DEPARTMENT OF ENGLISH SELF-STUDY

Autumn 2001

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University of Washington

UNIVERSITY OF WASHINGTON

DEPARTMENT OF ENGLISH

Department of English Self-Study Report, Autumn 2001

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Appendices

UNIVERSITY OF WASHINGTON

Department of English Self-Study Report, Autumn 2001

I. ORGANIZATION

Unit Authorized to Offer Degree Program(s): Department of English (College of Arts and Sciences, Division of Humanities).

Exact Titles of Degrees Granted: Bachelor of Arts, Master of Arts, Master of Arts for Teachers, Master of Arts for Teachers of English as a Second Language, Master of Fine Arts, Doctor of Philosophy.

Administration: The Chair of the Department of English is appointed for a five-year term. The Chair personally appoints the following directors, regularly for three-year terms as mandated by English Department by-laws: Director of Undergraduate Studies, Director of Expository Writing Program, and Director of Graduate Studies. He additionally appoints the Director of Creative Writing Program, Director of Computer-Integrated Courses Program (CIC), the Director of MATESL, and Coordinator of Development, and affirms the appointment of the Director of Interdisciplinary Writing Program (IWP). Also appointed by the Chair is the Director of Academic Services, a permanent professional staff position. The bylaws of the English Department (see Appendix H) summarize the responsibilities of the Undergraduate Education Committee, the recently restructured Library and Technology Committee, the Placement Committee (assisting Graduate students on the job market), and other departmental standing committees, all of which are appointed by the Executive Committee—except for the Executive Committee itself, which is reconstituted annually by vote of the faculty.

Through joint and adjunct faculty appointments, cross-listing of courses, and more informal means, members of the Department maintain close ties with colleagues in Comparative Literature, Women Studies, American Ethnic Studies, Philosophy, Jewish Studies, Comparative History of Ideas (CHID), Scandinavian Studies, Linguistics and other language departments, and many other departments and programs. Faculty in the Department of English contribute frequently to programs supported by the Simpson Center for the Humanities, whose current Director is a member of the Department, and they offer numerous courses in the College Honors Program. English faculty have served on the board of the College's Center for Advanced Research and Development in the Arts and Humanities (CARTAH), developed courseware in the Center, and have served on the College's Language Board. English faculty have also participated in and (often as not) helped to direct other interdisciplinary and community-based programs (described below), including IWP, CIC, and the Puget Sound Writing Program (PSWP).

Advanced subjects addressed by faculty and graduate students in roundtable discussions and colloquia include Medieval, Early Modern, Postcolonial, and Victorian literatures; many aspects of modernism, postmodernism, and popular culture; Gender Studies, feminist criticism, sexuality and literature, and many other areas in critical theory and Cultural Studies, including Textual Studies and Cinema Studies. The Creative Writing Program and the Undergraduate English Association, among other entities, regularly sponsor a range of literary and arts-oriented events. The Department spends its own funds every year to host numerous receptions and other convivial activities, notably an autumn reception for new Graduate Students and graduation-day functions for undergraduate English majors. The Language and Rhetoric/LUA Colloquium hosts interdisciplinary research colloquia several times each quarter, showcasing faculty and student research.

Department Staff:

Overview: The department has been fortunate in its recruitment and retention of a competent and conscientious group of staff members. Eight staff members have been in the department for more than fifteen years, with only two employees having less than two years service in the department. Melissa Wensel, Director of Undergraduate Advising, was selected as the Best Adviser on campus in 1999 and three staff members have been nominated in the last two years for the Distinguished Staff Service Award. Where possible, for budgetary reductions and in recognition of employees' wishes for more flexible work schedules, some positions have been reduced to less than full-time/12-month positions by creating halftime positions or by reducing employment during the summer months. Work/Study student assistants are employed in several offices where additional staff support during the academic year when the workload is at its peak.

Needs: Two critical staffing needs have been identified in recent years: (1) computer technical support, and (2) budget and fiscal support.

—Computer Technical Support: The department maintains three servers and over 250 computers in four buildings on campus to support the computing needs of roughly 225 full- and part-time employees. Fifty additional computers are installed in two classrooms that integrate teaching and technology and which service over 500 undergraduates per quarter. With the swelling number of computer viruses and increased hacker activity, maintaining the physical hardware and the security of the department's data is no longer possible for a single position.
The need for additional computer tech support was partially met in Autumn 2000 when the College provided temporary funding for a halftime graduate student assistant. We anticipate that this support will continue on either a temporary or permanent funding level, and that the position will be increased from a halftime to a full-time position. The department has been providing hourly salary funding from its leave recapture budget for supplemental summer computer tech support for the last 6-8 years.

—Budget and Fiscal Support: For the last year the department has been providing salary from its leave recapture budget for a half-time program assistant working in the area of budget and fiscal support and special projects. While the department plans to continue this commitment from its supplemental funds our long-term goal is that this position become permanently funded by the College. The department faces ever-increasing

complexities in the area of budget management and oversight, with combined state and private monies totaling over $8 million annually. Major responsibilities for budget and fiscal management are currently handled by the department administrator but additional help is needed to meet accuracy and accountability requirements.

Department Staff Roster:

—Professional Staff:

Office of the Chair:
Williams, Susan: Administrator   100%, 12 mos
Mathisen, Cheryl: Assistant to Chair   100%, 10 mos; 50%, 2 mos

Undergraduate Advising:
Wensel, Melissa: Acad. Counselor,Lead   100%, 12 mos
Oldham, Davis: Academic Counselor   100%, 9 mos
Swayze, Kim: Academic Counselor   100%, 10 mos; 50%, 2 mos

Computer Technical Support:
Weller, Rob: Senior Computer Specialist   100%, 12 mos
Sheridan, Swan: Graduate Staff Assistant   50%, 9 mos (plus summer funding from supplemental dept. funds)

Writing Center:
Decker, Teagan: Asst. Director, Writ. Center   75%, 9 mos

—Classified Staff:

Office of the Chair:
Fisher, Anee: Secretary Senior   100%, 12 mos
Mestl, Martha: Secretary Senior   100%, 12 mos
Work/Study Assistant   25%, 9 mos

Graduate Office:
Mork, Kathy: Program Support Supervisor   100%, 12 mos
Snyder, Barbara: Program Assistant   100%, 12 mos

Creative Writing:
Leroux, Judy: Program Coordinator   50%, 10 mos
Smith, Janie: Program Coordinator   50%, 10 mos
Work/Study Assistant   25%, 9 mos

Undergraduate Programs:

Ahern, Linda: Program Coordinator	100%, 10 mos
Borrow, Diana: Program Coordinator	90%. 10 mos
Reiten, Karena: Program Coordinator	50%, 12 mos
	(funded from supplemental dept. funds for fiscal tech and special projects assignments)

Undergraduate Advising:

Laing, Sherry: Program Coordinator	100%, 12 mos
Work/Study Assistant (Peer Adviser)	25%, 9 mos

II. DESCRIPTION

Preliminary Remarks: There have been no new additions to the official range of English degree programs in the past ten years, but several important curriculum-related "track" stratifications have been introduced. These innovations (or refinements of existing practices) may be noted briefly here, insofar as they may serve to dispel the impression of stasis created by the fixed range of degree offerings. In some cases, moreover, the tracks in question have been codified internally in departmental documents. For instance, the English Major Handout distributed by our Undergraduate Advising Office now distinguishes three tracks leading to the Bachelor of Arts degree: a Literature Emphasis track, a Creative Writing Emphasis track, and a Teaching Emphasis track. These distinctions are now reflected in our departmental Mission Statement (see Appendix F). At the graduate level, the Graduate Program not only offers the multifarious areas of literary study and critical theory occupying more than ninety percent of graduate students pursuing non-pedagogical degrees, but it also supports a vigorously implemented Language and Rhetoric track.

Several informal developments may be noted as well, insofar as they may ultimately have an impact on the degree-program summary in the next Department of English Self-Study. Principals in the Interdisciplinary Writing Program (IWP) and the faculty in Language and Rhetoric have urged the creation of an undergraduate writing major and minor in English— the minor designed to appeal to majors in disciplines other than English. In connection with the existing Language and Rhetoric track, a proposal for a Masters concentration in Language and Rhetoric has been approved by the Graduate Studies Committee and will be voted on by the English Faculty in the fall of 2001. Though not a separate degree program, this concentration will provide a more focused structure for students and may eventually lead to a transcript-level field accreditation similar to that now offered in the area of Textual Studies. The MATESL degree (Master of Arts for Teachers of English as a Second Language) is still offered by the College under that title, but internally the curriculum supporting the degree has been reformulated to encompass all aspects of the Teaching of English to Speakers of Other Languages; the curriculum is thus frequently designated (unofficially) in English-department documents, including the present document, as MATESOL. In a related development, several members of the English department have been active in campus-wide efforts to establish a Master of Arts in the Teaching of Foreign Languages (MATFL) and, though proposals for the degree are still under revision, a number of offerings that would constitute core courses in such a degree program are already being taught in the English Department. Finally, it should be noted that although the pedagogical

MAT degree in English (Master of Arts for Teachers) is still on the books, the degree program itself has been undersubscribed in recent years and several principals in the program have retired or have otherwise been lost to attrition. It is perhaps an open question whether the MAT in English will form part of the 2011 Department of English Self-Study.

A. Nature and Objectives:

Introduction: Recent losses of key faculty members have adversely affected undergraduate and graduate programs in the Department of English. Simply put, the most pressing strategic-planning concerns now facing the Department with respect to faculty prosperity are invariably related to hiring issues. (See below under "X. Summary—Hiring".) The immediate challenge will be to mount a series of successful hiring campaigns over the next three years. The final sections of this self-study document outline a linked set of proposed hires, closely tied to the departmental Mission Statement (see Appendix F) as well as the discussions of past and current teaching priorities and other programmatic concentrations which occur elsewhere in this document.

In sum, current plans call for a cluster of 11 interrelated positions to be filled over the next three years. Fully six of these hires are in the areas of Literary Study and Critical Theory; three are in the area of Language and Rhetoric; and two are in the area of Creative Writing. The basic consideration informing these proposals is the fact of the resignation or retirement of fully sixteen ranked faculty from the Department of English since 1997. All told, in purely numerical terms, only seven of these recently vacated positions have been filled thus far, leaving the Department of English down nine faculty at the time of writing. Moreover, the rationale for hiring desiderata is grounded solidly on curricular and more broadly intellectual considerations. There will be no suggestion here that there can be (or should be) a one-for-one consistency in the coordination of departures and new hires— hence our conclusion that our proposed curricular revisions will require eleven (and not nine) new hires for its implementation, and on further consideration the number might rise as high as (say) thirteen.

Our plans for curricular and procedural revision in both the undergraduate and graduate programs stand to benefit immediately from an influx of new faculty. In the undergraduate curriculum, specialized introductions to diverse fields of literary study now classified at the 200 level need to be moved to the 300 level or higher. Such a change will assure that these courses in most cases will be taught by faculty members or Acting Instructors rather than TAs.

The most ambitious plan presently under consideration in the area of literature teaching is a complete restructuring of undergraduate course offerings to bring them into line with the professional training and teaching practices of recently hired faculty. (Such restructuring will have no less impact on our Creative Writing and Language and Rhetoric curricula, of course, and these issues will be taken up below.) In particular, our 200-level offerings are urgently in need of revision, insofar as they presently embody two series of pre-major courses with a significant degree of overlap; some loosely structured general education courses; and some narrowly defined literary offerings that might well be elevated to the 300 level.

Without questioning the principle that the study of literary history is a valuable part of any English Department, the most recent report of the Director of Undergraduate Programs has argued for the implementation of a curriculum that will stress close reading of texts, critical practice, and instruction in the area of critical theory. A complete redesign of the

Honors Program and a rethinking of the Senior Seminar as a capstone course have also been proposed.

Additional discussion of Undergraduate Education appears below under headings addressing the Creative Writing Program and the Language and Rhetoric Track, especially in detailed comments addressing the Expository Writing Program, the Computer-Integrated Course Program (now based in Mary Gates Hall), and the Writing Center.

A major challenge presently facing the graduate program is the implementation of the recently revised Ph.D. examination structure. The new system will increase faculty-student contact by incorporating a greater number of pre-examination committee meetings; a post-examination dissertation prospectus defense; a candidate's production of a syllabus addressing one major area as a way to bring teaching into the examination process. The last-mentioned innovation, along with further incorporation of issues relating to teaching into graduate seminars by having students design courses based on the seminar subject, will refocus attention on pedagogy as a necessary correlative to literary research and criticism.

The Graduate Program also needs to find new strategies for graduate-student recruitment, given the near-total absence of funding in the area of awards or fellowships, beyond the provision of basic Teaching Assistantships.

Undergraduate Program in English: Overview

—**Advising and Mentoring**: The English Undergraduate Advising Office is one of the first points of contact for students with the Department of English. In addition to guiding over 400 English majors a year to graduation, Advising offers academic counseling and information to thousands of other UW students, prospective transfer students, applicants to the University's secondary teacher education program, and other members of the community. With a staff of three full-time professional advisers and the undergraduate program coordinator, all with advanced degrees in our discipline, English Advising provides guidance "without an appointment" five days a week, making it one of the most accessible student services offices on campus.

The English Advising staff works together as a team to provide counseling and to work with department faculty to improve the quality of undergraduate education. English Advising creates opportunities for students seeking internships, career exploration, undergraduate research, preparation for graduate study, and community-building. English advisers interpret and implement department, college, and university policy, act as student advocates where appropriate, and support students in achieving their individual educational needs.

In addition to the traditional administrative and counseling functions for which Advising has been responsible for numerous years, it has begun to offer a variety of programs and services which were not available ten years ago. Every Autumn Quarter a three-part series of programs on applying to graduate school, including in-depth sessions on writing statements of purposes, is offered to UW English majors. Programs offered on a quarterly basis include an orientation for new majors, the English Major Skills Workshop, and a new resume writing workshop. Through these activities English majors have greatly improved opportunities to acquire essential information, develop new skills, and build community.

Advising has also been efficient in putting the Internet to good use. The e-mail list for students, ENGLMAJORS, was one of the first and remains one of the largest information

networks on campus, with well over 1,000 subscribers. Information about department and campus events, student groups, new courses, upcoming deadlines, new developments, and other items of interest to those in the English Department is disseminated daily. The English Department's web site, large sections of which are managed by Sherry Laing and Kimberly Swayze from Advising, has expanded rapidly and provides information 24 hours a day to both UW students and to anybody in the world with an interest in our programs and activities. As a result, English students, particularly those who are double majors in other departments, frequently report on graduating senior surveys that they feel better informed than other UW students.

In general, graduating senior surveys reflect a high level of satisfaction with the undergraduate English experience, and in particular with services made available through Advising. When asked, "Has the English Advising Office been of service to you? How?", students typically answer:

"Yes, I have always been able to get the help I needed."

"The advisors are really in touch with the needs of students. I can cross/compare to other departments – they *reach*, suggest and are very knowledgeable."

"Always made me feel like I was important and never rushed."

"As a returning student, I found their intelligent, positive encouragement exactly what I needed to take some chances with my class schedule."

"Yes! Melissa Wensel and Davis Oldham have been *amazing*. They are friendly, helpful, and genuinely concerned for students' welfare. People in the office have always been available to answer questions and solve problems... they have earned my heartfelt respect and THANKS."

Much of the future of English Advising involves continuing to do all the right things well. But it also includes plans to improve our ability to collect and analyze essential data, including tracking graduation efficiency and impediments, creating a more complete picture of our successes in recruiting and retaining under-represented students, and maintaining and up-to-date alumni data base. It has become clear that an anecdotal record no longer serves the needs of our program, and that mechanisms for gathering and organizing hard data are now necessary. The use of Internet resources have also made Advising aware of how important it is to *connect*, and that the future success of English majors may depend on their ability to make connections with alumni. The trend in Advising is toward greater integration, toward developing a holistic model that reaches simultaneously out to prospective UW students and to our graduates, bringing students into community long before and well after they declare English majors. The goal is to educate students who are better prepared to major in English, English majors who are more likely to reflect on the quality of their experiences, and graduates who enter into post-graduate study and careers with confidence.

Graduate Program in English: Overview

Graduate Mission Statement: The Graduate Program engages students in the professions and practices of literary and language study. The various programs within the Graduate Program in English are designed to train scholars and prepare teachers for work at research institutions, colleges, community colleges, high schools and other educational institutions, and for careers in business, non-profit work, and for varieties of creative and artistic work. The graduate programs, which include the M.A./Ph.D. program in literature, language & rhetoric, the MAT (Master of Arts for Teachers), MAT(ESL)—Master of Arts for Teachers (English as a Second Language)—and Master of Fine Arts are structured to provide a stimulating and supportive environment for professional training and intellectual inquiry. With the active guidance of faculty mentors, graduate students learn to think critically, research creatively, and, in turn, to teach and mentor their own students, peers, and colleagues. Students encounter and work with a variety of disciplinary discourses and techniques ranging from literary history, to literary theory, textual studies, language study, rhetorical theories and practices, composition studies, theories and practices of language acquisition. They learn not only to research and teach *within* their disciplines but also to use their skills to *reshape* whatever field of work or endeavor they choose. *Inter*-disciplinary work follows from their encounter with the practices and theories of their chosen discipline. Over the past ten years, the various programs have all received or continued to receive national ranking. The MFA program was most recently ranked 10th nationally among peer creative writing programs. The Ph.D. program in literature and language was ranked 24th, with the American Literature program ranked 10th. Loss of faculty may affect future rankings.

Graduate Office: The Office of Graduate Studies includes the Director of Graduate Studies, Professor Mark Patterson, who oversees all of the graduate programs in English and reports to the Chair, the Program Support Supervisor, Kathryn Mork, and the Program Assistant, Barbara Snyder. The Director's responsibilities include new student orientation, advising (informal and ad hoc) of all new and returning graduate students, constructing and scheduling each year's course offerings, overseeing the process of admitting and recruiting new graduate students, shepherding curricular and program changes and revisions through the English Department and Graduate School, coordinating with other related graduate programs in the University. Other graduate programs in the Department, including the MFA and the MAT(ESL), come under the umbrella of the Graduate Office in matters of admission, record keeping, and for some advising. Coordinating the various branches of the Graduate Program has been a primary responsibility for Kathryn Mork, who manages the daily working of the office, keeps data, and apprises the Director on program requirements and student progress. Ms. Mork also serves as the primary liaison with the Graduate School regarding graduation, regulations, and admissions. Relations among the programs and with the Graduate School are generally and necessarily cooperative and collaborative.

Curriculum and Scheduling: (For the degree requirements of the various programs see the Practical Guide to Graduate School, included as Appendix I.) Establishing each year's schedule of graduate seminars is coordinated by the Director of Graduate Studies. Faculty in each area and field either meet as a group or submit their teaching requests to their respective directors. The directors of the MFA and MAT(ESL) programs establish the yearly schedules and meeting times of their seminars and then the DGS constructs the year's

curriculum by adding the requested courses in literature, theory, language, and rhetoric & composition, while consulting with the other affected Departments—Comparative Literature, Drama, and the Humanities Center. Having a year's schedule allows students to construct their own schedules. Trying to balance the needs of the Graduate and Undergraduate Programs is the task of the Departmental Scheduler (now Professor Carolyn Allen). The loss of faculty in recent years has made this task more difficult and, at the same time, has made it more difficult for students to get the courses they need or expect. Graduate students are encouraged to do interdisciplinary work by taking courses in other departments.

Advising and Mentoring: Timely and effective advising and mentoring are among the most important factors in graduate students' and the Graduate Program's success. While most pertinent in the M.A./Ph.D. program, which has the most flexible (i.e. student constructed) programmatic structure, it is no less important in the other programs, for graduate students often encounter institutional, professional, and disciplinary questions, issues, and problems that can be worked through with faculty and/or staff support. Making graduate advising and mentoring more effective has been a principal goal of the Graduate Program in recent years.

The Graduate Program attempts to complement each student's intellectual and disciplinary mentoring with scheduled and drop-in advising through the Graduate Office. In addition to advising from the Graduate Office, The MFA and MAT(ESL) programs offer their own advising. The Director of the MFA program advises all students in creative writing, while the MAT(ESL) program has a part-time adviser. Students in all programs come to the Graduate Office for institutional advising, including matters of course and language requirements, insurance, payroll, and for other matters pertaining to their movement through their respective programs. All new graduate students in the M.A./Ph.D. programs meet with the Director for an entrance interview to go over the program's requirements and philosophy and to be assigned to an entrance adviser, that is, an established faculty member working in the student's chosen field who can offer advice about course offerings, common graduate school problems, and intellectual directions the student might take. In addition, there are orientation meetings for all graduate students at the beginning of the school year.

While advising takes place within the structures and offices of the various graduate programs, mentoring is much more difficult to measure or oversee. Mentoring can include advising, but it often includes more subtle forms of role-modeling and influence regarding matters of intellectual work, professional training, and teaching. Faculty mentors are those figures whose work influences and helps shape graduate students. Mentoring occurs when those faculty are teaching seminars, or sitting down to coffee to go over exam lists, or reading a student's work.
This past year, 2000-2001, the Graduate Office undertook a series of conversations among faculty and students regarding mentoring. While graduate students met among themselves to discuss this issue, the Graduate Studies Committee also met to set out an agenda for a Department meeting. These meetings turned out to be extremely productive, particularly in clarifying the following issues.

—Incoming graduate students need better (i.e. more focused and more clearly organized) mentoring in order to engage more quickly in the kinds of intellectual and professional conversations they will encounter. The first and third years (post-Masters) tend

to be the most critical moments in a graduate student's career. In response, the Graduate Office is planning activities for new graduate students for next September and October.

—Both faculty and students agreed on the need for a formal (or semi-formal) mentoring handbook that lays out the assumptions, expectations, and information for all parties. The mentoring handbook will be ready this year.

—Faculty compensation for mentoring is an important issue. Compensation need not be monetary (although money never hurts); recognition, release time, or teaching two graduate seminars in a year are possible rewards.

—Mentoring should be seen as part of the faculty's and students' everyday activities (in classrooms, colloquia, or in conversation) rather than added on to their already busy professional lives.

Diversity: One of the top priorities of the English Graduate Program(s) is to recruit, support, retain, and graduate a diverse student population. One important way to accomplish this is by recruiting and retaining a strong, diverse faculty. Recruitment entails not only identifying outstanding minority students and offering them financial incentives, but, more importantly, acquainting these students with our particular strengths in order to convince them they will receive the best possible training. Prospective students are contacted by faculty and graduate students, encouraged to visit campus (and have their way paid for), and are given the opportunity to talk with current students and faculty from around the campus. The Graduate Opportunities and Minority Achievement Program (GO-MAP) has been an especially important financial and institutional support in our attempts to recruit students. One of our greatest strengths is the Department's commitment to diversity and its supportive environment for all kinds of research. We also recruit students on the basis of our commitment to the training of thoughtful and engaged teachers. *Teaching* diversity is one of our most important goals and we practice it on both the undergraduate and graduate levels.

These practices were noticeably successful this past year when we were able to recruit 7 minority students (20%) out of our 35 acceptances. Not surprisingly, many of these students were attracted by the strength of our Asian American literature program. Most disturbing was the small number of African American applicants.

These new students will enter a program that has seen a relatively stable number of minority students (from a low of 24 to a high of 34), but a steadily increasing percentage of their representation. Whereas in 1991 we had about a 9% population, in 2000 we had 15% minority students (see the Graduate Student Statistical Summary). Our efforts to increase the number and percentage of minorities in the Program have been hindered by the passage of I-200, an anti-affirmative action ballot measure. Some prospective applicants and recruits have specifically cited I-200 as a troubling sign of Washington State's lack of concern for issues of diversity.

III. FACULTY

Faculty List and Curricula Vitae:
(See Appendix O.)

A. Visiting, Part-Time, and Other Faculty: The English Department regularly has in residence approximately twenty Visiting, Part-Time, and other unranked faculty members. With the exception of a fairly stable group of Senior Lecturers and Lecturers—who enjoy voting privileges—the roster of personnel in this area varies greatly. During Spring Quarter 2001, the personnel in the categories of unranked voting faculty and non-voting faculty were as follows:

Senior Lecturers (5)
Laurie George
Joan Graham
Robert McNamara
Elizabeth Simmons-O'Neill
Norman Wacker

Lecturer (1)
Kimberlee Gillis-Bridges

Visiting Faculty (3)
Linda Clifton
Laura Green
Monika Kaup

Affiliates (4)
Assoc. Prof. Tom Colonnese
Asst. Prof. Elizabeth Feetham
Asst. Prof. William Harshberger
Asst. Prof. Kim Johnson-Bogart

Adjunct (1)
Johnella Butler

Lecturer(s), Part-Time (7)
Catherine Beyer
Carole Glickfeld
Georgia McDade
John O'Neill
Sam Solberg
Anupama Taranath

Moreover, the Department currently has six visiting scholars in residence (as of February 14, 2001):

Visiting Scholars (6)
Mamdouh Hassan (Egypt)—9/99 - 9/01
Tae-Oong Jung (Korea)—1/01 - 12/01
Hyuck-Kyung Kwon (Korea)—1/01 - 12/01
Suk-Hee Lee (Korea)—1/01 - 1/02
Keiko Noguchi (Japan)—4/01 - 4/02
Masahiro Oikawa (Japan)—4/01 - 9/01

B. Under-Represented Groups—Faculty: During the period 1992-2001, the Department met the goals established in the University of Washington Utilization and Goals Report for improving the representation of women and minorities among tenured or tenure-track faculty in three areas: hiring and retention of African-American, Asian-American, and Hispanic faculty (see following Table). The Department, however, failed to meet similar goals in the areas of hiring and retention of Native American and women professors, with declines in both categories at the end of the ten-year period from (respectively) 1.6% and 32% in 1990-1 to 0.0% and 30% in 2000-1. The figures (as of the 2000-1 academic year) break down as follows:

Total ranked faculty	59
Female	22
Male	37
Total under-represented	8
African-American	4
Asian-American	2
Hispanic	2
Native American	0

The preceding figures correspond to the following percentages:

Female	37%
Male	63%
Total under-represented	14%
African-American	7%
Asian-American	3.5%
Hispanic	3.5%
Native American	0.0%

IV. STUDENTS

Baseline Information (with Appendix A)

Each quarter new majors are welcomed in to the department at a meeting conducted by the English Undergraduate Advising Office. They are given an overview of the Department, introduced to the major, and informed of services available to them as majors of the Department of English. Another resource available to undergraduates is the Major Skills

Table 1   12A

UNIVERSITY OF WASHINGTON
Utilization And Goals Report
Department within College and Subcollege
Faculty/Academic Personnel By Job Group: October 1999

	Total Staff	# Affected Class	% Aff Class Of Total	Availability *	Relative Utilization	Total ** Goal #
ARTS & SCIENCES - COLL						
HUMANITIES						
ENGLISH						
LADDER FACULTY	59					
FEMALE		22	37.3%	47.6%	-10.3%	7
TOTAL MINORITY		8	13.6%	6.0%	7.6%	MET
ASIAN		2	3.4%	1.6%	1.8%	MET
BLACK		4	6.8%	2.6%	4.2%	MET
AMERICAN INDIAN		0	0.0%	0.4%	-0.4%	—
HISPANIC		2	3.4%	1.3%	2.1%	MET
NON-LADDER FACULTY	9					
FEMALE		6	66.7%	62.3%	4.4%	MET
TOTAL MINORITY		0	0.0%	7.6%	-7.6%	1
ASIAN		0	0.0%	2.0%	-2.0%	—
BLACK		0	0.0%	3.1%	-3.1%	—
AMERICAN INDIAN		0	0.0%	0.3%	-0.3%	—
HISPANIC		0	0.0%	2.2%	-2.2%	—
TEMPORARY TEACHING FACULTY	13					
FEMALE		5	38.5%	62.3%	-23.8%	4
TOTAL MINORITY		2	15.4%	7.6%	7.8%	MET
ASIAN		1	7.7%	2.0%	5.7%	MET
BLACK		0	0.0%	3.1%	-3.1%	—
AMERICAN INDIAN		0	0.0%	0.3%	-0.3%	—
HISPANIC		1	7.7%	2.2%	5.5%	MET

Availability data for vietnam era veterans, disabled veterans, persons with disabilities, and persons age 40 and over are not available in the detail needed to produce a report by department.
** — Denotes a goal of less than one person.

UNIVERSITY OF WASHINGTON
Workforce Profile - Department within College and Subcollege
By Job Group and Title
Headcount of Faculty/Academic Personnel: October 2000

	Tenure	Total All	Total Male	Total Female	Total Minority	Total Non Minority	Total Black Female	Black Male	Total Asian Female	Asian Male	Total Hispanic Female	Hispanic Male	Total Amer Ind Female	Amer Ind Male	Total White Female	White Male
ARTS & SCIENCES - COLL																
HUMANITIES																
ENGLISH																
LADDER FACULTY																
0101 PROFESSOR	YES	28	20	8	~~0~~ 4	24	1	1	0	1	0	1	0	0	7	17
0102 ASSOCIATE PROFESSOR	YES	20	13	7	~~0~~ 3	17	1	0	1	0	0	1	0	0	5	12
0103 ASSISTANT PROFESSOR WITH TENURE	YES	1	1	0	0	1	0	0	0	0	0	0	0	0	0	1
0116 ASSISTANT PROFESSOR		9	3	6	~~0~~ 1	8	1	0	0	0	0	0	0	0	5	3
0123 ACTING ASSISTANT PROFESSOR		1	0	1	0	1	0	0	0	0	0	0	0	0	1	0
LADDER FACULTY - TOTAL		59	37	22	~~0~~ 8	51	3	1	1	1	0	2	0	0	18	33
NON-LADDER FACULTY																
0115 LECTURER FULL-TIME		1	0	1	~~0~~ 0	1	0	0	0	0	0	0	0	0	1	0
0117 SENIOR LECTURER		5	2	3	0	5	0	0	0	0	0	0	0	0	3	2
0185 LECTURER PART-TIME		3	1	2	0	3	0	0	0	0	0	0	0	0	2	1
NON-LADDER FACULTY - TOTAL		9	3	6	0	9	0	0	0	0	0	0	0	0	6	3
TEMPORARY TEACHING FACULTY																
0124 ACTING INSTRUCTOR		12	8	4	~~0~~ 2	10	0	0	0	1	1	0	0	0	3	7
0133 VISITING ASSISTANT PROFESSOR		1	0	1	0	1	0	0	0	0	0	0	0	0	1	0
TEMPORARY TEACHING FACULTY - TOTAL		13	8	5	~~0~~ 2	11	0	0	0	1	1	0	0	0	4	7
ENGLISH - TOTAL		81	48	33	~~0~~ 20	71	3	1	1	2	1	2	0	0	28	43

Workshop. This workshop is held every quarter, and any interested English major is welcome to attend. The purpose of the workshop is to identify and discuss the specialized skills that English students learn as they advance through their major. This is a vital undertaking, as it offers a student grounding and orientation in anticipation of a full career plan or job search. Progressing from the stock question, "What are you going to do with your English major? Teach?," the workshop debunks the myth that a degree in English fails to prepare a student for any career path beyond teaching. (For a forceful demonstration of this verity, see the table presented below under "Graduation Patterns—Placement of Undergraduates."

