

Self-Study: 10-Year Program Review (2006)

Department of Scandinavian Studies

I. Introduction

The Department of Scandinavian Studies dates back to 1908 when several Scandinavian-American students at the University of Washington joined with members of the Scandinavian-American communities to petition the Washington State Legislature for the addition of a program of instruction of the languages and cultures of their homelands. In 1909, the State Legislature enacted a bill into law establishing the Department of Scandinavian Languages and Literature. In the following year, the Board of Regents appointed David Nyvall, President of North Park College in Chicago, as the first Professor of Scandinavian. His arrival and the new department were celebrated at a banquet attended by University President Thomas Kane, members of the Board of Regents, University faculty members, students, and more than 400 local citizens from the various Scandinavian-American communities. Established with strong state-wide community support, the Department continues to enjoy that support today.

When Edwin Vickner replaced Nyvall in 1912, the Department began its development toward regional and national recognition. Vickner expanded the curriculum to include the languages and literature of Denmark, Norway, Sweden and medieval Iceland. In 1938, Sverre Arestad, whose interests focused on Norwegian literature and language as well as Scandinavian history, was added to the faculty. With Vickner's retirement in 1948, Walter Johnson, a Strindberg specialist, joined the faculty. Together, Arestad and Johnson shepherded the growth of the department through the 1960s and into the 1970s. A Master's program was established in 1948 and a Ph.D. program in 1966. Several new faculty members were subsequently added, including the first area studies position in history in 1979. While maintaining its literary core, the department moved significantly to build its interdisciplinary and area studies focus. This decision led further to the subsequent hiring of a political scientist in 1983, a fennicist and folklorist in 1990 and a

Baltic studies specialist in 1994. To reflect the new reality, the name of the Department was changed to be the Department of Scandinavian Studies in 1996. Today, the Department consists of seven tenure-track faculty members and five full-time lecturers without tenure (three of the lecturers carry appointments funded jointly by the governments of Denmark, Finland and Latvia respectively), for a total of thirteen faculty members.

II. Self-Study: Main Text

Section A: General Self-Evaluation

1. Preamble

The Department of Scandinavian Studies is significantly diverse in its teaching and research covering the languages, literature, history, politics and cultures of eight countries. These include the five Scandinavian (or Nordic) countries of Denmark, Finland, Iceland, Norway and Sweden and the three Baltic countries of Estonia, Latvia and Lithuania. A cultural and methodological common ground is shared and is reflected in the various degree programs we offer, but the broad coverage of teaching and research make the department more than a traditional language and literature department.

Undergraduate baccalaureate degree programs in languages and literature are offered in four of the national areas of Scandinavia: Danish, Finnish, Norwegian and Swedish. A fifth undergraduate degree program provides students with the opportunity to study and major in Scandinavian Area Studies, an interdisciplinary major which allows students to focus on history, politics or folklore while including a significant language and literature component. A Baltic Studies major does not yet exist, but is projected for the future, dependent on the development of the tenure-track faculty position in Baltic Studies which begins in September, 2006.

With the dissolution of the Soviet Union in 1991, the three Baltic Republics of Estonia, Latvia and Lithuania declared their independence. At American universities, when studied at all, the languages, literature and cultures of the Baltic countries have historically been located in Slavic departments. That model has been significantly changed at the University of Washington. When the Department of Scandinavian Studies established the first national Baltic Studies Summer Institute in 1993, it became clear that the historical and cultural connections between the Scandinavian and the Baltic countries, as well as the significant sentiment of the Baltic-American communities, argued for a Scandinavian-Baltic departmental connection. In choosing to locate the institutional home of Baltic studies in the Department of Scandinavian Studies rather than in the Slavic Department, we recognized the close post-Soviet cooperation and collaboration between the Scandinavian and Baltic countries as well as their historical and cultural connections. It also became clear that there would be greater community support for the program if it were institutionally separated from its former Russian and Slavic connections. While we based the decision on intellectual and cultural considerations, the merits of the decision were confirmed when the United States Department of States subsequently moved responsibility for Baltic affairs away from the Russian desk and placed it with the Scandinavian, or Northern European, desk. In fact, the University of Washington decision anticipated the federal government's decision by nearly a year. Furthermore, the linguistic connections between Finland and Estonia, and the significant historical connections between all three Baltic countries and Sweden and Denmark, also argued for placing Baltic Studies within the Department of Scandinavian Studies. As a self-sufficient program, Baltic studies have become significantly integrated into the curriculum with several courses that include Scandinavian and Baltic content. Similarly, the establishment of a Finnish faculty position in 1990 and a Finnish major in 2005, somewhat models the integration of Baltic studies into the department's curriculum along with the historical core areas of Denmark, medieval Iceland, Norway and Sweden.

2, *Strengths*

The Department of Scandinavian Studies takes pride in providing a most rigorous introduction to the study of the Scandinavian and Baltic languages, literatures and cultures. This means, on the undergraduate level, that the Department provides a high level of language instruction along with an introduction to literary and cultural history to develop a well-informed understanding of the Scandinavian countries and, by extension, of their own country and how these relate in the modern world. The undergraduate program is broad and diverse, serving approximately 80 majors and more than 2,000 students annually. Courses include such general areas as literature, history, politics, folklore, language and film.

Graduate level study in the department means expert guidance into research methods, critical thinking and the development of an advanced understanding of the Scandinavian and Baltic areas in preparation for post-graduate work, a professional career, or a career in academe. The graduate programs are strong and research oriented. While a non-thesis track is possible on the MA level, most students who complete the degree choose to write a thesis. The Ph.D. program concludes, of course, with the dissertation, but research and writing are vital aspects of the graduate preparation. Each year, six to seven graduate students present papers at our discipline's annual scholarly conference (Society for the Advancement of Scandinavian Study) and all Ph.D. students are required to prepare an acceptable paper for publication and submit it to a scholarly journal (it does not need to be published) at least once during their graduate career. Among the areas where the department has especially strong credentials, we note the following:

- Language and literature studies. On both the undergraduate and graduate levels, the Department's traditional core is language and literature study. The department includes the traditional literary historical approach for students to gain access to Scandinavian cultural knowledge, but also focuses on a strong cultural studies approach that includes Scandinavia in a global perspective. The Department's coverage of literary periods is excellent with faculty having a major focus on one or more of the following

periods: medieval (Conroy); pre-nineteenth century (Stecher-Hansen); romanticism (Sjåvik, Stecher-Hansen, Nestingen); realism (Sjåvik, Stecher-Hansen, Gavel Adams, Nestingen); naturalism (Sjåvik, Gavel Adams, Dubois, Stecher-Hansen, Nestingen); modernism (Sjåvik, Dubois, Gavel Adams, Stecher-Hansen); post-modernism (Sjåvik, Nestingen, Stecher-Hansen). On the graduate level, we focus heavily on literary textual studies and critical theory, especially in courses taught by Professors Sjåvik and Gavel Adams. The Department also has significant strength in medieval and Old Norse fields offered by Professor Conroy in literature and Professor Leiren in history. The Master's program, designed to give students broad training in preparation for the in-depth focus they encounter on the doctoral level, provides sufficient flexibility to allow students to develop their interdisciplinary interests within the context of their specific topic of study. Language study and language proficiency, of course, lie at the heart of what we do in the department. Currently, eight languages are taught, five Scandinavian/Nordic and three Baltic.

- Scandinavian area studies. Since becoming the first North American Scandinavian department to establish BA and MA programs in area studies in the 1980s, the study of Scandinavia at the University of Washington has broadened and expanded so they now include an extensive array of courses in history, politics and folklore. Area studies course serve the students in the department well, but they have also allowed us to offer a broad range of service courses to the university community. Consequently, many of these courses are cross-listed in the Departments of History, Women Studies, Political Science, Comparative Literature, European Studies, or the Jackson School. Such outreach has significant returns, of course, in the number of students enrolled in department courses. Most faculty members are also adjunct faculty members in related departments and participate in the scholarly meetings in their "other" professional discipline. A remarkable cooperative relationship exists with some of the federally funded Title VI centers on campus, such as the Center for West European Studies (CWES) and the Russian, East European and Central Asian (REECAS) Center housed in the Henry Jackson School of International Studies. These centers, as well as their sister centers, have an area studies focus which seek to develop knowledge about their specific

region. Funded by the Department of Education as national resource centers, Title VI centers depend on the strength of the language departments such as the Department of Scandinavian Studies to support them. Federal support for CWES is, in large part, due on a strong Department of Scandinavian Studies which serves as a major pillar of the program.

- **Baltic Studies.** The University of Washington is the only North American university that teaches all three Baltic languages every year. Our department established the Baltic Studies Summer Institute (BALSSI) in 1993, an arrangement which has grown into a consortium of ten (10) cooperating universities which alternatively act as hosts for the Summer program. As a follow-up to the Institute, the Department sought to establish a Baltic studies program. When it became clear that there would be strong community support for the initiative, a full-time lecturer position was funded by the College of Arts and Science in 1994. Coincidentally, a fund-raising campaign was begun to raise funds for the full academic program. Teaching assistant support and tuition waivers were received from REECAS and the UW Graduate School respectively thereby allowing for the establishment of a full language program in Estonian, Latvian and Lithuanian. In the decade since its establishment, the program remains unique in North America. The Baltic Endowment has now reached nearly \$2 million dollars and continues to grow. Beginning in Autumn 2006, the lecturer position will be replaced by a tenure-track assistant professor position funded by the endowment. In addition, the Latvian government, in cooperation with the College of Arts and Science and the Department, established a Visiting Lectureship in Latvian beginning, in Autumn 2005, on a three-year trial program. The Baltic Studies program gives the University of Washington and the Department a unique profile unmatched by any other university in North America.

