

University of Washington

Department of

GERMANICS

Self-Study

1997

Department of Germanics Self-Study, 1997

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Department of Germanics Self-Study, 1997

I. GERMANICS AS DISCIPLINE AND DESCRIPTION OF THE UNIT

Unit authorized to offer degree programs: Department of Germanics

School or College: College of Arts and Sciences, Division of Humanities

Exact titles of degrees offered: Bachelor of Arts in Germanics; Master of Arts in Germanics; Doctor of Philosophy in Germanics

A. Mission and Goals: Language and the World--German as World Language

As modern philosophy of language has continually emphasized, language is not a phenomenon that somehow stands over against some "objective" reality, as its mirror or register, as it were; instead, language is the very matter and substance of the world, the medium by which reality is constructed and arranged as a comprehensible intellectual phenomenon. The boundaries of our linguistic capacities hence also define the boundaries of our intelligible world, and those individuals who expand their language skills and their linguistic horizons also expand the horizon of their world experience. Even in the contemporary electronic era, in which simulated images and virtual realities founded on the production and reproduction of visual matter are becoming increasingly important, language still provides the indispensable framework that makes these visual systems intelligible. Indeed, in this "visual" culture, language is of increased significance, since it provides a reflective medium, beyond the spontaneity and immediacy of visual perception, that affords the possibility for reorganizing and hence critically refashioning visual perceptions. If images are effective in stirring the passions, language functions as a tool of the mind; and the translation of image into word represents a crucial step in our critical encounter with the world. Language study thus is not an educational experience among others; it forms and shapes the very avenues by which we experience the world as intelligible entity. In the broadest sense, the mission of the Germanics Department is to promote precisely this enlargement of students' experiential horizons by widening their linguistic purview and enhancing their sensitivity to language in general. We remain convinced of the importance of the study of language for a liberal education, and we strive to help students understand how language is used and its critical function in modern society. Along these same lines, we teach students to work with and analyze verbal structures and cultural constructs, primarily from the German-speaking areas, but as representative of these analytical faculties in general. In addition, we study and teach critical reading, analytic writing, and the implications of language as a cultural phenomenon.

The German language joins English, Spanish, Chinese, French, and Japanese--among others--as one of the prominent languages in the world today. German has historically been one of the three most frequently taught foreign languages in the United States, and the especially rich intellectual, cultural, and artistic traditions produced by German-speaking Europe have become fundamental

building blocks of Western culture and the self-conception of our civilization. The specific disciplinary mission of the Department of Germanics is the dissemination of these German intellectual and artistic traditions. The object of our teaching and our research is not limited to the narrow area of German "language and literature"; rather, language (in the philological sense) and literature are but two of the domains--if the most prominent ones--we study as reflexes or examples of broader German and European cultural traditions. In this sense Germanics is by definition an interdisciplinary field, encompassing, among other things, philology, literary studies, philosophy, politics, sociology, the arts, and popular culture. In our approach we do not define ourselves solely as the advocates of the culture of German-speaking Europe, but as its critics, as well. Indeed, we are convinced that one can learn as much from the errors and aberrations of German cultural and political history as one can from its lasting contributions to world culture.

In the service of these missions, the Department of Germanics is committed to excellence in educating undergraduates who pursue majors or minors in German language, literature, and culture. On the undergraduate level we also offer a wide spectrum of courses in English on aspects of German culture and history for general humanistic education. A mix of language, literature, linguistics, and culture courses offers students variety and sequential depth and allows them to choose combinations that fulfill their major, minor, or general education requirements. We also aim to provide thorough German language training in all four skills (listening comprehension, reading, speaking, and writing) through a program structured to sequentially develop higher levels of proficiency in each of these skills. Our objective here is to educate and prepare undergraduates and graduates to gain fluency in the oral, written, and comprehensive command of German. Our language-learning offerings are enhanced by several fast-track intensive language courses and a business German option for advanced students seeking to apply their knowledge of German in their professions. At the graduate level, students select several areas of concentration in medieval and modern literature, philology, linguistics, pedagogy, and special topics. Our educational aim on the graduate level is to develop in our students both extensive and intensive knowledge of the language, literature, thought, and culture of German-speaking Europe, and to nurture their critical and discursive skills through research and scholarly writing. Our mission is to prepare students for careers in teaching and research at universities, colleges, and community colleges, as well as for professions in the international arena. The graduate program in critical theory is an additional option available to students desiring to integrate their doctoral studies in Germanics with a broader study of theoretical issues extending to all humanistic disciplines. Opportunities to study at a variety of German institutions offer qualified undergraduate and graduate students valuable educational, cultural, and practical experiences abroad, while augmenting their appreciation for their own culture.

B. History of the Department

The Department of Germanics, originally entitled The Department of Germanic Languages and Literature, was first established with the founding of the University of Washington in 1861. In 1972 the name of the Department was

changed to The Department of Germanics to reflect the more comprehensive nature of the program's contents and the development of a German Area Studies track as an undergraduate major.

Earliest extant Departmental records date back to an Annual Report to the Dean of the College of Arts and Sciences in 1964 tracing enrollment totals from 1961 through 1964. These totals reflect a growth in total enrollment from 904 in 1961 to 1,652 in 1964. Steady enrollment growth continued through 1967 (2,194) with 84 undergraduate German majors, 25 undergraduate education majors in German, and 77 graduate majors in 1967, at which time 26 BA degrees, 44 MA degrees, and 5 PhDs were awarded. This year represents the high-water mark in terms of the numbers of students pursuing studies in Germanics on all levels. But already in this period of relative flourishing the signs of imminent crisis were already apparent, as indicated by the initiation as early as 1967 of an "alternate PhD program" emphasizing pedagogical rather than an academic research orientations. This evolved into the "Doctor of Arts" program in Germanics formally introduced in 1970, moved into the Graduate School in 1978, and following a Graduate School program review, eliminated in 1985. The rise and demise of this program reflects the perceived need to expand the professional options for graduate students in Germanics and the practical failure to realize such alternative careers. This same need is even more urgent today, intensified by the failure of such programs for alternative careers and by the diminishing role foreign language study has come to play in educational curricula. That this decline has occurred despite the growing perception of an "internationalization" of the political, economic, and cultural worlds, reflects one of the major failings of American education in recent years.

The years following 1969 reflect what has been termed a "catastrophe" on the graduate level in Germanics, a reduction of the number of sub-faculty positions from 38 to 23, elimination of graduate financial support by approximately 50%, and the loss of several senior and a few junior faculty positions. Instrumental in this downturn was the elimination of the foreign language requirement at the University of Washington in 1969, and similar changes were experienced in German and other foreign language programs across the country. The history of the graduate and undergraduate programs in Germanics since that time have been marked by the attempt to make the study of German language, literature, and culture more accessible and attractive to students. Beginning in the 1970s greater emphasis was placed on providing educational opportunities for non-majors by introducing, expanding, and eventually providing greater cohesion to courses offered in English on topics of German literature, philosophy, cultural-historical movements, and individual authors. This concern with contributions to general liberal arts education at the University remains one of the focal points of the Department's educational mission today.

In 1978 a major reform of the graduate program was undertaken to promote greater coherence and improve coverage of the major areas of the discipline, especially at the MA level. A number of 3-credit courses in literature and civilization were reorganized into a new format of one 5-credit course and one 3-credit proseminar for each of three quarters in the 18th, 19th and 20th centuries respectively, and meant to complement one another and provide the student with

the breadth of knowledge through a comprehensive survey on the one hand, and in-depth study of a special topic or author in the other.

In 1991 the Department initiated a further wide-ranging revision of both the undergraduate and the graduate programs, in part in response to the need to make the transition from the three-credit course system to the five-credit system gradually adopted by most disciplines at the University. The two undergraduate majors were streamlined, with a reduction of the core courses in each sequence from three to two, and the introduction of more flexibility in electives within the major tracks. The series of literary survey courses on the 400-level, open to both graduates and undergraduates, were eliminated in favor of discrete upper-division undergraduate and graduate-level literature and culture offerings. The graduate program was revised with an eye for the increased professionalization of the graduate students, allowing greater specialization and more focus on research preparatory to the dissertation at the post-MA level. In conjunction with this program revision, we extended the time of support for our teaching and research assistants from four years to students entering with the BA and three years for those joining the program with an MA, to four and five years respectively.

The past ten years have been a time of major transitions in the faculty make-up of the Department. During this period two faculty members left the Department due to retirement, and several faculty were lost to competitive offers from other institutions. Fortunately, during the same period the Department was able to recoup most of these losses by hiring several new faculty. In fact, seven of the current thirteen members of the Department were hired since 1988. Of these, five are women and two are men, helping the Department approach an even gender balance (7 male and 6 female professors).

During this decade Germanics been able to expand its contacts with other institutions and bring eminent scholars to our Department for both lectures and courses. In this regard our program has been especially enriched by the acquisition of the "German Academic Exchange Service" (DAAD) professorship, shared with the Department of History and the Jackson School, and held by Willfried Spohn from 1989 to 1993, by Dorothee Wierling from 1993 to 1997, and by Dagmar Reese since September of this year. More recently, the Department has been successful in soliciting funding from the Max Kade Foundation to sponsor the Max Kade Distinguished Visiting Professorship, a valuable and enriching program that brings to Seattle for one quarter every year an eminent professor from Germany who teaches a graduate course and presents one or more lectures in the Department. These began in the spring of 1995 with Professor Horst Wenzel, Humboldt University, and continued in the spring of 1996 with Professor Dieter Borchmeyer, University of Heidelberg, in the spring of 1997 with Professor Joachim Bumke University of Cologne, and in the spring quarter of 1998 with Professor Georg Braungart, University of Regensburg.

The Department has expanded its contacts with other units of the University and with the community at large through sponsorship of Katz, Walker-Ames, and Danz lecturers, as well as through its participation in the newly established undergraduate European Studies major and cooperation with the Title VI Center for Western European Studies and the Humanities Center. Most recently, we have

attempted to resuscitate the idea of a German language dormitory on campus--the once thriving German House fell victim to the budget cuts of the early 80s--by joining with the Slavic Department in a shared Russian-German House. Finally, in 1995 the Department reintroduced the annual Germanics newsletter, which is sent to all former faculty and alumni, as well as to friends of the Department throughout the State and the nation.

II. DEGREE PROGRAMS

A. Bachelor's Degrees

1. Program Objectives

The Department offers two tracks for the BA degree, one for majors in German Language and Literature (GLL), the other in German Area Studies (GAS). We introduced a German minor in 1994/95 in order to allow a choice between the above two programs on a less demanding scale (30 credits of upper-division courses instead of the 53 for GLL and 50 for GAS majors). In addition, minors have the option of specializing in Germanic linguistics.

The major in GLL is designed for students who wish to acquire a solid humanistic background, knowledge of Austrian, German, and Swiss literature ranging from the Middle Ages to the present, skills in literary analysis, and active proficiency in the grammar and style of contemporary German. This major also prepares students for graduate studies and teaching careers in German, Comparative Literature, other fields of the humanities, as well as for employment in cultural and political institutions dealing with Central Europe. The major in GAS is designed for students who wish to acquire a more general background in Austrian, German, or Swiss culture, literature, and history. Some of the courses for the major are offered in the English language, and subject-related courses in other departments form an integral part of this program. The GAS major helps to prepare students for careers in international affairs and relations, international law, business, etc. Both degree programs have interdisciplinary components in their curriculum, especially German Area Studies.

Both major programs promote humanistic educational goals such as:

- Increasing students' critical consciousness and sensitivity toward their own language and culture through exposure to foreign traditions and a foreign language.
- Developing the skills of analytical and integrative thinking which lead to critical discernment of significance and the questioning of assertions. These skills are of particular importance in confronting the challenges of current civilization: e.g., the media bombardment, the easy technological access to fact and fiction, and the usage of vague, inaccurate, or misleading language.
- Teaching how to communicate clearly and concisely in both written and spoken form (with stylistic elegance in the native language); how to do research, organize materials, and mobilize creative potentials.
- Inspiring the students to acquire self-examined values and to apply qualitative criteria to major decisions so that their lives will have meaning and purpose.

a. Enrollment.

While shortly after the introduction of German Area Studies in 1988/89 both degree programs had approximately equal numbers of students, trends in the last four to five years indicate a surprising change. The traditional major in German Language and Literature has markedly increased in demand relative to the German Area Studies track. According to Autumn quarter 1997 enrollment figures, the relationship of GLL to GAS is roughly four to one. The number of overall majors has varied considerably over the past ten years, reaching a low of 32 in 1987 and a high of 61 in 1992. But we currently have the same total number of registered majors as we did in 1986, at the beginning of this ten-year period. The yearly figures for registered majors are given in the following table.

Number of Germanics majors by year.

1986	36
1987	32
1988	43
1989	43
1990	45
1991	44
1992	61
1993	53
1994	47
1995	46
1996	40
1997	36

It is important to stress that these statistics are based on "registered majors," that is, students who are declared majors who are also registered in a Germanics course in the quarter for which the count is taken. This is an imperfect measure, since quite a few of our students are double majors and may not be enrolled in a Germanics course every quarter. This fall, for example, we have 47 declared majors, while only 36 are registered in courses. But even taking the flawed statistics of registered majors--the only consistent data that is available--the only discernible trend is a bulge around the early 1990s, perhaps part of the resonance to German unification that was registered by programs throughout the country, a bulge that has now universally subsided. These figures, at any rate, do not record any remarkable loss of majors during this period in absolute terms.

b. Double Majors or Degrees.

Both major programs allow (in respect to required credits) the combination with a second major or a second degree. Recent experience confirms that students increasingly perceive the desirability of using these options to their academic advantage. German Language and Literature students have selected a second major--for example, in another (foreign) language, in art, biochemistry, biology,

chemistry, communications, engineering, history of ideas, music, linguistics, philosophy, or zoology. German Area Study students have pursued double majors or double degrees with fields such as anthropology, business administration, economics, geography, history, European or international studies, and political science. We encourage the students' intellectual curiosity and welcome their interest in obtaining an academic foundation in more than one discipline. The development of diverse skills and methods of inquiry will prepare them best for a world of rapidly changing employment situations. It is no coincidence that several of the students majoring simultaneously in German and the natural sciences, for example, are also honors students, since they have pursued especially challenging yet quite distinct double majors.

c. Honors.

Before the two-year language requirement was abolished in 1969, the honors program in the Germanics Department was large enough to accommodate a number of discrete honors courses. Since then honors has been offered on an *ad hoc* basis, whereby honors students do intensive and extensive extra work in regularly offered upper-division courses. Students have the option and are encouraged to develop an honors thesis involving independent research in their senior year. Honors theses are submitted to rigorous standards and usually undergo several revisions before they are accepted. The number of honors students in the Department and the number of those who have chosen an honors thesis in lieu of another 5-credit *ad hoc* honors course have not fluctuated significantly in recent years.

d. Undergraduate "Proctors."

Student proctors with advanced language competency have continued to make use of the opportunity to supervise German conversation of first- and second-year students in small groups in the context of our German Through Film series (Ger. 150/250). The proctors work under the guidance of a faculty member with material based on a series of films graded toward different levels of language skills. Although the proctors cannot count more than a total of four credits for assisting in two of these courses toward the major, many continue beyond this limit since they find the practical application of their conversational skills as group leaders a valuable learning experience.

e. Academic-Social Interaction.

Undergraduate majors and minors and other students interested in German language and culture have over the years been involved in social activities related to their studies. The German Club elects officers, maintains a "Stammtisch" (weekly round table for German conversation), and has been more or less successful in arranging German-speaking student residences. For the last five years graduating seniors in Germanics have also helped organize a separate Departmental graduation ceremony with speakers from the faculty and a reception for graduates, their families, and professors. The Department's weekly showing of German films and the opportunity to attend the Germanics Lecture and Colloquium Series allow the students to further immerse themselves in the subject matter of their studies. In

addition, the local chapter of the German Honors Society, Delta Phi Alpha, founded at the UW in 1931, holds an annual meeting for initiating new members and upholds strict entrance requirements. Usually the initiation celebration is enhanced by a lecture from a faculty member as well as by the awarding of monetary and books prizes for high achievers.

f. Regional comparison.

From a regional perspective, the undergraduate program in Germanics at the University of Washington offers the greatest diversity, comprehensiveness, and range of courses in German literature, linguistics, culture studies, and history of ideas among the universities and colleges of the State, indeed, of the Pacific Northwest. In Washington's private as well as state colleges and universities, with the exception of the University of Washington, undergraduate instruction in Germanics tends to be offered in foreign language and literature departments. The University of Oregon--but not the University of Idaho--has its own departmental program in German providing a variety of courses on the lower- and upper-division levels. However, it cannot teach them on a regular basis because of limited staff resources. This is also true for Washington State and Oregon State University. These institutions generally have to make do with half of the number of FTEs found in the UW Germanics Department. Transfers of students not only from community colleges but also from these four-year institutions into our BA, and especially into the MA and PhD programs, are not uncommon.

2. Standards for Measuring Success of the Undergraduate Programs

Evaluation of curricular and instructional quality in Germanics is carried out on the basis of several assessments, among them:

a) Student ratings of TAs and faculty, which is mandatory for TAs and junior faculty for every course taught, and which has a very high rate of voluntary participation beyond the required minimum among tenured faculty.

b) Peer teaching evaluations by faculty--every year for junior faculty and every three years for tenured faculty.

c) (1) Extra-institutional and internationally recognized language tests; (2) critical analysis of samples (usually final exams and/or term papers) of student work from selected senior classes; and (3) diagnostic tests for linguistics.

d) Evaluation of responses to questionnaires from seniors in Germanics.

e) Academic success of our exchange students at German universities.

f) Admission of graduates to graduate and professional schools.

g) Prizes and scholarships won by students for outstanding achievements in the Department and the University.