The English Department also offers opportunities for major to study abroad in London, Rome, Venice, and Paris. The Department also helps students find information about numerous other foreign-study programs available in other departments at the UW, some of which are cross-listed for English credit, and at other institutions. Recent and upcoming foreign-study opportunities include the Summer Creative Writing Seminar in Rome 2001, London in Spring 2001 (and a new offering in Summer 2001), Summer Quarter in Paris 2001, Spring Quarter in Rome 2002, and the cross-listed Comparative History of Ideas Spring Quarter in Prague 2002, for which English Department Instructor Norman Wacker will teach a course in regional fiction.

Under-Represented Groups: The proportion of minority students enrolled in our Graduate Program has risen steadily over the past ten years and is now at a decade-long high of 15%. This conclusion may be verified by reference to the Statistical Summary for the 2000-1 academic year prepared by the UW Graduate School. (See accompanying Table.) To some extent, the percentage-level increase in minority enrollment among graduate students reflects reductions that have been made in the size of the Graduate Program. The actual number of minority students enrolled in the program has fluctuated between a low of 24 (in 1993-4) and a high of 34 (in 1996-7), with the number standing at time of writing at 27 (or 33, including students on leave: see Table). With the reduction in the overall size of the Graduate Program, however, from a ten-year high of 265 graduate students in 1991-2 to the present number of 183 new and continuing graduate students, there has been a significant rise in minority enrollments from 9% at the start of the decade to the current level of 15%, which has held steady for three years now (approaching 16% in 1999-2000).

Nontraditional Students: The English Department program also has had from three to seven International graduate students in residence every year for the past ten years—with six in residence at any given year, on average—with the current number standing at seven (or ten, including students on leave: see Table).

The English Department Writing Center, under the direction of Anis Bawarshi, has initiated a connection between the center and Disabled Student Services. The Writing Center hopes to improve its already substantial record of helping students facing physical challenges work on their writing. The director of DSS has agreed to present a workshop to the tutor training class in Autumn 2001.

Table 3   13A

Graduate Student Statistical Summary * The Graduate School * University of Washington   Printed: 05-De

English   –

utumn Quarter Enrollment	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
Enrollment History										
→ Total	265	256	245	223	227	225	217	224	210	183
Full-Time	208	210	201	197	188	204	203	205	185	168
Part-Time	57	46	44	26	39	21	14	19	25	15
Male	108	100	93	86	77	72	72	72	72	52
Female	157	156	152	137	150	153	145	152	138	131
→ Ethnic Minority	25	25	24	31	32	34	32	32	33	27
International	7	6	6	3	3	6	10	10	7	7
Wash. Resident	171	177	174	151	151	127	119	124	117	106
Non-Resident	94	79	71	72	76	98	98	100	93	77
New Student Enrollment	72	59	57	54	52	65	59	53	58	46
Continuing	182	185	177	158	158	150	151	163	144	130
Annual Application (Sum-Spr qtrs)	1048	1114	1102	1075	921	883	778	853	748	
Autumn Quarter Application	991	1068	1063	1041	897	860	756	836	731	683
Autumn Quarter Denials	779	872	879	880	738	697	606	673	585	533
Autumn Quarter Offers	190	175	159	149	150	154	142	149	134	127
Autumn Quarter Percentages										
% Denied (of Applications)	78.6%	81.6%	82.7%	84.5%	82.3%	81.0%	80.2%	80.5%	80.0%	78.0%
% Offers (of Applications)	19.2%	16.4%	15.0%	14.3%	16.7%	17.9%	18.8%	17.8%	18.3%	18.6%
% New Enrollees (of Apps)	7.3%	5.5%	5.4%	5.2%	5.8%	7.6%	7.8%	6.3%	7.9%	6.7%
% New Enrollees (of Offers)	37.9%	33.7%	35.8%	36.2%	34.7%	42.2%	41.5%	35.6%	43.3%	36.2%
Autumn Minority Admissions										
Applications	66	71	80	98	87	84	72	88	78	80
Denials	48	44	57	69	61	56	51	75	50	50
Offers	18	25	18	28	25	28	21	13	26	26
utumn International Admissions										
Applications	44	54	55	40	38	43	56	45	55	55
Denials	37	44	45	37	32	40	48	34	46	38
Offers	6	5	6	2	4	3	8	3	4	6
Applicant Average GPA										
Denied	3.45	3.58	3.61	3.58	3.58	3.57	3.59	3.59	3.62	3.63
Accepted But Not Enrolled	3.69	3.74	3.72	3.74	3.79	3.74	3.75	3.69	3.74	3.77
Accepted and Enrolled	3.53	3.68	3.67	3.71	3.68	3.70	3.72	3.61	3.65	3.72
Applicant Average GRE Scores										
Denied										
Verbal Score	624	623	627	620	616	611	611	616	597	601
Quantitative Score	561	565	570	568	573	567	568	573	566	567
Analytical Score	612	613	622	627	624	620	616	623	609	619
Accepted But Not Enrolled										
Verbal Score	681	674	656	677	676	665	655	658	655	655
Quantitative Score	577	607	597	613	600	601	599	594	584	603
Analytical Scor	627	642	644	661	669	668	660	645	625	651
Accepted and Enrolled										
Verbal Score	654	668	675	677	662	648	644	638	636	630
Quantitative Score	571	567	559	592	558	564	591	554	578	584
Analytical Score	610	626	615	655	630	636	659	626	618	629
Annual Degrees Awarded (Sum-Spr qtrs)										
Masters:	60	61	51	50	45	40	43	56	44	
Doctoral:	15	16	24	14	22	26	13	20	17	
Ph.D. Candidates:				29	18	25	19	24	21	
imn Quarter Financial Support										
Teaching Assistants	112	122	117	114	125	129	125	130	120	123
Research Assistants	5	7	7	4	5	10	12	8	11	6
Fellowships	1	2	3	4	5	3	8	4	3	6
Traineeships	0	0	0	0	0	0	0			

Table 4   13B

Department of English

Minority and International Graduate Students (33/10)
Autumn 2000 Registration

African-American (9)
Helane Adams—*TA 1998-2001*
Winnie Alston—*GOP 1995-97, TA 1997-99*
Megan Bradley—*GOP 1997-98, TA 1998-2000*
Conseula Francis—*GOP 1996-98, TA 1998-2001*
Karol Cooper—*TA 2000-2001*
Paul Croon—*Seattle Central Comm College*
Stephanie Owings—*EIP 1997-98*
Niko Bronson—*U.S. Army Fellowship*
Coby Jackson—*TA 1999-2001*

Hispanic (8)
Rachael Barnett—*Danforth 1994-95, TA 1995-99, Danforth 1999-2000, TA 2000-2001*
Michael Filas—*GOP 1996-98, TA 1998-2000, Presidential Fell 2000-2001*
Christy Flores—*TA 1998-2001*
Alicia Rivera—*GOP 1997-98, TA 1998-2001*
Veronica Robertson—*TA 1998-2001*
Anthony Ruiz—*TA 1996-2000 (on-leave)*
Andrea Sigler-Castro—*Tuition fell 1998-99*
Lyn Gardner—*TA 1999-2000*

International (10)
Amanda Lloyd *(MATESL Program)*
Hidy Basta *(MATESL Program)*
Boon Goh—*TA 2000-2001*
Nam Jeong Ryu *(MATESL Program)*
Xochitl Soriano *(MATESL Program)*
Su-Hui Wu *(MATESL Program)*
Jing Liu—*GSA 1997-2000, Dissertation Fell 2000-2001*
Jeremy Lowe—*TA 1995-99; Pembroke Fell 1999-2000*
Jodi Lundgren—*Ingham Fell 1996-97, TA 1997-98, Canada Council Fell 1998-2000, TA 2000-2001*
Anne Raine—*Ingham Fell 1995-96, TA 1996-2001*

Native American (2)
Pauline Escudero—*RA 1998-99, Ford 1999-2001*
Deborah Miranda—*TA 1997-2001*

Asian-American (14)
Maureen Boyd—*TA 1996-2001*
Alice Chang *(MATESL Program)*
Jim Chin—*TA 1996-2001*
Don Enomoto—*GOP 1999-2001*
Mikiyo Foote *(on-leave)*
Rahul Gairola—*GOP 2000-2001*
Ann Hiramine—*TA 1996-98 (on-leave)*
Destiny Itano—*Tuition Fell 1997-98, TA 2000-2001*
Karen Kuo—*TA 1995-98 (on-leave)*
Tarisa Matsumoto—*Klepser Fell 2000-2001*
Tamiko Nimura—*RA WSp 1999, 1999-2001*
Michael Oishi—*GSRF RA 1997-98, TA 1998-2001*
Phebe Shen *(MATESL Program)*
Gao Wei-Zhi *(on-leave)*

Table 5   13C

Department of English

Minority Ph.D.s *1995-2001*

Jeane Breinig, Ph.D. 1995	*University of Alaska-Anchorage*
Kandice Chuh, Ph.D. 1996	*University of Maryland-College Park*
Paul Guajardo, Ph.D. 1995	*University of Texas-San Antonio*
Christine Gilmore, Ph.D. 1997	*University of Toledo*
Karen Shimakawa, Ph.D. 1996	*Vanderbilt 1996-97, UC-Davis 1998-present*
Traise Yamamoto, Ph.D. 1995	*University of California-Riverside*
Deirdre Raynor, Ph.D. 1997	*University of Washington-Tacoma*
Julie Schrader-Villegas, Ph.D. 1997	*Cascadia Community College and NASA Space Grant Consortium, University of Washington*
Cristina Alfar, Ph.D. 1997	*Hunter College*
Stephen Andrews, Ph.D. 1998	*Grinnell College*
Ellen M. Evans, Ph.D. 1999	*Alaska Pacific University*
Laurie Ann Stephan, Ph.D. 1999	*Bellevue Community College*
Greg Choy, Ph.D. 1999	*University of Minnesota*
Dennis Chester, Ph.D. 2000	*California State University-Hayward*
Mary Jane Elliott, Ph.D. 2000	*Seattle University*
Rachael Barnett, Ph.D. 2001	
Michael Filas, Ph.D. 2001	*Westfield State College, Massachusetts*
Deborah Miranda, Ph.D. 2001	*Pacific Lutheran University*
Jing Liu, Ph.D. 2001	

A. Students—Undergraduate:

Enrollment Patterns: The increasing enrollment figures continue to have an impact on the quality of undergraduate teaching, especially as they correlate to an increase in pressure on Expository Writing staff, and, in particular, on Teaching-Assistant (TA) resources. The entering UW class for academic year 2000-1 numbered 4,983 students, up 486 students from the previous year. Assuming that the entering class brought Running Start, Composition in the High Schools, and AP credit at the same rate as the last class (figures are not yet available for 2000-1), that means that the Expository Writing Program will need to serve at least 3800 student who enroll at with no "C" credit in their record. Additionally, many programs, in the aftermath of the stripping of W-credit requirements in the mid-1990's, require that their students must take at least one of their other two required writing courses under the auspices of our Expository Writing Program.

Based on tenth-day figures, the Expository Writing Program had 3,731 students enrolled in 100-level classes, two hundred more students more that the preceding year. (The course in question are ENGL 104-5, 111, 121, 131, and 182.) This represents yet another increase of five per-cent over the preceding year, and in the previous year the enrollment also increased by five per-cent. These students were taught with the same allotment of 74 TA slots that has remained unchanged for the better part of the past decades. Although the problem with insufficient numbers of TAs is several years old, the Expository Writing Program was given only a single additional TA slot for 2001-2.

The problem can be summarized as follows: Every single student entering the University of Washington is required to take an Expository Writing course for her or his "C" credit as well as possibly two more EWP courses to satisfy the W-course credit requirements. Year after year, missing TA positions are filled with temporary money, which, given the University's worsening budgetary constraints, is becoming increasingly scarce. Concurrently, the size of the first-year class continues to increase steadily. For every 66 new students, the English Department needs three new TA slots. If the permanent enrollment at UW-Seattle increases by 200, as it did last year by mandate of the Legislature, the English Department needs nine new permanent TA slots.

The Legislature has subsequently authorized more seats for the Seattle campus, and at time of writing we can expect at least another 150 students to arrive in need of 100-level classes during 2001-2. At the end of the last academic year, we nineteen Expository Writing sections still lacked instructors for the Autumn Quarter, including two mandatory section of ENGL 105, three remaining sections of ENGL 131, and fully fourteen sections of ENGL 111. The College's indifference to these problems has been striking, and at time of writing the Department cannot do anything to resolve it other than to continue to expend copious amounts of time and energy trying to find money to staff our most basic, State-mandated writing courses.

Graduation Patterns—Undergraduates (with Appendix A):

Placement of Undergraduates: In looking at the placement of undergraduate alumni of the English Department, we encounter a reasonable number of the expected placements in education and editorial work. (See accompanying Table.) However, the number of

Comparative Enrollment: 1998-99 through 2000-01

Courses	2000-2001	1999-2000	1998-1999
104-105	277	250	290
111	1,172	1,146	852
121	209	198	451
131	2,035	1,857	1,743
182	38	80	43
Totals	3,731	3,531	3,379

Comparison of Sections: 1999-00 through 2000-01

# of Sections	2000-2001	1999-2000
104-105	20	19
111	55	53
121	10	10
131	97	89
182	2	4
Totals	184	175

Table 6

TA Sections v. TA Allocation

Chart showing "# of TA Sections" on the y-axis (ranging from 200 to 270) versus "Academic Year" on the x-axis (97-98, 98-99, 99-00, 00-01).

Legend:
- # TA Sections Taught
- TA Allocation

Table 7

14B
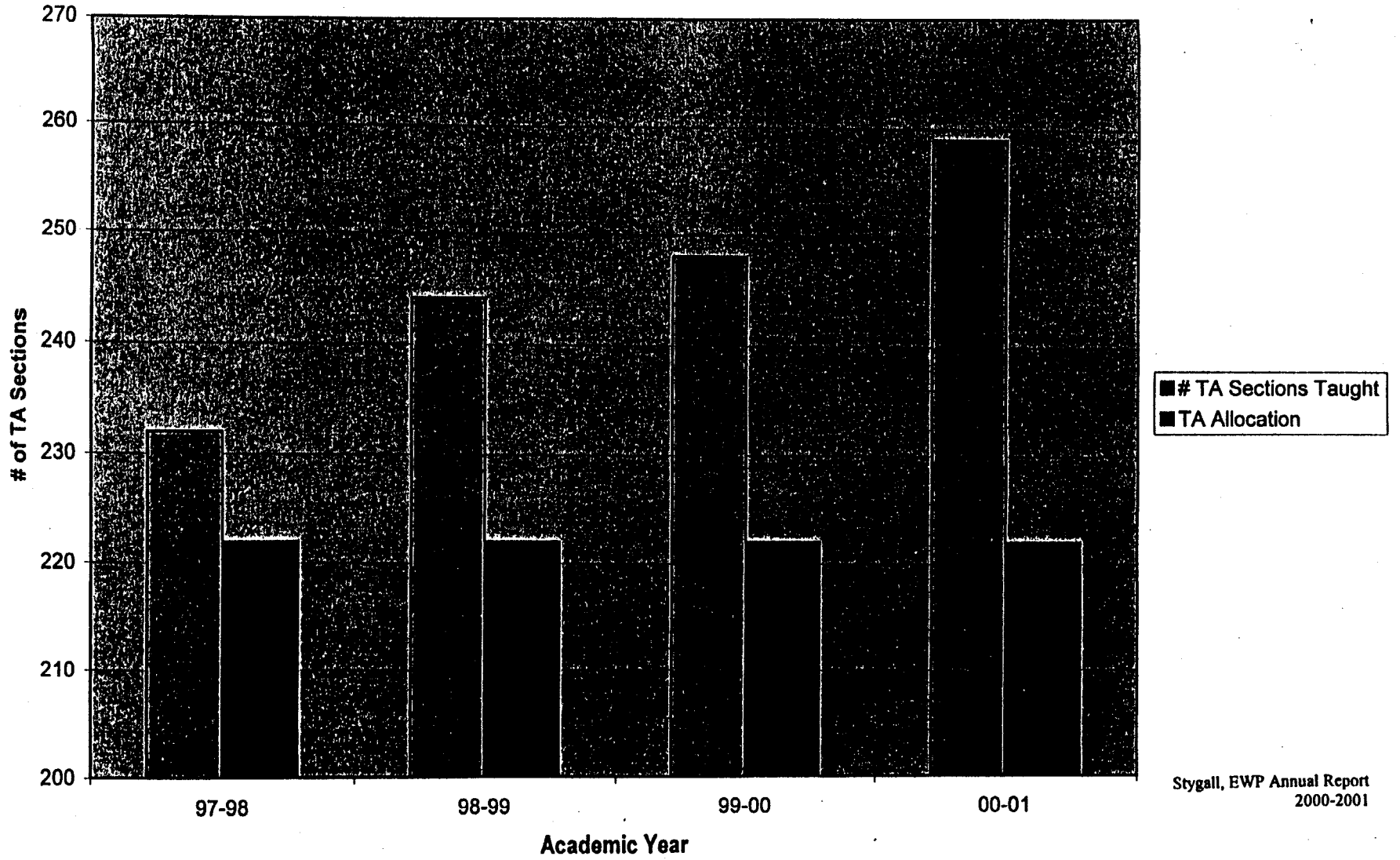
Teaching 200-Level English

Chart with axes: Y-axis "# of Sections" (0 to 80), X-axis "Academic Year" (97-98, 98-99, 99-00, 00-01)

Legend:
- TA Sections
- AI Sections
- Faculty Sections

Table 8

14C
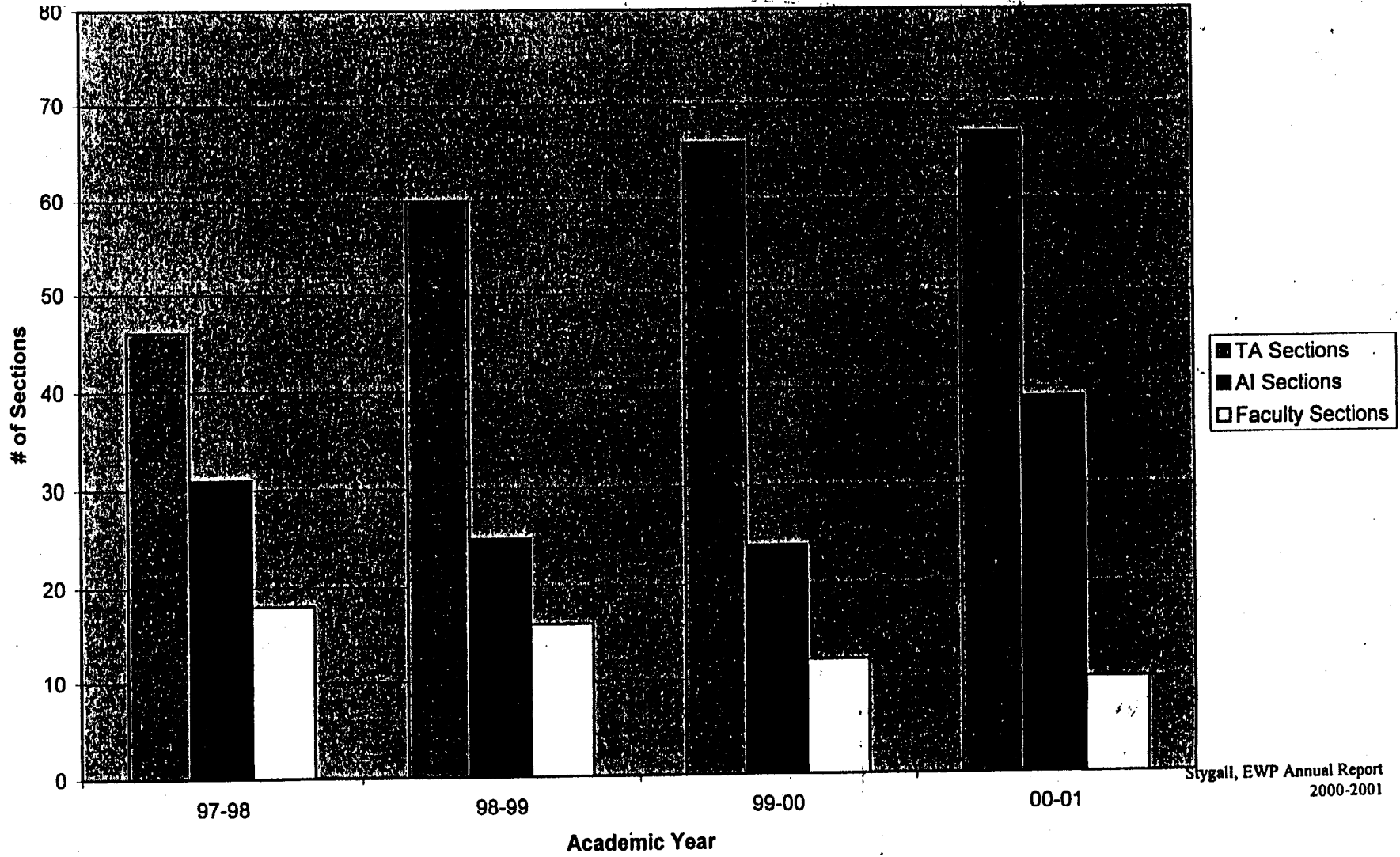
graduates working in government and legal positions, and in business and commerce, is especially high. Our graduates have also made significant inroads into various quarters of the high-technology industries. Many alumni continue to serve the UW in a range of positions, quite possibly reflecting successful employment during the time of their studies here in many cases.

Special mention may also be made here of the success enjoyed by undergraduates who have served as writing consultants in the English Department's Writing Center. From the past year's staff, for example, one has accepted a position teaching English overseas and four have been accepted to graduate schools: UW Business in Tacoma; UW Law School; UW Education; and Seattle University Law School. All graduating Writing Center staff cited their work as consultants as an influential component of their undergraduate careers.

As noted above (see under "Students: Baseline Information"), the Department offers a Major Skills Workshop every quarter to assist students with their career planning. Staff shortages, however, have prevented us from keeping a full database system fro tracking this important information. The summary given here is based on original research carried out in the UW Alumni Database for the years 1991-2001.

Selected Places of employment for graduates of UW English Department, 1991-2001

Academic Counselor, UW
Academic Director, ALICE
Account Coordinator, The Domain Group
Advertising Coordinator, International Sportsmen Exp.
Advertising Coordinator, UW
Adviser, Deloitte/Touche, LLP
Assistant to the Dean, UW
Assistant Vice President, McAdams & Wright
Associate Director of Information Management, UW
Associate Implementation Analyst, IDX Systems Corp.
Associate Technician, Plexus
Attorney, Bates & Ely
Billing Coordinator, UW
Branch Manager, Kitsap Regional Library
Business Manager, Advanced Digital Information Corporation
Business Manager, Intel Corp.
Business Manager, Kidder Peabody Foundation
Chief Information Officer, CareerEngine, Inc.
Classified Account Executive, Seattle Weekly
Client Relations Analyst, Oracle Corporation
Clinical Social Worker, Family Service Association
Co-Owner, Vandewater Books
Communications Branch Liaison, Seattle Public Utilities
Consultant, Microsoft Corporation
Consulting Analyst, Frank Russell Corp.
Copyeditor, Nintendo Inc.
Customer Service, Sterling Savings

Data Entry Operator, UW
Data Manager, UW
Development Assistant, Maysville Pictures
Director of Development, UC Davis
Director, Annual Fund, UW
District Sales Manager, Airborne Express
Editor, Amazon.com, Inc.
Editor, Boeing Company
Editor, Coca-Cola
Editor, Microsoft Corporation
Editor, Microsoft Corporation
Editor, Netscape Communications
Editor, News Data Corporation
Editor, Passages Northwest
Engineer, Hanzon Inc.
Executive Director, Kent Chamber of Commerce
Field Representative, State of California
Fiscal Specialist, UW
Fundraiser, Make-A-Wish Foundation
Graduate Staff Assistant, UW
History Advisor, UW
Histotechnologist, UW
Human Resource Manager, Evergreen Inc.
Insurance Representative, Aetna Life & Casualty
Insurance Representative, ReliaStar Insurance
Laboratory Assistant, Adams Laboratory
Law School Development, UW
Legislative Assistant, United States Senate
Manager of Program Operations, UW
Manager, Amazon.com, Inc.
Manager, Columbia Pacific Management
Manager, Technical Communication, Applied Voice Technology
Manager, Wells Fargo Bank
Nuclear Medicine Technician, UW
Nursing Assistant, Swedish Medical Center
Office Assistant, UW
Office Assistant, UW
Office Manager, AAA of Washington
Office Manager, Internation
Onsite Coordinator, Expert Technical Solutions
Owner, Step English School
Partner, Sharman Co.
Paralegal, Tucker & Stein
Patient Care Coordinator, UW
Patient Service Representative, UW
Patient Services Representative, UW
Placement Counselor, Town & Country Resources
Production Manager, Intel

Program Assistant, UW
Program Assistant, UW
Program Assistant, UW
Program Coordinator, UW
Program Coordinator, UW
Program Coordinator, UW
Programmer II, UW
Project Coordinator, UW
Public Disclosure Coordinator, King Co. DOT
Registered Nurse, UW
Registered Representative, AXA Advisors, LLC
Reporter, San Jose Mercury News
Representative, Milgard Manufacturing
Representative, Verizon Inc.
School Administrator, Decatur High School
Senior Business Analyst, AT&T Wireless
Senior Secretary, UW
Senior Secretary, UW
Senior Secretary, UW
Senior Tax Specialist, KPMG Inc.
Software Engineer Assoc., Akamai
Supervisor, Central Welding Co.
Teacher, Bellevue School District
Teacher, Edmonds School District
Teacher, Ellensburg School District
Teacher, Middle School, Lake Stevens School District
Technical Consultant, Western Data Corporation
Technical Recruiter, Redmond Technical Partners
Technical Support Representative, Keane, Inc.
Unit Services Coordinator, UW
Vice President for Corporate Business Development, SonoSite, Inc.
Vice President of Core Technology, Pro2Net
Visiting English Instructor, Pusan National University
Web Engineer, Microsoft Corporation

B. Students—Graduate:

Enrollment Patterns: The M.A./Ph.D. program in literature and language has shrunk considerably since the last Department review. In 1991 the target enrollment for the entire program was 260. Current data for 2000 shows 185 students enrolled in all programs. Broken down by program, enrollment runs as follows: M.A./Ph.D. 146, MAT 1, MAT(ESL) 25, and the MFA program 30.

The most noticeable change comes in the M.A./Ph.D. program. In 1993 the program had 171 students. The size was gradually reduced until there were 146 students in 1999 and 129 students in the fall of 2000. While the smaller program has allowed us to focus our resources better, including supporting a higher percentage of graduate students, it has had some less positive consequences. For example, the smaller program has already led to

smaller enrollments in seminars, a situation which is not entirely welcome. Even after cutting the number of seminars in order to keep the average seminar size around 10, *some seminars are oversubscribed, and* there were several under-enrolled seminars this past year. In addition, the smaller program is also already putting pressure on both Freshman English and the Undergraduate Program to staff enough 100 and 200 level courses to meet the increased demand. Cutting the graduate program below 130 students might prove disastrous for both.

Program size for the MAT(ESL) program has remained stable for the past several years. Its size seems optimal; however the retirement of Heidi Riggenbach, one of three MAT(ESL) faculty, and the temporary partial loss of Sandra Silberstein to the Faculty Senate, reveal the fragility of such a well-designed program to the fortunes of faculty mobility. In contrast, MFA program has fluctuated in size in relation to its relative recruitment success. This is another program that depends on having faculty available to for recruitment as well as to serve on student committees.

Graduation Patterns—Graduate Students:

Time-to-Degree Issues: The M.A., M.A.T., M.A.T.(ESL), and M.F.A. programs are all designed to be completed within two years. The Ph.D. program is designed for five years (two years of Masters work plus three years post-Masters). Data shows fluctuations and a gradual increase over the past five years in the average registered time to doctoral degree from 4.5 to 5.25 years and the total elapsed time (including years not registered) to doctoral degree from 5.75 to 6.625 years. However, it is best to interpret these figures not only by the averages but also by referring to the lists of degree-takers provided. Variations from year to year can be caused by the number of degrees granted as well as by the graduation of · students who for one reason or another have taken what appears to be an extraordinarily long time to finish a dissertation. Causes for prolonged work on a dissertation range from lack of funding to personal issues. The completion of a dissertation after twenty-four years (as happened in 2000) ought to be cause for celebration in this discipline rather than cause for alarm. In that particular case, readers found the project "brilliant," the long gestation proving that work in the Humanities does not necessarily fall out of fashion or lose its critical edge. Nevertheless, it is the Graduate Program's goal to make six years a realistic goal for students to complete the combined masters and doctoral degrees. In order to achieve this goal, we are in great need of fellowship and research assistant support for students at various points of their careers The timetables for students set out in the *Practical Guide to Graduate Degree Programs* are realistic, but it appears that six years rather than five has become the norm for completing the doctoral degree.

