UW English Department Self-Study (2008)
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APPENDIX II

I. Introduction

Mission Statement

One of the largest departments in the College of Arts and Sciences, English is a central unit on campus, making major contributions to the intellectual vitality, academic excellence, and educational mission of the University. We begin with the conviction that language and texts play crucial roles in the constitution of contemporary cultures. From a diversity of perspectives, our research, creative practices, and curriculum explore the production and reception of texts—how texts work and mean. In so doing, we help students become more incisive thinkers, effective communicators, imaginative writers, and sensitive and informed interpreters of texts of all kinds (print, electronic, visual)—skills fundamental to effective, engaged citizenship.

Our focus on English brings us into conversations across disciplines. We are mindful that the English language itself is heterogeneous and evolving; produced through historical processes, circulated by empires, it has become a global medium, the nexus of multiple cultures, world politics, and converging literacies.

Together, we seek:

- to create through our research and teaching, knowledge of how texts and images produce and represent cultures;

- to communicate this knowledge to students, colleagues in other disciplines, and the public.

- To encourage the practice of writing as a mode of inquiry, imaginative representation, and invention—a way of engaging in civic life and expressing the world intellectually and emotionally.

- to foster skills in reading, creative and expository writing, and critical thinking; in so doing we contribute to excellence in pedagogy by educating undergraduates throughout the University and providing our graduate students with the expertise to educate others;

- to inspire a passion for continuous learning.

Prelude

The most fundamental facts about our Department of English (like many English Departments) are its sheer size and its intellectual and programmatic diversity. By some measures, English is the largest department in the College of Arts and Sciences; by almost any relevant measure, it is one of the three or four largest departments. It includes within itself the University's Expository Writing Program, and a sizeable Interdisciplinary Writing Program as well; an MFA program and a creative writing undergraduate track; a MATESOL program; computer-integrated curricular programs; faculty working in the areas of British, American and world literatures and cultures, and language and rhetoric; and multiple community-oriented teaching and training

programs. Our faculty members teach over 15,000 students a year (76,732 student credit hours in 2007-08), with many of those students taught by teaching assistants who form part of the largest departmental graduate program in the College. In a typical recent year the Department graduates 350-400 undergraduate and 50-75 graduate students. With faculty and students having an array of different interests and priorities, a key challenge has been and will remain cultivating a sense of overall coherence across these heterogeneous groupings. Equally critical is timing– how to focus our energies in thoughtfully sequential and interconnected ways.

We exist in an institution with its own constraints. The University of Washington is the preeminent research university in the Pacific Northwest, yet remains a chronically underfunded institution, where increasing student numbers over the past decade have put increasing stress upon already stretched resources. As at many other institutions, the humanities (of which English constitutes budgetarily some 40% of the division within which it is housed) have lost faculty steadily over the past few decades, their overall student numbers, though constant in numerical terms, a decreasing percentage of the overall student body. Despite the huge progress made during recent development campaigns, funding for many areas of competitive importance (salaries, professional leave time, graduate fellowships, replacement teaching resources) remains astonishingly low. Aiming for success in any area requires a constant press toward maximized efficiency in the use of those limited resources, and a constant balancing of needs in that area against other opportunities that may need to be sacrificed in order to meet them. This story holds true, of course, across the entire university, which exists in a state whose tax system subjects it to a magnified version of the effects of cyclical economic activity; we live amid a steady dose of boom and bust cycles, as we have been reminded so sharply in the last few months.

We feel that our Department demonstrates excellence in many respects in each of the areas that matter to a Research 1 university—research (including both scholarship and creative writing), teaching (at graduate and undergraduate levels) and service (the last broadly understood to include community engagement). We have, from top to bottom, a very active and productive faculty—indeed, not just active, but inventive and influential in each of those three areas. Our faculty and staff work hard at what they do; they make meaningful contributions to the intellectual and educational missions of this institution. Yet faculty and staff, as groups and as individuals, feel stretched; resources and time often seem not to match the range of tasks that we are expected and wish to perform. As the same time, we realize that this Department has often been less as a whole than the sum of its parts, not as collaboratively effective as departments need to be in an era of flat resources and ever-increasing responsibilities, where the ratio of student to permanent faculty and staff continues a slow, but steady, rise. To pick just one example, what it means today to mentor a graduate student in English has increased dramatically in scope over the last few decades; we do more work in more different ways with students, and over a significantly longer period of time (i.e., well into post-PhD years), than used to be the case. Likewise, we have interdisciplinary interests and responsibilities that most often are added on to, rather than replacing, our disciplinary ones.

In gearing up for this departmental review, we feel that we have put ourselves in a better position than at any time recently—or perhaps ever—to survey what it is that we do, and thus to begin asking ourselves hard questions about how well we are doing those things. We have addressed a number of key concerns from the last departmental review and resolved several areas of long-

standing departmental concern. We have in place a new set of departmental by-laws and procedures, a dramatically reshaped departmental undergraduate curriculum, a significantly revamped staff organization, a multi-year departmental hiring plan, a departmental diversity plan, an improved faculty retention plan, new course initiatives, dynamic writing programs, strong graduate programs and, at the heart of all of this, a talented and hard-working group of faculty, staff and students. In the course of these recent efforts, we have learned a great deal about working with one another, about how to build and to sustain cross-departmental conversations on matters of intellectual, pedagogical and curricular importance. We have, that is, begun to practice the departmentally and extra-departmentally oriented skills that we will need to hone in order to sustain what we already do well and to improve our effectiveness and efficiency in a 21st century setting.

This departmental review comes at a time in the middle of our own extended self-assessment; our best guess is that it will take another 12-18 months to develop a fully articulated strategic plan for the subsequent five years. How well we succeed in actually accomplishing many of the goals such a plan might contain will depend, of course, not just on ourselves, but on how resource opportunities emerge (or fail to do so) for the University and the College over the next few biennia. In particular, if the attrition of faculty lines cannot be arrested or reversed, our prospects for producing a stronger department will be severely hampered. Prospects for this have worsened in recent months, and we now face a likely 5% or greater budget cut, inevitably deferring progress on goals that we have been working hard to identify and to accomplish.

Self-study Process

Our work in preparation for this department review began in fall 2006; we have been collecting information and data in as thorough a way as possible, and focusing sequentially on distinct areas of departmental activities. In the course of this process, we have made considerable progress in accurately and thoroughly assessing our situation. In many areas, we feel that our data provide a model for what a department should know about itself. Our broadest goal for the next few years is to make use of this information for the purpose of improving our programs.

Initial drafts for most sections of this self-study were produced over summer and early fall 2008 by departmental administrators, each dealing with their specific areas of program responsibility. Some of those drafts were circulated early in the process to faculty in a respective field (Creative Writing, Language and Rhetoric, for instance); others went directly to the Chair. With assistance from the Associate Chair, the Chair composed these components into an initial draft that was circulated to all faculty and some staff members on October 20. That draft formed the basis for discussions at a departmental retreat on October 24, which led in turn to additional revisions, discussed at a Department meeting on November 7, and ultimately to the version now being presented to the Graduate School and the review committee.

The July 2002 program review report for the UW Department of English began by describing "a department in the middle of a serious crisis," calling for immediate action to be taken by the unit itself and by the administration to prevent this crisis from deepening." Regardless of the accuracy of that overall assessment (much debated in the subsequent series of further assessments, responses, and responses to responses that extended into late 2004) or of the

underlying causes for that perceived situation, the 2002 report does provide a starting point for evaluating where our Department now finds itself, and it offers a series of specific recommendations that can be used to measure where we have gotten over the intervening six-year period.

The seven years since our last self-study began have been a time during which many trends visible in the preceding two decades have continued: a relatively flat resource base, declining numbers of permanent faculty appointments, a corresponding increase in the TA budget, with correspondingly increasing responsibilities for supervising TA teaching, stable student numbers. On the positive side, we have been able to do some senior hiring and have benefited significantly from three rounds of University-wide unit adjustments to faculty salaries (as well as modest increases in staff funding).

Among recommendations included in the 2001 Report (the full list of 17 departmental, 8 College/University, and 22 Sub-report recommendations is included in Appendix I.B), the following areas were highlighted as needing the most sustained attention: faculty hiring, retention, and promotion; governance (the Executive Committee, status of the Creative Writing Program and the Expository Writing Program); faculty salaries; graduate student support; departmental communication (retreats, meetings; undergraduate curriculum and teaching responsibilities). Although we can report substantial progress in many of the areas upon which our last review focused (see again Appendix I.B), we do not want to be limited to the terrain mapped out by that report and its aftermath. Our starting point as we look ahead is our awareness of the centrality of research and scholarship to all of our academic activities. Our ability to integrate that expertise and scholarship into our teaching, our service and our community engagement is one of the most significant measures by which those varied areas should be assessed.

II. A Brief Departmental History: 2001-08

A: Undergraduate Curricular Changes

Attention to our undergraduate programs at the time of the last review focused heavily upon our major, and the review committee produced three major recommendations: 1) "The Committee for the Reorganization of the Undergraduate Major (CRUM) should produce an interim set of recommendations by the beginning of the calendar year 2003"; 2) "The Department should revisit the idea of developing large, lower-division faculty-taught classes that can serve as gateway courses within the major and stimulate interest in the Department among non-majors"; and 3) "The Department should work to increase the number of tenure-line faculty involved in lower-division instruction generally." Further recommendations specific to the fields of language/rhetoric and creative writing were also contained in the respective subsections of the review report. All of these recommendations have been taken up seriously by the two Directors of Undergraduate Programs (Caroline Simpson and Miceal Vaughan), the Director of the Creative Writing Program (Maya Sonenberg), and by the Department as a whole during the intervening six years. A dramatically restructured major went into effect for all newly declared majors in Autumn Quarter 2005.

That task, considerable in itself, led to a process of curricular examination and reflection that is still vigorously underway. Our attention is focusing this year on our 300-level curriculum, with the 400-level curriculum awaiting attention next year. At each step of the way, we have sought to assess accurately our progress and to document the effects of particular changes. Discussion of all these curricular matters is contained primarily in Section VI.A and VI.B of the self-study.

B: Graduate Program Changes

By contrast, very few specific recommendations regarding the graduate programs resulted from the last department review. Significant changes in the MFA program have taken place (these are discussed Section V.B), and there has also been ongoing discussion of graduate support issues—both how to increase it and how to allocate it across different categories of graduate students. The MA/PhD program has become our primary focus for the current year, starting last spring, when the graduate faculty met to discuss and reflect upon possible changes in satisfactory progress guidelines and their current implementation. That discussion produced a series of specific questions that our Graduate Studies Committee is taking up this year. That group will also be vetting and then passing on to the graduate faculty as a whole a fully updated version of our Graduate Handbook.

The current Director of Graduate Studies (dealing primarily with the MA/PhD Program), Kate Cummings, has sought to build an MA/PhD program that is both more diverse and more student-oriented; hence a primary focus in Section V.A is upon these two dimensions of our program over the past 8 years. Additional detail about specific departmental efforts to recruit and retain under-represented students (defined by the Graduate School as domestic minorities and those who were the first in their family to earn a college degree, and expanded by Prof. Cummings to include international scholars of color) can be found in Appendices J.3 and J.5.

C: By-law Revisions/Governance/Department Structure

Discussion of governance has continued almost without pause since the time of the last Department review. 2006-08 was a period of particularly intense activity, when the Executive Committee, chaired by Eva Cherniavsky, formulated a widely ranging set of by-law changes that were brought to the Department and voted into effect (as amended) last year. Those changes, in turn, raised additional questions about issues such as the membership of the Executive Committee that remain in discussion this year. A key measure for any department, but particularly one of our size, is the success with which communication and transparency of decision-making can be realized. A large part of attempting to achieve this has been the scheduling of more regular retreats and Department meetings, with minutes of those meetings more detailed and decisions more consistently documented and distributed. How far we have progressed in this area is an issue that we hope the review committee will seriously explore.

D: Faculty Demographics: A Preview

As a quick glance at any budget summary makes clear, the bulk of the resources in a humanities department such as this one are devoted to faculty salaries; the key constraint in the end upon departmental possibilities is likely to be faculty numbers—a constraint over which the

Department itself has very limited control. The permanent faculty are also clearly the group that do the most to give a department its long-term intellectual identity and practical orientation. The impact of the faculty salary and number situation upon Department morale was a focal point in the last review, and is, partly for that reason, an issue that we wish to foreground as a crucial starting point for assessment of the Department's present and future status. Thus we devote a separate section to faculty demographics in the portion of the self-study dealing with faculty and research (Section IV.B; other aspects are taken up in Sections IV.C, IV.D and IV.E).

E: Development

In the current economic climate, it is clear that development-generated resources are increasingly essential, particularly for departments (such as all those in the humanities) that do not operate in a world of government and institutional research grants. Over the past few years, as our endowments and interest income have grown, we have sought both to involve more Department members actively in the development process (in particular, the new Associate Chair and two of our new staff members—one in the main office and one in Undergraduate Programs) and to open a broader discussion about the purposes best served by present and future endowment money. For this reason, an appointed Development Committee no longer exists; policy matters in this area, as in others, are brought to the elected Executive Committee.

III: Department Organization and Governance

Starting in 2003, the department initiated a thorough re-examination of many aspects of its departmental governance and functioning. This review produced a series of changes, initially with regard to the Executive Committee, but eventually encompassing a substantial set of by-law revisions that seek to articulate more clearly the ways in which the Department understands itself to conduct its business. These were voted into effect in two parts, in June 2007 and January 2008. An important early change (in 2005) created two-year terms for Executive Committee members, thus establishing greater continuity with regard to departmental deliberations and decision-making. The new by-laws "embody the principle that the English Department Faculty acts on its own behalf through its appointed committees and committed debate at faculty meetings"; they attempt to explain more fully the role of the Executive Committee and its relation to the department chair, to departmental faculty as a whole, and to departmental committees. They specify more clearly a number of procedural issues that had in the past produced misunderstandings—voting procedures, committee roles and responsibilities, lines of authority and responsibility for departmental administrators. In addition to the revised by-laws, the Department has also established a set of departmental procedures that have been formally adopted by faculty vote. These include procedures covering spousal/partner hires, faculty hiring decision-making, and faculty retention offers.

In 2006, the new position of Associate Chair was created. This individual assists the Chair in numerous ways, including: overseeing documents related to tenure, promotion and reappointment cases; engaging in development activities; supervising work on the Department newsletter; planning for Department meetings; and over the past two years, playing a central role in preparing for this department review. The Associate Chair has also worked extensively on

building relations with other academic and administrative units on campus. She attends meetings of the Executive Committee in a non-voting capacity.

In addition to adopting formal changes in governance, the Department has also moved toward a more regularized schedule of retreats and meetings. Full-day retreats have been held in September 2005, November 2006, April 2008 and October 2008. Department meetings take place approximately every two weeks (somewhat more often in fall and winter quarters, less often in the spring).

As is always the case, changes like these remain work in progress. Pending issues for continued departmental discussion include the make-up of the Executive Committee (specifically, whether slots should be apportioned in whole or in part to specific faculty groupings), and possible new committees (Graduate Admissions, IWP, Undergraduate Scholarships, Teaching Awards).

Some problems remain. Attendance at department meetings tends to be erratic for a number of structural reasons that are difficult to address fully. More crucially, the status of the semi-autonomous units within the department—Creative Writing; Language and Rhetoric; Expository Writing; IWP—and the nature of budgetary and administrative relations among these units remain matters of active discussion. It is not self-evident to us that any "ideal" structural arrangement exists; problems of some kinds are likely to arise out of any arrangement that might be adopted. Our goal at the moment is to make the arrangements we do have in place work as smoothly as possible—in particular, by concentrating more consistently upon departmental communication and our formal and informal decision-making processes. Under the current structure, faculty in these distinct units do meet regularly to discuss curricular and disciplinary issues.

IV: Departmental Faculty, Research, Professional Activities

Overview

Our work centers on the production and reception of cultural texts. Whether creative or scholarly in orientation, it is deeply historical, culturally contextualized, ideologically attentive, and increasingly internationally oriented in a world where English has become the lingua franca of the globalized world. It includes a variety of activities having to do with the creation, circulation, transmission, comparison, reception, and critical analysis of many different kinds of cultural texts. It can be aesthetic, archival, ethnographic, interpretive, or digital in orientation; although we have a Department that has long had a strongly theoretical orientation, we have numerous faculty who do applied research and practical applications as well, and many faculty who do all three of these things. Our Department includes faculty who write for and speak to a range of different audiences, from academic specialists to newspaper readers and radio listeners to general readers.

As a group, our faculty maintain a high publishing and research profile. Since 2000, for example, our faculty members have published 72 books (8 of those edited volumes, 8 textbooks, 15 editions), 312 academic essays (165 journal articles, 147 essays in books), hundreds of poems, 18 short stories, and more than 1600 reference book entries. Faculty have also worked on screenplays, produced an award-winning movie, published cartoons, and published hundreds of articles, interviews, and other items in the popular media. Impressive here, we would argue, are not just the totals, but the way in which this productivity is distributed very widely across the Department (see CVs in Appendix II).

By the nature of our size and the number of programs we mount, our research trajectories are plural and widely varied. Recognizing the dispersion that can result from variety, the faculty undertook in 2005-06 a process of departmental self-reflection on our intellectual and institutional identity. The Executive Committee appointed a Working Group, chaired by Tom Foster, whose goal became a project of self-description aimed to recognize and articulate our interdependencies without imposing any overly homogenized or exclusionary concept of the Department. Growing out of that work was a collective heuristic we came to call the GRID, a mapping of our enterprises that invited our individual faculty members to characterize their work in terms of a 3x3 grid: creation and analysis (also instruction) by objects, methods and contexts—a 9-part map of our work. This process, in which most of our faculty participated, brought to light a rich array of professional activities, and began the process of helping us recognize affinities (sometimes surprising ones) in what we do. We were aware that groups of faculty within the Department share common interests and purposes, some informal, some defined by the structure of the Department itself (with its sub-groupings of creative writing, language and rhetoric, and academic writing). But the grid increased the visibility of even these commonalities and uncovered others. Extended faculty discussions in 2006-07 around these interdependencies culminated in our current tripartite set of hiring plans. This work created the context for continuing conversations. Last year, for instance, discussions began across the Language and Rhetoric and Writing (EWP and IWP) faculty around shared concerns with respect to supporting nonnative speakers; the Department's Diversity Committee took up issues that acknowledged newly emerging confluences across intellectual traditions. Despite a likely

lull in faculty hiring and a phase of rebuilding likely to follow upon that—results of the ebbs and flows of the state budget in response to the national and state economies—we realize that this remains a time to push forward discussions about intellectual direction and emphasis. At the same time, it is worth noting current significant strength in a number of areas and an impressive list of achievements for which our faculty, individually or in groups, have been noted.

The Creative Writing program boasts a distinguished faculty in both fiction and poetry. Ranked tenth in the nation by *US News & World Reports* (1997), it was noted as a creative writing program "on the rise" in *The Atlantic Monthly* (2007). Three Creative Writing faculty—Linda Bierds, Charles Johnson, and Richard Kenney—have received genius awards from the MacArthur Foundation. Since the last review:

    A. Creative Writing faculty received 5 major fellowships and grants

    B. Creative Writing faculty served as judges for 15 national literary contests or yearly anthologies.

    C. Heather McHugh was chosen a chancellor of the Academy of American Poets and a member of the American Academy of Arts & Sciences.

The Language and Rhetoric faculty boast strengths in English language studies, rhetoric and composition, and applied linguistics.

- The Language and Rhetoric faculty were listed in top ten on the 2007 Top Research Universities Faculty Scholarly Productivity (reported in the *Chronicle of Higher Education)*.

The Interdisciplinary Writing Program, while a teaching unit, is an enactment of the current research in Writing in the Disciplines, and its faculty carry that knowledge to other departments both in their teaching and in their consulting.

    i. In 2001, it was recognized with a UW Brotman Award for Instructional Excellence in recognition of its efforts to improve the quality of undergraduate education across the University.

Our literature and culture faculty have been awarded dozens of research fellowships, with recent honors from the 2000-08 period including an honorary doctorate from the California Institute of the Arts (Blau), Stanford Humanities Center (Chrisman), NEH fellowships (Coldewey, Kaplan), a visiting fellowship at Clare Hall, Oxford (Remley), an ACLS fellowship (Burstein), a Fulbright Scholarship (Reed)

Further details about Simpson Center awards to our faculty are included in Appendix I.I; our faculty typically received several UW Royalty Research Fund fellowships each year as well. Among other honors, English Department faculty members have received both the Graduate School's Marsha Landolt Graduate Mentor Award (Modiano), for which a number of other faculty have also been nominated, and the David Thorud Leadership Award (2008). They serve on the editorial boards of many journals and have been primary editors of several of these (*MLQ, TESOL Quarterly, Signs*).

A: Faculty Demographics, 2001-08

The Review Report from our 2002 departmental review (dated July 12, 2002) said the following with regard to faculty demographics: "At this point, the Department is coping quite literally with the loss of an entire generation of outstanding scholars and departmental citizens." Noting the Department's success in making strong hires when authorized to search, the report had as its very first recommendation that, "New hires should be approved both at senior...and at junior...levels to make up for recent faculty losses and to build for the future." It also noted the difficulties caused by ongoing retirements, retention losses, and budget-related hiring uncertainties.

Since the year of that report, the total number of tenure-line faculty has not only not increased, it has gone down further, from 57 to 54; by December 2008, it will have fallen to 53, even without taking account of retirements pending for later this academic year. Departmental hiring has indeed continued over the past seven years, but has never come close even to replacing the additional losses that have occurred over the same period. The small surge in hiring that followed the last review (with 5 faculty arriving in fall 2005, from searches conducted the previous two years) has been more than offset by declines in 4 of the other intervening years.

As of September 2008, the Department of English includes 54 tenure-line faculty, 11 lecturers, 11 Acting Instructors, and 135 Teaching Assistants (the latter two categories include IWP and administrative TA appointments). By Autumn 2009, the number of tenure-line faculty will fall by at least two more (and up to four, if either of our two ongoing searches fails to produce a hire, or more, if additional faculty were to leave or retire). Among current tenure-line faculty, 27 (50%) are full professors. Of faculty numbers, the easiest to track over time are those for tenure-line faculty. In Autumn 2001, the number of tenure-line faculty was 57. In 1996 it was 62. In 1988, as far back as our comprehensive record-keeping goes, it was 66. These numbers do not include the further detail that internal transfers of various kinds involve—shifts in partial appointments, shifts into long-term administrative roles—which are harder to assess accurately. College figures tend to vary slightly from departmentally maintained ones; the trends, however, are entirely parallel. Thus, College figures show the Department with 70 or more FTE for the entire period from 1991-92 (and a high of 74.09 in 1991-92) until it fell abruptly to 63.60 in 2001-02. Since then, it has never been above 62; it stands at 58.72 for 2007-08.

A decline in tenure-line faculty numbers is, of course, typical of departments of English and departments in the humanities, both at UW and across the country. It reflects a number of long-term demographic trends, including relatively flat numbers in recent years of student enrollments and majors in the humanities. Whether the decline is particularly stark in our specific department would be hard to say. Likewise, identifying the complex set of reasons that have contributed to this trend, either locally or nationally, is hard to do in a fully satisfactory way.[1] What can be ascertained more readily are some of the particular features and effects of this large-scale, continuing demographic transformation—a matter of considerable importance, since how our department responds to it over the coming years may well have more impact than any other single factor upon the health and intellectual vitality of this unit.

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[1] The Modern Language Association has tracked national numbers for many years. An array of their reports on these issues can be found at: http://www.mla.org/homepage

Thus, it is important to note that the steady decline in tenure-line faculty numbers has been "compensated" (to choose an intentionally ambiguous term) by a steady increase in the number of departmental TA lines. The number of lecturers and Acting Instructors has, in contrast, remained fairly stable. The most obvious effect of these changes, of course, is that a significantly higher proportion of undergraduate teaching is now handled by teaching assistants than was the case 30, 20 or even 10 years ago. Less immediately obvious, perhaps, is that an increasing proportion of faculty time is now spent in pedagogical training and mentoring of the increased number of TAs. Initial training is covered in Self-Study Section VI.C.1, dealing with the Expository Writing Program, but pedagogical training and supervision extend far beyond that initial stage. It includes, for instance: 1) mentoring of students moving from English 131 to 111 or 121 (by a senior TA for the former, by the Associate Director of Expository Writing for the latter), 2) faculty mentoring of TAs moving on to 200-level courses, 3) faculty supervision and mentoring of TAs involved in the English 202 core lecture course, 4) IWP faculty supervision of a large number of TAs from both English and other departments on campus (14-15 per year).

The nature of the demographic shift here also exhibits some features not necessarily typical of national trends. Faculty losses have occurred both in predictable ways (primarily retirements) and in less predictable ones. Most critical over the past twenty years, perhaps, is the attrition of mid-level departmental faculty (advanced assistant professors, associate professors, younger full professors)—unfortunately, often occurring at times when budget cuts and changes in College hiring policies made replacement of even a majority of these losses impossible. The effect today is a department that remains, on the one hand, "top-heavy," with a high proportion of senior full professors, and "middle-light," with an unusually small cohort of advanced associate and younger full professors. How and why this situation occurred has been much debated (before, during, and after the most recent program review). More pressing, perhaps, is the issue of how the Department and College will choose to address it.

Secondly, this persistent decline has occurred at precisely the same time that significant intellectual transformations of our discipline have been taking place. English Departments no longer deal solely with British and American literature (ever-expanding categories though both of those are); literature and culture faculty are increasingly interdisciplinary as they turn their scholarship and pedagogy to more broadly defined textualities that are, across all periods, increasingly global. Moreover, English departments have taken on considerably more direct responsibility for research into and the teaching of writing across the entire campus; new subfields continue to emerge; technology has radically transformed the nature of humanities scholarship, even in long-established areas such as manuscript and archival work

Looking ahead, it is easy to forecast a steady stream of retirements over the next ten years, and to forecast with considerable accuracy the likely rate of overall faculty attrition. English *routinely* loses at least 3 faculty members a year—21 over the past 7 years, 12 in the 2 years before that, 8 in the 3 years before that; thus, a total of 41 over the past 12 years (3.4 per year). English *routinely* has to respond to 2-4 outside offers a year (15 in the past 5 years). English already has four projected retirements and one departure over the next two years, with a single new hire approved for the current year. The issues of hiring and retention, always crucially important, thus take on a heightened significance for the next ten years. If we cannot continue to hire new faculty at a rate approximating the continued departure of current faculty members, if we do not

continue to promote faculty promptly through the ranks, if we do not succeed in retaining our coming generation of full professors, this Department will suffer in profound ways.