Ad a) Students have given above-average to very high ratings to the instructional quality of TAs in first- and beginning second-year language courses. This, the Department believes, is the result of tightly supervised TA teaching and the offering of graduate courses in language pedagogy. Teaching effectiveness is one of the criteria for continued TA support. The language coordinator, as well as other

faculty members, visit TA class sessions regularly, meet with the TAs afterwards, and write reports on their performance.

Ad b) Faculty members have received high to very high marks in student ratings and in peer teaching evaluations. The Germanics Department considers the instructional quality and efficiency of its faculty members to be of paramount importance. It is convinced that research and teaching stand in a relationship of reciprocal enrichment.

Ad c) The specific results of the measurements in categories (2), samples of student work, and (3), diagnostic tests in linguistics, are analyzed annually in the report entitled "End of Year Assessment of Undergraduate Studies in Germanics," which has been sent regularly either to the Dean's Office of Undergraduate Education or to the Office of Educational Assessment. Evaluation for category (1), language proficiency, proceeds as described in the section of this report on our German language program (see section III).

Ad d) As the percentage of returned questionnaires fluctuates wildly from year to year, senior surveys have recently been distributed prior to the exit quarter, and we are considering requiring that they be submitted at the time graduation applications are submitted. The surveys of 1995/96 and 1997 indicate that 92% of students are "very satisfied" or "satisfied" with their choice of German as a major. A high number rate the quality of instruction, courses, and academic advising "good" to "excellent," likewise the instructors' concern for students, as well as the overseas programs. Only one student did not consider study abroad productive. (For a more detailed statistical and descriptive evaluation of the student survey see Appendix F).

Ad e) An average of five to twelve UW undergraduates per year study German language, literature, culture, and related courses at German universities, mainly in Tübingen, Freiburg, Duisburg, Mainz, and Berlin. In addition, students enroll in summer language programs offered by the Goethe Institute and at the Internationales Kulturinstitut in Austria. The Germanics Department actively participates in study and exchange programs administered by the UW's Office of International Programs and Exchanges and encourages its undergraduates to study abroad. Credit and grade equivalencies given for the courses taken overseas testify to the academic enrichment these opportunities provide for our majors. In the questionnaires, the study-abroad program has uniformly been described in the most positive terms by participating students. When they return to the UW, the higher level of class involvement, vocabulary literacy, cultural awareness, and language sensitivity becomes immediately obvious and contributes to the general quality of learning. Some of these students were even able to substitute a graduate seminar for a required fourth-year course.

Ad f) Germanics majors have gone to graduate schools such as UC Berkeley, Duke, Harvard, MIT, or Virginia, others to professional and medical schools. Some of our graduates have elected to do graduate work in UW departments such as Germanics, English, or Comparative Literature, some have entered the School of Public Affairs or pursued International Studies, while others have gone to German universities for graduate-level studies. Several students interested in becoming teachers have completed their course work in Washington State's colleges of education. Those not pursuing graduate or professional degrees have taken jobs in a

variety of occupations and in managerial or business-related positions. One recent graduate opened his own construction company, having learned the trade as a part-time student. (A partial list of graduates between 1992 and 1997 and their further pursuits appears as Appendix E)

Ad g) The Departmental Boetzke Prize and/or the Franz Sommerfeld Award are annually bestowed on the student(s) with the highest academic achievements in German. Several recent undergraduate students have won Fulbright or Rotary Scholarships to Germany, one a graduate fellowship to Harvard. Among the students who took honors courses in German and simultaneously majored in the sciences, Ilona Barash was awarded a Barry Goldwater Scholarship and Johanna Brugman received the George and Barbara Akers Scholarship.

SUCCESS according to these assessments is mainly attributable to the dedication of the instructors, the quality and effectiveness of teaching in Germanics, and to the type of student we attract. Foreign cultures and their best works ranking as "world literature," by the very nature of their unfamiliarity and/or complexity, appeal to only a limited number of students, and to even fewer if communication does not occur in their native tongue. Effective teachers, excellent translations, and/or the mastery of the medium facilitate the understanding of such cultures and works. Even when language and history are shared, as is the case for a majority of US inhabitants, the social and "epistemological" difficulties in grasping and accepting different ethnic entities and their cultures have become only too obvious. Thus the Germanics faculty considers it their primary task to make texts of German-speaking Europe and their cultural environment accessible to students. It goes without saying that both upper-division and graduate-level teaching benefit from a faculty that is oriented toward research as much as it is toward student learning.

DIFFICULTIES AND IMPEDIMENTS: In contrast to the situation in developed Asian and European countries, foreign language instruction in the USA is deficient on the primary and secondary levels of education. This translates into the fact that college students have to devote extra energy and time to foreign language learning. The first two college years of German language credits do not count toward the major degree, so that the student starting without prior skills in German has to take a minimum of 80 credits in the field to graduate with a BA. To overcome these initial impediments, Germanics faculty members have to be excellent in creating curiosity and enthusiasm for their subject, the richness of the thought, literature, and culture of German-speaking Europe, as well as teach a critical stance toward aberrations in its history and societies. The usual faculty teaching load of 23 - 25 hours per academic year is higher than in many other departments of the University and significantly higher than in many comparable German departments in the country (example: UC Irvine: 15-18 hours). This high teaching load affects research as well as teaching. In addition, some faculty members are expected to do undergraduate advising and equivalency credit transfers during summer quarter (without remuneration), which interferes with the coherent and uninterrupted block of time required for serious and thoughtful research.

3. Involvement of Undergraduates in Research

Since students need instruction and guidance before they can embark on independent worthwhile research, Germanics thus far has provided opportunities for independent, supervised studies either in conjunction with regular course work or on the senior level. The latter involved research resulting in a senior or an honors thesis. The Undergraduate Committee has initiated an investigation into other forms of supervised research as well as into the feasibility of defining the parameters for internship credit applicable to our students here and abroad. The senior survey indicates that students would welcome such opportunities. A faculty decision on ways to implement this effectively and for the benefit of the students is expected this year. This year we have undertaken two new initiatives for involving undergraduates in research. One is a project connected to the German heritage of immigrants to Washington State. In conjunction with the German Heritage Society in Seattle, we are sponsoring undergraduates to compile data on the German heritage community and to study documents (letters, diaries, family histories, etc.) of German immigrants. We envision this as an on-going project that could continue indefinitely, assuming that there is enough interest among the students. We are also engaging undergraduates in an interdisciplinary web site project on Vienna 1900, where they are involved both in the technological and the contentual elements of the project. The grant proposals for this project that are currently under development specifically include an undergraduate research component.

4. Steps Taken Toward State-Mandated Accountability Measures

While broadening our programs for undergraduate students, we have consolidated and streamlined our course offerings to make them as flexible as possible in order to accommodate the needs of our undergraduates. They allow students to switch tracks within the major if need be, mainly in order to reduce their time toward graduation. Restricted budget allocations, however, have prevented us from offering 200- and 300-level core courses in language, literature, and culture, as well as required 400-level courses, more than once per year. This has given rise to student complaints about the unavailability of required courses in certain quarters or lack of sufficient choice of courses for majors. Occasionally the undergraduate advisor has had to recommend that a student take a related graduate course given in a later quarter in lieu of a missed 400 course so that a graduation deadline could be met.

In 1991, Germanics undertook a major revision of the undergraduate majors programs. Highlights of these changes include:

- Our 300-level core courses were redesigned so that majors in both German programs could take them. Some courses were eliminated.
- All literature and culture courses were raised from 3 to 5 credits.
- Mixed undergraduate/graduate courses on the 400-level were eliminated because they were not as effective as expected in addressing the particular needs for each of these learning constituencies.

- Extensive historical survey courses on the 400-level were replaced by greater in-depth study of selected authors, themes, genres, or problems representative of the period under discussion.

- A variety of new courses on the literature and culture of German-speaking Europe in English translation have been offered. These courses on the 200- and 300-level are primarily for non-majors, but a limited number of the upper-division courses also serve as electives for majors and minors in Germanics, especially in the German Area Studies program.

5. Goals for the Future

In addition to newly introduced or currently finalized plans for change and improvement (as outlined in the preceding section), we envision the goals that are listed below. It should be noted, however, that any drastic changes in our undergraduate programs are not currently warranted for the following reasons: The Germanics Department has a tradition of striving for balance in curricular innovations and continuity. Intellectual and cultural trends in the field are taken into account, constant self-monitoring and feedback occurs, and pedagogical practices as well as the latest options in technology are examined. If these promise real improvement (and do not just sound good on paper), they are introduced. This has resulted in the Department's long-standing record of teaching excellence based on the composition of a diverse faculty securing the practice of varied and yet rather comprehensive and solid teaching approaches to literature, culture, and language. Our programs, however, have room for improvement on several levels:

- Introduction of distance learning on the Internet for selected courses (see section on continuing education).
- Expansion and more frequent scheduling of core courses in the major.
- The addition of more courses with general interest topics offered in English for liberal arts students based on the expertise of the Germanics faculty.
- The regular offering of a senior capstone seminar. This used to be a regular part of our program but had to be cut due to resource limitations.
- Instituting or facilitating internship programs in the Seattle metropolitan area and abroad. This will prepare students for hands-on acquaintance with past and present trends in culture, the arts, and business, in international relationships, especially between the US and Central Europe. It will also provide students with the chance to explore possible niches for future careers.
- Providing possibilities for responsible, supervised undergraduate research in conjunction with a faculty member's research project benefiting the student's academic growth.
- In addition to individual consultations, the scheduling of general orientation meetings in autumn quarter for German majors and minors (as a small department we saw no pressing need for this in the past). They will have as principal features: (a) an introduction to and a question-and-answer session on German undergraduate programs at UW and abroad; (b) the

establishment of contact with students reporting about their overseas experiences. Such general Departmental information sessions would undoubtedly encourage other students to embark on international studies and make use of the University's study abroad programs.

- Expanding extra-classroom opportunities for undergraduates to use the German language in non-academic as well as academic interactions, such as in the atmosphere made possible for "German House" residents.
- Strengthening the academic-social interaction of undergraduates through general interest lectures given by faculty and visiting lecturers outside of the classroom. Also, depending on the availability of time and interest by a faculty or graduate student director, students could be motivated to stage the performance of a drama in German (this has happened several times in the past, but has not occurred recently due to budget and time restrictions).

B. The Graduate Program

The Germanics Department at the University of Washington represents one of the largest programs offering advanced degrees in Germanics in the entire country. The only other program of comparable size on the West Coast is UC Berkeley. At present we have 33 graduate students enrolled in the program, 26 of whom receive support as Teaching Assistants or Research Assistants. We have 12 faculty FTEs in the Department plus 1 visitor from Germany who teaches one graduate course per year (the Max Kade Distinguished Professor). All undergraduate courses are taught by faculty and graduate teaching assistants. As opposed to many other language programs of our size, we do not have additional teaching associates or lecturers to teach lower- and upper-division language courses. UC Berkeley has 12.5 FTEs, 2 visitors teaching occasional courses, 2 lecturers, and the identical number of graduate students enrolled (33). Indiana has 15 FTEs plus 4 other faculty (lecturers, part-time, and visiting faculty) and 29 in-residence graduate students. Ohio State has 13 FTEs, 3 visiting FTEs, 3 non-tenure stream FTEs, and 40 students enrolled. Michigan has 10 FTEs, 3 lecturers, 2 visiting professors, plus the Max Kade Distinguished Professorship that we also have. They have 20 students enrolled in the program. Minnesota has 13 FTEs, 1 non-tenure stream FTE, and 22 graduate students enrolled in the program. These figures, graphically portrayed in the following table, indicate that we run our program with considerably less teaching staff than our peer institutions, although we have the second-highest number of graduate students enrolled.

School	number of graduate students	tenure or tenure-track FTEs	other faculty
UC Berkeley	33	12.5	2 lecturers 2 visitors
Indiana	29	15	4 other (lecturers, part-time, visitors)
Ohio State	40	13	3 visiting FTE 3 non-tenure track
Michigan	20	10	3 lecturers 2 visitors 1 quarter (Max Kade)
Minnesota	22	13	1 non-tenure track
UW	33	12	1 quarter (Max Kade)

In the fall of 1991 the Department undertook a major revision of its graduate program. The former program had been in place since 1978 and consisted of a mixture of a number of 5-credit survey courses in literature and civilization and 3-credit proseminars that were meant to complement one another and provide the students with breadth of knowledge through a comprehensive survey, on the one hand, and in-depth study of a special topic or author, on the other. All seminars were offered for 3 credits and students were required to enroll in three courses for a minimum of 9 credits per quarter. Instead of offering a combination of three-credit graduate-level courses and five-credit surveys we decided to abandon the survey-format, streamline the program, and offer all graduate-level courses for five credits in order to concur with the practice, widely adopted by a majority of units in the College, of offering 5-credit courses on all levels. Seminars are now offered on special topics, allowing for more specialization, and they follow a pattern that provides for flexible program planning and historical coverage of the material. We also created two new courses, German 500 and German 501, to be offered in alternate years. German 500, "Theory and Bibliography," introduces the students to a wide variety of theoretical approaches to literature and culture such as phenomenology, semiotics, feminist theory, poststructuralism, etc. Students also learn about research tools, bibliographies, the MLA style format, and other issues of academic publishing. German 500 has proven to be a valuable and successful addition to our graduate curriculum. German 501, which was intended to focus on critical writing and the rudiments of scholarly publishing, has never been offered due to staffing limitations. We also structured the PhD program in such a way that students enroll for independent study and write their dissertation prospectus in the quarter prior to taking their written examinations. Since the time of our graduate program review

in 1991, we have also revived German 575 "Teaching Literature," in which graduate students sign up for three graduate credits and serve as teaching assistants in undergraduate literature courses under the guidance of a faculty mentor. This course has proven to be very successful since it provides our graduate students with the chance to observe faculty as they conduct larger undergraduate classes. Students practice their skills in leading smaller discussion sections and prepare lectures for the whole group that are then discussed and critiqued by the faculty mentor. *All our recent successful graduate students who are now teaching full-time at other institutions have gone through this mentoring program.*

We also restructured the MA exam into five rubrics from which students are to choose three and answer one question from each (the rubrics being the four major periods of German literature and culture, and linguistics). Formerly, the MA exam was based on course work as well as the reading list. The newly restructured MA exam is formulated on the basis of the reading list alone and does not take material from course work into consideration.

Through these innovations we stress the importance of exemplary learning and individual scholarly responsibility in a professional environment. The result of these revisions is that students pursue their graduate work more seriously and professionally, that they proceed to their exams more promptly, and that they get a quicker start on their dissertations.

In 1990 we instituted new admissions procedures by establishing a committee that very carefully reads writing samples from applicants and studies their entire admissions file. This procedure is one of the many factors that have resulted in the improvement in the quality of our graduate programs in recent years.

Last year, in addition to its brochure on graduate studies in Germanics, which is sent out to prospective graduate students, the Department developed a publicity poster on the graduate program that is distributed to all undergraduate institutions in North America. In 1994 we started the publication of our Departmental newsletter, with yearly updates on program activities, teaching innovations, the faculty's and the graduate student's research, and information about outreach functions such as symposia and meetings held on the UW campus or in the Seattle area.

1. Degree Programs

a. MA Program

The Master of Arts degree in Germanics is intended to give students a broad overview of the field of German philology, literature, and culture. Students entering the program should have preparation equivalent to the requirements for the Bachelor of Arts degree in Germanics at the University of Washington. These requirements include advanced proficiency in the German language, coverage of selected areas in German philology and of the older and modern periods of German literature and civilization. An applicant who does not fully meet these requirements or their equivalent may be admitted at the discretion of the Department, provided the applicant agrees to attain competency in these areas by completing preparatory class work before commencing the graduate program. The MA degree fulfills two functions: one is to prepare students for work on the PhD

level; the second is the development of critical skills and language competency that prepare students for careers in teaching, editing, translating, etc. For those students who do not wish to continue in the PhD program or who are not recommended as PhD candidates by the faculty, the degree documents an advanced level of critical thinking skills and historical as well as critical expertise in the field of German literature, language, and culture. Considering the employment situation in academia, a number of students have opted for terminating their graduate careers at the MA level. For those students who pursue the PhD, the aim of the Master's degree program is to serve as intermediary step between undergraduate and doctoral studies.

The objectives of the MA program in terms of student learning are to provide an integrated curriculum to permit students to organize their studies toward an advanced degree and to prepare for different professional pursuits: careers as teachers of German language at the high school level; professional writing, editing, and publishing; the electronic sector and other contiguous fields such as foreign service, international business, and foundation work. Our students are versatile; they have acquired advanced critical thinking and analytical skills through exemplary in-depth study and critique of cultural documents written in German. They also speak the German language fluently and have a broad conception of the history and literary and/or linguistic developments of German culture, and they can summarize, analyze, and critique a complex written document. If they have served as teaching assistants, they have also had two years of hands-on teaching in one of the best teaching programs in the country.

The benefits for the academic unit and the University as a whole are evident to our undergraduate students on a daily basis, as is documented in the section that describes the TA training program.

The benefit for the region consists primarily in the fact that we are the only full-sized graduate program in Germanics north of Berkeley and west of Minnesota, and only one of five programs on the West Coast (including Berkeley, Irvine, Santa Barbara, and UCLA). We are the only PhD-degree granting unit in the field of Germanics in the State, and only one other state university, Washington State University, offers an MA degree in our field. We train the teachers who teach German in our Washington K-12 schools. No other program on the graduate level offers the diversity or range of courses in literature, cultural studies, linguistics, philology, pedagogy, and theory that we do. Although WSU places some emphasis on language pedagogy, no other school can match the extensive and thorough pedagogical training possibilities of our teaching assistant program and teaching opportunities for graduate students.

