annually and to avoid carrying a balance on accounts. Carrying a balance means not spending on the activities for which the endowment provides. And carried balances on endowments across campus can add up to

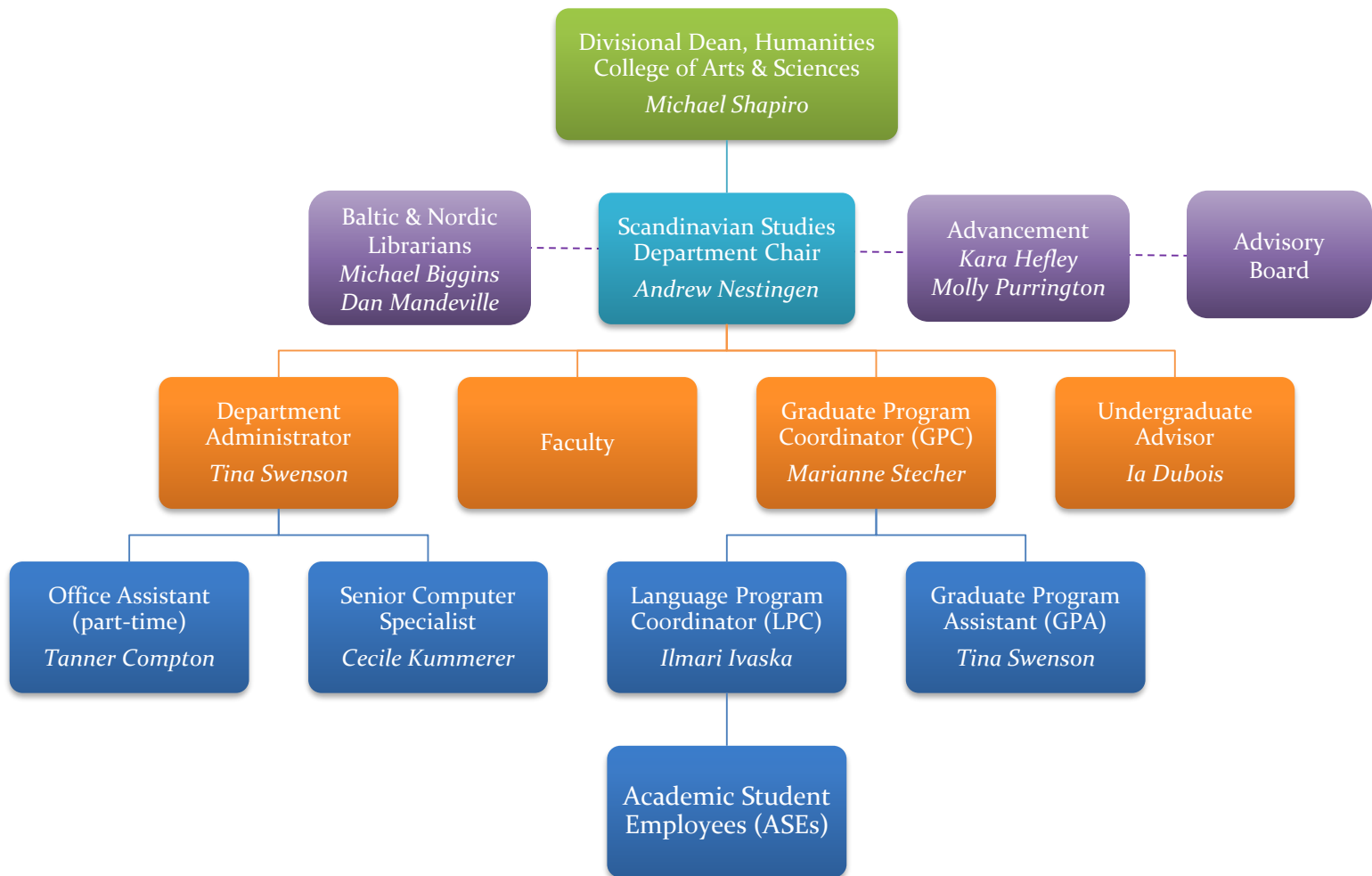
tens of millions, or more, of unspent dollars. On the department level, however, the approximately \$300,000 in annual revenue generated by our endowments is challenging to steward, and takes no small amount of labor to disperse. For instance, while some of this money can be used in research exchange, the travel, lodging, honoraria and other costs involved in hosting a visitor add up to a significant bureaucratic load for a small department administered by one administrator and a .5 FTE office assistant. In effect, it is a challenge to spend the money, because of the bureaucratic burden spending entails. What would be an effective remedy for this challenge?