- **Fund Raising.** Public universities, certainly no less the University of Washington, have historically possessed no real commitment to making private giving or fund-raising a priority. Where it has existed, it was largely serendipitous and opportunistic. The first, fleeting attempts at formal fund-raising in the Department began modestly in 1983 when we prepared to celebrate the seventy-fifth anniversary of the

founding of the Department in 1984. Looking to include members of the Scandinavian community in the same spirit in which the Department was founded, a community Advisory Board was established as a liaison with community friends and supporters. Acting principally as important links to the various Scandinavian clubs and organizations, the Board also became advocates for the Department in the community and provided special financial support for programs and scholarships. Writing in the 1995 Departmental review, Professor Patricia Conroy noted that funding sources for the Department included \$147,000 from community and other non-public sources. This support has grown exponentially since then to nearly \$3 million in endowed funds, two-thirds of this for support of Baltic Studies. Cooperation with, and support from the Scandinavian and Baltic communities has been a truly remarkable story of success and remains a major strength on which to build for the future. Although it lags behind the support for Baltic Studies, efforts to gain private support for Scandinavian endowments are a strong departmental priority.

The strength of the faculty in research and publishing is widely recognized in the field of Scandinavian studies. Faculty members have frequently been invited to serve as visiting scholars and guest lecturers at major institutions and organizations nationally and internationally. Two current members of the faculty have served, or are currently serving, as president of the major scholarly organization for Scandinavian studies, the Society for the Advancement of Scandinavian Study. Professor Leiren served as president in 1993-95, while Professor Ingebritsen is the current president, serving a two-year term (2005-07). All tenure-track faculty members are prominent in their specific discipline within Scandinavian studies through their publications and professional conference participation and invitations. To further note departmental strength and the leading role members of the faculty play in our field, in 2005, the Department established, in cooperation with the University of Washington Press, a publication series, "New Directions in Scandinavian Studies." Professors Ingebritsen and Leiren serve as series co-editors working with the editors of the UW Press to identify and evaluate manuscripts for publication by the Press. In only six months to date, the series has evaluated fifteen manuscripts and developed a preliminary commitment to publish about

five of these. This is a major new initiative that will support departmental research, but also reach out to publish the best manuscripts in the field, dramatically increasing the department's visibility and role in advancing scholarship. All this suggests, of course, that the strengths of the department serve three distinct audiences: the university and scholarly community, locally and broadly; the local and national ethnic communities; and the small, but extremely important, group of students who choose to study in the graduate program and, most significantly, continue through to the Ph.D. The Department and its faculty are committed to meeting its teaching responsibilities by providing the best possible education on all levels from first-year language learning through to the completed Ph.D. Recognizing the important history of the Department's connection with its heritage communities, we also serve as an academic resource for the Baltic and Scandinavian ethnic communities. Representative members of the many communities have been invited to join the Department Advisory Board where they serve as important liaison contacts with their own ethnic group and further support the academic endeavors of the Department by providing important private support to expand the Department's quest for continued excellence in scholarship, teaching and service.

3. *Measuring Success.*

The conventional criteria of measuring success by the successful placement of Ph.D. graduates from the Department would indicate considerable success over the past ten years. Recent Ph.D. students have obtained full-time or tenure-track position at several major universities and in prominent Scandinavian programs, including: the University of Colorado, Boulder; the University of Indiana, Bloomington; the University of Wisconsin, Madison; the University of Washington, Seattle; the University of Oregon, Eugene; Arizona State University, Tempe; the University of North Dakota; Concordia College, Moorhead, Minnesota; and Pacific Lutheran University, Tacoma, Washington. Earlier graduates from the department still hold positions at the University of Illinois, Champaign-Urbana, the Ohio State University, the University of Texas, Gustavus Adolphus College, and Augustana College, Rock Island. Graduates from the Department of Scandinavian Studies continue to shape the research and teaching direction of

Scandinavian studies today and it can truly be said to be one of the “flagship” programs in North America.

On the undergraduate level, success is less easily quantified. There are, of course, means of measuring teaching success through student and collegial evaluations. Here the faculty and graduate teaching assistants score consistently high. Since a BA degree from the Department of Scandinavian Studies is not a professional degree, success is otherwise measured in intangible ways. We are proud of our contributions to help students explore the modern world and its global implications through the discovery of other languages and cultures. Students comment frequently on discovering themselves as they learn about other societies and cultures. This arises most frequently in such courses as Scand 367: “Sexuality in Scandinavia, Myth and Reality,” or Scand 370: “The Vikings” where students study some aspect of Scandinavia, but relate these studies to their own culture and time. Not infrequently, students note in their written evaluations, or subsequent letters, that they have learned as much about themselves and American culture as of the Scandinavian countries in these, and similar, courses. Rather than train undergraduate students for particular jobs, the Department of Scandinavian Studies, aims to provide them with the intellectual and critical abilities to do any job intelligently. These qualities are not easily quantifiable, but they are nevertheless just as real.

Success for the faculty individually and collectively as scholars, as well as the Department institutionally, is measured most notably in publications and general standing as a national and international program. Over the last ten years, four members of the faculty were successfully granted tenure and promoted to Associate Professor. A fifth will be considered for tenure and promotion in the Autumn 2006. After several years without a full professor in the department, two Associate Professors were promoted to Full Professors in the last four years. A third is currently being considered for promotion. This, of course, suggests scholarly success, but also reflects a significant change in the climate of the department. In the 1980s there was essentially no encouragement or support for middle rung faculty to seek promotion. Additionally, overwhelming teaching assignments consumed most of the available time and research time was sacrificed.

When the Department came to have no full professors in 1993, the Dean of the College of Arts and Sciences established a Standing Committee of Full Professors from other departments to mentor and advise department members on seeking promotion. Modest, but nevertheless increased, support of \$2,000 annually for faculty research was made available by the Dean's Office in the late 1990s to be distributed at the discretion of the Chair. This was made available to all tenure-track faculty for the purpose of encouraging them to finish projects and focus on book-length studies with the purpose of better preparing them for promotion consideration. In addition, reduction in exaggerated teaching commitments, such as excessive offerings of Independent Study, were encouraged in favor of using the time more rationally and productively for research. Over time, this strategy has not only provided for a successful transition of the Department's climate, but it has also led to a renewed departmental focus on research. A spectacular spillover has, not surprisingly, followed in that the faculty active in research are increasingly engaging their students in their research and allowing the one to inform the other. This change is not easily quantifiable, but it has, we believe, had a remarkable effect on the quality of life in the department..

4. Weaknesses

Recognizing that no unit is perfect, the Department of Scandinavian Studies is no different. Space and office staffing are current impediments to departmental goals. A full-time Administrator and a $\frac{3}{4}$ time Office Assistant are stretched thin and have difficulty keeping up with the administrative duties required in the department. The relatively small space in the main office further complicates the efficiency of the office personnel. Faculty are likewise strained for space. With the hire of a Latvian Visiting Lecturer in 2005, faculty office space has become a serious problem for the department. The lack of office availability has forced us to double up some faculty so that the Latvian lecturer shares office space with adjunct faculty and visiting faculty, such as Fulbright or American-Scandinavian Foundation Visiting Lecturers. Unfortunately, while opportunities to invite visiting faculty to the Department arise regularly, this situation makes it extremely difficult to take advantage of the special opportunities when they do arise.

Although financial support has increased in recent years, there is still room for improvement. This is most notably a challenge in the area of graduate student recruitment and support. Financial support from the graduate school through programs such as the Top Scholar Award and the Graduate School Fund for Excellence and Innovation have helped, but these funds are limited and sometimes have proved insufficient. As a result, in recent years, we have found ourselves to be financially less than satisfactorily competitive for the top graduate student recruits. Experience has shown that it is easier to raise private support for undergraduate students, but the Department needs to do a better job to develop graduate student support from the time of recruitment to the completion of the dissertation.

5. *Changes In the Field that have Influenced the Department's Role.*

Perhaps the most profound change that has occurred in the Department over the past two decades has been its increased focus on interdisciplinary studies. While the Department maintains a strong literary core with a majority of its faculty in literary studies, the addition of faculty whose disciplines are more notably in social sciences (history, political science, folklore) has, in effect, made the Department into a mini-liberal arts college. The addition of Baltic Studies in the last decade has further enhanced this development. Courses are regularly cross-listed in other departments, and most of the faculty also hold adjunct appointments in other departments across the College. To a great extent, the focus on interdisciplinary studies in the Area Studies program is a result of internal developments that originally grew out of the literary historical tradition in the field of Scandinavian Studies. In Scandinavia and in North America, Scandinavian studies have tended to focus on the study of the languages and literature in their cultural contexts. Increasingly, this meant offering the culture and history of Scandinavia in several courses. With the development of the Area Studies program, it became clear that student demand supported this broader curriculum. Consequently, we have worked to integrate language, literature and area studies courses into the various departmental major and minor requirements.

Section B: Teaching

1. *Representative Faculty Teaching*

The data below are from the 2004 – 2005 academic year, probably a typical teaching year in the department. Christine Ingebritsen currently serves as Acting Dean of Undergraduate Education and Vice Provost and teaches only one class. Teaching reductions in lieu of increased administrative responsibility are also provided the Department Chair (two course reduction annually), the Graduate Program Coordinator and the Undergraduate Academic Advisor (a one course reduction annually each). Klaus Brandl's appointment in the department is 40%. First-year language classes are taught by Teaching Assistants and are not listed. Student credit hour figures are based on raw data from class enrollments.