One difficulty we face on the MA level is the fact that pedagogy training for K-12 foreign language teachers is not offered in the School of Education. This has implications for those students who enter the MA program in order to receive teaching credentials. At the same time, the rising quality of our graduate students and the increased professionalization of our PhD candidates has tended to push the MA program more in the direction of a feeder-program for PhD studies. This represents a potential problem--a poverty of riches, as it were--insofar as our reputation as a high quality program, one that draws students from a national and

international pool who wish to pursue university careers in teaching and research, may discourage applications from students in the immediate region--our natural student base--who wish to obtain the MA to enter careers as secondary school teachers. One alternative to consider in the future would be the establishment of a discrete MA program for the teaching of German.

b. Doctoral Program

The PhD degree in Germanics is intended to permit students to focus on two to three particular areas of specialization in preparation for writing a dissertation. Students entering the program should have training equivalent to the requirements for the MA degree in Germanics at the University of Washington. These requirements include advanced proficiency in the German language and a broad overview of the field of German philology, literature, and culture. The PhD is intended to place primary emphasis on research work. The program allows for two years of course work beyond the MA degree, and five quarters to take exams and prepare the dissertation.

The objectives of the doctoral program in terms of student learning are to provide an integrated curriculum to permit students to organize their studies toward the PhD and to prepare for different professional pursuits: careers as teachers and scholars in literature, the humanities, philology, and linguistics at the college and university level; professional writing, editing, and publishing; the electronic sector and other contiguous fields such as foreign service, international business, and foundation work. Most students plan to enter the teaching and/or scholarly professions, and for this reason our intensive and closely supervised teaching assistantship training program forms an important practical aspect of graduate studies for many of our graduate students, as do the experiences of classroom teaching.

The section on the Master's degree program outlines the benefits of the graduate program to the academic unit, the University, and the region in detail. For the sake of avoiding duplication please refer to the paragraphs above.

2. Standards for Measuring Success of the Graduate Program

The standards by which we measure our success in achieving our objectives for the MA and PhD programs are manifold. Over the last six to seven years we have seen a significant increase in the quality of the applicant pool while the number of applicants has remained relatively stable at around 50 applications for the fall of each year. Specifically, our applicant average GPA for those students who were accepted and enrolled in the program has risen from 3.35 in 1990/91 to 3.57 in 1996/97. Successful applicants have higher GRE scores (588 verbal, 565 quantitative, and 578 analytical in 1990/91 as opposed to 660 verbal, 613 quantitative, and 663 analytical in 1996/97; note that these figures include the scores of our German applicants, who as non-native speakers traditionally do not score as high as native English speakers on these standardized tests, especially on the verbal portions). These figures are higher than comparative figures in Classics or Romance, for example, where the average GRE score for students who accepted an offer and enrolled in the program has remained stable for Classics at around 640 verbal, 550

quantitative, and 595 analytical, and has increased for Romance from 499 verbal, 484 quantitative, and 498 analytical in 1990/91 to 534 verbal, 509 quantitative, and 452 analytical in 1996/97. This data is summarized in the following table.

Applicants Accepted and Enrolled

Department	Average GPA	GRE verbal	GRE quantitative	GRE analytical
Germanics	3.35 (1990/91)	588 (1990/91)	565 (1990/91)	578 (1990/91)
	3.57 (1996/97)	660 (1996/97)	613 (1996/97)	663 (1996/97)
Classics	3.10 (1990/91)	642 (1990/91)	567 (1990/91)	588 (1990/91)
	3.63 (1996/97)	640 (1996/97)	554 (1996/97)	594 (1996/97)
Romance	3.13 (1990/91)	499 (1990/91)	484 (1990/91)	498 (1990/91)
	3.13 (1996/97)	534 (1996/97)	509 (1996/97)	452 (1996/97)

Our students have typically completed their undergraduate training at a highly ranked small liberal arts college, at a major university with an outstanding German BA program, or at a German institution, and they will also most likely have sent applications to peer institutions such as Berkeley, Ohio State, Indiana, or Michigan, as well as to first-rate private institutions such as Washington University, Cornell, or Johns Hopkins. In that sense we have become more attractive to potential graduate students from all over the country as well as from Germany.

Another standard by which we measure the success of our program is the rate of acceptance in the admissions process itself. While the quality of our applicant pool has risen, our success rate in admissions has remained fairly stable due to our lack of adequate graduate support mechanisms, as will be discussed in the next section. While in 1990/91 66.7% of all applicants received an offer of admittance, only 34.4% actually enrolled in the program. The rest chose other institutions over the UW. In 1996, only 52.4% of all applicants received an offer from us and 40.9% actually came. The figures for 1995/96, however, are similar to 1990/91 in that 63.5% received offers and only 36.4% decided to enroll.

On the upper end we are losing students because our funding offers are not competitive, whereas on the lower end offers are declined because they don't carry any financial support at all. Last year, for example, we lost the top four candidates to peer institutions simply because our package was not competitive enough. Three years ago we made the decision to increase the years of promised TA support from four to five (for students entering with only a BA; from three to four years for students who already had finished an MA degree), and that has certainly made a difference in attracting better candidates to the program. But it also has negative repercussions in overall numbers, since supporting students longer, without an increase in resources, means fewer offers to new in-coming students. However, in the field of Germanics it is unreasonable to expect graduate students to finish their course work and write a dissertation in less than four years, and we hope an improvement in our placement record will be the ultimate result, since more students will have reasonable opportunities to finish the PhD.

Our retention rate for Master's students who wish to continue with the doctoral program and who have received permission to proceed to the PhD has also improved. That seems to indicate that more students are looking at our program early on in their careers as a place for professional training leading to the PhD.

Some students have received their MA degrees here and have gone elsewhere for their PhDs in German and/or Comparative Literature, or into other degree programs such as English as a Second Language. Several of our students who have received MA degrees are now working for Microsoft in various capacities: some are salaried employees, others are free-lance consultants for software development or work as translators. We hope to strengthen the ties between the Department and Microsoft in the future as an avenue for developing alternative careers for students interested in applied language.

Our mechanism for monitoring the success of students who are already admitted in the program is our yearly February meeting, in which we discuss each student's case in terms of satisfactory progress with regard to their intellectual development and their learning. A student's GPA is taken as the basis for discussion, the graduate coordinator reports on the status of the student's progress toward the degree, and faculty members share their individual experiences working with the student in courses or on an individual basis when the student writes the dissertation. At that meeting, the TA supervisor also gives a report about students' teaching records. These satisfactory progress guidelines are printed in the Graduate Program brochure that is attached to this report. This system seems to work efficiently, especially in conjunction with the more restrictive policies governing qualifications for permission to proceed into the doctoral program that were put in place in 1990 to insure the quality of the PhD program.

The standard by which we measure the success of our doctoral program, in addition to these more general standards, is our placement record. We have successfully placed our best students in academic jobs in the last ten years. Twelve UW Germanics PhDs have been successful in the profession within the last ten years and have found teaching positions at Grinnell College, Reed College, the U.S. Naval Academy, Oklahoma State University, Indiana University, Knox College, McGill University, the University of Illinois at Chicago, Trinity College, Gonzaga University, American University in Bulgaria, and Western Kentucky University. In a field like German there are huge fluctuations in the demand from one year to the next. A pattern that we have seen over the years is that some of our graduates spend a year or more in year-long and non-renewable positions before receiving a tenure-track offer, and they thus have to return to the job market for several years in a row. Others simply give up after some unsuccessful tries. We have instituted a yearly committee that oversees placement and works with the students individually by critically reviewing their job letters, curriculum vitae, and other materials they send out in their applications. This committee also conducts mock interviews in early December to better prepare the students for their MLA interviews. We offered a workshop last spring to get students started on their searches for this fall, and have invited our best students to present their work in our quarterly lecture and colloquia series. Last year the students took the initiative to form their own doctoral colloquium under the guidance of a faculty mentor in order to practice presenting

ideas in a professional setting. Based on the preliminary feedback, we believe that it has helped keep students moving along on their dissertations. We also encourage our more advanced students to participate in scholarly meetings and send in their work for publication. Last year we started organizing workshops on publishing, the job market, and proposal writing. We have seen a marked increase in conference participation, and some students have been able to place their work in relevant journals and/or collections of published essays; others have written book reviews or participated in scholarly exchanges in some other form. We feel strongly that the overall improvement in student quality, as discussed above, will undoubtedly have a positive impact on our placement record in the future.

Another standard by which we measure the success of our doctoral program is the rate of fellowships received in national and international competitions. We have done exceptionally well in this area in the past three years with two Fulbrights, four German Academic Exchange Service (DAAD) grants, and two Foreign Language Area Studies (FLAS) fellowships administered by the Department of Education. Our graduate students have also competed successfully for College-wide or University-wide fellowships, such as the Huckabay Teaching Award, the Fritz/MacFarlane fellowships, and the Graduate School dissertation grants.

3. Graduate Student Support

We have increased both our national draw and the quality of our graduate applicants over the past ten years *despite* the fact that we lack the type and the amount of graduate student financial support to make us truly competitive with our peer institutions, who can offer more attractive packages of graduate funding. At Berkeley, the top 4 to 5 incoming students are offered fellowships for 1 to 2 years and teaching assistantships for at least four additional years; the top applicants are nominated for competitive university fellowships, the best of which exceed four years. Indiana University also offers various types of support: potential candidates are nominated to the Chancellor's Fellowship of the College of Arts and Sciences, which is a five-year package with an annual stipend of \$14,000 plus remission of tuition and fees (the first year is a fellowship whereas the subsequent years are teaching assistantships); the Annual Indiana University Fellowship provided by the College of Arts and Sciences (\$9000 plus full fee remission for the academic year); the Annual Seidlin Fellowship supported by an endowment through the Department of Germanic Studies (\$13,000 plus tuition remission); the Annual Max Kade Fellowships supported by the Max Kade Foundation and the Office of Research and the University Graduate School at Indiana (seven fellowships with a teaching component); and about 20-25 regular teaching assistantships (\$10,000 - 10,250 for 1998-99). At Ohio State all their graduate students are supported by the department, the university, or with outside funding. Most students are on TAs (around \$10,000 for nine months); the department competes for their Graduate School's University Fellowships (12 to 24 months), which are intended to help recruit outstanding graduate students. On average the department receives two university fellowships. In addition, the department awards on average two so-called Blume-Fellowships for outstanding students who did not win a university fellowship. At Michigan the incoming students are offered five years of graduate student

instructorship that includes a tuition waiver, and they are currently trying to come up with a new, more competitive funding package that would include a first year without teaching duties. The following table portrays the comparable data on graduate student support in Germanics at UW and these 5 peer institutions.

School	TA/RA-ships	Fellowships
UW	19	1 three-year Graduate Fellowship for 1997-2000
UC Berkeley	average of 22	4 -5 competitive university fellowships per year
Indiana	between 20-25	Chancellor Fellowship Competition Annual IU Fellowship competition 1 Annual Seidlin Fellowship 7 Max Kade Fellowships
Ohio State	currently 27	2 Graduate School University Fellowship competitions 2 Blume Fellowships
Michigan	currently 16	2 fellowship competitions
Minnesota	currently 29.5	1 fellowship competition 2 partial fellowships

Given the relative lack of graduate support under which Germanics at UW suffers, our twelfth-place ranking among Germanics departments in the 1995 National Research Council report on research-doctorate programs in the United States is nothing short of phenomenal, and it testifies to the strength and recognition of our faculty and our programs. Three of the institutions in the peer group listed above are ranked below us in this report, although they all have superior support packages for their students: Berkeley is ranked number 1, Minnesota number 11, Indiana number 14, Ohio State number 17, and Michigan number 20. The relevant data from the 1995 National Research Council Report is compiled in the following table (see also Appendix K).

Germanics Graduate Program Rankings

Institution	Ranking	Raw Score	Standardized Score
UC Berkeley	1	4.32	64
Minnesota	11	3.68	57
UW	12	3.60	56
Indiana	14.5	3.28	52
Ohio State	17	3.25	51
Michigan	20	3.04	48

Obviously, if we are to compete effectively with these peer institutions and retain or improve our national ranking, then we must offer better and more support packages to our graduate students.

Last year, we were one of the few units chosen to receive a three-year recruitment fellowship from the Graduate School, which we will offer to our best applicant in next year's pool. While a three-year fellowship is a great asset in attracting our top candidate, it may also result in the perception of a two-class system on the part of those students who are working very hard as teaching assistants. In our situation what we would like to experiment with is a more flexible arrangement for recruitment, such as a package that combines fellowship years/quarters and assistantship years/quarters, since in our field teaching experience is essential for good placement. And we would also like to be able to nominate our best applicants for University fellowships, College fellowships, Graduate School fellowships, or fellowships administered through the Humanities Center, for example.

4. TA Training

In 1993, our Department was recognized by the University for its excellent teacher training program. We are strongly committed to the training of our teaching assistants. Language TAs are given broader responsibilities than TAs in other disciplines; for example, they assume full responsibility for their own classes, including all grading. The morale of our graduate instructors is crucial to the excellence of the language program, and the Department must provide an administrative system that supports and enhances their teaching. The Language Coordinator is in charge of the training and supervision of all the TAs. He is assisted in his duties by the Lead TA.

TA training in Germanics is composed of the following elements:

- A one-week pre-service training program before the first week of classes in autumn--in collaboration with CIDR--prepares TAs for their teaching. It introduces the novice instructors to the nuts and bolts of language teaching and provides them with very detailed lesson plans for the first twelve days of

teaching. This pre-service training is much too short, but is the best we can do under the prevailing circumstances. We hope that in the future something like the "Texas" model of teacher training might be implemented. According to this model, novice TAs are only partly responsible for their own class in the first quarter, during which they "team teach" a beginning German class with a senior TA while completing their apprenticeship program.

- In-service training continues throughout the year. It has several components.
 - (1) Our program makes available to the TAs an abundance of instructional materials, such as transparencies, small group activities, video and audio tapes, slides, language games, and many realia as well as a detailed guide for lesson planning. We believe that the Departmental "materials bank" saves the TAs precious time, helps with articulation among the various sections, and guarantees a certain standard of instruction. The TAs choose from among the materials provided and use them as models for their own materials preparation.
 - (2) The TAs' teaching performance is closely monitored. The Language Coordinator visits their classes several times during the year; another faculty member observes the class and reports back both to the Coordinator as well as to the TA under observation; in addition, classes are videotaped and evaluated twice. TAs are also asked to have facilitators at CIDR administer Small Groups Instructional Diagnosis.
 - (3) A five-credit graduate course is required for all new language instructors during autumn quarter. It includes two components: German 518, a two-credit interdepartmental lecture-workshop dealing with general issues of language pedagogy taught by Dr. Klaus Brandl, Foreign Language Specialist in the College and the School of Education; and German 576, a three-credit workshop/practicum administered by the Department's Language Coordinator. Issues dealt with in both the general and the language-specific components of the course include: second language acquisition; history of language methodology; teaching of the four skills and of culture; the role of technologies in language pedagogy; curriculum and lesson planning; evaluation procedures; teaching and learning styles; classroom procedures.
 - (4) Novice TAs also have weekly meetings with the Language Coordinator and the Lead TA to discuss very specific issues relating to the daily classes and to prepare for the next teaching unit.
 - (5) In collaboration with the Goethe Institute, the Department offers weekend workshops for instructors in secondary and post-secondary education in the Pacific Northwest, including our TAs. The forthcoming workshop this winter will deal with the potential of the Internet in language learning.
- Our Department maintains a graduate exchange with the University of Münster, Germany. Each year two German students who have completed the equivalent of the MA join our training program for a year to teach beginning language courses, and two of our graduate students teach advanced language classes at the University of Münster. This exchange offers a great benefit to both our programs: aside from the improvement of language skills on the part of the participants, the enrichment of our mutual educational culture is evident.

- Every year the Department awards the Boetzke prize for excellence in teaching to its outstanding TA. We believe that our program provides excellent teacher training for our graduate students. Our group generally consists of enthusiastic and highly committed language teachers who do a very good overall job. The student evaluations of our TAs compare very well with those of other language departments, just as they do with those of the College and University at large. The good placement of our PhDs is due to their excellent academic record as well as to their excellence in teaching.

III. INSTRUCTIONAL SERVICE: GERMAN AS A FOREIGN LANGUAGE

A. General Characteristics

There are certain characteristics that very clearly distinguish our German language program from comparable foreign language programs at this University or from comparable German programs at our peer institutions. These include (1) close articulation among the various levels of instruction, (2) a strong cultural component, (3) the use of video technology, (4) instructional materials development.

1. Articulation.

Many language departments at larger universities follow a separatist model, where each instructional level largely conducts its business in isolation from, with minimal information about, and limited contact with the other levels; some even pursue an individualistic model, where individual colleagues essentially determine their own courses of action. In its 1987 report, the previous Departmental review committee recommended that the Department--as it had successfully done in the case of lower-division classes--appoint a language coordinator for the upper-division language classes as well. In 1988, the Department followed up on this recommendation and appointed one person to oversee all levels of language instruction. Our model happens to be unique among German departments of this size and has proven to be rather successful. The language coordinator is in charge of the whole language curriculum and all of the teaching assignments; he makes the decisions regarding textbooks and readers and writes the syllabi for all language classes. Besides the vertical articulation just mentioned, the "instructional materials bank" available to first- and second-year instructors helps with horizontal articulation among the various sections. We believe that language instruction in our Department is characterized by carefully articulated curricula from German 101 through German 403.

2. Cultural Focus.

One cannot properly learn another language without learning something about the cultural and social contexts in which it is used and the values of those who speak it. We teach language in its social and cultural contexts, and we do so from the very beginning. Last year, we undertook a major revision of our first-year language program and one of the main tenets of this revised program is its strong

cultural focus. We replaced a primarily additive model of language learning (first mastery of the formal inventory of German, then culture, then literature) with a holistic model that integrates linguistic and cultural knowledge right from the beginning in a fashion that is appropriate to the linguistic level of the students. Culture--surface and deep culture, including high culture--is now an integral part of the program: it is part of the daily readings, part of classroom instruction and discussion, and is the topic of student projects. Culture is also included when it comes to assessment, and it is a component in every chapter test and final exam. This cultural focus continues through the entire language sequence.