Placement of Graduate Students: The strength of any department can be measured by the quality of students it recruits and how well it eventually places them in positions of employment, either academic or non-academic. It's the job of the graduate program—its seminars, requirements, exams, teaching opportunities—to give the students the best opportunity to succeed. Throughout the last decade the Graduate Program has had an excellent placement record for Ph.D.s in both academic and non-academic positions. (See Appendix E.) However, placement is one aspect of the Graduate Program that defies statistical analysis because each time a student takes a position there is a long story to tell. Moreover, students and faculty have very different set of expectations about what kinds of

jobs are considered "good." And there are so many factors—personal, economic, intellectual—that govern a student's relative success in the process of finding a position within his or her chosen career path that it becomes difficult to know how best to describe, outside of individual student's stories, how well we have done in preparing students to find a position and supporting their efforts.

Placement begins with the student's entrance into the Graduate Program. In the Council of Graduate Program's study (see the Communicator, vol. 32, 1999), "Career Outcomes of English Ph.D.s," recent Ph.D.s recommended increased emphasis on teacher training, downsizing of graduate programs, greater emphasis on interdisciplinarity, and more help with publishing. By reducing the size of the program, we increase the likelihood that students will get the kind of mentoring that will help in placement. The Program's incorporation of pedagogy into the graduate exams, its encouragement of teaching colloquia, and the mentoring of graduate student teachers at all levels of teaching adds support as well. In addition, we are encouraging more professional training at each stage of a student's career, from attending conferences at the beginning, to establishing a series of job talks for job candidates currently on the market.

The English Department's Placement Committee works extremely hard to guide and advise prospective job candidates. Selected in the spring in order to get a jump on the process, this committee meets with students throughout fall quarter, advising them individually on their cover letters and curriculum vitae, providing mock interviews, and counseling them on various aspects of the job search. The Placement Committee normally includes a junior faculty member who can speak to the strategies and stresses of the process. This committee also schedules several meetings throughout the year before the publication of the job lists, during the application phase, and after the MLA Convention when students are getting on-campus interviews. The chair also contacts people who are employed off campus or in non-academic jobs to see what their plans are. The Placement Committee also offers to meet with each student individually to discuss his or her letter of application, to go over his or her placement file, or to offer advice and moral support. One staff person has been dedicated to helping students prepare their dossiers, to advertise job openings, and to provide any Departmental support possible.

As a way to professionalize the placement process, the English Department instituted a series of job talks, giving students a chance to practice their presentations before an engaged and helpful audience. This series augments graduate seminars aimed at aiding students to revise seminar essays into publications. In another area, the graduate program is changing its exam system to better reflect the realities of the job market. In addition to making pedagogy an important aspect of the exam system, we will be requiring more oral work in the exams as a way to prepare students for the rigor of MLA and on-campus interviews.

The Preparing Future Faculty (PFF) Program has been an important part of our professional training and placement efforts. Initiated by a 1994 grant from the Pew Charitable Trusts, this program is designed to enhance the professional preparation of English graduate students by offering them experience and mentoring at several partner institutions. Originally, a task force including the UW Department of English and faculty from North Seattle Community College and Seattle Pacific University designed an intensive program, matching graduate student fellows with faculty mentors from partner institutions for a full

quarter. Fellows and mentors work together teaching a course at each respective institution. Not only do students gain from the innovative pedagogical practices of these institutions, but they also encounter the kinds of expectations for service that will help them become colleagues and learn how faculty balance the three professional activities of teaching, service, and scholarship. Graduate students gain valuable professional experience at colleges and universities with different missions, goals, and student populations from the University of Washington. These experiences have yielded direct placements for some of our graduates. While English was one of four UW participating departments funded in the national program in 1994-95 and 1995-96, the program is sustained with the use of departmental funds. Since then, several additional regional colleges and universities have been added to our list of partner institutions: Seattle University, the University of Puget Sound, the University of Washington-Tacoma, and Pacific Lutheran University. A list of participating institutions, students, mentors and related symposia and events is appended.

Over the past decade we have had an impressive placement rate primarily because we offer a rigorous intellectual program, because we do an outstanding job of training future teachers, and because have begun to support a higher percentage of students in our program. Our placement record over the past decade has been particularly impressive when compared to our peer institutions because we often lag behind them in the number and amount of dissertation fellowships we can offer. While some programs can offer multiple years of fellowships, we are lucky to offer quarters of support for dissertation writers.

While the Placement Committee does an excellent job of working with Ph.D. students looking for academic positions, it does not have the expertise or resources to help students interested in non-academic jobs. Over the past few years, the committee has sponsored meetings of job seekers with UW Ph.D.s now working in non-academic settings. These meetings have including Ph.D.s now working in publishing, the computer industry, and non-profit organizations. One faculty member spent a year organizing an effort to identify contacts in non-academic businesses in order to improve our placement, but unfortunately that faculty member left the Department the following year. Advising job seekers about non-academic positions is clearly an important need for the Department in the coming years. Indeed, continuing the work of making contacts among potential employers is an equally important effort that we must continue.

Graduates pursuing the M.A./Ph.D. concentration in Language and Rhetoric have been notably successful in their job searches. At the doctoral level, recent graduates are directing and/or teaching in writing and language programs at such institutions as the University of Kansas, Montana State University, and Clemson University. Earlier this year, two of our former graduate students, Marcy Taylor and Jennifer Holberg, launched a new scholarly journal in the field of English Studies—Pedagogy: *Critical Approaches to Teaching Literature, Language, Composition and Culture*—from Duke University Press. In the MATESL program, insofar as we are aware, over the past five years all of the graduates have been employed either in the field or in higher education administration. In that same period, twenty-five students have gone on to doctoral work—fourteen in UW Programs, twelve in the most highly ranked programs internationally. Of those who have already completed their programs, again all are employed. Known for its distinctive combination of rhetoric with language studies, the track has successfully recruited three excellent graduate students in next year's entering class.

V. CURRICULUM/INSTRUCTION

Background—General: Every undergraduate student in the Department of English benefits from the efforts of two vital resources, the English Undergraduate Advising Office (hereafter "Advising (Office)") and the English Undergraduate Association (EUA). Advising staff have authored many parts of the report which follows, but a few words may be included here addressing the important activities of the EUA. The EUA is a student organization that exists to provide majors with a sense of community and a means of participating actively in the life of the Department. The EUA's character and projects vary each year with a changing student membership, but the group always works to enrich the undergraduate program and intellectual life of the department's majors with such projects as a series of poetry readings, attending a play with faculty, book drives, discussion groups, sponsorships of major events. A student may become active at any time by asking an English adviser how to contact a current representative of the organization.

In addition to the EUA, the Advising Office also supports the editorial staff of *Bricolage*, the University of Washington's student literary arts journal, which is created each year by a staff of students drawn primarily from the English Department, but embracing other departments as well. *Bricolage* was established in 1982 and has presented some of the University's best artistic efforts in every subsequent year. In late Spring Quarter, the departing officers elect a staff for the coming year, briefly orient them and leave them a budget. The effective result is that each year a completely new sort of publication is created by *Bricolage* staff.

A. Undergraduate Degree Programs

Baseline Information: The major requires the completion of 63-65 credits. A minimum of 60 credits must be in English courses, at least 25 of which must be earned at the University of Washington. No 100-level English courses count toward the major, and no more than 20 credits may be at the 200 level. Unless a student takes a major with a concentration in writing or Secondary Education preparation, no more than 5 credits in composition or creative writing courses can be included in the 60-credit program. At least 90 of the 180 total credits required for graduation must be in courses other than English.

Available tracks include:

—English major with language and literature emphasis
—English major with writing emphasis
—English teaching major and Primary Endorsement for Secondary Certification candidates

In addition, secondary teaching candidates with teaching majors other than English may select:

—Supporting Teaching Endorsement in English.

With some adjustment as delineated for specific tracks, majors must take courses in:

—Literary Periods
—Field Requirement Courses
—Senior Seminars

The Department's generous selection of overseas study options for undergraduates has already been noted above, and will be discussed again below (under "Evaluation: Curriculum/Instruction—Overseas Study").

1. Language and Literature Emphasis

Baseline information: All students declaring an English major in Autumn 1994 or after must take 30 credits (6 courses) in literary periods, and 5 credits of Senior Seminar (ENGL 498). At least 4 of the 6 period courses must be upper division (i.e., numbered at the 300 or 400 level). Courses selected should represent work in poetry, drama, fictional and non-fictional prose. A course in Shakespeare is particularly recommended. Beyond these basic requirements, students may concentrate upon various interests in English and American literature, literary criticism, literary theory, language study, or writing.

An approved 3-5 credit Field Requirement course is also required. This is a literature course taught in another department, either in the original language or in English translation, or a course offered by the English department focussing on literature under-represented in the traditional Anglo-American canon (e.g., American ethnic literature, women's literature, etc.)

At present, the basic requirements for the undergraduate English major with Language and Literature Emphasis—whose redefinition may provide one of the Department's greatest challenges over the next ten years—may be summarized as follows:

—30 credits in period courses.
—One course in each period.
—An additional course in period 1 or 2.
—5 credits of Senior Seminar (ENGL 498).
—3-5 credit Field Requirement course.
—25 credits of English elective courses.
—No 100-level courses.
—Maximum 20 credits of 200-level courses.
—Maximum 5 credits of composition or creative writing courses.

Language and Rhetoric Curriculum—Overview: The curriculum in Language and Rhetoric at the undergraduate level is not presently implemented as a formal degree "track." Nevertheless, it may be useful to supply some specific information about the substantial offerings available in the Language and Rhetoric Curriculum at the undergraduate level:

—**English Language Concentration**: The English Language concentration teaches an undergraduate survey course in English language study quarterly as well as a set of courses in Syntax, History of English Language, Stylistics, and Language Variation in Current

English, as well as Topics courses such as Language and Gender—again, all at the upper-division level. Students seeking admission to the Middle and Secondary Certificate Program in Education are required to take two of these courses or the courses in variation or policy.

—Composition and Rhetoric Concentration: Courses in Composition and Rhetoric at the undergraduate level include Advanced Composition and the Teaching of Writing, both of which are required for admission to the Teaching Certificate Program.

—Applied Linguistics Concentration: In a rough categorization, courses in applied linguistics at the upper-division undergraduate level include two courses in language variation and language policy, with North American and International foci, respectively, along with courses shared with the other concentrations.

2. Writing Emphasis (including Creative Writing concentration)—Baseline information: The University of Washington English Department offers undergraduate students as many as 36 courses per academic year in fiction and poetry, from the beginning level to the advanced. Many of these courses are also offered during Summer Quarter. Undergraduate students may choose to major in English with a Writing Emphasis. In addition to the literature courses required of all English majors, majors electing the Writing Emphasis take a minimum of 25 credits in Creative and Expository writing courses, with upper-division work addressing at least two genres or forms (poetry, short story, novel, and expository writing).

Majors electing a concentration in Creative Writing must complete the 30 credits in literary periods, the 5 credits of Senior Seminar (ENGL 498) and a Field Requirement course. As noted, all majors with a Writing Emphasis must take 25 credits in Creative Writing and composition courses, with at least 15 credits completed at the upper-division level (classes numbered 300-400).

Many courses in Creative Writing are taught as limited-enrollment workshops. To register in many upper-division courses it is necessary for students to obtain add codes.

Basic requirements for English major with Writing Emphasis:

—30 credits in period courses.
—One course in each period.
—Additional course in period 1 or 2.
—25 credits of creative writing and composition courses.
—Minimum 15 credits at upper-division (300-400) level.
—Upper division courses in at least 2 forms
—5 credits of Senior Seminar (ENGL 498).
—3-5 credit Field Requirement course.
—No 100-level courses.
—Maximum 20 credits of 200-level courses.

Creative Writing Program—Overview: The Creative Writing Program is dedicated to providing the finest instruction in the arts of writing poetry, fiction, and creative nonfiction at both the graduate and undergraduate levels. We are also dedicated to connecting with

broader communities through our Writers-in-the-Schools program and our reading series. The Program can be perceived as a unit both independent from and dependent upon the English Department. Questions relating to the autonomy of the Creative Writing Program involve issues of self-vision—including curriculum design, and graduate student admissions and policies—while program dependence is primarily financial. Creative Writing's operations budget is determined by the Chair of the English Department and both Department and Program share the resources of a classified staff responsible for daily functioning. Creative Writing's discretionary budget is derived from one half of the interest earned annually from monies directly contributed to the program. This budget supports one tuition-exempt fellowship and several prizes and small events each year. (In 2001-2002 monies will be redirected to support the continuation of the Writers-in-the-Schools program. See further below.) Of course, our connections with the English Department go beyond the financial and include a shared pursuit of excellence in scholarship, creativity, and pedagogy.

To fulfill degree requirements we offer up to forty-one undergraduate and up to ten graduate courses annually: at the undergraduate level, twelve introductory fiction and verse writing; twelve intermediate fiction and verse writing; up to twelve advanced fiction and verse writing; three novel writing; and two honors fiction and verse writing. Graduate courses include six fiction and verse writing; up to three Writer as Critical Reader; and one special topics (ENGL 592).

Like colleagues in other branches of the English Department, faculty in the Creative Writing Program study, teach, and practice the literary arts of reading and writing. What distinguishes Creative Writing faculty may be their perspective: broadly speaking, the faculty view these things from the angle of the practical artist rather than the critical reader. The academic justification for the Creative Writing Program and Program curriculum follow from the distinction. The following remarks (here and under "VIII. Evaluation: Creative Writing Program") will attempt to sketch out the work of the Creative Writing Program in those terms, and point toward possible avenues of future change and flourishing.

Teaching Assistants teach all of our introductory courses; Acting Instructors teach half of our intermediate courses. In academic year 2000-2001, 284 students attempted to register for our undergraduate courses and were denied admission because the classes were full. (It is the strong desire for several members of the senior faculty to teach at the introductory level—and statistics confirm the demand for more classes—but we are needed for upper-division and graduate work.) Of the approximately forty graduate students enrolled in a two-year period, only nine are offered teaching assistantships. Our goals of providing excellent undergraduate and graduate education, of training future teachers of creative writing, and of meeting the demand of undergraduates for our courses necessitates a more active role for faculty in lower division classes as well as more chances for graduate students to be Teaching Assistants. Such goals could be met through the hiring and funding priorities for Creative Writing outlined below (see "IX. Development" and "X. Hiring and Retention").

3. Other Writing Programs (major, non-major, and affiliated):

Expository Writing: The Expository Writing Program is responsible for teaching nearly 4,000 students each year in one of four primary courses, each of which satisfies the University's "C" course or composition requirement. These students numbers are divided

into 185-190 sections taught each year. While several other courses, such as the Interdisciplinary Writing Program's series and Comparative Literature 240, also satisfy this requirement, it is the Expository Writing Program that offers the majority of courses. The current Director of Expository Writing is assisted by program coordinator, Diana Borrow. The Director is responsible for the training and supervision of Teaching Assistants, for the design and execution of curriculum, and for program policy. There is a small budget allocated to the program which pays for various limited program needs. Four assistant directors, who are senior Teaching Assistants with superior teaching records and knowledge about composition theory and practice, also help administer the program. Three of the assistant directors serve the training and support of new Teaching Assistants; one assistant director administers the training for ENGL 121, our service learning course. Worth noting is the job placement rate of former assistant directors. Whether taking literature or composition positions, 100% of the assistant directors since 1992 hold tenure track positions.

The courses are taught almost exclusively by Teaching Assistants, although the current Director has taught the main course twice since becoming the head of the program. New teaching Assistants receive two weeks of intensive orientation before the quarter begins. In addition, every Teaching Assistant is required to take a graded, graduate seminar in rhetoric and composition in the Autumn Quarter. Additional training is offered as Teaching Assistants move into the three other primary courses.

The courses offered by the Expository Writing Program present students with three types of readings from which students draw concepts and evidence for their argumentative, academic papers. The courses are described below:

> **ENGL 131**, Composition: Exposition. This course focuses on academic reading as the conceptual resource for argumentative writing in documented, evidence-based papers. Readings for the course are diverse—from Roland Barthes to Michel Foucault, from anthropologist Clifford Geertz to art critic John Berger, from legal scholar Martha Minow to sociolinguist Rosa Lippi-Green—and are contained, with 22 other authors, in our custom course reader, *Academic Discourse*, edited by Gail Stygall This course represents 55-60% of our annual offerings.

> **ENGL 104-105**, Introductory Composition. This course, designed for students in the Educational Opportunity Program and Special Student Services, is the same curriculum as ENGL 131, taught over two quarters instead of one. Students in EOP and SSS often lack traditional academic preparation at the same time that they are highly capable students. Students receive "C" credit upon completing both courses and are awarded general elective credit for the second quarter. These courses represent 8-10% of our annual offerings.

> **ENGL 111**, Composition: Literature. This course focuses on the production of academic arguments based in literature. Each section is devoted to a particular genre: drama, poetry, or short fiction. This course represents approximately 25% of our annual offerings.

Table 9   25A

CIC COURSE OFFERINGS
2000-2001

Teaching-Emphasis 3%
Graduate Seminars 3%
Literature, Film, Creative Writing 18%
100-Level EWP 41%
IWP 25%
Advanced EWP 10%
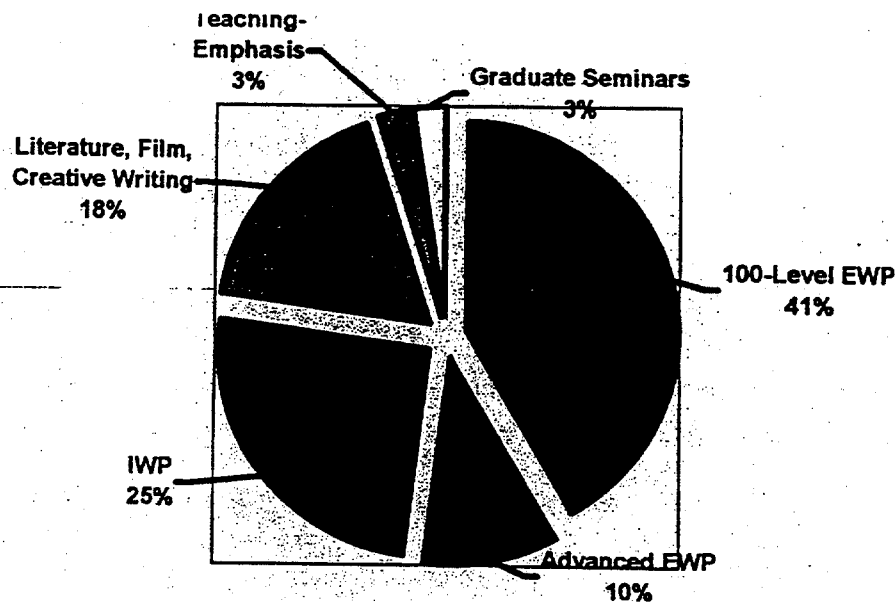
100-LEVEL EXPOSITORY WRITING COURSES (33 TOTAL)

Course	Course Title	Sections	Instructor(s)	Quarter(s)
104	Introductory Composition for EOP Students	1	Flores	Autumn
105	Introductory Composition for EOP Students	1	Flores	Winter
111	Composition: Literature	22	Barda, Berte, Buck, Caruso, Fogerty, Goh, Lane, Linder, Lundgren, Price, Prather, Rajan, Roland, Whitmire	A, W, Sp, Su
121	Composition: Social Issues	2	Browning	Autumn
131	Composition: Exposition	6	Benz, Browning, Emmons, Roland, Ver Steeg	A, W, Sp, Su
182	The Research Paper	1	Oishi	Autumn

ADVANCED EXPOSITORY WRITING COURSES (8 TOTAL)

Course	Course Title	Sections	Instructor(s)	Quarter(s)
281	Intermediate Expository Writing	6	Benz, Browning, Lane, Oishi, Robertson, Simmons-O'Neill	A, W, Sp
481	Special Studies in Expository Writing	2	Dillon, George	A, Sp

Table 10   25B

IWP Courses (20 total)

Course	Course Title	Sections	Instructor(s)	Quarter(s)
197	Interdisciplinary Writing: Humanities	3	Gillis-Bridges, Prather	W, Sp
198	Interdisciplinary Writing: Social Science	17	Kvidera, McNamara, O'Neill, Prather, Simmons-O'Neill, Stasiak, Tracy, Wacker	A, W, Sp

Literature, Film, and Creative Writing Courses (14 total)

Course	Course Title	Sections	Instructor(s)	Quarter(s)
200	Reading Literature	1	Caruso	Winter
211	Medieval and Renaissance Lit.	1	Simmons-O'Neill	Summer
257	Intro. to Asian-American Lit.	1	Simpson	Summer
337	The Modern Novel	1	George	Summer
338	Modern Poetry	1	Wacker	Spring
345	Studies in Film	1	Gillis-Bridges	Winter
355	American Lit: Contemp. America	1	Wacker	Summer
383	Intermediate Verse Writing	1	McNamara	Spring
443	Poetry: Special Studies	1	Keeling	Spring
497/498	Senior Seminar	4	George, Handwerk, Keeling	A, W, Su
C Lit 497	Special Topics in Cinema Studies	1	Bean	Autumn

Teaching-Emphasis Courses (2 total)

Course	Course Title	Sections	Instructor(s)	Quarter(s)
475	PSWP Open Summer Institute	1	Clifton	Summer
476	PSWP Invitational Summer Institute	1	Clifton	Summer

Graduate Seminars (2 total)

Course	Course Title	Sections	Instructor(s)	Quarter(s)
518	Shakespeare	1	Coldewey	Spring
551	Studies in Poetry	1	Reed	Spring

ENGL 121, Composition: Social Issues. This course focuses on a particular social issue, whose study and understanding is enhanced by service activities in the Seattle community. Students combine their readings with their actual experiences into documented, evidence-based argumentative papers. Students have completed their service activities in the Seattle Public Schools, women's centers, homeless shelters and soup kitchens, AIDS organizations, and arts programs. This course represents about 5% of our offerings.

The program also occasionally offers ENGL 182, The Research Paper, but this course is being phased out as it represents an understanding of research as a separable activity from normal academic reading and writing.

The Director of Expository Writing is also responsible for the supervision of all Teaching Assistants, who now teach a significant portion of 200-level English courses, though two mentors-currently Carolyn Allen and Anne Curzan—work directly with teaching materials for specific courses.

The EWP also offers the Composition in the High Schools Program in high schools throughout western Washington, from Yakima to Sequim, from Coupeville to Kirkland, in cooperation with UW Extension. Sixteen schools are currently participating in the program, which trains long-term, well-qualified high school teachers as instructors for our ENGL 131 and 111.

Computer-Integrated Courses Program: In 1990 the Computer-Integrated Courses Program (CIC) was designed for students at the University of Washington. The CIC program is dedicated to developing innovative computer-integrated approaches to teaching argumentative writing, literature, critical thinking, and research skills. CIC is a program that is committed to the idea that the teaching of Humanities courses can be facilitated through the use of technology—especially computers. CIC classes are held in specially adapted classrooms, designed by experienced instructors, and incorporate a range of technologies, from networked computers and projection screens to video equipment.

Since its move to new wired classrooms in Mary Gates Hall, the CIC has continued to oversee 35 English courses, with significant expansion on the horizon. Specifically, future offerings of the CIC will move beyond its traditional emphasis on lower-division writing courses to encompass a range of upper-division writing courses (300- to 500-level) and a select group of literature courses. With additional hardware purchases, the move to Mary Gates Hall should allow CIC to double its course offerings in the near future. To attain this goal, CIC will require continuing support in the area of software acquisition, in order to take advantage of the more advanced networking capacities in the new building. Finally, it should be stressed that CIC will require increased funding to oversee the offering of the course that is potentially crucial to the success of any graduate student, English 592 (Research Methods).

The Expository Writing Program offers a computer-integrated version of all of its 100-level writing courses - English 104/5, English 111, English 121, English 131, and English 182. Descriptions of each of these courses can be found on the Expository Writing Home Page. There are approximately twelve CIC courses offered every term. A CIC course covers the

same material as conventional 100-level writing courses, but it combines the best of traditional instruction with the benefits of computer-aided writing. Students spend time debating, writing, and working through material BOTH in the face-to-face environment of a conventional classroom and through independent and collaborative work in/on a computer network. CIC instructors are prepared to teach students with diverse levels of experience with computers. Inexperienced students will find that our technology is easy to learn and that the program provides a well-trained and accessible support staff to help them become comfortable in a computerized environment. Students with a great deal of experience enjoy the opportunity to use technology as a part of the day-to-day activities of the classroom.

Several kinds of key technology are used in the CIC classroom. The preferred CIC word-processing program, an implementation of Word 97, allows students to spend more class time actually writing. In-class writing can take several different forms, depending on the instructor. Typically, exercises are designed to target specific composition and comprehension skills, like thesis development, the use of evidence, and grammar or style. In-class writing workshops focus on revision skills, drafting, and peer-editing. Because students have access to computers in the classroom, their is more of an emphasis on "hands-on" learning of composition and revision skills. BABEL: the Electronic Bulletin Board - Babel, otherwise known as BB (or the Bulletin Board), is the most innovative and enjoyable part of a CIC classroom. Designed by network administrator Rob Weller, BB allows students to converse electronically under pseudonyms of their own choosing. BB does not replace the face-to-face conversations of a conventional classroom, rather it supplements and diversifies discussion by removing many of the pressures and anxieties students may feel about expressing themselves verbally in front of their peers.

Many instructors choose to integrate e-mail into their CIC courses as well, using it to extend BB discussions outside of class, or for the submission of journals or other short "paperless" assignments. The Local-Area Network (LAN) in CIC also provides convenient access to the Internet, and many instructors choose to incorporate Web resources into their class design. For example, an English 182 class (The Research Paper) might devote considerable time to helping you find information on the Internet, as well as in the more conventional setting of a university library. Finally, the custom CIC implementation of PowerPoint software enables students to develop innovative presentations for their instructors and classmates.

At the level of hardware, CIC courses also provide access to VCRs and video recorders, which allows instructors to incorporate video into the classroom. A CIC instructor might decide to supplement the traditional texts in a course with mass media texts like movies, music videos, t.v. commercials. Or perhaps use the video recorder to tape student presentations, in order to help you improve your oral presentation skills. None of these are required parts of a CIC course, but they are just some of the many options CIC offers to instructors and students.

In the CIC facilities, as they are currently designed, classes move between two rooms. One contains the centerpiece of the program: the twenty-three-station LAN. The other classroom is fairly conventional in appearance; there are desks and a lectern. Sitting inconspicuously at the back of this room is also a networked computer terminal, an LCD panel, and a projector. Sitting at this terminal, in the midst of her or his class, the instructor is suddenly out of the

picture. Although all the students' attention is still focused all on the same thing, at the same time, that "thing" is now the material being projected from computer to the screen at the front of the room. If it's a composition course, for example, the students and instructor can look together at a student writing sample. They can read and revise collectively and cooperatively. In this perhaps subtle but concrete way, students are encouraged to distinguish the medium from the messenger.

In the other CIC classroom, housing the LAN, there are even more possibilities for redirecting student attention. This is due, in part, to the classroom's physical design. Instead of being arranged to all face the "front" of the room, the students' computers are arranged to face each other, in three- or four-station pinwheel formations. The room provides no fixed place from which an instructor can command the attention of the class. This can be disconcerting for the uninitiated, as can the reduced access to marker boards. However, these are deliberate design features that help concentrate classroom activity online.

In the LAN it is also possible to disperse altogether the focus of your class but still keep students engaged. Students can work independently or in groups, at online exercises prepared by the instructor, on essay assignments, at critiquing one another's work, doing online library research, or on the Internet. Though it is at least theoretically possible for students to work independently in the conventional classroom, the greater range of options in the CIC classroom makes independent work more purposeful and productive.

Writing Center: The English Department Writing Center currently deploys consultants whose schedules provide for a total of 3000 hours of one-on-one meetings with undergraduates seeking to improve their writing. Moreover, our Writing Center consultants interact with teachers of writing-intensive "W"-courses campus-wide; they make thirty or more special visits to classes per year; and they coordinate their activities with members of the Political Science Writing Center, writing centers at the UW-Bothell and UW-Tacoma campuses, and other centers and programs at UW and beyond. The main strategic challenge currently facing the English Department Writing Center involves efficient management of a notably variable work-flow. Student usage of the Center is often slow in the early weeks of a quarter, while staff occasionally are forced to turn away drop-ins in the final weeks of instruction. An efficiency rate of 100% is almost certainly unobtainable, but the current goal is to raise the present 70% rate (hours available as against hours taken advantage of by students) to 75% and to use some of the remaining excess hours for additional outreach activities. Finally, the Center hopes to redesign its database system in the near future using MS Access in order to allow all tutors to enter data easily and without generating inconsistencies.

The continuing effort on the part of Writing Center staff to increase overall usage succeeded spectacularly at the end of the ten-year period under review, with an overall increase in usage of 37% having been achieved in a single year (2000-1). In total, writing consultants were available to work with students for 3534 hours over this time, and about 59% of the available time (or 2085 hours) was spent in consultation with students—impressive figures for drop-in center. For the remaining hours, writing consultants used eighty hours for class visits and in-class Peer Response Group facilitation (a new service offered by the center), and much of the remaining time went to database or Web-page development and administrative duties.

The English Writing Center expended considerable effort in its attempt to interface with other centers on campus. They have joined an e-mail discussion group that includes all writing centers on the main US campus as well as those on the Tacoma and Bothell campuses. Quarterly meetings are held with members of the list to discuss such issues as training, ESL, technology, and funding. There is now a link on the UW Home Page that leads to the home pages of every departmental writing center on campus. The English Department Writing Center is the only such entity with ESL specialists on its staff, and thus is continuing to work with other centers to share ESL-related resources. Finally, given their systematic study of issues relating to writing instruction, the staff of the UW Interdisciplinary Writing Program (IWP) has stressed the need to forge links with the English Department Writing Center and with writing centers across campus.

The mechanics of the English writing consultants' class visits and innovative Peer Response Group Work may also deserve brief comment here, as such information may well prove useful to other writing centers on the UW campus.

At the beginning of each quarter, Writing Center staff contact the TAs who teach the 100-level English courses and ask whether or not they would like a writing consultant to visit their classes and talk about what resources are available in the Writing Center. Depending on the quarter, 15-30 TAs generally respond, and visits are scheduled in a coordinated manner. Handouts are then printed with contact information for each student, and the visiting consultant distributes these and gives a ten-minute presentation which strives to demystify the typical Writing Center session and to alleviate any negative stigma associated with the term "tutoring."