<u>Instructor</u>	<u>Rank</u>	<u>Courses</u>	<u>Credits</u>	<u>Credit hours</u>
Brandl, K	Sr. Lecturer	2	5	49
Conroy, P	Assoc. Prof.	5	25	1185
Dubois, I	Sr. Lecturer	6	30	1305
Gavel Adams, L.	Prof.	4	20	460
Ingebritsen, C	Assoc. Prof.	1	5	70
Kuisma, K	Visit. Lect.	7	35	145
Leiren, T.	Prof.	3	15	1545
Nestingen, A.	Asst. Prof.	5	25	542
Nielsen, J.	Visit. Lect.	6	30	230
Sjavik, J	Assoc. Prof.	5	25	575
Smidchens, G	Sr. Lecturer	6	30	430
Stecher-Hansen, M	Assoc. Prof.	4	20	880

2. *Allocation of Teaching Responsibilities.*

In determining course offerings and teaching assignments, the faculty consider the needs of the undergraduate and graduate students and the requirements of the various degree

programs. In general, teaching assignments are agreed upon by mutual consent among the faculty as a whole. Some courses are standard for individual faculty members, while some are rotated among faculty members from year to year. Attempts are made to balance the demands of general undergraduate courses that have broad service appeal across campus and those which are required as part of the various majors. Similarly, care is taken to include upper division courses in the original language as well as in translation. Finally, courses which are required as part of the graduate program are assigned regularly to those faculty members who specialize in the required fields. Whenever possible, these course specific assignments rotate among faculty members.

The standard teaching load is five courses per year for professorial faculty (tenured and tenure-track), and six for lecturers. Although some departments assign up to nine classes annually to lecturers, in the Department of Scandinavian Studies, Senior Lecturers and Visiting Lecturers do not teach multiple sections of the same language course, but are assigned six different literature, culture and language courses during the year. Many of the courses in the Department are regularly cross-listed in other departments or programs, resulting in several members of the faculty also teaching courses listed in other units.

3. *Faculty Involvement in Undergraduate Learning.*

Outside of the core mission of teaching, the faculty's primary involvement with undergraduate learning is through mentoring and advising. The Department does not have a staff advisor, but has assigned a faculty member to serve as the Academic Undergraduate Advisor. This position has been held for several years by a full professor, Lotta Gavel Adams. As Undergraduate Advisor, Gavel Adams serves as a kind of coordinator of faculty engagement in undergraduate learning. All faculty members regularly supervise independent study projects, honors projects and senior essays. As Undergraduate Academic Advisor, Gavel Adams provides formal advising and program specific information to students, often in collaboration with the faculty member in a particular field in which the student is, or may be, interested. Because all majors must complete a capstone project, ordinarily the senior essay, each student is assigned to a member of the faculty in the field of interest to the student, to direct, mentor and, finally,

to evaluate the completed work. In addition, a Senior Essay Committee reads and evaluates all senior essays as a kind of “quality control operation.” In this way, the Department is assured that each major not only gets meaningful contact with departmental faculty but also produces an essay of a high standard and demonstrable quality.

4. *Faculty Involvement in Undergraduate Research and Scholarship.*

The Department of Scandinavian Studies is challenged to involve undergraduate students in faculty research projects. The principal field of Scandinavian languages and literature requires extensive linguistic preparation that undergraduate students typically are only beginning to acquire when they graduate, let alone possess while they are still undergraduate students. Research by humanists is largely a singular experience with collaboration between colleagues most commonly in the sharing of such tasks as writing or editing. With no lab work, involving undergraduate students in faculty research becomes more problematical in the humanities. In anticipation of developing ways to engage undergraduates meaningfully in research, the faculty has discussed the development of undergraduate research workshops, most notably in literary translation. Engaging and encouraging talented and motivated undergraduate students in selected aspects of humanities research continues to be a departmental goal.

5. *Evaluating Instructional Effectiveness.*

Instructional effectiveness is evaluated on two levels. Initially, instructional effectiveness, in terms of student achievement and student progress, is monitored by the instructors themselves. This evaluation occurs, for example, in language classes with daily assignments, homework, weekly quizzes and regular exams, collected and graded by the instructors. Oral proficiency in language classes is regularly tested in class as well as with quarter-ending oral examinations conducted by two language instructors. In non-language classes, instructors use a variety of methods to evaluate instructional effectiveness and student progress, including written assignments, term papers, or regular exams.

Departmental evaluation of instructional effectiveness mirrors the university requirements. All faculty regularly conduct both student and collegial evaluations of their courses and their teaching. Teaching Assistants, Lecturers and Assistant Professors are required to have all courses evaluated through the Instructional Assessment System of the Office of Educational Assessment (OEA). Senior faculty must complete at least one student evaluation annually, although the Department recommends additional assessments. A Collegial Evaluation Committee of three faculty members conducts instructional assessments on a regular basis. These assessments can consist of an evaluation of the course material, peer evaluations and classroom visits. A written report is, subsequently, placed into the faculty member's teaching file.

Graduate Teaching Assistants, responsible for most of our first-year language teaching, are also evaluated regularly to determine instructional effectiveness. An annual orientation just prior to the beginning of the school year is organized by the departmental language coordinator. The orientation consists of workshops, teacher demonstrations and microteaching organized by the Department and a TA Conference organized by the Center for Instructional Development and Research (CIDR). Subsequently, all graduate teaching assistants are required to enroll in a Methods Seminar during Fall Quarter (SCAND 518/594). As part of this class the instructors undergo a close evaluation of instructional material, classroom observations and help in the development of lesson plans. Additionally, a Pedagogy workshop (SCAND 595) meets weekly to allow discussion of pedagogical issues and to organize and follow-up issues related to the classroom observations.

In certain instances and where it might be deemed necessary because of specific circumstances such as proposed promotions or reappointments, indications of teaching problems, or requests by the teachers themselves, a comprehensive review of teaching might be carried out. Reports are made available to the instructors themselves and placed in the teacher's file. If necessary, the Department chair will meet with the instructor but, in any case, teaching issues are regularly discussed during the annual meeting.

6. *Teaching Effectiveness Data*

Teaching effectiveness in the language classroom is regularly assessed through written and oral examinations of student achievement and proficiency. Classroom written assignments are generally designated to show student progress and student difficulty. Testing is not only a tool for grading, but a means by which instructional adjustments can be made to enhance learning and teaching effectiveness. The language programs in Danish, Norwegian, Finnish and Swedish assess student abilities in listening, speaking, reading and writing, generally following the guidelines set by the American Council for Teaching of Foreign Languages (ACTFL). Standard testing methods using written essays, objective examinations, term papers, and research projects are most common in non-language courses. Individual instructors have developed courses and examinations that properly determine teaching effectiveness in individual classes. Student performance and student feedback in various ways help to determine the effectiveness of each instructor's method and style. Sharing of experiences and occasional workshops to improve teaching are encouraged and are a regular part of the departmental culture.

Teaching effectiveness in so far as it is evident in student evaluations is regularly done through the student assessments administered through the Office of Educational Assessment. Courses taught by teaching assistants, lecturers and assistant professors are evaluated every quarter. Senior tenured faculty ordinarily have one course evaluated annually as required by the university handbook. Student evaluations are placed into the faculty or student teaching files after they have been examined by the department chair. If problems are indicated, encouragement would be given and recommendations would be made to the instructor, ordinarily a recommendation to contact CIDR for assistance in improving teaching performance.

7. *Procedures to Improve Undergraduate Teaching and Learning*

All faculty are expected to do all they can to be effective teachers. Junior faculty are encouraged to consult with senior faculty on matters of instructional practice and improvements. Senior faculty are, likewise, encouraged to maintain effective teaching by innovation and consultation when it is deemed necessary. Instructional assessment is

carried out regularly through student evaluations and peer evaluations. Feedback from both types are shared and discussed in mandatory annual meetings with the Chair. If intervention is deemed necessary, appropriate action will be taken.

Teaching assistants are closely observed by the Teaching Assistant Coordinator who meets with and visits the language classes on a regular basis, ordinarily twice each quarter. In addition, a faculty member in the language area also makes a classroom visitation each quarter. Evaluations are written following the visitation and subsequently discussed with the student. From time to time, when deemed necessary, CIDR personnel are invited to observe and evaluate student teaching, either as a result of student initiative or departmental initiative.

8. *Promoting Teaching Innovations*

The Department strongly encourages the development and promotion of teaching innovations. In language teaching, we work very hard to train excellent teachers of the Scandinavian languages through an intensive, week-long, September teaching and pedagogy workshop and carefully guided teaching experiences through the year. Language-teaching faculty, including teaching assistants, work closely with Dr. Klaus Brandl, Senior Lecturer, Second Language Acquisition specialist and the Department's Teaching Assistant Coordinator. An active scholar in teaching methods and pedagogy, he is a specialist in communicative language learning, the primary approach used in the department's language programs.

In non-language courses, innovative teaching is also encouraged and supported. The College of Arts and Sciences recently sponsored a 4X4 writing initiative organized by Professor John Webster of the Department of English whereby four members of the department faculty (Sjåvik, Stecher-Hansen, Nestingen, Dubois) participated in an intense workshop to redesign writing in their classes. Developing what Webster called "low-stakes" writing, the workshop focused on using writing as a tool for student learning rather than learning to write. Similarly, several faculty members have participated in the Office of Undergraduate Education's Teaching Academy's workshop

on large lecture classes to assist in the development of innovative ways to make the large lecture experience more effective and meaningful for student and teacher alike.

