REVISED ACADEMIC PLAN: DEPARTMENT OF LITERATURE

December 1, 2005

I. RECENT DEVELOPMENTS IN THE DISCIPLINE. In the United States over the last thirty years the field of Literature has changed significantly. The two most important developments during this period are

- expansion beyond national literary traditions to comparative, transnational and global studies
- the development of new research and pedagogical tools made possible by electronic technologies

Other significant developments include increased

- grounding of literary analysis in history (of authors, texts, and readers)
- scrutiny of theoretical and philosophical questions, including theoretical and methodological underpinnings of literary and cultural studies
- awareness of the importance of race, class, region, gender and sexuality to literary creation and study
- investigation of ethnic and emergent literatures, both within the U.S. and around the world
- emphasis on material culture, including textual and transmission studies, history of the book, reception studies, and performance studies
- attention to extra-literary texts, including legal, philosophical, political and medical documents
- critical focus on popular culture, including film, television, radio, and music
- engagement with the theory and practice of inter-arts, cross-genre and web-based experimentation, bilingual and transnational narratives, and performance poetry

Our mission, pursued both individually and departmentally, is to integrate important traditional forms of literary study—such as attention to linguistic, formal and generic aspects, styles, national and regional traditions, and periods and movements—with these new developments.

II. THE PRESENT. The Literature Department at UCSC is a faculty of thirty-four scholar-writer-teachers, each of whom commands at least two literatures, periods, and/or methodologies. We are the largest department in the Humanities Division, yet in other universities of this size, the areas included in this department are typically represented by five or more different departments, such as Classics and Near Eastern Literatures, Creative Writing, East Asian Studies, English and American Literature, Ethnic Studies, and Modern Language Literatures (often individual departments such as
French, German, Italian, Spanish, etc.). Uniquely structured, both within the UC system and universities across the country, the UCSC Literature Department embraces the challenges of a changing discipline and of interdisciplinarity. We offer students the opportunity to base their literary studies in national traditions, while emphasizing comparative methodologies and responding to ongoing changes in global cultural knowledge. Student interest in our courses and major has made us the largest undergraduate major in the Humanities Division, the fourth largest major at UCSC. Our graduate program attracts a broad range of students from all over the U.S. and the world, and our graduates are teaching at institutions such as Bates, Cornell, CUNY, Duke, Rhodes, UC Irvine, UC San Diego, University of Colorado, University of Georgia, University of Illinois, University of Maryland, University of Utah, and the University of Wisconsin.

The Literature Department currently consists of

Twelve FTE in English-language Literatures
Five FTE in Spanish and Latin American literatures
Four FTE in Ancient Mediterranean and Near Eastern Literatures
Four FTE in French Literatures
Two FTE in Asia Pacific Literary and Cultural Studies
Two FTE in Italian Literature
Two FTE in World Literature
Two FTE in Creative Writing
One FTE in German Literature

Our current program can be described in various ways, including national/temporal/linguistic/area studies and conceptual/theoretical foci. In practice, faculty frequently cross between categories in both teaching and scholarship.

National/temporal/linguistic/area studies include

- English-language literatures, including African, American, British, Caribbean, and other literatures
- Asia Pacific Studies, Classical Studies, Creative Writing, East Asian Studies, German Studies, Italian Studies, Jewish Studies, Modernist and Avant-Garde Studies, Pre- and Early Modern Studies, World Literature and Cultural Studies
- Non-English language literatures studied in the original language, including both ancient Mediterranean and Near Eastern literatures (Greek, Hebrew, Latin, Middle Egyptian), European literatures (French, German, Italian, Spanish), and Latin American literatures
- Literatures studied and taught in English translation, including African, Chinese, French, German, Greek, Hispanic, Italian, Japanese, Latin, and Russian literatures
Conceptual/theoretical foci include Comparative Modernisms and Avant-Garde Studies; Cultural Studies; Gender Studies/Feminism; Performance Studies/Media Studies/Popular Culture; Philology/Rhetoric/Poetics; Politics/Ideology/ Marxism; Postcolonialisms; Psychoanalysis (Freudian/Lacanian); Queer Theory; Semiotics; and Structuralism/Poststructuralism/Deconstruction.

To have built and maintained a program of such complexity is especially significant given the size of the department. The number of Literature faculty at UCSC is much smaller than that at institutions of comparable size such as UC Irvine (77) or Cornell University (106). Our department has deliberately sought to hire faculty with great breadth and varied expertise in both research and teaching, and has consistently encouraged them to expand their interests and capabilities.

III. THE FUTURE. The letter which prompts this document, the 30 August 2005 Call for Revised Division 2010-11 Academic Plans from Interim Vice Provost for Academic Affairs Alison Galloway, states (p. 2) “Interim Campus Provost and Executive Vice Chancellor Kliger announced his intention of annually aligning divisional allocations with an assessment of progress towards goals articulated in division plans. The final campus plan will memorialize agreements regarding the size of each division once the campus reaches its near term enrollment targets.” An accompanying graph projecting faculty FTE in each division suggests that in the next five years the Humanities Division will shrink from 23% to 20% of total campus FTE.