3. Technology.

We consider video and film the ideal media to familiarize students with the cultural and social contexts of the German language. Fortunately, in our field we are blessed with generous media support through institutions such as the Goethe Institute, the German Consulate, and the American Association of Teachers of German (AATG). While some programs are just beginning to discover the medium, our Department has been using video technology for many years. With the exception of "German for Reading Purposes," there is not a single class that does not make heavy use of video technology. All courses are either video assisted or video based. The cultural instruction in first-year German is as much enhanced through the many video texts as are our courses for Business German. Classes in second- and third-year German integrate films into the curriculum (German 201, 202, 203, 302, 303), and two upper-division classes are video based and their syllabi are developed around two German television series (*Unser Lehrer Doktor Specht* in German 301, *Väter und Söhne* in German 401). We have started to use the Internet, but here we are still very much in the learning and experimental stage.

4. Materials Development.

Our Department has been extraordinarily creative in terms of production of texts and materials for instruction. The curricula of most courses in the language sequence (18 of a total of 22) are based either entirely or to a large extent on materials developed in our Department. This allows for a high degree of flexibility, and the program is in constant revision to adapt to the changing social and political conditions in the target cultures. Our changing curricula also reflect new developments in language acquisition theory and language teaching methodology. We are in the process right now of systematically integrating meta-learning and learning strategies into our curriculum.

In addition to learning materials for the students, we also provide all TAs with the materials necessary to teach the courses: transparencies, partner and small group activities, language games, video and audio cassettes, slide shows. These materials are all prepared, texts are all "didacticized". Each TA has a manual which contains copies of all the instructional materials and which outlines every day of instruction.

B. Enrollment

In the nineties, enrollment in German language courses has been in decline nationwide (data are only available for the years 1990 and 1995), including here in our Department, although the decline appears to have levelled off at present.

	Fall 1990	Fall 1995	Percent Change	Fall 1997
US: two- and four-year colleges	133,348	96,263	-27.8	
UW: 100-400 Language	757	650	-14.1	625

The decline in enrollments seems to reflect the general decline in interest in German studies nationally. We can offer the following explanations: the perceived reduced usefulness of German in light of demographic and economic realities; the increased dominance of English in many academic disciplines (many Germans publish their scholarly papers in English); the perceived difficulty of learning German; the increasing pre-professionalization of college curricula that leaves less and less room for electives.

Another factor in the State of Washington is that the study of German at high schools and junior high schools has suffered major setbacks. Whereas the German enrollment in public secondary schools nationwide increased between 1990 and 1994 by 11 percent, enrollment in secondary schools in our state have been on a steady decline since 1992. Thus, we are losing our "feeder" classes, with the result that German in our region is increasingly becoming a college-level subject only.

Considering the demographic and economic realities of our region at the Pacific Rim, it is a sign of our success that we have managed to keep enrollment well above the national level. For comparison of undergraduate enrollment with peer institutions on the quarter system (Ohio State and Minnesota) see the table below.

The German program in both peer institutions relies to a considerable degree on heritage students from the region, the undergraduate enrollment in both universities surpasses UW's undergraduate enrollment by far, and the language requirement in both institutions exceeds the one at UW. Nevertheless, our Department has by far the highest enrollment in first-year German. Unfortunately, we have fewer students in our upper-division courses than does Minnesota, which however does not surprise us, considering our one-year language requirement.

Fall 1997 Enrollment	Ohio State	Minnesota	UW
Language requirement	4 quarters	6 quarters	3 quarters
First-Year German Courses	339	300	458
Number of Sections	22	16	22
Average Enrollment per Section	16	19	21
Contact Hours per Week	5	6	5

Second-Year German Courses	106	270	116
Number of Sections	10	13	7
Contact Hours per Week	5	5	5
Third & Fourth Year German Courses (Language, Literature, Linguistics)	137	215	153
Total Undergraduate German Enrollment	582	765	727

C. Structure of the Program

If we accept the four missions of language programs, i.e., (1) *general education*, (2) *applied*, (3) *vocational*, and (4) *heritage* as reflecting students' goals and expectations in the broadest sense, then our program is primarily designed to serve the *general education* and the *vocational* missions.

Most students in our German 100-series study German in order to fulfill the graduation requirement, and they thus learn the language as part of their general education. It is our goal to develop in these students an understanding of German culture and language, with possible ramifications for developing "logical thought." Students acquire the skills of reading, writing, speaking, and listening to a basic survival level of proficiency. In our revised program we put a strong emphasis on reading and culture, and we also begin to include concepts of meta-learning and learning strategies in the curriculum. However, we need to work toward a more systematic integration of these skills.

Fewer students than we would like continue into our German 200-series. We have to find means to attract more students into the second year. To this end, we will work on making the transition from first into second year smoother, and we will also try a modular approach to the curriculum. By doing so we hope to match student interests more closely. There will be a 3-credit core component (grammar, culture, conversation). In addition, 2-credit modules will be made available to the students to meet specialized interests in literature, reading, business, and culture. At present, the first two quarters in second year aim at increasing the students' proficiency in all skills, including a thorough review and deepening of grammar. Cultural and literary texts are read and analyzed, most conversational activities are centered around discussion of these texts. We make ample use of videos and feature films to enhance the cultural exposure. The last course in this series is a very crucial one, since its function is to attract students into the major program as well as to prepare them for it. Students find our 203 course challenging but also exciting: they read and discuss literary texts (short prose, a film script, and a novel) and are asked to write a newspaper based on characters and events of the film script. Although second-year German mainly fulfills the *general education* mission, students at the end of this year should be able to participate competently in a conversation in German on everyday topics and be able to read non-technical German with the help of a dictionary.

Courses in our German 300/400 series are designed to fulfill the *vocational* mission, and only to a small degree the *applied* one. Students practice reading,

writing, and conversation on increasingly complex subjects. The cultural component has been strengthened: All courses deal with 20th century German history and society and are either film based or film assisted. It is our long-term plan to individualize our major/minor language program as much as possible, to make it a student-managed learning program. But for that to happen we have to educate our students and reorient their mind-set towards taking responsibility for their own learning. In addition, we must have the learning tools available in the form of computer software and Internet access.

Generally, we believe that our language program serves the interests of our students, majors and non-majors alike. However, we have to do a better job in polling our students so as to identify their needs, and we have to try harder to match our goals with their needs.

1. Assessment

When designing our program, we naturally had to develop our own assessment instruments. But we also tried to find instruments that were extra-institutionally based and internationally recognized. Our tests are modelled on the tests prepared by the Goethe Institute, which have set the standard for German as a foreign language. Thus we are able to capitalize on the decade-long expertise of the Institute in program design and test construction. At the end of each year, students have the realistic chance of passing the equivalent level tests offered by the Goethe Institute or the German Universities respectively and thereby of acquiring internationally recognized diplomas. As functional and as useful as proficiency testing based on the ACTFL (American Commission for the Teaching of Foreign Languages) Guidelines is, it is unfortunately recognized only by the academic community and not even universally so.

UW German Courses	Goethe Institute Exams	ACTFL Scale
101, 102, 103	Grundbaustein Deutsch [GBS]	Intermediate Low
210, 202	Zertifikat Deutsch als Fremdsprache [ZDaF]	Intermediate Low
203	⇒ transition	
301, 302	Prüfung zum Nachweis deutscher Sprachkenntnisse [PNdS]	Intermediate High/ Advanced
303	⇒ transition	
401, 403	Zentrale Mittelstufenprüfung [ZMP]	Advanced/ Advanced Plus

- a) At the end of first-year German, students have to take a prochievement test which is based on the *Grundbaustein*; it is machine gradable, and it includes an oral interview with an instructor other than the student's own. At the end of German 202 students are generally prepared to take the ZDaF, and those who did, passed it.
- b) Upon entering the major program, students must take a diagnostic test. This test allows us to assess the preparation of our students for our major program in order to diagnose deficiencies. It also allows us to place students who have not gone through our 100/200 series more accurately within the major sequence. The diagnostic tool at this level was also modelled after a Goethe Institute test.
- c) About 60 percent of our majors study abroad. They must have completed German 302 as a prerequisite for studying in Germany. Before entering a university program, students have to pass a rigorous exam, the PNdS, administered by the German university. Most of our students pass the test; those who do not have to go through an intensive language program during their first semester abroad.
- d) As the final exam at the end of German 401 and 403, we administer the official exit exam which is based on the ZMP. It allows us to assess the communicative competence of our majors. By the same token, we are able to diagnose deficiencies in our 300/400 series, and this helps us implement changes.

2. Business German

To fulfill our *applied* mission, the Department has been offering Business German since the fall of 1993 with ever increasing enrollment. We offer German 333 and 334 over two quarters, one of which is financed through a CIBER grant. The courses are taught by the Language Coordinator or by TAs with a background/interest in business administration. The series is designed for professionals in business and administration who need to communicate in German. A command of the special terminology of business and trade is expected by many German firms abroad, foreign companies in Germany, and firms with business ties to German-speaking countries. Knowledge of a specialized German should give students a competitive edge in their careers. In spring quarter, after having completed the series, students have the option of taking the *Prüfung Wirtschaftsdeutsch International* [PWD]. This internationally recognized test was developed by the Association of German Chambers of Industry and Commerce and the Goethe Institute and it is administered in the USA by the AATG through designated universities. The PWD is a very rigorous exam in which the candidates have to prove ability to handle oral and written communication on the advanced level and to understand and discuss business and economic topics in suitable oral and written German. Our Department has been an accredited testing center since the fall of 1993, and between five and ten students have opted each year to take the PWD. Every student who has taken the test has passed it. Last year a student received a complimentary Lufthansa flight to Germany in support of a professional internship.

As of next year, we will give our series a more specialized focus. German 333 will teach the students Professional German for individuals who need German for

consulting with customers, presenting products, and making business contacts. This course prepares students for the *Zertifikat Deutsch für den Beruf* [ZDfB], which can be taken during winter quarter. German 334 will introduce the language of business and administration in preparation for the PWD, which can be taken in the spring.

We also plan to extend the business content in our program in two ways: (1) As mentioned above, we will offer a modular approach in second-year German which will allow interested students to take a 2-credit class with business content (in addition to the 3-credit core). (2) Many students who major in German or other fields have expressed a strong interest in an *Internship/Work in Germany* program. To establish such a program, we are collaborating with various institutions in our State and in Germany and we hope by next year we will be able to send a small group of our students as interns abroad. We see this internship as a capstone to our German for Business program.

The whole series would have the following structure:

German 200: Modules with Business Content	
⇓	
German 333: Deutsch für den Beruf	ZdfB
⇓	
German 334: Wirtschaftsdeutsch	PWD
⇓	
Internship/Work in Germany	

3. The German Express

Our *German Express* consists of a series of intensive courses that take students from no knowledge of German to relative fluency in less than one year, enabling them to enroll at a German university during spring quarter. This program was introduced in 1991 and has been quite successful. Most participants are not German majors, but rather highly motivated students who want to gain mastery of German as quickly as possible.

We invite the best students from our 100-intensive German (summer quarter) and the best students from the German 103 classes (winter, spring, summer quarters) to participate in an accelerated 200-level course. About 60-70 percent of the students accept the invitation and during autumn quarter take part in German 221, which combines two quarters of second-year German into one. This course is team taught by a faculty member and a selected TA.

At the end of autumn quarter, the Department awards stipends of \$1000 each to the best five students in German 221, to be applied towards study during spring quarter at *Tübingen* and *Freiburg* Universities. We are grateful to the Office of the

Dean for making these stipends available to us and thereby making the continued success of the program possible.

The selected students go through another module of accelerated instruction during winter quarter, simultaneously taking German 203 and 301, in order to prepare them as best we can for their study abroad experience. When in Germany, students are asked to fend for themselves; there is no safety net for them to fall back on. At first, students compare their situation to being thrown into cold water, but once they adjust, their main complaint is that the program is not long enough. There is one concession that we allow and actually encourage for our German Express students when they register for courses in Germany: we recommend that they take classes intended for foreigners, and this way our students will not be competing with native Germans, which would put them at an unfair disadvantage.

We have not encountered one student who did not come back extremely enthusiastic about the study abroad experience, including one student last year who faced huge problems with housing in Germany. As of now, 134 students have gone through the German Express program and 45 of them spent their spring quarter as students in Germany.

4. Study Abroad

Study abroad should be the capstone to a successful language program and we are aware that there is no substitute for the total immersion experience a year as a student at a German-speaking university can provide. We believe the immersion learning completed either domestically or abroad should become a mandated component of our language program, but without considerable subsidies it would be accessible only to those students who can afford it.

When we polled our advanced students last year, 60 percent had spent time abroad or were planning to do so. We have to do a better job educating the remaining 40 percent about the necessity of studying in Germany, Austria, or Switzerland. We send between six and twelve students every year to German universities and about the same number to language programs in Vienna, Regensburg, and with the Goethe Institutes during the summer quarter. So far, we have neglected students enrolled in lower-level language courses. Following the successful model of the French second-year program recently initiated at UW, we are currently designing an immersion program for our students in first- and second-year German. We plan to send a group of our 100- and 200-level students to study German in Vienna, Austria at the *Internationales Kulturinstitut* every spring quarter.

5. Intensive Language Study

We have been expanding our intensive summer program over the years, so much so that this past summer we offered three sections of intensive 100-level German and one section of intensive 200-level German, in addition to courses in our regular sequence.

We plan to develop an intensive summer program for qualified high school students. We believe that there is a demand for it, all the more so as German is being cut or phased out at quite a number of high schools in our state.

D. Outreach

For several years now, the Department--in close collaboration with the local branch of the Goethe Institute--has been host to seminars and workshops for secondary and post-secondary teachers of German. Every year in the fall, teacher trainers from the Pacific Northwest (Alaska, Washington, Oregon, Wyoming, Montana, and Idaho) meet for a weekend in our Departmental library to discuss current issues relevant to our profession.

Last year five selected high schools in the State began to offer German 103 for UW credit. The classroom instruction follows our curriculum, uses our syllabus, materials, tests, and final exam, and in June of last year all high school students came to UW to take the oral part of the final exam with our TAs. This year the number of collaborating high schools has doubled. For years our attempts at articulation between secondary and post-secondary German instruction have met with little success. We see this new collaboration between high schools and the Department as the beginning of a very productive partnership.

E. Future Goals

We have discussed most of our future goals in the preceding account of our strengths and weaknesses, but for the purpose of clarity we will summarize the most important issues in our language program that we need to address:

- We have to rethink our lower-division language program. It appears that the traditional approach of "one-size-fits-all" in first- and second-year German does not match the needs and interests of our students as closely as it should. We will work at customizing our program and try a modularized approach, whereby a three-credit core will be supplemented by a menu of two-credit modules reflecting more specialized interests of the students.
- We must strengthen our *applied* mission. A modularized approach in intermediate German would also help establish a real business track, starting in second-year German and leading to an internship in a company in a German-speaking country. Our Department will remain a testing center to acquire the DföB and PWD diplomas.
- We have to individualize the language component of our program, since as a small department we are unable to offer various "tracks" to accommodate different interests and needs. We used to offer a section of first-year German (German 104) as an individualized program, but this ultimately proved to be unsuccessful because students did not know how to manage their own learning. For an individualized program to work, students have to feel responsible for their own learning. We have to change our students' mind-set, and we have to address this question in a systematic way. Our introduction of meta-learning and learning strategies into our first-year curriculum is a good start.
- We hope to strengthen our study abroad program. Students in our lower-division language classes as well as some majors are unaware of the tremendous benefits a year or even a quarter abroad would bring in terms of linguistic and cultural enrichment. We must work harder at educating our students about

these opportunities. We will also develop a study abroad quarter for our students in first- and second-year.

- We had to put our distance learning program on hold, due to low enrollment. We will revise the program, use the Internet extensively, and thus make the learning more attractive and interactive. We are convinced that there will be sufficient demand once the program has been revised.
- We have to improve articulation between primary, secondary, and tertiary instruction in German. The present collaboration between our Department and selected high schools in our state is a good beginning, but articulation and collaboration has to go beyond this. The United States is unique among countries in that a large portion of basic language instruction is relegated to higher education. We have to work harder at convincing the educators and policy makers in the State that learning a foreign language has to start in elementary school and be maintained through middle school into high school. We would like to take a leadership role in developing collaboration between the University and K-8 schools in the Seattle area and throughout the State by working toward the development and implementation of a German in the Elementary Schools program.

III. UNIT ROLES, RESPONSIBILITIES, AND OPPORTUNITIES

The primary roles the Department of Germanics plays within the College and the University are:

- A. Undergraduate Education: Majors and Minors in Germanics
- B. Graduate and Professional Education: The MA and PhD Programs
- C. German as a Foreign Language
- D. Scholarly Research
- E. General Liberal Arts Education
- F. Continuing Education
- G. Consultation and Educational Outreach

Although these roles can be segregated for purposes of analysis, in practice they are closely interconnected and can scarcely be treated as discrete units. Each element has a crucial function in our overriding mission: the development of intellectual facility in the German language and the dissemination of knowledge about the history and cultures of German-speaking Europe.