Section C: Research and Productivity

1. Research Expectations

The research expectations of the Department, the College and the University are not in conflict. Whenever possible, department faculty incorporate research into their teaching. This means that seminars, and many courses, contain significant research results and include discussions of scholarly debates in the field. It is generally recognized that the presentation of current research leads to effective classroom teaching, even more so when the teacher is also actively involved in the research. Consequently, faculty work to incorporate current research not only into their seminars, but also into their undergraduate courses as well. The variety of goals and expectations for the Department largely reflects the scholarly interest of the individual faculty members. Each faculty member teaches and publishes in one of the national areas or one of several disciplines in the Department. Faculty hires have traditionally reflected Department goals and, consequently, individual research interests reflect Department goals and expectations.

Decisions on faculty promotions, salary and retention are made in accordance with the guidelines and requirements of the College and the University. In those areas over which the Department has discretion, such as the balance between teaching and research, the Department tends to emphasize quality over quantity.

2. Junior Faculty Mentoring

Junior faculty mentoring occurs in the Department in several ways. Firstly, this involves the mandated, formal meetings between individual faculty members and the department chair. Teaching issues are generally discussed and, if needed, corrective action would be recommended. Secondly, the formal procedure for teaching evaluations and teaching assessments provide opportunities for the junior faculty to identify areas of concern for corrective action. Collegial evaluations by department faculty help to identify areas of

strength and areas which may require additional work. In addition to the regular faculty, members of the Standing Committee (all senior full professors) are available to mentor junior faculty for either teaching or research concerns. Finally, mentoring is done on an informal basis in meetings with senior colleagues in the same language program or with those sharing disciplinary interests. Members of the junior faculty engage equally in all departmental programs and decisions. Their opinions are valued and any concerns are addressed quickly.

Because the Department has three full-time visiting lecturer positions (funded in cooperation with the Ministries of Education of Denmark, Finland and Latvia) which turn over, on average, every three years, mentoring of these faculty is an important priority for the Department. Visiting lecturers are oriented to the Department, initially, by participating in the Fall Orientation for incoming graduate students. In addition, they work closely with the senior faculty member in their respective language area and undergo the same student and collegial evaluation as other members of the teaching faculty.

3. *Research Impact*

The research of the professorial faculty covers several distinct areas of specialization, including Scandinavian literature and culture, second language acquisition, history, politics, film studies and textual criticism. The center of what much of the faculty do and the areas in which most of the graduate students are trained in the Department, is language and literature. However, the strong area studies component in the Department gives it a unique profile and national status. In several instances, research and publications produced by the faculty deal with topics that intersect between literature, culture and society. Some examples of significant research and publications by members of the departmental faculty include, among others:

- Research in the literature and culture of Scandinavia. Several publications have been produced in textual and critical theoretical studies of major Scandinavian writers, such as August Strindberg, for example.

- Research in the roles of small states in international politics, especially around the concept of Scandinavians as “norm entrepreneurs.” Possessing less military authority than that of larger powers, the Scandinavians have developed a “peace niche” by emphasizing morality and subjective norms in international relations.
- Research in the Scandinavian cinema with new emphasis on the transnational and global aspects, especially with the detective genre in the contemporary Scandinavian welfare state.
- Research in the role of folklore and song traditions in national identity in the Baltic States of Estonia, Latvia and Lithuania has demonstrated the importance of “soft revolutionary forces” in the political evolution of the modern Baltic region.
- Research in aspects of the culture of Scandinavian-America, and how its expressions of identity straddled the elements of the old and the new worlds fusing the two traditions to create a new cultural identity in the nineteenth century.
- Research on the application of communicative language teaching methodologies and the use of new technologies in the teaching of world languages.

4. *Changes in the Research Environment*

Undoubtedly, the most significant change in the research environment is the ubiquitous presence of information and computer technology. The past decade has brought the development of new challenges and some new paradigms and, in some instances, new textual materials are also more abundantly available. However, research and creative activity in the department still largely follows traditional disciplinary lines and consists mainly of work with literary texts and archival manuscripts. Funding for humanities research varies and changes, often dependent on national priorities either for the United States or one of the eight countries represented in the Department. Just as funding

priorities may change, so too do research priorities and critical approaches to method and theory. The Department tries to emphasize research that is substantive and meaningful.

Because scholarly publishing in less common fields such as Scandinavian and Baltic studies do not always find a large market or overly enthusiastic support from major academic publishers, creative activity can be negatively impacted. Consequently, in 2005, in cooperation with the University of Washington Press, the Department established an agreement forming a new publication series, “New Directions in Scandinavian Studies.” The first two publications in the series will appear in 2006. While the series is intended to support the significant research agenda of department faculty, it will also feature the best work in Scandinavian, Scandinavian-American and Baltic studies done anywhere, publishing quality book manuscripts by scholars from around the world.

5. *Diversity of Faculty Research*

Research areas represented by the faculty in the department divide along the same disciplinary lines as the faculty appointments. In literature and linguistics, the faculty pursue research in narrative literature, literary history, the traditional ballad, theory and criticism and language history. In area studies, research focuses on Scandinavia’s role in the world contemporary political systems, Scandinavian society and Scandinavian and Scandinavian-American history. In several instances the boundaries between these converge and remain flexible, especially in such research areas as the study of sexual expressions and traditions that include socio-political as well as literary research. Similarly, research in Scandinavian history and culture includes work with literary texts as well as more traditional historical documents. Film studies, too, often combine literary and cinematic expressions of culture with methods that frequently borrow from each other. The diversity of research methods and styles find common ground in the area of common interest, Scandinavia and the Baltic countries. Communication between colleagues is open and lively. Guest lectures in each other’s classes, when appropriate, add to a sense of collegiality and cooperation while regular colloquia and workshops allow the faculty to share and discuss each other’s research projects.

6. *Impediments to Productivity*

It is generally agreed that the Department has tried hard to balance the three traditional responsibilities of faculty, research, teaching and service. Historically, faculty in the Department often taught overloads, adding additional courses or independent study offerings to their regularly assigned teaching duties. In the 1995 academic review, this tendency was noted and corrections recommended. While some faculty may still feel obligated to make themselves available for independent study projects, care is taken to keep these from being excessive and, thereby, an impediment to important research time. All faculty are aware of the service and administrative demands on their time, but these, too, seem not to have created any serious problems in recent years. In return for the extensive time commitment to serve as Graduate Program Coordinator and Undergraduate Academic Advisor, the Department grants a one course reduction in teaching responsibilities to those faculty members who assume these advising positions.

7. *Staff Productivity*

The Departmental office staff consists of one Administrator (full-time) and an Office Assistant III (75% time). Until December, 2005, the Administrator position had been stable with the same person holding the position for fifteen years. In December, 2005, through February, 2006, the position was open. The Office Assistant position has had considerable turn-over in the last five years, but seems to have stabilized. Having gone through the search process to find a new Department Administrator, it is clear that the current salary is inadequate, comparably low and a likely detriment to productivity in the long run. Some candidates seeking the promotion the position would entail for them, indicated that the salary was actually less than they were getting in lower classification jobs in other units at the University. On the positive side, all department staff are encouraged to take advantage of the instructional courses and training offered by the University to learn new skills and to enhance their performances. The Department makes every effort to eliminate obstacles and accommodate staff needs when requested or required.

Section D: Relationships with Other Units

1. Collaboration

The official departmental name change, in 1996, from Scandinavian Languages and Literature to Scandinavian Studies clearly reflected the reality that the Department had grown into an area studies department with language and literature study as its significant core. Disciplinary interests include comparative literature, linguistics, art history, history, political science, sociology, textual studies, folklore, gender, cinema studies, philosophy and theoretical and critical literary studies. These disciplinary interests have helped establish several faculty ties with other units that include teaching responsibilities on the graduate and undergraduate levels, the supervision of graduate students, research collaboration, and contributions to colloquia. Graduate students, too, participate in colloquia and conferences sponsored by other units, most commonly, Comparative Literature and the Simpson Center for the Humanities. In 2005-2006, in cooperation with the Dean of the Office of Undergraduate Education (OUE) and the Department of Germanics, the Department supported the establishment of a University course, “Crime Scenes: Investigating the Cinema,” team-taught by Assistant Professor Andrew Nestingen of Scandinavian Studies and Assistant Professor Eric Ames of Germanics. Over the years, teaching assignments, research projects, or colloquia have actively involved faculty in cooperative interdisciplinary efforts with other units on campus. In addition, faculty have also been involved with other institutions and professional organizations. These external collaborations have generally added to the Department’s scholarly profile, benefited teaching and developed opportunities to aid in the recruitment of new graduate students. Among units or institutions with which the Department has significant collaborative contacts, are:

- Department of Comparative Literature

Faculty in Scandinavian Studies have extensive connections with the Department of Comparative Literature. Associate Professor Jan Sjøvik and Assistant Professor Andrew Nestingen are faculty members in the Ph.D. Program in Theory and Criticism regularly offering courses in the program. Most doctoral students in the Department in recent years

have also taken a certificate in Theory and Criticism as part of their Ph.D. program in Scandinavian Studies. Nestingen also regularly teaches Scandinavian cinema courses in the new Cinema Studies program. Professor Ann-Charlotte Gavel Adams and Associate Professor Patricia Conroy serve as faculty members in the Textual Studies program which focuses on the production, editing, dissemination, preservation and transmission of texts. Finally, Senior Lecturer Guntis Smidchens teaches courses on folklore and community, courses which are joint-listed with Comparative Literature.