A second question is how to marshal this significant revenue most effectively? By effectively using endowment revenues, the department can strengthen its case to donors about the value of their giving. Spending can be made more effective by identifying clear strategic goals. Many endowments include language that specifies how revenues should be used, for example to support a student scholarship or to support specific area of study, for example Norwegian or Estonian. How can we develop an overall strategy, and what should it be?

Another question is how to mitigate the disparities in resources that can emerge from differences in endowment support. That is, while the department must seek to advance the interest of the whole, the specificity of endowments' governing language has led to significant differences in the capacity to support departmental activities. For example, there is relatively little support for Danish activities, and endowment revenues are rarely fungible. How can these differences of resources be mitigated to aid the entire department?

APPENDIX A

Department of Scandinavian Studies Organization Chart



APPENDIX B

Budget Summary

Allocations by Funding Source

	2009-2011	2011-2013	2013-2015
Salaries & Benefits	\$ 1,926,498	\$ 2,346,192	\$ 2,662,348
Operating Costs	\$ 239,296	\$ 183,582	\$ 251,753
Scholarships & Awards	\$ 79,309	\$ 108,286	\$ 122,428
Total Allocations	\$ 2,245,103	\$ 2,638,060	\$ 3,036,529

	2009-2011	2011-2013	2013-2015
Faculty Salaries	\$ 1,320,171	\$ 1,470,256	\$ 1,770,373
State Support and Tuition	\$ 1,111,416	\$ 1,164,526	\$ 1,325,395
Self-Sustaining	\$ 30,566	\$ 29,311	\$ 50,055
Gifts and Endowments	\$ 178,189	\$ 297,539	\$ 394,923
Academic Student Employee Salaries	\$ 224,632	\$ 266,005	\$ 238,974
State Support and Tuition	\$ 224,632	\$ 248,949	\$ 206,025
Self-Sustaining	\$ 3,050	\$ 13,494	\$ -
Gifts and Endowments	\$ -	\$ 17,056	\$ -
Funded by other UW units	\$ -	\$ -	\$ 32,949.00
Classified Staff Salaries	\$ 15,831	\$ -	\$ 19,409
State Support and Tuition	\$ 14,247	\$ -	\$ 19,409
Self-Sustaining	\$ 792	\$ -	\$ -
Gifts and Endowments	\$ 792	\$ -	\$ -
Professional Staff Salaries	\$ 120,200	\$ 109,379	\$ 118,488
State Support and Tuition	\$ 119,741	\$ 108,000	\$ 118,488
Self-Sustaining	\$ 460	\$ 1,379	\$ -
Gifts and Endowments	\$ -	\$ -	\$ -
Temporary Salaries	\$ 27,351	\$ 18,073	\$ 5,007
State Support and Tuition	\$ 26,156	\$ 17,352	\$ 2,995
Self-Sustaining	\$ 1,194	\$ 2,791	\$ 1,646
Gifts and Endowments	\$ -	\$ 991	\$ 367
Operating Costs *	\$ 239,296	\$ 183,582	\$ 251,753
Retirement & Benefits	\$ 218,313	\$ 482,479	\$ 510,097
State Support and Tuition	\$ 171,016	\$ 392,029	\$ 397,263
Self-Sustaining	\$ 3,186	\$ 10,867	\$ 12,302
Gifts and Endowments	\$ 44,112	\$ 79,584	\$ 94,349
Funded by other UW units	\$ -	\$ -	\$ 6,183
Grants & Subsidies	\$ 79,309	\$ 108,286	\$ 122,428
State Support and Tuition	\$ 1,500	\$ -	\$ -
Self-Sustaining	\$ 7,248	\$ 5,172	\$ -
Gifts and Endowments	\$ 70,561	\$ 103,114	\$ 122,428