A. Undergraduate Education: Majors and Minors in Germanics

1. Role and Responsibilities

Undergraduates majoring in Germanics can pursue two different tracks: the more traditional German Language and Literature major, and the German Area Studies major. The former stresses a high level of language competency in all four skills (listening comprehension, speaking, reading, writing) and the critical competencies required for linguistic analysis, literary interpretation, and textual critique. We expect students who complete this major to be able to carry on fluent conversations in German on non-technical subjects and to read and write German

proficiently. While students who follow this track must complete a sequence of core and required courses, in their electives within the major they can choose to emphasize either the literary or the linguistic component. The German Area Studies track, which is essentially a cultural studies major, is a response to recent trends in the discipline. This major requires less facility in the German language and allows students with interests that go beyond the study of literature to pursue these broader cultural and historical interests. This major has a separate set of core courses that stress German cultural history and the methodologies of cultural study and cultural criticism. The Area Studies major is interdisciplinary in nature and students are encouraged to fulfill some of their electives by taking designated courses offered by other departments (e.g. History, the Jackson School of International Studies, Political Science).

Germanics offers three tracks for undergraduate German minors: Area Studies, Literature, and Linguistics. The minors allow undergraduates with clearly identified interests in Germanics to pursue this more closely defined track without the depth of study required for a major. Undergraduates majoring in a variety of disciplines other than Germanics are often motivated to pursue foreign language study beyond the development of their specific language skills. The minors are tailored to the needs of such students, who often view the minor in German as an enhanced skill that will increase their marketability after graduation.

2. Opportunities

As teachers of undergraduate majors and minors, Germanics faculty do not view themselves so much as arbiters or proponents of German cultural history as they do transmitters of humanistic thought in general. Our most general aims here are to instill in students the importance of critical thinking and to teach them strategies for practicing it, to disseminate the methodologies appropriate to humanistic inquiry, and to familiarize students with fundamental intellectual trends and historical directions that have influenced who we are and how we think. Writers and intellectuals from German-speaking Europe--Kant, Goethe, Marx, Nietzsche, Einstein, Kafka, Freud, Brecht, Thomas Mann, to cite just a few of the most obvious names--have had a tremendous influence on the substance and direction of modern thought. Of course, at a time when the University, in the justified attempt to account for the tax dollars the citizens of the State invest in higher education, defines educational goals in terms of quantifiable facts and easily graphable trends, the aims of liberal arts education can easily be forgotten or pushed into the background. Germanics has never been and will never be a department that produces a large number of majors and minors; that is simply tied to the nature of the field. On the other hand, precisely those conditions evident in our undergraduate classes--manageable size, close teacher-student contact, individualized learning for every student--are the prerequisites for a quality education. In today's world, a liberal arts education does not, unfortunately, bring with it the immediate promise of a high-salaried job upon graduation. But graduates in the liberal arts bring with them an openness to new ways of thinking and communicating, a flexibility of thought, enhanced communicative skills, a

critical facility, and a sensitivity to diverse human problems that can potentially turn them into leaders in whatever business or profession they embrace.

B. Graduate and Professional Education: The MA and PhD Programs

1. Role and Responsibilities

The aim of the graduate program in Germanics is to provide a solid, flexible course of study of Germanics in literary, linguistic, and cultural studies to prepare graduate students for professions in teaching and research, business and foundation work. At the graduate level the study of Germanics is most diverse, combining all those streams handled on the undergraduate level as separate tracks. The MA is conceived as a generalist degree that is appropriate both for students who wish to extend their studies by pursuing the PhD, as well as for secondary school teachers who want to extend their knowledge and their professional training. The PhD allows for several disciplinary specializations, including Germanic linguistics, Medieval studies, literary study in various historical epochs, cultural studies, and intellectual history. Graduate students can complement their studies in Germanics by electing graduate courses in other national literature departments and Comparative Literature. Germanics students can also acquire a certificate in Critical Theory by completing the requirements of this certificate program, in which several Germanics faculty participate. The Germanics graduate program also serves graduate students from other literature and language departments, especially graduates in Comparative Literature who have chosen German as one of their major languages. Graduate students who elect Germanic Linguistics as one of their focal points study the major Germanic dialects, including Old English and Old Norse, which are offered in the English and the Scandinavian Departments respectively. They also have the option of attending seminars offered in the Department of Linguistics to acquire a broader, more theoretical knowledge of the field of linguistics.

2. Opportunities

The current situation in graduate education in the field of Germanics is more of a challenge than an opportunity. The job market for new PhDs has been quite discouraging over the last decade or so, and as a result placement of graduates has become difficult throughout the field. Recent statistics by the Modern Language Association (MLA) for 1993-94 indicate that in the foreign languages in general--there are no statistics for the field of German taken alone--only 40.7% of finished PhDs receive tenure-track positions at colleges and universities (see Appendix J, Table 1). While a total of 78.6% do find work in postsecondary education, many of these positions are either part-time, non-tenure-track, or non-renewable. These figures have remained more or less constant since 1983-84, when the MLA first began developing statistics on placement. These data are summarized in the following tables (see also Appendix J, Table 2).

Employment Status of Foreign Language PhDs by Year

	<u>1983-84</u>	<u>1986-87</u>	<u>1991-92</u>	<u>1993-94</u>
Programs granting PhDs	241	252	272	262
Number of PhDs granted	590	546	634	706

Percentage of PhDs with known employment status

In postsecondary institutions	78.2	83.6	82.4	77.8
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Percentage of All PhDs with

Tenure-track appointments	40.2	40.8	45.0	40.1
Full-time teaching appointments	64.6	61.2	64.2	62.7

The Department of Germanics has responded to this situation primarily by cutting the overall size of the program and developing strategies to enhance the professional qualities of our graduates. To this end we have increased the academic rigor of our program and committed additional financial support to students at the dissertation level in order to help make them more competitive in a tight job market. The details of this program revision are outlined in section II.B above. In addition, we have invested considerable effort in the professionalization of our graduate students, encouraging them to apply for internal and external fellowships, to submit papers for conferences and essays for publication, and to enhance their teaching skills and experience.

Under current conditions, PhDs in Germanics are more likely to receive a job offer from a college or university if they are recognized as outstanding teachers in addition to being potentially outstanding scholars. Quality teaching has in many ways become the bread and butter of our profession. The Department of Germanics has always placed considerable emphasis on the pedagogical training of our graduate students for the teaching of German as a foreign language. Teaching assistants are not only mentored by our language program coordinator, but each assistant also has a faculty member assigned to observe the student's class and provide critical feedback. Up until a few years ago, graduate students in Germanics were limited to language teaching; they only experienced the methods of teaching literature, culture, or historical linguistics passively, as it were, through their own experiences as students in the graduate classroom. These experiences, of course, do not readily translate into the undergraduate classroom, where learning conditions and educational aims are considerably different. Recently, however, we have offered advanced and pedagogically gifted TAs the opportunity to teach and run their own undergraduate literature or culture course. Ger. 293, a survey of German culture,

was developed with graduate assistants as instructors in mind. Graduate students have also had the opportunity to teach undergraduate literature courses during summer session. Finally, the Department has developed graduate tutorials in the teaching of literature for which students receive graduate credit. These tutorials are generally connected to undergraduate literature classes taught by Germanics faculty in the general liberal arts program, that is, courses for non-majors conducted in English, and on occasion to undergraduate courses for German majors. As tutors in these classes, the graduate students observe--and are encouraged to critique--the teaching style of the faculty mentor; they receive the opportunity to prepare and deliver a lecture in the class; they gain experience as discussion leaders in small discussion groups; and they learn how to correct and grade written assignments, in particular how to help undergraduates develop their writing style and structure persuasive arguments. This tutoring opportunity has been well received by the graduate students, and it adds an essential component to their professional training in the Department.

C. German as a Foreign Language

1. Role and Responsibilities

One of the primary functions of the Department is its service role in preparing students to meet the College exit requirements in foreign language proficiency. To this end, we offer a wide spectrum of German language courses. Aside from the traditional 101-102-103 and 201-202-203 sequences, Germanics offers several accelerated programs to provide students with fast-track options for achieving beginning and intermediate proficiency. Ger. 100, Intensive First-Year German, is offered in summer quarter, as is Ger. 200, Intensive Second-Year. The German Express Program, offered in fall and winter quarters, is a second-year intensive language sequence that culminates in a semester at a German university during spring quarter. Students in this program compete for limited scholarships to help defray the costs of their study abroad. We also serve the needs of graduate students who are required to pass reading proficiency exams in a foreign language to satisfy degree requirements in other departments. To this end we teach a two-course sequence, Ger. 121-122, First-Year Reading German, which is tailored to the needs of graduate students. Germanics also provides specialized language instruction in the form of two Business German courses at the third-year level, which prepare students for completion of the internationally recognized examination in Business German, the *Prüfung Wirtschaftsdeutsch*. In addition, we offer a sequence on Professional German through Extension. We also offer classes in first- and second-year German for Extension students when there is sufficient demand. Our distance learning (correspondence) version of first-year German, which has been available to learners throughout the State, is currently undergoing revision and hence is not being offered at this time. More specific information about the German language program is contained in section III above.

2. Opportunities

Foreign language and literature disciplines have been in a perennial state of crisis in this country. The rise of English, especially American English, as the internationally recognized language of choice has put additional pressure on foreign language departments for legitimating their enterprise and motivating students to learn a second language. For all the foreign languages this has not so much created an opportunity as it has presented us with a challenge. The nature and degree of this challenge varies greatly from language to language, and geographical location represents another important variable. The learning of German as a foreign language is generally in decline across the country: German is on the verge of falling from the category of a "commonly taught" language, like French and Spanish, to a "less commonly taught" language, like Japanese or Russian. This is occurring despite the fact that Germany has emerged as the central economic and political power in a unifying post-Cold War Europe. In the Pacific Northwest, with its economic and cultural orientation toward the Pacific Rim, German plays a less prominent role than in many other regions of the U.S., despite the fact that Germany is one of the major trading partners for the Puget Sound region.

The Germanics Department has attempted to answer this challenge largely through curricular innovations in our German language program. These innovations include: the introduction of a strong cultural component, one that highlights popular contemporary culture in German-speaking Europe as well as German art, music, literature, and history (e.g., the Holocaust); the incorporation of audio-visual materials such as films, tv ads, tv series, news programs, etc. into language instruction materials; the development of innovative courses such as German 111 or the German Express program to offer students varied environments and learning paces in which they can attain their German language skills. The limited foreign-language exit requirement at the University also intensifies this challenge. It forces us to consider ways of motivating students to study their foreign language beyond the rudimentary stage of first year and into the second and third years and beyond. The German Express program is one answer to this challenge, as are the myriad opportunities the Department offers undergraduates for study abroad. Specialized programs like Business German likewise represent attempts to motivate students to study German beyond the first year.

These solutions have been relatively successful, measured against the overall decline in German enrollments across the U.S. According to a survey conducted by the Modern Language Association, enrollments in German declined by nearly 28% (from 133,348 to 96,263) from 1990 to 1995. During the same period, German enrollments at UW declined, but only by half the national average (14.1%; see the table in section III.B under the heading "Enrollment"). Our responses thus seem at least to have stemmed the tide somewhat, but they do not go to the heart of the problem: the need to begin language study in general at a much earlier stage than the high school or university level. In this regard, Germanics has attempted to assume a leadership role on campus in promoting articulation between the University and K-8 programs. In spring 1996 we approached a Seattle public elementary school with the offer of a collaborative program between the Germanics Department and the school. The fact that this offer was rejected, despite the strong

desire on the part of parents and school officials to acquire a foreign language program, merely serves to point up the difficulties facing German as a foreign language in the Pacific Northwest. Simply put, the school would have welcomed such a program in either Spanish or Japanese, but was unwilling to embrace German, a language that did not strike the elementary school teachers or their principal as "politically correct." Most recently, Germanics has helped shape a grant proposal to the Fund for the Improvement of Post-Secondary Education (FIPSE) that would initiate pilot projects in German, Japanese, and Spanish at the elementary school level in cooperation with the International School currently being developed by the Seattle Public School System. The future of German language studies in the U.S., as of foreign language study in general, is dependent on the success of such initiatives. But even these initiatives do not go far enough, and in the future Germanics must do much more to promote German studies at the K-12 and community college levels, especially in view of increasing globalization and the need for cross-cultural/linguistic understanding.

One further "opportunity" deserves mention here: the political unification of Germany and the growing influence, both economic and political, of Germany throughout Europe, but especially in the countries of the former Eastern Bloc. Since Russian and German--not English--were the most frequently taught foreign languages in many eastern European countries, following unification the German language has become an increasingly important link to the economic fortune of Western Europe. One of our tasks is to make this role of Germany and the Germans in Eastern Europe more widely known. To this end, we are presently planning a multi-disciplinary conference on the topic of "Europe: 10 Years After 'Unification' " for fall of 1999.

D. Scholarly Research

1. Role and Responsibilities

Producing seminal research in a broad variety of areas remains one of the primary aims of the Department of Germanics. In our field, the definition of relevant research has been changing and growing significantly over the last decade. The field has expanded upon its philological, hermeneutic, aesthetic, and historical foundations and now embraces new forms of scholarly inquiry, moving into directions such as semiotics and cultural studies, discourse analysis, psychological, poetological, and epistemological studies of literature, feminism, gender and ethnic approaches to literature and culture, structuralism and poststructuralism, literature and film, and politics. Research by Germanics faculty spans, remarkably, almost this entire spectrum. Above all, while we have responded to the challenges of new branches of literary and cultural research, we have retained our strength in the traditional philological and hermeneutic bases of our discipline. At a time when many Germanics departments across the country have often begun identifying themselves with narrowly, often ideologically defined research and teaching programs, the research and teaching interests of the UW Germanics Department have branched out and diversified. We view this inclusiveness, and especially the harmonious intermingling of these diverse scholarly perspectives and

methodologies, as one of our great strengths, one from which our graduate and undergraduate students alike greatly profit.

Research in our field takes many forms other than literary, cultural, and historical criticism. As teaching has moved more and more toward center stage at state supported universities, the importance of research in pedagogy has increased. This is reflected in the publication by Germanics faculty of textbooks for German language acquisition, as well as in research geared toward the teaching of literature. However, Germanics at the UW comprises not only the study of German literature and culture, but also focuses on linguistic research in the Germanic dialects, an area in which we are very strongly represented. Translation from German to English is another primary scholarly direction in our discipline, and an important aid to research in and dissemination of German thought. Here again the Germanics faculty have been especially active, contributing centrally, among other things, to the North American Nietzsche Edition.

It should be noted that although research productivity in the Department has not declined in recent years, the local conditions for producing research have markedly degenerated. This is primarily due to structural factors associated with the institution at large. The five-credit system, coupled with the expectation within the College of Arts and Sciences that credit-hours and contact-hours in the classroom are identical, have radically shifted faculty time away from basic research into class preparation and classroom time. Germanics accommodated this shift beginning in the 1992-93 academic year, when we raised the credits and contact hours of all our classes (with the exception of a few 300-level language courses) to five. We coupled this with a teaching-load reduction from an expected six courses per year to five. However, simple math indicates that this change represented a dramatic workload increase for Germanics faculty: instead of preparing and teaching 18 hours per week (6 courses x 3 hours), regular faculty members (those without administrative appointments) now prepare and teach 23-25 hours per week (usually 5 courses x 5 hours; sometimes with one 3-hour language course substituting for a 5-hour course). This represents an increase of between 28% to 39% in teaching time. The Germanics faculty prides itself, among other things, in our commitment to teaching and in the seriousness with which we approach our responsibilities as teachers. But it is obvious that the more time we spend preparing and teaching classes, the less time we have to invest in fundamental and original research. Over time, this means diminishing returns for our teaching objectives as well: unable to keep up with new research developments, the material we teach is in danger of becoming stale and out of date. This credit/contact hour system also has repercussions for the curriculum: instead of offering a larger variety of courses, as we did under the 3-credit system, we offer fewer courses in considerably more depth. While on the level of the individual courses this can be seen as a pedagogical advantage, on the level of program offerings--the demands of service teaching in the language program, of the undergraduate major, of the graduate program, and of our offerings in general liberal arts education--it stretches our curriculum dangerously thin and impoverishes the students in terms of choice and variety of courses.

This situation is exacerbated by the arcane class scheduling structure in use at the University, which is based on a five-day, one-hour per day teaching and learning

pattern. Aside from the fact that this structure has questionable pedagogical implications--training students, among other things, to educational dependency by fostering the fallacious notion that their primary learning is being done inside the classroom with the instructor's guidance, rather than as guided but independent self-learning outside of class--it also imposes an arbitrarily devised learning pattern on all undergraduate classes, regardless of discipline. While the five-times-one-hour structure may fit well with introductory courses in the natural sciences, for example, it is far from ideal for courses in the humanities, which often depend on students completing longer reading assignments and require sustained critical discussion beyond the fifty-minute limitation. Moreover, this pattern--when applied absolutely, as it is at UW--places severe limitations on the ability of faculty members to manage their time and their commitments. This is true especially in the humanities: our research is not done in laboratories, and our experiments do not run on their own or with the help of laboratory assistants while we are pursuing other activities. The laboratory of the humanist is her/his mind, and significant blocks of time set aside for reflections and deliberation are crucial for progress toward achieving research results. These adverse structural conditions, which taken on their own already constitute a threat for humanistic research, have been further complicated by the so-called Instructional Responsibilities Policy, which requires faculty on state budget (essentially all faculty in the humanities), to teach in every quarter they are receiving state money. Without the ability to set aside large and continuous blocks of time for thought and research, humanities scholarship simply cannot be carried out effectively. Where it nevertheless happens--as it does in the Department of Germanics--it often occurs at the price of faculty burn-out and ultimate compromises in faculty commitment to our administrative and pedagogical duties. Worse yet, it creates the conditions for resentment against the institution at large. If there is a great sense of frustration and resignation at the University among humanities faculty in general, and Germanics faculty in particular, then this should not be surprising given these adverse conditions for teaching and research in our disciplines. Moreover, if the humanities departments at the UW do not gain the national recognition of many of the natural sciences departments and other areas, then one of the major factors contributing to this situation is the adverse climate for humanistic research and teaching.