Literature faculty are troubled by these projections. There has apparently been little or no discussion of the effect of such a momentous reduction of resources with appropriate campus agencies such as the Committee on Planning and Budget. The principles of shared governance mandate such consultation, and we urge that it take place as soon as possible. From our perspective as members of the Department of Literature, the Humanities Division, and UCSC as a whole, we believe this move will severely damage the quality of education and research on this campus. Humanities are the foundation of a liberal education (which includes the sciences). They provide training in careful reading, thoughtful analysis, historical study, and powerful, articulate writing—skills that are crucial to every field in every Division. Humanities faculty exemplify these skills, and our departments prepare students in all of them. Finally, this shrinking goes directly against the “goals and objectives” set forth in VPAA Galloway’s letter (p. 1), including “strengthening UCSC’s position as a major research university,” “promoting innovation,” and “increasing doctoral production.” The departments in the Humanities cannot achieve these goals if already scant resources are further diminished.

Working within the parameters imposed by the projections, but strongly recommending that they be reconsidered, we offer the following vision of our discipline in 2010-11 and beyond.

We propose to take four kinds of actions during the coming five years:

A. MAINTAIN the current areas defined above, in both national/temporal/linguistic/area studies and theoretical foci. Sustaining these programs requires that every retirement or separation of current faculty (including the position in American Literature recently vacated by Paul Skenazy and the position in Shakespeare/Early Modern formerly held by Bianca Calabresi) be replaced in the same general area. Such replacement is crucial not only for sustaining research clusters and curricular offerings, but for coordination with significant extra-departmental research units. A particularly important example is the need to assure continuity of leadership for the Dickens Project MRU and retention of this leadership at UC Santa Cruz in anticipation of the likely retirement of Dickens Project Director John Jordan before 2010.
B. AUGMENT crucial areas which are currently under-resourced. (The numbered positions below are listed in prioritized and temporal order of search.) Two desperately needed FTE have been repeatedly requested over the last several years:

1. One replacement FTE in Creative Writing with emphasis on Poetry and Poetics, with interests reflecting recent developments in writing such as those outlined in section I, ideally with second language mastery and competence in American literature. Creative Writing is important to the Literature program because it integrates literary study with practice; because it attracts large numbers of undergraduates to UCSC and to Literature; and because the concentration (admission to which is by competition) draws very high-quality students. A writer-scholar focusing on Poetics is needed by the graduate program, and there is future potential for establishing a Creative Writing M.F.A. program. Three FTE is the minimum necessary to sustain Creative Writing.

2. One replacement FTE in German Literature and Culture, possibly combined with another area of expertise. German is the language of major writers, philosophers and scholars, particularly in the nineteenth and twentieth centuries, whose influence on European literature and thought has been immense. German Literature is especially crucial to the Literature graduate program, especially in the areas of Modernism and Critical Theory. Two FTE is the minimum necessary to sustain German Literature.

C. EXPAND important under-represented areas:

3. Hire a new FTE in Asia-Pacific-American Literary and Cultural Studies, seeking a scholar with competence in an Asian language (Chinese, Japanese, Korean) and in American literature. Asian-American Studies, a developing field with high student demand, is of special importance to a Pacific Rim university like UCSC. This appointment will attract diverse students at both the undergraduate and graduate level.

4. Hire a new Comparative Medievalist with strong preparation in one or more appropriate languages, preferably including Arabic. This appointment will achieve critical mass in literary studies of the medieval period, while also adding an important new linguistic dimension to our program.

5. Hire a new Comparatist in transnational, diasporic, and/or migrant cultures, with the ability to teach at least two language literatures in the original such as African cultures, East Asian, etc. (depending on previous hires). This appointment, which like #4 will attract a diverse student body, will be shaped to fill department needs at the time the search is authorized.

D. TAKE ADVANTAGE of a special resource opportunity by claiming the FTE in Jewish Studies currently held in the Division, for which we propose to search as soon as possible. We will seek a scholar with expertise in a related area such as Russian studies, German studies, Italian studies, Yiddish, etc. Jewish Studies is an important new and rapidly developing interdisciplinary field which integrates literature, history, religion, and socio-political issues at an international level. This appointment will also contribute to the growing Jewish Studies program at UCSC.

If authorized, these positions will result in a total Literature faculty of forty in 2010-2011—again, much smaller than the number of Literature faculty at comparable institutions.
IV. ANTICIPATED EFFECTS OF THESE ACTIONS.

1. INCREASE APPEAL TO DIVERSE STUDENT BODY. Our department is committed to increasing the diversity of both faculty and students in our program. We are proud of the diversity of our Literature faculty, and that we currently offer courses in African-American, Chicano/Latino, Hispanic, and Latin American literatures. All of these offerings have traditionally drawn a highly diverse student body, and we have systematically supported them through our commitment to diversifying the curriculum as a whole in more than the conventional ways. For example, our program in the literature of the Americas works at the cutting edge of national efforts to broaden the study of the United States: we approach "U.S. literature" through texts written in languages other than English as well as those written outside the geographical borders of the nation. In so doing, we have developed a program of study that is especially attractive to minority and underrepresented students, both undergraduate and graduate. Having worked successfully to lay claim to this intellectual and pedagogical diversity, we seek not only to maintain but also to strengthen it.