* includes travel, materials & supplies, and services such as honorarium, phones, copier, mail, etc.

APPENDIX B

Budget Summary

Funding Source Detail

	2009-2011	2011-2013	2013-2015
State Support & Tuition	\$1,783,113	\$2,012,402	\$2,133,639
Self-Sustaining	\$190,398	\$63,057	\$64,900
Gifts	\$125,989	\$190,953	\$147,145
Endowments	\$379,735	\$524,759	\$591,446
Other UW Units	\$12,784	\$16,846	\$0
Total Funding	\$1,986,295	\$2,092,304	\$2,198,539

	2009-2011	2011-2013	2013-2015
State Support and Tuition	\$ 1,783,113	\$ 2,012,402	\$ 2,133,639
06-0486 General Operating Funds	\$ 1,718,554	\$ 1,921,128	\$ 2,082,986
09-3827 Scand Extrcr Fees	\$ 62,056	\$ 47,686	\$ 44,162
74-0486 Indirect Cost Supported	\$ 2,504	\$ 13,005	\$ 6,491
76-0486 Designated Operating Funds	\$ -	\$ 30,583	\$ -

Self-Sustaining	\$ 190,398	\$ 63,057	\$ 64,900
06-9211 AABS/SASS Conference	\$ 70,456	\$ -	\$ -
19-0486 Summer Budget	\$ 119,942	\$ 63,057	\$ 64,900

Gift Revenue	\$ 125,989	\$ 190,953	\$ 147,145
64-1170 Univ Bergen Exchange	\$ 1,154	\$ 704	\$ 5,050
64-1195 Friends of Scandinavian	\$ 23,080	\$ 10,725	\$ 30,556
64-1425 Baltic Program Fund	\$ 63,022	\$ 21,862	\$ (1,300)
65-0310 Friends of Finnish Studies	\$ 1,150	\$ 6,325	\$ 470
65-0709 Jonsson Family Fund	\$ -	\$ -	\$ -
65-1121 Oak Fund	\$ 1,040	\$ 35	\$ 18
65-1647 SD Faculty Exchange	\$ 6,871	\$ -	\$ -
65-2810 Scandinavian Exchange	\$ -	\$ -	\$ -
65-3300 Univ Bergen UW Exchange	\$ 9,423	\$ (10,560)	\$ -
65-3360 Swedish Institute Fund	\$ -	\$ 337	\$ 100
65-8109 Scandinavian Program Supp	\$ 13,800	\$ 10,917	\$ 31,221
65-8778 A&S Prof Danish Study	\$ 4,400	\$ 32,500	\$ -
65-8830 Latvian Studies Fund		\$ 69,779	\$ 55,824
65-8846 NISSS Program Support	\$ 2,000	\$ 12,583	\$ -
65-9005 Swedish Program Fund			\$ 20
65-9566 John Morgridge Lecture		\$ 35,161	\$ 10,161
80-5163 Scand Grad Stu Sup Fnd	\$ 50	\$ 586	\$ 25
82-0019 Forsman Scholarship			\$ 15,000