This situation is exacerbated by the severe shrinkage of external and internal funding for research in the arts and humanities in the past years. There is much greater competition for fellowships and grants, and there is a pressing need for released time for research in the years of the appointment prior to tenure. UW is one of the few major state universities without some junior faculty sabbatical policy. Such a policy is a pressing need. Untenured faculty are placed under tremendous pressures to pursue research and publish it at the same time as they are developing their first courses. The UW needs to acknowledge and address the real problems created by this lack of junior faculty research leaves. Reduced national funding has aggravated the problem severely. But so has reduced UW funding. The "Graduate School Research Professorship" in the humanities, which provided a quarter free of teaching, has been abolished and its funding collapsed into the Royalties Research Fund available to the whole university. The "pause quarter" has also been

abolished. This is a double blow not only to the junior colleagues, who need time to develop their research early in their career, but also to senior faculty.

2. Opportunities

In this area the faculty of Germanics have made the most of the opportunities that have presented themselves due to the radical re-mapping of our discipline that has occurred over the last decade or so. The frequency with which Germanics faculty have received national and international fellowships in the last few years--three National Endowment for the Humanities fellowships, two Fulbright fellowships, three Alexander von Humboldt Foundation fellowships, one fellowship from the Social Sciences Research Council, to name just the most significant awards--bears ample testimony to our ability to take advantage of opportunities for our research endeavors. In each case the freed time was vital to productive research. The faculty produced work that is recognized in scholarship and in pedagogy in our discipline.

E. General Liberal Arts Education

1. Role and Responsibilities

The Department of Germanics contributes to liberal arts education at the University in several ways. We do this, first, through our language acquisition program. Language studies have traditionally been at the center of the liberal arts curriculum. Many students only gain a deeper understanding of their own native language, its grammar and semantic make-up, when they study a foreign language. Beyond this, competence in a foreign language represents an important intellectual attainment, not merely expanding the limits of one's expressive capacities, but also creating new conceptual horizons. Foreign-language learning also hones specific learning skills such as memorization and the manipulation of paradigms. Foreign language training in German is indispensable for further work in many fields of the humanities, and it is often required for students entering graduate school in disciplines such as art history, classics, music history, and philosophy.

Germanics also contributes to the general liberal arts education of UW undergraduates by offering specific courses designed for non-majors that deal with German intellectual, cultural, and literary traditions. Offered in English and with German material read in English translation, these courses are aimed at a wide variety of students at different stages of their undergraduate careers. Some of these courses, like "Vienna 1900," have traditionally had strong enrollments and have fed into other majors such as Comparative History of Ideas and the recently instituted European Studies major. In recent years the Department has made a concerted effort to offer more general studies courses--up to two each quarter--and to design new courses that would appeal to the needs and preferences of students. Last year, for example, we offered for the first time a course on Fairy Tales and the Fantastic. Because of its popularity it is being offered again this year. One of our graduate students also won a Huckabay Grant last year to develop a 200-level course on the German-Jewish Tradition. That class will be taught for the first time this year. In response to declining enrollments in more traditional courses, such as Ger. 210, Classics of German Literature and Thought, we have sought to diversify and

enliven our offerings for the general liberal arts program. The thought and cultural productivity of German-speaking Europe constitute fundamental elements of our Western tradition. We also deeply understand that the lessons to be learned from German history and culture are not always positive ones, and we strive to approach our subject matter from a critical perspective.

2. Opportunities

Germanics' contributions to general liberal arts education have been, perhaps, one weakness of our program in the last ten years. At a time when undergraduates were crying out for more courses to satisfy distribution requirements and more classes with a writing emphasis, we perhaps could have adapted our program more effectively to answer these needs. With the exception of the course on Vienna 1900, we were unable to attract general studies undergraduates to our courses in large numbers. We are currently working to remedy that situation, as described above.

Other opportunities for contributing to general liberal arts education on campus had to be passed by due to lack of resources and curricular constraints. Several members of the Germanics faculty, of course, have joint appointments in Comparative Literature, and they often teach general studies courses in this venue that attract large numbers of students. By the same token, however, we have been prevented from contributing actively to such programs as European Studies--in which four Germanics faculty have adjunct appointments--because that program had--and to our knowledge still has--no resources with which to compensate Germanics for faculty time. Since we barely have the faculty to meet our own curricular demands, we find it impossible to transfer faculty to teach in other units without receiving funds to replace the courses they would have taught in Germanics. Given more supportive institutional parameters, the contributions by Germanics faculty to general liberal arts education would certainly increase.

F. Continuing Education

1. Role and Responsibilities

Germanics offers first-year, and, upon demand, second-year or third-year language instruction through Extension. We also offer a sequence in Professional German, aimed at working professionals who desire to develop German language skills appropriate to their business needs.

Germanics was initially involved in the Evening Degree Program, but Evening Degree cancelled our involvement after just a few years by pointing to low enrollments. Because of the demand that it be financially self-supporting, the Evening Degree Program never had the flexibility to experiment with courses or programs that would appeal to students. Small departments, especially in the liberal arts, thus never had the opportunity to build an attractive curriculum and develop a strong student base. This may help account for the fact that the liberal arts curriculum has met with more success at the branch campuses than it has at Evening Degree on the Seattle campus. Be that as it may, Germanics is very interested in renewed participation in the Evening Degree Program through contributions from our general liberal studies offerings.

Our distance learning course in first-year German, which is also part of our contribution to continuing education, is not presently available, but will be offered again in the future.

2. Opportunities

The establishment of the Evening Degree Program several years ago represented a significant opportunity for Germanics to expand its contributions to liberal arts studies in the area of continuing education. Unfortunately, the position in the Evening degree program was lost due to insufficient enrollments. Many factors contributed to this, including the student profile of that program, but it nevertheless remains a missed opportunity for us. There have, however, been individual successes for the German language program taught in the evening. Recently, for example, one of our graduate instructors so inspired one group of first-year evening students that they continued with her through second-year language and into third-year literature studies in the evening.

Our summer quarter program is certainly the best example of success in the area of continuing education, not only in terms of enrollment numbers, but also because of the type and variety of courses offered. Here the intensive German language courses deserve special mention. Our correspondence courses for German language acquisition were relatively successful and offered important opportunities, but they are currently on hold pending updates and revisions. The newest opportunity in the continuing education arena, of course, is technology and distance learning. Germanics has been slow to respond to this opportunity, but it is now beginning to move in that direction. At the moment, two technology projects with distance learning potential are in the stage of initial development. One is an interdisciplinary web site and/or CD-ROM on the topic "Vienna 1900." We are currently putting together an interdisciplinary team from departments all over campus (music, drama, architecture, art history) to work on this project. Taken in conjunction with the course on Vienna 1900 we already teach, this web site would have tremendous potential for implementation as a distanced learning course. On a smaller scale, we have begun discussing the use of web technology to support the teaching of poetics, rhetoric, style, and literary form in our core courses for the undergraduate major. This web site would attempt to exploit the interests of our students, who have been shaped by an increasingly visual culture, for educating them in the conventions and values of textual culture. These web-based materials could be modified for use by other literature departments, and they would lend themselves well to distance learning.

G. Consultation and Educational Outreach

1. Role and Responsibilities

For Germanics, consultation services generally take the form of educational outreach.

In the area of educational outreach one of our most important responsibilities is engaging German instructors, especially high school and community college language teachers, throughout the State. We accomplish this primarily through

sponsorship of and participation in meetings on language pedagogy, often in conjunction with the Seattle branch of the Goethe Institute. In addition, our language pedagogy specialist cooperates with the local chapter of the American Association of Teachers of German (AATG). In conjunction with our connection to the CIBER center at the Business School and our offerings in Business German, the Department organizes and annually administers the *Prüfung Wirtschaftsdeutsch*, an internationally recognized certificate in competence in Business German. We are the testing center for Business German for the Pacific Northwest region.

Germanics has also made a concerted effort in recent years to organize and sponsor public events, either through existing programs available at the University, or in conjunction with extramural organizations. On the Departmental level, we sponsor a colloquium series every year that brings distinguished teachers and researchers in the field to the Department and offers opportunities to faculty and advanced graduate students to present recent research in a critical forum. Operating within the College and University structure we have either initiated or co-sponsored several campus-wide and community events. Most notable among these are:

- 1996: The visit of German filmmaker Wim Wenders as Danz Lecturer and of Prof. Peter Gay as Katz Visitor.
- 1996: The invitation (co-sponsored with Drama) of dramatist Heinz Uwe Haus to spend a quarter on campus through the Arts & Sciences Exchange Program.
- 1995: The invitation of Prof. Renate Schlesier through the Arts & Sciences Exchange Program (co-sponsored by Classics).
- 1995: The visit of Prof. Sander Gilman as Danz Professor (co-sponsored by Jewish Studies).
- 1993: The invitation of Prof. Erika Fischer-Lichte to campus through the Arts & Sciences Exchange Program (co-sponsored by Drama).
- 1992: The visit of Prof. Harald Weinrich through the Arts and Sciences Exchange Program (co-sponsored by Romance Languages).
- 1991: The invitation of Prof. Walter Sokel as Walker-Ames Lecturer.
- 1989: The visit of Lauro Martines as Walker-Ames Lecturer.

On a regional and national scale, the Department has initiated and sponsored several major conferences in Seattle:

- 1992: The annual meeting of the Philological Association of the Pacific Coast, the regional affiliate of our primary professional organization, the Modern Language Association of America.
- 1994: Annual meeting of the Medieval Association of the Pacific Coast.
- 1995: Co-sponsorship of the Humanities Center Conference on "The New Europe."
- 1996: The annual conference of the German Studies Association, an international and interdisciplinary organization dedicated to German studies in various academic fields.

An important initiative of recent years has been the Department's cooperation with the Washington State chapter of the German-American Chamber of Commerce. The Department joined this organization in 1994, and the current department chair sits on its steering committee. In this context the Department

hosted some events for the 1997 "Deutsche Woche" (German Week), sponsored by the Chamber, and participated in the Oktoberfest celebration, the crowning event in this week-long recognition of German cultural traditions.

Germanics maintains lists of individuals available to do translation from German to English or tutoring in German, and the public can receive that list from us. To be sure, we view this as a community service that is somewhat peripheral to our Departmental mission, which is strictly research and education oriented.

Finally, the Department publishes a newsletter, *Notes From Germanics*, which is distributed to alumni and friends of the Department throughout the State and the country, as well as to academic departments within the University at large and to German departments across the country.

2. Opportunities

In this area Germanics has likewise taken ample advantage of the opportunities available. However, if there is one realm in which we have missed an opportunity, then it has been our failure to connect up with and provide leadership for the German heritage community in the Puget Sound region and the State. This has been due in part to our own self-imprisonment in the ivory tower of the university. We have now belatedly begun to correct this problem, as witnessed by our collaboration with the German-American Chamber of Commerce and our sponsorship of German filmmaker Wim Wenders as Danz lecturer. We now recognize how important public visibility is for a small department such as ours, whose discipline has little connection to the everyday lives of the majority of taxpayers in this State. This is a fundamental form of outreach: offering public events of general interest to the citizens who help fund our university.

V. INSTITUTIONAL AND DISCIPLINE-SPECIFIC PARAMETERS

A. Differences in Expectations Between our View and College/University View of our Roles

By and large the Germanics Department has enjoyed strong, consistent support from the College, University, and Graduate School over the last ten-year period. Paramount here has been our ability to retain faculty strength at a time of considerable transitions. Since the last departmental review, more than half of the faculty have turned over: seven of our current faculty members joined the Department during this period. The fact that two of these hires were made on the senior level reflects an unusual commitment on the part of the College and the University to maintaining the strength and visibility of the Department. In one year alone, five individuals received outside offers; and while only two of those people could be retained, the Department received approval for two new tenure-track appointments, with the only faculty position lost being the one in the Evening Degree Program. The fact that permission for these two tenure-track lines was granted at a time of general budget cuts at the University is another sign of the support the Department has received. Most recently, the Dean of the College also approved a recommendation for a preemptive salary adjustment to ensure the retention of a senior faculty member. This continued support on the level of faculty

reflects the awareness of the College and the University that in overall academic standing Germanics is one of the strongest units in the humanities disciplines, as demonstrated in our ranking in the recent National Research Council report (See Appendix K).

Although the Department has received significant support from the College in this crucial issue of faculty funding, on other levels we have been subject to problematic reductions. The most serious of these is the loss of four regular TAships over the past five years. This represents almost one-fifth of our former TA allotment, and it has serious consequences for our ability to offer the proper mix and frequency of language courses. To be sure, these reductions were predicated on declining enrollments in the language courses; but the amount of TA reduction is unquestionably out of proportion with reduction in enrollment numbers. More important, perhaps, is the way in which cuts in TA allocation adversely affect the graduate program: in the absence of scholarships or other forms of graduate student support, TA appointments are the primary recruitment device on which we can rely. This year for the first time Germanics has been awarded a three-year graduate student fellowship by the Graduate School to help with recruitment. While we are grateful for this award and the recognition it implies, we are still far behind our peer institutions in terms of available graduate student support, as is clearly documented in the section of this report dealing with the graduate program.

In the current atmosphere of increased "accountability," in which success is defined by enrollment figures, time to degree, and other quantifiable measures, the University and College have perhaps paid too much attention to the service functions of academic departments, especially the language departments. For example, in recent years the College administration has been primarily concerned with the foreign language exit requirement and the redundancy of high school and university foreign language training (too many entering students with two or three years of a language in high school end up in first or second quarter of that same language at the University). While this redundancy clearly wastes valuable resources, dwelling solely on it ignores the fundamental educational principle underlying the entire issue: the expectation that university graduates should have achieved a specified level of proficiency in a foreign language. More serious, perhaps, is the lack of understanding among administrators for the close ties between the service functions of language departments and their educational missions on the graduate level: the fact that most graduate student support in language and literature departments comes in the form of teaching assistantships that engage graduate students in the service courses of the language program. *The training and experience graduate students receive as language teachers is indispensable for their ultimate success in finding jobs after graduation.* This misunderstanding of the close integration of the service roles of language departments with their educational mission sometimes gives rise to unconsidered proposals by university administrators. A prime example is the suggestion made by a high UW administrator several years ago that language teaching be transferred out of language departments. If implemented, this proposal would have simultaneously decimated the graduate programs of every foreign language unit at the University.

Germanics is grateful that, for the most part, the administration of the University and the College have historically displayed high respect for the values and traditions represented by Germanic Studies as a core liberal arts discipline. At the same time, Germanics suffers from many of the problems that beset the humanities in general at UW, the primary one being a general lack of funding. For Germanics this has its most concrete impact on the level of Departmental initiatives and the response they receive from above. Two outstanding programs initiated by the Department in recent years can stand as examples: the German Express program, and the Max Kade Distinguished Visiting Professorship. The former prepares students through a fast-track language sequence for study at a German university; the second brings a distinguished professor from Germany to Seattle to teach during spring quarter every year. The costs to the College/University are minimal: \$5,000 in scholarship money each year for German Express, \$7,000 each year for the Kade Professor as matching funds for a grant from the Max Kade Foundation. Although these programs have been in place several years and are demonstrably successful, the Chair of Germanics is forced to fight the same battle time and again in order to secure funding for the following year. Another example is the near-loss of the DAAD professorship this past year because the application for renewal was bungled by the College. Fortunately, DAAD excused the error and corrected the problem; but it is not a hopeful sign when a program such as this one, which serves three departments, nearly dies due to administrative neglect at the College level. Recently, in addition, an important opportunity to expand the professional visibility of the Department had to be rejected as the result of a lack of support at the level of the College. A member of the Department was approached about taking over the general editorship of *The German Quarterly*, the leading North American scholarly journal in the field of Germanics, but after consultation with the Divisional Dean for Humanities the offer had to be refused due to a lack of financial resources. Experiences such as these are more than just frustrating; in the long run, they threaten to stifle creativity and initiative on the departmental level. This is potentially an extremely serious situation, since it is our experience that innovation tends to originate in departments and move to the College for approval.

B. Changes in the Field

Germanics as discipline has undergone considerable transformation in the past decade or so, supplementing its traditional orientation to German language and literature with new directions in area studies or cultural studies. This transformation has made itself noticeable at every level: that of scholarly research, of graduate teaching, and of undergraduate education. These changes have tended to expand our conception of the role Germanics plays in the broader context of liberal arts education. To be sure, a similar re-mapping is occurring throughout the so-called "language and literature" disciplines: our purview has widened tremendously, incorporating the issues and methodologies of related disciplines such as philosophy, psychology, and anthropology. This transformation was fueled in large part by the energy that emanated from the discipline of critical theory. In this domain German Studies has played a seminal role, not merely because of the prominence of German thinkers like Theodor Adorno, Walter Benjamin, Hans-

Georg Gadamer, Jürgen Habermas, and Theodor Horkheimer (who coined the term "critical theory") in this field, but also because the contributions of the great French theoreticians are built on foundations based in German thought: Karl Marx, Friedrich Nietzsche, Sigmund Freud, and Martin Heidegger are the intellectual antecedents without whom the emergence of contemporary critical theory would simply be unthinkable. As noted in section IV.D above, these broader disciplinary interests are reflected in the scholarship of faculty in our unit, but not at the expense of more traditional philological approaches and methodologies. The orientation to cultural studies in the Department has influenced the curriculum on all levels, from beginning language to graduate research seminars. The offerings of the Department tend now to be more interdisciplinary and more theme-based (not just authors and periods) as compared with ten years ago. This change is characterized by a trend to broaden the textual base to include non-literary sources and to draw on sources outside of Germany--indeed, even outside of Europe--in order to widen the focus and sharpen understanding of our particular subject, German language, literature, and culture. In the language program this transformation has helped promote a move away from a focus on "Literature" (with a capital L) to wider historical and cultural issues. The undergraduate Area Studies major in Germanics arose in immediate response to this broader conception of the field. Finally, our graduate course offerings have also moved more in the direction of critical theory and cultural studies in the last few years, especially with the appointments of our younger colleagues.