- Henry M. Jackson School of International Studies

The Department works closely with the Jackson School in several areas, most importantly, perhaps, through two Title VI Centers, the Center for West European Studies (CWES) and the Herbert Ellison Center for Russian, East European and Central Asian Studies (REECAS). In addition, Associate Professor Christine Ingebritsen has an adjunct appointment in the Jackson School. Her courses on Scandinavian politics, political economy and international relations are regularly joint-listed in the Department and the Jackson School. Similarly, the Baltic Studies Program cooperates closely with the Ellison Center, joint-listing several of its courses. In addition, REECAS supports our Lithuanian teaching assistant position. Collaboration between CWES and the Department begins on the basic level by providing language instruction in four of its least commonly taught languages. Programming support and several curriculum development grants have been awarded to departmental faculty by the Center. Several courses offered by department faculty are joint-listed with European Studies.

- Department of History

Professor Terje Leiren regularly teaches course in Scandinavian history, including the History of the Vikings, Scandinavian history to 1720 and Scandinavian history since 1720, which are joint-listed with the Department of History. He has also served on Ph.D. supervisory committees as the Scandinavian specialist for several History Department Ph.D. students.

- Department of Women Studies

Professor Lotta Gavel Adams, Associate Professor Patricia Conroy and Associate Professor Marianne Stecher-Hansen serve as adjunct members of the Department of Women Studies and teach joint-listed courses in the department.

- Department of Political Science

Associate Professor Christine Ingebritsen serves as an adjunct member of the Department of Political Science and regularly teaches courses on Scandinavian politics and society, International Economy and Environmental Norms.

- College of Education

Senior Lecturer Klaus Brandl is actively involved with the Teacher Education Program in the College of Education. He serves as an adjunct member of the faculty and regularly teaches courses on Teaching Methodology. Brandl, who has a 40% appointment in Scandinavian Studies and 60% in the Language Learning Center, also serves as liaison between the Teacher Education Program in the College of Education and the College of Arts and Sciences.

- Governments of Denmark, Finland and Latvia

Three Visiting Lectureships have been established in the Department in the past decade, initially with Finland, most recently with Latvia. These visiting lectureships provide an arrangement whereby the Ministries of Education of the three countries share the cost with the University (50/50). Effectively cost efficient, the visiting lecturers provide native teachers of first- and second-year language classes for majors and general culture classes for the broader university. That the three countries have joined in supporting the teaching of three of the languages offered in the Department not only raises the standard of our language teaching, but also demonstrates its central role in Scandinavian and Baltic studies in North America.

- Nordic Council of Ministers

In 2002, the Department coordinated the establishment of a three-year collaborative initiative in cooperation with several universities to develop programming and raise the profile of the Scandinavia in the Pacific Northwest, Alaska, and western Canada. Titled “Modern Vikings: A Scandinavian Initiative” participants included the University of Washington, Seattle, Washington State University, Portland State University, University of Oregon, Pacific Lutheran University, University of Alaska, Fairbanks, University of Alberta, Edmonton and Augustana University College, Camrose, Alberta. As the lead institution, the Department of Scandinavian Studies served as the principal investigator. Programs over the three-year cycle included lectures, exhibitions, and symposia. Themes included “Images of Scandinavia,” “People of Scandinavia and Scandinavian-America,” and “Nature in Scandinavia.” A publication of selected articles and lectures generated during the initiative is planned for 2008.

- Academic and Professional Societies

As members of one of the premier Departments of Scandinavian Studies in North America, the faculty take their responsibilities of collegial leadership and participation in professional scholarly societies very seriously. The Department has a major presence at the annual meetings, not only with several faculty members regularly presenting scholarly papers, but also with a large graduate student participation. Not infrequently, six or seven graduate students are placed on the program by conference organizers. Three members of the faculty have served as Presidents of the Society for the Advancement of Scandinavian Study (SASS), the principal scholarly society for our discipline. Birgitta Steene and Terje Leiren were elected to the Presidency of the Society in the 1980s and 1990s, respectively, while Christine Ingebritsen currently serves as President. In addition, several faculty members have served on the Executive Committee of SASS, including Lotta Gavel Adams, Steene, Leiren and Ingebritsen. Other professional societies in which faculty are actively engaged include the Modern Language Association (MLA), the European Studies Association (ESA), American Folklore Society (AFS), American Association of University Supervisors, Coordinators and Directors of Foreign Language Programs (AAUSC), American Historical Association (AHA), Norwegian-

American Historical Association (NAHA), International Ballad Society (IBS), International Saga Society (ISS), Society of Cinema and Media Studies (SCMS), American-Scandinavian Foundation (ASF), and the Ibsen Society of America (ISA)

2. *Faculty Participation in Governance*

Faculty participation in governance is encouraged and valued. It is expected that all members of the faculty share in the responsibilities of governance in the Department, the College and the University.

- Department

All faculty members with voting rights in the Department are expected to participate actively in its governance. Faculty members fill the offices of Chair, Graduate Program Coordinator, Undergraduate Academic Advisor and TA Coordinator. Faculty meetings are scheduled once a month during the academic year with extraordinary meetings as required and in February when graduate student applications and graduate assistantships are considered. Department faculty further staff eight administrative committees: Collegial Evaluation Committee; Program and Curriculum Development Committee; Colloquium Committee; Community Relations Committee; Grievance Committee; Senior Essay Evaluation Committee; Undergraduate Orientation Committee and TA Award Committee. Most departmental business is conducted by the entire voting faculty meeting as a Committee of the Whole.

- College

While no department faculty member has yet served on the College Council, several faculty members have served on College committees such as Program Review Committees, the College Curriculum Committee or Departmental Chair Search Committees.

- University

The Department shares a Faculty Senate seat with the Department of Linguistics, generally on an alternating basis. Currently, Associate Professor Marianne Stecher-

Hansen is the Faculty Senate representative having served three year. Several other members of the faculty have also accepted Faculty Senate appointments, including Associate Professor Patricia Conroy, Professor Terje Leiren, and Associate Professor Jan Sjøvik. Within the last five years, Sjøvik has also served as a member and Chair of the Adjudication Committee and as both Deputy Faculty Legislative Representative and Faculty Legislative Representative in Olympia. During his term as Faculty Legislative Rep., Sjøvik chaired the Washington State Council of University Faculty Legislative Representatives. In addition, he was twice nominated to be Secretary of the Faculty and once as Faculty Senate Chair. Several faculty members have served in recent years on university committees set up by the Graduate School to evaluate other departments for the decennial reviews.

Section E: Diversity

The Department of Scandinavian Studies is as involved in matters of diversity as many units on the UW campus. The mission of the Department in providing instruction in the languages and literatures of the Scandinavian and Baltic countries is such that issues of linguistic, social, ethnic and cultural diversity are natural. Because the area of focus for our research and teaching is northern Europe, diversity encompasses, fundamentally, areas of gender, ethnicity and culture. Attention to issues of diversity manifest themselves in our department in several ways, including in faculty hiring, TA selection, recruitment and renewal of graduate students and the development of courses and programs of study appropriate to the many cultural, ethnic and linguistic differences in the countries and of the people we study.

It is, of course, important to understand that “diversity” in the field of Scandinavian studies may not be the same as in some other academic units of the university. Pools of candidates for faculty positions and graduate applicants seldom include racial minorities, for example, although the growing multi-cultural and multi-ethnic aspects of the Scandinavian and Baltic countries is becoming increasingly manifest. With respect to the Department’s personnel and curriculum, gender, ethnic and cultural diversity are

recognizably evident. Far from being mono-cultural, Scandinavia and the Baltic countries are rather eight separate counties and cultures. While there are linguistic and historical connections and affinities, the Department is, in essence, a multi-cultural department. Ethnic and racial categories that are part of the discussion of diversity in other contexts (African-American, Hispanic, Native-American or Asian-American) are not adequately represented in the Department faculty or graduate student enrollment. In this regards, our situation mirrors that of other programs in Scandinavian studies nationally. The Department strongly supports the University's diversity action steps to increase and expand the diversity of its students and faculty.

1. *Inclusion of Underrepresented Groups*

Of the ten (10) full-time faculty members in the 2005-2006 academic year, five (5) are women. Two of the three visiting lecturers in the department are women. Of the seventeen (17) graduate students in the program in 2005-2006, eleven (11) are women. Undergraduate majors and students in undergraduate courses generally reflect the university population as a whole.

In Department leadership positions, the Graduate Program Coordinator and the Undergraduate Academic Advisor are women. These two advising positions occur with a one course reduction in teaching during the year. The Department chair receives a two-course reduction. Decisions on teaching assignments are made by the entire faculty meeting as a Committee-of-the-Whole and are based on programmatic needs and faculty specialization. Teaching responsibilities for large enrollment courses, language courses, survey courses and seminars are distributed equitably and within the context of department needs and faculty specialization.

2. *Ensuring Diversity*

The Department encourages and promotes diverse student access to all its courses and activities including: participation in student international and career fairs; cooperation with other units in promoting international programs and exchanges; extensive participation in "World Languages Day" (Senior Lecturer Klaus Brandl is a principal

organizer of the events); regular informational meetings with majors and potential majors to advise on the advantages of majoring in Scandinavian Studies; and support for student clubs and their work on campus and in cooperation with various ethnic community groups and organizations.