Some positives. The three rounds of unit adjustments that have taken place over the past seven years have gone a long way in addressing one of the root causes of faculty attrition and discontent—low salaries that have become increasingly painful as the costs of living in the Seattle area (particularly for housing) have risen exponentially. The senior hires that were approved as a result of the failed outside chair search have helped address the demographic gap, but by no means have they solved it.

B: Faculty Diversity

Between fall 2001 and spring 2008, a period of seven years, the Department of English conducted a total of 14 College-authorized searches at the tenure-track level, which produced a total of 17 hires, as well as 1 additional spousal hire from a non-departmental search. In the end, 18 total new faculty were hired during this period, 4 of them spousal/partner hires.

Of the 18 faculty hired during this seven-year period, 12 were female, 6 male; 8 were faculty of color, 10 were Caucasian. 14 of these faculty remain in the English Department as of autumn 2008; the 3 who departed included 1 male and 2 females, 2 faculty of color and 1 Caucasian. 1 additional 01-08 hire is departing this December, a Caucasian male. Of the 14 faculty hired directly from the advertised searches (i.e., excluding those who were spousal/partner hires), 11 were female, 3 male; 8 were faculty of color, 6 were Caucasian.

During the same seven-year period, the Department lost a total of 25 faculty members from among the tenure-track faculty (thus a net loss of 7 positions). 13 of these were faculty departing for other institutions due to outside offers; the remaining 12 were retirements or resignations. Of those lost to outside offers, 8 were female, 5 male; 4 were faculty of color, 9 were Caucasian. Of those retiring or resigning, 9 were male, 3 female; 1 was a faculty member of color, 11 were Caucasian. Thus, the departmental faculty totals went from 9 faculty of color among a total group of 60 (in fall 2001), 15%, to 12 faculty of color among a group of 53 (as of December 2008), 22.6%.

Tenure-line faculty as of December 2008 will include 27 full professors, 18 associate professors, 8 assistant professors. As at many peer institutions, the faculty of color are bunched at the more junior ranks by comparison with the overall faculty numbers; 4 of the faculty of color are full professors, 4 are associate professors, 4 are assistant professors (thus, they make up 50% of the assistant professor group). They are also (again, as at many peer departments) distributed unevenly across various fields of study within the Department.

The UW definition of underrepresented minority groups (African American, Asian American, Latino/Latina, Native American) is harder to specify and can vary from one setting to another, even given that these figures are most often self-reported. Gauging matters from University statistics, 10 of the 12 departmental faculty of color belong to under-represented minorities, 3 African American, 2 Latino, 5 Asian American; 2 additional faculty of color are international.

For comparative purposes, as of Autumn Quarter 2007, the Registrar's Office Scholarship Summary by Major and Ethnic Origin showed a total of 445 undergraduate English majors (this count significantly underreports our majors by comparison with any other available statistics, for reasons that are not clear, although one reason may be that any UW students not officially enrolled in a class that quarter do not show up). Of this group, 259 were Caucasian (55.9%), 87 were Asian (19.6%), 21 were Chicano/Mexican-American (6.3%), 21 were African American (4.8%), 7 were Native American (1.6%). Notable here is that a significant number of students, 42, showed up in the "Other" category (9.4).

C: Faculty Tenure, Promotion, Reappointment

Among the areas of concern highlighted in the 2002 departmental review report, the failure of the department to promote associate professors was one of the most prominent. By contrast, the department's success in hiring and in tenuring and promoting its assistant professors was noted as a strength. Tenure and promotion have continued to be highly successful, one indication of our skill in making hires. It remains the case that every assistant professor who has gone up for tenure since 1984 has been successfully promoted, 10 of them since 2001.

Since 2001, the department has also had four successful promotions to full professor—Remley, Stygall, Searle and Abrams. Those promotions, along with three hires at the full professor level, have buttressed the Department's senior rank. Our success here came in part from having begun, under Dick Dunn's most recent period as chair, to have full professors meet on an annual basis to discuss possible promotions. During the same period, we have also successfully reappointed 13 lecturers in rank, promoted 2 to senior lecturer (2 more cases are in process this year), and promoted Joan Graham to principal lecturer.

At this point, the majority of our associate professors would seem to be several years away from consideration for promotion to full professor; the majority of them have been in rank less than 10 years, 7 of the 18 less than 5 years. But it will be a matter of continuing care and attention for us that as many of them as possible move quickly through the ranks.

D: English Department Strategic Hiring Plans

In spring 2007, the Department approved unanimously a three-part hiring plan that laid out an ambitious agenda for rebuilding the Department. If one adds recent adjustments (due to faculty losses) this plan included three distinct, but interrelated pieces: hiring in writing and MATESOL, hiring in genealogies of modernity, hiring in colonial, anti-colonial and diasporic literatures. See Appendix H.4 for details, which also contains a strategic development plan in the language and rhetoric area.

By fall 2007, this plan ran head on into College budget difficulties—in particular, the extensive "mortgaging" of future positions that had been taking place. This situation led the College to reduce overall hiring in 2007-09 from the usual 60-70 positions to about 30 total...with a resultant negative impact on our departmental rebuilding at a time when we continue to have faculty retire and depart. Thus, only one faculty member arrived in 2006-07 after a search during the preceding year. Likewise, one new faculty member had arrived in fall 2006 from a search

the preceding year (two creative faculty members hired in 2004-05 who had delayed their arrival also came that fall). Two tenure-line faculty members and one lecturer (a replacement for a departure) arrived this fall. One search conducted last year (an associate professor in MATESOL) has now been reopened. One additional search (an open rank hire in African American studies) has been approved for the current year. Thus, the Department has run a *total* of 6 College-approved searches over the most recent four-year period, 4 of those searches being complete, 2 pending. During the same 2006-09 period, the Department has seen the typical departure rate continue; projected losses by summer 2009 total 10 in all.

Among other effects, this trickle of hiring has a negative impact upon hard-won departmental consensus and morale. Perhaps more than anything other single thing, this Department would benefit from some predictability in hiring over the next 2-4 year period.

E: Faculty Workload and Productivity

Workload and productivity are words that give us pause, given the heavy weight of business-oriented efficiency mind-sets that can come along with them. They are not and never should become the primary criteria by which any educational enterprise should be assessed. That contention, however, should not be understood as undercutting our awareness of and commitment to efficiency as a part of our aspiration to excellence, particularly as we confront a biennium where we will again be asked to do more with less, and to do it just as well or better than ever. With that fiscal reality in mind, our Executive Committee has put on the departmental agenda for discussion during the upcoming year the interrelated issues of faculty workload and resource allocation, a discussion that will obviously and necessarily be pursued in ongoing dialogue with the College.

Among our most important goals for this self-study process was making as much of the reality of faculty, staff and graduate student work visible as possible. What we have learned in the course of doing this will make conducting a conversation among ourselves about workload and resources significantly easier to engage in than it would have been in the past.

What we wish to signal in this section of the self-study are two aspects of workload and productivity not clearly manifested elsewhere—the extent to which our faculty contribute productively and consistently to administrative roles within the Department, the College and the University, and 2) the extent to which professional leave leads to a perpetual balancing act with regard to our curricula when the large majority of those leaves either produce no compensatory funds at all, or do so at a level where the only recourse is to hire TAs or AIs for replacement duties.

During the 2008-09 academic year, the 64 permanent English Department faculty contribute 38 courses of time toward administrative obligations, 23 of those within the Department (many of these connected to writing programs), and 15 more to University or College duties (Bothell campus, Graduate School, Simpson Center, College Writing Program, Honors Program). The proportion of faculty on professional leave is higher than usual this year, with 8 faculty on paid or unpaid leave, 4 recipients of RRF fellowships, 2 faculty using a portion of their College-established Junior Faculty Development Initiative—a total of 25 course releases—but within the

typical range of variation. A few additional course reductions result from hiring agreements (a practice that the College no longer practices) or retirement agreements (now handled differently than in the past, at the College and departmental levels). Recent years have also seen leaves for medical reasons and the newly established parental bonding program. In addition, a significant number of faculty are released each year from English Department teaching to teach in other units on campus: Honors College, Robinson Center, Comparative History of Ideas, Women Studies, and others.

The net effect of these departmental "contributions" to the research and service mission of the University is substantial. Last year, recapture of various kinds was sufficient to replace fewer than half of the courses contributed to administrative service and research activities—net reduction in potential course offerings was around 50. This is meant as informational context for our self-study and departmental review. We understand that the institution relies on these contributions and that our faculty's professional lives are enriched by these contributions. But the lack of adequate compensation and recognition is a price that this Department (like other departments on campus) pays for participating so actively in these important activities.

V. GRADUATE PROGRAMS

Graduate Study at the University of Washington: An Overview

Under the umbrella of English, we have three distinct, largely autonomous graduate programs, as well as two separate tracks within the MA/PhD program. Overall graduate enrollment is about 80% of where it was in the mid-1990's, the result of: 1) a conscious faculty decision that we could better train a smaller number of students, and, 2) with regard to the MFA program in particular, more timely completion by MFA students. As of autumn 2008, enrollment in all programs combined totals 205; MFA enrollment has been steady at or around 30 students since 2000 (in the preceding decade, it was often at or close to 40); MATESOL enrollment includes 27-28 students; MA/PhD graduate programs have gone from around 170 in the mid-1990's to a low of 129 in 2000, rising slightly since then into the mid-140's the past few years. From 2001-08, annual degree recipients have averaged 14.4 MFAs, 14 MATESOLs, 15 MAs, and 13 PhDs. Total graduate faculty are 56 (54 tenure-line, 2 lecturers). College data show paid student credit hours at the graduate level[2] rising significantly (nearly 20%) from 2001 to 2008. Unsurprisingly, a parallel and steady increase in graduate SCH per faculty FTE also occurs over this period— from 75 per FTE in 2001 to over 90 per FTE in the last two years, an increase again of about 20%. These figures compare to 2007-08 averages across the College of 90 (est.) SCH per faculty FTE, and in the humanities division of 75 (est.) SCH per faculty FTE.

We take pride in the intellectual rigor of our programs, the flexible course of study they offer, our openness to interdisciplinary teaching and research, and the quality of the mentoring that we provide. The yearly graduate curriculum includes foundational and specialized seminars in language and rhetoric, literature and culture, critical theory, cultural studies and textual studies, as well as specialized seminars and workshops for MFA and MATESOL students. A significant number of courses are cross-listed each year with other departments or with the Humanities Center. In consultation with their faculty advisors, our students sometimes elect courses outside of the department; faculty in such disciplines as American Ethnic Studies, Asian Languages and Literature, Comparative Literature, and History increasingly serve as members of their PhD exam and dissertation committees. Likewise, English Department faculty serve on committees for students from a broad range of UW departments. For 2008-09, we have 56 graduate seminars and writing workshops scheduled.

V.A: MFA Program in Creative Writing

Overview

The history of the University of Washington's creative writing program is long and distinguished, beginning in 1947 with the arrival of Theodore Roethke. In 1987, the MFA in Creative Writing was established, evolving from a creative writing option within the MA degree. Ranked tenth in the nation by *US News & World Reports* (1997) and noted as a creative writing program "on the rise" in *The Atlantic Monthly* (2007), the current two-year MFA program

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[2] Paid student credit hours (unlike curricular student credit hours) reflect courses taught and supervision provided by faculty whose home department is English, regardless of the department(s) in which the courses are taught

provides approximately 30 students with a working community and affords them the time to concentrate on their writing. In addition to providing training in the arts of poetry, fiction, and creative nonfiction, our program is distinguished by a large permanent faculty which assures continuity year to year, by a coherent internship program which provides students with practical experience even as they provide community service, and by its on-going relationships with the local literary community. Many of our program graduates stay in Seattle, taking what they've learned into their work at local community colleges, nonprofit organizations, and publishers.

The faculty's diversity in background, writing styles, and approaches to teaching assures that each student finds a mentor attuned to his or her interests and needs. And this is one of the program's primary goals: to assist each student in discovering, furthering and perfecting his or her own writerly passions. The literary arts train the mind and imagination on the interplay between language and the world—the physical, social and political worlds, the worlds of thought, perception and emotion. For a writer, language is not principally a vehicle for "communication" in the daily sense, or "self-expression" in the confessional diarist's sense, but rather an imaginative medium of representation and invention. This subtle, but crucial distinction, which permits an understanding of literature—indeed of all the fine arts—as modes of discovery that simultaneously engage the brain, the heart, and the body, and it differentiates them from modes of entertainment, personal psychology and scholarly analysis. However they may read in retrospect, the literary arts are, at the practical point of the pencil, prospective— exploratory rather than revelatory in nature. These methods of discovery may be taught and learned through the study and practice of specific concrete skills (poetic forms, point of view, tone, diction, narrative and alternative structures, character development, metaphor, imagery, syntax, and so on) and through the practice of reading with careful attention to the sentence, line, paragraph, and stanza units of literary works. Our graduate writing workshops and literature classes provide training in exactly these skills. Much of the importance of an MFA program, however, cannot be measured in these concrete terms, but rather in the more fluid experiences of community, time, encouragement, and artistic and intellectual engagement. Our program provides ample opportunity for these to flourish as well. Our lounge provides a place for students to meet or peruse the latest literary magazines, our readings and talks provide a locus for discussions of craft issues or the writing life, and the student-run readings provide a venue for poets and prose writers to hear and respond to each others' writing.

The current Creative Writing Director, Maya Sonenberg, is serving in her eighth year, and is assisted by Counseling Services Coordinator Judy LeRoux. The Creative Writing Director is responsible for advising all MFA students; training, mentoring and supervising Teaching Assistants in the introductory creative writing classes; supervising Acting Instructors teaching creative writing classes; chairing the department's creative writing committee; scheduling creative writing courses; representing the program within and outside the English department and the university; recruiting students to the MFA program; overseeing the distribution of awards, prizes, and scholarships in creative writing; overseeing the internship program for MFA students; and coordinating development efforts for creative writing with the College of Arts & Sciences development staff. While major decisions about the Creative Writing Program—spending endowment funds, expanding the internship program, changing curriculum—are made by all creative writing faculty, the Director is responsible for gathering relevant information and shepherding through any changes. In addition, the Director is responsible for overseeing the

undergraduate emphasis in creative writing: reading applications to that program with other faculty, working with the department's undergraduate advising office on issues such as registration and enrollment levels, and recruiting students to the program.

Faculty

The internationally recognized faculty in creative writing are a large, stable, and productive group. We have had two retirements—David Wagoner and Colleen McElroy—over the past seven years, but David Wagoner has returned on numerous occasions to teach courses in playwriting, editing and poetry writing. In that same period, we have made two new hires—Andrew Feld and Pimone Triplett—thus maintaining our roster of 10 permanent tenured or tenure-line faculty, five in poetry and five in prose. In the past seven years, the CW faculty have published 17 books (with 3 more due out in the next year), received 5 major fellowships and grants, and served as judges for 15 national literary contests or yearly anthologies. They serve or have served as consultants or board members to 12 educational, literary, or artistic institutions. One faculty member, Heather McHugh has received the prestigious honors of being chosen a chancellor of the Academy of American Poets and a member of the American Academy of Arts & Sciences. Three of our faculty—Linda Bierds, Charles Johnson, and Richard Kenney—have received genius awards from the MacArthur Foundation.

Faculty Accessibility: As with any highly productive and visible group of faculty, our creative writing faculty take leaves of absence or are otherwise called away from campus on research, writing, and reading business. Given a lack of funding to hire comparable replacements, this had been noted as a problem in the 2001 review. However, since 2001, fewer creative writing faculty have taken leave repeatedly, and when taking leave have informed the program director sooner so that adequate means of handling their absences could be found. Although circumstances continue to limit our ability to hire visiting faculty, we have made a concerted effort to do so whenever possible and have taken steps to assure that faculty in residence can devote a higher percentage of their time to graduate teaching. The down-sizing of our undergraduate emphasis in creative writing has enabled us to increase the number of graduate creative writing classes taught. Our student/faculty ratio remains at 3/1 in the graduate program; even when faculty members are on leave, they generally continue to serve on MFA thesis committees. In addition, the hiring of two poets to replace retiring faculty and the revamping of our visiting writers series provides our students with access to top-notch teachers. As it is possible to attend a dozen readings every week in Seattle, we have refocused our limited financial and administrative resources so that visitors provide a craft talk, a lecture on publishing, or a workshop rather than a reading. Recent visitors have included Alice Quinn, Michael Martone, Debra Dean, Stephen Corey, Jane Mead, Robert Bly, W. D. Snodgrass, and Lydia Davis.

Program Structure & Curriculum

The MFA program provides a year devoted to coursework, followed by a year focused on individual work on a creative thesis and essay. Each year, three sections of the Graduate Poetry Workshop, three sections of the Graduate Fiction Workshop, and three sections of Creative Writer as Critical Reader are offered. This literature course, covering a different topic each

quarter, is taught by the creative writing faculty, with the interests of MFA students in mind. Since 2001, the MFA program has added two new classes, "Topics in the Teaching of Creative Writing" (discussed below in the section on training/mentoring) and "The Revision Process." The latter asks each student to choose one creative work and take it through a variety of guided revision steps, and emphasizes each student's developing a personal and effective revision process. While we do not yet have a track in literary nonfiction, we have expanded opportunities for students to work in this area, welcoming the submission of nonfiction manuscripts in the graduate prose workshops and the inclusion of nonfiction in the final creative thesis. Almost every year, David Shields focuses a section of "Creative Writer as Critical Reader" on nonfiction.

Students

MFA Admissions and Recruitment: Generally between 250 & 300 people apply to our MFA program each year. We admit approximately 13% of those applicants each year, and of those admitted, approximately 41% attend the program each year. Each fall, we welcome an incoming class of approximately 15 students, split equally between the genres of fiction and poetry. Students attend our program from all over the United States, and we have had students from foreign countries as well. In recent years, we have been quite successful in recruiting Asian-American, Latino, and Native American students, assisted in this effort by funding from the GO-MAP office. Most students are between the ages of 25 & 35, and have been out of school working or traveling for several years before entering our program, making for a mature and interesting cohort. Once in the program, our students show an excellent retention rate and time to degree. Indeed, over the past 7 years, time to degree has actually improved, with only a few students taking more than the necessary two years to complete the program and most of those completing the degree in just an extra quarter or two.

Graduate Student Funding: As the above statistics show, we have a highly selective and desirable MFA program, the desirability especially remarkable given that the majority of first-year students receive no funding at all and many must pay non-resident tuition. A careful look at recruitment statistics shows that lack of funding keeps our program from being as attractive as it could be. Nearly 53% of students to whom we offer full funding come to our program, while the enrollment percentage drops to 38% for top recruits whom we admit without funding. Although expansion of our endowed funds, some restructuring of teaching assistantships and fellowships within the English Department, and redeployment of resources have allowed us to fund a higher percentage of our graduate students than we could seven years ago, these acceptance rates have remained fairly steady. As more and more creative writing programs can fund all students admitted, we continue to play catch-up and to lose highly desirable applicants to other universities. Even some applicants to whom we have promised funding have chosen to attend programs where there is no competition for funding dollars.

That said, the funding situation for MFA students is better now than it was at the time of the last review. We fully fund approximately 35% of incoming students, up from 25%, and provide at least partial funding for all second-year students. We can consistently offer six fully-funded teaching assistantships for incoming students. These continue into the second year, as long as students are making satisfactory progress. In addition, the program offers many prizes, awards,

and scholarships every year; one fully funded position as coordinating editor for *the Seattle Review;* one fully funded fellowship in alternate years; the Milliman Scholarship, which covers resident tuition, plus other expenses; paid internships for all second-year students who have not had their tuition covered by other means; and paid internships for some first-year students. These internships, while providing priceless experience, do not even cover resident tuition, and we are still far short of being able to fund all students admitted to the MFA program, one of our primary goals. As noted in the previous review, "underfunding of graduate study has resulted in a less talented pool of students than should be drawn by such an illustrious program…. It is senseless for the university … to stint on graduate fellowships." This remains as true now as it was then.

MFA Program Outcomes

Outcomes and successes from an MFA program can be judged in many ways: publications, prizes, fellowships, teaching positions and other relevant employment, and general satisfaction with the education received. While successful outcomes from a PhD program might be judged by college-level teaching jobs received immediately or shortly after receiving the degree, MFA program graduates may take several years to accrue successes like those listed above. Since 2001, our program graduates have excelled in all of these fields, publishing 53 books; receiving 16 fellowships or scholarships, 38 prizes or awards, and 14 grants for their writing; and participating in 14 residencies at artists' or writers' colonies. Their accomplishments include 3 NEA fellowships, a Stegner Fellowship, an Amy Lowell Poetry Travelling Scholarship, a Ruth and Jay C. Halls Poetry Fellowship at the University of Wisconsin, a finalist for the National Book Critics Circle Award, 2 *The Nation*/Discovery Prizes; numerous grants from state, county, and municipal organizations; many inclusions in *Best American Essays*, *Best New Poets*, *Best American Poets*, and *Best New American Voices*; a National Magazine Award, an Associated Writing Programs Award, a Fulbright Fellowship; and residencies at MacDowell, Yaddo, and other artists' colonies. In addition, our graduates *(cohort**)* hold teaching positions at Shippensburg University, Western Washington University, Northwest Missouri State University, University of Cincinnati, Boston College, University of Idaho, Pratt Institute, Wichita State University, University of Utah, and numerous community colleges. Others work in the nonprofit sector, starting Richard Hugo House, serving as the Director of Educational Programs at Seattle Arts & Lectures, or as development directors at Seattle's Central District Forum or Grub Street (Boston's nonprofit creative writing center). Still others have entered the editing and publishing fields, working at *The Kenyon Review*, *Seattle City Arts Magazine*, *Historylink.org*, *Amazon.com*, and others.

A survey compiled by one of our graduate students in 2005 provides some insight into our graduates as well. Of reachable alumni, this survey received a 49% response rate, with most respondents having graduated since 1992. 93% of respondents reported that they had published; 25% that they had published "significantly" (book-length works, in major magazines, and/or winning major awards). While the survey did not specifically ask about satisfaction with the program, 87% of respondents noted one or more aspect of the program that helped them achieve their goals as writers (a community of writers, improved craft, a great experience with a specific professor, teaching experience, or help with the pragmatics of publishing and career).

Since the Last Review

As noted above, the creative writing program has made great strides in addressing the major areas of concern expressed in the last departmental review. In addition to student funding and faculty accessibility, we have addressed issues of communication and program visibility within the Department. Issues relating to the undergraduate emphasis in creative writing are dealt with in Section VI.B of this self-study.

Faculty-Student Communication: Having the same program director since 2001 has helped promote sustained attention to the quality, quantity, and consistency of communication between the program and its students. Incoming MFA students meet individually with the Program Director to discuss degree requirements and other issues of concern. MFA students regularly receive email updates about all program matters, and about job and internship opportunities on- and off campus, readings around town, and publishing and fellowship opportunities. This winter we will institute a special meeting for second-year students to convey important graduation information. The director is available in person two or three days each week; the counseling services coordinator is available five days each week to answer questions. We maintain a notebook of flyers from publishers, contests, writing conferences, and so on. Current and past issues of AWP's *Writers' Chronicle* and *Poets & Writers* are available in the Creative Writing lounge, along with a variety of literary journals. We also hold events focusing on the professional side of being a writer and on life after the MFA in general: day-long panel discussions featuring program graduates; less formal discussions with creative writing faculty; and Q&A sessions with writers, editors, and agents.

Departmental Communication: Since the last program review, the Creative Writing Program has expanded its participation in Department matters where appropriate and has provided a strong voice for program needs. More frequent meetings of the Department's program directors have afforded us the opportunity to discuss creative writing matters with other units in the department. In addition, in all years except one since the last review, a member of the creative writing faculty has sat on the department's Executive Committee, providing another avenue for discussion of departmental matters and for advancing programmatic concerns.

Looking Ahead

Our top priorities for the next few years are:

1) Fund all graduate students attending the MFA program. As more and more MFA programs are able to do so, our ability to attract the best students declines. In addition, the burden of working to pay tuition, especially high non-resident tuition, diminishes the artistic growth our students can experience during their short time in our program. The competition among students for limited funds creates tension in a field whose major method of instruction relies on the critical responses of students to one another's writing. Our internship program can be expanded incrementally, and even a small influx of money would start to address this issue.

2) Expand nonfiction, creating a dedicated graduate track and offering workshops specifically in this area. In the past 5 years, the creative writing program has responded to a growing interest in literary nonfiction by allowing graduate students to work in this area and by refashioning our undergraduate prose classes so that instructors can choose to emphasize fiction or nonfiction. To

To expand these efforts, we would need to hire at least one additional faculty member whose primary interest is nonfiction.

3) Establish an on-going visiting writers' series that would bring writers from around the world to campus to engage students in readings, lectures, and workshops. We currently have neither funds nor staffing to maintain such a program on a consistent basis. Hiring even a part-time staff person might allow us to redeploy resources and begin such a program.

4) Develop a strong alumni organization and newsletter, and expand our efforts to educate our students about all aspects of living life as a writer. An alumni reunion staged in 2005 was well attended and illustrated to us how much our program graduates could still be learning from one another. This winter we will be hosting an evening of panel discussions on Life after the MFA, starring graduates of our program, and we hope to have such alumni-related events on a more regular basis and to establish an on-line newsletter to keep our graduates in touch.

V.B: MATESOL (Master of Arts for Teachers of English to Speakers of Other Languages) Program

Background

The MATESOL Program trains language pedagogues and researchers for a globalized world. Internationally recognized, it is the university's only degree-granting program in language acquisition, learning, and teaching. Praised highly in the last review, it is, we believe, gaining additional strength through exciting new initiatives and hires.

The Program was created and based in English in 1980, a 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. An explosion of research on language acquisition since that time has had enormous implications for the teaching of languages, most of that research carried out on English. In response to a rapidly changing paradigm in language teaching, the program provides students with (1) background in linguistics and second language acquisition research; (2) detailed training in language research, teaching, and assessment; (3) opportunities to apply this training in a variety of pedagogical tasks and contexts, (4) strong background in the English language, and (5) a critical understanding of the multicultural, global context in which language instruction takes place.

Students

The two-year program enrolls approximately 14 new students per year. Since 2001, a strong student body has become even stronger in terms of academic background, professional experience, and (in the case of international students) language proficiency. Effective pre-entry advising counsels students toward strong preparation, while discouraging inappropriate applications. The program sees very little attrition; virtually all students graduate on time, some graduate early. This success is attributable to two elements. First, we accept only students who are highly successful academically and experienced professionally, and come with clear professional goals. Second, retention is aided by the support we are able to offer through the UW English Language Programs (ELP), housed in UW Educational Outreach (UWEO). All

native-speaking second-year students have been awarded TAships and, in recent years, with 15 assistantships available annually from UWEO, 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 works as a GSA in the Language Learning Center. Program success overall is greatly enhanced by a dedicated MATESOL Advisor—Mary Nell Sorensen—jointly funded by the Department and UWEO.