continued on next page

Funding Source Detail *continued*

		2009-2011	2011-2013	2013-2015
Endowment Quarterly Revenue		\$ 379,735	\$ 524,759	\$ 591,446
63-3292	Nielsen Educational Fund	\$ 5,855	\$ 6,994	\$ 7,283
64-0239	Coulter Endw Fund	\$ 240	\$ 1,917	\$ 1,981
64-0641	Baltic Studies Endowment	\$ 71,552	\$ 94,079	\$ 105,657
64-1587	Fielding Fund	\$ 9,414	\$ 12,669	\$ 13,807
64-1723	Aulie-Simrad Endowment	\$ 1,976	\$ 2,330	\$ 2,408
64-1748	Norw-Am Community End	\$ 4,044	\$ 4,768	\$ 4,927
64-9534	Finnish Studies Endowment	\$ 2,819	\$ 4,900	\$ 6,083
65-2804	Metzon Fund/Sven Rossel	\$ 5,083	\$ 5,999	\$ 6,233
65-3603	Raisys/Liffick Baltic	\$ 9,545	\$ 11,677	\$ 12,497
65-3758	Holdal Norwegian Program	\$ 2,901	\$ 3,460	\$ 3,754
65-3926	Weingarten Endowed Fund	\$ 2,820	\$ 3,424	\$ 3,538
65-4519	Kalevala Endowed Fund	\$ 3,615	\$ 4,288	\$ 4,549
65-5419	Kazickas Professor	\$ 24,187	\$ 32,143	\$ 33,218
65-6562	Tetri Endowed Fund	\$ 960	\$ 13,835	\$ 18,751
65-6664	Estonian Studies Fund	\$ -	\$ 1,018	\$ 2,246
65-6695	Conroy Endowed Fund	\$ -	\$ 1,956	\$ 8,410
65-6714	Napa Endowed Fund	\$ -	\$ 649	\$ 6,483
65-6751	Nordmanns-Forbundet Fund	\$ 2,925	\$ 3,491	\$ 3,634
65-7228	Arestad Research Fund	\$ 5,371	\$ 6,492	\$ 6,799
65-7271	Johnson Lectureship	\$ 2,925	\$ 3,491	\$ 3,634
65-9193	Gavel Endowment for SS	\$ 2,806	\$ 3,405	\$ 3,688
65-9238	Kellogg Endowment Fund	\$ 19,405	\$ 22,875	\$ 23,640
65-9311	Steene Endowment	\$ 1,594	\$ 1,879	\$ 1,941
65-9323/64-0288	Arestad Chair	\$ 82,244	\$ 96,958	\$ 100,212
65-9390	Osher Endw Chair	\$ 30,441	\$ 56,924	\$ 70,313
65-9680	Grove Grad Student Travel Fund	\$ 1,391	\$ 1,778	\$ 1,979
65-9692	Totoraitis/Roberts Endowment	\$ 690	\$ 869	\$ 1,001
80-1404	SWEA Endowment	\$ 2,289	\$ 4,759	\$ 5,945
80-1406	Christensen Endowment	\$ 4,579	\$ 8,162	\$ 8,435
80-2049	Langins Endowed Fund	\$ 35,981	\$ 42,417	\$ 43,836
80-5005	Vickner Fellowship	\$ 1,414	\$ 1,667	\$ 1,723
80-9719	Leiren Endowed Fund	\$ 1,800	\$ 2,162	\$ 2,234
80-9802/64-0287	Kielland-Lovdal Fund	\$ 27,338	\$ 46,571	\$ 51,203
82-0597	Nelskog Norwegian Sch	\$ 4,482	\$ 5,284	\$ 5,461
82-5952	Peterson Fam End Schol	\$ 6,408	\$ 7,716	\$ 8,069
63-3228	Larsen Norwegian Fund	\$ 641	\$ 769	\$ 795
99-3351	100 Vikings Endowed Fund	\$ -	\$ 988	\$ 5,080
Other UW Units		\$12,784	\$16,846	\$0
10-1600	GSFEI Top Scholar Awards	\$12,784	\$16,846	\$0