3. *Diversity and Curricular Changes*

Courses offered by the Department of Scandinavian Studies have as their core, quite naturally, focus on the Nordic and Baltic countries. These courses range from the traditional language and literature curriculum to relatively recently expanded course that focus on ethnicity, cultural issues in a global perspective, sexual mores and identities, gender studies, critical issues in Scandinavian cinema, as well as such mainstays as history, politics, folklore and culture. The clientele for courses in Scandinavian Studies has grown with the expansion of the curriculum to reflect a cross-section of the entire university student body. While language courses still consist of a large proportion of heritage students, area studies courses, especially those in the upper division reflect more clearly this diverse cross-section. Incorporating issues of diversity into the curriculum is not simply responding to university concerns, but they are fundamentally an expression of significant cultural and political changes taking place in the countries we study in the Department as well as the evolving nature of questions asked by scholars in the humanities and social sciences.

Section F: Degree Programs

1. *Doctoral Program*

a) Program Objectives. Graduates of the doctoral degree program in the Department of Scandinavian Studies typically pursue academic careers. The Department's main goal is to prepare students as scholars and teachers in academic environments through a stringent academic program. Although, the availability of positions in Scandinavian studies in North America is relatively limited, they are sufficiently large to serve as an incentive for well trained and motivated students. In addition to academic positions,

however, some graduates of the doctoral program also seek positions in private industry and government service. In addition to the Department of Scandinavian Studies at the University of Washington, three other national programs can be said to make up our peer institutions. These are the University of Wisconsin, Madison; the University of California, Berkeley; and the University of Minnesota, Twin Cities. Only Washington, Wisconsin and California have independent Departments of Scandinavian Studies. As a result of internal restructuring a few years ago, Minnesota's extensive Scandinavian program was joined to Germanics to form the Department of German, Scandinavian and Dutch. Each of these peer institutions have objectives largely similar to our own. None however, has as extensive an area studies program coordinated either in the departmental faculty or in the undergraduate and graduate curriculum as does Washington.

- **Research.** Research training in the field of Scandinavian studies serves as the fundamental focus in the doctoral program building knowledge of the field, formulating questions to be asked or researched, developing methodologies to pursue intellectual inquiry and articulating results through seminar papers, conference papers, or articles for publication. To achieve this outcome, students take required and elective courses in combination with directed independent study projects. In consultation with a Supervisory Committee and faculty advisor, the student develops a reading list, identifies her/his area of specialization and target language field for extended study. Students then take written examinations and prepare a presentation for a pre-doctoral symposium prior to taking the Ph.D. qualifying written general exams and the oral examination. An acceptable dissertation consisting of meaningful original research and an oral defense caps the process. During the years of doctoral study, students are trained, and encouraged to participate, in several research-related areas, including participating in scholarly conferences, writing book reviews and preparing scholarly articles. The Department funds travel for all doctoral students presenting papers at the annual meeting of the Society for the Advancement of Scandinavian Study and occasional helps to fund participation at other conferences, such as international meetings. Most recently, graduate students presented papers in Copenhagen, Oslo and London with significant support from the Department.

- **Teaching.** Students in the doctoral program are encouraged to apply for Teaching Assistantships as preparation for their academic careers and every effort is made to ensure that all graduating Ph.D. students have had some classroom teaching experience. Because most academic positions in Scandinavian studies in North America have significant teaching responsibilities, the opportunity for graduate students to work as TAs as part of their pre-doctoral training is considered critical for success. An extensive TA training program has been developed by the Department and is coordinated annually by the TA Coordinator, Senior Lecturer Klaus Brandl. The Departmental TA training is coordinated with the University's general TA training but includes significant language, disciplinary and pedagogical components, including a required methodology seminar (SCAND 518).

- **Regional Benefits.** Teaching eight less or least commonly taught languages in one department is itself uncommon. Scandinavian Studies is the only department north of San Francisco and west of Minneapolis which teaches all the Nordic languages. It is the only department in North America which regularly offers all three Baltic languages, and it is the only Scandinavian department that maintains an extensive interdisciplinary area studies focus built on the strength of its language core. Students benefit the university by teaching students from several other departments in the college and programs and schools from across the university, in addition to members of the general public through the access program among others. Doctoral students have also benefited the society-at-large by rendering assistance to such institutions as the Nordic Heritage Museum, the Seattle Art Museum, and even the King County Courts who have, on occasion called upon doctoral student's translation and interpreter skills.

b) Measuring Success. The most significant measure of our success in the objectives above is the placement of our students their subsequent professional standing as scholars and teachers. Several of our Ph.D. graduates have become productive scholars and successful teachers in tenure-track positions at top universities. In the field of

Scandinavian studies, positions at small Lutheran liberal arts colleges are similarly significant placements that further demonstrate the Department's central role in training faculty for such institutions of higher learning. Within the past ten years, departmental doctoral graduates have secured tenure-track or full time positions at the University of Wisconsin, Madison, Indiana University, Bloomington, Arizona State University, the University of Oregon, the University of North Dakota, the University of Colorado, the University of Washington, Pacific Lutheran University (Washington), Concordia College (Minnesota), Augustana College (Illinois), Gustavus Adolphus College (Minnesota), and St. Olaf College (Minnesota). Some have found positions at universities abroad, including the London School of Economics (England) and the Agder University College (Norway) and the University of Alberta (Canada). Additionally, the Department's success is measured by the national and international reputation of its faculty and its graduates and by the research and publication work of departmental graduates who, over the years, have risen to positions of prominence in the field specifically and the academic world generally. In 2005, the Department instituted a new Alumni Lecture Series which seeks to bring back to campus distinguished Ph.D. graduates to give a formal lecture and to meet with graduate students and the university community. The first Alumni Lecturer was Dr. Marilyn Johns Blackwell, an internationally renowned specialist on Swedish filmmaker Ingmar Bergman. Blackwell is Professor of Swedish and Cinema Studies at The Ohio State University. Recent exit surveys show that graduating Ph.D. students have a high degree of satisfaction with the Department's research and professional training as well as the adequacy of teaching preparation.

In a perfect world, of course, there would be no problems that hinder the Department's ability to meet its objectives. This is clearly not the case in all instances. Perhaps the main hindrance is economic, in that we are not always able to provide the kind of support we would like to provide to students which would allow them to complete their degree in a more speedy fashion. Support for international research travel, for example, while available on an occasional ad hoc basis, would make a significant difference. Most aggravating, perhaps is the actual physical space available for the Department. On their exit questionnaires, graduating Ph.D. students generally score the adequacy of space,

facilities and equipment low. Increased investment in computer equipment in recent years will help partly, but the departmental office and TA office space issues will remain a difficult issue.

c) Advising on Career Alternatives. While career opportunities in Scandinavian and Baltic studies are primarily related to the academy, they also include independent language teaching, translation work, language related software development, business opportunities with international companies and government positions. Our Ph.D. graduates have found positions in all these areas over the years, often after first hearing about a position through a departmental contact or announcement. Most recently, a pending Ph.D. graduate in Baltic studies was recruited by the US Department of State and is scheduled to begin in April, 2006. Opportunities like this and others are communicated by department email, personal communication from advisors or committee members, departmental newsletters, or bulletin board notices. Faculty are often engaged in mentoring students even after they have graduated, especially if notification of a position occurs. A few years ago, two Ph.D. graduates (Tara Chace and Matthew Roy) established translation services which, reportedly, have become successful small business ventures for them. Whether competing for academic or non-academic positions, language-teaching training and experience is significantly helpful, if not necessary, for graduate student success.

2. *Master's Degrees*

a) Program Objectives. Most incoming M.A. students in the program enter with the intention of proceeding into the doctoral program. For students of Scandinavian area studies, the M.A. had traditionally been seen, more or less, as a terminal degree, largely because the Ph.D. in the Department was historically defined, in essence, as a literature and language degree. Area studies M.A. students, consequently, would either change to the language and literature track or continue their Ph.D. work by transferring to another department which was the home to their specific discipline, i.e. history or politics, rather than Scandinavian Studies. Changes in our doctoral program in 2002, however, have

incorporated area studies more closely and now allow for the top M.A. area studies students to be admitted to doctoral work. This modification reflects the reality of the job market in the field of Scandinavian studies where faculty are usually required to teach so-called content courses in addition to language courses.

M.A. students may choose a thesis or non-thesis track. Generally, the Department recommends that students complete the thesis track, but on occasion individual student needs argue against it. The M.A. program is generally intended as an important step and serious opportunity for students to develop the breadth of knowledge about Scandinavian languages, society and culture, while the Ph.D. is intended to focus on depth..

Consequently, students can choose the language and literature track or the area studies track. The language and literature track emphasizes the language and literature of Scandinavia in a broad scope with special emphasis on the language and literature in the student's own target language. A course in Old Norse/Old Icelandic is required along with three literature genre seminars and a methods seminar. Students who emphasize area studies need not take Old Norse/Old Icelandic and take one literary genre seminar. Area studies students are, however, required to add a research methods course in their specific area of discipline, a course most commonly taught in that department, for example, History or Political Science. As with doctoral students, master's students are required to develop their program, schedule examinations and complete a thesis in close cooperation with a major professor and a supervisory committee. If area studies students intend to continue in the Department's doctoral program, they are required to add the genre seminars and are advised with regard to the preparation that is expected of them.