By its nature, the program is highly diverse. Combined minority and international student enrollment has averaged about 35% (ranging from 20 to 40%). Since 2000, we have had international students from Bangladesh, Bosnia, Brazil, China (3), England, Guam, Japan (2), Korea (3), Mexico (2), Nicaragua, Romania, Russia, Taiwan (2), Turkey, Venezuela, and Zimbabwe. The program prepares students in equal measure for applied work in language use and acquisition (teaching, assessment, curriculum/materials development, and administration) and for advanced research-based graduate study. Of the crop entering since 2000 (126 total students), subsequent activities include the following (some students appear under more than one category):

Employed for some period in the UW-ELP:	30
Employed at a Puget Sound community college	11
Working in K-12	5
Employed in other states	6
International students teaching in home country	10
(Bangladesh, Bosnia, China, England, Guam, Korea, Mexico, Turkey)	
U.S. students teaching abroad	16
(Costa Rica, China, Iran, Indonesia, Germany, Japan, Kyrgyzstan, Spain, Tunisia, Turkey, Uzbekistan, UAE, Venezuela, Vietnam)	
Students continuing on for the Ph.D .	13
(Dept. of English: 11)	
(Related fields and/or elsewhere 2)	
Fellowships and internships	6

Our high placement rate (virtually all of our students teach in the field, go into academic administration, or continue on to graduate school) is aided by our mentoring. Program faculty run a job-hunting workshop every spring, and work with students on job and fellowship applications throughout the year. Most students who teach in the U.S. work in Washington state; thus, the program's training of language professionals responds directly to state-wide needs. Through an agreement with the College of Education (COE), students who already hold state teaching certification can gain a secondary teaching endorsement in ESL, by combining our program with two additional courses in the COE. Students continuing on to the Ph.D. in the English Department Language Track most often work in developing links between first- and second-language writing; language policy; critical discourse analysis; bilingualism; globalization; and teacher identity.

Faculty

Since the last self-study, the three-member program has seen turnover balanced by rapid rebuilding. Professor Silberstein directs the program and continues her work in critical applied linguistics overall and second language reading. After 27 years on the faculty, Professor Jim Tollefson resigned to teach and continue language policy research in Asia. He remains an emeritus professor, serving on doctoral committees, and hopes to return to teach for a quarter in 2009. In 2002, we hired Assistant Professor Yasuko Kanno. Professor Kanno contributed greatly to developing a focus on bilingualism and language teacher identity. In January 2008 she left for Temple University but continues to direct dissertations. The students and remaining faculty are genuinely excited that Assistant Professor Suhanthie Motha has joined us this fall; she maintains the Program's critical focus on globalization and teacher identity, and will contribute to a developing department focus on critical race theory. Finally, we are in the midst of a pioneering initiative (detailed below) that involves a joint hire at the senior level with UW Educational Outreach. We are fortunate that the quality of our hires, their synergistic research foci, and the continuing programmatic contributions of Tollefson and Kanno have allowed us to maintain program strength, consistency, and high student satisfaction despite shifts in faculty. We have also had to be innovative, increasing teaching resources without adding faculty, particularly when Tollefson has been on leave. In the past three years, we have experimented with having experienced, pedagogically gifted faculty from the English Language Programs teach several of our Practicum courses, with high student satisfaction; the success of these experiments has encouraged us to involve other ELP faculty in teaching courses for which their expertise makes them particularly well suited. This past year, for instance, the ELP Testing Director taught our Assessment course.

The Program also builds strong teaching links outside the department. Twice during the past five years MATESOL faculty have co-taught courses in applied linguistics   The first time, Silberstein and Kanno joined others in a Simpson Center–funded course taught by language/linguistics faculty across the College. Last year, Professor Kanno and Linguistics Chair Julia Hershensohn co-taught a course on early bilingualism.

Institutional Links/New Initiatives

While the Program's international focus continues to be a major strength, its critical understanding of globalization has substantially deepened in the past decade. In its critical attention to globalized language policy and linguistically constituted identities of nation, race, and ethnicity, the Program builds important links with the Department's developing transnational foci.

Links beyond the Department are reflected in two programmatic initiatives. The first is partnering in a potential MATFL (Master of Arts in Teaching Foreign Languages) degree. Institutionally, a critical mass of language acquisition courses is already being offered through English. Increasingly, the MATESOL Program is being approached to partner with other language departments, who are able to provide courses in language, but nothing close to the necessary range of courses in language acquisition and pedagogy. While not up to full strength,

we postponed moving forward on proposed MATFL degree. As soon as we complete our senior hire, we would like to begin admitting some students working in Asian Languages, Germanics, Near Eastern, Slavic, and/or Romance languages. The structure of this initiative has been developed collectively with representatives of each of those departments. Having a center of gravity for language acquisition and learning will help other language departments retain potentially isolated single scholars working in the area. In addition, our seminars will be intellectually more robust as they focus on acquisition research across languages (something that few other institutions, apart from UCLA, UT-Austin, and the Monterey Institute, have been able to do).

Our projected senior hire is part of a new effort to respond to the changing national demographics we see reflected in our state, and it anticipated the work launched by the Provost's Task Force on English Language Proficiency last fall. Approximately 14% of UW undergraduates are nonnative speakers; all projections indicate a continuing rapid increase in their numbers. The English Department is responsible for several major programs serving students needing academic language support. First, we provide curricular oversight of ESL courses for matriculated students offered through UW Educational Outreach in its English Language Programs—some taught by MATESOL TAs. Additionally, English Department composition courses serve increasing numbers of English Language Learners (we estimate 10% per course). The Department is also deeply involved in ESL-related writing center work. The need for shared expertise and articulation across these programs is pressing, and regular consultative meetings between the ELP and English Department writing program faculty and TAs began last year. Equally pressing is the need in the MATESOL Program for research and training in English for Academic Purposes that responds to the demographic realities of the U.S. educational context. As a result, we have devised in consultation with UWEO a newly conceived kind of permanent faculty position, a faculty member who will both teach in the program and provide research and programmatic expertise for ESL courses and other programs that provide language support to English language learners. This new faculty member will join articulation initiatives and institutional contributions already underway.

A major way that the MATESOL Program serves the university is through its expertise in language policy. Professor Silberstein has sat on the Arts and Sciences Language Board since its inception in the 1990s. This past year she chaired the Provost's Working Group on English Language Proficiency, charged with surveying best practices at comparable universities and providing the Provost with recommendations on these and other issues it identified as significant. The group, which continues to meet, has brought together stakeholders across the institution, including the directors of Admissions, Testing, and Advising; the Vice Provost for Educational Outreach; the Registrar; and representatives from the Graduate School, the Office of Minority Affairs, English, the English Language Programs, the Faculty Senate, and student governance. Their final report proposed a language support model for the 21st century, including a broad range of formats based on increased sharing of expertise across units.

V.C: MA/PhD Program in Language, Literature and Culture

Graduate Student Recruitment

In addition to such assessments of scholarly promise as GPAs, GREs, recommendations, and a critical writing sample, the Graduate Studies Committee seriously considers the applicants' ability to specify an area of study, formulate a set of questions they intend to pursue and identify critical conversations they hope to engage, as articulated in their statements of purpose. Applications have risen steadily since 2001, taking a large jump from the low 300's in 2001 and 2002 to well over 400 in 2003 and since, reaching a high of 482 in spring 2008.[3] Admission rates for the MA/PhD program have gone from around 20% a decade ago to about 13% in each of the last two years. This pool of 400-500 applications produces an incoming MA/PhD class that was around 25 several years ago, but has been around 20 the past few years. Among our top-ranked applicants, we have over the past three years successfully recruited 8 out of the top 30, 22 of the top 60, and 31 of the top 90. The acceptance rate for the top-10 group is 20-30%, for the top-20 and top-30 groups, it is 30-40% (comparable to our overall acceptance rate of 31-34%).

As is true nationally, recruitment of all prospective students, but particularly of diversity applicants, has become a much more intensive process. Student outreach has supplemented the Director's and the graduate faculty's ongoing commitment to recruitment. The program now has a large number of graduate students who are actively involved in reaching out to prospective applicants at conferences and online, in e-mailing our top recruits and corresponding with those they meet during on-campus visits. In overseeing travel reimbursements, coordinating campus schedules and introducing prospective students to the program, the graduate staff also plays a vital role in this recruitment effort. Overall recruitment is aided by several strategies honed to enhance diversity (see the following section for details).

The primary obstacle we continue to face in recruiting and retaining graduate students, particularly acutely with regard to students of color, is shared by departments throughout the Arts and Humanities (indeed, probably the College as a whole). Every year we lose top candidates to peer institutions and less prestigious universities whose recruitment packages bundle first-year and dissertation-year fellowships, while offering significant summer support and higher TA/RA salaries. Consider the admissions data for the past few years. While a number of individual decisions are attributable to factors other than financial support (losses to UC-Berkeley, Columbia, Cornell, Duke, and the History of Consciousness Program at Santa Cruz, which offer a strong faculty presence in specific areas), a number of our recruits who decided to attend another institution (Arizona, Penn State, Rutgers, SUNY-Buffalo, Wisconsin-Madison, and UVA) cited support as a determining factor.

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[3] The Graduate School Statistical Summary is unfortunately of only moderate help in assessing our graduate programs—precisely because there are multiple programs, for which the Graduate School does not disaggregate the data. Thus, the nearly 900 applications they tracked in 2007 fall into multiple categories. Fortunately, we do keep internal records of much of this information for our own programs, on which we base much of our documentation in this section of the self-study.

Diversity Recruitment

Recruitment of students from under-represented groups has two important aspects—identifying promising applicants and then recruiting them successfully in a very competitive recruitment environment. With ongoing support from the Graduate School (particularly GO-MAP), we have for the past several years focused upon both aspects, with particular success in raising the acceptance rate among admitted applicants. One early initiative was the decision to capitalize on the Names Exchange, where minority and first-generation college students register their interest in graduate study. As Director, Kate Cummings regularly e-mails students whose interests and GPA indicate a potential program fit. This e-mail invites the student to apply, provides basic program information, a link to our website, and requests follow-up questions. The program has not collected data on the percentage of contacts that yield applications (a daunting task since the first e-mail is sent to hundreds); however, there is some evidence that this outreach effort has had results; overall applications to our graduate programs increased to nearly 900 last year, the highest number in the last decade, and applications classified as minority status by the Graduate School have gone from around 80 in 2001 to 100 this past spring. We are well aware that success in an area such as this requires long-term, sustained efforts.

Another recruitment initiative, "fast-tracking," was implemented in winter 2007. Acting on this policy, the Graduate Studies Committee finished evaluating all applicant files in early February, a month earlier than ever before. Early offers of support (guaranteeing recipients 4-5 years of TA funding and indicating the possibility of a forthcoming fellowship or stipend) were immediately sent to our 7 top-ranked minority applicants. Follow-ups to this outreach initiative included phone-calls, e-mails, and campus visits involving deans, the Department chair, the Graduate Director, faculty, students, and graduate staff.

In the fall of 2005, we recruited our most diverse cohort in the history of the MA/PhD program. Among this incoming class of 24 were 15 scholars of color (11 US minorities and 4 internationals) whose professional promise is represented by the recruitment packages they were offered: 3 first-year fellowships and 7 TAships. After lower numbers in 2006, we had success in recruiting 43% of our minority admissions in 2007, as we made progress in identifying which strong applicants would make good fits with our graduate program. In 2008, the program attracted its largest number ever of under-represented applicants; our two nominees for the competitive Graduate School Bank of America/Stroum Fellowships were both awarded a two-part recruitment/dissertation-year fellowship package. These recent successes have significantly diversified our graduate student population. As of autumn 2001, the MA/PhD program had 31 domestic minority students and 3 international scholars of color; as of autumn 2007 there were 43 minority students and 13 international scholars of color, in a period during which the overall numbers of graduate students changed very little. It is crucial to acknowledge the generous support we have received from GO-MAP and the Graduate School, without which we would not have been able to recruit the distinguished scholars that we have.

These phased-in diversity initiatives have been implemented in a department that has also undergone significant changes. It has welcomed the introduction of new graduate seminars in postcolonialism, diasporic studies, biopolitics, black aesthetics, ecocriticism, visuality and race; it has solicited graduate student input on faculty searches and the graduate program; with the

addition of new English faculty and the engagement of colleagues based in other departments (Comparative Literature, Ethnic Studies and History) it is better poised to mentor graduate students of color; and its faculty have collaborated on a strategic plan to recruit and retain faculty of color. These changes in the graduate program have thus coincided with the growth of a departmental culture in which graduate students of color express a sense of the Department that is decidedly less ambivalent than the one that sparked the first of the new diversity initiatives. Anecdotal evidence suggests that for most it is a place in which they are respected, their scholarship is supported, and their needs are met.

Students in the Program: Support

Finding and maintaining support for our graduate students has been (and is likely to continue to be) a challenge in a university that has very few general fellowship resources available. Our last review report already noted the severity of this problem: "It is astonishing that a major research university can hope to achieve top-twenty competitiveness in any Humanities program on TAships alone....A graduate program funded by unsubsidized TAships (and not the most competitively salaried TAships either) will not prosper in the present market." Recognizing the difficulty of this situation, we have for many years bundled our available support (preponderantly TAships) into multi-year packages to offer incoming students; we have over the past seven years been able to maintain at around 85% the overall percentage of MA/PhD graduate students with support that ranges from TAships (50-60%), administrative TAships, fellowships, RAships, and extra-departmental support. Even at this level, some issues remain. Overall support is lower for first-year students, and many students find themselves needing to pursue independent funding past their fifth year (or fourth year for post-MA admits) to finish their dissertation work. Indeed, the current paucity and meagerness of most UW dissertation fellowships (both departmental and extra-departmental ones often provide only a single quarter of support) is a marked disincentive to pursuing doctoral work here.

Given UW's limited resources, we live in an entrepreneurial culture, where it is important for our students, as a group, to compete effectively for extra-departmental support. That they have done so is evident in the list of recent winners of competitive UW fellowships (included in the *Professional Outcomes* portion of this section of the Self-Study) and in the visible success of our students, based on their training as teachers, in obtaining TAships in other programs and departments. This combination of fellowships and ad hoc funding (from English, IWP, other departments, and branch campuses) at present supports the majority of our doctoral candidates through their seventh year (94.5% during a sixth year, 78% during a seventh year). This contributes to the fact that our retention and completion rate for PhDs is high; most students have been able to complete their dissertations; most who have wished to do so have found academic jobs. Yet we do face a problem in that at the very moment when students should be focused on completing the dissertation, many of them are met with the need to search for fresh funding or with the anxieties of awaiting word about late-arriving, temporary funding. Often, they wind up resuming teaching 100-level composition or assuming new and time-consuming academic tasks.

A key piece of the long-term solution is likely to be private support, an area where the Department and the university have been making steady (if slow) progress. Departmental fellowship quarters available now total 17; this number has increased from 8 quarters in 2001.

Departmental donors moved us significantly forward last year, when we added both a two-part Padelford Fellowship (including both a recruitment and a dissertation year), and a Hainer Fellowship. Two years ago, the Graduate School added a new fellowship in the humanities. The Humanities Center regularly makes year-long fellowships available competitively for 3 graduate students as members of their Society of Scholars. The Center has sometimes also provided recruitment funding, and departmental outreach efforts yielded five $1,500 recruitment stipends from the English Speaking Union in 2007, a gesture that we hope the ESU will repeat in future years. Graduate School awards are also available competitively; we nominate students for their recruitment and dissertation awards each year.

Length of support and program size are obviously closely related, and both issues have been under discussion by faculty since early 2008. At present, virtually all MA/PhD students have some sort of full support package from their second through their fifth years, typically also at least through a sixth year. In spring 2008, the faculty approved a set of satisfactory progress guidelines for the doctoral program that stretches over six years; currently pending is the proposal to guarantee funding our students for that same period of time, that is, to increase our recruitment offers by one year. The effects of such changes on the size of the graduate program will be a central point in departmental deliberations starting this fall.

Students in the Program: MA/PhD Curriculum

Master of Arts:
Our MA program in literary and cultural studies is envisaged primarily as preparation for doctoral-level work, with our expectation being that the most students we admit at the MA level will continue here for their PhDs. Since 2001, that has been true for over 70% of the MA students admitted. Most of the remainder do finish the MA; some of those go on to graduate work at other universities. While a few incoming MA students leave the program before completing the degree (7.4%) and others leave with a terminal MA (21.3%), the large majority of our students aspire to PhD admission and ultimately to tenure-track academic jobs. Most graduate seminars are taken by both MA and PhD students, ensuring that more advanced graduate students assist faculty in modeling forms of intellectual inquiry and disciplinary interrogation for beginning scholars. With the exception of the newly incorporated seminar in critical theory and pedagogy and a long-established seminar in pedagogical theory and practice (567) that is required for all new TAs, there are no mandatory courses in the program's literature and culture track.

To help orient incoming MA students in literature and culture, we introduced in fall 2004 a required foundational seminar in critical theory and pedagogy (English 506). The course objectives are: to establish a common ground among incoming students whose critical repertoires are diverse; to train them in the art of reprising and evaluating a critical argument; to situate that argument in a larger critical conversation and reflect on how they might put what they have learned to work in projects of their own; to prepare them for subsequent seminars; and to foster a sense of community. Apart from this course, students elect their own course of study, in consultation with the Director of Graduate Studies and other faculty. Students in the Language Track (more fully described below) are urged to take a series of core courses: English 560, 562,

564, 567. They are initially advised by a faculty intake advisor (currently George Dillon), but quickly find faculty mentors specific to their areas of interest.

MA work for all students culminates in a one-quarter MA essay project, which must be completed in order to apply to the doctoral program. The essay affords students the opportunity to rethink, revise and expand a previous seminar paper under the tutelage of their director and a second faculty reader. At 20-25 pages, it approximates article length; students are encouraged to write it with a view to publication.

Doctor of Philosophy:
To maintain satisfactory progress, students must apply for admission to the PhD program no later than the first quarter of their 3rd year (or 3rd for those admitted post-MA). The objective of this deadline and the application letter itself is to have students secure a mentor and initiate planning for the PhD exams. While completing their course work, students meet with their exam chair; together they review and update proposed exam areas, identify knowledge that will need to be acquired or further developed and seminar offerings of particular use. Focused exam preparation occurs upon completion of course work. At this stage of directed reading, students are expected to confer regularly with their chair and should receive substantial input from other committee members on their reading lists. While these lists are individualized, they are also subject to shared criteria of critical depth and breadth.

In their 4th year (3rd for post-MA admits), students in literature and culture are examined in a major period, a secondary historical period, genre, or topic, and a specialized field of study. The written exam requires students to engage representative texts in their designated areas along with informing methodologies and critiques. Language Track students are examined in three areas: a major approach to or area of language study, a minor approach, and a text-based individual area. The Language and Rhetoric faculty are working on a set of skeletal bibliographies in areas most heavily elected by students, including discourse analysis, bilingualism and language acquisition, first- and second-language composition studies, ethnography, critical theory, electronic and visual rhetoric, language and identity, basic writing, history of the language. For all doctoral students, an annotated course syllabus is submitted along with the written exams and discussed in the orals. Written and oral exams are to be completed within three weeks. Students may write a 30-page exam over a 72-hour period or two 15-page exams with 8 hours allocated to each.

Within three weeks, the written exam is followed by a two-hour oral exam that represents the General Examination required by the Graduate School and allows the student to advance to doctoral candidacy. It engages the student in defending the exam essays and syllabus submitted, addressing additional questions posed by the committee, and then looking ahead to the dissertation prospectus.

Recently reaffirmed satisfactory progress requirements included one small change, extending the time for prospectus defense to within 6 months of the oral exam: that is, no later than fall quarter of year 5. Proposed standards for the prospectus further stipulate that this document lay out the dissertation's thesis and stakes, summarize individual chapters, indicating the bearing of each on the overall argument, and append a preliminary bibliography.

Students in the Program: Mentoring, Pedagogical Training, Classroom Experience:

One of the program's longstanding strengths has been its mentoring of graduate student teachers. Prior to the start of fall classes, new TAs complete the EWP-related training discussed in more detail in Section VI.C.1 of the self-study. MATESOL TA training is separate and involves a week-long orientation in the ELP.

As early as their third year in the program, TAs may be assigned to teach at the 200-level. Most of our 200-level courses are led by graduate student instructors and are likely to continue to be taught in this way for the foreseeable future. We are in the process of developing student learning objectives, parallel to our 100-level learning objectives, that can be clearly articulated to new instructors and maintained as standards for the expectations we set forth for them. The institution in 2004 of faculty mentors for these new instructors during their first year of teaching at this level has already established a practical means for ensuring these goals can be achieved. Shared objectives will improve mentoring, and extending its temporal scope will be beneficial not only for the undergraduate students enrolled in these courses, but also for the pedagogical improvement of our doctoral students, whose varied and often semi-autonomous classroom responsibilities stand them in good stead when they enter the academic job market.

For many years, we have tried to encourage instructional excellence by giving teaching awards to TAs for both 100-level and 200-level teaching. Nominees are asked to submit teaching portfolios in support of their nominations, which a departmental committee reviews before selecting the winners. The excellence of our TAs has also been recognized extra-departmentally. In the past four years, four departmental TAs have had their proposals accepted for the Graduate School-sponsored Huckabay Fellowships, meant to encourage innovative teaching under the guidance of faculty mentors. In 2008 Rachel Goldberg received the UW Excellence in Teaching Award, given to a handful of TAs across the entire university each year.

Yet we are aware that assessment of teaching and learning is an underdeveloped science; despite a decade or two of active discussion, nobody has yet devised much documentation to fill the considerable space between student evaluations (strongest as a measure of student satisfaction with a given course) and teaching portfolios (a densely detailed record of teaching, the quantity of which quickly becomes overwhelming in a program with well over 100 teaching assistants). Aggregate student evaluation data does get compiled into a 5-year summary, with the data broken down by course level and category of instructor (Appendix P). Student evaluations are done in a high proportion of English Department courses, especially since TAs are required to have every course rated. With the aggregate number of courses rated quite high, variations from year to year tend to be minimal.

This Summary indicates the mean and adjusted mean scores for lower-division courses in English (taught preponderantly by TAs) track very closely the general university means over time. Separate figures for Teaching Assistants in English likewise track the results for TAs across the university closely (the number of courses rated is very high, some 1,606 over this 5-year period, which constitutes over half of the TA-taught humanities courses rated, and about 10% of total university courses rated). It should be noted that the majority of these courses being

evaluated are the required, entry-level composition classes, and that our graduate students often take on teaching duties at the same time as they enter the graduate program.

Student evaluations are required for all TAs teaching EWP courses during the academic year (see Appendix N). The scores on key questions have averaged nearly 4.0 on a 5.0 scale. The EWP has kept track of student ratings using UW Office of Educational Assessment Form E (skills-oriented) for categories 2 (course content), 3 (instructor's contribution to the course), 4 (instructor's effectiveness in teaching the subject matter), 9 (instructor's confidence in students' ability), 10 (recognition of student progress by instructor), 11 (students' confidence in instructor's knowledge), 16 (use of class time), 17 (instructor's interest in whether students learned), and 18 (amount you learned in the course). Since 2002, the average for all the above categories, in all EWP courses, over all three quarters is 3.93. In Winter and Spring quarters, when TAs have had more experience teaching particular courses, the average is 4.0. These averages are particularly impressive given that EWP courses are a university requirement for all undergraduates.

MFA TA Training and Support: MFA students who receive TA offers upon entering the program can expect those offers to be renewed and to spend at least part of the second year teaching introductory classes in fiction or poetry writing. In addition to their training for teaching composition, these TAs get additional training and mentoring related to the teaching of creative writing. Each spring, the TAs slated to teach those courses receive a detailed job description, including learning objectives for their course. They meet as a group with the Director of Creative Writing and with a faculty member from the other genre to discuss the learning objectives and to receive guidance in developing a syllabus and assignments. Before their first quarter of teaching, each TA meets individually with the director to review the syllabus and other course materials. A graduate seminar, "Topics in the Teaching of Creative Writing," is required for those TAs assigned to our introductory undergraduate classes in fiction and poetry writing, although it is open to other graduate students in the university as well. Both practical and theoretical in nature, the class asks students to think deeply about issues such as the workshop, grading creative work, developing reading and writing assignments, and the various roles the teacher can take on in a creative writing classroom. By the end of the quarter, each student has developed a complete syllabus, including daily assignments. During the first quarter of teaching, the Director visits each TA's class and conducts a follow-up meeting to provide feedback and mentoring. The Director receives course evaluations for these TAs and meets with them to discuss these. The Director is available at any time to answer questions about teaching, and the creative writing office maintains a library of texts, anthologies, and how-to books, as well as binders of previous syllabi and writing exercises for both introductory and intermediate classes for the TAs to consult.

Students in the Program: Professional Preparation

Graduate School Exit Surveys provide considerable information from 87 PhD recipients over the past 7 years. 41 of those students, for instance, indicate that they published a paper while in the program; 83 of them had plans to publish based on their dissertation. Most of our PhD students present papers at conferences during their time in the program, usually multiple times. Various departmentally organized colloquia exist to provide local venues for presentation of scholarly

work; the Hilen Americanist colloquium took place for over a decade and the annual Comparative Literature graduate student conference always has a significant number of participants from English. The language-area graduate students provide opportunities for students to present their work throughout the year in the Language and Rhetoric colloquium and the student-organized Practical Pedagogy Workshops. In most years, a seminar oriented specifically toward professional publication is offered (Marshall Brown is teaching one this year); students typically take seminar papers or their MA essays and develop them further with an eye toward publication in a specific journal.

Fellowships and awards represent a second measure for student success. Here, too, our record is strong. Since 2001, our students have won: the Graduate School-sponsored $25,000 Flanagan Dissertation Fellowship in its inaugural 2007 year and two $20,000 Bonderman Travel Fellowships, a $20,000 travel fellowship introduced the same year. Over the same period, our dissertators have received 2 out of every 3 Society of Scholar Fellowships that the Simpson Center awards to graduate students in the humanities (14 out of 20 total awards over the past 7 years); they have also been granted 2 Pembroke Fellowships and 5 Graduate School Dissertation Fellowships.