For the first time during 2000-1, Writing Center staff sent groups of tutors to lower-level English classes to model and help teachers facilitate Peer Response Group work. The project has been so successful that TAs who have taken advantage of the new resource have invariably invited consultants back in subsequent quarters. The Peer Response Group work has strengthened the relationship between TAs and the Writing Center, and many students have indicated that the introduction to tutors in the classroom has encouraged them to visit the center on their own.

All told, the only possible down-side to the many successes enjoyed by the Writing Center under its current directorship is the possibility that consistently high visitation rate during drop-in hours and the substantial interest in classroom services may force a reduction in off-campus outreach efforts (see "Service: Community Service") or necessitate an increase in staffing.

Puget Sound Writing Program: The Puget Sound Writing Project began twenty-four years ago In the years since, PSWP has enhanced the teaching of thousands of K-12 teachers in the area—directly through their attendance at the Project's summer Institute, and indirectly by work carried out in schools and districts by the hundreds of teacher-consultants the program has produced. The project has had an impact at every level of K-12 education in Washington State. Yet this record of excellence has been compiled under very difficult circumstances. For most of its history, the Project has maintained a very tenuous, seriously underfunded existence. For its first ten years, it operated on the margins of the English

THE HOUSE WE LIVE IN

Open Programs

- { Writing in Science, Math & Technology }
- *[Open Institute—Summer 2001]*

Community Partnerships

- Seattle Arts & Lectures
- Hugo House
- Powerful Schools
- { Boeing }

Inservice/Professional Development

- Adv. Leadership Seminar
- Special Topic classes

Year-round Projects

- { Writing group (Zoopa's) }
- *Young Teacher Mentor Project*
- *Young Teacher residencies*

SUMMER INSTITUTE
& Continuation

Teacher Research

Leadership Opportunities

- Site Leadership Team
- [Outreach Coordinator(s)]
- { ADDENDUM Editor }
- *{Focus on Standards}*

Open Opportunities

- Annual (Reunion) Conference
- Young Writers

Legend
[under construction]
{ recent past }

C:\PSWP director\grants nwp\PSWP Blueprint.doc   As revised after 12/6/00 SLT meeting   02/07/01   11:33 AM

Table 11

29A

Department. Some years ago, its funding levels sand so low that it was forced to remove its operations from the English Department, surviving only by taking advantage of the safe harbor offered by Distance Learning. Nevertheless, many of the principals in the Project are English Department faculty, and the Department continues to identify itself as an "umbrella" for PSWP on its Web-site and in other contexts.

Funding constraints on the program have contributed to so significant an erosion of services that PSWP's parent organization, the University of California-based National Writing Project, has threatened to remove PSWP from its rolls. In their view, not only has the program not grown in the way similar writing project at other sites have, but it has also been unable to maintain with full integrity even the highly effective programs it once was fully able to field.

The current activities of the PSWP may be broken down into three main areas:

(1) The annual summer Invitational Institute. The mainstay of the curriculum of the Institute is a Demonstration Project, wherein a presenter selects a writing lesson that she or he has already taught successfully in the classroom and "demonstrates" is as part of the Institute's instruction. Each participant is thus introduced to a wide range of classroom-tested writing assignments, and presenting teachers focus on a strength of their own practice, thus building validation for their teaching expertise. The Institute also helps participants transform themselves into people who think of themselves as writers, and not just as teachers. Moreover, the Institute supplies its graduates with both a specialized knowledge base and the research skills and professional self-assurance to expand that base as future tasks demand.

(2) The Continuation Program from the Institute. The Summer Institute begins the process of turning an excellent teacher into an excellent Teacher/Consultant. The Institute Continuation course during the school year provides support to Institute graduates as they take their new understandings and strategies back into their own classrooms and as they offer their first in-service workshop to their colleagues.

(3) Professional Development Programming and Outreach. If PSWP is going to have any real effect on the teaching of writing in so large an area as Western Washington, it must impact thousands of teachers across hundreds of schools districts. PSWP thus recycles mentors back through the summer Institute both as mentors and as potential coordinating directors for the Project. Moreover, as part of the outreach efforts of its robust professional development program, the Project sends graduates out as active consultants and presenters who work intensively with teachers in schools throughout the area.

Over the course of its 24-year history, the Puget Sound Writing Project (PSWP) has become the UW's single most successful Humanities-based K-12 partnership. The brief of the Project is to work with the education community to improve the writing of Washington State students while developing a community of K-12 and postsecondary teachers who also write. The PSWP recently received a matching grant of $25,000 from the prestigious, fifty-state National Writing Project (NWP) on the basis of its adherence to three interconnected priorities mandated by the NWP: (1) direction and immediate supervision of an annual Summer Invitational Institute for PSWP Teacher Consultants and other Institute Fellows—

the next scheduled for July 9—August 3, 2001; (2) management of continuity programs for Teacher Consultants with writing-related interests; and (3) implementation and supervision of in-service activities in local school districts. In its most recent external review, the PSWP won high praise for everything from its coordination of a notably large pool of Teacher Consultants drawn from school districts throughout Washington State to its distribution of a range of well-written, professional-looking publications.

The strategic-planning issues currently facing the PSWP cannot be sketched out adequately in a few sentences, insofar as a thorough overhaul of PSWP has been undertaken with the recently commenced tenure of Prof. John Webster—for nearly ten years the Director of the UW English Department Expository Writing Program—as co-director of the Project. (Details of these efforts may be found in the recent, successful grant application to the NWP.) Immediate plans include the hiring of more Teacher Consultants to help with writing-coaching activities and to serve as Outreach Coordinators. In the recent NWP review of PSWP, moreover, Prof. Webster and his associate, co-director Linda J. Clifton—a veteran of the Project with a decade of service to her credit—received accolades for the commitment of both "co-directors [to] serve as writers themselves" in the upcoming Invitational and other activities.

4. Secondary Education

Baseline information: Major requirements for Secondary Education candidates differ slightly from either the basic major requirements or the Writing Emphasis requirements. Coursework is divided among essential learning areas established by the Washington Board of Education for a primary teaching endorsement in English, and includes work in American literature, English literature, multicultural literature, language study, writing, and the teaching of composition. As with the other major tracks, no more than 20 credits (four courses) at the 200 level may count toward the Teaching major. Moreover, any student working on the English Teaching major who plans to apply to the postgraduate Teacher Education Program at the University of Washington should seek counseling from the TEP Advising Office.

The 63-65 credits required of Secondary Education candidates are distributed as follows:

Language (10 credits):

—ENGL 370 (English Language Study; 5 credits), and one of any of the following course:
—ENGL 371 (English Syntax; 5 credits)
—ENGL 372 (Language Variation; 5 credits)
—ENGL 373 (History of the English Language; 5 credits)
—ENGL 472 (Language Learning; 5 credits)
—ENGL 473 (Current Developments in English Studies; 5 credits)
—ENGL 478 (Language and Social Policy; 5 credits)
—ENGL 479 (Language Variation and Language Policy in North America; 5 credits)

Writing (10 credits)

—ENGL 381 (Advanced Expository Writing; 5 credits) or upper-division creative writing (5 credits)
—ENGL 471 (Composition Process; 5 credits)

Literature (43-45 credits), comprising:

English Literature Survey
Two courses (10 credits) from:
—ENGL 228 (English Literature to 1600; 5 credits)
—ENGL 229 (English Literature, 1600-1800; 5 credits)
—ENGL 230 (English Literature after 1800; 5 credits)

Shakespeare
One course (5 credits) from:
—ENGL 225 (Shakespeare; 5 credits)
—ENGL 323 (Shakespeare to 1603; 5 credits)
—ENGL 324 (Shakespeare after 1603; 5 credits)

American Literature
Two courses (10 credits) from:
—ENGL 250 (Introduction to American Literature; 5 credits)
—ENGL 350 (Traditions in American Fiction; 5 credits)
—ENGL 351 (American Literature: The Colonial Period; 5 credits)
—ENGL 352 (American Literature: The Early Nation; 5 credits)
—ENGL 353 (American Literature: Later Nineteenth Century; 5 credits)
—ENGL 354 (American Literature: Early Modern Period; 5 credits)
—ENGL 355 (American Literature: Contemporary America; 5 credits)
—ENGL 356 (Classic American Poetry: Beginnings to 1917; 5 credits)
—ENGL 360 (American Political Culture to 1865; 5 credits)
—ENGL 361 (American Political Culture after 1865; 5 credits)

Literature Before 1800
One course (5 credits) from:
—ENGL 210 (Literature of the Ancient World; 5 credits)
—ENGL 211 (Medieval and Renaissance Literature; 5 credits)
—ENGL 212 (Literature of Enlightenment and Revolution; 5 credits)
—ENGL 228 (English Literary Culture to 1600; 5 credits)
—ENGL 229 (English Literary Culture: 1600-1800; 5 credits)
—ENGL 310 (The Bible as Literature; 5 credits)
—ENGL 320 (English Literature: The Middle Ages; 5 credits)
—ENGL 321 (Chaucer; 5 credits)
—ENGL 322 (English Literature: The Age of Elizabeth; 5 credits)
—ENGL 323 (Shakespeare to 1603; 5 credits)
—ENGL 324 (Shakespeare after 1603; 5 credits)
—ENGL 326 (Milton; 5 credits)
—ENGL 327 (English Literature: Restoration and Early 18th Century; 5 credits)

—ENGL 328 (English Literature: Later 18th Century; 5 credits)
—ENGL 329 (Rise of the English Novel; 5 credits)
—ENGL 351 (American Literature: The Colonial Period; 5 credits)
—ENGL 422 (Arthurian Legends; 5 credits)

Multicultural Literature
One course from:
—ENGL 257 (Asian-American Literature; 5 credits)
—ENGL 258/AFRAM 214 (African-American Literature: 1745-Present)
—ENGL 311 (Modern Jewish Literature in Translation)
—ENGL 316 (Literature of Developing Countries)
—ENGL 317 (Literature of the Americas)
—ENGL 358/AFRAM 358 (Literature of Black Americans)
—ENGL 359/AIS 377 (Contemporary American Indian Literature)
—ENGL 466 (Gay and Lesbian Literature)
—AAS 401 (Asian American Literature to the 1940s)
—AAS 402 (Contemporary Asian American Literature)
—AAS 403 (Survey of Asian American Poetry)
—AES 212 (Contemporary American Ethnic Literature)
—AES 321 (Comparative American Fiction)
—AFRAM 320 (Black Women in Drama)
—AFRAM 340 (Harlem Renaissance)

Senior Seminar
ENGL 498 (Senior Seminar; 5 credits)

Field Requirement
One course (3-5 credits) from Field Requirement list.

5. Supporting Teaching Endorsement in English: Candidates to the UW's Secondary
Teacher Education Program may complete a supporting endorsement in English. This
supporting endorsement was specifically designed for students who plan to earn their
teaching certification at the UW; it was not designed for students who plan to pursue teacher
certification through any other program or at any other institution. Students planning to
apply to a teacher certification program at another college or university must investigate that
particular institution's prerequisites, admission policies, and requirements. The work for the
Supporting Teaching Endorsement in English consists of 29-30 credits of course work in
American and English literature, Shakespeare, comparative literature, language, and the
teaching of composition. The courses for the supporting endorsement in English are
distributed as follows:

American Literature
One course (5 credits) from:
—ENGL 250 (Introduction to American Literature; 5 credits)
—ENGL 350 (Traditions in American Fiction; 5 credits)
—ENGL 351 (American Literature: The Colonial Period; 5 credits)
—ENGL 352 (American Literature: The Early Nation; 5 credits)
—ENGL 353 (American Literature: Later Nineteenth Century; 5 credits)

—ENGL 354 (American Literature: The Early Modern Period; 5 credits)
—ENGL 355 (American Literature: Contemporary America; 5 credits)

Shakespeare
One course (5 credits) from:
—ENGL 225 (Shakespeare; 5 credits)
—ENGL 323 (Shakespeare to 1603; 5 credits)
—ENGL 324 (Shakespeare after 1603; 5 credits)

English Literature
One course (5 credits) from:
—ENGL 228 (English Literary Culture to 1600; 5 credits)
—ENGL 229 (English Literary Culture 1600-1800; 5 credits)
—ENGL 230 (English Literary Culture after 1800; 5 credits)
—ENGL 320 (English Literature: The Middle Ages; 5 credits)
—ENGL 322 (English Literature: The Age of Queen Elizabeth; 5 credits)
—ENGL 327 (English Literature: Restoration & Early 18th Century; 5 credits)
—ENGL 328 (English Literature: Later 18th Century; 5 credits)
—ENGL 330 (English Literature: The Romantic Age; 5 credits)
—ENGL 335 (English Literature: The Age of Victoria; 5 credits)
—ENGL 336 (English Literature: The Early Modern Period; 5 credits)
—ENGL 339 (English Literature: Contemporary England; 5 credits)

Comparative Literature
One course (5 credits) from:
—C LIT 301 (Comparative Literature: Periods; 5 credits)
—C LIT 350 (Themes in World Literature: Parents and Children; 5 credits)
—C LIT 351 (Themes in World Literature: Loves, Sex, and Murder; 5 credits)
—C LIT 352 (Themes in World Literature: Death and Transfiguration; 5 credits)

or:
Any course(s) in comparative literature or literature in translation totalling 5 credits as
approved by the English Department Undergraduate Advising Office.

Linguistics/Structure of the English Language
One course (4-5 credits) from:
—ENGL 370 (English Language Study; 5 credits)
—LING 200 (Introduction to Linguistics; 5 credits)
—LING 201 (Language and Human Behavior; 5 credits)
—LING 400 (Survey of Linguistic Method and Theory; 4 credits)

Composition/Writing
ENGL 471 (The Composition Process; 5 credits)

6. Interdisciplinary Study:

Interdisciplinary Writing Program: The UW Interdisciplinary Writing Program (IWP)
offers 65 or more writing classes (known as "Writing Links") each year, in conjunction with

large lecture courses in many disciplines across campus. These disciplines range from History and Psychology, to Political Science, Geography, and International Studies, and they include a broad spectrum of Humanities fields as well. Although the lecture courses accompanied by Writing Links are offered by other departments, all the IWP faculty and Acting Instructors, as well as some IWP TAs, come from the department of English.

This strong partnership between English/ IWP teachers and colleagues campus-wide was begun in 1977 and has since served more than 20,000 undergraduates enrolled in Writing Link classes. The Program has accrued many prestigious grants and awards, including a UW Arts and Sciences Curriculum Development Grant for 2000-2001, and near-successive English Department Webber Prizes for Teaching Excellence in 1997, 1998, and 2000—all won by individual IWP teachers. The enormous amounts of energy expended by IWP faculty over the past ten years were highlighted quite spectacularly with the Spring 2001 announcement that the Program had won a University-wide Brotman Award for Instructional Excellence.

IWP courses are listed in the Time Schedule under English 197, 198, and 199, with section letters indicating specific course links, e.g. ENGL 198A might be linked with ANTHRO 204, while ENGL 198C and D are linked with HIST 112. These writing courses are designed to help students improve their writing skill while further exploring ideas and materials assigned in the associated lecture. Assignments in a Writing Link always draw on lecture course readings, and often include drafts of papers submitted in the lecture course; students learn to generate and evaluate ideas—and written work—in relation to purposes shaped by context. Most students find that pairing a writing course with a lecture course enhances their learning in both.

During the academic year 2000-2001 the IWP offered 69 classes linked with 36 lecture courses in a total of twelve different departments. Many of the Writing Links involved collaborating with departments (such as Philosophy, Political Science, and Art History) that have a long history of association with IWP, but two Links were experiments with fields entirely new to the program: they were offered with "Introduction to Engineering Design" (ENGR 100) and "General Chemistry" (CHEM 162). These experiments were definitely promising and if funding is made available, further development of these distinctive Links will take more fully into account the fact that they accompany laboratory courses as opposed to lectures. New, though temporary, funding from the Dean of Undergraduate Studies is making possible first-time Links with Music Department courses during 2001-2002. Other fields expressing interest in the possibility of Writing Links include CHID, Women Studies, American Ethnic Studies, Ocean and Fishery Sciences, and Astronomy.

Some of the recent innovations in the IWP curriculum have involved technological advances. Although the EWP has long offered some courses through the Computer-Integrated Courses Program (CIC), IWP has just begun transforming a number of its courses to integrate technical tools available in CIC classrooms. The Curriculum Development Grant that funded much of this curriculum transformation expired in Spring quarter 2001, but the IWP will continue to offer courses through CIC: During the 2000-1 academic year, IWP faculty taught twenty courses in the CIC space, and five are scheduled for the coming Fall.

Strategic planning currently under way in the IWP includes the facilitation of more interdisciplinary, writing-focused faculty and graduate student conversations; increase in the range of disciplinary
contexts in which Writing Links are offered; and continuing analysis of data arising out of IWP activities. As an example of the last, it was IWP teaching that led to a longitudinal research study of UW students' career-long writing experiences, which found that the gap between students' high-school writing and the writing they were expected to produce at the UW was wider than almost anyone had thought. The finding has implications for K-12— related issues addressed elsewhere, and perhaps for the "Open Programs" of PSWP, as well as for UW faculty and curriculum development.

B. Graduate Degree Programs

M.A./Ph.D. Program: Baseline Information

Description: (For a description of the requirements consult the Practical Guide to Graduate School, Appendix I.) The M.A./Ph.D. programs in literature and in language and rhetoric ought to be considered as a continuity, for the masters and doctoral programs are linked pedagogically and programmatically. Most students who enter the M.A. program intend to continue through to completion of the Ph.D. These programs are designed to grant students maximum freedom to construct their own course of study, with the help and advice from faculty mentors. It has long been the philosophy of the M.A./Ph.D. program to allow students to follow their own interests and, especially, to construct interdisciplinary projects. Structure is imposed by faculty within and between specific fields as they decide which courses they will teach from year to year. This philosophy works especially well for mature students who have already or are able to generate a sense of intellectual direction. Advising and mentoring are thus key components of the M.A./Ph.D. programs.

Program Review: The Graduate Program in Literature (masters and doctoral) was reviewed by a faculty-graduate student internal review committee in 1998-1999. Although the review focused primarily on concentration in literary studies, many of the issues and recommendations have consequences for other parts of the Graduate Program. The graduate review involved a number of group meetings with faculty and graduate students, included several questionnaires to gather and evaluate responses from faculty and students, and concluded with a Department meeting with faculty and graduate students. The review identified three main issues: 1. Program size; 2. The Ph.D. exam system; 3. The two-tiered structure (M.A. + Ph.D.). Other issues included mentoring, incorporating teaching into the program, placement, and mentoring. Many of the issues and conclusions of that review can be found throughout this self-study document. Attached are the results of a questionnaire sent to faculty and graduate students regarding the Graduate Program.

Masters Programs: Baseline Information

Master of Arts: The M.A. program is considered a two-year program, involving a year of course work followed by the completion of a Master's essay. While primarily a training ground for further work in the areas of literary and language studies, the Master's Program presents students with an intense introduction into the skills of research, writing, and self-presentation that have served many students well in many kinds of employment. All

graduate seminars are taken by both M.A. and Ph.D. students, ensuring that older students can model forms of intellectual inquiry and disciplinary interrogation for the new students. This essay is conceived of as a project of publishable length and quality. Completed within a quarter, the M.A. Essay is closely directed by a faculty supervisor and serves as a graduate student's initial attempt to write at a professional level.

M.A. concentration in Language and Rhetoric: The Master of Arts (Language and Rhetoric) is a degree concentration approved by the Graduate Studies Committee in Spring 2001. It is designed to provide structure and coherence to the program of study for graduate students working with the areas of language study, rhetoric and composition. The faculty in these fields agreed that a concentration was needed in order to respond to expectations of breadth of knowledge in this field, which are different from expectations in the field of literary studies. Breadth is insured by requiring students to take three seminars in the theoretical foundations of the field and three in research methods (see the attached proposal). This concentration is conceived of as a necessary part of the Language and Rhetoric track, which includes its own Ph.D. exam structure.

Master of Arts for Teachers: The M.A.T., Master of Arts for Teachers, is a small, occasionally used program originally designed as a terminal degree for teachers. The degree was reformulated in 1990-91 in response to a state mandate requiring an M.A. degree for final certification for all teachers after 1988. The Department assumed more teachers would choose English for final certification; however, after that mandate was rescinded, the expected number of applications did not materialize. The M.A.T. has served only a few students in the last few years. In 1994 the program was reviewed by the Graduate Studies Committee with the following conclusion: "What is needed is not an MAT specifically, but a more general emphasis on preparing to teach, and the committee agreed to encourage attention in other courses to the problems of teaching the material in them. It did not seem appropriate utterly to abolish the MAT, at such a time, though it was agreed that for now the program should maintain the status quo. Reasons still exist for maintaining the program, and there is potential for outstanding candidates we would be able to serve." Those conclusions remain valid. M.A.T. students draw on the same courses as the other M.A. and Ph.D. students, but reductions in the program and the limited interest has made it difficult to designate particular courses as focusing on teaching issues and methods. However, the Graduate Program as a whole has steadily increased the emphasis on teaching at all levels.

Masters of Fine Arts (Creative Writing): Established in 1987, the MFA in Creative Writing evolved from a creative writing emphasis option within the MA degree going back to the days of Theodore Roethke who helped lend the program the distinction that it has maintained and enhanced over the years. Ranked tenth in the nation by *US News & World Reports* (1997), our MFA Program provides workshops and individual instruction in the art of poetry and fiction writing, as well as requiring the study of literature, literary criticism, and theory. A year of coursework is followed by a year concentrating on the MFA essay and the creative thesis, a book-length work of publishable quality. This two-year program leads to the MFA degree, a terminal degree in the field. While ours is a fine arts degree aimed foremost at the preparation of professional writers in fiction and poetry, we also prepare our students for careers in teaching (secondary and post-secondary), publishing, editing, and arts organization.

Doctor of Philosophy: (For a description of the Ph.D. requirements consult the Practical Guide.) Among the most important changes in the Ph.D. program is a revised exam system. During the Graduate Review, there was a good deal of agreement that the time to take the exams should be drastically reduced from three months to two weeks. In addition there was consensus among faculty and, to some extent, students that the exams should emphasize breadth and oral components, and that the dissertation prospectus should be made a structural component of the exams, but one that occurs at a set time *after* the oral. The new exam structure is more rigorous, more attuned to professional issues, and offers a more realistic work load for faculty. Here is a brief overview of the new exam system:

—Three Person Committees: Reduces the number of faculty required on a committee from 4 to 3. Three is the minimum number of faculty allowed by the Graduate School. A student can have more than three faculty members. It might be useful to have more than three faculty members if a student wishes to have members from outside the English Department, especially since members often become recommenders for the student.

—Reading List Meetings: The exam committee must meet with the student before the end of the student's pre-exam year. For students entering the MA program that would be the third year in the program; for post-Masters students that would be their second year. The meeting would have to include all members of the committee, and would finalize the reading lists, decide on the exam structure, discuss the schedule of exams, and take care of any other exam issues. The Graduate Office provides a check-off form for members to sign and serve as institutional memory. Although it is not mandated for the old system, it is also strongly recommend that all committees meet to discuss these issues. It can help both faculty and students with their work.

—Exam Time: The written and oral exams must be completed within two weeks. Depending on the exam structure (see below), students can finish the exams anytime within those two weeks.

—Written Exams: There continues to be three areas for written exams—1. Major period; 2. Genre/Minor Period/Topic; 3. Theory. Students can now have major and minor periods contiguous. There is now a "topic" exam covering a large, perhaps interdisciplinary area such a "technology," or "domesticity," etc. Students have the choice of taking two 8 hour written exams, each with a page limit of 15 pages, or writing over a 72 hour period, with a page limit of 30 pages. The 8 hour exams will function like the current written exams, with students picking up the questions from the Graduate Office in the morning (or getting them by e-mail) and returning them by 5:00 in the afternoon. This change will mean that students will be writing on more than one reading list at a time, requiring faculty to think about new ways to write exam questions. It will be useful to hold conversations about innovative exam formats.

—Syllabus: A syllabus on one of the written exam areas is to be turned in at the last written exam. The syllabus should describe a course based on the reading list, including a description of the course, course rationale, and reading list. The syllabus will be discussed during the oral exam.

—Comprehensive Oral (General) Exam: The oral exam will be a two-hour exam covering all three exam areas, including the syllabus. It will be the student's General Examination required by the Graduate School, allowing the student to advance to candidacy. The exam will be attended by the Graduate Representative. The oral is intended to engage the breadth of the student's exam lists, intellectual training, and background, including issues of pedagogy. It might also be used productively to help the student think about the next step, which is coming up with a dissertation topic and prospectus. After the oral exam, faculty will provide a written assessment of the student's work during the exams to aid the student in writing the prospectus.

—Prospectus Defense: Within three months of completing the oral exam, the student will have a Prospectus Defense. The defense will be scheduled for two-hours, and should document the thesis, lay out the intellectual conversations, provide a summary of chapters, and a bibliography. The student should make the prospectus available to the committee members at least one week before the defense. The defense should include all members of the dissertation committee and will be open to the public. The prospectus must be officially passed and a copy submitted to the Graduate Office.

1. Master's Degrees:

Master of Arts: (See above under "Graduate Degree Programs—M.A./Ph.D. Program: Baseline Information"

Master of Fine Arts in Creative Writing: The University of Washington English Graduate Program offers a Master of Fine Arts in Creative Writing (MFA). Students participate in writing workshops in fiction and poetry, and undertake coursework in literary periods and types, and critical theory. MFA candidates also present an MFA thesis, an MFA essay, and an oral presentation.

Degree Requirements:
55 credits, a creative manuscript, critical essay, and one language other than English. The program is usually completed in six full-time quarters.
20 course credits in creative writing, including three creative writing workshops (one may be outside the student's genre)
15 credits in graduate literature seminars (5 credits of which must be a seminar in critical theory, numbered 506-510, 550, 551, or 581)
5 elective credits (5 graded credits of teaching internship can count for degree credit)
15 thesis credits, under the direction of a Thesis Supervisor and Thesis Committee
Creative Thesis: a book-length work of publishable quality, comprising 30 poems, 5 short stories (at least 100 pages), or 150 pages of a novel
Critical Essay: a thirty page essay that is an expression of the student's relationship to his or her reading, a relationship based on the student's own writerly concerns and studies, using a reading list compiled by the student on a specialization or core (substantial representation of an author, approach, or form); genre or survey (a survey of the genre or contexts for the core); and works of criticism.
Oral Presentation: Normally a reading from the candidate's MFA thesis, as well as discussion with and questions from the candidate's thesis committee on the thesis, essay, and writing process.

Language Requirement: knowledge of one language other than English, demonstrated by a 3.0 or higher in a second-year university-level course, taken no more than five years prior to entrance; or a passing score on a language exam administered by the University of Washington Educational Assessment Center; or 10 credits in Old English or Old French language and literature with a grade of 3.0 or higher; or a 3.0 or higher in one course in any language other than English taken while in residence in the MFA program; or approved professional verification of native-speaker ability in another language.

M.A. Concentration in Language and Rhetoric: As noted above in the discussion of undergraduate offerings, the Language and Rhetoric track currently offers three main concentrations: English Language, Composition and Rhetoric, and Applied Linguistics. Most of the Language and Rhetoric-affiliated faculty members teach in two of the concentrations.

Given the overlapping expertise of these faculty members and the interdisciplinary nature of the area, we are pleased that a number of courses serve multiple audiences. Core courses for language and rhetoric MA students and doctoral students in all three concentrations are The Nature of Language, Discourse Analysis, and Current Rhetorical Theory. A course such as the Ethnography of Literacy serves students in Composition and Rhetoric and Applied Linguistics in equal measure. These courses often also attract graduate students in literature and literary theory.

Some brief comments on matters relating specifically to graduate teaching in connection with the M.A. concentration in Language and Rhetoric—see further above, under "Students: Graduation Patterns—Graduate Program"—may be included here:

—English Language Concentration: Graduate Seminars include Old English, Discourse Analysis, Stylistics, Markup Languages and Hypertext, and various Topics courses.

—Composition and Rhetoric Concentration: The graduate offerings include: Contemporary Rhetorical Theory and Approaches to Teaching Composition, and Topics courses such as Ethnography of Literacy and Rhetoric and Disciplinarity.

—Applied Linguistics Concentration: To date, the heart of the applied linguistics concentration has been the MATES(O)L Program, with its focus on English teaching and acquisition by speakers of other languages. To serve that population of graduate students, we offer a survey course on second language acquisition and classes in language teaching methodology, testing and assessment (with a service learning component), research methods (in which students conduct original research), pedagogical grammar, a practicum, and Topics courses.

Master of Arts for Teachers (English as a Second Language): The MATESL Program was centered in English in 1978. It was created in direct response to student demand and the need for a high-quality interdisciplinary program in the applied study of language, including the integrated study of language structure, use, learning, and teaching. In the past several decades the explosion of research in language acquisition, initiated by widespread dissatisfaction with the results of much second language study, has had enormous implications for the teaching of languages. In response to a rapidly changing paradigm in

language teaching, the program provides students with (1) a theoretical background in linguistics and second language acquisition; (2) detailed training in aspects of language study, research, teaching, and assessment; (3) an opportunity to apply this training in a variety of language teaching tasks and contexts; and (4) an understanding of the English language. The program prepares students in equal measure for applied work in language use and acquisition and for advanced research-based graduate study. The current proposal for a MATFL (MAT Foreign Languages) Degree would share MATESL resources with students of the full range of languages taught at UW.

At least 49 credits must include the following:
—ENGL 571, 572, 574, 576; LING 450 or 446, and LING 461 or ENGL 575.
—3 courses (at least 12 credits) from ENGL 471, 478, 479, 560, 562, 563, 567, 569, 575, 578; LING 433/ANTH 464, LING 447/PSYCH 457, LING 451, 462.
—1 elective (Any 400-level or above course in English, Anthropology, or Linguistics, including those listed above, or any foreign language course not used to fulfill the language requirement may fulfill the elective requirement. An elective may also be approved from related courses in other fields.)
—ENGL 570 (Practicum in TESOL; normally two quarters)
—Language Requirement. The requirement can be satisfied by completing the second-year coursework (or its equivalent) of a language other than English with a grade of 3.0 or higher, or the requirement may be met by a course taken no earlier than three years before entering Graduate School at the University of Washington. Occasionally arrangements can be made to fulfill the language requirement with exams or other documentation.