Our M.A. program has a more extensive area studies component that is generally found in the programs at our peer Scandinavian programs. Seminars in Scandinavian history or politics are, if offered at peer universities, available through the Departments of History or Political Science. Area studies and language and literature programs have been integral parts of our department since the establishment of the area studies graduate program in 1984 - 1985.

b) Measuring Success. The first measure of success for our M.A. program is the successful completion of the program of study whereby students have achieved a strong understanding and appreciation of the languages, literature and cultures of the Scandinavian and Baltic states. Additionally, we recognize that success is also tied to the rate at which our graduates are admitted to and successfully complete the doctoral program, either in our department or at a peer institution. Exit questionnaires for the past five years indicate that most M.A. graduates plan further graduate study. Most of our recent Ph.D. graduates had earlier completed their M.A. degree in our department and continued in the doctoral program. Some M.A. graduates have transferred to a peer institution after receiving the M.A., most commonly our graduates who have sought to continue at a peer institutions, have done so at the University of California, Berkeley. Because some M.A. graduates do not choose to continue on in a Ph.D. program, a further measure of the success of the M.A. program is how well graduates have done on the job market. In this regard, we have largely anecdotal information or individual reporting by those students who choose to inform us of their plans or subsequently notify us of their progress. Teaching, business opportunities and law school have been among the careers chosen by our M.A. graduates who have not continued with graduate work in recent years.

c) Career Opportunities. Students tend to inform their advisors of the progress they make in their careers. Letters of recommendation requested by students and career mentoring sometimes continue long after graduation. Although the M.A. degree in Scandinavian Studies is generally not a terminal degree, students with specific interests in area studies, on the whole, do not continue in the Ph.D. program, thereby effectively making the M.A. a terminal degree. Changes in the Ph.D. program in recent years have allowed for more flexibility of student needs, especially in our attempts to integrate the area studies students more centrally into the program. In recent years, M.A. graduates have moved into government service (the State Department most significantly), law school or private business. Several part time M.A. students enter the program while maintaining jobs and use their M.A. studies for personal growth or professional certification. The program is flexible enough to allow for students with a variety of needs.

3. *Bachelor's Degrees*

a) Overview and Objectives. The Department offers the B.A. degree in five undergraduate majors: Danish, Finnish, Norwegian, Swedish and Scandinavian Area Studies. The majors combine language instruction with an interdisciplinary and comparative study of Scandinavia in intellectually challenging courses of instruction in languages, literatures and cultures of Scandinavia and the Baltic countries. A major requires at least 65 credits of course work. On average, the Department has about 80+ majors, graduating about one third every year. In the 2004-2005 academic year, there were 84 majors during the Spring Quarter prior to graduation. Twenty-seven graduated with a degree in one of the majors in Scandinavian Studies. The Department also offers a program in Baltic Studies with language instruction in Estonian, Latvian and Lithuanian. There has been considerable interest among the students in these language classes to pursue majors or minors but, without a tenure-track faculty position in Baltic Studies, the study was subsumed under the rubric of Scandinavian Area Studies, Baltic emphasis. In 2005, the College of Arts and Sciences authorized the Department to search for a tenure-track assistant professor of Baltic Studies. When this position is filled in the academic year 2006-2007, we plan to begin to look at the feasibility of establishing a Baltic Studies major.

The primary objective of the B.A. degree in Scandinavian studies is to help develop students with a broad linguistic and cultural competence and language proficiency in Scandinavian culture, politics, society and history. Language courses focus on developing strong listening, speaking, reading, and writing skills. Overall, these skills allow students to interact with native Scandinavians and Balts, as well as affording them the opportunity to read and discuss issues, events, and cultural landmarks in Scandinavia and the Baltic region. As Americans with a cultural literacy about other countries and their cultures, graduates are likely to be more engaged citizens and contribute positively to society, locally, regionally and nationally. A significant majority of undergraduate majors (approx. 80%) pursue double majors or double degrees combining a major in

Scandinavian Studies with majors or degrees from other units both inside and outside the College of Arts and Sciences. The undergraduate program is not limited to courses in the Scandinavian and Baltic languages. Indeed, we offer a wide range of course taught in English with texts in English translation or from original English-language text. These courses have broad appeal across the College and beyond to the entire campus. Several large enrollment courses such as SCAND 367: Sexuality in Scandinavia, Myth and Reality; SCAND 370: The Vikings; SCAND 232: Hans Christian Andersen; and SCAND 230: Scandinavian Folklore draw considerable interest and student enrollment from the broader university student body. Many of the courses are joint listed with units and departments such as History, the Jackson School of International Studies, REECAS, Political Science, Women Studies, Comparative Literature, Comparative History of Ideas (CHID), and European Studies.

Program objectives are intended to respond to a variety of personal, academic and professional needs. These may include preparation in methodology and content of the field for those students seeking advanced work in Scandinavian studies, preparing a level of knowledge necessary to conduct business with Scandinavian-related companies in the Pacific Northwest and around the country, or simply developing an intellectual and cultural awareness necessary for personal learning and growth. Graduates are expected to be able to maintain a wide variety of sustained conversations about and possess the ability to interpret literary texts, non-fiction works and other media. They should also be able to demonstrate knowledge of major figures, ideas and institutions in Nordic and Baltic culture, history, society and politics in a manner that can be said to enrich a global perspective.

b) Measuring Success. The Department's success may be measured in several ways. First and foremost, perhaps, is the evaluation of student performance in individual courses and the number of majors and graduates who choose to study in the Department. Recognition of student success through their competitiveness for departmental scholarships is a measure whereby we are able to evaluate students relative to each other as they apply for summer study or tuition support. Finally, the success of our objectives is

assessed in the Department's capstone course, SCAND 498: Senior Essay (see Undergraduate Research below).

The success in achieving the Department's objectives as to language proficiency and content of the field is to some degree dependent on the ambition level of the individual student. Perhaps, not surprisingly, students who take on double majors or double degrees tend to be more ambitious and appear generally to achieve a higher grade point average than students who are single majors. In general, too, students who are able to take advantage of a study abroad program (highly recommended but not required at this point), often return with new vigor and ambition to maximize effort and reward in the program. Because study abroad may be a significant financial strain on some students, the Department is able to offer approximately 10-15 travel grants annually as a result of private gifts to the "Scandinavian Exchange Fund."

c) Undergraduate Research. Research opportunities for undergraduates are available in several ways. Department faculty routinely include research as a component in content-based, non-language, courses. Because original research in the field usually requires a high level of linguistic proficiency that undergraduates are only beginning to acquire, most language specific undergraduate research is most commonly preparatory research. However, in some content-based courses, when linguistic proficiency is less significant, there are undergraduate research opportunities available. In the past two years, three students (Anna Anderson, Alison Johnston and Linnea Welton) were chosen Mary Gates Undergraduate Research Scholarship recipients. Mary Gates UG Research Scholars present their work at an Undergraduate Research Symposium.

The Department offers an undergraduate research opportunity through a capstone course: SCAND 498: Senior Essay. The Senior Essay is intended as the result of a significant undergraduate research project on a topic of the student's choosing under the direction of a regular faculty member in the student's area of concentration. All graduating majors must, under the supervision of a member of the faculty, research and write a 20-30 page capstone research paper, A "Senior Essay Evaluation Committee" reads and evaluates

each senior essay. The Committee consisting of the Undergraduate Academic Advisor, one area studies faculty member and one language and literature faculty member, subsequently provide a report to the entire faculty on the quality of the essays and whether the standards and expectations of research, writing, formatting and critical use of sources have been met.

d) Teaching Innovations: 4X4 Initiative. The Department joined wholeheartedly in the College initiative to increase faculty awareness of how writing can be used as a learning tool, especially in content courses. Working with Professor John Webster, Writing Director of Arts and Sciences, four faculty members redesigned their courses to include more effective writing-related activities. As a part of the initiative, the entire faculty participated in condensed training sessions to consider ways the initiative could inform the department's teaching effectiveness. In accordance with the initiatives principals, several courses have added "low-stakes" writing assignments that allow students to get faculty and peer feedback for their writing without having all writing assignments graded.

e) Accountability Measures. To encourage and assist students efficiency in time to degree, the department has appointed a faculty undergraduate academic advisor (Lotta Gavel Adams). The advisor meets with students to encourage early decisions to declare their majors and to inform them about how their progress toward the degree can be achieved. The Department holds an annual orientation for all first-, second- and third-year language students with the intent of informing them of major requirements and to give them advice on planning their degrees. This pro-active advising initiative allows the advisor and the students to be aware of graduation requirements and the deadlines for completing their degrees. With approximately 80+ majors in the Department and with one-third graduating annually on average, maintaining a pro-active advising policy helps the Department to comply with state-mandated accountability measures as well as improve the quality of student learning. Finally, this personal approach to advising supports students and makes it more likely they will be retained by the department and the university and complete their degrees in a timely manner.

f) Career Options for Graduates. Most of the faculty regularly engage their students in conversation about post-graduation plans and occasionally stay apprised of individual students career moves. Although there is no systematic effort to monitor post-graduation careers, the Department regularly requests that alumni submit updates for the annual newsletter. We have instituted a special column in the newsletter titled: “Where are they now?” to encourage alumni to stay in touch and inform us of their career paths. The Department has also developed several internship contacts with Scandinavian businesses and non-profit institutions, such as the Northwest Danish Foundation, the Swedish Cultural Center, the Norwegian-American Foundation and the Nordic Heritage Museum. Several students supported with internships have subsequently found employment with the companies.

Most students are unclear about the relationship between majors and jobs and careers. Most students want to know what kind of job might be available to graduates in Scandinavian Studies, however, the Department’s position, reinforced in meetings and conversations with the students is that, while Scandinavian Studies prepares them with many essential skills, it is not a professional degree that leads directly to a particular job. As a liberal arts major, the Department helps to develop such skills as effective communication, critical thinking and international/global perspectives on issues..

Students are always referred to the excellent UW website: “How to Choose a Major and Investigate Careers.”