Graduate Student Retention and Time to Degree

As noted above, retention rates in the MA/PhD program have consistently remained high; most students who continue into the PhD program do finish their degrees (over 95% of the 2001-08 cohort). These data lag to some extent, since these students are, as a group, not wholly through the program. Of 23 students from the 2001 class admitted to the PhD program, for instance, 14 have completed their PhDs (starting in Spring 2005), 8 still remain in the program, and 1 has left.

The absence of clear and enforceable satisfactory progress benchmarks has been one factor contributing to a noticeable increase in time to degree (i.e., from roughly 6.2 years in 2001/02 to 7.2 years in 2007/08). Even removing outliers (students taking an exceptionally long time to graduate, often due to personal circumstances), the average time to PhD remains closer to 7 than to 6 in most recent years. We are confident that the implementation of newly reaffirmed and circulated benchmarks will help in reversing this upward climb; the numbers did indeed fall last year. However, we are well aware that additional steps must be taken if we are to succeed in establishing a normative 6-year Ph.D. One possibility is the addition of full-year dissertation fellowships; another is the proposed introduction of 6-year TA funding in lieu of the ad hoc support we have been forced to rely upon for years. In any case, one of our highest priorities is studying where students sometimes stall and why. Thus, among the information we have collected to help us assess the graduate program, some of the most useful data have been the various breakdowns of time-to-degree contained in Appendix J.8.

A primary commitment of the MA/PhD program is to draw the students we accept into the graduate community; we continue to devise and adjust strategies for doing so successfully. Since fall 2005, each incoming student has been assigned an advanced graduate student mentor in addition to a faculty mentor. While faculty remain the primary advisors, graduate mentors provide a distinct and valuable perspective on being a student, taking PhD exams, teaching 100-level courses and other matters. The mentoring program's immediate aim is to pair each new

student with mentors who share their intellectual interests and might be expected to have an awareness of their experiences as newcomers to graduate school or—for that matter—to the United States. In this process, mentors play a critical role, nowhere more so, perhaps, than for new under-represented and international students. Programmatic efforts to provide community for graduate scholars of color are considerably enhanced by GO-MAP.

Graduate student culture and professional development are, however, areas to which the graduate students themselves can be primary contributors. Our students offer a number of instances of their professional initiative and collaborative energies. Among their self-initiated projects are a Graduate Student Wiki (an informal guide to the graduate program), social events (Thursday meetings at the College Inn, a regular Practical Pedagogy workshop, and several recently approved Simpson Center research groups (*list*).

Professional Outcomes:

The professional trajectory for graduate students in many disciplines has changed dramatically over the last twenty years, with a much higher proportion of students than in the past both spending more years on the job market and moving from one institution to another while still at the assistant professor level—in effect, an extended apprenticeship system. At the same time, the range of available positions has changed dramatically; while faculty size has been stable or declining in many research-oriented institutions and many liberal arts colleges, there has been steady growth in the number of faculty positions at branch campuses in many state university systems and in specific fields within English—notably rhetoric and composition, American ethnic literatures, and postcolonial studies.

Our last departmental review summarized the career situation for UW PhD's then by saying, "the overall figures for placement of Ph.D.s in the English Department have been very good—and this within a discipline in which the job market is slow to uneven," while also noting, "If the Ph.D.s who receive temporary AI jobs with the English Department itself are subtracted...[and] if the quality of job placement is taken into account, the Department's record cannot be described as better than mediocre." The language here may be unduly harsh, but did reflect one relevant fact—that relatively few of our PhDs were getting initial jobs at Research 1 universities. The record of tenure track jobs accepted in the last seven years does show success by students at all levels, from research universities (Queens U, U of Illinois-Champaign, U of Ottawa, USC, McGill, Minnesota, Michigan State, Clemson, Creighton), to institutes (Pratt and Rhode Island School of Design), to liberal arts colleges (Gonzaga, Williams and York), to regional state schools (Cal State-Fullerton, Northern Michigan, Western Washington) and community colleges.

How we stand by comparison with peers is hard to assess, since despite the array of documentation compiled by the MLA and other organizations, few departments track carefully and quantitatively the *kinds* of positions that their graduates obtain; there are no readily available data of this kind on how English Departments at peer institutions have done overall and long-term with regard to placement.[4] Our situation remains much as it did seven years ago, both with

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[4] The most comprehensive placement data in the humanities are compiled annually by the Modern Language Association and published in the ADE Bulletin, on their Web site, and elsewhere. These statistics do not, however, break out the aggregate data according to the kind of institution or in other very relevant ways. Most crucially, they

respect to the overall difficulty of the academic job market (in particular) in the humanities and the uneven success of UW graduates in English. What we have tried to do for this self-study, then, is to get more deeply underneath that situation, in order to begin to understand its particulars and its possible causes, and potential ways of addressing it.

Some of this situation is inherent to our geographical location. A number of our graduate students are place-bound in some sense, due to partner considerations, an attachment to the Seattle setting, or other reasons. The Pacific Northwest does not have the same dense array of universities and colleges as some other areas of the country; conducting a wide-scale job search for our graduates means a very strong likelihood that they will have to move a considerable distance. As a result, a certain proportion of them choose to conduct local rather than national job searches, taking positions in local colleges or community colleges, moving into administrative work, or successfully finding positions outside of academia. The structural nature of the financial support that we can provide (as discussed above) also contributes to this situation; time-intensive TAships provide invaluable training, but an almost exclusive dependence upon them for funding means graduate students cannot count upon having predictable chunks of time to focus on reading, writing and publication. For many of these students, these alternative outcomes are not negative, but consciously chosen paths among career alternatives, ones that contribute to the strength of the regional educational network and to a productive cross-fertilization of academia and other sectors of society.

We have discussed above a number of things we are doing to enhance the specifically academic professional competitiveness of our graduate students. An important ongoing aspect of these efforts is our use of the funds—limited, but fairly consistently available—available to us for temporary teaching positions. For many years, we have directed these resources largely to our own post-PhD students, funding about 8 of them per year as Acting Instructors. We define these AI positions as 2/3-time, typically involving 2 classes per quarter, paying $6,458 per course, and providing health care benefits (to anyone working at least 50% time) and the same travel allotment as permanent faculty. While not a light teaching load, it has generally been true that AIs have been able to conduct extensive job searches and to enhance their professional accomplishments while serving in this role. Many of our best placements have gone to students after they have spent a year in this role.

Student Perspectives

Our best source of aggregate data for student reactions to our programs is the Graduate School Exit Questionnaire summaries. Over the past 7 years, PhD students have rated the overall quality of the program from 3.58 to 4.19 (on a scale of 5), with the highest number from the most recent year (comparable ratings for the Humanities Division range from 3.9 to 4.2 over the same period; rating for the university as a whole are typically between 4.1 and 4.3). Satisfaction with faculty quality is high; satisfaction with professional training and career mentoring somewhat

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track PhDs for only a single year. Their broadly brushed picture reports that 55% of 2006 doctoral recipients (the most recent year available) had definite employment, 27.6% were either doing postdoctoral study or seeking employment. Since 1984, the figure having definite employment has typically been 50-55%; it ranges from a high of 59.6% (1987) to a low of 44% (1997). The second category, by contrast, has tended downward in the last several years, with 27.6% being the second-lowest figure since 1984.

lower, but students do emerge from the program with considerable confidence in their skills as researchers. Satisfaction with teaching preparation and experience is very high, well above the university norms.

MA results are much harder to interpret; here again we suffer from an inability to disaggregate data related to our three distinct MA programs. These results also fluctuate more from year to year, as do divisional and university statistics for this group of students.

We recognize that departmental self-studies inevitably reflect faculty orientation and views better than those of students, but we have made efforts to allow our graduate students, in particular, a role in this process. They have undertaken their own independent survey and discussions, producing a report that is excerpted in Appendix J.11.

Graduate Student Handbook

Among our highest priorities for the coming year is faculty discussion and approval of an updated Graduate Student Handbook; meetings to discuss programmatic changes involved in the final revision will begin in November. Proposed changes to the language requirement and dissertation prospectus remain under discussion from last year, as does the question of guaranteed 6th-year funding. The satisfactory progress policy adopted last spring will be a key part of this handbook; it sets normative and mandatory benchmarks for completion of the masters essay, application to the Ph.D. program, completion of the Ph.D. exams, and defense of the dissertation, prospectus; it further specifies consequences for the failure to progress through the program at this rate.

Looking Ahead: MA/PhD 1- to 2-Year Goals

1) Increase number of available graduate fellowships—particularly at recruitment and at dissertation stages
2) Focus upon strategies to improve competitiveness of students for research-oriented academic positions
3) Address unevenness of faculty workload; improve consistency of mentoring
4) Continue focusing upon diversity recruitment and retention
5) Maintain teaching preparation excellence
6) Complete review and revision of MA/PhD exam system

VI: Undergraduate Degree and Writing Programs

A: Undergraduate Program in Literature, Language and Culture

Overview

With respect to undergraduate degree programs, the Department of English is one of the largest departments in the College of Arts and Sciences. Our undergraduate classes are primarily at the 200- and 300-levels; in recent years we have offered roughly 115 200-level, 105 300-level and 65 400-level classes (the last group is also open to graduate students). As of Autumn 2008, our Advising Office reports a total of 688 majors, up from 611 in the preceding fall quarter, down from a spring high of 818; these are the highest totals since xxx in autumn 200x and 816 in spring 2003.[5] Over the past eight years, the number of majors (as tracked by the College: see Appendix C) has varied from 574 to 668; over the same period, the number of BAs granted annually has varied between 325 and 426. Since 2000-01, student credit hours per regular faculty FTE have risen from 902 to 1,077, with a sharp jump in 2001, followed by a slow decline until 2005-06, followed in turn by a further increase over the past two years. The Department's inflation-adjusted cost per student credit hour is now *lower* than it was in 2000-01 ($93.93 vs. $95.94).

At the time of our last review, the English Department had just embarked upon the first steps of what has turned out to be a comprehensive review and restructuring of our undergraduate programs. An ad hoc Committee for the Restructuring of the Undergraduate Major, chaired by then-Director of Undergraduate Programs, Caroline Simpson, submitted its report and recommendations in October 2002; after extensive faculty discussion, a dramatically revised major was approved the following year, with the new requirements becoming effective in August 2005. This new undergraduate major substantially redefined our requirements and instigated a period of course development and revision that continues to the present. Curricular change, however, is much more than a matter of defining and instituting new requirements. For such change to be meaningful, it needs to involve a sustained effort at faculty discussion and collaboration and to be underpinned by shared, consciously articulated goals and carefully designed, well-sustained assessment. This poses considerable challenges for any department, but particularly for a department of the size and complexity of ours. Nonetheless, the ongoing efforts documented here indicate our commitment to substantive curricular transformation and improvement.

The question of *how* to structure and sustain curricular conversations has occupied much of our attention for the past several years. We have had the good fortune to benefit from the College-supported Learning in the Major Initiatives, which make small grants available to departments to engage in curricular transformation. For 2006-07, we received a grant that allowed us to conduct

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[5] Numbers of majors are among the hardest statistics to pin down; they vary daily, as students declare and drop majors; they vary by quarter, as students graduate; they vary according to whether one counts only students enrolled in a given quarter or not (i.e., whether students taking a quarter off show up or not). Arts and Sciences, for instance, does an annual average across academic quarters. Their figure tends to land somewhere (unpredictably) in between our 1st-day autumn low and our pre-spring graduation high. Those departmentally counted totals can increase from as little as 100 to as much as 200+ between autumn and spring of a given academic year.

a thorough assessment of English 202/197 (our new gateway course) after its first two years of operation. We also used departmental funds that year to support a course development initiative in which 6 faculty members participated. Last year, we received a second LiM grant to convene a working group to examine the other new core course in the major (English 302). Reports from these working groups are contained in Appendix K.2-3. This year, we have 4 faculty members (Foster, Ibrahim, Vaughan, Weinbaum) participating in the College-sponsored 4x4 Writing Initiative (an interdisciplinary initiative funding design of writing-integrated curricula). We will also have 6 faculty participating in stage 2 of our undergraduate major course development initiative.

These efforts have focused our attention in very productive ways on the question of exactly what the various courses that constitute our major are intended to do. We are now firmly engaged in continuing discussion of student learning objectives and outcomes for our courses (and for the major as a whole); new-course planning and reviews of our newly installed requirements are being articulated in terms of those objectives (See Appendix K.1). We are a large department that aims to "cover" in some sense the widening distribution of English literary cultures and language use and acquisition across quite varied and seemingly ever-expanding textual, geographical and historical terrains. Our faculty's interests and expertise stretch from the early centuries of the European Middle Ages, through the nation-defining languages and literatures of early modern Great Britain, North America, and Ireland, to a contemporary global culture whose texts are increasingly no longer identified with the narrowly "literary" and seldom limited by boundaries of country or even language. Many of our faculty center their work in creative writing, language studies or rhetoric and composition. The challenge is increased by the diverse interests and expertise of our students, who respond to the energies of popular media and culture in their definition of English and American literature and language, and whose education depends in part on their being asked to look outside their immediate range of vision.

We embarked in 2002, quite consciously, on a period of curricular flux that we fully expect to last another 2-3 years. In exploring our intellectual diversity, we have found—sometimes to our own surprise—considerable convergence among ourselves regarding the kinds of skills that we expect English majors to acquire. Absent the coherence of an identified (and quantitatively manageable) canon, it has become increasingly important to articulate, both for ourselves and for our students, among ourselves and in conversation with them, the kinds of analytical and interpretive skills that we expect them to master over the course of their undergraduate careers. As we discuss these skills, we are becoming better able to articulate shared outcomes and better positioned to know where to locate and how to sequence work within the major to achieve specific outcomes.

Our Students, Our Majors

Over the past several years, our total number of majors has ranged from 600 to 825, with about 100 students newly admitted to the major each quarter, and 325-425 graduating each academic year. A large proportion of our majors are transfer students, 40-50% of them at any given point of time, meaning that many of them spend less than four years in our program; for those students, their education here at UW tends to be significantly compressed. Most of them work, often more than 20 hours per week; most of them commute to campus. Autumn 2008 statistics

indicate that 65% of them are female, 35% male. By ethnicity, 19% are Asian American, 5% Hispanic, 3% African American, 1.5% Native American, .5% Hawaiian and Pacific Islander. Total 10th-day enrollment in autumn classes was 2,114 at the 100-level, 1,287 at the 200-level, 953 at the 300-level and 222 at the 400-level. Slightly less than 2/3 of SCH at the 300- and 400-levels are taken by majors (typically 60-65%); this contrasts with a mere 3-4% at the 100- and 200-levels, indicating how much of the Department's instructional resources and energies are devoted to extra-departmental ends.

Our Major, 2004-08

The new English major represents the biggest curricular change in our undergraduate programs in 40 years.   In redesigning the major, we set out to accomplish a number of things: more flexibility for faculty in designing courses and for students in selecting them; more coherence among the different classes that make up an individual student's career; more clarity and consistency with regard to pedagogical expectations at different levels of our curriculum. Furthermore, we sought to create better alignment of our major with the current state of scholarship, to produce a better match between our curriculum and the expertise of more recently hired faculty, and to encourage our students to think in terms of modes of understanding within our discipline.

The new major, anchored as it is by three sequenced foundational courses, describes a developmental arc for students, giving them an intensive close reading and critical writing experience at the beginning, a rigorous introduction to theory shortly thereafter, and a challenging capstone course at the end. Unlike the old major, which had become too much of a "smorgasbord" of period-based classes, the new major has a structure designed to guide and support students through essential learning in English. Over 70% of 82 recently surveyed graduates ranked the "overall structure" of the major as good to excellent. Given that the new major is a work in progress, this reflects a high level of student satisfaction.

During the last two years, we have instituted the first phase of what we expect to be a deepening investigation into the objectives and success of the new undergraduate major and of the courses we have been designing or reshaping to meet the new major requirements. Our 2007 review of the new gateway courses (the paired English 202 and 197) led to a number of recommendations that we are now in the process of implementing. From this assessment, we learned a great deal about how to articulate the relation between 202 and 197 more effectively, and we had underscored for us the importance of making sure that students take the gateway course as early as possible. More important than any specific change, however, this assessment process launched what we intend to be an ongoing dialogue among the faculty and graduate students responsible for teaching this course, one that has already begun producing a more clearly articulated and more widely shared sense not only of the purposes and desired outcomes of this particular course, but also of the purposes and desired outcomes of our entire major.

One immediate result of the assessment is our impending request for a new IWP course (English 297) to replace the existing 197 in this gateway pair; this will be the first 200-level IWP course on campus, and will address the need for a more advanced writing course aimed at developing the critical writing skills of our students as humanities majors. In parallel with this change, we

will propose that English 202 be renumbered as English 301, to signal its place at the start of the major. In spring 2008, the Department approved two additional Undergraduate Education Committee recommendations resulting from the 197/202 review: 1) establishing the 197/202 gateway courses as a formal prerequisite for admission to the English Major, and 2) making 202 a formal requirement for admission to English 302 (the second core course required for the major). A third UEC proposal, to require 302 before students enroll in a capstone course, remains pending and will be brought up for renewed discussion this year, along with changes in the minimum grade point requirements for these and other courses counting toward the major.

Last year, we moved on to review English 302, Critical Practice. The results of that working group's discussion will be brought to the UEC for it to formulate specific recommendations (See Draft Report in Appendix K.3). This year's 4x4 group will be focusing specifically upon the writing environment and achievement associated with the 302 course, and will collaborate with the College Director of Writing in developing an archive of sample writing assignments and syllabi. Since the 302 course is intended to be taken by students early in the major, and since faculty who offer the course do the bulk of their undergraduate teaching at the 300-level, we expect that this effort will have a beneficial effect on other courses we offer in the upper division and a direct impact upon the new courses that emerge from this year's course development group. Next year, we plan to examine the senior capstone and other 400-level courses.

At the heart of this process is our continuing discussion of learning outcomes for the major—an area in which we have drawn heavily upon the work already done in the Expository Writing Program. In the reviews of 202/197 and 302, and in the development of new 300-level courses, we have requested the identification of specific learning objectives. A draft set of these from the 202/197 report was reworked during continuing faculty discussion of learning goals for the major, then reworked again by groups of faculty at last April's Department retreat.

Other aspects of the new major also deserve attention. We have realized that the distinctions we intended to make among the categories for the English Major core – 1) Theories and Methodologies of Language and Literature; 2) Forms and Genres of Language and Literature; and 3) Histories of Language and Literature – are not yet sufficiently clear and distinct. As we examine our course catalog at the 200- and 300-levels, we intend to determine how we can practically distinguish the core categories and be more deliberate in identifying the learning objectives of specific courses that follow upon the core classes. We will also be reconsidering the role of our Language and Rhetoric courses in the major, a task to which we were unable to devote adequate attention at the time the new major was put in place.

200-level Courses

At the 200-level, the Department serves at least three distinct audiences: the prospective or beginning English major, the general undergraduate student seeking instruction in the Visual, Literary, and Performing Arts (VLPA), in Writing (W) courses, and students taking electives in the humanities. For the general student, we offer a range of courses that introduce them to varied topics and approaches to literature and culture. To prepare the English major for more advanced work in the Department, we offer a number of courses which aim to introduce texts from earlier

historical periods and in a variety of literary genres. Some of these courses examine focused topics, while others aim toward broader coverage of a particular range of texts.

As we have begun to categorize more clearly the courses at the 200-level, we have become increasingly aware that it may well be time (in view of changes in our faculty and in the changing emphases within English studies) to redescribe a number of the introductory courses for English majors. This has begun, in serious part, with the design of the new gateway courses. Since we also permit majors to count some 200-level credits toward their degree, we will be considering more carefully the aims of those 200-level courses. While most 200-level courses are open to all undergraduate students, we also offer courses targeted more specifically to general readers, which introduce a wide range of students to humanities-oriented critical reading and analysis. This year, the UEC will be seeking to make more self-conscious (for both students and instructors) the distinct learning objectives for these two different kinds of 200-level courses.

Most of our 200-level courses are led by graduate student instructors (91 of 106 classes in 2008-09, or 75-80% of total student credit hours). This makes even more crucial our development of objectives that can be clearly articulated to new instructors and maintained as standards for the expectations we set forth for them. This and other course-development information is available for TAs teaching at this level at a Web site: https://depts.washington.edu/engl/ugrad/teach/. Several years ago, we also formally instituted the practice of designating faculty mentors for new instructors during their first year teaching at this level; both of these mentors lead a pedagogy seminar for TAs during fall quarter and teach a 200-level class themselves. They also provide follow-up mentoring for TAs throughout the remainder of the year. Over time, we hope that these changes will produce tangible benefits not only for the undergraduate students enrolled in these courses, but also for our graduate students, whose varied and often semi-autonomous classroom responsibilities stand them in good stead when they enter the academic job market.

We have also engaged in recent curricular experimentation at this level—for instance, Colette Moore's mid-sized Shakespeare course in 2006-07—with a primary goal of increasing faculty involvement with undergraduates at this level, earlier in their academic careers. In winter 2009, we will be adding a new course: "Writers on Writing," directed by Rick Kenney. This lecture course will feature speakers from the creative writing faculty, as well as other local writers. These experiments are designed both to appeal in specific ways to broad audiences and to provide useful, intensive pedagogical mentoring for TAs. At the College level, the humanities chairs have had preliminary discussion about these issues, again with the goal of using a lecture format selectively to increase involvement of permanent faculty in 200-level classes.

Upper-division Courses

As we realize, the 300-level curriculum in English remains in need of redirection and revitalization. Many of the courses in our current list were designed to serve earlier definitions of the major. We have already requested approval of several new courses by College and University curriculum committees, courses that came out of our initial course-development initiative. We will be seeking to develop 6 more of these proposals during the 2008-09 year. Over the next several years, this ongoing insertion of newly developed or redesigned courses will result, we hope, in a bottom-up, yet coordinated, reorientation of the major. An equally

important part of these course development initiatives, then, is to encourage collaborative, critical, ongoing pedagogical reflection among our departmental faculty—hence the importance we place on the group aspect of these curricular revision efforts. As we add, we will continue to subtract courses as well, pruning the 300-level catalog to better reflect the new curriculum.

Honors Program

At the same time that the undergraduate major was revised, the Honors Program also received a significant makeover. English Honors is now a cohort-based program, admitting 40 juniors every spring who complete sequenced Honors courses in their senior year. Each year a new 4-person faculty team is chosen by the UEC to teach Honors seminars, supervise Honors theses, and provide coordination and mentoring throughout the year. Students pursuing an honors degree in English and simultaneously completing the creative writing emphasis may elect to do their honors thesis in poetry, fiction, or literary nonfiction after completing the required honors seminars. Thus far, these changes seem to be working well, with the greater coordination among the seminars being intellectually and socially beneficial to both students and faculty. Students report high satisfaction with the program's success in helping them acquire advanced writing and critical skills, ask viable research questions, build scholarly community, and prepare for graduate school. Although encouraged by this apparent early success, we plan to initiate a fuller review of the program and to determine whether there are steps we could take to improve the program's coherence and quality. Such a review might reasonably be conducted in 2009-10.

Career Paths, Career Development

Career resources for English majors, developed by the English Advising Office, have steadily expanded over the past 5-10 years, resulting in an annual calendar of events designed to meet the needs of students exploring graduate school and career options. In autumn, the focus is on graduate school applications and self-assessment for the career-seeker. We offer a 3-part series on graduate school, including two statement of purpose writing workshops, and two major skills workshops developed in collaboration with the Career Center. Working with the Department of History, whose students share similar skills and aptitudes, we plan to expand these offerings to include sessions for prelaw and premed students. Winter features a resume writing workshop for English majors and the campus-wide Career Discovery Week. English is one of the founding partners of CDW, now the largest career exploration event at any American university. Spring brings an interview skills workshop and a large English alumni networking event.

In addition to the special events, English manages a large and active internship program. The internship data base is currently undergoing a remodel so that it is more user-friendly to students, sponsors, and staff. Other plans for expansion include creating alumni profiles on the departmental web site, and engaging more directly in alumni relations with an eye toward tracking post-graduation employment data and creating networking opportunities for students.

B: Undergraduate Creative Writing Track

The Creative Writing Director is responsible for the undergraduate emphasis in creative writing, as well as the MFA program, and for the many links existing between these two programs. Our

permanent faculty have devised specific learning goals for our undergraduate creative writing classes. They teach undergraduate courses in poetry and prose writing, advise undergraduate honors students writing their senior theses in poetry or fiction, and supervise undergraduate independent studies, as well as teaching graduate courses. MFA students intern in undergraduate courses taught by regular faculty; second-year TAs in our MFA program teach introductory courses in creative writing; and recent graduates of our program are hired as Acting Instructors to teach some undergraduate courses. Mentoring of the creative writing TAs is designed to emphasize a strong connection between the graduate program and the undergraduate emphasis. In addition, undergraduates interested in creative writing are welcome at all of our program events and to spend time in our lounge.

In the last Department review, the creative writing program was charged with taking more explicit responsibility for the undergraduate program in creative writing. We immediately undertook the creation of a smaller, competitive Creative Writing emphasis within the English major, which went into effect in autumn 2005. Majors may apply for admission to this new option after completing the introductory classes in verse and short story writing.

In making these changes, we sought to create a more rigorous and coherent educational experience for our students, to respond to faculty teaching interests, and to help students graduate in a timely manner. The old system of self-selection made it very difficult to offer enough sections for all students to graduate efficiently, but the new system allows us to maintain our commitment to the small class size noted as a hallmark of effective undergraduate programs in creative writing by the Association of Writers and Writing Programs, while working within our limited resources. This small class size is required for the thorough and detailed responses to student writing by our faculty. Under the new system, having a smaller, better-prepared, truly committed cohort of students allows us to run more demanding classes and to work towards building the sort of writing community our graduate students enjoy. The new emphasis makes more sense pedagogically as well. Students must now take beginning and intermediate level classes in both poetry and prose writing before moving on to the advanced classes. While the old sequence focused on workshops, the new classes emphasize the acquisition of specific writing skills and the development of the ability to read like a writer, before expecting students to be astute critics of one another's work. In addition to making the undergraduate courses more rigorous and coherent, we have broadened the topics to include literary nonfiction and, as resources permit, we have offered novel writing, playwriting, and screenwriting.