The partnership between the English Department Writing Center and the MATESL program has continued to develop in recent years. MATESL students in the Center take the standard writing-tutor training class, which has been accepted as a MATESL elective. MATESL students at the center have also helped to advise TAs who were having difficulty teaching ESL students and have helped to develop the resource library and to create a file of handouts on ESL grammar issues.

2. Doctor of Philosophy (See Appendix I).

3. Graduate Degree Programs: Interdisciplinary Study:

Walter Chapin Simpson Center for the Humanities: As in the cases of the English Department's partnership with the UW Interdisciplinary Writing Program and the Puget Sound Writing Project, both outlined above, the department's partnership with the Walter Chapin Simpson Center for the Humanities has benefited from the circumstance that many of the principals in the Center have served and continue to serve concurrently as members of our department. In particular, the Simpson Center enjoys superb new leadership under English professor Kathleen Woodward, and Prof. Woodward's efforts build on the work of former Center for the Humanities Director Leroy Searle, also a Professor of English, who compared the first three year of the Simpson Center to an attempt to "orchestrate the ocean," notably with respect to coordination of its activities with those of existing institutions such as the College Studies major, Faculty Fellows, and the Curriculum Transformation Project, among others.

The English Department is committed to helping the Simpson Center with its own strategic plans to augment resources provided by its endowment with UIF funds, additional grants funding, and the formation of other strategic partnerships. Moreover, there is a need to clarify the curricular mission of the Center with respect to courses and programs traditionally championed by members of the English Department (such as the College-wide Textual Studies initiative). The English Department will also be able to contribute to and benefit from the Center's efforts to support graduate study, as by obtaining grants to hire graduate students (in the words of a recent report) "to work as members of projects closely related to their research, and to use the Simpson Center as a platform for new kinds of graduate courses, particularly those that provide graduate students with a chance to work in community arenas." As an additional example of the sort of symbiosis that is developing between the Simpson Center for the Humanities and the English Department, an Assistant Professor in English recently expressed gratitude to the Simpson Center for its help with her organization of an international conference, specifically Center members' expertise and advice on "how to bring in other departments, how to publicize the conference, and how to put the scholarly community [at UW] in touch with the international community."

The Simpson Center is also continuing its support of the interdisciplinary Textual Studies program (see immediately below), most recently with its cosponsorship of Prof. Lockwood's *Textual Studies: Printed Texts* in Winter quarter 2001 (crosslisted as C HUM 522A; C LIT 596C; ENGL 593A).

Textual Studies: The Textual Studies Program, an interdisciplinary program in the Humanities, the Arts and the Social Sciences, grew in response to a perceived need of imparting to students this type of crucial knowledge about the state of texts, and our recognition that the UW was already the home of an impressive and large group of scholars from many different disciplines and backgrounds who were prominent in this field, but carried out their research in isolation and with few students in common. Through its curriculum, which focuses on four core seminars on texts from oral, scribal, printed and electronic media, the program fostered a rich exchange of ideas among faculty across disciplinary boundaries, an unprecedented involvement of librarians in the teaching and supervision of students, and links with distinguished scholars from other institutions. The program's courses have had a high intellectual profile, enlisting the participation of some half-dozen UW colleagues and several outside specialists each quarter, as well as an unusually diversified student body, from as many as eight different departments in a single seminar. Our new goal is to provide a considerably expanded program by developing an undergraduate minor (and in the long run a major) in Textual Studies; become involved in the potentially ground-breaking endeavor (with the participation of Law School faculty) of certifying electronic editions; and broaden the curricular scope of the program to involve new participants from architecture, law, technical communication, and information science.

VI. RESEARCH

A. Funding:

Faculty Research Funding: Recent Grants and Awards

Jessica Burstein
American Council of Learned Societies Fellowship in the Humanities, 2001.

Anne Curzan
Royalty Research Fund Scholar, 2001.

Shelly Eversley
Presidential Faculty Development Fellowship, 2000.

Barbara Fuchs
Simpson Center for the Humanities Award: EMERGE (Early Modern Research Group).
UW Center for West European Studies Course Development Grant, 2001, 1998.

Kimberlee Gillis-Bridges
Arts & Sciences Curriculum Transformation Grant, University of Washington, 2000-2001.

Lauren M.E. Goodlad
Fellow, Walter Chapin Simpson Center for the Humanities, 1999.

Joan Graham
Brotman Award for Instructional Excellence, 2001.

Juan C. Guerra
National Academy of Education/Spenser Postdoctoral Fellowship Award, 1997-98.

Gary Handwerk
National Endowment for the Humanities Fellowship/Brown University Texts and Teachers
Program, 1999.

Charles Johnson
Lifetime Achievement in the Arts award from Seattle's Corporate Council for the Arts,
2000.

Sydney Kaplan
National Endowment for the Humanities Fellowship, 2000-2001.

Richard L. Kenney
Royalty Research Fund, 2000.

Ranjana Khanna
Fellow Cornell Society for the Humanities, 1998-1999.

Thomas F. Lockwood
Royalty Research Fund Scholar, 1999-2000.

David McCracken
Senior Scholar, Society of Scholars, Center for the Humanities, University of Washington, 2000-2001.

Heather McHugh
Voelcker Award (PEN) for Poetry, 2000.
Elected a Chancellor of the Academy of American Poets, 1999.
Elected a Fellow of the American Academy of Arts and Sciences, 2000.

Robert McNamara
Fullbright Grant, Indo-American Fellowship Program, for research at Jadavpur University, Calcutta, India, 1993.

Joycelyn Moody
Royalty Research Fund, 2001.
University of Washington Institute for Teaching Excellence, 2001.

Paul G. Remley
UW Research Professorship, 1990-1
Allen Library Innovation Award, 1997-98.

Heidi Riggenbach
Fullbright Fellowship in Zimbabwe, 1997-98.

Leroy Searle
National Endowment for the Humanities Endowment Summer Stipend, 1999.

Sandra Silberstein
USIS Academic Specialist Grant, Moroccan Summer Institute of English, June-July 1996.

Elizabeth Simmons-O'Neill
Arts & Sciences Curriculum Transformation Grant, University of Washington, 2000-2001.

Caroline Chung Simpson
Institute for Ethnic Studies in the United States Grant, Summer 1998.

Henry Staten
Visiting Fellowship, University of Ljubjana, Slovenia, Fall 2001.
Short Term Fellowship, Princeton University, Spring 2001.

Gail Stygall
Director, "The Discourse of Divorce," Royalty Research Fund, 1994-96.

Norman Wacker
Fullbright Scholar Award (Lecturing), American Literature, Safarik University, Presov, Czechoslovakia, 1990-92.

David Wagoner
Governor's Award in Literature for Lifetime Achievement, 1997.

Priscilla Wald
Cornell University, Fellow, Andrew D. White Center for the Humanities (for book in progress: *Cultures and Carriers: Contagion, Americanism an d the Science of Social Control).*

John Webster
Walter Chapin Simpson Center for the Humanities Curriculum Development Award, 2000.

Alys Weinbaum
Walter Chapin Simpson Center for the Humanities, Collaborative Research Grant for "The Modern Girl Around the World," 2001.
Taylor Institute for Transnational Studies, Collaborative Research Grant for "The Modern Girl and the Law," 2001.

Shawn Wong
The Rockefeller Foundation Bellagio Residency, Bellagio, Italy, 1994.
Pacific Northwest Writers Conference Award for Excellence, 1997.

Additional Funding: Important additional support for English Department research is forthcoming from the Walter Chapin Simpson Center for the Humanities. The first-listed goal of the Simpson Center's current brief (as summarized in its 2001-2 Annual Report) is to "Enhance and focus opportunities for research in the Humanities"; the document goes on to substantiate the Center's commitment to "[n]ew initiatives [that] have been put in place to support the research of faculty across their careers in the conviction that the College must continue to make—and increase—investments in faculty research." Beyond the roles of English Department faculty as Director of the Center itself (Prof. Woodward), as Senior Scholar in the Center's Society of Scholars (Prof. McCracken), and as Publication Board member (Prof. Allen), the Center has recently provided Curriculum Development Awards to English faculty involved in the "Shakespeare in Rome (and Hollywood)" course, a tie-in to a recent Curriculum Forum undergraduate initiative requiring students to compare selected Shakespearean plays with their classical sources; and in "Texts and Teachers," a partnership with local high schools (noted below under "Service: Community Service"). The Center is also supporting the publication (in progress) of a collection of essays edited by the Department's Raimonda Modiano and Leroy Searle.

Despite their heavy workload, members of the English Department Writing Center have also found time to undertake significant amounts of original research. After launching the in-class Peer Response Group facilitation experiment, Center staff recognized that classroom-based tutoring is a relatively unexplored topic in the field. They thus decided to transform the facilitation experiment into a full-scale research project and are close to submitting a proposal for a chapter in a book on the topic and will present its findings as a conference

panel as well. Over the past academic year, Writing Center staff attended the October conference of the National Writing Center Association as well as several other conferences.

Modern Language Quarterly, which was founded by the English department in 1941, continues to receive space, support, and released time for its editor from the English department. It has been edited since 1991 by Marshall Brown, and since 1992 it has been published by Duke University
Press. In that time four special issues have appeared (two of them coedited), of which the most recent was named runner-up for Best Special Issue by the Council of Editors of Learned Journals. Duke University Press has reissued two of the special issues as books and has published a third volume of eighteenth-century essays from the journal. A special issue entitled "Periodization: Cutting up the Past," is scheduled for publication in December, and an issue named "Feminism in Time" is in the planning stage. The journal contributes to the department in a number of ways. Financially, receipts from the press support a graduate student who works as assistant editor. In research, the journal sponsored a day-long conference in connection with the periodization issue and plans to do the same with the feminism issue. Pedagogically, the journal contributes pedagogically with information meetings on publishing. The editor has twice taught advanced seminars entailing revision of essays for submission; eight of these essays have been published or accepted to date, and have contributed to placement successes. In addition, two former assistant editors are now launched in careers in publishing; one is in college teaching, one has left academics, and two are successfully
pursuing their degrees. Finally, the journal has a service mission with respect to the prompt and detailed editorial response provided to accepted and rejected scholars across the country and abroad.

B. Current Research:

Current Faculty Research and Publications

Robert Abrams
Work in Progress:
Book: *Negative Geography: Literary Interrogations of Landscape and Place in the Era of American Manifest Destiny.*

Carolyn Allen
Book: *Following Djuna: Women Lovers and the Erotics of Loss,* Indiana University Press (Theories of Representation and Difference Series), 1996.

Anis Bawarshi
Work in Progress:
Book: *Genre and the Invention of the Writer: Reconsidering the Place of Invention in Composition.*
Textbook: *Scenes of Writing.*

Kathleen Blake
Work in Progress:
Book: Subject: Victorian Literature and Political Economy, invited for submission to
Cambridge University Press. Includes some previously published material and conference
presentations, most recently a presentation at the July 2001 international conference in
celebration of the 150th anniversary of the Great Exhibition and 100th anniversary of Queen
Victoria's death at the Science Museum and Victoria and Albert Museum, London.
Supported by UW sabbatical, Royalty Research Fund, and Graduate School Travel grants.

David Bosworth
Work in Progress:
Book: *Body Language*, a novel.
Book: *Killing the Covenant,* a book of linked essays.
Book: *A.W.O.L.,* a book-length narrative poem.

Marshall Brown
Editor: *Cambridge History of Literary Criticism, vol 5: Romanticism*, Cambridge:
Cambridge University Press, 2000.

Jessica Burstein
Work in Progress:
Book: *Steeled Against Intimation: Anglo-American Modernism, 1890-1939.*
This project undertakes a reorientation of the understanding of literary and cultural
modernism and highlights artists who refuse the illusion of the natural in order to
foreground the artificial and the
fabricated, proposing an alternative modernist aesthetic in order to understand this artistic
current. With the research poised at the juncture between artistic modernism and modes of
embodiment in areas ranging from the literary, visual art, prosthesis, and clothing design,
Steeled Against Intimation opens the study of modernism to what has been too long
neglected: the nexus of fashion, literature, and design.

Joseph Butwin
Work in Progress:
Book: *Political Showmen: Popular Democracy Before Reform.*

Katherine Cummings
Work in Progress:
Book: *American Fluids.*

Anne Curzan
Book: *First Day to Final Grade: A Graduate Student's Guide to Teaching,* with Lisa
Damour. Ann Arbor: University of Michigan Press, 2000.
Completed Manuscript: *Her Story: Studies of Gender in the History of English*

Richard Dunn
Completed Book: A fourth (completely new) Norton Critical Edition of *Wuthering Heights.*
Work in Progress:
Book: *David Copperfield* sourcebook (with a contract from Routledge), which includes commentary on the novel; summations of its literary, historical, and social contexts; and an overview of criticism. This is his fourth book-length project concerning *David Copperfield.*

Alan Fisher
Completed Manuscript: *The Literary Theory of Early Humanism*

Barbara Fuchs
Book: *Passing for Spain: Cervantes and the Fictions of Identity* (forthcoming, University of Illinois Press, 2002).
Book: *Mimesis and Empire: The New World, Islam and European Identities,* Cambridge University Press, 2001.

Charles H. Frey
Book: *Making Sense of Shakespeare,* Madison, MN: Fairleigh Dickinson University Press, 1999.

Lauren M.E. Goodlad
Work in Progress:
Book: *Respectable and Rough: Disciplinary Individualism and the New Poor Law; a critical and literary history.*
Book: *Victorian Literature and the Victorian State: A Critical History of National Character, 1832-1897.*

Joan Graham
Accepted:
Book: *Writing Assignment Sequences: Moving Toward the Disciplines,* Houghton-Mifflin.

Juan Guerra
Work in Progress:
Book: *Immigrant Desires: Language, Schooling, and the Practice of Self-Making*

Sydney Kaplan
Book: *Circulating Genius: Virginia Woolf, Katherine Mansfield, T.S. Eliot, and John Middleton Murry.* (Received a National Endowment of the Humanities Fellowship, 2000-2001).

Colleen McElroy
Book: *Over the Lip of the World: Among the Storytellers of Madagascar,* (a PEN researched non-fiction finalist).

Joycelyn Moody
Book: *True Confessions: Spiritual Narratives of 19th-Century African Women,* University of Georgia Press, 2000.

Sally Mussetter
Research Project and Web-Site
"Contemporary Oral Tradition in the Galapagos Islands"

Mark R. Patterson
Work in Progress:
Book: *Civil and Uncivil Rights: Reconstruction in American Literature.*

Ross Posnock
Book: *Color and Culture: Black Writers and the Making of the Modern Intellectual,*
Cambridge: Harvard University Press, 1998.

Paul G. Remley
Book:
Old English Biblical Verse, Cambridge: Cambridge University Press, 1996
Critical Edition (with David C. Fowler):
The Governance of Kings and Princes, New York: Garland Publishing, 1997
Work in Progress:
The Governance of Kings and Princes, vol. 2
Computing Resources in Medieval Studies.

Steven Shaviro
Book: *Doom Patrols: A Theoretical Fiction About Postmodernism*, Serpent's Tail, 1983.
Work in Progress:
Book: *Connected: Networks, Viruses, and Experimental Science Fiction.*
Electronic Work in Progress:
"On the Web—a Work in Progress" (Summer 1999)

David Shields
Book: *Black Planet: Facing Race During an NBA Season*, New York: Crown/Random
House, 1999. (a finalist for the National Book Critics Circle Award).
Book: *Baseball is Just Baseball: The Understated Ichiro.*

Robert Shulman
Book: *The Power of Political Art: The 1930s Literary Left Reconsidered*, Chapel Hill:
University of North Carolina Press, 2000.

Sandra Silberstein
Book: *Reader's Choice (4th ed.)*, March 2002.
Book: *Choice Readings*, 1996.
Book: *State of the Art TESOL Essays*, 1993.
Work in Progress:
(with Gail Stygall): *Contested Narratives: America and the O.J. Simpson Trial*

Gail Stygall
Accepted:
Book: Editor, *Discourse Studies and Composition,* with Ellen Barton. Cresskill, NJ: Hampton Press, 2001.
Work in Progress:
Book: *The Foucaultian File: The Expansion of the Human Sciences into Law and Divorce.*

James W. Tollefson
Book: *Medium of Instruction Policies: Whose Agenda? Which Agenda?* 2002. (Edited).
Book: *Language Policies in Education: Critical Issues,* Mahwah, NJ: Lawrence Erlbaum Associates, 2001.

Alys Weinbaum
Work in Progress:
Book: *Originations: Genealogies of Race and Reproduction in Transatlantic Modern Thought.*

Shawn Wong
Research Project:
Archival research using Chinese immigrant records (Spring/Summer 1993)

C. Technology Transfer

Gerald Barnett, of the UW Office of Technology Transfer (OTT), reports that there has been "nothing notable" from English in the way of technology transfers over the last 10 years. There have been several "lost opportunities," including some software productions and a collaboration with School of Medicine. A project which Barnett thinks might be worth publicizing as an example of the sort of English Department literary production that might be licensed for distribution through OTT is Jana Harris's Web-site, "Switched-on Gutenberg: A Global Poetry Journal." The current URI is http://faculty.washington.edu/jnh/.

VII. SERVICE

A. Consulting:

Robert Abrams
Consulting reader, *Modern Language Quarterly,* 1977–.
Book manuscript review and consultation, Cambridge University Press.

Carolyn Allen
Member, National Council of Teachers of English, Committee on the Role and Image of Women in the Profession, 1973–.
Consultant, Seattle Arts and Lecture Series, 1993.
Editor, *SIGNS: Journal of Women in Culture and Society,* 1995—(University of Chicago Press).
Manuscript Reviewer, Oxford University Press (1996); Prentice-Hall (1997); St. Martin's Press, Bedford Books (1998).

Linda Bierds
Board of Directors, Copper Canyon Press, Port Townsend, WA, 1996–.
Honorary Committee, Artist Trust Foundation of Washington
Judge, Klondike Gold Rush Centennial Literary Contest, 1997–.
Judge, Academy of American Poets Contest, University of Maryland, 1997.

Kathleen Blake
Editorial Board, *Modern Language Quarterly*, 1984–.
Editorial Board, *Pedagogy: Critical Approaches to Literature, Language, and Composition*, 1997–. (a new journal co-edited by her dissertation student, Jennifer Holberg, published by Duke).
Editor, *PhonixQ* manual – graphics based phonics teaching system developed and marketed by Seattle Public School District elementary teacher Phyllis Herzog, and consulted on creation and marketing, 1998.

David Bosworth
Associated Writing Programs, member, 1984–.
Member, Council on Families, 1999-01.

Katherine Cummings
Editorial Board, manuscript reviewer, *Genders*, 1991–.
Editorial Board, manuscript reviewer, *Journal of the History of Sexuality*, 1992–.
Manuscript reviewer, *PMLA*, 1992–.
Care and Social Services Allocation Review Subcommittee, HIV Planning Council, King County of Washington State, 1993-95.
Board of Directors, American Civil Liberties Union, 1994-2000.

Richard J. Dunn
NCAA Division I Committee on Infractions, 1993–.
Northwest Association of Schools and Colleges, Commission on Colleges, 1993–.
Interregional Accrediting Commission, 1997–.
Chair, Northwest Commission of Colleges and Universities (7-state region).

Charles H. Frey
Reader, *PMLA*, 1983–.
Reader, *Shakespeare Quarterly*, 1985–.
Consultant, W.W. Norton & Co., regarding the *Norton Complete Shakespeare*, July 1996.
Consultant, The Children's Museum, Seattle, Re: Shakespeare Grant Applications, 1998-99.
Editorial Board, *The Upstart Crow*, 1992-2001.
Editorial Board, *Shakespeare and the Classroom*, 1993-2001.
Consultant, *Guide to Shakespeare*, Addison Wesley Longman, October 2000.

Juan Guerra
American Educational Research Association, Division C Proposal Reviewer for 1999
        AERA Convention, 1998.
Conference on College Composition and Communication, 2000 Outstanding Book Award
        Committee, 1999-2000.
National Council of Teachers of English, Commission on Curriculum, 1999-2002.

Colleen McElroy
Judge, 1995 National Book Awards Panel (fiction), 1995.
Judge, Artist Trust Literary Fellowship Grants, 1997.
Juror, North Carolina Arts Council 1999 Writers' Fellowships, 1999.
Workshop: Prague Summer Institute/University of New Orleans, Prague Czech Republic,
2000.

Paul G. Remley
Editor, *Old English Newsletter*, 1988-.
Editor, *Anglo-Saxon England* (Cambridge), 2000-.
Founding Editor, *The Medieval Review* (online journal)

Sandra Silberstein
Reader, University of Michigan Press, 1992-94, 1998, 2000.
Reader, Routledge, 1998, 1999.
Local Co-Chair, 1998 AAAL Conference, 1996-98.

Gail Stygall
National Council of Teachers of English, 1983–.
Writing Program Administrators, 1990–; Executive Committee, 1995-1998
International Association of Forensic Linguists, 1994–.
Townsend & Townsend & Crew, Seattle, WA and San Francisco, CA, 1999.
Innocence Project Northwest, Seattle and Wenatchee, WA, 1999–.
Jaqueline Tacher, Seattle, 2000 (employment discrimination).
Cogdill Nichols Rein, Everett, 2000.

James W. Tollefson
Editorial Board, European Studies on Multilingualism, Swetz and Zeitlinger, Lisse,
        Netherlands, 1999–.
Editorial Board, *TESOL Quarterly*, 1999-2001.
Editorial Board, *Journal of Language, Identity and Education*, 2000.
Manuscript reviewer, *Applied Linguistics*, 2000.

Sara van den Berg
Editorial Board, *Modern Language Quarterly*, 1993–.
Reader, *Milton Studies*, 1994–.
Editorial Board, *PSYART: The Journal*, 1997–.
Executive Committee, PAMLA: Pacific Ancient and Modern Language Association, 1997-
        99.
Chair, English Literature to 1750, PAMLA, 1998-99.

B. Community Service:

Language and Rhetoric Track: Many of the most prominent Department-supported outreach efforts with members of the local community have been initiated by Language and Rhetoric faculty. English 121 has served as a vehicle for service learning, allowing students to work in a variety of projects, from tutoring centers to food banks, from health organizations to women's groups. The Expository Writing Program has also overseen the Composition in the High Schools program, which presently allows 4% of entering students to begin their careers at UW with English 111 or 131 credits already satisfied. Moreover, the availability of Running Start credit, which allows area community colleges' English 101 credits to satisfy the requirements of UW first-year courses has led to a proposal for a series of "articulation meetings" to be attended by UW faculty and instructors at these institutions. These are still at the planning stage, and all of the approaches mentioned here will benefit from further development, both to encourage further community outreach and to provide a limited amount of relieve from the pressure currently placed on our 100-level offerings.

In addition to their proposed Writing Major and Minor (see below under "X. Summary: Future Plans—Language and Rhetoric track"), Language and Rhetoric faculty would also like to commit to overseeing an annual summer writing and language "boot camp," designed to assist under-represented students prepare for the University environment. Students who are not thought to be college-bound are typically asked to write very little in high schools. This summer program would introduce under-represented students to what they need to know about writing and how it can become empowering. Currently, a small tutorial program similar in intent is operating from the English department at the direction of Davis Oldham at Rainier Beach High School in Seattle. We would want to draw from Rainier Beach as well as the other four high schools identified for recruitment of under-represented students in Seattle as well as those communities already identified by the Office of Minority Affairs as having significant numbers of potentially qualified Latino/a students.

Most MATESL graduates (as well as the English Education and College of Education students who take classes taught by this faculty) go on to work in the state of Washington. The program's training of language professionals responds directly to state-wide needs. At the turn of the millennium, nearly 1 in 10 Washington residents spoke a language other than English at home. In the previous decade, the number of Asians and Pacific Islanders moving to Washington State had more than doubled; the Spanish-speaking population grew by nearly 80%. The Applied Linguistics/MATESL faculty have been involved in language-teaching outreach throughout the area. Each year they teach sessions on language acquisition for high school students and teachers in the UW Language Day. Through involvement in the LUA initiative, faculty are in various stages in the development of K-12 second- and foreign-language-teaching outreach.

Creative Writing Program: The Creative Writing Program has also contributed substantially to the Department's interaction with members of the community. In an attempt to provide graduate students with teaching experience—and a small stipend (typically only nine out of 45 Creative Writing graduate students manage to garner TAs)— the Program initiated Writers-in-the-Schools Program in 1999. Working in partnership with Seattle Arts and Lectures, the Seattle Public School District, and Associate Vice Provost Louis Fox (who funded the first two years of the effort), the Program placed four

UW English graduate (MFA) students in four public schools for annual residencies. Although students were paid under four thousand dollars—for the entire year—they flourished in their work and wanted to continue for a second year. The funding for the Writers-in-the-Schools Program has expired, however, and the number of residencies will shrink from four to three immediately unless further support is forthcoming. The Creative Writing Program also has a long history of community outreach through its reading series, Castalia and Watermark. These student-run series present opportunities for current and former students to read to the public and bring distinguished writers to Seattle.

Faculty in the Creative Writing Program are committed to the expansion of current outreach programs, and to the initiation of new ones. The Writers In The Schools program is a proven success, and we would wish to expand its scope. Under the general banner of "outreach," we may wish to become more involved in altogether new ventures, such as k-12 teacher-training, postgraduate, low-residency, and community-based workshops. Some of these structures will depend on breaking the "unities" of time and place—that is, offering credit-based courses outside the frames of the quarterly calendar and the university campus. Our summer seminar at the UW Rome Center may be considered a pilot program for this kind of education.

Expository Writing Program: The Expository Writing Program's "Composition in the High Schools" outreach effort continues to be one of the best articulation projects on campus. The project provides EWP staff with the opportunity to work closely with advanced high school students—many of whom are likely future UW students—and to become better informed about what high school students actually do. When the Composition in the High Schools high school faculty come to campus for either training or for crucial "norming" sessions, they have the opportunity to work directly with UW Instructors. Several of these teachers have brought their student to campus this year, giving their students the opportunity to sit in on either an ENGL 131 or 111 class. The project continues to expand; at least two new high schools will be participating in the coming year. The efforts of the Expository Writing Program also interface with those of the English Department Writing Center, insofar as high school students taking ENGL 131 are welcome to come to the Writing Center, and many of them do take advantage of this resource. The Writing Center also maintain connections with several high school teachers, sending them reports and inviting their classes to the Center during campus tours.

Computer-Integrated Courses Program: In other partnerships, the Computer-Integrated Course Program has taken a great deal of initiative both in offering service learning courses and in promoting high-school outreach efforts. Moreover, our departmental Writing Center has established an important partnership with the Language Arts Department at Roosevelt High School, which facilitates the completion of senior projects by the 200 students enrolled in Language Arts courses at the school. The Language Arts faculty members have provided excellent pedagogical role models for participants, especially for those of the Writing Center staff who are considering careers in secondary education.

English Undergraduate Advising: Over the past academic year, English Undergraduate Advising's David Oldham conceived the idea of a department-based outreach program for under-represented students at Seattle high schools, subsequently establishing working relationships with the staff and students of both Rainier Beach and Cleveland high schools.

The broad goal of the program is to encourage students of color and students from economically disadvantaged backgrounds to plan for college, to consider applying for admission to the UW and other universities, and to explore the possibility of liberal arts training. It is clear, however, that without access to tutoring many of these students would have difficulty realizing these dreams. Accordingly, English Undergraduate Advising has been recruiting dedicated English majors as volunteers. At the end of the first year, the Advising staff had established firm, positive working relationship with partner high schools. The students involved in the program looked forward to seeing the UW visitors, and some seniors applied successfully for college admission. It will take time to see the fruits of this labor, but the beginning looks promising. The direction the Department outreach program will take will depend largely on similar efforts and programs taking shape within larger administrative units of the University.

Department of English / Simpson Center: With support from a Simpson Center Curriculum Development Award, the Department's Prof. Handwerk has been involved in "Texts and Teachers," a continuing curricular collaboration between the University and local high schools. The project facilitated visits of high school classes to the University of Washington campus. A paid internship, also supported by the Simpson Center, allowed English graduate student John Crosby (Creative Writing) to work on Teachers as Scholars, a new initiative in K-12 professional development. Teachers as Scholars offer K-12 teachers an opportunity to study with University professors in small seminars on campus.

Interdisciplinary Writing Program (IWP): The Department's partnerships with community schools are not restricted to high-school-level associations. The Interdisciplinary Writing Program's Community Literacy Program, now in its seventh year, combines ENGL 198—a reading and writing course focusing on issues in North American education—with community service in public elementary schools. Students choose to work in the Community Literacy Program for many reasons. Some have a desire to work with children Others want to investigate education or public policy as a career. Many are intrigued by the Program's integration of experiential learning, library research, and writing. On their return to UW classrooms, participants explore pedagogical issues through reading and writing assignments and they keep detailed logs of their experiences at the elementary schools, preparing a case study as a final project. On the whole, IWP students participating in the Program report that they have benefited tremendously from their work in the schools, while sometimes acknowledging an emotional toll in facing complex problems which they are powerless to solve and at the ending of their tutoring relationships.

English Leadership Fund / English Development Plan: The English Leadership Fund, the main component in the College's and Department's current Development Plan for English (see below under "IX. Development") is also committed to supporting community outreach efforts and to promoting honorary or festive events that are open to the public. Once a year in the Spring, the English Department will draw on Development funds to sponsor a celebration in the Simpson Center for the Humanities, to which all existing and prospective donors as well as other interested community members will be invited. The event will highlight and reward faculty who have published books during the previous year. Also in the Spring quarter every year, selected donors will be invited to dinner with the poet who is reading at the annual Roethke reading in May. In another undertaking, the Department,

with the support of the Development Coordinator and associates, will hold an annual Fall Book Reading to cultivate donors and highlight the mission of the Department.

C. Continuing Education:

Created in 1999, the Wednesday University, a UW partnership with Seattle Arts and Lectures, provides a forum in which a diverse group of people—from high school students to busy professionals to senior citizens—can encounter new ideas and information and engage in lively discussions about culture and society. The Wednesday University offers three courses each year in such subjects as literature, history, film, music, and art history. The courses meet on Wednesday evenings and are taught by professors at the University of Washington renowned for their scholarship and their inspired teaching.