<http://www.washington.edu/students/ugrad/advising/majchoos.html>

As part of the advising process, the undergraduate advisor stresses the importance of students investigating their career options with the assistance of various university resources, including the Carlson Leadership and Public Services Office, as well as attending on of the workshops offered through the Undergraduate Advising Office in Mary Gates Hall. The Department plans to follow up on an initiative by the undergraduate advisor to establish an formal undergraduate exit survey and encourage broader participation in follow-up contact. Such initiatives await clearer definition.

Section G: Graduate Students

1. Recruitment and Retention

The Department attracts graduate student applicants from North America and Europe through a variety of sources, including scholarly and community networks, student funding, professional conferences and faculty publications. The Department's website receives numerous hits per day, many from potential graduate students who subsequently contact the Graduate Program Coordinator directly for further information about the graduate program. Contacts with colleagues serve as an important channel in disseminating information about the Department and its graduate program. Teaching Assistantships and a single Recruitment Assistantship from the Graduate School are invaluable sources for support that allow for the recruitment of the best potential graduate students possible. On the national level, the Department competes with three peer institutions: University of California, Berkeley; University of Wisconsin, Madison; and University of Minnesota, Twin Cities. Support for the top graduate students is available to us through TAs and the Graduate School Fund for Excellence and Innovation. When appropriate, as with Area Studies students especially, we encourage students to apply for funding from other UW sources, such as the CWES Title VI FLAS fellowships or the Fritz, Macfarlane and Alvord Fellowships. Student employment opportunities with such units as the Language Learning Center are also advertised.

At the international level, the Department attracts graduate students from Europe, particularly from the Scandinavian and Baltic countries, but applications have also come from Romania, Bulgaria, the Czech Republic, the People's Republic of China and Germany, to name a few. In general, European applicants are degree-seeking M.A. and Ph.D. students who have completed degrees (usually, either B.A. or M.A.) at European universities and seek to pursue higher degrees in Scandinavian Studies at the University of Washington. The Department regularly receives applications for the M.A. program from Denmark, especially the Universities of Aarhus and Copenhagen, from students

seeking to combine graduate study with an opportunity for a Teaching Assistantship in Danish.

An important factor in building the reputation and visibility of the Department is the regular participation of graduate students and faculty at annual national and international Scandinavian Studies conferences in North America and Europe. These conferences include, most importantly, the main professional conference in the United States, the annual meeting of the Society for the Advancement of Scandinavian Study (SASS). In addition to regular participation by faculty, six or seven graduate students present papers at SASS on a fairly consistent basis. Internationally, faculty and occasionally some graduate students, participate in the International Association for Scandinavian Studies (IASS) conference held in Europe in late summer and the Association for the Advancement of Scandinavian Study in Canada (AASSC), held annually in late Spring. Irregular meetings with specific themes, such as conferences examining the authorship of Henrik Ibsen, Hans Christian Andersen, August Strindberg, et. al., are also opportunities for professional presentations and occasions where potential students are encountered, encouraged and recruited. Further, a large and widespread network of alumni and friends, serve as “recruiters” of qualified applicants to the graduate program.

Although we do not succeed in recruiting all potential graduate students which we identify as qualified, once recruited we have been fairly successful in keeping the best. Because we are limited in the amount of graduate support we can provide, especially teaching assistantships, we have lost some highly qualified potential students to peer institutions which have, on occasion, been able to guarantee four or five years of support. On the whole, however, retention rates in the graduate program are very good with most students completing the M.A. in a timely manner (usually 2 years), and an appropriate number of qualified students continuing in the Ph.D. program. The three most common factors contributing to attrition are: 1) discontinuation of funding in the form of TA- or RAships; 2) completion of the M.A. degree in Scandinavian Area Studies followed by the student’s decision to pursue a Ph.D. in another, related graduate program; or 3) decision by (a few) students without departmental financial support who are forced to discontinue

studies in order to work full-time. This form of attrition is uncommon. Most part-time graduate students who work as professionals outside the Department complete their degrees successfully.

The Department engages several steps to minimize attrition, including careful selection of qualified candidates, an annual Fall orientation program, active and ongoing faculty mentoring of students, as well as strong efforts to support all eligible graduate students with graduate assistantships or other funding. Additionally, the Department emphasizes professional development of graduate students through conference attendance, grant-writing workshops and support for fellowship applications, in a manner that builds community among the students and promotes professionalism and collegiality.

2. *Advising, Mentoring and Professional Development*

General information for current and prospective students is available on the Department's website. We will be placing the current degree requirements online as well before the end of this academic year. Printed program expectations and guidelines are available from the Department and sent by mail to all who request such information. Copies of the requirements are given to all incoming graduate students during the orientation sessions prior to the beginning of the Autumn quarter where they are reviewed and discussed. Several sessions are dedicated to program expectations, degree requirements, procedures for supervisory committee formation, coursework, exams and expectations about adhering to standards of scholarly integrity.

All graduate students are required to submit annual reports (early in Winter Quarter) in which they provide information about their progress to date. These reports are then presented to the faculty who review the progress of each student and provide a written report to the student. First-year graduate students may have little to put on their annual report, but they are expected to have selected a faculty advisor and established a supervisory committee by the time they file their first one. Until a program advisor and supervisory committee is chosen, the Graduate Program Coordinator serves as the *ad hoc*

mentor for the student. The supervisory committee, headed by the student's principal advisor/mentor, meets regularly with the student to discuss academic expectations and progress toward the degree. The standards of scholarly integrity are conveyed to the student by the advisor and committee members, but they are also reinforced in graduate seminars.

Information about student graduation and placement are provided in several ways. The Department culture encourages discussion and sharing of information between faculty and students. The annual departmental newsletter will often feature job placement prominently and graduation lists are published in the newsletter and on the "Alumni" page of the departmental website. The Department has not made available data on time to degree or average completion rates on any systematic basis, however. Such information can probably be provided along with other graduation and placement information and the Department will look into its feasibility.

Academic progress is monitored regularly by the student's supervisory committee but evaluated annually by the graduate faculty. Each academic year, students are required to submit annual reports indicating the student's work and academic progress. An evaluation based on the discussion of the annual report, as well as any recommendations, are conveyed to the student in a letter signed by the committee chair. Copies of the letter along with the student's annual report are placed in the student's file.

3. *Inclusion in Governance and Decisions*

Graduate students are encouraged to elect representatives to attend open departmental faculty meetings, but all graduate students are invited to attend whenever they wish. Each faculty meeting agenda contains an item designated "report from graduate students." Graduate students are represented on certain departmental committees, most notably the Colloquium, Grievance and TA Award committees. A graduate student association is active from time to time, often depending on specific graduate student issues and interest. Finally, graduate students are included in faculty searches and urged

to meet with candidates visiting the campus and subsequently registering their opinions with the search committee.

The Department has a standing Grievance Committee to investigate and adjudicate reported grievances. No reported grievance complaints have been filed with the Department or designated for the Committee in the last ten years.

4. *Graduate Student Service Appointments*

a) Appointment Process. Graduate student service appointments in Scandinavian Studies for the academic year (except those under circumstances detailed in the UW/UAW GSEAC contract, Article 5, Section 3) are announced on the departmental website. In addition, announcements of the competition for service appointments are posted in the Department and on the departmental bulletin board to which all students have access. Applications are due February 1. Continuing students must also submit new applications. Following the application deadline, the faculty reviews all applications and selects appointees and ranked alternatives. Offer letters are sent to successful applicants prior to the April 1 deadline specified in the UW/UAW GSEAC contract. Replies must be received by April 15, or in the case of later offers, within two weeks of the offer letter. An applicant's failure to reply is understood to be a rejection and the position declined will then be offered to another applicant. Teaching Assistant selections are made on the basis of several criteria, including academic standing, proficiency in a Scandinavian or Baltic language and related experience and training, timely progress toward degree, command of English and the likelihood of performing the duties at a high level.

b) Average Duration of Appointment. All Graduate student service appointments are annual. While there is no presumption of reappointment, appointees who are making satisfactory progress toward degree and have demonstrated satisfactory performance are considered for reappointment for a second year.

c) Mix of Funding Among Various Appointments. Most graduate service appointments in Scandinavian Studies are in the form of TA positions for first- and second-year language classes (Danish, Finnish, Norwegian and Swedish). In the academic year 2004-2005, the Department had seven TAs from the regular state budget; one Research Assistantship was funded by the Graduate School Fund for Excellence, while funding for one Teaching Assistantship for Large Enrollment courses came from the Office of the Dean of Undergraduate Education as a result of the appointment of Professor Christine Ingebritsen to serve as Acting Dean of Undergraduate Education.

d) Criteria for Promotion and Salary Increase. Promotions and salary increases generally do not apply to the graduate service appointments since each appointment is most commonly for one year. Reappointments are made at the highest salary level based on the student's status at the time of the offer, consistent with terms of the UW/UAW GSEAC contract.

e) Graduate Student Service Appointee Supervision. Graduate Student Service Appointees who teach language classes are supervised by the Teaching Assistant Coordinator in cooperation with the Graduate Program Coordinator and the faculty language specialists in the student's target language. Research Assistants are supervised by the individual faculty member with whom the RA works during the academic year. Large Enrollment TAs are supervised by the individual faculty member in whose class the TA is assigned.

f) Training of Graduate Student Service Appointees. Graduate Student appointee receive intensive methodological and pedagogical training during the one-week Graduate Student Orientation Workshop prior to the beginning of the Autumn Quarter each year. In addition, an Autumn quarter Methods Seminar (SCAND 518) is required as is a one-hour pedagogy course (SCAND 595). See: Section B.5.