At the 200-level, we offer Beginning Verse Writing and Beginning Short Story Writing. These introductory courses in our creative writing sequence are required before students can take upper division classes or apply for the creative writing emphasis; they also attract students with some interest in the topic or just trying it out. These courses themselves have been extensively improved since the last review. While they are taught almost entirely by TAs, the regular creative writing faculty have developed specific learning goals for each class (Appendix K.1), including topics to be covered, amount to be written during the quarter, and amount of class time that can be devoted to workshop. The current director of creative writing works extensively with the TAs to develop reading assignments, exercises, and lectures so that they do not need to rely on the workshop as a primary pedagogical tool. Student evaluations of the introductory creative writing classes attest to the effectiveness of our teaching assistants. Since 2001, scores on key

questions (course content, instructor's contribution to the course, instructor's effectiveness in teaching the subject matter, student confidence in instructor's knowledge, use of class time, instructor's interest in whether students learned, amount you learned in the course) averaged 4.34 on a 5.0 scale.

Creative writing classes at the 300-level underwent the most extensive changes during the development of the new emphasis. These courses, Craft of Verse and Craft of Prose, function as forms courses for undergraduates, and emphasize careful, detailed reading of primary texts, accompanied by much writing based on emulation and imitation. While the beginning classes stress breadth of knowledge, these classes allow students to delve deeply into one topic and to develop their reading and writing skills through that lens. Courses at this level are taught by our regular creative writing faculty or by Acting Instructors. At the 400-level, we offer the Advanced Verse Workshop and the Advanced Prose Workshop. Taught exclusively by our regular faculty, the advanced classes turn to the workshop as a method for reviewing peer work and driving revision.

Creative writing classes at the University of Washington have always been popular. Tenth-day enrollment figures show that since 2000-2001, enrollment in all creative writing classes has always been at 89% of capacity or higher, with enrollment in the 200-level classes hovering around 100% of capacity in every section, every quarter. Enrollments at the 300- and 400-levels have fluctuated more, and we continue to need to coordinate the numbers of sections offered with the numbers of concentrators we admit into the emphasis. Since instituting the new emphasis in 2005, we see the greatest enrollment changes in the 400-level, where enrollment has jumped from 64% of capacity in 2000-01 to over 90% at present.

The creative writing faculty realizes that decreasing the size of the emphasis means some truly interested students will be unable to take creative writing classes, so after several years of planning, we will launch a lecture class this winter, Writers on Writing, open to any undergraduate. In addition to their regular teaching assignments, nearly all creative writing faculty will participate by giving lectures and providing reading and writing assignments. In the future, we hope to offer some small creative writing classes for interested students who do not want to make the full commitment to the emphasis—or even to major in English. Other curricular initiatives include a September poetry seminar at the University's Friday Harbor labs and our ever-expanding summer creative writing program in Rome, Italy.

C: WRITING PROGRAMS

The Department of English and the College Writing Program

A little over five years ago the College of Arts and Sciences responded to campus concerns about the quality of student writing by establishing a College Writing Program. This program consists of a College Writing Council, a College Director of Writing, and a set of initiatives with four aims:

- supporting faculty throughout the College in developing well-designed, effective writing assignments (the 4x4 Initiative, along with workshops for new faculty, for large lecture classes, for Early Fall Start classes, for targeted department groups);
- supporting students in completing faculty-assigned work through easily accessible writing center mentoring (establishment of the Odegaard Writing and Research Center, coordination of OWRC with other existing writing centers on campus, planning for better use of limited funding to support these centers, planning for better support of English Language Learners);
- supporting under-prepared incoming students with innovative "Writing-Ready" courses as a part of Early Fall Start (since beginning this program in 2004 with just 35 students, we now work with approximately 140 students each fall);
- supporting the work of writing programs throughout the college by coordinating programs, writing centers, and campus administrative offices (establishment of the Writing Administrators Advisory Committee and the Writing Center Coordinating Committee; participation in University and College curriculum study and development groups [e.g., the Common Book initiative, the ESL Policy Working Group, the UW Teaching Planning Group, the EWP/ELP Coordination committee]).

These initiatives have been conceived, developed and administered primarily by writing specialists housed in the English department. The Director of College Writing is John Webster, a long-time member of the department; Anis Bawarshi and Joan Graham have taken leadership roles both on the College Writing Council and on the Writing Administrators Advisory Committee; and graduate teaching assistants have taken crucial roles in planning, developing and maintaining OWRC, in the Early Fall Start "Writing Ready" courses, and in supporting the work of the Director of Writing.

Thus, even as the College of Arts and Sciences Writing Council, in large part led by members of the English department, has set as a general goal the moving of the administrative and planning center of writing instruction on campus away from its traditional home in English to the multidisciplinary context of the College itself, it is still the case that the English department supplies both the principal expertise and the person-power driving these changes.

This has implications for the department, some of them very positive. Having the opportunity of working with departments across the College has been of genuine benefit to those of us doing this work. Both personally and professionally, we have grown immensely. It is also of great value to have been taking part in work that is central to the transformation of how education happens at a major research-oriented university. At the same time, doing this work has also very much stretched the already thin resources the department has for writing program administration. Bawarshi and Graham, in particular, have given deeply of their time and expertise, neither with any direct recompense from the College for this extra work, even while carrying heavy departmental responsibilities for programs teaching thousands of students a year.

Looking forward, the College Writing Program looks to expand its work with faculty to the support of the departments within which that faculty works. We have over the past three years been working towards launching a Writing in the Majors Initiative which will ask all units to define their expected outcomes for their graduating majors, and then look to their curriculum to

plan the means by which students will be able to reach those outcomes. The campus-wide kick off for this new push began Fall Quarter of 2008 with a Campus Writing Day featuring guest speaker John Bean talking about how other campuses have succeeded in projects like this.

C.1: Expository Writing Program (EWP)

Overview

Since the last English department review, several changes have affected the EWP. With the emergence of the TA Union, TA stipends and benefits have improved, and TAs are now paid for the pre-fall new TA orientation to protect their workload hours. In terms of TA training and support, we have created closer ties and continuity between the orientation, the composition pedagogy seminar (English 567), and follow-up support and mentorship activities. Newly created EWP outcomes have been instrumental in effecting coherence across the EWP curriculum, and have been the starting point for department-wide discussion of learning outcomes. To promote curricular continuity, each EWP course now has a designated Assistant Director or Directors, who serve staggered two-year terms. Since 2007-08, we have had an Associate Director for EWP, who mentors English 121 TAs, trains and mentors the Early Fall Start "Writing Ready" TAs, serves on EWP subcommittees, and assists the Director in supporting EWP TAs who are having difficulties in the classroom.

The Expository Writing Program (EWP) is responsible for teaching nearly 4,000 students each year in one of four primary courses, English 109/110, English 111, English 121, and English 131, each of which satisfies the University's "C" course, or composition requirement. Since the 1980s, UW students have been required to take one general composition "C" course and two W-courses—courses in the disciplines in which a significant amount of writing is required and in which there is an opportunity for the student to receive a response from the instructor and then complete a revision. As we know from the College of Arts and Sciences Task Force Report of 2003, this requirement is at the low end of writing requirements among peer institutions—meaning that we need to accomplish a lot in the ten-week period that a single course has available to it. While several other courses, such as the Interdisciplinary Writing Program's series of writing-linked courses, English 281 (Intermediate Expository Writing), and Comparative Literature 240, also satisfy the "C" requirement, it is the EWP that offers the majority of these courses. In cooperation with UW Extension, the EWP also participates in the UW in the High School Program, which offers qualified high school seniors an opportunity to take English 131 and 111 for credit in their own school, with their own teachers, using the same curriculum taught on the UW campus. Approximately twenty schools throughout Western Washington currently participate in the program, which, with leadership from EWP, trains experienced high school teachers as instructors for our English 131 and 111.

The current EWP director, Anis Bawarshi, is serving in his fifth year, and is assisted by Associate Director Elizabeth Simmons O'Neill (her position was created last year) and by Program Coordinator Diana Borrow. Six Assistant Directors and two UW in the High School Program liaisons, all of whom are senior Teaching Assistants with superior teaching records and knowledge of composition pedagogy, also help administer the program. Working with the EWP staff, the EWP Director is responsible for the training, mentoring, and supervision of Teaching

Assistants; for the design and execution of the curriculum; for program policy; for course and TA scheduling; for representing the program on various committees within and outside of the English department; and for outreach to the university and public schools. The Director also supervises and mentors the Administrative Director of the English Department Writing Center.

Program Structure and Enrollment Statistics

The EWP offers approximately 190 sections of English 109/110, 111, 121, and 131 each year, distributed over Autumn, Winter, and Spring quarters (plus an additional 11-13 sections over Summer quarter). Enrollment in English 111, 121, and 131 is capped at 22 students, and at 15 students in English 109/110. Between Autumn 2000 and Spring 2008, based on 10th day enrollment figures, the EWP has offered 1,506 sections and taught 30,495 students, for an average of 188 sections and 3,800 students per year. During that span, our courses, on average across all sections, have been filled at 95% capacity. During Fall and Winter quarters, the percentage is higher, closer to 97%. (See Appendix P for detailed enrollment statistics)

With rare exceptions, EWP courses are taught exclusively by graduate student Teaching Assistants, primarily from English, along with 4 TAs per year from Comparative Literature. In any given quarter, approximately 63-65 TAs teach in EWP. EWP TA funding comes from a permanent English department TA allocation, shared among EWP, IWP, and 200-level TA-staffed courses (including creative writing), plus a "flexible" allocation that is adjusted according to annual expected first-year student enrollment. One of the most dramatic shifts over the past seven years has been a substantial increase in the proportion of writing classes now covered by so-called "temporary" TA funding; as of fall 2008, fully one-third of our instructional budget for writing courses comes from this temporary funding. Over the last 8 years, the number of incoming students has ranged between 4,500 and 5,500 per year, with total numbers in the last few years at the higher end of this range. EWP TAs teach their own independent sections (one per quarter) either four days a week (Monday through Thursday) for 50 minutes a day, or for two days a week for 1 hour and 50 minutes. As specified in the collective bargaining agreement between the Academic Student Employees Union and the University of Washington, TA appointments are limited to no more than 220 hours of work per quarter (no more than an average of 20 hours per week, not to exceed 30 hours in a given week except by their consent).

The EWP offers four primary courses from which students can fulfill the "C" requirement. Although these courses serve different student interests and provide students with different pathways to academic inquiry and writing, they all share the same EWP learning outcomes and basic curricular and assessment structure, described in more detail in the next section. Of the total EWP courses offered each year, approximately 55-60% are English 131, 25-30% are English 111, 7.5% are English 121, and 7.5% are English 109/110. Since it represents our most popular offering and is the course all new TAs teach during their first year, English 131 functions as our flagship course around which we build the most extensive portion of our training, and through which we introduce curricular changes. The four courses are as follows:

> **English 131 (5 credits)**, *Composition: Exposition* builds its learning around academic and cultural texts on its way to helping students practice and demonstrate the key rhetorical, research, reading, and writing skills and habits represented in the EWP

learning goals. Readings for the course cover a variety of topics, written in different contexts, for different audiences, in different genres, using different media (print, visual, electronic, multimedia). Many of the readings are academic in nature, while others are directed at different audiences for different purposes. Some of the readings are used as *methods*, meaning they can provide techniques for analyzing a concept, idea, phenomenon, and the like; some are used as objects of analysis; and some serve both purposes.

ENGL 109-110 (5-5 credits), *Introductory Composition,* is a two-quarter version of English 131, only open to Educational Opportunity Program (EOP) students, to Student Support Services (SSS) students, and to student athletes. Additional instructional assistance is provided the Instructional Center and guidance counselors of the Office of Minority Affairs and Student-Athlete Academic Services. This is a "stretch" course, meaning that the same rhetorical, research, reading, and writing skills and habits are taught over two quarters rather than one, and is a preferred approach for students who may have had less traditional academic preparation.

ENGL 111 (5 credits), *Composition: Literature*, has the same curricular goals and outcomes for its students as other EWP courses, but achieves them by focusing on academic inquiry and writing based on literary texts and scholarship about literature.

ENGL 121 (5 credits), *Composition: Social Issues*, also shares the same learning outcome goals and curriculum, but does so by focusing on a particular social issue whose study is enhanced by direct service activities in the Seattle community. Students combine readings, course work, and experiential learning to inquire into and write about the course theme. Working in conjunction with the UW Carlson Leadership and Public Service Center, sections of English 121 enable students to conduct their service activities in such sites as the Seattle Public Schools, local women's centers, homeless shelters and soup kitchens, AIDS organizations, and arts programs.

Curriculum

A key characteristic of a writing program at a Research I university is that we have the possibility of integrating the most recent research about student writing into our curriculum, and to have graduate students, as co-administrators and as teachers, contribute actively to that integration. In offering a gateway to academic reading, research, and writing at the University of Washington, EWP courses are designed around a set of shared learning outcomes (see Appendix O.1 for a description of these outcomes and of the process we followed in developing them). These outcomes articulate the need for students to develop and practice the skills and habits that are foundational to academic writing, and to be able to adapt these skills and habits for the varied demands of university-wide writing and beyond.

Within the field of Rhetoric and Composition Studies, and based on research in writing development, there are active debates about whether and, if so, *how* first-year composition courses can prepare students to write effectively within the different contexts they will encounter. Some argue that writing is so situated, so connected to specific ways of knowing, so

integral to how we identify with, participate in, and enact habits of mind, that it cannot be effectively taught outside of the contexts of its use. These scholars advocate for a more Writing in the Disciplines (WID) approach, where writing becomes part of how students learn forms of disciplinary inquiry—learn, for example, how to make discipline-specific claims, how to frame questions, how to determine what counts as evidence and how to use it, and so on. At the same time, there are those who argue that there is some transferable value in teaching a generalized form of "academic writing"—certain foundational features of academic writing that can be identified, generalized, and taught, such as writing from claims, using evidence and analysis, making complex arguments that emerge from and develop lines of inquiry, using research not only to support claims but also to generate them, etc. There are also generalizable good habits of writing, like engaging in a writing process, revising, working with peers and using feedback to revise one's writing.

At the same time, longitudinal research on the development of students' writing abilities indicates that the most transferable forms of learning long-term are meta-cognitive skills such as rhetorical awareness of what might and might not work in a particular situation, what writing skills one possesses that could be drawn on and adapted, and what new skills one must acquire. The EWP outcomes seek to integrate such meta-cognitive awareness and reflection with general academic writing skills. Situated inquiry is at the heart of our curriculum. While English 109/110, 111, 121, and 131 follow different textual and conceptual pathways, they all lead to the same learning outcomes. Students in EWP courses learn to produce contextually appropriate academic arguments based on analysis: reflecting awareness of rhetorical situation, supported by applied close reading, emerging from primary and secondary research, and demonstrating comprehensive revision and careful editing.

Scaffolding is built into EWP courses through the basic structure of assignment sequencing (first introduced by George Dillon and John Webster in the mid-1990s) and portfolio assessment (instituted by Gail Stygall in 1997). EWP courses consist of three assignment sequences. The first two longer sequences, typically four weeks each, consist of three to five short papers (2-3 pages) leading to a major paper (5-7 pages), with each sequence drawing on a cluster of related readings. The short papers provide students with an opportunity to practice one or more of the outcome traits while also scaffolding the major paper, which combines a number of traits. Throughout the quarter, instructors are encouraged to highlight (and to invite students to consider) which outcome traits are accomplished by particular assignments.

During the last two weeks of the quarter, students work on a final portfolio sequence in which they compile and submit an electronic or paper portfolio of their work, along with a critical reflection upon it. Students select and revise 4-6 of their shorter papers and 1 of their major papers, using this set to demonstrate their ability to meet the course outcomes. The reflective essay asks students to argue for how the selected papers demonstrate the four main learning outcomes for the course, using evidence from their writing and peer and instructor feedback. This meta-cognitive practice—demonstrating one's own writing awareness—is enhanced when students are given opportunities to practice and reflect on these outcomes as they work through stages of their assignment sequences. In addition, the portfolio must include all of the sequence-related work students were assigned in the course. (See Appendix O.1 for the EWP portfolio evaluation rubric.)

To support EWP learning outcomes, in 2006-07 the EWP staff created a custom published textbook entitled *Situating Inquiry: An Introduction to Reading, Research, and Writing at the University of Washington*. The book provides strategies to guide students from understanding rhetorical situations, to reading texts critically, to situating writing within different contexts, to conducting research as a way to generate and support inquiry, to developing and structuring analysis and arguments, to practicing strategies for revising and editing. The last section of the book contains a wide range of readings that offer both methods and objects for inquiry. The textbook has been required for English 131 since Autumn 2007. For 2008-09, we have created a brief edition of the textbook (without the course reader), which will be required in English 110, 111, and 121, with the readings for each of these courses selected separately by the instructors. Royalties from the textbook support EWP events, workshops, and TA awards. Next year, we plan to use royalties to create an EWP research grant as well, which would support TA research related to the teaching of writing.

Training and Support

The EWP Directors provide extensive training, support, and mentorship for both first-year and more advanced TAs. TA training and support includes: a seven-day new TA orientation prior to the start of classes, course-specific orientations for experienced TAs, a quarter-long composition pedagogy seminar for new TAs during their first quarter of teaching, a portfolio norming session, course-specific TA manuals, detailed job descriptions, course observations, individual meetings winter quarter with first-year TAs, quarterly professional development workshops, a Spring Teaching Forum, "Practical Pedagogy" workshops, and quarterly reviews of TA syllabi, course evaluations, and grading. There is also extensive EWP website support, with both a public site and a password-protected "For Instructors" site that includes sample teaching materials for each EWP course, as well as teaching resources, templates for e-portfolios, announcements, contact information, policies, and a student online journal. (: http://depts.washington.edu/engl/ewp/). Appendix O.5 includes an outline of the password-protected "For Instructors" homepage.

During their first year of teaching in English, new TAs teach English 131. During the fall orientation, they are introduced to the program, its curriculum, policies, and various resources. The orientation is organized around key principles such as assignment sequencing and scaffolding, lesson planning, leading class discussions, conducting student conferences and peer groups, and responding to student writing. Along the way, TAs work in a scaffolded, sequenced way to develop, workshop, and revise their own assignment sequence and supporting lesson plans, as well as a course syllabus. By the end of orientation, they will have produced most of the materials they need for the first day of class and the next four weeks. TAs also attend part of the university-wide conference on teaching hosted by the Graduate School and the Center for Instructional Development and Research (CIDR). The EWP Director and Assistant Directors continuously assess and work to improve the new TA orientation by conducting evaluations immediately following the orientation and then again at the end of the TAs' first quarter of teaching. Since Autumn 2004, and on a scale of Outstanding, Strong, Good, Acceptable, Inadequate, 91% of TAs (105/115) have ranked the orientation as either Outstanding or Strong. Funding for this orientation has been provided by the College as part of our TA instructional budget; with Dean Stacey's assistance, these funds (about $20,000) were made permanent last

year and allotted a separate budget designation. (See Appendix O.3 for a brief overview of the orientation schedule.)

During Autumn quarter, training and mentoring continue with a required, five-credit graduate seminar, English 567 (Theory and Practice of Composition). The course (offered as two sections of approximately16 TAs each and taught by the EWP Director and another faculty member in rhetoric and composition) supplies the theoretical underpinnings that allow TAs to understand the "why" behind the "what we do" and "how we do it" when we teach writing. As such, the course provides TAs with an institutional space and the theoretical and analytical tools to enable them to identify, reflect on, and articulate their teaching practices as they work to develop a pedagogy that they can build on throughout their teaching career. The course is designed to enable a dialogue between theory and what TAs are concurrently doing in their courses: from situating the EWP curriculum within research on writing development, to reflecting on issues of power and difference in student backgrounds and learning styles, to applying to their own teaching practices strategies for teaching reading in support of writing, assignment design, the teaching of argument, responding to student writing, teaching grammar rhetorically, using portfolios, conferencing, and using group work. English 567 culminates in the TAs writing a preliminary teaching philosophy and creating an online teaching portfolio in which they illustrate that philosophy at work in a selection of their teaching materials, which they are encouraged to continue building over their time teaching with us and which prepares them for the academic job search. (A sample English 567 syllabus is included as Appendix O.4.)

During finals week of their first quarter, new TAs are required to attend a portfolio norming session, in which they use the portfolio rubric (see Appendix O.1) to norm the scoring of a sample of portfolios collected that quarter and to air disagreements among raters, so that instructors can arrive at consensus about scoring issues. Each TA brings two portfolios from their current class. Each portfolio gets read twice and scored with comments on an EWP-designed webform. As data comes in, any portfolio that has a grade differential of more than 1.0 gets a third reading from the Director and Assistant Directors. This data is then made available in report form to the instructors, who can compare their grading and commenting against their peers on the same portfolio, and, in another data set, get to see what grades and comments their own two portfolios received. During the norming session, we discuss the data collectively to identify strengths, weaknesses and consistency across instructors.

Prior to the norming session, the Director and ADs conduct a pre-norming norming session, in which we all read the same portfolio and assess it against the portfolio rubric. We then share our assessments, talk about the results, and come up with a portfolio grade. At the norming session, we ask all the 131 TAs to read and to assess the same portfolio. This gives us a control portfolio that allows us to talk about the grade range, how instructors used the rubric to assess, and what grade the EWP staff gave the portfolio. When we did this in Autumn 2007, the Assistant Directors and Director gave the control portfolio a 2.9, while the instructors ranged between 2.7 and 3.2, with the average being a 2.9. In Autumn 2007, out of the 58 portfolios normed, 14 (24%) received third readings. The remaining portfolios (76%) averaged a grade rating difference of .4 (for example, 2.4-2.8 range). Overall, including those portfolios that needed third readings, the average grade point difference among all 58 portfolios rated was .6. EWP

liaisons also hold an annual norming session with high school teachers participating in the UW in the High Schools program and with a group of experienced EWP TAs.

Each new TA's teaching is observed once in Autumn and Winter quarters of their first year, with a follow-up one-on-one meeting to provide feedback and mentoring. As well, each new TA meets with the EWP director during Winter quarter to go over Autumn course evaluations and grades, and to talk about areas of strength and improvement. Constant mentoring and support are available from the Director and ADs through office hours, a TA listserv, workshops (for example, on ESL issues, e-portfolios, responding to student writing, understanding student evaluations), and forums.

Experienced TAs in their second year and beyond have the option of teaching the other EWP courses, each of which has its own designated mentor who leads a course-specific orientation. Experienced TAs are also observed during the first quarter in which they teach a new course. The EWP director monitors all EWP instructor syllabi to make sure that they include the learning outcomes for students, information about portfolio assessment, and the scoring rubric to be used in that assessment to ensure that the major component of students' course grades (70%) is based on student's ability to demonstrate the course outcomes.   The EWP director also reviews all TA course evaluations and grade reports, and, with the assistance of the Associate Director, follows up with and provides extra support to TAs when needed. Further discussion of TA student evaluations can be found in Section V.A of the self-study (*Students in the Program: Mentoring, Pedagogical Training, Classroom Experience*).

The EWP provides a wealth of professional development experiences for the graduate student ADs; they gain administrative experience, participate in theoretical and practical debates about curriculum, and contribute to ongoing research projects, a number of which have resulted in refereed publications and conference presentations. These ADs are fully integrated into every aspect of program design, planning and implementation. Since 2004, all the ADs share offices in the main writing program office, which helps build community and promotes the sharing of resources and coherence across EWP courses. As well, the EWP staff has regular meetings throughout the academic year. At the beginning of each year, the EWP staff establishes goals for the year and appoints committees (comprised of ADs and liaisons from the different courses, the Director, and Associate Director) to achieve those goals. Over the past few years, various committees have worked on developing professional development workshops, establishing the student on-line journal, developing the EWP custom textbook, researching and implementing e-portfolios, and coordinating with English Language Programs to develop resources for multilingual student writers.

Campus Outreach

EWP staff engage in multiple ongoing campus conversations about writing. Within the English department, the EWP director chairs the Expository Writing Committee, serves on the Graduate Studies Committee, and meets with the Department chair and other program directors to deal with budget, policy, and curricular issues. Outside the department, the EWP director serves on the College Writing Council and the Writing Administrators' Advisory Committee, which works closely with the College Writing Program director. Over the past four years, the EWP has

collaborated with the College Writing Program director in developing and staffing the Early Fall Start courses, and has participated in several initiatives and workshops led by the College Writing Program Director. The EWP has also worked closely with Undergraduate Academic Affairs and First-Year Programs to implement the UW Common Book program. The EWP director serves on the Common Book selection and implementation committee, and EWP has worked to implement the common book into EWP courses through a Preliminary Essay assignment (see Appendix O.6) and other kinds of course integration. Since Autumn 2005, EWP has worked closely with the Office of Learning and Scholarly Technologies to pilot and research the use of electronic portfolios. Since Autumn 2007, EWP staff members have been regularly meeting with representatives from the English Language Programs (ELP) to create better communication and to share resources between ELP and EWP. This coming year, with support from the English department, we plan to pilot linked ELP and EWP courses to provide more support for English Language Learners.

Looking Ahead

It is notable that the EWP (in collaboration with the College Director of Writing and other individuals and programs on campus) has been able to make so much progress during a period of continual budget scarcity. The budget cuts of the late 1990's led to a situation where a steadily increasing portion of the instructional budget for EWP was temporary funding, sometimes provided at the last minute, never predictably. As of Fall 2008, fully 1/3 of the total EWP TA budget was still classified as temporary funding. While there has been some improvement in the last few years in terms of TA budget predictability, there continues to be a sizeable dependence on temporary instructional money, now called a "flexible" TA allocation, for which the English department and EWP director must negotiate. The College has, however, promised to address this issue (which exists across Arts and Sciences) this fall.

An even more acute problem, however, is that while there has been increased attention to writing on campus, and thus a significantly increasing workload for faculty in this area, there has not been a concomitant increase in rhetoric and composition faculty hires. The one hire in rhetoric and composition that we have been able to make in the last nine years has been largely offset by the loss of a rhetoric and composition faculty member to a three-fourth Associate Dean appointment in the Graduate School. This has put a great deal of pressure on the EWP director to support the EWP program, the English Department Writing Center, and campus writing initiatives, led heroically by the College Writing Program Director. At the same time, the lack of faculty has left the EWP without an immediate directorship line of succession. (See discussion of this in Appendix O in the Language and Rhetoric Program Development Plan.)

That said, the EWP has continued to develop its curriculum and provide writing leadership on campus, building on the extraordinary work of prior Directors. The EWP has led the way in its development and modeling of learning outcomes and assessment; in the use of portfolios (starting in 1997) and, more recently, the use of electronic portfolios; in TA training and support; in creating a vibrant teaching community in the English department; in designing custom textbooks that support the EWP curriculum; in coordinating with English Language Programs to provide better ESL support; and in conducting EWP-based research on students' use of prior genres (for which we received a Council of Writing Program Administrators' grant).