Faculty Service: Continuing Education

Robert Abrams
UW Distance Learning Courses
    Intermediate Expository Writing

Joseph Butwin
UW Distance Learning Courses
    English Novel: Early and Middle Nineteenth Century

Charles H. Frey
Public Lecture and short course, Oregon Shakespeare Festival and Southern Oregon State College, "Actors and Audiences in Ashland," 1994.
Panel discussion, UW Humanities Center and Henry Art Gallery, "Shakespeare in Love," 1999.
Invited Speaker, Intiman Theater, Post-play Discussion of *Cymbeline,* 2001.
Instructor, Seattle Arts & Lectures, *The Wednesday University,* a continuing education program in the Arts and Humanities, "Early Shakespeare, Early Love," 2001.

John Griffith
UW Distance Learning Courses
    The Bible as Literature
    American Literature: Later Nineteenth Century
    Children's Literature

Malcolm Griffith
UW Distance Learning Courses
    Reading Fiction
    The Modern Novel
    Fantasy
    American Literature: The Early Nation
    American Literature: The Early Modern Period

Mark Patterson
UW Distance Learning Courses
 Reading Literature

Sandra Silberstein
Keynote Address, University of Washington School of Medicine Professional Development
 Seminar, "Conversational Style," 1998, 2000.
Keynote Address, Northwest Meeting of Pathologists, "Gender Differences in
 Conversational Style," 2000.

Norman Wacker
UW Distance Learning Courses
 English Literary Culture: 1600-1800
 Shakespeare to 1603
 Milton

John Webster
Leader, *London Theatre and Concert Hall,* University of Washington Continuing Education
 Abroad, 1986, 1994, 1995.
Panel discussion, UW Humanities Center and Henry Art Gallery, "Shakespeare in Love,"
1999.

VIII. EVALUATION

A. Faculty:

The fact that the department needs more tenure-track faculty is beyond serious question.
The faculty losses that the Department has sustained over the past two years have been
staggering. The size of the major has not changed substantially, while the Department in
Autumn quarter 2001 will have ten fewer tenure-stream faculty than it had in Autumn
quarter 1995. Looking at the undergraduate timetable quickly reveals where the losses have
been most severe. The number of courses that are not being offered due to lack of personnel
is appalling, as is the number of the courses that are offered that are being taught by
graduate students and recent Ph.Ds as TAs and Acting Instructors. There is a pronounced
shortage of courses in earlier American literature, in seventeenth- and eighteenth-century
literature, and in English language study. The situation can make any member of the
Department feel somewhat desperate. Melissa Wensel, the Director of Academic Services,
has recently urged the Department "[not to] let those kinds of fear dictate what we do with
the Undergraduate major. We must not create a curriculum that can be sustained with a
smaller, less diverse, or disempowered (largely non-tenured) faculty. …. Institutional trends
strongly indicate that innovative and courageous vision receive support. This is, I believe,
our best hope for recovering faculty lines as well as giving our students an English major for
the 21st century."

B. Students:

1. Evaluation—Undergraduate Degree Programs:

Although the Department offers most of the same student services as it has in the past, the ways in which this is done have changed over the past decade, and departmental energies are being redirected in interesting ways. To cite one example, staff in English advising report that student foot traffic is noticeably down. The phenomenon can probably be attributed to the availability of new tools that help member of the Department and students do their jobs more efficiently and from remote locations. The Web has changed what we do and how we do it—precisely as we hoped it would do. Students are accessing the Degree Audit Reporting System (DARS) on their own. Students looking for information on requirements, University policy, internships, and countless other topics are going to the Web. They are becoming more self-sufficient as access to information previously available only to University staff is given to them. Advisers, instead of spending valuable counseling time doing tedious transcription of information from hard copies are using online resources to evaluate transfer records, post exceptions, and produce graduation applications. Electronic student advising is booming. A "virtual adviser" in English Undergraduate Advising fields questions that come in 24 hours a day on the Advising FAQs (Frequently Asked Questions) page.

Even with this increase in electronic communication, student counselors in the Department find that their energies are taking a noticeable shift toward substantive developmental counseling. They are pushing paper less, and assigning life-changing internships more. They find themselves talking less about requirements and more about learning and about applying learning to life goals. The Internet is not making advisers unnecessary, but is rather freeing them up to the things they always wished to do but for which they never had the time. They are developing more workshops and programs. They are spending more time with those students who want individual counseling, while those student who prefer to be more self-sufficient enjoy the independence that Internet services provide.

One other characteristically new-millenium student-related issue may be noted in passing: EWP instructors are beginning to see an increase in the number of instances of a particular kind of plagiarism in the 100-level classes: papers lifted wholly from the Internet. Some of our incoming students seem to think that "English types" do not know how to use the Internet. it does not require any special program or expertise to discover the plagiarism. A TA may simply enter key phrases in her or his favorite search engine in order to find the entire paper online. This is quite a different situation from a student who follows the original text too closely but provides a citation, or the student who simply doesn't understand what he or she needs to do.

2. Evaluation—Graduate Degree Programs:

Support, Recruitment, and Retention: Directly related to the program size is our ability to compete for and recruit the best graduate students and then to support them throughout their graduate careers. Support means almost exclusively teaching assistantships, although a few fellowships are available from the Graduate School and even fewer from the Department for in-coming students and/or dissertating students. Masters students are guaranteed five years

of TA funding; Post-Masters students are guaranteed four years. Since the average length of time to finish is 6+ years, it seems reasonable to think seriously about guaranteeing students six or five years, depending on their starting point. This change would add some inflexibility in our funding, but by reflecting the reality of the movement of graduate students through the program it would provide a more financial security for sixth year students who are find themselves at the crucial point of working on their dissertations.

Reducing the size of the Graduate Program has made it possible to fund a much greater percentage of students. For example, in 1993 51% of the 171 students in the MA/Ph.D. program were supported. That number has steadily risen so that we were able to fund 78% of 129 students in 2000. Most of the students who came without support were first-year MA students. While it isn't possible at this time to fund 100% of all first year students, it is a reasonable goal to fund 100% of all students past their first year and try to get as close as possible to 100% of first year students. However it is most important to stress that funding of graduate students is, at best, haphazard and irrational. With an institutional allotment of 75 TA positions, but with an institutional demand for over 100 teaching assistants teaching in the English composition and 200 level departmental courses, we have to find money from a number of other sources, including reciprocal agreements from other departments in exchange for our faculty, leave recapture funds, and last minute funding from the College of Arts and Sciences and the Office of Undergraduate Education. This situation makes it impossible for teaching assistants to plan their courses, for administrators to plan their curriculum, and for undergraduates to get the required courses they need.

In addition to the amount of funding we receive, it is important to note that we're not always supporting students in the most effective ways. The English Department has a strong tradition of training excellent, innovative teachers, and it is important that we maintain and develop this strength. However, not all first year students are ready to be teachers, even with the terrific training they get from the Expository Writing program. It makes more sense to offer a variety of teaching assistantships and research assistantships (for students who might need more time to develop, or who could work one-on-one with faculty), and fellowships.

There is also a direct and measurable relationship between the amount of support we are able to offer and our ability to attract and recruit the best qualified students from around the country. The high ranking and long-standing reputation of the graduate program in literature and language have allowed us to compete for excellent students from some of the best undergraduate and Masters programs in the country.

The strength of any department can be measured by the quality of students it recruits and how well it eventually places them in positions of employment, either academic or non-academic. Until this past year and over the last 4-5 years, we have recruited on average 7-8 out of the top 25-30 applicants, a somewhat disappointing result. As you can see from [chart on application #s] these students are coming from an ever shrinking, and therefore more competitive, pool. Not surprisingly we lost students to the most prestigious institutions, including Yale, Harvard, NYU, Berkeley, and Stanford. However, we have also lost several applicants, including a number of minority applicants to peer institutions, including the University of Illinois, Maryland, Rutgers University, University of Texas and a number of the California schools—UC Davis, UC San Diego, UC Santa Barbara, and UC

Riverside. We lost students for a variety of factors, including money, University culture, and student perception. Faculty, staff, and students worked harder than ever to recruit students, but the Department lacks resources, especially fellowship money that would free students from teaching at least for a year. We had only 3 one-year fellowships to recruit 20-25 students (out of 80 offers). Some schools can offer multiple year fellowships in addition to teaching assistantships.

The Graduate School has generously provided financial support for recruiting purposes. For example, we have received $38,000 for each of the past two years. This amount included money for RA quarters (giving students a quarter off without teaching), recruitment stipends, travel money to visit campus, and summer stipends. As important and useful as this money has been, we remain behind peer institutions in the amount we can offer interested students. The Graduate School for the first time provided two quarters of dissertation support to accompany first year fellowship money. The guarantee of dissertation research support proved crucial in at least one case. The College of Arts and Sciences provided us with three four-year recruitment stipends, each worth $4000 per year. These matching stipends were crucial in our attempts to match offers made by other graduate programs. As it turned out, we used only one of these stipends and so will be able to bank two others for next year.

Thanks in part to this support, this past year's recruiting has been spectacularly successful. We received acceptances from 10 of our top 20 recruits (including our top ranked recruit), and 19 of our top 35. In total, we have 35 new students coming next fall, a slightly higher number than expected. However, we are able to fund over half of them with 16 teaching assistantships and 4 fellowships.

Most important is the intellectual and cultural diversity of this recruiting class. Of the 35 incoming students, 7 are minority students, many of which are being supported by recruitment fellowships and awards. Although pleased by the number, the low number of African-American students even applying to our Graduate Program is disturbing. We are working to identify and contact minority students through a Graduate School data base in order to increase the numbers of applicants and, hopefully, recruits. The new students also represent a great deal of intellectual diversity. In addition to the usual number of excellent students coming in twentieth century literatures, we have recruited students in rhetoric and composition, language study, medieval, eighteenth century, and romanticism.

The Department and the Graduate School have also been able to support graduate students by providing travel money to attend conferences, money for colloquia, and conferences. The American Studies colloquium, for example, has received support to bring speakers and for its yearly conference from the Department, Graduate School, and from the Hilen Endowment. In 1999 graduate students from English and Comparative Literature established a film conference with money from several sources.

Retention rates for Masters (M.A., M.A.T., M.A.T(ESL), MFA) and Ph.D. students remain at satisfactory levels, especially given the rigor of the program and the lack of employment certainty for students finishing those programs. See the appendix on retention and attrition for data on the MA/Ph.D. program for the years 1991-1996. The figures show greater retention for both Masters and Post-Masters students with the most noticeable improvement for new students entering as Masters candidates. More specifically, the data shows that on

average more than 80% of Masters students complete their degrees; however, only 50% of those students continue on to their exams and complete the Ph.D. It is almost always the case that students choose to leave rather than are forced to leave for programmatic reasons. It is salutary to see that nearly all of the remaining students continue on to complete their Ph.D. The lower attrition rate for Post-Masters students is attributable to their greater awareness of graduate school's demands and expectations.

There is virtually no attrition in the MATESOL Program. No doubt this success is attributable to two elements unique to the program. First, competitive admissions allows us to accept students who are not only highly successful academically and who are experienced professionals, but, most notably, come with clear professional goals. Second, retention is aided by the support we are able to offer through the UW-Extension English Language Programs (ELP). All native-speaking second-year students have been awarded TA-ships by a selection committee composed of the MATESOL Director, a second MATESOL faculty member, and an administrator from the ELP. In recent years, we have been able to offer a few first-year recruitment TA-ships as well. One nonnative-speaker per year has received a tuition waiver, and one has had a GSA position in the Language Learning Center. These positions clearly aid the program's successful placement record as well.

Curriculum and Instruction: The MATESL Program is internationally recognized for both the quality of its training and research and its innovative blend of critical and acquisition studies. Under Professor Silberstein's editorship, during part of the past decade it has housed the most influential applied linguistics journal in the world, *The TESOL Quarterly*. The program prepares students in equal measure for applied work in language use and acquisition and for advanced research-based graduate study. The current proposal for a MATFL (MAT Foreign Languages) Degree would share MATESOL resources with students of the full range of languages taught at UW.

The program strongly supports the mission of the university and President McCormick's call for initiatives that promote interdisciplinarity, excellence, and internationalism. The hallmark of the program is the quality of its interdisciplinarity. Our international focus has also been a major strength. During the past ten years, the program has educated students from 15 countries and sent Americans to develop programs in 15 countries. During this same period, recently-resigned Professor Riggenbach has worked and conducted research in Mexico and Zimbabwe. Professor Silberstein has worked in North Africa and is currently developing a programmatic training exchange with an international program in Thailand. And Professor James Tollefson has conducted research in the former Yugoslavia and is currently working and conducting research in Asia.

Past reviews have confirmed the high standards and academic quality of the program. The program's increased (international) standing is matched by the excellence of the students. The quality and esprit of each succeeding group seems to increase. MATESOL students submit some of the highest GRE scores in the graduate program. All students admitted are academically talented, provide some demonstration of ability to do graduate-level language study, and come to us with extensive field experience, oftentimes abroad.

Over the past ten years, so far as we're aware, all of our graduates have been employed either in the field or in higher education administration. In that same period, 25 students

have gone on to doctoral work—14 in UW programs, 12 in the most highly ranked U.S. and international programs. Of those who have already completed doctoral work, again all are employed.

The MATESL Degree Program's most pressing need and challenge is the recruitment and retention of faculty. With the resignation of Professor Riggenbach (whose salary did not make it worth her while to continue here), hiring in this area is the program's highest priority. With only three faculty members (and the normal rotation of leaves), the loss of one makes ours a fragile success. The program must be brought up to full faculty staffing if we are to maintain this prestigious program and its allied doctoral concentration.

Appointments: There are three methods for appointing graduate students: on entrance to the program, or, once in the program, upon application, and after the regular term of appointment. Successful applicants to the Graduate Program are recruited with teaching assistantships and, in fewer instances, fellowships. In the M.A.T.(ESL) and M.F.A. program, TAs and/or fellowship offers are decided on by faculty committees within the fields. Criteria for appointing "local" students (i.e. those already in the program) include graded work in seminars, letters of recommendation, satisfactory progress. In the M.A./Ph.D. program, recommendations for teaching assistantships and fellowships are made by the Graduate Studies Committee to the Director. M.A. students are guaranteed five years of TA while post-Master's students are guaranteed four. Renewal is dependent on satisfactory progress through the program and on evidence of satisfactory teaching. Each spring the Graduate Studies Committee reviews all teaching assistants. Students not awarded a teaching assistantship upon entrance can apply for one during spring quarter. Criteria are the same as for entering students and they too are reviewed and ranked by the GSC. When awarded a teaching assistantship, these "local" students are guaranteed according to the number of years left in their respective programs. Students who have taught their requisite number of years are still eligible, and indeed are needed, to teach. These students are ranked as sixth, seventh, eighth, etc. year TAs and are given teaching assignments in 100 or 200 level English courses when available. The demand for teachers has made it possible to fund students into and beyond their sixth year of graduate school. Yet while this fulfills the need for financial support for the student while filling the University's need for teachers, funding from the College of Arts and Sciences and from the Office of Undergraduate Education has created insecurity for the students and left administrators scrambling to fill classrooms up until the last moment.

Graduate appointments in the Expository Writing program are supervised by the Director of Expository Writing. The Director has (#?) graduate student administrators who help in the training of teaching assistants before classes and who supervise new and continuing teachers. In addition, there are faculty mentors for English 111 (Writing About Literature) and English 121 (Writing about Social Issues) who supervise the teachers in these particular courses. At the 200 level, there is a faculty mentor for courses that have multiple sections, including English 200, English 242. There is a faculty mentor supervising all teaching at the 200 level. This past year it was Professor Anne Curzan. Supervision of teaching assistants in large lecture courses is the responsibility of the faculty teaching those courses.

The training of teachers at all levels is one of the Graduate Program's and the Department's highest achievements. Preparation for new teachers in the Expository Writing Program is

thorough and there is an excellent balance of practical and theoretical issues. Students are given every chance for success and find help from many faculty and peers. Beyond that preparation, students are constantly asked to think about pedagogical issues in their seminars and beyond. Yet there is always more work to be done in the area of teaching students to become teachers.

Labor Issues: Attempts by University of Washington teaching assistants to unionize have had important effects on the English Department and Graduate Program. This past year's strike by University of Washington teaching assistants made clear to the University administration that teaching assistants are both students and essential employees in the University. However, there are grave dangers to the students and to the Graduate Program if these labor issues are not settled. The strongly positive graduate student culture has been harmed by recent faculty departures and could further suffer if students perceive a lack of support from the University. While the Department generally supports the students' efforts, there is little it can do to affect the negotiations or the outcome of the conflict.

C. Evaluation—The Major

In light of the glacial pace at which the English Department has traditionally acted on even small adjustments to the undergraduate program, some members of the Department find it difficult to feel optimistic about their ability to perform a more thorough overhaul even though numerous faculty feel that one is long overdue. On balance, given the current composition of our faculty and graduate student population, and looking at intellectual trends in our discipline over the past fifteen years (or so), and at a future that is hurtling towards us, it is probable that the department must finally tackle the problem of a global change to the undergraduate English major.

Opinions about the speed and pervasiveness with which such and overhaul should be undertaken vary widely in the Department. The outgoing Director of Undergraduate Programs, Prof. Crane, commented on "a recent Executive Committee meeting I was asked to attend, [where] members of the EC expressed dismay that the UEC had been formulating small-scale revision of undergraduate programs (dismissed as 'tinkering') instead of working up a blueprint for a new and better vision of the major." Prof. Crane goes on to urge the Department "to reject the quest for a new and improved major," arguing instead for "the Department to adopt an incremental approach to revising the undergraduate programs." His reasoning is worth quoting *in extenso*, with the caveat that his words (as he acknowledges) reflect the views of only one segment of the Department: "Large-scale organizational revisions tend to create as many problems as they solve, and, to be successful in a relatively democratic body, such sweeping revisions require a nearly unanimous consensus that I believe is and will be for some time absent in the Department. Also, I doubt the wisdom of such a transformation . . . Our mission and means do not lack coherence. We teach reading, writing, and critical thinking skills, and we do this by studying language and literature. We may articulate differently what the study of language and literature have to offer that the study of philosophy, sociology, political history and theory, and psychology do not, but we all share a sense that our subject matter and our methods do not collapse into any other discipline, despite the overlaps and intersections that do exist. I believe that we can and should do more to articulate the special substantive purchase of our discipline, and I think that this project is somewhat urgent. To limit our

self-justification to the reading, writing, and critical thinking skills we teach opens us to the fate of Latin and Greek departments which made similar justifications at the last turn of the century. The logical response to such disciplinary self-conceptions comes in the form of a query: Why teach these skills with literature?"

D. Evaluation—Curriculum/Instruction

Background Issues: The bulk of the discussion relating to these concerns has already been presented above under "IV. Students," "V. Curriculum/Instruction," and "VIII. Evaluation: Students," and both concerns will be revisited once again below under "X. Summary." Nevertheless, some critical, evaluative discussion may be included here addressing several specialized topics as well as the CIC, IWP, and PSWP Writing Programs.

Senior Seminar: One innovation that was introduced ten years ago as a result of the last self-study and external review was the Senior Seminar which is required of all English majors before graduation. Nearly ten years on, most faculty would agree that the record of the seminars has been mixed, though no argument for their wholesale elimination has been advanced publicly to date. Prof. M. Griffith recently offered the following critical assessment: "We require all of our majors to take a Senior Seminar as a capstone course. We agreed years ago to assign a seminar paper of no less than ten pages when we teach such a seminar, but that is all the many seminars have in common. Because we cannot agree on what knowledge, skills, or attitudes our major should foster, we do not know precisely how the seminar actually should function as a capstone course. Absent such agreement, we teach seminars on the whole either to advance our current research interest or to reduce the number of students we must work with in a quarter. Can anyone justify the existence of a capstone course to serve those ends?"

200-Level TA Instruction: It is clear that over the past ten years the department has made great strides in training graduate students to for future careers as faculty members—even if this has entailed their teaching courses in lieu of ranked UW faculty, especially in the teaching of 200-level courses. A recent document prepared by the UW Graduate and Professional Student Senate (GPSS) specifically in connection with this ten-year review made the following points: The fact that UW graduate students leave the institution "relatively articulate about teaching issues and broadly trained as teachers" has tended to help them on the job market. However, the GPSS memo continues, some students "do feel that support drops away for those teaching 200-level classes. There have been attempts at mentoring, but they have been haphazard and unfocused. Students are concerned that efforts this past year towards more in-depth mentoring for 200-level students are the result of individual faculty interests rather than a movement in departmental focus; [they] wish to see such efforts more fully institutionalized. [The graduate] students feel that these changes have come from their initiative; that faculty have been reactive rather than proactive, in part because training teachers is not widely perceived as helping one advance professionally. [They] urge the department to sport such profession development as a regular part of the Graduate Program—and professionally reward faculty who are so involved.

The situation relating to 200-level classes may deserve further comment. Over the past four years, the Department has been increasingly reliant on the Expository Writing Program to staff its 200-level courses. While in the past Acting Instructors (AIs)—mainly drawn from

the pool of recent Ph.D. graduates—have covered the 200-level, they, too, are increasingly assigned to teach the courses (often at the 300-level or higher) that missing faculty will not be teaching. The TA share of the 200-level is now regularly over 50%, while the permanent faculty share has dropped to 10%, with AIs making up the difference. The reasons for this increase are complex and not easily resolved. Because our faculty must cover the gas in our upper-division classes, they are not available to teach 200-level course, even if he wish to do so. Over the years, a sizable contingent of our faculty has chosen to teach at the 200-level, but increasingly—with faculty losses—they can no longer do so. The consequences produced by this demand on EWP instructors are also complex. Instead of the usual seven to ten TAs assigned to the 200-level, in recent years there have been more than fifteen, out of a total of 75 permanent TA position. This leaves fewer than sixty TAs available to teach at the 100-level, leaving EWP short by about twenty sections. We would all like to think that the University gives us TA positions solely as means of supporting our graduate students, but a more realistic view is that we receive those positions in order to fulfill our service obligations, which also happens to help us provide support for our graduate students.

Overseas Study: The Department's generous selection of overseas study options for undergraduates has already been noted above. The Director of Undergraduate Programs has recently suggested that one member of our staff should be put in charge of the bureaucratic details of all of these programs. Such an assistant would create a timeline that all study-abroad programs would conform to, with dates set for the solicitation, submission, and evaluation of proposals. This calendar would be circulated to all faculty so that anyone wishing to set up a new program would know how far in advance the proposal would have to be submitted. The staff member in question could also keep sample budgets and other materials of use to those drafting new proposals. A key benefit of this suggestion is that English Advising would always be up to date on the details of all current study-abroad programs.

1. Evaluation—Language and Rhetoric Track: With the approval of Master's and Ph.D concentrations in Language and Rhetoric in the late 1980s, faculty working in the areas of rhetoric and composition, applied linguistics, English language, and the Interdisciplinary Writing Program began to meet regularly, plan course offerings, and serve together on hiring and examination committees. Today, faculty in these areas continue to work together in productive ways to conduct research, design innovative undergraduate and graduate courses, mentor students, and serve the English department and the university. Language and Rhetoric faculty have been actively engaged in planning for the future and will continue to build on this work as their offerings expand.

Looking to technology, Language and Rhetoric faculty are excited by new tools for language study becoming available on computers, including large, readily accessible corpora of current English usage (written and spoken), and tools for grammatical and textual analysis. Clearly these will play a larger part in language research and teaching in the next decade, provided the Department can purchase licenses for their use—something it has been unable to do in the recent years of contracting funds for acquisition. Language and Rhetoric faculty would like to work with other units at the university to develop electronic resources for language study.

The new technology is producing a new medium in which the traditional work of English departments—the writing, analysis, and criticism of poetry, fiction, and essays, and the critique of popular culture—is beginning to be conducted. Language and Rhetoric faculty have developed a number of courses using topics-course numbers which they will be presenting for adoption into the regular set of undergraduate course offerings. The expectation is that the impact of the Web on English studies will be a major topic of discussion and research in the coming decade.

The Language and Rhetoric track is at a critical moment: These projects cannot be carried out without additional faculty members. The current faculty are or have recently been engaged in administrative work for the Department's lower division programs, especially the Expository Writing Program, Writing Center, and Interdisciplinary Writing Program (IWP). In addition, Language and Rhetoric faculty are responsible for teaching several courses for the Education track English majors, courses for which there are no substitutes. In order to be able to continue to meet their obligation to public education in the state of Washington, as well as institute these programs potentially of great value to the university itself, Language and Rhetoric faculty will need a minimum of two additional positions. Specific areas for new faculty hires include rhetoric and writing in the disciplines; language study integrated into composition studies; and diversity studies within the field.

2. Evaluation—Creative Writing Program: As drawing and painting educate the eye in form and color, as experimental science tests and teaches the properties of things, and as natural science teaches their rigorous observation, so the literary arts may train the hand, mind and imagination of their practitioners to the ways of the world, and that is their best justification in the context of liberal education.

The continuing exploration of the interaction of language and literature is central to the activities of the Creative Writing Program. To a reader, literature may seem many things: a transhistorical portrait of human nature, an historical tapestry of the imagination, a cultural record of how we have lived, the anthology of paradigms by which we continue to live and understand our lives. To a practicing writer, literature is also the specimen case, the technical manual, and the blank page. To a reader, language at large is a field of feeling, communication, and analysis; lexicon and grammar may seem the fundamental elements of expression, and a received set of compositional rules. For a writer, the lexicon is a semiplastic palette, and grammar is recalled in its older and more mysterious sense, as the architecture of possible thought. By a writer's light, language is not principally a vehicle for "communication" in the daily sense, or "self-expression" in the confessional diarist's sense, but rather a medium of imaginative representation. This is a subtle but crucial distinction, which permits an understanding of literature—indeed all the fine arts—as prospective modes of discovery, and differentiates them from modes of entertainment on one hand, and personal psychology on the other. However they may read in retrospect, the literary arts of poetry and fiction are, at the practical point of the pencil, exploratory rather than revelatory in nature. They are disciplined methods by which the mind may be brought to clarities impossible to achieve by other means. These methods may be taught and learned.

Plainly, the Creative Writing Program is at a cusp. In 1997, the program was ranked tenth in the nation. Our faculty continue to be immensely productive and to receive the highest accolades, including MacArthur Fellowships and Guggenheim Fellowships (see "VI.

Funding & Current Research"). We continue to house two highly regarded magazines, *Poetry Northwest* and *Seattle Review*. Our MFA graduates also publish widely and receive awards and prizes, and our undergraduates have been admitted to the best MFA programs in the country (see "IV. Placement of Graduate Students"). However, in the years since 1997, we have lost three and a half (de facto) faculty from the active teaching roll. We have significantly less financial support to offer graduate students than any other program in the top ten, indeed than many programs ranked lower than ours. Many of these programs routinely provide support for all their students. Hopes for expanded graduate support through an anticipated major endowment have been disappointed. Plans for possible expansion through the evening division proved unworkable, for reasons that bear review. Ten years ago, the creative writing faculty produced a document outlining the program's goals in the areas of autonomy; teaching load; faculty, staffing, and hiring; and graduate student support. While a number of these goals have been met (we now have more staff support, and more autonomy in the areas of admission and teaching policies), we have made little progress in other areas. If we cannot find ways to address outstanding needs, particularly in the areas of faculty hiring and graduate support, it's reasonable to imagine that the next ranking will see us demoted. This is not inevitable; we believe (largely on the strength of continued faculty achievement and recognition) that the general expectation would be for us to rise in the national ranking, and that, with proper support, there's a high probability of doing so.

E. Evaluation—Expository Writing Program

The forthcoming report from the campus-wide UW Graduate Student Roles and Responsibilities Task Force describes the range of departmental activities that prove most useful in preparing graduate students for successful careers. In this light, the achievements of the English Department and, especially, of Expository Writing Faculty, look exceptional: our Expository Writing Program already provides almost all of the support that the Committee as a whole deemed most important.

The TAs in the Expository Writing Program have maintained exceptionally strong teaching evaluation over the past ten years. In the most recent round of evaluations, even the first-year TAs averaged just below 4.0 on key questions. Specifically, the TAs have increased their scores on items the University and Office of Educational Assessment consider to be of the greatest importance. For example, the average score on item #3, "instructor's contribution to the course," has now reached 4.04, with even the first-year TAs achieving a 3.95 score in this category.

In the area of grading equity, the rigorous training of TAs in the Expository Writing Program has clearly paid off. In the most recent round of portfolio evaluations, 94% of scoring was consistent across two independent readings, with only eighteen portfolios requiring a third reading out of a total of nearly 300.

In its first years of regular use, the custom textbook produced by Expository Writing Program faculty proved to be a remarkable success. Sales of the textbook brought in almost $1700 in royalties which are being used to fund teaching prizes and, in the future, will be used to fund TA travel to conferences on writing. Best of all, for the first time EWP was able to provide the winners of the First-Year Teaching Prize and the Webber First-Year

Prize with cash awards of $300, with awards of $100 given to Honorable Mention winners. In time, the first-place teaching awards may be able to match the Department's dissertation awards, now at $500.

F. Evaluation—Computer-Integrated Course Program

In the present day it is hard to avoid claims, some hyperbolic, regarding the wonders of computer technology. CIC staff thus typically refrain from describing their facility as, say, a "radical alternative" to the traditional classroom. Such reluctance stems from a realization that the CIC classroom does not ultimately eliminate anything that the traditional desk and lectern classroom offers. Rather, CIC adds to, it subsumes, the traditional classroom into something much larger. As described above in greater detail ("V. Curriculum/Instruction: Computer-Integrated Course Program") the technological enrichments in the two classrooms that CIC maintains in Denny Hall at the University of Washington currently include a twenty-three-station LAN, an LCD projector, Bulletin Board (BB) and word-processing software, televisions and VCRs, a video camera, access to UW Libraries Web interfaces, and the vast, various resources of the Internet. CIC instructors rarely have to "unlearn" anything when they move into the CIC teaching environment, but they are presented with a veritable explosion of pedagogical possibilities. Initially, the wealth of resources may seem overwhelming. New technology has long been known to induce mild cases of phobia.