This expansion of the field in terms of intellectual content has been paralleled by a shrinkage of opportunities for graduates, most notably a decline in opportunities at the professorial level for students completing their PhDs. This has necessitated a streamlining of graduate studies, a reduction in the number of applicants accepted and a concomitant elevation of admissions standards and requirements, enhancement of support offers to students to attract better qualified candidates, and a greater concentration on diverse aspects of professional training at the graduate level, including preparing students for jobs outside the professorate. This is certainly our greatest challenge for the future. Some possible directions might be greater emphasis on interdisciplinary studies at the upper-division undergraduate and graduate levels, emphasis on attaining a strong minor in a subsidiary field such as economics, another language, sociology, international relations, etc., greater emphasis on internships, or training language teachers for new programs and roles such as German at the elementary school level. Some of these changes are already taking place, such as the growth of double majors or the addition of minors, the strong interdisciplinary focus of the Germanics faculty and hence of our undergraduate and graduate teaching, and the German in the elementary schools initiative.

Tighter budgets at the national, state, and institutional levels have created pressures for all units at the University, but have put the greatest pressure on the humanities and arts, disciplines whose value is difficult to assess in pragmatic terms. And it is precisely this growing pragmatism of American society in general, and of the student body in particular, that constitutes the greatest challenge. This pragmatism tends to be short-sighted and to look for easy solutions to immediate

problems, rather than to take a broader and deeper perspective and work toward long-term and innovative solutions. When coupled with the deep-seated prejudices against, and inadequate structures for, foreign-language acquisition in the United States, as well as with the general decline in specific interest for German as a second language, this represents a tremendous challenge to Germanics as a discipline. On the institutional level, the severe limitations of the one-year foreign language requirement, and the omnipresent threat that even this limited requirement will someday be abolished again, place most of the languages under serious pressure for self-justification. Our most important task is to instill in our students--and in society at large--the significance and value of acquiring skills in a foreign language and the growing pragmatic significance of such skills in a world with an increasingly global economy. Tighter budgets, decreasing enrollments in many humanities programs, together with a perception among the general public that tax dollars are being wasted on research and teaching that provide little benefit to the general student population make it incumbent upon us as a faculty to defend our goals, to convince the general public (hence, the legislature) that our goals are worthwhile for the maintenance of a well-informed, humane, democratic society. Now that the far-reaching ramifications of new technology impinge upon ever more facets of our daily lives--sometimes raising perplexing ethical questions as in the case of cloning--the awareness of the ethical realm fostered by a study of the humanities takes on a vital importance.

Not surprisingly, given the growing interdisciplinarity of Germanics as mentioned above, our relationships to other fields have both become more extensive and more intensive. The undergraduate German Area Studies major is explicitly an interdisciplinary major, for example, that draws on courses outside the Department. Similarly, our ties to Comparative Literature, European Studies, Linguistics, and other programs have grown stronger. These interdisciplinary collaborations on campus are described more fully in section VI.D below.

C. Resources for Research and Instruction

Suzzallo Library contains one of the most important collections of books and periodicals on German language, literature, and culture on the West Coast. Germanics is, in fact, one of the recognized strengths of the Library's holdings, making Suzzallo the most important research and instructional resource for those working in the area of Germanics throughout the Pacific Northwest and even beyond. Coupled with the convenience of the on-line catalogue and the expediency of inter-library loan services, Germanics faculty at UW are extremely fortunate to have these resources at their disposal. The Library has an outstanding specialist librarian for Germanics who oversees the buying for the collection. Because of its distinction, the Germanics collection has also been relatively sheltered from budget cuts in recent years. Because it represents a regional resource, this practice must continue. The Departmental liaison for the Germanics holdings is a retired eminent professor from the Department. He has done an outstanding job of directing the collection by recommending book orders in the special fields particularly well represented by Departmental faculty and coherent with their research interests.

The Department also houses two smaller library collections within its own walls: the William H. Rey Library and the Berthold and Greta Lowenfeld Library. The Rey Library contains major editions of primary works by German writers and philosophers, indispensable reference tools and bibliographies, and major critical studies on significant authors, themes, and movements. The Department maintains a Rey Library Book Fund, supported by alumni and friends, so that this collection is continually growing. The Lowenfeld Library, which was the personal library of Berthold Lowenfeld, was donated to the Department in 1995. It represents an unusually coherent collection of German and Austrian--in particular Viennese--literature from the turn of the century, including a remarkable number of first and signed editions. This collection is an important tool for researchers working on turn of the century Viennese literature, one of the focal points of some faculty in the Department.

Because of our heavy use of technology in the classroom, the Department has made a concerted effort to purchase audio-visual equipment. Currently this encompasses several portable VCR units (including one that can play PAL formatted tapes from the European system), a computer-driven laserdisc player for use in the classroom and for research, and a video editor that permits us to prepare video clips or entire video tapes for classroom use. This machine, which even allows one to add subtitles to a film, has been employed extensively for preparing audio-visual materials for our language classes.

The Department also maintains a video collection consisting of materials for language instruction, documentaries, German feature films, and videotapings of theater performances. Limited resources have kept this collection relatively small, but with the expansion of interest among the faculty in film and other visual media the collection needs to grow. For this to happen, the Department would need to receive additional funds for video purchases.

The Department relies heavily on the facilities of the Language Learning Center (LLC) for both our instructional and our cultural programs. Our language students regularly use the LLC for listening comprehension exercises. The LLC is also an important transmitter of cultural and information programs, since they offer us access to satellite programs from Germany and other countries. We are currently attempting to bring a satellite line up from the LLC to our undergraduate reading room in order to make German news available to students on a daily basis. It would also bring us tremendous benefit if the LLC could be outfitted sometime in the near future as a computer laboratory with individual workstations. There are many good language-learning software programs on the market today, and greater access to these for our students could help us move more of the rudimentary instruction, such as grammar drills, out of the classroom so as to make more time available in class for interactive and conversational exercises.

D. Office Staff

Germanics has a superb, but extremely overworked staff. Five years ago the position of senior secretary was eliminated in the wake of budget cuts, and initially the only kind of replacement Germanics received was in the form of student hourly assistance. Since then, a half-time secretary has been added to the two full-time staff

positions, but this still does not come anywhere near to meeting our staffing demands. Because of the staffing shortage, Germanics faculty must attend individually to their own secretarial needs, including all correspondence, photocopying, and duplication of instructional materials. While the widespread use of computers by faculty has eased these hardships somewhat, there is still too much faculty time being spent on duties better--and less expensively--carried out by office staff. The work overload of Germanics office staff is heightened by our faculty's high degree of professional activity: the frequent hosting of conferences, visiting professors, student exchanges, and our successful nominations of Danz, Walker-Ames, and Katz lecturers all add to the workload of the Departmental staff. If it weren't for the extraordinary high quality of our staff, the situation in the office would be much worse. But on the other hand, it is also demoralizing to the staff to find themselves in a constant game of catch-up, trying to stay abreast of both the on-going administrative needs and the extraordinary programs initiated by the faculty. Our Administrative Manager is undoubtedly one of the best in the University system. She was proposed and strongly supported for a staff award in the recent competition for distinguished professional staff. But there are few tangible rewards actually available for outstanding staff workers, and the present conditions of extreme overwork present serious disincentives. The new rule that makes tuition remission for attending University classes a taxable benefit, and hence effectively financially punishes those staff members who take advantage of one of their primary advantages as staff members at the University, has made matters just that much worse. Germanics desperately needs a third full-time staff position in the office, along with greater options and flexibility for rewarding current and future staff for outstanding work.

E. Space

Currently Germanics is not experiencing any acute space problems. The most pressing future need will certainly be a resource room for instructional technologies and pedagogical materials. Currently our audio-visual equipment, for example, is spread among different locations in the Department: the video editing machine and the teaching materials for TAs in the Rey Library, the laserdisc player in our storage room, and our video library in the main office. Consolidation of these instructional materials and our audio-visual equipment in a centralized location would greatly enhance our ability to employ them efficiently for classroom purposes. The presence of the video editor in the Rey Library, moreover, constitutes a great disruption for the Library users, who justifiably complain that the background noise of a running video distracts them from their studying and research. Another potential need in the future would be space to accommodate the Northwest German Cultural Center, if this plan for a regional cultural center is able to be realized. Several years ago, when there were plans to move the Language Learning Center out of Denny Hall, thereby freeing up considerable space in the building, Germanics, in cooperation with the other departments housed in Denny, developed a new space plan. The Language Learning Center move now seems to be on permanent hold; but if space should eventually become available in Denny, this plan, which is still on file, could be revived for possible implementation.

F. Budget Pressures

Budgetary problems have been addressed throughout this report. Some of the most important needs that have already been articulated are:

- continued support for the Max Kade Distinguished Visiting Professorship;
- a dependable commitment to scholarship funding for the German Express Program;
- fellowships and other incentives for attracting and retaining exceptional graduate students;
- continued TA support at least at current levels;
- a third full-time staff position instead of the current half-time secretary.

Beyond these needs, three areas where budgetary pressures are most intense must be addressed:

- resources for graduate student travel and for bringing speakers to campus;
- funding for faculty travel;
- and finally, and most importantly, faculty salaries.

Graduate student travel and funding for guest lecturers both derive from the same budgetary source: the Graduate School Fund (GSF), which has now been renamed the Graduate School Fund for Excellence and Initiative (GSFEI). Unfortunately, this change in name has not yet brought with it any change in funding patterns. Indeed, if anything, it indicates that competition for these limited funds will become even more intense. At any rate, Germanics presently receives \$1,750 per year to cover student travel and invited lecturers. This sum has not changed for nearly ten years, while the cost of airfares--the primary expense paid out of this fund, whether for students or for visiting lecturers--has increased. Moreover, with the increased professionalization of our graduate students and a growth in the number of papers delivered at professional meetings, the demand for these limited funds has dramatically increased. Currently, for reasons of fairness, the Chair can only approve \$100-\$125 for each student traveling to deliver a scholarly paper. Clearly, this is but a fraction of the costs incurred by the students, especially if the conference is on the East Coast or in the Mid-West or Canada. Formerly, students could apply to the Graduate School for Fowler Travel Grants to supplement Departmental funding. Several years ago, however, the terms of Fowler funding were altered, so that only travel to international conferences is now eligible for this award. Most recently, Canada was also excluded from "international" status, so that the whole of North America is effectively not eligible for Fowler funding. This presents students and departments with insoluble problems. In fact--at least in the discipline of Germanics--international conferences are far less important than national meetings in terms of helping students gain concrete advantages for their future careers. Most of our students will eventually be employed at North American institutions, and the possibilities of making significant professional contacts are much greater at North American meetings. What is more, in the various language and literature disciplines the most important professional meeting is the conference of the Modern Language Association of America (MLA), always held either in a US or Canadian city. Not only is the MLA the most significant scholarly conference, it also provides the forum in which job interviews for all the language and literature

fields are annually held. Under the new Fowler Grant rules, our students are thus prevented from applying for supplemental funding to attend this all-important meeting.

Diverting more money away from visiting speakers to graduate student travel is also not a viable solution, since our visiting lecturer program, which brings outstanding Germanists to campus for scholarly presentations, is not only central to our educational mission on the graduate level, but also represents one of the main avenues by which we can sustain and increase the visibility of the Department in the discipline. Our lecture series has been quite successful, but it too now suffers under budgetary constraints, and we can rarely afford to invite speakers from East-Coast institutions due to the costs of travel and our limited budget.

The situation for faculty travel is similar. Here, too, the budget has not increased for many years, and the allocation is minimal, at best. Because junior faculty have the most pressing professional need to establish their scholarly reputations by speaking at meetings and conferences--and because they have the most limited salaries--Germanics has gradually moved toward a policy of unequal distribution of travel funds, setting aside considerably more for junior than for senior faculty. Our aim is to cover travel for each and every conference at which our junior faculty actively participate; but even this is not always possible. The lack of funds thus represents an imposition for junior faculty as well as senior faculty, especially since participation in scholarly conferences is one of the expectations associated with successful fulfillment of the research component of our jobs. The visibility and reputation of the Department, in addition, is closely tied to the activity of our faculty at professional meetings.

Faculty salaries are an issue that can scarcely be addressed at a departmental level, since we are all aware that this is one of the perennial problems that plagues the University as a whole. By the same token, it is important that we understand the concrete negative impacts this problem has not only on faculty and departmental morale, but even on the ability of the Department to fulfill its educational and research mission. There is a pervasive sense among Germanics faculty that we are underpaid relative to our colleagues in other language and literature departments at the University. This perception is at least partially borne out by the most recent (1995-96) Departmental Faculty Salary Analysis. The following table compares the high and average salaries at the professor, associate professor, and assistant professor levels from Germanics and five other language departments at the UW.

UW Departmental Faculty Salary Data (1995-96)

Department	Prof. High/ Avg	Assoc. High/ Avg	Asst. High/ Avg
Asian	\$68,418/57,934	\$42,084/41,594	\$38,079/37,203
Classics	\$60,156/54,612	\$50,950/41,616	\$33,966/33,966
English	\$80,064/59,227	\$56,090/41,575	\$45,440/38,043
Romance	\$89,766/70,284	\$74,547/48,681	\$37,008/35,186
Slavic	\$61,902/55,224	\$64,040/51,234	\$34,452/34,452
Germanics	\$68,418/61,438	\$45,855/43,601	\$33,966/33,324

These data indicate that at the professor level Germanics faculty are only around the middle of the range in terms of high salary, our average salary at this level is second highest. On the associate and assistant professor levels, however, Germanics is either at or very close to the bottom of the range.

Since by most objective standards, such as the National Research Council ratings, Germanics is among the strongest departments in the arts and humanities at UW, it stands to reason that we should also be among the best remunerated. The above data clearly demonstrate that this is not the case. It would certainly be extremely difficult, for example, for any administrator to explain to Germanics faculty the obvious and egregious discrepancies between the salary structure in Romance Languages and that in Germanics. According to the faculty quality ratings in the most recent National Research Council report, Germanics ranked twelfth in its field, whereas the French and Spanish programs were ranked thirty-fifth and forty-fourth respectively. It thus seems that in this instance there are some discrepancies between overall faculty quality, as rated by the NRC, and faculty salary.

But even high salaries relative to comparable UW departments would not be sufficient to allay the sense that Germanics faculty at UW are generally underpaid, since we compete with Germanics departments at other universities for new faculty and for retention of current faculty. Several years ago the chair of a German department at a major university on the West Coast commented that the Germanics Department at UW was the most plunderable in the country, due to high faculty quality and low salaries. That prediction has proven true: in the 1991-92 academic year, for example, no less than five Germanics faculty (approximately 40%!) received outside offers. Of the five, only two could be retained at the UW--and that at salaries well below what they would have received at the institutions that sought to recruit them. The seriousness of this situation can perhaps best be portrayed by comparing salary data from the UW Germanics Department with salary information available for the German departments of several Mid-Western universities, including three of the institutions that have provided the statistical basis for other comparisons throughout this report, Indiana University, University of Minnesota, and Ohio State University. The following table compares the salary structure for Germanics departments at these three institutions and UW.

Faculty Salary Comparisons with Peer Institutions by Rank

Institution	Prof. high	Prof. avg.	Asso. high	Asso. avg.	Asst. high	Asst. avg.
Indiana	\$120,000	\$74,819	na	na	\$44,623	\$39,752
Minnesota	\$96,883	\$80,414	\$65,269	\$50,218	\$45,000	\$45,000
Ohio State	\$81,444	\$68,668	\$47,688	\$45,888	\$40,416	\$39,918
UW	\$68,418	\$61,438	\$45,855	\$43,601	\$33,966	\$33,324

These figures more or less speak for themselves. At all three ranks, both in terms of high and average levels, the salaries of UW Germanics faculty are at the very bottom. Yet the NRC faculty quality rating places UW right behind Minnesota and

ahead of both Indiana and Ohio State. This table could be supplemented with further data. Even at institutions that, for the basis of departmental comparison, cannot be considered our peers, the salary structure for Germanics faculty is considerably higher than at UW. For example, the highest paid Germanics professor at Iowa receives \$116,071, the highest paid associate \$51,900, and the best remunerated assistant \$36,900; yet the German Department in Iowa does not even merit a ranking in the recent NRC report, which means they are not among the top 32 institutions. This pattern holds for other non-peer institutions, as well, such as Michigan State, likewise unranked in the recent NRC report, but with a high professor salary of \$89,147 and an average at that rank of \$66,224. Their average professor-level salary thus is quite close to the high salary in Germanics at UW. This holds true at the other ranks as well: MSU's average at the associate level is \$48,761, which is above our high associate salary, and their assistant professor average is \$37,450, which once again is well above our high salary at this rank, not to mention above our average. Salary discrepancy is thus one of the greatest dangers facing Germanics. It will be impossible for us to maintain, let alone improve, our national standing if these serious salary problems are not addressed, since we will be unable to retain current faculty or recruit quality new faculty.

VI. SUCCESS, LEADERSHIP, AND COLLABORATION

A. Criteria for Measuring Success in the Field of Germanics

The success of a department or program in Germanics is largely dependent on the success and recognition of faculty. There are several criteria used to measure the success of faculty. The first is publication record, which determines national and international recognition. Key in this area are publications in respected and widely read national and international journals, as well as books that appear with major presses and receive a broad critical reception. The success of the unit as a whole is thus tied to the success of each of the individuals who represent it. In small departments it is particularly important to have a faculty whose members are all, without exception, involved in active research and publication. The significance and longevity of publications is gauged by the number and quality of reviews (for books) or by frequency of citation (for articles or books). Faculty success is also measured by presentations at conferences and invitations for talks, lectures, and visiting professorships, as well as by the ability of individual faculty members to win prominent research awards. Extra-institutional recognition for publications, research, or teaching are extremely rare in the field of Germanics, but when received they carry all the more significance because of their rarity. In all of these areas, Germanics' faculty have achieved uncommon distinction.