C.2: Interdisciplinary Writing Program (IWP)

Introduction

The Interdisciplinary Writing Program (IWP) was established in 1977 as an independent, teaching-focused unit directly under the Dean of the College of Arts and Sciences. It is the largest, oldest linked-course program in the country and it has influenced curriculum development in numerous other universities and colleges. The program's fundamental purpose is to integrate writing instruction with students' study in specific disciplinary contexts. This has been accomplished by linking writing courses with lecture courses, in the beginning limited to introductory courses in History, Political Science, and Sociology. Students in IWP courses, called "writing links," are asked to write as apprentice participants in academic inquiries. Teachers take advantage of the fact that inquiry purposes can readily be defined in relation to students' concurrent lecture course study, and students learn that—by writing—they can refine, extend, and employ their new understandings. Most writing links are optional companions to the lecture courses they accompany; the primary exceptions are the mandatory links attached to the gateway course to the English major, English 202.

In 1983 IWP was placed under the English umbrella. This change has had several positive consequences: IWP Lecturers became voting members of the Department; the program's resources were modestly increased and its courses became more visible as English-labeled offerings; IWP interaction with the Department's Graduate Studies Office and with its long-established Expository Writing Program (EWP) became more firmly established; collegial relationships between IWP faculty and other departmental faculty gradually developed.

Intermittent expansion of IWP offerings has continued and since 2005 relations between the IWP and the department have become closer than ever before—mainly a result of changes in the department's curriculum to be discussed below. Yet problems and initiatives in the College during the past few years, together with recognition that writing instruction needs much more discipline-based development,[6] has raised again questions of whether the IWP should be part of the College, rather than a departmental unit, or whether a new unit of College or University Writing Programs should be created.

The IWP Teaching Approach

IWP places writing teachers in disciplinary contexts where students have chosen to study, rather than placing students in free-standing writing classes. Such free-standing classes typically foreground basic rhetorical concepts and common writing strategies, while IWP classes foreground specific, discipline-shaped writing purposes, and the need to make judgments about content and strategy that are grounded in strongly contextualized purposes. Disciplinary course contexts give shape to inquiries, and so help students see what is at stake in questions that are new to them. Writing links demonstrate ways of pursuing questions by "scaffolding" paper assignments, and so help students generate substantive responses—responses that often further

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[6] See Beyer, Catharine, Gerald Gillmore, and Andrew Fisher, *Inside the Undergraduate Experience: The University of Washington's Study of Undergraduate Learning*. 2007.

the thinking of writers themselves as well as that of others in their communities. Building on students' subject-based motivation and fostering their more intense, sophisticated engagement with questions is also a way of strengthening performance on what has historically been the most significant factor in writing assessment: what writers have to *say* (See IWP Learning Goals in Appendix L.6).

It is the value of immediate, well-defined contexts for writing that led IWP, from the beginning, to link its courses with specified lecture courses, rather than identifying them by general areas, e.g. writing in the Social Sciences, or by disciplines. From course to course, the relation between writing links and lecture courses varies considerably. Some of the large lectures accompanied by writing links are survey courses which, themselves, make no substantial writing assignments. In cases like these, writing link teachers can choose from widely various opportunities when they develop paper assignments—but the connection between link and lecture course is necessarily loose; the writing link typically focuses on particular issues within a few topic areas to develop sufficient reading and discussion bases for paper assignments. Other IWP classes accompany lectures that are themselves inquiry-oriented, assigning primary source readings and/or critical texts, and making significant paper assignments. In cases like these, a lecture course paper assignment may be made a joint assignment, i.e., it may also be assigned in the writing link where students do extensive preparation, critique each other's drafts, confer with writing link teachers, and so on. In a tightly connected writing link, additional paper assignments often draw on readings required by but not written about in the lecture course, in some cases analyzing the relationships among readings, or evaluating a theoretical framework from a reading in relation to a student-developed case.

All IWP classes share one key feature: students meet individually with instructors for at least three substantial conferences during a term, usually focused on drafts of papers. Teachers frequently refer to these conferences as their most valuable teaching opportunities and students' comments on course evaluations confirm their importance. The role of conferences is fundamentally connected to assumptions about the transfer of learning that guide IWP work. Such transfer, of course, occurs in more than one way, and that no 'live' learning situation constitutes a *pure* case. There is a contrast, however, between the assumptions made by the EWP program and the assumptions made by IWP—a contrast that makes the two programs complementary. There is probably more explicit teaching *about* writing in EWP, and students are expected to apply general principles and techniques they learn to future writing situations— specifying them as situations demand. IWP also expects students will acquire some general principles and techniques, but by means of immersion *in* highly specific writing situations and periodic reflection on their work. Informing students that what is valued in writing will vary with context is obviously important, but giving them sustained experience in a highly visible, clearly defined context communicates that message in a different way. Writing Link students become aware of what is involved in "reading" writing contexts, and of the need to read new contexts as they become participants in them.

Staffing, Curriculum, and Enrollment

The faculty of the IWP, all professionally invested in writing instruction and all holding Lectureship/Senior Lectureship/Principal Lectureship appointments, are vital to the program's

operation. Two new faculty were added in autumn 2003 (bringing the total to 7), as were 4 new, permanent TA appointments, each for a different discipline. When one newcomer was hired away in spring 2007, the IWP was able to hire an excellent candidate from the U of North Carolina who had already gained directly relevant experience teaching in the linked writing course program there.   So the IWP faculty has not shrunk, but neither has it grown since 2003. The number of TAs teaching in the program *has* increased during the past six years to approximately 25, but some are not included in the IWP budget. (See Budget Appendix x)

Between Winter Quarter 2001 and Autumn Quarter 2008, the IWP offered 717 linked writing classes enrolling 12,422 students. Annually, IWP offers about 90 sections a year, enrolling close to 2,000 students, 1,888 in the most recent academic year (See Appendix L.8). These IWP classes accompanied lecture courses in 12 departments or programs where writing links have been offered for a long time, and in 12 more units where they were new (See Appendix L.8). Units with which long-established IWP links were offered include Anthropology, Art History, Comparative Literature, Education, Geography, History, Honors Arts & Sciences, the Jackson School, Philosophy, Political Science, Psychology, and Sociology. New writing links have now become regular offerings in Asian American Studies, American Ethnic Studies, Astronomy, English, Humanities, Music, and Women Studies. With the last five additional units, writing links were offered only as brief experiments, but those with the Chemistry Department should certainly be resumed and expanded—they would have become regular offerings but for lack of funding. Greater diversity in the IWP curriculum does, however, come at a price. When multiple writing links can be offered with a given lecture, IWP faculty and TAs can collaborate in designing teaching materials and analyzing students' responses, which helps to make manageable this time-intensive kind of instruction. But the greater breadth of links across departments now present in the curriculum means that opportunities for such direct collaboration are reduced.

IWP faculty became interested more than a dozen years ago in the possibility of offering *some* writing links as required companions to designated lectures, what has come to be called the "hub and ring" arrangement. Humanities 101 served as a hub accompanied by four writing links in 2002; it was offered again, accompanied by seven writing links, in 2003. Private (Danz family) funding made this hub and ring experiments possible, but there has been no grant support behind additional curriculum work of this kind. In 2002, the Arts and Sciences Honors program began offering a hub lecture each autumn for incoming students in the Academy for Young Scholars program. Honors 397 is limited to 35 selected students, and it is now accompanied by two writing links. Sociology faculty have now offered their department's introductory 110 course three times as a hub: it was accompanied by 4 writing links in 2005, 6 in 2006, and 5 in 2007.

By far the largest implementation of this model so far has been in the English Department itself. Department faculty had come to believe that students planning to continue in the field needed some orientation to the various aims and methods now commonly employed within it. This new course was set up as large lecture course, with mandatory links intended to address faculty perceptions of English majors' uneven writing ability. The gateway lecture now enrolls 160 students every quarter and is accompanied by eight writing links.

For these reasons, the number of IWP classes increased significantly between 2001 and 2008. However, increases have been possible for the most part due only to support from beyond the IWP permanent budget. Increased offerings after 2003 were funded for a variety of reasons in a variety of ways. The following graph shows the total number of IWP classes offered each year, and the number of those classes supported by the IWP permanent budget.

IWP Classes/IWP Budget
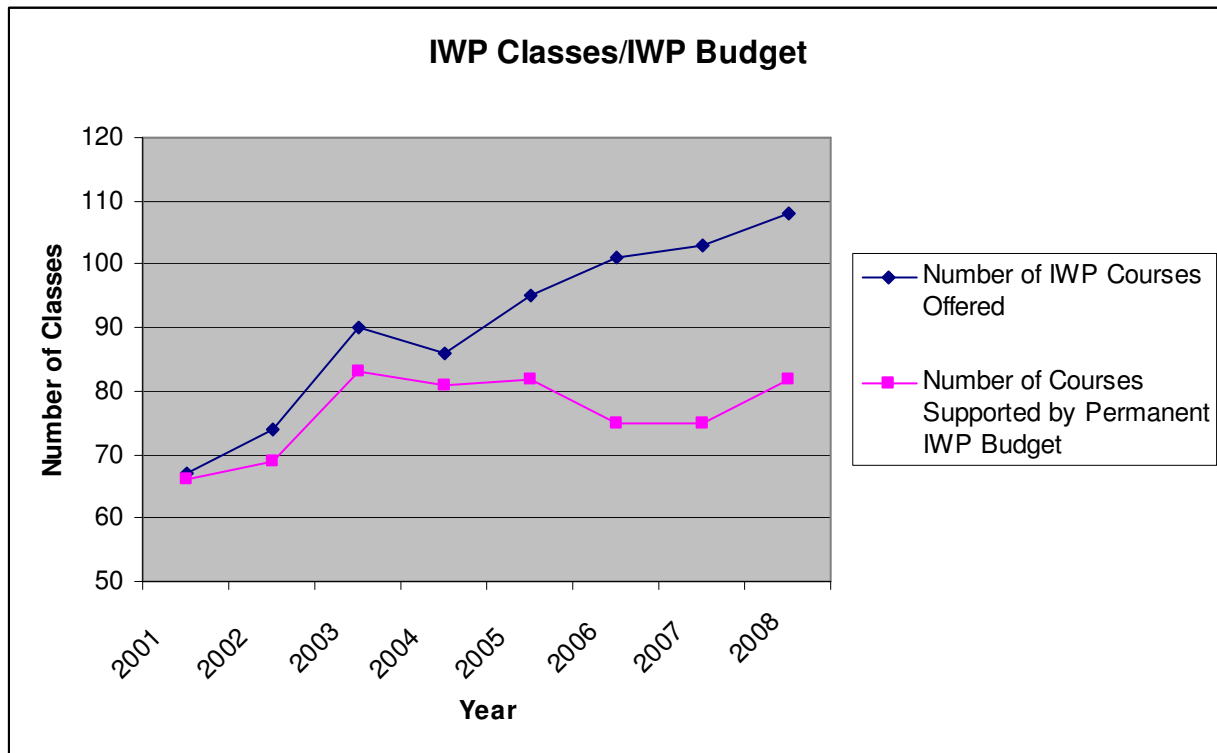
While the IWP could not exist without its core faculty, its graduate student teachers are also vital. They not only staff classes, they bring to the program perspectives and resources from a dozen fields. Graduate students from English are experienced teachers of writing, but usually novices in their new disciplinary writing contexts; graduate students from other disciplines have invaluable context experience, but most of them have never taught writing. All learn from the IWP opportunity to work closely with students' writing and thinking, and they learn from each other as well. Mentor groups that include all who are teaching writing links with a discipline (or closely related disciplines) regularly bring together graduate students from contrasting backgrounds, and faculty conveners who have appropriate field experience. Another important kind of support comes from graduate students preparing teaching files on each of their classes, files that include their reflections on problems and opportunities in each linked course situation, as well as paper assignments, preparation activities, and samples of students' responses.

Unfortunately, no teaching resources can fully offset certain special demands on IWP teachers' time. Program teachers—both faculty and graduate students—must sit in on the lecture courses accompanied by their writing links. They must engage in continuing course development during a term in order to respond both to unpredictable lecture course developments and to students' difficulties. They interact with lecturing faculty and section-leader TAs in ways that vary a great deal from case to case. IWP experience has shown that exceptional teaching/learning

opportunities are created if teachers can take advantage of live writing situations, situations that students themselves chose—but such contextualized instruction requires adaptability and time beyond what is required in a traditional, free-standing writing class. The workload for IWP faculty, whether permanent or temporary, thus involves considerable invisible behind-the-scenes time as they work with lecturers to develop writing in the disciplines with which they link.

For that reason, additional stipends to support TA participation in IWP are an extremely high need and a top departmental priority. All graduate students teaching in IWP would ideally receive one week of extra salaried time every quarter; an additional paid week in autumn should compensate graduate students new to IWP for participation in an extended fall orientation. Graduate students new to IWP typically have less than a week between the end of their short orientation and the first meeting of their classes. Experienced graduate students often have little opportunity to repeat courses; they teach links with new lecturers or new courses or even new disciplines quarter by quarter. Beyond the personal and pedagogical problems created by lack of preparation time, there is the equity issue. Finding graduate students who want IWP appointments is difficult in some departments because these appointments are generally perceived as extra demanding. IWP faculty do everything they can to mitigate demands, but what they can do is not enough. Most graduate students teaching in IWP place a very high value on the experience, but funding must be found to more adequately compensate them for their work.

Ever since the IWP became a unit under the English Department umbrella, its courses have been numbered as follows: ENGL 197 is used for Writing Links with Humanities lecture courses; ENGL 198 for Writing Links with Social Science lecture courses; and ENGL 199 for Writing Links with Natural Science lecture courses. The basic numbering system has worked well enough, but the use of 100-level numbers for many IWP courses has become conspicuously inappropriate. Students sometimes come to IWP courses with very modest expectations about assignment tasks because the courses are offered at the 100 level; students also sometimes feel, especially after completing an IWP course, that a 100-level number is a misleading item on their transcripts because it does not suggest the sophistication of work they have done.

As a response to this situation, the English Department began preparing last spring a request for numbering changes, and the request will be submitted to the College Curriculum Review Committee later this fall. It will specify a new pattern as follows: ENGL 197, 198, and 199 will continue to designate writing links with 100-level lecture courses, while ENGL 297, 298, 299 will designate writing links with lecture courses at the 200 level and above.

IWP Expansion: Issues for the Department and Issues for the College

The value of integrating writing instruction with students' disciplinary study has been recognized both in the language and rhetoric community and in college administrations for more than 25 years. Various ways of creating such integration can be mutually supportive, but organizing and furthering their programmatic development is challenging. The UW experience of the IWP demonstrates some of the difficulties: despite its success and its reputation, its position at home remains awkward and its potential has not yet been fully realized.

If IWP were to continue to grow, its position within the English Department might become more difficult. IWP faculty contribute to departmental curriculum development, serve on committees, mentor graduate students, and vote—but as members of a teaching-focused unit they do not hold tenure-line appointments. Therefore if their numbers were increased significantly, other Department members might become uneasy, and the program might need to seek a new administrative base. At the same time, the IWP has strong interests in common with other Department faculty, particularly those involved in development of the gateway course for majors, and those in the tenure-line language and rhetoric positions. One irony has been evident for a long time: IWP teaching regularly generates research questions, but graduate students very rarely pursue them—no doubt because IWP faculty have no time for research themselves, and they serve as graduate students' mentors only in teaching, not research contexts. IWP faculty are also interested in—and could contribute to—an undergraduate writing major if one were to be created by the department.

A different awkwardness in the position of IWP results from the unpredictability of College commitments to strengthening undergraduate education. In fall 2002, Dean David Hodge created the Undergraduate Curriculum Writing Committee (UCWC) and asked it to produce "concrete plans that will provide practical guidance for our College in creating a superior program in writing for all of our undergraduates." Following recommendations from the UCWC, in December 2003 Dean Hodge created the College Writing Council—a group of faculty from a variety of disciplines, including IWP and EWP Directors as well as the new College Director of Writing. Because the participants came from many backgrounds and the issues were complex, Council discussions continued for two years before specific plans were forwarded to Dean Hodge.

The Council recommendations took several things into account:
     --With its single, 5-credit "composition course" requirement, the UW is at the bottom compared with the requirements at its peer institutions.
     --The gap between what can be done in a single composition course and what is expected elsewhere from student writers is very large.
     --The 'W' requirement, in place since the early 1980s, does not connect opportunity for writing instruction to students' interests in any organized way, and the meaning of the 'W' designation was dramatically weakened in the early 1990s by changes that allowed large lecture courses to carry the 'W'. In most courses carrying 'W' credit, faculty no longer read student writing themselves, and the TAs leading sections who do read it receive no instruction on responding to students' work.[7]

The Council's recommendation was 1) that the 5-credit "composition" requirement be retained; 2) that a second 5-credit requirement for a writing course in a disciplinary context be established; and 3) that a Writing in the Major (WIM) requirement be created—specific ways of satisfying it to be designated or developed by each department. The 10-credit W requirement would

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[7] Analysis of registration data for 2006-2007 shows that 'W' credit was received by almost 25,000 students during the academic year; more than 15,000 of those 'Ws' came from lecture courses enrolling more than 40 students, some as many as 500. In part, the huge number of 'W' credits granted suggests that they are often acquired inadvertently, when they come with registration in some large, lower division courses.

disappear, so credits required for new requirements #2 and 3 would not increase the total—an important consideration for some majors, especially in the natural sciences.

Dean Hodge approved this recommendation, and presented it to the Provost in January 2006. A month later, however, Hodge accepted an offer to become president of Miami of Ohio. The College Writing Council continued to meet, and in May 2006 produced a report on its recommendations. But amid a changed budgetary situation (marked by other Provost-level priorities and College attention to its own structural budget deficit), the whole question of writing program development in the College went into limbo. Yet the feasibility of expanding the curriculum does not depend on requirement change as much as on resources. By offering more linked courses with departments and programs where they are present now and by adding links with new departments—especially in the natural sciences—significant targeted expansion could occur (of writing in the major courses, for instance).

IWP is interested in expanding its faculty not only because more linked writing courses could be offered in more contexts, but also because expansion would provide opportunity to redefine faculty roles. If each faculty member could work continuously with just one or two departments over a long period of time to develop faculty contacts, gain detailed knowledge of disciplinary writing issues and key course offerings, and convene more mentor groups that are fully discipline-specific, both the IWP and departments themselves would benefit. For example, IWP faculty might serve as consultants for departmental committees concerned with instructional assessment based on the writing of majors, or construct on-line archives of annotated student papers, together with assignments, from selected departmental courses.

It is essential that IWP faculty maintain their close connection to each other, but a stronger, more continuous presence of faculty dealing with language inside the disciplinary contexts for language use would have many values. An article in the April 13th, 2007 edition of *Inside Higher Education*, for instance, describes a new writing program at the University of Denver in which a faculty made up of Lecturers in Writing is both teaching and continuously consulting with faculty in particular disciplines, often focusing on particular classes. The executive director of NCTE, Kent Williamson, is quoted in the article, saying "You just don't see a lot of that kind of integration—the potential of having full-time writing instructors who are in a real conversation with one another and with the rest of the faculty."

Here at the UW, the IWP expansion plan produced for the College Writing Council includes a redefinition of IWP faculty roles that is in some respects similar to that being enacted at Denver. National interest in the Denver program suggests that integration of writing faculty, both internally as teaching units and externally as specialists working with faculty and graduate students in disciplinary contexts, can be expected to increase. The IWP has a small faculty, but they have the advantage of long experience working with writing in disciplinary contexts. In that respect, the program is well prepared to build a powerful example of integrated writing instruction in an R1 university.

It is possible, of course, for the IWP simply to continue what it is doing now, but it is difficult to ignore larger aims that the program could help to realize. Whether its offerings increase, or the

roles of its faculty change, obviously depend on College priorities under a new dean, and on ways that English Department and College aims are considered together.

C.3: English Department-Supported Writing Centers

The English Department Writing Center (EWC) is administered through the Expository Writing Program. The EWP director servers as Faculty Director, overseeing the budget and supervising the Administrative Director, who administers the day-to-day activity of the center, hires and trains tutors, and represents EWC on campus. EWC relies on funding primarily from the English department (approx. $15,000 plus Administrative Director salary) and Undergraduate Academic Affairs (approx $5,000). EWC, in conjunction with the Odegaard Writing and Research Center and CLUE (the two major, non-departmental writing centers on campus), provides a key service to students from a wide variety of disciplines, including undeclared majors and students from departments which do not provide writing centers of their own. For example, of 1,560 total EWC student visits during 2007-08, 52% focused on writing assigned in courses outside the English Department. Of the 48% of visits that were English related, 45% involved students enrolled in 100 and 200-level English courses, most of whom are non-English majors fulfilling lower-division writing requirements. 50% of our student visits came from majors in Arts and Sciences, 38% from Colleges and Schools outside of A&S, and 12% were unknown or undeclared. 44% of our visits came from students who designated English as their second language. (For detailed statistics, see Appendix L.10)

The EWC offers one-on-one peer tutoring via 50-minute, scheduled appointments which students arrange through our original (and much emulated) online sign-up. Our undergraduate peer tutors (approximately 11 per year, including a graduate student ESL specialist from the MATESOL program)) are skilled and highly trained. Chosen from a large pool of applicants, each must complete a 5-credit course (English 474) in writing center theory and pedagogy in order to work in the center. During tutoring sessions, tutors engage students in constructive dialogue relating to all aspects of their writing processes—from understanding assignments to brainstorming, conducting scholarly research, drafting, and revising. They do not edit papers; instead, they consult with writers about their individual goals, strategies, and perceived difficulties with a given assignment and employ a "non-directive approach" calibrated to steer each writer toward discovery of his/her own solutions.

In addition to one-to-one tutoring, the EWC offers additional support to TAs and students in the Expository Writing Program and university at large. The EWC maintains writing resources for students and TAs, from handouts on grammar, style, and citation formats to ESL reference books. Our Administrative Director, Louisa Peck, frequently attends 100-level writing classes to introduce the EWC, to lead 30-minute workshops on the writing and peer review process, and to facilitate 50-minute workshops on the revision process and stylistic aspects of effective writing. She also arranges with TAs to import groups of three or four EWC tutors into their classrooms, where the tutors serve as catalysts for peer review groups by modeling critical thinking and constructive commentary. This past year, the EWC has worked in close collaboration with Professor Webster and OWRC to develop writing center learning objectives and to support those with a range of best practices.

The English Department also offers significant logistical support to the Odegaard Writing Center, coordinated by John Webster as the College Director of Writing.

D: Undergraduate Academic Advising

The English Undergraduate Advising Office is one of the first points of contact for students in the Department of English. In addition to guiding over 300 English majors a year to graduation, Advising offers academic counseling and information to hundreds of other UW students every year, to prospective transfer students, and to applicants to the UW Secondary Teacher Education Program. With a staff of three professional advisors, English Advising provides guidance without an appointment five days a week, beginning at 7:30 AM and ending some days as late as 7:00 PM, making it one of the most accessible student services offices on campus. Besides working with Department faculty to to improve the quality of undergraduate education, the English Advising staff creates opportunities for students seeking internships, career exploration, undergraduate research, preparation for graduate study, and community-building. English advisors interpret and implement Department, College, and University policy, act as student advocates where appropriate, and support students in achieving their individual educational goals

In the past five years, English Advising has been reshaped by staff turnover and a physical reorganization which has combined Undergraduate Programs and Undergraduate Advising. During this time, the resilience and uncompromised quality of English Advising has been remarkable. In making changes, we have sought to reconfigure positions with an eye toward retention. At this time, we are well positioned to support a staff application for an upgrade to senior counselor so that staffing is not "flat," but rather describes a path for advancement. This will enable us not only to support the professional development of current staff, but will help with future recruitment.   Following the loss of Sherry Laing, Kimberly Swayze was rehired into the English Advising staff. She set about updating large sections of the departmental web site, fixing broken links, expanding content, creating a new database for Honors, and a new online application for admission to the English major, which is allowing us to capture new data about incoming students. Bridget Norquist, who joined the staff in 2006, assumed a new 75% position which included responsibilities for departmental study-abroad programs.

The merging of English Advising with English Undergraduate Programs, bringing both the Director of Undergraduate Programs and his support staff into the Plaza Level suite, has made apparent the logic of our organizational structure, brought the faculty Director into daily and meaningful contact with Advising, and improved communication immeasurably. The new addition to the Undergraduate Program staff is Jen Gonyer-Donohue who serves in a 90% Counseling Services Coordinator position. In addition to providing general support to both the Director and to the Advising staff, Jen has become the "events and publications" point person, editing the department newsletter, creating new web sites for TAs involved in 200-level instruction, managing our involvement in Career Discovery Week, and orchestrating the departmental graduation ceremony. Linda Ahern has assumed other critical responsibilities, such as Time Schedule coordination.

One of the important career choices for our majors is primary and secondary school teaching. While we do not have a formally defined "track" for such students, our advisors devote

considerable time to assisting students in preparing for certification in language arts. As a result of recent changes in the College of Education's work with teacher preparation, the Director of Advising and the Director of Undergraduate Programs now sit on the Language Arts Field Committee charged with reviewing and revising endorsement requirements, creating avenues for communication between the College of Education and A&S departments, and encouraging and supporting UW undergraduates who wish to teach. English, largely through Advising, has played a leadership role in efforts to bring COE and A&S into closer cooperation. The Director of Advising participated for the first time in Teacher Education Program interviews in spring 2008 and is scheduled to take part again in November.

Advising staff have also worked steadily toward building a sense of community among English majors. At an institution such as UW, with our large numbers of transfer and commuter students, the campus can seem to offer few possibilities for like-minded students to meet. Student groups and special programs are essential for creating smaller learning communities where students are able to create a shared sense of identity and purpose. The UW chapter of Sigma Tau Delta, the international English honor society, was resurrected in autumn 2007 and has become a thriving organization. The new English Honors Program, which graduated its first class in 2006, is another place where engaged students form meaningful connections with each other and with faculty. Several newer student groups, such as Stray and The Hydrophobic Ducks, provide an arts network for students interested in poetry and novel writing. Slated for launch this year is a Department-sponsored association of future English teachers designed to support students in English and related disciplines preparing for P-12 certification.

At a broader institutional level, academic advising at the University of Washington has been going through a significant period of self-examination. The UW Advising Self-Study in 2005 provided a moment not simply for assessing the effectiveness of academic advising across campus, but for revisiting our very understanding of the character and mission of advising. As a result, the College of Arts and Sciences has created a College Advisory Committee on Advising and Student Services (CACASS), published an advising mission statement, and started a bold new initiative to reorganize advising across traditional demarcations of department and discipline in order to better serve students. English Advising has played an important leadership role in the Self-Study, in CACASS, and in ArtsLink, the pilot program which is now serving as the model for collaborative, student-centered advising in A&S. The goal is to organize all undergraduate advising into "links" which form both a conceptual framework for students to use in thinking about the curriculum in relation to their intellectual interests and an organizational structure which enhances communication and collaboration among departments in related fields.