These fears seldom persist after the two half-day training sessions our CIC instructors attend before they actually start teaching in the program. Here CIC staff explain that the traditional classroom offers one venerable, indeed monolithic, possibility: a collection of desks clustered around a table or lectern. Student attention is focused on a central object: the instructor. Sometimes the table or lectern that the instructor is standing behind comes to resemble a protective barrier or, even, an altar. This sort of arrangement works fine if you are delivering a lecture. Having all eyes focused upon oneself can be effective in a class discussion too, positioning the instructor as solicitor, target and conduit of student opinion.

Of course there are limitations to this sort of arrangement as well. As the center of attention, the teacher might be mistaken for a Fountain of Truth or an Arbiter of All Opinion. Students may become, in some measure, dependent on the instructor for permission to speak and for approval of what has been said. It is always an odd situation when a student insists on addressing her or his comments to the instructor, when in actual fact he or she is responding to the comments of a fellow student. Complicating this is the possibility that shy or self-conscious students may be so uncomfortable with idea of becoming the center of attention that they may simply refuse to participate.

What advantages do the activities carried out in CIC classrooms, in an of themselves, offer? To cite one example, everyone can talk at the same time and still be heard. In Babel, the CIC Bulletin Board (BB) program, students converse online, but not quite in real time. They type their questions or responses to the instructor or to fellow students, but only when they decide that they are finished do they "post" what they've written and make it public. Students can interact actively and BB discussions are always lively, although they still afford some "private space" in which students can compose their ideas before they make them public. The shy, the thoughtful, and anyone with misgivings about drawing attention to

themselves tend to appreciate this, and the option for anonymity that BB offers. By allowing students to adopt pseudonyms, BB focuses attention solely on the written utterance; students become only what they say.

The level of training and support offered through CIC and the diligence of department faculty and TAs has resulted in a climate of pedagogical innovation. Faculty members have utilized CIC's bulletin board program to create virtual salons for anonymous, synchronous discussions that proved more inclusive than tradition discussions. They have used a range of software resources to facilitate thorough critiques of student papers, poetry, and short stories. They have also invited representatives of UW Libraries to offer hands-on research-technique workshops. One professor's students in a Shakespeare class directed a series of virtual *Hamlet* scenarios, while members of a language class evaluated software options for sentence parsing. Other language and Creative Writing students explored the discourse-related potential of Web authoring and digital poetry. In multimedia coursework in CIC, classes listened to different arrangements of the same song to reflect on issues of voice, while other students completed Web-based film analyses that incorporated video and audio clips.

Nevertheless, while CIC faculty have made great progress in the integration of technology into their course, technology has consistently remained subordinate to pedagogy. The integration has often been so seamless that participants have sometimes been unable to articulate precisely how their uses of technology accomplished particular pedagogical goals—the methodology simply worked. The CIC's emphasis on pedagogically informed uses technology clearly separates it from may other "high-tech" deployments of smoke and mirrors and, arguably, has resulted in richer learning experiences for the students in Mary Gates Hall classrooms.

G. Evaluation—Puget Sound Writing Project

The Puget Sound Writing Project has a twenty-four-year history of impact on how writing is taught in the schools of Western Washington, from kindergarten through high school. It has achieved this impact by involving teachers of writing as full partner with University faculty in developing those teachers as writers, as better teachers of writing, and as teachers of teachers. The work is crucial if students are to be well-prepared as articulate and able citizens and as participants in their communities and the nation's economic life. Even if funding problems have recently distracted PSWP from its main task, the long years of work done by earlier directors and teachers have still given the Project significant resources upon which to draw. Many, if not all, of PSWP's graduates have developed strong leadership skills, and with those leaders still actively teaching in the area the newly reinvigorated PSWP summer Invitational Institute will generate an additional sixteen to twenty Teacher/Consultants annually. In other words, PSWP will very soon have reestablished its capacity to sponsor in-service training all across Western Washington.

Resource needs, however, clearly remain if PSWP is to achieve its goal of retaining its capacity to sponsor in-service training all across Western Washington. The main categories may be summarized out as follows:

(1) Infrastructure support: Long term, PSWP must receive increased support for the University faculty member participating in the program. This work has long been compensated only through course relief; other alternatives need to be explored. Additional funds need to be found to maintain databases, handle mail, coordinate recruitment of summer fellows, track Teacher/Consultant activity, handle in-service contracts and payments, account from grant funds, and coordinate the bookkeeping. Finally, the demarcation of PSWP's "umbrella" positioning needs to be clarified. The principal in the Project continue to be drawn mainly from English Department faculty, but the mechanics of the program have been run recently mostly through Distance Learning. There is a need to study whether PSWP should be moved squarely back into the English Department, and to assess the implications of such a move for funding.

(2) Teacher support: PSWP is experiencing need in two distinct categories of support for its teachers. The first involves increasing the number of full scholarships for those teachers invited to participate in the summer Invitational. The second, perhaps more urgent, problem involves the need to find more money to pay teachers stipends for attending the program. At present, PSWP has only been able to allocate $500 per teacher for the upcoming year. The Project would like to be able to give them $2000 altogether—%1000 on completion of the summer Institute, and a second $1000 on completion of the follow-up course and their first work with professional development of their colleagues.

(3) Development support: There are substantial costs involved in restarting the outreach dimension of the program. PSWP needs a liaison with the surrounding school districts, to develop contracts, to run publicity for various offerings, and so on. The UW has supplied space for the Project and much in the way of supplies, but the outreach efforts will incur expenses in the area of mailing, printing, photocopying, and related costs. Both the PSWP newsletter *Addendum* and the flagship *PSWP Journal* are now in stasis for lack of sufficient development support.

H. Evaluation—Interdisciplinary Writing Program

Three main desiderata were identified by current IWP staff in connection with this ten-year review: increased numbers of IWP faculty; improved salaries; and revised job descriptions. The program needs gradually to double the core group of IWP teachers, so that a minimum of ten writing specialists (currently the number stands at 5.5) can concentrate on work with particular departments or areas. Efforts to improve IWP salaries have met with some success, but the level remains very low—which makes the problem of the currently required six-course teaching load all the more acute. IWP teachers are constantly involved in course development outside their own areas of expertise, and they serve very actively as mentors to IWP TAs both from English and from other departments. It is impossible, given these circumstances, for them to do more work with faculty and TAs offering linked lecture courses in particular disciplines—work which badly needs to be done. Finally, the program has always been starved for administrative time. A half-time director (with no assistant director) and a half-time program coordinator must manage 65-70 classes each academic year, which requires negotiation with many other units and organization of teaching assignments for at least twenty people. The result is that the invaluable accrued experience of the program (more than that at any other institution in the country) is not as coherently organized and as fully exploited as it should be.

Further development of the IWP curriculum depends on increasing the number of faculty and TAs. No funds have been forthcoming thus far for continuation of the experimental Links with Engineering and Chemistry courses, or for beginning work with other interested disciplines noted above (see "Undergraduate Degree Programs: Interdisciplinary Programs"). And quite aside from the issue of curriculum, the opportunities for stronger interdisciplinary interaction that arise from IWP work need to be more fully addressed. Currently, teachers of Writing Links sit in on the (often weekly) meetings that faculty teaching large lecture courses hold with TAs leading sections: in some cases there is much profitable interaction between IWP teachers and discipline teachers over articulation of paper assignments, and response/evaluation issues—but in other cases such interaction is minimal. Instituting stipends for lecturers and TAs in certain large lecture courses would strengthen and regularize interaction, and that would strengthen the use of writing in general education instruction generally. Stipends for lecturers and TAs who participate in linked course instruction are used this way at UNC-Chapel Hill, whose linked course program was actually inspired by the IWP curriculum design.

The IWP is in a strong position to increase awareness of writing issues in many disciplinary contexts, and so improve students' experience and teachers' satisfaction with their work. Documents produced by a recent college Task Force under the rubric "Enhancing Student Learning" have suggested that the allocation of resources to strengthen students' writing experience across the college needs to change fundamentally. It is obviously in English that writing and writing instruction issues have been studied most systematically, and the IWP, under the department's umbrella, has gained more than twenty years of experience with disciplinary contexts in which writing takes place. This experience, together with theoretical developments in the study of writing, suggest ways that some of the goals identified by the College Task force can be addressed.

IX. DEVELOPMENT

The Development Plan for the Department of English is—like the Department itself—large and ambitious, with urgent needs in every arena of departmental research, teaching, and writing. Our goals are now crystallizing as our newly-drafted Strategic Plan takes shape and as we develop our longer range vision for n enhanced mission for the Department. The possibilities are endless, the prospects real and exciting.

The Department seeks to strengthen its position further as one of the top 25 Research I English departments in the country—and one of the highest-ranked in the College of Arts and Sciences—by building on our best practices, strengthening and leading work in research, teaching, and community outreach. Working to fulfill the Development Plan outlined below, we can continue to steward our valuable intellectual and social mission for future generations.

Overview: With the generous support of forward-thinking private contributors, the English Department Development Program has succeeded in establishing more than a dozen named and memorial professorial chairs, lectures and reading series, travel-support funds for graduate students, and similar resources. The most pressing developmental need currently facing the department right now is the urgent need to establish new fellowship opportunities

for graduate students in English, each fellowship requiring an endowment in the range of $100,000-$200,000. In comparison with departments at peer institutions, the UW English Department currently is able to offer only extremely limited support for graduate study beyond the basic Teaching Assistantship. The number of fellowships needs to be increased to bring our graduate-student support to a level comparable to that available at peer institutions (such as the University of Michigan or the University of Colorado). This restriction continues to hamper our recruitment efforts and, if left unaddressed much longer, it is certain to prove detrimental to the general intellectual climate in the graduate program. Moreover, this state of affairs will certainly lower the program's standing in the national rankings—indeed, there is evidence to show that it already has done so.

Development Program funds are apportioned among three main working accounts: the Scholarship and Fellowship Account; the Research Account; and the Administrative and Operating Account. Beyond the resources mentioned above, the Development Program hopes to increase its support for K-12 teachers who wish to return to the UW campus to study over the summer, as well as its ability to administer scholarship grants to promising undergraduates.

One frequently neglected area of development opportunity involves resources specific to the Creative Writing Program. Writers are often their institutions' most effective ambassadors, because people far and near read their books and hear them speak. Our faculty could do more and would be willing to do more, to help make some of our dreams and goals more plausible.

Funding Sources: Existing departmental scholarships, fellowships, and prizes for graduate students (see Table) include:

Robert B. Heilman Dissertation Prize
Susannah J. McMurphy Dissertation Fellowship
Frederick W. Ingham Fellowship in English
Robert R. and Mary Roberts Waltz Fellowship
Barbara Bronson Himmelman English Graduate Award
Hallien Johnson Memorial Fellowship in Women and Literary Study
Loren D. Milliman Creative Writing Scholarship
Joyce Waddell Fund for Talented Writers
David Robertson Scholarships
Joan Webber Outstanding Teaching Prize
Kenneth and Priscilla Klepser Fellowship

Future Development: The following financial goals echo the three defined areas of expertise in the English Department: literary research and criticism; language study; and Creative Writing. These goals are grouped broadly under the rubric of the English Leadership Fund, whose mission statement defines its commitment to "foster excellence in research and teaching among English Literature, Creative Writing, and Language Faculty."

Faculty:
—In the long term, the English Leadership Fund is also currently soliciting large endowments with a total amount of $3M to support three Endowed Chairs in English. Each

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DEPARTMENT OF ENGLISH ENDOWMENTS AND GIFT ACCOUNTS

FUND NAME	ENDOWMENT BALANCE	MARKET VALUE 12/2000	DESIGNATED USE OF FUND	AWARDEES	YEAR 2000 INCOME	PROJ. 2001 INCOME
SCHOLARSHIPS/FELLOWSHIPS						
Anderson				Grad/Undergr		
Scholarship	31,958	62,097	(merit + need)		2,216	2,898
Brown, H&L	42,098	78,490		Grad/Undergr	1,400	1,831
Scholarship			(for best journal article)			
Cox Scholarship	1,205	5,085	(merit + need)	Undergrad	181	237
Crooks, Afton						
Grad Fellowship	25,000	new	(merit)	Graduate		
Desai Poetry	3,885		(merit)	CW Grad	3,885	0
Fellowship						
Draham Creative				Sophomore/		
Writing Scholarship	40,919	136,067	(merit)	Junior	2,428	3,176
Guterson Endowed				Grad/Undergr		
Grad. Fellowship	27,145	26,051	(writer to work w/Guterson)		707	1,216
Himmelman Grad				Graduate		
Fellowship	74,426	157,778	(meritorious women over 40)		5,630	7,364
Ingham Grad				Graduate		
Fellowship	199,944	390,973	(merit+need)		13,952	18,247
Kameros	annual gift			Undergrad	250	250
Scholarship	of 2,500		($1,000:Sea.Rev.; $250:scholarship			
McMurphy Grad				Graduate		
Fellowship	7,594	319,980	(merit)		11,418	14,934
Milliman(Pollock)			Grace Pollock	Junior		
Cr.Writ.Scholarship	151,983	302,879	(per advertised competition)		8,447	14,136
Robertson		Trust Fund w/				
Scholarship	100,000	local bank	(merit+need)	Grad/Undergr		
Rouvelas				Undergrad		
Scholarship	1,000	annual gift	(merit)			
Sullivan, Tia				Undergrad	1,257	1,644
Scholarship	28,930	35,230	(merit)			
Waddell Writers				Grad/Undergr		
Fund(Cr.Writing)	20,075	44,066	(support for talented writiers)	(Cr.Writing)	1,572	2,057
Waller, Luckie Budd						
Scholarship	34,908	137,017	(merit+need)	Grad/Undergr	4,889	6,395
Waltz, Robt & Mary				Graduate		
Grad Fellowship	210,000	425,773	(merit)		15,194	19,872
Woolley				Undergrad	3,232	4,228
Scholarship	70,000	90,581	(3 qtrs tuition)			

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FUND NAME	ENDOWMENT BALANCE	MARKET VALUE 12/2000	DESIGNATED USE OF FUND	AWARDEES	YEAR 2000 INCOME	PROJ. 2001 INCOME
PRIZES/AWARDS						
Grayston Poetry				Grad/Undergr		
Prize	40,919	53,676	(advertised competition)		1,915	2,505
Heilman Dissertation						
Prize	17,388	45,801	anonymous	Graduate	1,633	2,138
Johnson, Hallien						
Thesis Prize	19,970	39,751	(best M.A. thesis by woman writer)	Graduate	1,418	1,855
Oberg Poetry Prize	14,798	31,113	(advertised competition)	Grad/Undergr	1,110	1,452
Pellegrini Undergrad						
Travel Fund	22,280	40,158	(Study Abroad travel support)	Undergrad	1,433	1,874
Reese Fiction						
Prize	15,000	45,004	(advertised competition)	Grad/Undergr	1,607	2,102
ENDOWED PROFESSORSHIPS AND DESIGNATED USE ENDOWMENTS						
Desai Poet in						
Residence	3,385	3,385	(support for Poet in Residence)		3,385	3,385
Hilen Endowed						
Professorship			(provides 3 qtrs of TA support;			
in American Lit.	514,432	1,308,653	annual supplement for Hilen Prof.)		46,700	61,007
Klepser Endow.						
Creative Writing	530,598	1,059,329	(grad fellowships; CW progr.supprt)		37,803	49,441
Kern, Louisa						
Endowment (Cr.Wr.)	50,665	104,689	(support for Seattle Review)		3,736	4,886
Langsdorf Endow.	18,601	47,297	(honoraria)		1,688	2,207
Lee, James						
Endowment	28,068	50,955	(CW program support)		1,818	2,378
Milliman(Pollock)						
Writer-in-Residence	100,000	327,937	(CW: faculty writer-in-residence)		12,112	15,305
Pollock Endowed						
Professorship in			(provides 3 qtrs of TA support;			
Creative Writing	548,275	1,288,418	annual supplement for Pollock Prof.)		44,804	60,133
Roethke Endowment	23,448	46,564	(annual Roethke Poetry Reader)		1,661	2,173
Sale Endowment	30,000		(merit+need)	Grad;Undergr	758	1,345
Tsuchida/Shabetai					1,070	1,400
Endowment	25,000		(support for Study Abroad)			
DESIGNATED USE GIFT ACCOUNTS						
Poetry Northwest			Support of Poetry Northwest	honoraria for		
			magazine	contributors		
Seattle Review	40,919	136,067	(split: Seattle Review; scholarship)	support		
Mayhan Emergency	1,000	1,000	(Revolving loan fund managed by	English Dept.		
Loan Fund			UW Student Accounts Office)	Graduate Stud.		
GIFT ACCOUNTS FOR UNSPECIFIED TYPES OF DEPARTMENT SUPPORT						
Hopkins Endowment						
(Discretionary)	92,863	227,849	(discretionary use for dept.)		8,131	10,634
English Program	revolving		(department program support)			
Support	gift account					

Chair will support a senior faculty member in the Department of English and will allow approximately $50,000 per year in support of the faculty member's salary and original research. Each of these Chairs will be of supreme value in helping the department attract and retain outstanding faculty.

    Goal: Three Endowed Chairs in English by June 30, 2006.

    —More immediately (and ambitiously), the English Leadership Fund is also currently seeking endowments in the amount of $1.5M to support three Endowed Professorships. Each Professorship will provide a stipend for a faculty member in the Department of English; the award will carry $10,000 annually in support of the faculty member's salary as well as $8,000 in support of original research.

    Goal: Three Professorships by June 30, 2002.

—Leadership support:
    Faculty awards and bonuses for leadership and professional distinction.
    Support for participation in national professional-service organizations.
    Faculty service add-ons.

—Faculty support:
    Nine endowed, named or memorial professorial chairs spread across our three main subdisciplines: four in the area of literary study; three in Creative Writing; two in Language and Rhetoric (minimum endowment: $1M each).
    Five new faculty lines, at a beginning level of $45,000.
    Research support initiative, including major project support and conference-attendance support.

Research: Development efforts are in progress to establish an endowment in the amount of $1M as a research incentive for Excellence in English. This endowment will provide approximately $50,000 per year to support multiple faculty members in their research and travel endeavors. Added to the current allotment of $400 per faculty member, this endowment will directly and immediately improve the level of research and scholarship in the Department, and it will enhance the national and international stature of UW English faculty.

    Goal: One Endowment for Excellence in English by June 30, 2006.

The English Leadership Fund has also established a Faculty Project Support Fund and a Publication Fund intended to benefit (in the first instance) Poetry Northwest, which has been published continuously for nearly three decades and is among the most respected publication of contemporary verse in the nation. Other publications that will benefit from the Fund include *MLQ*, the UW's flagship journal of Literary History, and (among the student publications) the annual collection *Bricolage*. In the long run, the Fund will provide subventions for individual faculty members' publication projects.

Students:

At present, the Department of English has no substantive resources for graduate-student recruitment beyond the basic Teaching Assistantship (TA). As part of efforts underway campus-wide to support graduate students in the Humanities, the English Leadership Fund is committed to the establishment of five Graduate Fellowships with the remunerations from

a basic endowment in the amount of $1M. In addition to TA stipends, named Graduate Fellowship in the Department of English will provide up to $12,000 in support of graduate students at any stage of their studies.

    Goal: Five Graduate Fellowships by June 30, 2003

Moreover, the English Leadership Fund seeks to mitigate annual departmental expenditures by providing (initially) two Graduate Student stipends in the amount of $8,000 each. The two stipends will be matched dollar-for-dollar by University funds.

    Goal: $8,000 in Annual Gift revenue by June 30, 2004.

Three named or memorial graduate fellowships (minimum endowment: $100,000-300,000 each).

Eight named or memorial undergraduate fellowships (minimum endowment: $75,000-150,000 each).

Departmental Resources:
Main concerns:
—Technology updates and enhancements:
—Equipment: computer workstations, scanners, CD-ROM and DVD-ROM mastering equipment, projection devices.
—Pedagogical training, using new laptop grants as incentives.
—Classroom support services, including content for Web-designed courses and consulting services.

A recent critique of resources available to graduate students in the English Department, prepared by the UW Graduate and Professional Student Senate specifically in connection with the present ten-year review, may be quoted in extenso: "Graduate students feel that there is a lack of technological support in the Department, particularly for Teaching Assistants and dissertation-writers, but also for all students in the Department. Graduate students in other departments across the university also cite this issue as a problem. A fairly substantial blow was the recent restriction of the computing lab in Communications to math students. TAs had come to rely on the free printing available at this lab because there are few, if any, printers in Padelford Hall available to graduate students. There are a few free printers for teachers available across campus, but their hours are restricted and their locations are badly publicized. Computers in general are at a premium in the English Department. Most but not all TAs have computers, all of which are PCs. Problems with computers often take months to fix because there is only one staff person servicing computers for the entire department as well as the computer-equipped English classes.

"There was once a lab (with inadequate printers) available to all students in English, but it is no longer functional and the room in question is possibly slated to be an office for TAs. . . . Plans for an ambitious proposal to the Technology Fee always founder on the basis of the lack of space in Padelford. That there is no identified lab for students of the Humanities at UW, whether Graduate or Undergraduate, increases the sense that such students are poor relations at the University."

The English Leadership Fund (the main component of the English development Plan, outlined above) is committed to classroom and learning-laboratory technology support and, in particular, to investment in general-use hardware such a computers, scanners, CD and CVD burners, and projection devices. Funds will also be directed to support consulting and technical training and support, as well as services to facilitate the production of Web-based course materials.

Some resource-related crises have been resolved through the industry of individual participants. The heavily used English Writing Center had long been one of the most conspicuously resource-starved entities in the Department. For the better part of the 1990s, the main writing resource housed in the Writing Center was an old dictionary. The Center now has a range of wall pockets filled with handouts on grammar, style, and the MLA stylesheet. With the generous assistance of St. Martin's Press, the Writing Center was able to provide each tutor with his or her own personal copy of a grammar handbook. Unused writing center budget money was also used to purchase more than thirty books on writing and writing-center theory. Finally, the Center renewed its previously lapsed subscriptions to *The Writing Center Journal* and *The Writing Lab Newsletter*.

In the past year, the Writing Center was also able to add a new computer to its equipment inventory, allowing staff to free up the single other computer housed in the Center for use during tutoring sessions. The eventual goal is to allow students to have an opportunity actually to work on their writing during their Writing Center visits. Students who are already using the Writing Center, for example, could sign up to use the computer in between their tutoring session to work on their writing-in-progress. Once the Center has added more computers—and Center staff are currently working with technical support staff to add some more used computers (all of them older, PC-compatible machines)—one of the tutors will be designated to supervise and provide writing support for students working on the computers.

Even the recently opened Computer-Integrated Course Program (CIC) laboratories in Mary Gates Hall have experience their share of resource-related challenges. Mary Gates Hall general funding and funding provided through the Interdisciplinary Writing Project grant have allowed CIC personnel to purchase software and to upgrade some of the hardware in Gates Hall room 076. Even with the upgrades, the machines in room 076 are markedly slower than those in room 082 (and most other computer labs on campus). As CIC faculty continue to innovate and define new technical needs, they will need to acquire additional software and to upgrade almost all of the existing hardware.

Technology Updates: During the spring and summer of 2001 the department applied for and received generous funding for computer upgrades from the College for faculty, staff and teaching assistants. Thirty-seven new PC's and 15 additional used PC's will be installed by the beginning of Autumn quarter on October 1, 2001. The bulk of these (40) are aimed at improving the computing resources available to our graduate students. Printing access problems for all graduate students have not been totally resolved, either in this department or in academic departments across campus. Funding for the purchase of equipment is not the problem but rather the unresolved issues of providing maintenance and repair and technical support, and the cost of printer cartridges and paper. However, all English

Department TAs will be able to print out their teaching materials in the department by autumn 2001.

The computing situation in the Writing Center has improved over the summer. Equipment has been upgraded and augmented so that the Center now has four computers installed for staff and client use.

Space: Space on the UW campus is at a premium. In May 2001 the College asked all departments to review their use of currently assigned space, including faculty offices, lounges, labs, and conference rooms.

During 2000-01 the English Department had 45 TAs housed in offices outside Padelford. Twenty were temporarily relocated from Padelford to Communications (in former KUOW radio station space) for the year in order to accommodate a UIF-funded unit into Padelford until their remodeled space was available. This temporary relocation proved to be problematic because of difficulties encountered in providing Internet access to the TAs and other problems with the physical space, including the less-than-desirable situation of having TAs located in offices physically separate from the department's administrative and faculty offices. TAs will be returned to their former offices in Padelford by the beginning of autumn quarter 2001.

The department decided to convert its under-equipped and under-used computer lab in Padelford to TA office space, which will house 8 TAs. Two new computers have been installed in one end of the department lounge for use by TAs and other students. These computers will have Internet access but no printing capabilities. Other shifts in use of offices have been made so as to house as many TAs and temporary faculty as possible offices in Padelford.

In 2001-02 the department will have 20 TAs assigned to offices in Lewis Annex, and six TAs and part time faculty to offices in Communications. The need for office space for TAs and part time faculty fluctuates from year to year depending on enrollment needs, but in general has been increasing steadily in the last three years because of increased freshman enrollment and the subsequent demand for freshman composition courses.

Faculty who hold administrative assignments share their department offices with visiting/part time faculty; faculty who are on-leave are asked to make the same accommodation.

X. SUMMARY

Present Condition and Future Plans:

The most detailed commentary on the present condition of the Department will be found above under "III. Faculty," "IV. Students," and "VIII. Evaluation" (the last category subsuming all of the foregoing). The bulk of the present section will thus be given over to planning for the Department's next ten years.

A. Curriculum/Instruction: Future Plans

Undergraduate Degree Programs:

Curriculum Revision: The most ambitious plan presently under consideration in the area of literature teaching is a complete restructuring of undergraduate course offerings to bring them into line with the professional training and teaching practices of recently hired faculty. (Such restructuring will have no less impact on our Creative Writing and Language and Rhetoric curricula, of course, and these issues will be taken up below.) In particular, our 200-level offerings are urgently in need of revision, insofar as they presently embody two series of pre-major courses with a significant degree of overlap; some loosely structured general education courses; and some narrowly defined literary offerings that might well be elevated to the 300 level.

Without questioning the principle that the study of literary history is a valuable part of any English Department, the most recent report of the Director of Undergraduate Programs has argued for the implementation of a curriculum that will stress close reading of texts, critical practice, and instruction in the area of critical theory. A complete redesign of the Honors Program and a rethinking of the Senior Seminar as a capstone course have also been proposed.

Additional discussion of Undergraduate Education appears below under the headings of Creative Writing and Language and Rhetoric, especially in detailed comments addressing the Expository Writing Program, the Computer-Integrated Course Program (now based in Mary Gates Hall), and the Writing Center.

The outgoing Director of Undergraduate Programs, Prof. Crane, has offered a detailed critique of issues relating to the currently proposed curriculum revision, though these comments should be evaluated in light of this colleague's championing of an "incremental approach" to changes in the major (as opposed to the sweeping changes that other faculty have supported): "If the scope of the literary material we are teaching is shifting and expanding, then loosening the period requirements by eliminating one of the required early period courses [sic—all English literature from the Middle Ages through the eighteenth century now seems to have been relegated to a single 'early period' in recent Undergraduate Education documents] may allow a student to more adequately sample our expanding range of offerings. But if literature written in English is the core subject matter of our major, then the structure of historical period requirement cannot be subject to intelligible wholesale transformation or elimination. There is no compelling justification for studying literature and language that does not necessitate studying them in a historical and comparative fashion. If the gateway courses seem inadequate to faculty as a whole, in part because the students coming into the 300-level courses seem less than well prepared, rather than revising the task we ask others to do, we should do more of it ourselves. If more permanent faculty were to teach these 200-level courses, greater continuity of instruction would result, and the faculty considering revision of the requirement would be better prepared to speak on the subject. Another such small step would be the description of pathways through the major: the collection of classes sharing central themes and figures (e.g., literature and politics pathway, cultural studies pathway). Such descriptions would change nothing in the requirement of the major but would offer different vantages on that major. After creating

such alternative descriptions, certain specifically tailored alterations to the major needed for certain paths possibly my come to light."

In a specific, relatively minor suggestion for curriculum revision, the staff of IWP have proposed the replacement of ENGL 111, the "Writing about Literature" course, with new Writing Links to upper-division courses.

At the graduate level, a significant revision to the curriculum proposed by Creative Writing faculty would involve the establishment of an Intern-Rotation plan. This would formalize a true apprentice system, with internship opportunities in three sequential stations: publishing (with the *Seattle Review* and *Poetry Northwest*), undergraduate teaching (as workshop assistants and section leaders in introductory writing classes), and K-12 instruction (through WITS connections). This integrated apprentice rotation will benefit Creative Writing in the following ways: it will be unique among MFA programs in the country, and will serve to attract the best MFA applicants. It will reinvolve senior professor at the lower levels of instruction (where, arguably, they are most valuable); it will ensure broad, systematic and thoroughgoing mentoring at the graduate level; and it will guarantee at least some form of support for every member of the graduate student body in Creative Writing.

Future Plans—The Major: The most urgent order of business relating to the major identified in the most recent English Undergraduate Advising annual report relates to proposals drafted by the Undergraduate Education Committee for modifying departmental admission and graduation requirements (dismissed as "tinkering" by last year's Executive Committee in the absence of a complete blueprint for the overhaul of the major; see above under "Summary: Major Competency"). Advising representatives argue that the proposed, relatively minor changes are "very reasonable and could have been dealt with quite efficiently. One of the first orders of business for Autumn quarter [should] be a faculty meeting that calls for a vote on these matters."

In the view of IWP staff and other Writing Emphasis instructors, an important change within the main English Department infrastructure would be the creation of an undergraduate writing major and minor—the minor designed to appeal to major in disciplines other than English.

1. Future Plans—Undergraduate Degree Programs

Language and Rhetoric Curriculum: Language and Rhetoric faculty have developed a modified MA concentration in Language and Rhetoric and are in the final stages of drafting a proposed modification of the Ph.D exam structure to adjust their exam areas to the new doctoral exam format. These degree proposals will more clearly define the track's curriculum and will more effectively meet the needs of Language and Rhetoric track students.