The success of the program is also measured by the success of our graduate and undergraduate students. On the graduate level the primary criterion is the Department's placement record. Important here is not only the number of graduates who receive faculty positions, but the kind and quality of the institutions at which they teach. These former students not only represent the institution from which they received their degree, but also constitute an important network that brings high quality graduate students back into the program. The frequency with which graduate

students receive important pre-doctoral research fellowships, especially German Academic Exchange Service (DAAD) and Fulbright awards to conduct research overseas, is also a significant criterion of success at this level. In just the past four years, a total of six graduate students have won these distinguished awards. On the undergraduate level, the acceptance of our graduating majors in MA and PhD programs, along with their success at acquiring professional positions in business, education, and industry, are the primary ways of gauging the professionalism of the undergraduate program. But at this level other, less easily ascertainable criteria are also important, such as the satisfaction level of our majors and minors and our ability to attract students to a major program with limited job possibilities after graduation. Since fluency in German is an important prerequisite for success among our students, the rigor and quality of the language program and the number of students who study abroad are also important measures. Student evaluations of teaching, on all levels, are another factor that must be considered when measuring success. Assessment strategies, especially at the level of the undergraduate major, also afford an important tool for gauging program success since they specifically measure results in terms of educational mission and aims.

National rankings of graduate program quality, such as the National Research Council evaluations, are also important criteria for success. In the most recent NRC assessment, the Germanics Department was ranked number 12 in the nation.

B. Leadership of the Department in the Discipline and the Region

The German language program at UW is unique in its integrative approach to the various levels of language skills, and as such it can serve as a model for progressive language programs across the country. Essential to this integrative program is the commitment by the Department of a full-time, professor-level, tenured position for the language program coordinator. At most universities supervision of language programs is foisted upon lecturers or junior faculty, and the different program levels--first-year, second-year, advanced conversation and composition, etc.--are handled by individuals who structure their programs independently of one another. In Germanics the entire language program, from German 101 through our advanced and sometimes highly specialized third- and fourth-year courses, are developed and coordinated by one and the same person. This allows for a seamless transition from one level to the next throughout the entire program. This includes coordination of intensive language programs with the normal-paced three-quarter programs in first and second year, as well as the Business German courses taught at the third year. A further great advantage of this integrative approach is that it permits additional flexibility and promotes innovation within the program. A prime example of this is the German 111 course, which was developed to satisfy the needs of students who had German in high school but did not place into German 102. German 111 provides them with an alternative course, aimed precisely at their needs, that moves them in one quarter through the 102 level and prepares them to complete 103 and the language exit requirement in two quarters instead of three. This model has proven so successful in Germanics that it has been copied by other language departments on campus in order to correct the problem of "remedial" language students. A further example of

curricular innovation made possible by this integrative system is the German Express program. More details about the language program and the fit between individual course sequences and language-learning goals can be found in section II of this report. It is also significant that our language coordinator is integrated in exemplary fashion into the German Studies part of our undergraduate program as well as in the administration of the graduate program, in particular with selection of graduate students and their pedagogical training.

Faculty expertise and research plays a prominent role in shaping curricula on the undergraduate and graduate levels. The Department of Germanics plays a leadership role in the Pacific Northwest, on the West Coast, and even throughout the nation in the breadth of fields and specialties represented by the faculty. At a time when many German departments have narrowed their focus, eliminating, for example, programs in Germanic linguistics or even medieval studies, our department has retained the traditional breadth of the discipline. The Department has national and international visibility in numerous areas: medieval studies, linguistics, eighteenth-century studies, twentieth-century studies, and critical theory. One of the defining characteristics of our interests and our teaching and research program is a strong emphasis on the intellectual history of German-speaking Europe. This long-term quality contribution to research in important sub-fields and to the broad education of students is certainly one primary form of leadership.

In more local terms, we are the only PhD-granting department in Germanics north of Berkeley and west of Minnesota, with the exception of the much smaller and limited Canadian program at the University of British Columbia. There is only one other MA-granting program in the state (WSU), and it cannot match our curricular offerings and the quality of our teacher-training program. We are also one of only four PhD-granting institutions on the West Coast, with only one other program, at UC Berkeley, comparable to ours in scope, scholarly productivity, national standing, and overall reputation. Our regional, national, and international leadership roles are concretized, among other things, in our sponsorship of meetings and conferences. Most notable here are the yearly German language meetings co-sponsored with the Goethe Institute, the German Studies Association Conference hosted in Seattle last year, and the semi-annual Munich-Seattle Medieval Studies Conference, which was initiated by faculty and graduate students from our department. The fact that the book-review editorship of the leading American journal in our discipline, *The German Quarterly*, was housed at the UW Department of Germanics from 1994-1997 is also a manifestation of the disciplinary leadership exercised by the Germanics Department. Similarly, the book-review editorship of the Goethe Society of North America was held by one of our faculty members, and two of our faculty held the presidencies of major professional organizations, the Goethe Society of North America and the Pacific Ancient and Modern Language Association (the West Coast regional affiliate of the Modern Language Association of America).

There is considerable potential for expanding our leadership role, especially in the regional context. As the major Germanics department in the Pacific Northwest, we should take the lead in coordinating the interests of the discipline throughout the region. This could take place in the form of yearly meetings among

the chairs of German departments in the Northwest sponsored by the Department and held in Seattle or at another institution. Such a project, of course, would require financial support from the University and the other institutions involved. On a larger scale, the Department drafted an initiative several years ago for the founding of a Pacific Northwest German Studies Center at the University of Washington. As envisioned in that draft document, this center would coordinate German studies throughout the region by making possible a yearly meeting of German department chairs, sponsor colloquia and symposia on topics of current and historical interest related to German-speaking Europe, support German cultural events for the general public, coordinate the study of German immigrant contributions to life in the Pacific Northwest, and organize collaborative efforts to further articulation between university-level and K-12 German programs throughout the region. This is clearly a very ambitious project, but our ultimate hope is that we will win the support of the Max Kade Foundation to help us establish this center at the UW. Obviously, University and College support, including the commitment of monetary resources, would be necessary for the realization of this plan.

C. Collaboration with Other Institutions

Faculty and students in the Germanics Department participate in a constant exchange of ideas with other colleagues and departments via diverse forms: publication; regional, national, and international professional meetings; personal correspondence; etc. The Department also maintains active exchange programs with several German and Austrian universities, including the universities of Tübingen, Freiburg, and Münster, as well as with accredited tertiary language schools in these countries. We also cooperate with German cultural institutions such as the German Academic Exchange Service (DAAD) (which sponsors a shared professorship among Germanics, History, and the Jackson School), and the Goethe Institute. The Max Kade Distinguished Visiting Professorship brings a major scholar from a German university to Seattle each spring quarter. This visiting professorship has helped raise the visibility of the UW Department of Germanics in Germany and in some instances, such as our contacts with the Humboldt University in Berlin, has led to meaningful and long-term collaboration between departments and discussions about an exchange program in the future. There are also close ties to the University of Jena based on a history of research collaboration. Discussions have already begun with the departments of philosophy and German in Jena, as well as with their Office for Foreign Exchange, about instituting an exchange program for faculty and graduate students.

The semi-annual Munich-Seattle Medieval Studies Conference represents a significant on-going disciplinary cooperation between two departments on different continents. Our graduate-level exchange program with the University of Münster, which brings two students from Münster and sends two of our PhD students to Germany every year, has been so successful that Münster has approached us--and the University at large--about expanded exchanges. The President of the University of Münster visited Seattle this past fall to explore these possibilities. On the national level, our contacts with other German departments exist on a much less formal level. There are strong collegial ties between the faculty at UW and the faculties at

the major institutions across the country, such as UC Berkeley, Virginia, Indiana, UCLA, and Harvard, to name just a few. Germanics in the USA is, relatively speaking, a rather small discipline, and this fosters close relationships among colleagues at different institutions. The Germanic linguists in the Department maintain ties to all the major organizations promoting Germanic linguistics in this country, in particular the annual UC Berkeley Linguistics Roundtable. However, our major connection to other departments and colleagues is forged via our lecture series, which brings several outstanding national Germanics scholars to campus each year. Most German departments of a similar size have eliminated or drastically reduced similar lecture invitations; we, by contrast, are known and respected for this series and for the critical exchange it fosters. It is safe to say that this series has helped put us in the mainstream of German Studies in the US. Finally, the Medieval and Early Modern Student Organization of the Pacific (MEMSOP) was founded by one of our graduate students. It arranges an annual scholarly meeting of graduate students in all fields of medieval studies who represent most of the universities on the West Coast, and it is now beginning to attract participants from farther east. Its third annual meeting took place this past fall at Simon Fraser University.

Ties to other institutions, especially in the State and the region, could certainly be strengthened, as noted in the preceding section.

D. Collaboration on Campus

The Germanics Department and its faculty are heavily invested in collaborative work with diverse units on campus.

Comparative Literature. Four Germanics faculty have 25% appointments in Comparative Literature, and cooperation between the two departments has been particularly intensive. This was especially true during Ernst Behler's tenure as chair of Comparative Literature, but will certainly continue in the future. The recent development of the Cinema Studies Program is a good example of this expanding collaboration: three Germanics faculty helped generate the Cinema Studies curriculum and will teach in the program. On the graduate level, three Germanics faculty have adjunct appointments in the Critical Theory Program, which is housed in Comparative Literature.

European Studies. The German language and German Studies in general are central in the broad study of Europe today, after the collapse of the Iron Curtain. Germanics faculty sat on the committee that generated the European Studies major and four faculty members now have adjunct appointments in European Studies. The Western European Studies Center, the newest of the Title VI centers on campus that are funded by the Department of Education, has German Studies, along with Scandinavian studies, as one of its two major focal points. The reasoning behind this is that these two disciplines represent two of the primary strengths of European studies at the UW. Germanics made major contributions to the application for Title VI funding and continues to cooperate closely with the Western European Studies Center in co-sponsorship of lectures, symposia, and other activities. Germanics faculty regularly give guest lectures in the core courses in the undergraduate

European Studies major, and we have cross-listed several courses with that program.

Linguistics. One of our faculty members in Germanic linguistics serves as adjunct professor in Linguistics and regularly teaches courses in that department as a teaching overload. Both linguistics faculty participate in the Linguistics Colloquium on campus and regularly give guest lectures in linguistics courses. The graduate linguistics courses offered in Germanics now regularly attract students from other departments, including Scandinavian, English, and Linguistics.

Jewish Studies. One Germanics faculty member has an adjunct appointment in Jewish Studies. This year we are developing a 200-level undergraduate liberal studies course, supported by a Huckabay course-development grant, on German-Jewish culture. In the past we have regularly proposed closer cooperation between Germanics and Jewish Studies; for example, we have offered to develop and teach courses in Yiddish, but budgetary constraints have prevented the realization of these plans.

Slavic Languages and Literatures. Germanics shares with Slavic the Russian-German House, a residence for undergraduate majors in one of these two languages.

Medieval Studies. Germanics faculty and graduate students contribute regularly to the campus-wide Medieval Studies Colloquium and have been instrumental in the development of MEMSOP, the Medieval and Early Modern Student Organization of the Pacific, and the Seattle-Munich Medieval Studies Conference.

The Center for Humanities. Germanics works together closely with the Center for Humanities through co-sponsorship of lectures and symposia and the planning of curricular and research programs. A member of the Germanics faculty served as acting director of the Center during the director's leave.

In addition to these areas of concentrated collaboration, Germanics cooperates with the other language and literature departments on campus toward the realization of common aims and the resolution of common problems. This includes active participation in the Language Center and its activities, as well as in meetings relating to foreign language pedagogy. Germanics has also collaborated with many units, including Drama, Philosophy, Women's Studies, and History for university-wide lectureships such as Walker-Ames, Danz, and Katz and in support of the Arts and Sciences Scholarly Exchange. The invitation of Wim Wenders to campus as Danz lecturer, initiated by Germanics, was sponsored by eight other departments. Currently three Germanics faculty are spearheading an interdisciplinary research project on "Vienna 1900" that will exploit web and CD-ROM technologies and will involve faculty from Germanics, Music, Drama, Art History, and Architecture. Germanics also initiated a cooperative exchange between the Bothell and Seattle campuses last year by offering a faculty member from Bothell the opportunity to teach a graduate-level seminar in the Department. In exchange, one of our advanced graduate students was able to teach a general liberal studies course at the Bothell campus. From our perspective, this exchange worked very well and could be taken as a general model for teaching cooperation between Seattle and the branch campuses, since it enhances teaching opportunities both for the branch faculty member and for advanced graduate students at the Seattle campus.

VII. GOALS AND NEEDS

The Department of Germanics currently comprises a faculty made up of accomplished and ambitious scholars and teachers. Our most general goal is to improve the national standing of the Department, with the ultimate aim of breaking into that elite group of the top ten German departments according to the assessment of the National Research Council. It will be impossible to realize this goal without considerable investment on the part of the College and the University. Above all, we must become more competitive with our peer institutions. The most pressing needs in this regard are enhanced support for graduate students, improved structural conditions for research and teaching in the Department, and increased faculty salaries at all levels. Barring such improvements, we will be unable to recruit and retain the very best graduate students and faculty.

Throughout this report we have articulated specific goals and projects we intend to pursue in the coming years. In the interests of summary, these points will be reiterated here.

Outreach and Leadership

- *German Cultural Center* Securing external and in-house funding for the establishment of a German Cultural Center for the Pacific Northwest is a high priority of the Department. Such a center would enhance our relationship with the German heritage community in the region and help us better fulfill our leadership role as the most prominent and active Germanics department in the Northwest sector of the country.
- *German in the Elementary Schools* Pursuing and ultimately establishing a pilot project with the Seattle Public Schools for German in the elementary schools is a vital need. Only by expanding articulation between the University and K-12 education to this more basic level can we hope to build a larger and stronger base for the study of German language and culture in the future.

Faculty Development

- More competitive faculty salaries are essential for the Department to be able to retain and recruit outstanding faculty members. The current situation in the Department is precarious, especially when viewed in comparison to data from peer institutions.
- Conditions for research must improve in order for the Department to retain and even enhance the scholarly productivity, reputations, and teaching effectiveness of its faculty. Such measures might include: a reduced teaching load, which would require additional faculty in order to cover the current curriculum; better possibilities for managing research time (pause quarters, for example); paid research leaves for junior faculty.

Undergraduate Education

- *Distance Learning and Internet Technology* We hope to introduce distance learning on the Internet for selected courses, especially for our core courses in the major sequences and for selected liberal studies courses.
- *General Liberal Studies* Germanics seeks to increase its contributions to the general liberal arts offerings by developing more courses taught in English that appeal to the needs and interests of the general undergraduate student body.
- *Capstone Seminar in the Major* We hope to implement a senior capstone seminar for Germanics majors to be taught on a yearly basis. Formerly this was an integral part of our program, but was eliminated due to lack of resources.
- *Undergraduate Research* We intend to increase our activity in the area of supervised undergraduate research.
- *Orientation Meetings* We plan to schedule general orientation meetings in autumn quarter for German majors and minors as one element of a more concerted effort to develop an *esprit de corps* among our undergraduate majors.
- *Extra-Classroom Opportunities* It is necessary to expand extra-classroom opportunities for undergraduates for using the German language in non-academic as well as academic interactions. The newly re-founded German House could become the locale for such activities.

Graduate Program

- *Professionalization* We must further enhance the professionalization of our graduate students, encouraging them to achieve greater recognition in the form of scholarly papers and articles.
- *Placement* Improved placement of graduates is a crucial goal. We hope to accomplish this by increasing their professional training in teaching and research and creating structural conditions for timely progress to the degree.
- *Recruitment* Better recruitment of graduate students--in particular recruitment of more--ideally, of all of--our top three to five applicants, is an important goal. In order to accomplish this, we will need to offer more and better financial support, including mixed scholarship/teaching packages.

- *MA Program in German Language Teaching* We should seriously consider development of an MA program, in conjunction with the School of Education, in the teaching of German as a foreign language.
- *Alternative Career Training* We must consider ways of developing alternative career options for graduate students, such as in the area of foreign language teaching in the elementary schools.

German Language Instruction

- *Customized Learning Modules* We plan to restructure our lower-division language program by customizing the basic language-learning sequences by means of a modular approach. A three-credit core taken by all students will be supplemented by a menu of two-credit modules reflecting more specialized interests of the students.
- *Business German Track* A modularized approach in intermediate German would help establish a real business track, starting in second-year German and leading to an internship in a company in a German-speaking country. This would be coherent with our role as a testing center for the DföB and PWD diplomas.
- *Reintroduction of Individualized First-Year German* We used to offer a section of first-year German (German 104) as an individualized program, but this ultimately proved to be unsuccessful because students did not know how to manage their own learning. We have to address this problem in a systematic way and develop strategies, perhaps exploiting technological media like the Internet, to create a successful individualized language-learning program.
- *Study Abroad* We plan to expand study abroad options for our students by developing a study abroad quarter for learners at the first- and second-year levels. We hope such a program would create an additional, more highly motivated feeder group for our advanced language and majors courses.
- *Reintroduction of Distanced Learning Courses* We will revise our outdated distanced learning program for basic German, making extensive use of the Internet and thereby making the learning more attractive, interactive, and effective.
- *Articulation with K-12 Schools* We must continue to pursue possibilities for articulation between primary, secondary, and tertiary instruction in German. The present collaboration between our Department and selected high schools in our State is a good beginning, but articulation and collaboration must go beyond this. The Department must play a leadership role in this area.