Promoting an understanding of "advising as teaching," advising directors in the "heavyweight" departments of A&S–Art and DXARTS, Chemistry, Math, Sociology, Psychology, International Studies–have been working to steer advising back to its authentic academic purposes. From a departmental perspective, campus advising, particularly the central advising offices on campus, has moved in the direction of a philosophy which focuses on student life, tending to remove academic matters to the margins. English Advising is at the forefront of a movement to define advisers as educators who work in partnership with the faculty to foster the intellectual development of students. To this end, we are working to create new structures which will allow departmental advisers to make meaningful early contact with UW students. ArtsLink has already

implemented an extremely successful "Arts Special Interest" orientation session for freshman and has plans for expansion. ArtsLink advisers have also committed to assisting Gateway Advising with summer freshman registration labs so that we can have conversations with young students. Our most ambitious new goal is to work with the Freshman Interest Group (FIG) program to create "learning link" FIGs which would include significant faculty and adviser participation.

E: Computer-Integrated-Courses Program (CIC)

The Computer-Integrated Courses Program (CIC) was created in 1990, when the Department of English successfully argued that students in 100-level writing courses would benefit from classrooms that were capable of taking full advantage of new learning technologies. Across its 18 years of curricular experimentation, CIC has expanded considerably. The program currently houses undergraduate courses in expository, interdisciplinary, and creative writing; senior seminars in literary, cultural, and cinema studies; and graduate courses on topics ranging from medieval drama to hypertext poetry. Committed to the idea that the computer has become a "natural" part of the reading, writing, research, and critical thinking processes, CIC is dedicated to developing innovative computer-integrated approaches to effective teaching and learning. Over the past ten years, the program has enrolled approximately 15,000 students in 750 courses. CIC courses take place in four rooms: two 25-station computer classrooms linked in a local-area network (LAN); and two more conventional classrooms with laptops linked to the LAN. In contrast to the design of most computer facilities, the CIC lab classrooms are arranged in three-person "pods." The special design of our clusters facilitates teaching strategies attuned to a learning style that privileges interactive, visually oriented, experiential activities over exclusive instructor lecture. CIC students have access both to their own computers and to shared desk space, allowing them to alternate between individual reading, research or writing and collaborative group work.

Besides serving students, CIC provides TA and faculty instructors with opportunities to develop technology-based pedagogy and scholarship in a variety of liberal arts disciplines. For TAs, such opportunities prepare for an English job market that increasingly values facility with educational technology. For full-time English faculty, CIC offers instruction and support in adapting traditional courses to a computer-integrated environment, invigorating teaching methodologies and enhancing student learning.

The program's faculty development efforts and support of enrolled students are carried out by a staff that includes a faculty Director, a humanities faculty liaison, two graduate-student Assistant Directors, as well as undergraduate and graduate student lab assistants. The Director hires, trains, and supervises staff; coordinates the program's course schedule; conducts quarterly TA orientations; completes classroom observations of TAs new to the program; consults with instructors on syllabi, assignments, and pedagogy; develops content for CIC faculty, student, and lab assistant resource manuals; and collaborates with scholars in English and other disciplines to conduct classroom research in the CIC labs. While the Director focuses primarily on the program's 100-level course offerings, the humanities faculty liaison recruits and supports faculty teaching upper-division and graduate English courses. Her range of CIC work includes classroom scheduling; integrating traditional curricular materials to wired classroom instruction;

contributing to and updating faculty resource manual editions; collaborating with faculty on pedagogically-related scholarship; and presenting and publishing scholarly assessments of her own and her colleagues' wired pedagogical experiments at conferences.

The Director, the humanities faculty liaison, and the Assistant Directors provide on-site and on-call technical and pedagogical support for instructors. Moreover, the director and her assistants take part in TA orientation and mentor TAs interested in wired teaching. Student assistants oversee a lab classroom used by CIC students after courses have concluded for the day. Lab hardware and software are configured and maintained by the English Department's senior computer specialist. The computer specialist's workload—maintaining CIC equipment in addition to serving over 200 department faculty, TAs and staff members—speaks to one of the program's most pressing needs: additional professional computer staffing. In the 2000-01 academic year, CIC doubled its space and more than doubled course offerings. While the program gained the part-time efforts of the humanities faculty liaison, it received no supplementary full-time technical support staff: the departmental computer specialist simply added to his existing duties, often having to work overtime to configure our machines and network before each quarter's courses began. Although he has a part-time graduate-student assistant, the position frequently turns over, requiring frequent new training.

In addition to permanent technical staff, the CIC Program requires current hardware. After doubling wired classroom space and curricular offerings in 2000, the Office of Undergraduate Education provided hardware funding for one of our two lab classrooms. Then in 2004 we struck a deal with First-Year-Programs to exchange 25 updated computers for summer classroom space. Recently, UW Technology, a unit that maintains all general-access computing labs, pledged to gift used machines to CIC as campus labs are updated. While the current arrangement allocates machines to CIC each year, this hardware is always three to four years old, and could be modified such that CIC would lose its capacity to run adequately current operating systems and software.

F: Ongoing Initiatives

When the new major was designed, it became clear that its aims and goals did not any longer correspond closely to those required for Washington State teacher certification (whose own criteria have been undergoing significant revision during the last few years). As a result, many of our students (and a substantial proportion of our majors) who are aiming toward employment as secondary or primary school teachers found themselves having to structure their course registrations to meet the somewhat divergent goals of the new English major and of the state credential. This has placed increased demands on our Advising staff, so it would likely be advantageous to all if we were again able to describe a teaching track within the major, one which would satisfy the two distinct sets of requirements. Anticipatory work in this direction was done as part of the Carnegie Foundation-sponsored Teachers for a New Era program; building upon that work, we plan over the coming year to define a specific plan and resource requirements for establishing a track that will serve the specific needs of prospective teachers in English language, literature, and culture.

Moreover, we need to return to an issue that was left in limbo at the time of our departmental discussion of the new major—the place of language study within this newly configured major. A proposal to require one course in language study for all English majors was tabled, largely because of uncertainty as to whether we had sufficient faculty in the field of language with enough flexibility in their teaching schedules to accommodate the number of classes that would be required for such a requirement. After the recent successful hiring in language, rhetoric/composition and MATESOL, we expect to renew this discussion during the current academic year.

Looking Ahead: 1- to 2-year goals

- 2008-09 Curricular Initiatives (4x4 Writing Group: Foster, Ibrahim, Vaughan, Weinbaum; Phase II 300-level Course Development Group)
- 2009-10 Curricular Initiatives (400-level Course Assessment)
- Continue reviewing (and adjusting) requirements for English Major core courses; revisit establishing 302 as pre-requisite for senior capstone course
- Clarify 200-level curriculum: learning objectives, staffing, resource allocation (general education [VLPA, W-courses] vs. pre-major courses)
- Review 300-level curriculum (re-assess number of credits that count for major; reconsider categories in the English Major core)
- Strengthen mentoring of TAs at 200-level
- Develop a teaching track within the major, working from the current teaching endorsement requirements
- Review new shape of the Honors Program

VII: Diversity

Department of English Diversity Committee Report
(May 9, 2008; Approved by Faculty at Meeting May 30, 2008)

Ad-Hoc Diversity Committee 2007-08
The Diversity Committee (DC) was established by the department in March 2007 to help the department grapple with a range of issues pertaining to diversity. The committee has met for over a year, established a mandate for 2007-08—Recruitment, Retention, and Promotion of Faculty of Color—and prepared the following action plan for presentation to the department. We also have meetings scheduled at which we will present this plan and the work of the committee to the Divisional Dean, the Dean of the College, and to the Associate Provost for Faculty Advancement.

Diversity Committee Mandate 2007-08
The DC is responsible for shaping departmental dialogue on issues of diversity. We define diversity as including both under-represented minority faculty as well as under-represented areas of scholarship and curriculum. As a first phase in the committee's work, we will produce an action plan regarding recruitment, retention, and promotion of faculty of color. We will also work toward establishing a standing Diversity Committee responsible for coordinating the Department's efforts with University-wide diversity planning and programs.

Recommendations of the Diversity Committee with Regard to Faculty
It is the DC's recommendation that the Department commit to the following guiding principles for promoting and maintaining departmental diversity:

- The English Department recognizes the need for diversity of faculty and areas of scholarship and curriculum.

- The Department commits to actively recruiting and hiring faculty of color, particularly underrepresented minorities (African American, Latino, Native American, and Pacific Islander) at all levels.

- The Department recognizes recruitment of faculty of color as a priority regardless of whether such faculty's work focuses primarily on issues of race or ethnicity.

- The Department recognizes that recruitment of faculty of color should be an on-going process that should not be limited to years in which searches are authorized. (See MLA Committee on the Literatures of People of Color Guidelines included as Appendix A).

- The Department recognizes an ongoing problem of retaining faculty of color who frequently depart before tenure or immediately after.

- The Department commits to creating resources that will facilitate the advancement of junior faculty of color to tenure in a timely fashion and to the promotion of faculty of color across ranks.

- The Department recognizes that faculty of color shoulder the particularly time intensive workload of mentoring students of color, working on university wide committees pertaining to scholarly and faculty diversity, and working outside the university on issues of diversity.

- The Department commits to developing strategies for workload assessment and compensation for all faculty that is attuned to the particular work performed by faculty of color.

- The Department recognizes that cluster hires aid in both recruitment and retention of faculty of color. In recruitment, they signal to potential hires the Department's interest in providing them with an intellectual cohort. In retention, they surround new hires with colleagues with whom they may exchange ideas and share curricular and/or pedagogical experiences otherwise potentially marginalized in Department culture.

- The Department commits to continuing pursuit of cluster hires.

- The Department recognizes that effective diversity practices take additional time and effort and require broad-based faculty support.

- As a temporary measure, the Department commits to appointing a standing Diversity Committee to help the Department develop and assess diversity practices over a five-year period.

Next Steps 2008-09

The DC will propose practices to help the Department fulfill its commitment to the above principles. In 2008-9 the DC will develop specific practices for further review by the Department. The following are some ideas for further development.

Recruitment
- Identify and maintain a database of a diverse pool of potential candidates through professional networking.
- Create a list of places in which to advertise in order to increase exposure to a diverse pool of applicants.
- During hiring searches perform outreach to diversify applicant pool.
- Track progress of underrepresented minority applications in the course of the search process.
- Explore interdepartmental resources for recruitment when applicants of color are invited to campus.
- Facilitate Target of Opportunity Hires for faculty of color.

Retention and Promotion
- Provide release time for all junior faculty of color who request it as result of overextension in advising, mentoring, and university and community wide work on questions of diversity.
- Hold an annual meeting of all junior faculty with the Department Chair, as a group, in order to discuss promotion and promote transparency about procedures and criteria for promotion.
- Create a support network for incoming faculty of color that might include faculty working on related issues and faculty in other units whose work or activism is related to that of the incoming colleague.
- Develop a system for assessing workload and compensating all faculty members that is attuned to the particular labor that often falls to faculty of color.
- Strongly consider future hires within the cluster model.

Of particular value to this Department in its diversity efforts has been the presence on campus of Luis Fraga, Associate Vice Provost for Faculty Advancement. He has met with our Diversity Committee and consulted extensively with regard to the Department's faculty hiring. We hope that with his assistance it may prove possible to coordinate more effectively College-wide activities in this area. To help launch that process, our Diversity Committee has proposed arranging a general meeting of existing diversity committees across the College.

Additional data about faculty demographics is contained in Section IV.C of the self-study.

Graduate Student Diversity

Details about graduate student diversity are contained in Section V.A of the self-study, with statistical information contained in Appendix J.3.

VIII: Interdisciplinarity in English

Interdisciplinarity is, as much as any single term, a buzz word for contemporary academia, embraced by many individuals and many departments on a given campus as an eminent goal and an ongoing practice. Some faculty members see their work as entirely interdisciplinary in orientation; some departments, including several with which our faculty collaborate, are explicitly interdisciplinary in structure (Women Studies, Comparative Literature, CHID, Digital Arts). *What* it actually describes, however, varies hugely and can be hard to pin down even in very specific contexts. What it produces and how it affects the work produced can be even more difficult to assess. Attempting to use it as something other of a catch-all term, we take it here to describe the circle of affiliations—within our department; with other humanities units (Language and Literature and Civilization, History, Philosophy); with humanities-oriented social scientists in fields such as anthropology, geography, communications; and with natural sciences and medicine—that are shaping to an increasing extent much of the scholarly and educational work that we accomplish.

Given the difficulties of tracking interdisciplinary work, what we present here is illustrative, rather than comprehensive; it leaves out many other faculty and many other projects that could have been listed as well. This particular list focuses upon active, sustained (multi-year) research and/or teaching collaborations with colleagues in other disciplines. It thus leaves out a large number of publications, lectures and other professional activities that fall within the professional trajectories of many of our faculty. The Simpson Center for the Humanities plays a central role on campus (and beyond) in sponsoring interdisciplinary work connected to the humanities; we therefore include in the appendices a list of projects recently sponsored by them in which English Department faculty and/or students have been involved (Appendix I.I). Study-abroad programs frequently have an interdisciplinary orientation, and other work described elsewhere in this self-study also falls within the domain of interdisciplinarity—activities sponsored by the Hilen endowment, for instance (Section XII), or PSWP institutes and Teachers as Scholars workshops (which bring together teachers from many disciplines).

The English Department also provides considerable contributions to the educational missions of other units on campus. In any given year, faculty regularly teach in the Honors Program, Comparative History of Ideas, Comparative Literature, Women Studies, American Ethnic Studies, the Program on the Environment, and Digital Arts. Some of these course assignments provide compensation to the Department; most of them do not.

David Bosworth

Since 2004, I have been one of four outside "senior consulting scholars" on the Advisory Board for the Thrift Project (a million-dollar interdisciplinary study of "thrift and its analogues" in American life), whose intellectual work has been centered, primarily, at the Institute of Advanced Studies in Culture, University of Virginia. We solicited work from nearly thirty scholars in diverse fields (history, economics, sociology, theology, psychology and the arts) for a three-volume scholarly study, now under submission. We have also organized a substantial interdisciplinary conference; and prepared a "report to the nation ("For a New Thrift: Confronting the Debt Culture") which was released at a conference at the Brookings Institute this past May.

Jessica Burstein

My work with the Amsterdam program (2007-09) has been driven in large part by my interest in digital humanities, and hanging around people at the Virtual Knowledge Studio in Amsterdam—and bringing Professor Paul Wouters, its director, and professor at Erasmus University, Rotterdam, to our Department to talk to graduate students about archiving, has shown me at least how smoothly interdisciplinarity can function in a European context.

Laura Chrisman

As a commissioning editor, I've been involved in a number of interdisciplinary special issue projects that bring together specialists from a range a disciplines united in a common field of inquiry. This includes: *"The Rendez-Vous of Conquest": Rethinking Race and Nation.* Lawrence

and Wishart 2001, and the current special issue of *The Black Scholar* on 'The Politics of Biracialism' that I am co-editing with Ralina Joseph (Communication) and Habiba Ibrahim (English). And I'm on the editorial board of several interdisciplinary journals, including *The Black Scholar. Journal of Black Studies and Research* and *New Formations. A Journal of Culture/Theory/Politics.*

Within the UW, I've been actively involved in interdisciplinary departments and programs: Women Studies (participating in brownbags); WISER (conference discussant). I'm an adjunct member of Women Studies and American Ethnic Studies, and a member of the Women Studies Chair's Advisory Committee. My strongest interdisciplinary activity on campus has been in African Studies. I was Co-organiser of our African Studies "Puget Sound Inaugural Workshop on African and the African Diaspora, 2007," and was co-proposer of the successful "Popular Culture and Arts in Africa" African Studies proposal to the Simpson Center for the Humanities, 2007. We are now preparing the fruits of that proposal, the seminars, workshops, lectures that take place Thursday Nov 20-Friday Nov 21st by Achille Mbembe and Sarah Nuttall.

Gary Handwerk

I participated for 4 years in the Simpson Center sponsored environmental humanities research cluster; among its projects were a lecture/reading group series on "Nature and Its Publics in the Tropics" in 2001-03. The *Texts and Teachers Program* has a dual interdisciplinary orientation; the primary course in the program, "Literature and the Environment," crosses disciplinary lines in its readings and enrolls a significant number of students from the Program on the Environment.

Rick Kenney

I was imported as an "Ida Beam Lecturer" at the University of Iowa this past October, at a four-day conference titled "Writing Science." Colloquium involved visitors from every venue wherein ink is spilled in service of science—a *Washington Post* science writer, textbook writers, essayists, and natural scientists. I read, and spoke as a respondent on two panels. Last month I gave a reading intentionally responsive to other presenters at the most recent MacArthur Fellows gathering in Chicago; this involves formal talks and informal exchanges among people across all disciplines.

Sandra Silberstein

The English Department Language and Rhetoric faculty have been active in forging cross-campus links in what we termed until recently "Language Use and Acquisition (LUA)." Several of us have actively worked to create research and teaching connections among applied language specialist in Linguistics, foreign language departments, the social sciences (e.g., Communication and Anthropology), and other colleges and schools (e.g., Education and Engineering). We have also cross-listed courses with Linguistics and Asian Languages, opened our courses to students in allied programs, and now regularly sit on student committees across campus. The English Department's Language and Rhetoric colloquium has hosted cross-disciplinary talks throughout the past decade. Last year the LUA group renamed itself CIRL, Center for Interdisciplinary

Research on Language. This winter, we will host our first day-long research symposium for faculty and graduate students.

Maya Sonenberg

I've been working steadily over this time period with Sandra Kroupa (UW Libraries) to incorporate book arts into the creative writing curriculum. In 2004, she helped me design a graduate course, and she's currently helping me design a section of ENGL 384 that will focus on structure in short stories and end with a section on book arts. She's done quite a few presentations for our grad students and will be doing another one this coming February.

Gail Stygall

In July 2007, I convened the 8th Biennial Conference on Forensic Linguistics/Language and Law at UW.

Alys Weinbaum

Eight years of work with the *Modern Girl Around the World* research group (supported by Simpson Center, Jackson School, and Center for Transnational Studies). This group has completed the collaborative part of the project and our co-authored volume is forthcoming this winter. The research portion of our work spanned at least 6 years and included our travel to Tokyo, where we co-organized a major conference on the *Modern Girl* with our colleagues at Ochanomizo University. We have presented the group's work on numerous occasions in the US and abroad.

I was a member of the NIH working group on Literature and Genomics—a two year project including doctors, scientists, policy people, and literary scholars. Our collaboration culminated in the publication of a special issue of the journal *Literature and Medicine*.

Co-author and editor of *Next to the Color Line: Gender, Sexuality and W. E. B. Du Bois*. This volume includes essays that span queer studies, feminist and gender studies, Du Bois studies, critical race studies, African American studies and history, literary study, American Studies, cultural studies, as well as sociology.

IX: English Department Sponsored Community Engagement Programs

Introduction

We take considerable pride in the range and scope of community engagement activities in which our faculty and students participate. We see this work to be an essential part of our departmental mission; we see it as closely tied to our scholarly and educational roles in ways that we intend to continue to foster as actively as possible. Most of these programs exist largely because individual faculty and staff members have, over time, been willing to do the extra, often unrecompensed or minimally recompensed labor involved in creating and maintaining them.

The University can provide very little in the way of financial or other support for such programs; most of the resources that sustain them derive from internal departmental allocation of always scarce uncommitted funding—either money or faculty and staff time and effort. Making such activities visible, much less making them actually count in a meaningful way at the Research 1 university is an ongoing challenge. Even though these programs impact thousands of individuals each year in the Seattle and Washington state communities, little credit toward merit or promotion is attached to them by the institution in any consistent way. They often exist, in consequence, in a fragile, ad hoc fashion.

A: MFA-sponsored Programs

The Creative Writing MFA program contributes significantly to the Department's community outreach efforts. Since 2001, we have transformed the program's Writers-in-the-Schools program into a wide variety of internships which benefit our graduate students, the University, and the community. These internship placements now regularly include: Seattle Arts & Lectures education programs, both in their office and in the "field" as a writer-in-residence at public high schools or middle schools; Richard Hugo House, Seattle's independent literary arts center, in programming, youth programs, or development; Powerful Writers/Powerful Schools, a literacy and arts education nonprofit agency working in public elementary schools, in the office assisting with the organization of student readings and the publication of an anthology of student work, and in classroom during daily writing workshops; the University of Washington's Pipeline Project which trains undergraduates to teach and tutor elementary school children, as seminar leaders; at Encore Medai which publishes *Seattle City Arts Magazine*; and at the *Seattle Review*. Students have also held internships at Amazon.com, Wave Books, and North Seattle Community College. MFA students are paid to participate in these internships and gain valuable work experience; the campus and community organizations with which we work gain the expertise and enthusiasm of our student writers.

Christine Stickler, Director of the UW Pipeline Project notes, "The Pipeline project has greatly benefited from our partnership with the Creative Writing Program's MFA outreach. Over the last four years, MFA students have participated in our programs in a variety of ways. From teaching a poetry or fiction seminar for undergraduates who in turn take the lessons learned out to a K-12 classroom where they are tutoring to creating a template for writing instruction that subsequent MFA students can adapt and use, these students have left an indelible impression on both Pipeline staff and our undergraduates. Many of our students have reflected that their own views on themselves as writers have changed dramatically through the learning that takes place in this seminar."

The Creative Writing Program also has a long history of outreach through its reading series. Each year, the Program brings poets, essayists, fiction writers, and editors to campus to lecture on the writing process or the publishing world, or to read from their work. These events are free and open to the public. In addition, the Castalia Reading Series, run by and featuring readings by our graduate students, has moved to Richard Hugo House, where it can be more easily attended by members of the public. This coming winter the Creative Writing Program will launch a new lecture series, associated with a new undergraduate class, Writers on Writing. These noon-time

lectures, featuring faculty from the program as well as other local writers, will be open to university staff and the public, as well as to matriculated students.

Creative Writing professors have also acted as individual ambassadors for the Program and the University. For instance, Rick Kenney has organized a credit-bearing class called "Poetry in Friday Harbor," a two-week intensive workshop in the art and practice of poetry held in September at UW's Friday Harbor Laboratories on San Juan Island. In 2007, Professor Shawn Wong took 7 writers and writing professionals, along with two of our creative writing students, to visit universities, literary organizations and writer's associations in Shanghai, Beijing, and Hangzhou, China.

The Seattle Review has from its beginning in 1973 distinguished itself as one of the region's liveliest and most intellectually entertaining literary journals. Colleen J. McElroy, Editor-in-Chief for more than two decades, cemented the journal's reputation for excellence in poetry, fiction and non-fiction and increased its visibility far beyond the borders of the Pacific Northwest, publishing some of the country's most celebrated writers, including Sharon Olds,, Al Young, Carolyn Kizer, Yusef Komunyakaa, and Grace Paley. While continuing these high standards*,* the new Editor-in-Chief, Andrew Feld has completely redesigned the journal, changing the shape and layout of the journal to reflect the new, innovative writers the journal now features. Future issues will be guest-edited by David Shields, who will bring to *The Seattle Review* innovative fiction, non-fiction and graphic stories. International-themed issues are also forthcoming, including a "Translated from the Canadian" volume. *The Seattle Review* now solicits longer works from younger writers, giving the next generation of writers the space to unfold adventurous, expansive works and offering our readers a more generous sense of a writer's concerns and ambitions than is usually found in the limited pages of a literary journal.

In addition to its success as one of America's leading literary journals, and so widely promoting the vitality and depth of the University of Washington's Creative Writing program, *The Seattle Review* serves an important role in the education of our Creative Writing MFA students. Two of our students manage the daily office operations of *The Seattle Review* and help design, edit and produce the journal, receiving an education in both aesthetic considerations and the vast minutiae that go into the production of a nationally prominent literary journal. In addition, many of our students work at *The Seattle Review* as poetry, fiction and non-fiction screeners, which dramatically increases both their knowledge of the contemporary literary landscape and their ability to form and articulate judgments about literary professionalism and excellence.

B: Expository Writing Program-Sponsored Programs

Through its partnership with the UW in the High School Program (UWHS), the EWP works with area high school teachers and students. Participating HS teachers attend an on-campus EWP orientation and luncheon, have access to the EWP website and resources, and take part in a norming session, while the EWP/UWHS liaisons visit the HS teachers' classes and provide curricular support. Rather than a top-down relationship, the UWHS/EWP partnership allows for bi-directional articulation between HS teachers and the EWP and UW. The EWP slso connects to the community through English 121 and its focus on community-based learning. Under the capable mentorship of the EWP Associate Director, Elizabeth Simmons O'Neill, who

coordinates with the UW Carlson Leadership and Public Service Center, English 121 TAs and students partner with community organizations to explore a particular social issue. Through volunteer work in the community, students write about and write for the community organizations.

In English 121 service learning courses, students work for 20-40 hours during the quarter in a community-based organization related to the theme of their particular section of English 121. All sections of English 121 are taught by TAs with at least one year of experience teaching in the EWP. The 121 TAs define their course themes and work with the UW's Carlson Center for Leadership and Public Service, which arranges and tracks student placements in community-based organizations. English 121 has expanded from 8 sections per year (2004-05) to 18 sections by 2007-08. In 2004-05, 145 English 121 students contributed 2,900 hours of service to the community; by 2007-08, 343 English 121 students were contributing 6,860 hours.

Elizabeth Simmons-O'Neill became faculty mentor for English 121 in 2004. The faculty mentor recruits and helps select TAs, revises the course teaching manual (in collaboration with current English 121 TAs), designs and facilitates a series of training and orientation sessions beginning in mid-May, continuing with on-site training at a community agency in September, a mid-autumn meeting, observation of and follow up discussion with all English 121 TAs, and ongoing liaison to the Carlson Center. Central foci of English 121 training and mentoring include asset-based community development; assignment sequences based on writing with, for, and about the community; and the integration of writing and reflection with community-based work, which is seen both as a "text" and as a mode of inquiry and research. English 121 TAs have gone on to leadership positions as Assistant Directors in the EWP, presented their service-learning composition work at national conferences, and contributed in various ways to the development and enhancement of service learning on our campus.

Beyond UW-community partnerships, the EWP also works with area public schools, community colleges, and the Higher Education Coordinating Board. For example, the EWP has recently consulted with the Small Schools Project (2007) as well as the Bellevue School District (2004-06) as each has worked to develop college-prep writing courses and resources. The EWP has also shared its curriculum and participated in workshops and retreats led by the Washington State Board for Community and Technical Colleges, while also, under the guidance of former EWP Director Gail Stygall, participating in the Washington State Higher Education Coordinating Board's College Readiness Project, helping to review the writing and reading portions of the project.