The faculty has several other significant initiatives in progress. In the next five-year period they plan to propose a Writing/Language track within the current English undergraduate degree program and plan to propose concurrently a Writing Minor available campus-wide. Interest in the Writing Minor (also, as noted above, championed by IWP personnel) has already been confirmed by the Office of Educational Assessment. Their results from a

question asking for an indication of interest in the Writing Minor suggests very strong interest: 57.5% of the students indicated a "definite" or "probably" interested. The contemplated Writing Minor would also include courses in writing for electronic environments that have been offered through topical course numbers in the past. While a number of other universities and colleges have instituted writing majors and minors, ours, like our graduate program, would provide students with both rhetorical and linguistic tools with which to analyze writing and its contexts, at the same time that they continue to improve their own writing. Service learning, community outreach, and internship would also be components of this program, now typically available at the lower-division level. The Writing Major would include courses in English language (e.g. the history and structure of English, stylistics, and discourse analysis), since these courses enable writers to analyze their own writing and the kinds of writing they may do after college.

Additionally, Language and Rhetoric faculty hope to forge stronger links between the work of two kindred lower-division programs, the Expository Writing Program and the Interdisciplinary Writing Program (IWP). One specific project includes bringing current teaching assistants into the writing links courses for the major courses at the 300-level. In this scenario, second and third year TAs in English would be assigned to a writing course linked with a particular period. TAs would benefit from working with a faculty member in their area of specialization. TAs would bring their knowledge of the teaching of writing to literature classes.

Language and Rhetoric faculty have also developed a degree proposal for a MATFL degree that would allow the sharing of MATESOL and foreign language resources by students interested in acquisition and teaching issues in languages other than English. Supporters of the proposal do not anticipate the need for further faculty resources for this program in English. In the event of unanticipated growth, additional resources would have to be made available to a foreign language department. If the University wants us to offer certificate programs to currently enrolled students, additional resources would be needed.

Equally exciting initiatives are in development in the areas of Applied Linguistics and English language. A number of Language and Rhetoric faculty have been working for several years to forge cross-campus links in "Language Use and Acquisition (LUA)." We have been actively working to create research and teaching connections among applied language specialists in Linguistics, foreign language departments, the social sciences, and other colleges and schools, including Business, Education, and Engineering. Many among this cross-disciplinary cohort are members of the Graduate School's Language and Society Research Group. We have also begun to cross-list courses, recommend our courses to students in allied programs, and sit on student committees across campus. The English Department's Language and Rhetoric/LUA colloquium has hosted cross-disciplinary talks throughout the past three years. In an effort to formalize the unofficial structures that have been built over a number of years, the applied linguistics faculty have developed a proposal for a LUA Center to better coordinate applied language research and teaching across campus and now plan to seek support from the College to formalize these relationships and consider appropriate support.

Future Plans—Creative Writing Program: The most specific and momentous element of current plans in Creative Writing involves the establishment of an "Intern-Rotation" plan

originally proposed for the recently anticipated endowment. This would formalize a true apprentice system, with internship opportunities in three sequential stations: publishing (with *Seattle Review* and *Poetry Northwest*), undergraduate teaching (as workshop assistants and section leaders in introductory writing classes), and K-12 instruction (through WITS connections of the Creative Writing Program). This integrated apprentice rotation will benefit the Program in several ways. It will be unique among MFA programs in the country, and prove a powerful attractant for the best MFA applicants; it will reinvolve senior professors at the lower levels of instruction (where, arguably, they are most valuable); it will ensure broad, systematic and thoroughgoing "mentoring" at the graduate level; and it will guarantee at least some form of support for every member of the graduate corps.

The contemplated major curricular revisions in English would also provide an opportunity for the development of a revised concentration of linked courses in the area of Creative Writing. Moreover, at the graduate level, in view of the circumstance that allocations of Teaching Assistantships in Creative Writing are made according to a fixed allotment, largely removed from the somewhat more flexible, supply-and-demand-driven TA rankings and alternate lists overseen by the departmental Graduate Studies Committee, the Creative Writing program would also benefit from a significant increase in graduate-student support.

Historically, Creative Writing faculty have had numerous opportunities to forge links with other departmental and University programs. The faculty thus hopes to be able to develop additional natural and mutually beneficial associations with other groups, both within the English Department, and across disciplinary lines. For example: the Puget Sound Writing Project; the Interdisciplinary Writing Program; the other Schools of Fine Arts within the College of Arts and Sciences; the Burke and Henry Museums; University branch facilities at Friday Harbor, Forks, Toppenish, and elsewhere.

Future Plans—Expository Writing Program: As noted above ("VIII. Evaluation: Expository Writing Program", the forthcoming report from the campus-wide UW Graduate Student Roles and Responsibilities Task Force puts the Expository Writing Program in an especially favorable light. Beyond the crucial need to raise the Program's fixed allotment of 74 TAs (see "IV. Students: Undergraduates—Enrollment Patterns" and "V. Curriculum/Instruction: Expository Writing Program"), there are, moreover, at least three items that would benefit immediately from action on the part of Expository Writing personnel. First, there is at present no centralized means of announcing TA openings. Perhaps faculty and staff in the Graduate Studies Office will be able to devise an announcement that would appear on the Graduate Program's Web-site. Second, the Expository Writing Program at present has no clearly defined grievance procedure. Slavic Languages does maintain one—perhaps the only department on campus presently to do so—and perhaps EWP will be able to use this as a model. Third, the Department (not only in connection with EWP) needs to maintain some written guidelines about Research Assistant (RA) positions in the Department. Generally speaking, the Humanities departments have fewer RA positions and so have not developed the policies that departments in the Sciences have in place. Yet there is every bit as much opportunity for abuse of such positions in the Humanities—the RA may require only ten hours of work per week, but the assigned work may take much more time than that—and it would thus be advisable to give faculty members supervising RAs some guidelines.

Future Plans—Computer-Integrated Courses Program: As described above in detail ("V. Curriculum/Instruction: Computer-Integrated Courses Program," and "VIII. Evaluation: Computer-Integrated Courses Program"), the English Department's Computer-Integrated Courses Program (CIC) seeks to link the teaching of literature and writing with pedagogical research and scholarly production. With the move to dedicated space in Mary Gates Hall, the number of computer-integrated English courses more than doubled. During the most recent academic year, seventy courses were offered through CIC. For Summer Quarter 2001, the CIC received funding to support nine summer session courses. Many of the CIC offerings continue to be in the area of undergraduate Writing Emphasis coursework, including classes on intermediate expository writing, writing-oriented literary study, and Creative Writing. However, the CIC has also recently housed upper-division literature and film courses, senior seminars in both English and Comparative Literature, graduate seminars, and 400-level expository writing courses. In total, the CIC was home to twenty-four literature, film, creative writing, and advanced expository writing courses.

This expansion of offerings has allowed CIC to continue bridging borders between disciplinary divisions in the department—even beyond longstanding collaborations with the Expository Writing Program and the Interdisciplinary Writing Program—and to collaborate further with other departments in the College. During the upcoming summer session, the Puget Sound Writing Project will use the CIC space for its Open and Invitational summer Institutes.

While the CIC's expansion has provided more faculty with the opportunity to integrate technology into their classes, it has also taxed some of the existing resources and has defined new needs. These may be summarized as follows: (1) Additional staff to assist with hardware and software maintenance and upgrades. The expansion of CIC has effectively doubled the number of machines that our sole English Department computer technician must maintain. The load has created a near-crisis in the area of regular department and faculty system maintenance. (2) Dedicated seminar rooms in Mary Gates Hall. Although CIC has dedicated two labs, seminar space must be scheduled by a particular deadline, typically two quarters in advance. In theory, the arrangement is feasible, but in practice is has proved difficult, especially in scheduling IWP and literature courses, and the timeliness of Writing Links courses and viability last-minute faculty offerings have suffered.

(3) Increased funding for CIC TA Training Workshops. The twenty-hour limit to which many TAs are confined is generally filled with class preparation and grading once the quarter begins. It would thus be advantageous to offer a small training stipend to pay TAs for attending ongoing development workshops once the quarter has begun. (4) Software and Hardware Upgrades. As noted above (under "Development: Departmental Resources"), even with recent upgrades, the computers in Mary Gates Hall 076 are markedly slower than those in Gates 082 and other labs on campus. (5) Development of a graduate-level technical literacy course. Given the rapid development in information technology and the increasing call for academic job candidates with technical proficiency, the English Department would do well to establish a graduate-level "Digital English" course that includes instruction in discipline-specific Web authoring, research methods, presentation software, and multimedia tools.

2. Future Plans—Graduate Degree Programs: In order to fulfill its mission to train students for their chosen professions as teachers, writers, and creative, critical thinkers, the Graduate Program requires the work of dedicated, productive faculty, the best students, and a supportive University environment. Looking toward the future, then, we must find ways to ensure those elements of the Graduate Program are nourished so they remain strong.

The recent restructuring of the graduate program to accommodate about 140-50 students (down from more than 200 students), noted above, has had an impact on the ability of faculty to attract graduate students to their seminars in sufficient numbers. Although the enrollment in an average graduate seminar has now stabilized at approximately 10 students through the overall reduction of offerings, the situation needs to be monitored closely in the near future. In addition to offering better mentoring for graduate students, revisions to the examination process that are currently under way (also noted above) will provide yet another place for informal faculty discussion. With regard to mentoring specifically, there is an urgent need to find new ways for faculty mentoring to be recognized and rewarded, both at the departmental and college level. Discussions about mentoring and advising should help to integrate the large number of junior faculty now in the Department with their senior colleagues and graduate students. The following concerns may also be noted briefly:

—Graduate Student Support. The goal is 100% funding of all graduate students. However, the goal is not simply about money, but about training students within a variety of settings and using a host of pedagogical techniques. Teaching assistantships are the essential part of support, for its through assistantships that students learn their crafts. However, there are times when students would benefit from research assistantships and, of course, dissertation fellowships in order to complete their projects. The Graduate Program remains under-funded and is not competitive with many of its peer institutions when recruiting or retaining students.

—Faculty Retention. It is crucial to the health of all programs that we recruit the best and brightest faculty and, more importantly, that we retain them through the most productive parts of their careers. Students need faculty for mentoring and for intellectual and professional guidance throughout their careers, and they need to be able to depend on these faculty being here for the long term.

—Mentoring. Graduate student success, both present and future, is often directly correlated to the amount and kind of professional relationships they are able to construct during their careers. Mentoring needs to be encouraged by rewarding faculty for the work but also by making it possible to find the time to do that work. Students need to learn how to get the most out of their relationships with faculty.

—Professionalization: Learning to think and write as professionals is one of the keys to graduate students success. The Graduate Program needs to think about the different forms of professional discourse, including moving away from the sole reliance on the seminar as the only way to involve students in those discourses. In conjunction with Kathleen Woodward and the Humanities Center. the Graduate Program in Literature and Language is initiating a new program next year whereby students can get graduate credit (in English 600, Independent Study) for attending a certain number of lectures, colloquia, and local conferences next year. Students can sign up for a total of 5 credits (the equivalent of one

seminar) during the course of a year. This form of professional mentoring will become an invaluable complement to institutional and pedagogical mentoring provided by the Graduate Office, faculty, and other students. In addition to engaging students, this new course will require the English Department to coordinate its efforts with other departments, programs, and disciplines as they invite speakers and plan their own colloquia.

—Placement. We cannot be satisfied with our excellent placement record. We need help to advise students on the range of career options available to them. Research I institutions have different expectations for new faculty than four-year Liberal Arts Colleges or Community Colleges. Educating students to these different expectations can help them make choices as they enter graduate school rather than as the leave it. Moreover, educating students to non-academic careers will become an increasingly important part of our placement goals. Creating internships and making contacts with a variety of business and non-profit organizations can help smooth the way for interested students.

—Labor Issues. It is unclear what will happen with labor negotiations between graduate students and the University of Washington administration. Training students to become teachers will necessarily involve them and the Graduate Program in questions of work and service.

—Diversity. Having a diverse student population is both an end and a means to an end. For an educational institution like the University of Washington, diversity will require financial, intellectual, and institutional support.

B. Future Plans—Faculty:

Background Issues: Recent losses of key faculty members have adversely affected our undergraduate and graduate programs. Simply put, the most pressing strategic-planning concerns now facing the English Department with respect to faculty prosperity are invariably related to hiring issues. The immediate challenge will be to mount a series of successful hiring campaigns over the next three years. The present section of this Strategic Planning document will outline a linked set of proposed hires, closely tied to the Departmental Mission Statement at the head of the document as well as the preceding discussion of past and current teaching priorities and other programmatic concentrations.

In sum, our Strategic Plan calls for a cluster of 11 interrelated positions to be filled over the next three years. Fully six of these hires are in the areas of Literary Study and Critical Theory; three are in the area of Language and Rhetoric; and two are in the area of Creative Writing.

The basic consideration informing this section of our Strategic Plan is the fact of the resignation or retirement of fully 16 ranked faculty from the Department of English since 1997. All told, in purely numerical terms, only seven of these recently vacated positions have been filled thus far, leaving the Department of English down nine faculty at the time of writing. However, the rationale for the present section of our Strategic Plan is grounded entirely on curricular and more broadly intellectual considerations. There will be no suggestion here that there can be (or should be) a one-for-one consistency in the

coordination of departures and new hires—hence our conclusion that this Strategic Plan will require eleven (and not nine) new hires for its implementation.

Fortunately, our plans for curricular and procedural revision in both the undergraduate and graduate programs stand to benefit immediately from an influx of new faculty. In the undergraduate curriculum, specialized introductions to diverse fields of literary study now classified at the 200 level need to be moved to the 300 level or higher. Such a change will assure that these courses in most cases will be taught by faculty members or Acting Instructors rather than TAs.

Although observations and planning strategies relating to faculty concerns above and beyond hiring needs will be addressed due course in the following sections of our Plan, because of the extreme urgency of the situation noted above, the details of hiring desiderata will be placed at the start of each section.

Retention: The document prepared by the UW Graduate and Professional Student Senate (GPSS) specifically in connection with this ten-year review (cited elsewhere above) offers a cogent critique of the Department's retention problems:

"It is an open secret that the English Department has had difficulty retaining faculty. Even worse for the Department is that many who have left were recent hires and thus represented the future of the program. Such academic free agency is the mark of a successful Humanities program, but it appears that the English Department is more often the victim than the victor in this somewhat unseemly process. There have been some positive lateral hires made by the Department, but not enough to recoup recent losses. It also seems that there is a tendency to replace senior faculty—both those who have retired or have been hired away—with Assistant Professors. This strategy might have paid off if the younger faculty members had stayed long enough to develop reputations, but more often they, too, have been hired away. Some students are in the position of having the entire committee they took their examinations with leave the Department. There have been provisions made so that some can finish dissertations with faculty now outside the Department, but this situation has had deleterious effects on the morale of many students.

"Three subject areas were singled out as hardest hit in the [English Department Graduate Student] Open Forum: American Studies, MATESL, and Creative Writing. American Studies has lost both senior faculty and promising Assistant Professors to other institutions. At one time, this specialization could legitimately be said to have one of the strongest in the program, but nearly half of those faculty are gone. With the loss of Professor Heidi Riggenbach, the MATESL Program has lost one-third of its faculty. This reality has deeply worried MATESL students, who plan for years in advance to attend and often return from overseas. While an international program expects a rotation of faculty leaves, a program of our size and intensity cannot sustain the loss of a faculty member. The situation is particularly precarious in the context of Professor Tollefson's anticipated two-year leave in Japan. The future of this program rests in replacing Professor Riggenbach in order to maintain a minimum of three core faculty. Creative Writing, on the other hand, has not had a problem with faculty retention so much as the amount of active faculty. The program is advertised as having five poets and five fiction writers but, in part because of the accomplishments of its members, each program has only three faculty members available to

students. Since the MFA program (officially) lasts only two years and is focused around workshops, this is quite a problem. Students may have trouble getting required courses or forming a committee for their thesis. Students also wondered why faculty who go on leave are not replaced, or why the program does not use more visiting faculty or lecturers. Students also worry that, given how few faculty there are in Creative Writing to begin with, there is not enough pull within the Department for the program to make additional hires.

"Other students lamented the loss of specialists in postcolonial and minority literatures. A number of students said that they could no longer recommend their programs to prospective applicants. Although both the literature and Creative Writing programs have in the past been rated exceptionally high for public institutions, the current losses have certainly put their reputations in jeopardy."

Hiring:

The dearth of ranked faculty in recent years has caused a dismaying lack of offerings, with dozens of English courses listed in the UW catalogue having been offered very rarely, if at all, over the past ten years. Clearly the best resolution of this crisis would involve the hiring of new faculty rather than the wholesale elimination of courses in some heavy-handed curriculum revision. Imagine a department of mathematics or a law school in a similar fix: with too few instructors, the department or school allocates it resources primarily to the major requirements. Can this department/school solve its problem by eliminating or substantially revising their major requirements? Drop algebra but keep calculus? Drop contracts but keep torts? The answer is plainly "no." The English Department cannot do what math and law cannot do without suffering from a lack of credibility at substantial cost to the Department in the long run. The Department would do better stand its ground and encourage the College to fund a number of instructors adequate to the task of teaching a fully developed and rigorous major in language and literature.

Hiring—Literary Study: The Mission Statement of the Department of English affirms our "continuing commitment to promote the artistic and literary appreciation of English, North American, and postcolonial or Commonwealth Anglophone works." In the second of these three main areas, American Studies—for decades the strong suit of our department—we have suffered crippling losses in recent years with the departure of fully five professors of American literature in four years—three of them occurring in 2000-2001 alone—including our Hilen Professor of American Studies.

Not surprisingly, two of the six literary-study positions championed here call specifically for the hiring of Americanists (19th-21st-Century American Literatures; African American-Native American Literatures), and no fewer than three of the other proposed positions may well attract applicants with expertise in various fields of American Studies (Generalist Fiction; Critical Theory; Eighteenth-Century Literatures). Additional hires proposed below under the headings of Creative Writing and Language and Rhetoric also may further the renewal our Department in the area of American Studies (Poetry and Fiction-Writing; Language and Rhetoric; and Stylistics). Moreover, the first and third categories mentioned in our Mission Statement (English and postcolonial [or Commonwealth] Anglophone works) are addressed specifically by two of the six proposed positions (Modern and

Contemporary British and Anglo-Irish; Eighteenth-Century Literatures) and might well benefit from hires in two other areas (Critical Theory and Generalist Fiction).

Finally, it should be noted that the imminent search for a Hilen Professor will not been treated here as a discrete search, insofar as it may result n the hiring of a colleague who will cover one or more of the areas sketched out here (most notably 19th-21st-Century American Literatures; Critical Theory; and African American-Native American Literatures).

Our integrated group of six proposed hires in literary study may be summarized—not necessarily in order of importance; this is a *linked* cluster—as follows:

(1) 19th-21st-Century North American Literatures:
> The timing is very good for a search in the area of North American Literatures, as we have recently experienced one of our strongest years ever for graduate-student recruitment in this area. Traditionally, our department has maintained a formidable reputation for supporting North American literary study, standing even higher in the specialization than the department's overall Top-Twenty-Five (or thereabout) position in the national rankings. Presently the department enjoys a Top-Ten ranking for its graduate offerings in the field of North American literary study. Moreover, the department's most prestigious, endowed chair, the Hilen Professorship (presently vacant), is mandated to support North American literary study. Crucially, however—to turn briefly to some less heartening considerations— recent losses in this area have been so severe and so concentrated that we simply cannot proceed with our proposed curriculum development until the situation has been addressed. Beyond courses which have not been offered at all during 2000-2001 and will not be taught in the future without non-Tenure Track help—including American Political Culture to 1865 (English 360), Nineteenth-Century American Poetry (356); Special Topics in American Writers (451); and American Folklore (453)—a summary of courses where American Literature plays a prominent role but which are currently either not being offered at all, or are only being taught by non-Tenure Track faculty, appears below under the heading Generalist Fiction (no. 4). It is also worth noting that during 2001-2 the *only* offerings in Modern American and Contemporary American Literatures currently scheduled to be offered as upper-division courses, counting toward the major, will be taught by nonspecialists (a Victorianist and a Shakespearean). We have thus concluded that we would be exceptionally short-sighted not to make hiring in the area of American literature our highest priority.

(2) African American-Native American Literatures:
> The Department Mission Statement has noted the "the increasingly multicultural compass of our endeavors" and, while our efforts in this connection now extend to a wide range of global literacies, the mainstay of this component in our curriculum continues to be a range of courses primarily addressing North American subjects. These include African American Literature (English 258), Cultural Issues in English (270), Literature of Black America (358), and Contemporary Native American Literature (359). Our curriculum-building efforts would benefit greatly at this time from a successful search for a ranked colleague specializing in one or more of these areas. Over the 2000-2001 academic year, an alarming number of courses in these

areas which we had planned to offer with faculty instructors were either not offered at all or were taught by TAs or Acting Instructors, including all four of the just-cited courses. Here again, recent departmental losses have cut into our multicultural offerings, with the departure of our three most prominent African American-literature exponents in 2000-2001 (one junior and two senior colleagues).

(3) Critical Theory (possibly including one or more of the following: Cultural Studies, Gender and Sexuality Studies, Postcolonial Studies):
The Department of English Mission Statement states that "we seek to provide a command of critical approaches and analytical techniques that may be brought to bear over the course of any career that a student ultimately may choose to pursue" and to "illuminate the processes by which all types of discourse reflect and influence the progression of culture." Moreover, we have argued above (under "Teaching") for the implementation of a curriculum that will "stress close reading of texts, critical practice, and instruction in the area of critical theory." Despite these ambitious goals, we are presently unable to offer several classes in theoretical and practical criticism which are suitable for majors and majors alike, but which are not tied to historical periods—and, as are result, are not being taught currently by Tenure Track faculty *at all*. These include Reading Major Texts (English 300), Critical Practice (302), Theories of Imagination (305), Studies in Film (345), and Studies in Short Fiction (346). Moreover, the following have not been offered at all in the present academic year or are not being offered at all in coming quarters: Introduction to Cultural Studies (207) and the two other courses in the Cultural Studies sequence (307 and 407), Cultural Issues in English (270), History of Criticism (303), Literature, Literary Study and Society (470), and Language and Social Policy (478).

(4) Generalist Fiction and Popular Nonfiction:
The Department of English has not hired a generalist in 20th-21st-Century fiction in decades, but the potential synergism with our proposed searches in North American literary study and African American-Native Literatures (as well as Critical Theory) is self-evident. The very nature of the "Generalist" category itself may deserve special comment. With the steady increase in the popularity of the English major, we need to hire a ranked (tenured or tenure-track) faculty member who can expertly address a range of typical pre-Major concerns. Such an individual will simultaneously nurture students' development in the areas of contemporary fiction, critical theory, comparative literature, as well as documentary or otherwise mass-market nonfiction. In recent years, responsibility for generalist teaching has been passed on to Acting Instructors and other unranked faculty with increasing frequency. The present search seeks to hire a permanent colleague who will teach and oversee a range of lower-division (200-level) "gateway" courses and 300- or 400-level generalist courses, the latter including the following: Contemporary English Literature (339), Reading Major Texts (300), Modern Novel (337), Contemporary Novel (342), Studies in Short Fiction (346), The Art of Prose (347), Studies in Drama (348), Fantasy (349), and Pacific Northwest Literature (457). The constricted state of our offerings in this area may reflect a more benign sort of deprivation than that incurred by other recent departmental losses: the retirement of several esteemed colleagues who offered generalist courses above and beyond courses in their own fields of specialization. The present state of affairs may be

reflected by the fact that a number of basic courses (including all of those mentioned above) were not offered at all during 2000-2001, or are not being offered at all in coming quarters. The rationale for this search, however, has little to do with maintaining the status quo. With our desire to accommodate thee needs of increasing numbers of potential English majors, we feel strongly that the time is right to mount a search in this area.

(5) Modern and Contemporary British and Anglo-Irish:

As noted, our Mission Statement calls for instruction in modern and contemporary British and postcolonial (or Commonwealth) Anglophone works, and at present we are especially eager to increase the number of faculty regularly teaching and publishing in the areas of post-war British literature, postcolonial studies, and Anglo-Irish studies. Although the positive goals of our Mission Statement, specifically in its emphasis on global coverage, provide the main rationale for this search, sadly (once again) the unfulfilled needs of our students must also be acknowledged in justifying the hire. Our courses in Modern British Literature (English 336) and Late Renaissance Literature (325), in recent years, have either been omitted from the curriculum altogether or have been taught by unranked instructors; and our sole course in Contemporary British Literature (339) is not presently scheduled to be taught at all in the near future. The *only* offering in Modern Anglo-Irish Literature currently scheduled to be offered as an upper-division course, counting toward the major, will be taught by a nonspecialist (in this case, a medievalist).

(6) Eighteenth-Century Literatures:

Continuing points made above under the third heading (Critical Theory), at present we have no faculty offering specialized work in Gender Studies, postcolonial issues, or ideological issues in Eighteenth-Century writers. Moreover, neither of the two remaining faculty members available to teach eighteenth-century subjects is working full-time in that area. Members of the Undergraduate Education Committee have made it clear that without immediate hiring two of the fundamental courses in this area, Restoration and Early Eighteenth-Century Literature (English 327) and Later Eighteenth Century (328)—both counting towards the major—will most likely have to close. A third course, The Rise of the English Novel (329), has already met this fate, having not been offered at all in recent years or having been offered only with the help of non-Tenure Track instructors.

Hiring—Language and Rhetoric Track: Current hiring priorities call for three interrelated positions to be filled over the next three years in the area of Language and Rhetoric:

(1) Language and Rhetoric:

Demand is up in the Language and Rhetoric Track, evaluations are strong, and excitement is high, at both the graduate and undergraduate level. Undergraduate advising reports extremely positive feedback from undergraduates about the current linked set of Language and Rhetoric courses (e.g., English 370, 371, 373, 471, 478, and 479), many of which are required for teaching certification. Moreover, the placement rate for our Ph.Ds specializing in Language and Rhetoric at first-rate, Research-One institutions is presently close to 100%. The Language and Rhetoric

faculty, however, has faced a crisis in recent quarters in terms of staffing these courses. In planning for 2001-2, for example, it has become clear that three sections of English 471 and two sections of 370, all required courses) at present have no teachers—and this with the rest of the available faculty teaching entirely core courses. We need to prioritize this hire to maintain the strength of the Language and Rhetoric track and to fulfill our obligations to our students at both the undergraduate and graduate level.

(2) MATESOL:

The highly competitive MATESOL Program (masters of Arts in Teaching English to Speakers of Other Languages) is internationally recognized for both the quality of its training and research and its innovative blend of critical and acquisition studies. It has housed the most influential applied linguistics journal in the world (*The TESOL Quarterly*); approximately 15 students enter the two-year program each year—at any given time there are approximately 25 students enrolled—there is almost no attrition and virtually all students graduate on time. With recent losses of faculty, the MATESOL Program (as well as the whole Applied Linguistics Concentration in the Language and Rhetoric Track) is endangered. For the coming year, a temporary replacement has had to be hired to teach the required courses. Hiring in this area is a top priority if we hope to maintain this prestigious master program and its allied doctoral concentration.

(3) Stylistics:

Complementing the traditional strengths of our Language and Rhetoric faculty in the area of discourse analysis, as well as their expert coverage of historical linguistics and other kindred disciplines, a hire in the area of text-based Stylistics will round out an already extraordinarily well-balanced and synergistic collegial group. The UW English Department built up an international reputation in the area of Stylistics in the late 80s and 90s, largely through the efforts of Michael Toolan, and we now need to substantiate and build on this reputation by hiring a full-time specialist in this area.

Additional, urgent faculty-related needs in the area of Expository Writing include the hiring of a new EWP Associate Director without CIC-related duties, as well as the hiring of a faculty mentor for the Educational Opportunity Program.

Hiring—Creative Writing Program: It is unlikely that any program in any department in any university in North America can match the record of our Creative Writing faculty in having had 30% of its faculty receive MacArthur Fellowships (the "genius" awards). The remainder of our colleagues in Creative Writing are constantly publishing books and winning awards as well. The key challenge for the years ahead will be to build on these successes in order to develop an absolutely outstanding program. A first step in this direction would be the hiring of a full-time, permanent director—that is, a talented arts administrator who will work year-round to improve the program. Additional hiring needs in the area of Creative Writing include replacements for faculty who are presently employed in administrative positions or are otherwise unavailable for regular service to the program.

Current hiring priorities call for two complementary positions to be filled over the next three years in the area of Creative Writing:

(1) Poetry (with Fiction or Creative Nonfiction Sub-Specialty)
>   Hiring a talented poet, ideally one with a fiction or creative nonfiction sub-specialty, would help to ensure the status of our graduate curriculum—the MFA program continues to occupy a berth in the national Top Ten—while allowing our tenured and tenure-track faculty to influence the education of our undergraduates more directly. Indeed, at this very moment we are in an ideal position to attract such a top-ranked hire, with the recent successes of current faculty in winning multiple national awards. We should make the best of this situation while we have the opportunity to do so. As in other cases, retirement issues and student needs also play a role here. Specifically, with David Wagoner's retirement, the Creative Writing Program has found it increasingly difficult to maintain its highly ranked graduate program while simultaneously supporting a strong undergraduate minor (BA with Creative Writing emphasis). At present, all of our beginning and half of our intermediate classes are taught by TAs and AIs.

(2) Experimental Fiction or Creative Nonfiction
>   The rationale for the proposed search is again essentially one of playing to our strengths. Present faculty includes one of the world's premier practitioners of Creative Nonfiction, David Shields, as well as major exponents of Experimental Fiction (including Prof. Shields, Maya Sonenberg, and others). The symbiosis that will result from a dedicated hire in this area should not be underestimated. It might well propel the Creative Writing Program into the top three ranking that is presently within its grasp.

Another specific, prospective hire of great urgency is an Assistant Director (AD) in the Expository Writing Program. The previous AD left to help develop the Computer-Integrated Course Program (CIC) and was never replaced. Calls for the hiring of a new Assistant Director over the past three years have gone unheeded. The entire mainline run of course in Expository Writing, all service learning, Writing about Literature, and EOP offerings are now being supervised by a single faculty member and a part-time staff member. A hire of a permanent EWP Assistant Director at the Lecturer or Senior Lecturer level is of utmost importance.

Additional areas where hiring is needed at the staff level include Operating Support for the Computer-Integrated Course Program (CIC); Writing Center Support; Creative Writing Internships; Interdisciplinary Writinng Program (IWP) Support; and additional staff for the Language Use and Acquisition Program (LUA).