C: Puget Sound Writing Project

Since 1978, the Puget Sound Writing Project has provided professional development for K-12 teachers in the teaching of writing. As one of the nearly two hundred local sites of the National Writing Project (NWP) , PSWP works from three core assumptions that govern NWP practices: (1) that teachers who write, who see themselves as writers and think like writers, make the best teachers of writing; (2) that K-12 teachers' classroom experience makes them the best teachers of other teachers; and (3) that writing instruction will be improved through NWP-trained teacher-leaders whose work in their own schools, including advocacy, workshops, and in-service

training, will create a culture of writing. Since its inception, PSWP has served more than one thousand K-12 teachers in its various programs. Current Co-Directors of PSWP are Janine Brodine (K-12) and Robert McNamara (UW), senior lecturers in the English Department.

The core program offered by PSWP is the Summer Invitational, a four-week, 120-hour course for twenty K-12 fellows, which is followed by a mandatory Continuation Course that meets on five Saturdays during the school year. A central goal of the course is to have teachers experience the writing process much as their students do, from writing rough drafts to doing critiques to producing finished drafts for publication, either in an anthology on a course website. During the Continuation Course, fellows develop and carry out both an Implementation Project, incorporating some new strategy in their teaching of writing and monitoring its effects, and a Leadership Project, working with adults in some capacity to advance the work of teaching writing, often working directly with PSWP staff. Having finished these classes, fellows become Teaching Consultants, and may offer workshops or in-services under the aegis of PSWP.

For teachers not ready for the Summer Invitational or unable to commit the time it requires, PSWP offers two 2-week Open Institutes, one in Seattle and one in Tacoma, both taught by teaching consultants. These Open Institutes have up to 25 students and are more presentational than the Invitational, with less time devoted to teacher demonstrations. PSWP also offers an embedded institute in the Shoreline school district, which schedules more of its continuation contact hours during the school year. In addition, PSWP contracts during the academic year with schools or districts to provide in-service workshops which range from 3 to 30 hours. Putting into practice the belief that teachers are the best teachers of teachers, PSWP Teacher Consultants who have completed the 15-credit Invitational Institute provide the training. During past years PSWP has trained teachers in these districts: Bethel, Peninsula, Seattle, Northshore, Renton, Auburn, Highline, South Whidbey, Everett, and Tacoma. In 2002, a PSWP-Creative Writing partnership led to a seminar taught by Rick Kenney and a PSWP-nominated master teacher in Port Townsend, designed for teachers who were interested in learning more about the art and practice of poetry and bringing that knowledge to bear on their teaching.

PSWP was chosen of one of 18 NWP sites to participate in a four-year evaluation study to judge how professional development in writing for teachers impacts student achievement at the middle school level. The focus during the first year, 2007-2008, was collecting baseline data on the writing skills of 7th and 8th graders in the two study schools. For the next three years, one middle school will receive co-planned and co-resourced training while the other does not.

In the coming year, we will focus on several areas: communication (website redesign, reactivation of the newsletter); collaboration with the Central Washington Writing Project to build a State Writing Project network; strengthening the curriculum of the Invitational, with more focus on teacher research, professional writing, and writing in the disciplines.

D: Community Literacy Program

The Community Literacy Program (CLP) began in 1992 as a FIPSE grant-funded partnership including CLP Director Elizabeth Simmons-O'Neill and the UW's Carlson Center for Leadership and Public Service. By 1995 CLP had become a regular offering of the

Interdisciplinary Writing Program (IWP). Based on the IWP model, CLP links a 5-credit writing, reading, and research course with Education 401, a 3-credit practicum placing each CLP student in one of the program's partner Seattle Public School District elementary schools. Concurrent enrollment in English 198 and Education 401 is required.

The CLP Director identifies and serves as liaison and supervisor for CLP student work at the partner schools, and teaches both English 198 and Education 401. Supervision includes regular meetings and consultations with site coordinators for the Program and written feedback about each student who works in the schools; teachers provide feedback on our curriculum and the effect of CLP students on their classrooms. In addition, experienced CLP students can apply to serve as "Head Tutors" for the year following their completion of the Program. These Head Tutors continue to volunteer in the school they represent, meet with incoming CLP students on campus, and serve as mentors for their work in the partner elementary school. Head Tutors may earn academic credit and have access to a Students In Service (AmeriCorps) stipend.

The CLP curriculum offers a unique opportunity to combine academic research with experiential learning, bringing the two together through discussion, presentation and writing. Participants re-examine their own lives as students in addition to reading and writing about current issues in American education. Group projects focus on presenting and analyzing the schools where students work, and final projects allow students to define a subject for in-depth case-based research. All major writing assignments are discussed in individual conferences with the instructor and in peer groups, with training in relevant library research provided by Education librarians. The Community Literacy Program students include freshmen to seniors from a wide range of majors; it is part of the Elementary Education strand for undergraduates focused on careers in Education, and meets requirements for the UW's Education, Learning and Society minor. Further information is available at: https://faculty.washington.edu/esoneill/clp.

E: Texts and Teachers

UW Texts and Teachers is an educational outreach program that links University humanities faculty with high school classrooms, and high school students and their teachers with University courses. It provides for *ongoing* curricular development and pedagogical collaboration among University literature departments and high school language arts programs, on the principle that meaningful pedagogical change is rarely a matter of one-time inventions or intermittent interventions. Instead, the most effective classroom transformations grow out of sustained reflection among a set of professionals working on shared pedagogical questions and engaging in the collaborative reshaping of their own curricular and educational practices. The basic premises of our program are:

- Fundamental change in educational practices is likely to occur only over time and is most likely to result from long-term, collaborative partnerships.
- High school teachers and university faculty can and should be seen as equal partners in the process of educational transformation.
- Such partnerships result in the enrichment of educational practices and opportunities at both the high school and the university levels.

- Such partnerships, once established, are sustainable over the long-term with very modest amounts of further financial support.
- Changing high school students' experiences by bringing them into direct contact with university faculty and students is a key to maximizing their engagement with a transformed curriculum.
- We can enhance the learning environment of participating high school students by providing courses more fully aligned with current university expectations about student reading and writing and directly linked to actual university classes. We can promote the definition and attainment of specific learning objectives by encouraging fuller discussion among university faculty and high school teachers of all aspects of course design and implementation.

Working from a model originally developed at Brown University, we have over a ten-year period worked with 8 different high school teachers in 4 different high schools, and had more than 1000 high school students participate in the classes. Courses are rooted in the humanities and interdisciplinary in orientation. For example, Gary Handwerk's Literature and the Environment class has been taught over the past three years at UW and at Roosevelt High School (Seattle Public School District) and Eastlake and Lake Washington High School (Lake Washington School District). The UW version of the course is also cross-listed with the UW Program on the Environment. Crucially, *Texts and Teachers* involves high school teachers from the start in helping design the courses that are to be taught, making them partners in a shared educational project. Moreover, this program encourages ongoing interaction between classes. *Texts and Teachers* classes include one or more visits by the high school students to the University campus to participate in the linked course, along with visits by the University faculty to the high schools to do classroom teaching there.

G: Other Community Engagement

English Department faculty also participate extensively in various community- or university-based organizations: Seattle Arts and Lectures (giving introductions, leading discussions), Teachers as Scholars (workshops for local K-12 teachers linked to community or on-campus events and exhibits), local media (*The Stranger*), and others. They serve on the boards of a number of community and non-profit organizations as well.

X: Study Abroad Programs

Introduction

As anyone with experience in international programs soon realizes, study abroad is frequently the single most transformative experience that many students can undertake, for both undergraduates and graduates. Such programs require considerable time, preparation, and effort if they are to run smoothly, so that students are in a position to focus solely upon the educational and cultural aspects of any foreign setting, rather than upon the logistics behind the scenes. The UW Department of English runs some programs of its own and has its faculty (usually several in any given year) contribute their teaching time and personal energies to programs housed in other

departments (such as Comparative History of Ideas) or in the Office of International Programs (such as OIPE's Exploration Seminars). While we are proud of all of our programs, our London programs, we think, offer a model of stability and long-term success. Newer and less frequent programs offer multiple tales of individual faculty members' ingenuity and passion. Given the limited staff and resources of OIPE, a significant burden falls upon individual departments and faculty if these programs are to be sustained.

We face several critical questions with regard to our study-abroad programs, ones that we plan to address over the next few years. Given declining faculty numbers, questions about how many such programs we can effectively sustain and what contribution of faculty and staff time we can devote to them need to be seriously considered. Equally important are issues of who gets to participate and how participants get selected. Recent administrative turnover at the UW International Programs and Exchanges Office, and the Provost's Office as well, has also created significant uncertainty in areas such as budgeting, ones that we hope a soon-to-be appointed Director of that Office will work quickly to resolve.

Worth noting with regard to these programs is that the student credit hours generated do *not* appear in the College accounting of faculty and student activity; they are, in effect, invisible, regardless of whether the faculty salaries are paid from the regular Department budget or from program-specific tuition and fees. Enrollment tends to be steady, with about 30 students participating each year in the spring London program (half of them English majors) and 22 participating in the most recent Rome program in spring 2008 (where 3 of the 4 courses offered were for English credit). The initial Balkans program had an enrollment of 15 students in 3 5-credit classes.

A: UW Department of English London Programs

In 1986, the UW English Department created its first independently operated study abroad program, a spring-quarter program in London. Designed by Dr. Peter Buckroyd (former administrator and teacher for American Heritage Association in London) and Professor Roger Sale, the Program has operated in every spring quarter since 1986, making it the oldest of UW's ongoing study abroad programs. The Program has no permanent facilities in London and no permanent personnel. It has to be recreated each spring, but a crucial factor in the Program's success—and one measure of that success—has been the stability of the personnel in London and in Seattle. Dr. Buckroyd has acted as our London agent since the program was founded, performing the duties of an on-site coordinator, administrator, and bursar. Our home-stay coordinator, Janet Dunlop, has also been with us since 1986, and our instructor for Contemporary Britain, Michael Fosdal, since 1999.

On this end, there have been only two Directors and three staff members in the program's 23-year history. Roger Sale served as Director from 1986 to 1996 and W.R. Streitberger has served since 1997. The original London Program was established with three primary goals:

- to provide the highest quality study-abroad experience at the lowest price to students by holding administrative costs to a minimum. The Director's and the Administrative Assistant's time are paid by the English Department, as are faculty

salaries and benefits in spring quarter. We also pay two part-time staff in London, Peter Buckroyd and Janet Dunlop. The rest of student fees goes to pay for home-stays with 2/3 board, transport passes, books, coach hire, overnight B&Bs, theater tickets and museum and other admissions. There are no hidden costs.

- to provide an immersive study-abroad experience by placing students in British home-stays (rather than American dormitories) where they have the best opportunity to learn about the people and the culture;

- to offer a program of courses oriented to the site. There is little point in sending students to London to sit in classrooms—they can do that here. London itself is the classroom.

The Spring Program typically offers four courses, from which students are encouraged to choose three (15 credit hours). Two courses in literature or drama are offered by UW faculty each spring. Two other courses—Art, Architecture, and Society, and Contemporary Britain—are taught every year by British faculty.

In 2001, W. R. Streitberger established a 5-week Summer Program in London which has been offered every year since. This Program is entirely self-sustaining financially, although the Department contributes the Program Director's and Administrative Assistant's time. The Summer Program consists of three courses, two taught by British faculty—Contemporary Britain and Art, Architecture, and Society—and one taught by a UW faculty member. As we have learned, the two programs are not duplicates. The Summer Program caters to a different clientele: students who are not English majors but who want a culturally oriented study-abroad program; students who are majors but who cannot financially afford to spend ten weeks abroad; students who would never think of spending an entire quarter abroad focusing on humanities courses. For both groups of participating students, the London Program leaves an indelible imprint; their evaluations frequently cite it as the high point in their UW educations.

B: Programs in Italy

The English Department and the Comparative History of Ideas Program share sponsorship of a spring-quarter program in Rome, run through the UW Rom Center, to which we send faculty in alternating years. In spring 2008, the Department sent a faculty member to help launch a new study-abroad program in Padua as well.

Creative Writing has sent faculty and students to the UW Rome Center at the Palazzo Pio every summer since 1997, one of the most popular, longest-running, and largest of the OIPE's overseas initiatives. In that time, we have involved over 150 (mostly undergraduate) students in the program. Diversity of interest and background have been a recruitment goal, based on the belief that this kind of experiential and interdisciplinary diversity contributes importantly to the imaginative ecology of the group, and "bleeds back" into the wider University community in important and salutary ways. As the Program's organizer Rick Kenney reports, in this setting and, "In a way that I do not see elsewhere in my teaching practice, this intensity [of commitment

to writing] can be propagated and maintained across clock and calendar, even among undergraduates who might not normally be so academically tractable."

C: Friday Harbor Poetry Classes

First established as an Exploration Seminar in 2005, the "Poetry and Science" program has run for four years at the UW's marine research station in Friday Harbor. This is an intensive creative writing class, without prerequisite, designed to attract and serve all students interested in creative composition, and particularly in the ways and means a writer's imagination might intersect a scientist's. To that end, assignments and readings are pitched toward natural history, on one hand (including experimental and observational modes exemplified at the marine station), and several kinds of literary attentiveness, on the other. In practice, the seminar has been populated by a self-selection of advanced students who have requested a particularly rigorous program and who have insisted on meeting almost continuously.

D: Other Programs

Department faculty have frequently taught in Honors College-sponsored programs abroad (Shawn Wong in Italy in spring of 2003, 2005, 2007 and 2008; Jessica Burstein in Amsterdam in summer 2007), and Arts and Sciences-sponsored Exploration Seminars (Henry Laufenberg in Argentina, Caroline Simpson in Paris, Anu Taranath in India, Norman Wacker in the Balkans). The Balkans Program has also been done as an academic-year program in Spring 2008. English majors often participate in the Comparative Literature Autumn Quarter Program in Paris (active since 2004), where they have the option of receiving English, French and/or Comparative Literature credits. English also co-sponsors with the French and Italian Division of Romance Languages a summer program in Paris, with English Department faculty participating in 2005, 2007 and 2009.

XI: Development

Over the past ten years, development has become an increasingly indispensable task for all Research I university departments, but especially so at state institutions such as the University of Washington that have seen a steady decline in the percentage even of instructional activities that are covered by the state budget. Under the tenure of David Hodge as Dean of the College of Arts and Sciences, investment in and commitment to development increased dramatically, with steadily positive results. The recently concluded Campaign UW was enormously successful at both a general institutional and local departmental level. English has benefited from those efforts and from steady encouragement at the College level; at the same time, this Department has devoted an increasing proportion of its own faculty and staff resources and time to these efforts. In particular, we benefited greatly from the efforts that Dick Dunn put into development during his final term as chair. We work closely with development staff in the College (Chris Landman, Molly Purrington, Patricia, DePalma, and others) in keeping in touch with donors and potential donors, in reaching alumni, in organizing departmental events.

The results since the last departmental review have been impressive. From 2001 to 2008, the size of the departmental endowment grew from $4.5 million to its current value of almost $12 million; the number of endowments increased from 30 to 42; the income from those endowments grew from $225,000 to over $500,000 a year. As a percentage of the total departmental budget, endowment income now exceeds 8%. A significant portion of those funds are committed to specific purposes: 49%, for instance, go to specific student scholarships and fellowships, and an additional 34% is tied to individual professorships and chairs. Several new departmental endowments have been established in areas that were prioritized by Campaign UW—faculty professorships and chairs, graduate student fellowships—as have others in department-specific areas such as the Puget Sound Writing Project and student scholarships.

Along with targeted income, however, the Department has also gained considerable flexibility with regard to its use of a portion of the endowed budget. As that has happened, we have tried to move from the often ad hoc decision-making of the past to a more systematic use of these resources to address specific departmental issues: faculty recruitment, retention and promotion; departmental diversity; network-building among alumni. Thus, one departmental endowment (the Hopkins Endowment) has been used to fund the spring graduation ceremony for students (held in Kane Hall, with a reception following). Additional resources have been put into the departmental newsletter, and we have been discussing plans to supplement that annual spring print newsletter with a second, on-line newsletter in the fall.

Flexible funding has also made it possible to set up and to sustain programs to support faculty at specific stages of their careers—not just some, but all faculty. Thus, we already have in place a modest version of the College's Junior Faculty Development Initiative, ours targeted to newly promoted associate professors. Starting in 2007, we began giving this group of faculty three years of supplemental research funding. Starting in summer 2009, we hope to be able to offer each newly promoted associate professor a one-time summer salary grant in support of their research as well.

Endowment funds now play a significant part in faculty recruitment as well. Department and College chairs and professorships have been essential in our ability to recruit senior faculty, and in our ability to retain key faculty in the face of an ongoing stream of outside offers (in a typical year, the Department has two or more counteroffer situations—a total of x over the past y years). Equally important, these resources are instrumental in the ability of faculty here to maintain their productivity—especially in the context where many faculty are teaching large numbers of students and where many of the faculty find themselves able to afford no more than a single quarter of professional leave, once every seven years. Such support is not simply supplementary, but basic to the ability of our faculty to engage in professional activities. Moreover, the current level of state funding available for faculty travel is embarrassingly low—$500 annually per individual—and that meagerness is worsened by the longer distances and greater costs entailed in traveling to research locations and conferences from a location such as Seattle.

The impact of endowment funding is visible in other ways as well. The Hilen Endowment has supported a wide range of academic activities on campus, as well as graduate student support; a fund dedicated specifically to the *Seattle Review* is vital to that journal's operation; study-abroad programs benefit in a direct way that allows them to minimize costs to students; recent curricular

development and assessment initiatives would have been impossible without such funding. Moreover, the Department has had on multiple occasions to draw upon endowment funds to provide bridge funding for new faculty positions.

The Department's newsletter has played an important role in increasing and maintaining these development efforts. In the past two years, the newsletter has showcased important donors in ways that we trust not only express our admiration for and gratitude to them, but also indicate the indispensable contributions to the Department that different kinds of giving can make. We have also highlighted activities of our graduates and been more attuned to informing them of the accomplishments of their faculty. Faculty and staff retirements and passings now have dedicated space, as we come to understand how important these mentors have been to the experience of our graduates. We have also highlighted target areas for giving (for example, study abroad), areas which also remind alumni and ourselves of the range of opportunities we make available to our students.

A good instance of the multi-faceted impact of endowment funding is provided by our Hilen Endowment. This fund supports an endowed faculty chair (Eva Cherniavsky), and significant additional funds that have been used in a variety of ways. Since becoming Hilen Chair three years ago, Prof. Cherniavsky has: 1) established a graduate student fellowship to help recruit a top applicants in American studies; 2) used Hilen money to support travel to students presenting papers at national or international conferences, an important supplement to limited departmental and university funds; and 3) used funds to facilitate interdisciplinary faculty research initiatives in American studies. The major project to date was co-sponsorship (with Duke Women's Studies and Central European University's Gender Studies Dept.) of a conference in Budapest on "Gender, Empire, and the Politics of Central and Eastern Europe," for which four UW faculty had their participation funded. The organizing issues of the conference concerned the globalization of the academy and the question of traveling knowledge projects: to what extent is academic feminism generated in North American and European academies exportable to the academies of the former Soviet bloc countries?

XII. STAFF

The English Department currently includes 17 staff members with varying FTE and appointment duration. The FTE associated with their appointments in the payroll database would indicate a total of 15.35, but with hours/months worked factored in, the real total is 14.45 FTE. Eight staff members have part-time appointments; five do not work for 2-3 months in summer, an increasing issue as summer has become an increasingly busy time for staff in the department. Whenever a staff opening occurs, we look at workload to determine whether we should rehire for that position or make multiple adjustments instead. (See Appendix A)

Staff members are essential for any effective Department; we are lucky to have as many talented and experienced ones as we have; more frequent turnover could easily render the workload that they currently handle unmanageable. Staff are often the first line contact that students and the public have with the department. They evaluate incoming questions and help in problem solving, make referrals, and provide general information. They contribute greatly to

departmental efficiency by saving faculty time, carrying out many administrative and curricular tasks once guidelines have been established. Consistent staffing also helps to provide smooth transition during transitions of faculty administrators, who change every 3 to 5 years.

Main Office:
We constantly adjust the workload in the main office in response to staffing schedules and workload. With increased budget activity connected to several areas—gifts and endowments, the fact that English has become the home for various temporary programs funded by the college, an expanding PSWP and IWP, and the time required to track the patchwork of temporary funding for supplemental teaching, we could use additional staff help in fiscal support kinds of tasks.

Graduate Office:
Since our last review the graduate admissions process has been improved due to 1) the Graduate School moving to an electronic application procedure and 2) the department's implementation of a database for tracking applicants at the department level. Our senior administrative staff member, Kathy Mork, works with graduate students from the time they are registered in the five degree programs. A second staff person is primarily responsible for graduate admissions. Since our last review we upgraded the second position from Program Assistant to Program Coordinator, but the overall staffing level remains at two.

Computer/Tech Support:
Since 1985, we have managed to create funding for one fulltime computer support person, starting with a 50% GSA and expanding it when the College made additional resources available. About 4 years ago the College provided permanent funding for a 9-month GSA (50%) in acknowledgement of the CIC/Mary Gates workload, upgrading that position to a 12-month GSA (50%) two years later. Long term, we badly need to transform this halftime position into a fulltime staff position (see discussion under CIC Programs, Section VI.E).

Expository Writing Program:
A 90%, 10-month Program Coordinator is minimal staff support for a program the size of EWP. As a result, we have come to depend more and more on graduate students to supplement EWP administration, but attempted to do so in ways that contribute to programmatic goals with regard to administrative experience acquired by Assistant Directors. For instance, we now hire graduate students AD's during the summer to help with the preparation of training materials.

Interdisciplinary Writing Program:
A 50% program coordinator is likewise adequate staff support for a program the size of IWP (itself as big as some entire departments in the College). This position is the only staff support assigned to IWP, which has a 7 permanent lecturers and18-20 TAs/temporary faculty, teaches 70-75 courses each year, and coordinates course offerings and budget with 12-18 departments. There has been no staffing increase since 2001, even thought the program has grown by 20%.

Creative Writing:
For the current level of program activities, a fulltime 10-month program coordinator is adequate, but does significantly constrain this program's ability to engage in some high priority activities,

limiting possibilities for visiting writers, for instance. This year we are experimenting with flex-schedule during the academic year for the Creative Writing program coordinator, allowing for increased program oversight during the summer.

Undergraduate Advising:
From College funding for which we could apply last year, we gained two additional months of salary for an adviser, which we parlayed into two full-time, 12-month positions in addition to the fulltime Director. When we lost a long-term staff member a year ago, we divided those duties between several staff members. Curriculum and time schedule duties were assigned to Linda Ahern, whose payroll duties were reassigned to another staff member. Bridget Norquist took over the study-abroad programs, and we hired a 90%, 9-month staff member to assist the UG Program Director, assist with basic advising questions, and coordinate our spring graduation ceremony. In recognition of Jen's work on our Department newsletter, we are currently searching for work/study assistance to help with receptionist and data entry duties.

Writing Center:
When the writing center was first established, it had a 50% GSA assigned to manage the program. This proved to be problematic because of frequent turnover lack, the need for experience in the administrative side of the job, and problems having a graduate student supervising other graduate students as tutors (though we now hire mostly undergraduate students). About 10 years ago we combined funds from the 50% GSA with some of the program's hourly money to create the current 75%, 9-month position professional staff position.

Section XIII: Challenges, Priorities, Needs (Addendum of January 2009)

Below is a list of Department of English challenges, priorities, needs and goals for the next several years, drawn largely from our self-study and discussed at a Department meeting on January 9, 2009. Significantly impacted by the budget crisis, this list includes far fewer requests and initiatives than it might otherwise have contained; the first priority for most of us through and beyond the next biennium will be minimizing and repairing the damage that the upcoming cuts will entail. Those items that require explicit College and/or Provost endorsement and assistance are italicized; the others we see as primarily (or at least initially) departmental matters.

I: Personnel Challenges/Goals
> *Predictable hiring projections, stemming of attrition of faculty lines*
>> 1. *College affirmation of continuation of this year's canceled faculty searches as soon as the faculty hiring is resumed*
>> 2. *Reaffirmation of University, College and Department commitment to full-term contracts for reappointed lecturers*
>> 3. Updating of department hiring plan (taking account of recent retirements and resignations)
>
> *College and Provost investment in writing program administration and staffing (including*
>> *writing centers)*
>
> *Staffing supplementation—full-time computer staff support position (replacing current RA position); fiscal/budget assistance in main office*

II: Departmental/Programmatic Priorities/Goals

>Continued attention to transparency of decision-making: collective, open discussion of Department planning and policies
>
>*Permanent funding for PSWP baseline costs*
>
>Continue discussion of Department vision: articulation of relations among internal groups
>
>>1. Resolve EC membership/election discussion
>
>Continued (post-budget-cutting) discussion of faculty workload and resource allocation
>
>Development: e-newsletter, add second annual newsletter, target specific groups (former graduate students, PSWP alumni, etc.)

III: Graduate Programs Needs

>Stabilize graduate student funding—*defined, permanent TA allocation from College*; increase fellowships (Department, *College*, *Graduate School*); increase travel funding; establish long-term, agreed MFA TA allocation
>
>Develop and publicize general TA support guidelines
>
>Develop and publicize TA appointment procedures and criteria
>
>Improve mentoring (where needed), especially for dissertation process and job market
>
>Shorten average time to degree
>
>Improve competitiveness of PhD students for research-oriented academic positions
>
>Finalize new Graduate Handbook; reassess key aspects of PhD program (exams, foreign language requirement, support)

IV: Program/Curricular Initiatives

>Continue and integrate undergraduate curricular initiatives; finalize department-wide UG learning objectives
>
>Review Honors program
>
>Pursue interdepartmental discussion of MATFL (Master of Arts in Teaching Foreign Languages) degree program
>
>Discuss possible teaching and language/writing undergraduate tracks
>
>Continue and, *with College or Provost assistance, expand* English Language Learner pilot courses
>
>*Expansion of writing-in-the-disciplines initiatives with selected departments through IWP*

V: Diversity Priorities

>Continue commitment to diversity with regard to faculty hiring and graduate student Recruitment; *expand College-wide collaborations in these areas*
>
>Strengthen mentoring of faculty and graduate students of color
>
>Focus upon retention of graduate students of color
>
>Extend diversity activities more systematically to undergraduate students and to departmental community engagement projects