Historically, this department has enjoyed a great deal of success in attracting U.S. ethnic minority undergraduates. Equally significant to our continued excellence is enhancing our ability to enroll a diverse graduate student body. Our inability in the past to make attractive financial offers to these students (who often receive more competitive offers from other, better-funded, top-tier institutions) has thwarted our commitment. We see retention and recruitment of top scholars as a key aspect of the recruitment and admission of a diverse graduate student body. The appointments of an Asian-Americanist and a Comparatist in transnational, diasporic, and/or migrant cultures will broaden and strengthen our commitment to diversity.

2. INCREASE EXTRAMURAL FUNDING. The Literature department recognizes the need for a cohesive departmental and divisional plan for fundraising and extramural support. While the department has been fortunate to be the recipient of several bequests and donations including the Silverman Fellowship, the Puknat Endowment, Creative Writing gifts, the Dante Prize, the Carl Deppe Memorial Lecture, the Sol and Esther Draznin Scholarship in Greek, and the Jim and Anne Bay Graduate Fellowship in Victorian Literature, it has been difficult to build on these isolated individual gifts in the absence of coordination at the divisional and campus level. The appointment of a new Humanities development officer in Fall 2005 provides a welcome opportunity to reexamine the division’s fundraising strategies, including imaginative ways for departments to work with each other and with divisional research units.

Among the areas that demand coordinated planning and support at the departmental level and beyond are:

- Creating and maintaining databases of potential donors
- Cultivating donors
- Generating solicitation campaigns
- Administering gifts
- Coordinating donor events
- Developing grant writing skills
- Establishing new endowed chairs

In addition, the department plans to increase its own outreach efforts to alumni and parents, using a department newsletter and web site as fundraising tools and relying to a greater extent on the good will and name recognition value of its emeriti faculty. We have applied for a Chancellor’s Undergraduate Intern for 2006-2007, a large part of whose activities will be devoted to development.
Among the FTE priorities mentioned in our plan, we see particular development opportunities in connection with the proposed positions in Asian-American Literature, Creative Writing, and Jewish Studies. These programs have been successful at appealing to private donors in the past and have strong potential to attract new extramural funds. Jewish Studies and Asian-American Literature have strong alumni and community constituencies with good prospects for development. The development potential of Creative Writing has been demonstrated by the recent George Hitchcock endowment at Porter College. We are ready to work actively with the Dean and the new Humanities Development Officer to pursue aggressively the possibility of establishing endowed chairs in these three areas.

Another way in which the Literature department contributes to divisional and campus-wide efforts to increase extramural funding is through the participation of its faculty in curricular programs and research units outside the department that actively pursue grants and private donations. Literature faculty currently occupy central leadership positions in the Center for Cultural Studies, the Dickens Project, the Institute for Advanced Feminist Research, the IHR, and Jewish Studies, all of which engage in their own fundraising activities. To the extent that the department remains committed to using replacement positions (e.g. for the Dickens Project MRU directorship) as well as growth FTE (e.g. in Jewish Studies), in support of these units, its long term plans harmonize with and reinforce synergistically those of other groups and departments in the division.

We see the vigorous expansion of fundraising and grant proposal development as essential to meeting our goals in the revised academic plan. Especially in light of the decline in state funding for higher education in the State of California, these are urgent issues.

3. STRENGTHEN GRADUATE PROGRAM. All of the proposed appointments will strengthen the quality and distinctiveness of the graduate program.

Our Literature program combines critical and independent thought with multi-lingual training and global perspectives. The program requires significant literary work in two languages. All students are required to complete a minimum of two courses in a second-language literature in which the reading is done in the original language. The second literature must serve as a component of the qualifying exam that certifies the student’s readiness to begin writing the dissertation. Primary concentrations are available in English/American, French, and Spanish/Latin American/Latino literatures. Secondary concentrations are available in all of the above, plus German, Italian, Latin and Greek, as well as other non-English literatures relevant to individual areas of concentration. Graduate students are trained in a range of theoretical approaches, such as feminism, race and gender studies, historical and cultural materialism, postcolonial studies, psychoanalysis, queer theory, and culture studies.

The Literature graduate program plays a central role in the research environment of the department, and it is key both to our national reputation and to our undergraduate teaching mission. To continue excelling in research, scholarship, and graduate training, and to strengthen UCSC’s position as a major research university, it is crucial that positions vacated in the last decade be filled, and that new faculty positions in areas of rising interest be granted. This will ensure the continuing excellence of our graduate program as the university projects increased enrollment at both the undergraduate and graduate level. It will not only be crucial in the retention of our current graduate students but will allow us to recruit more competitively for the best graduates nationally and internationally.

The recruitment of top scholars must build on the areas of strength among our faculty and achieve critical mass in areas that have either suffered losses or urgently need building. Such recruitment is crucial to retaining key faculty as the university grows to its projected numbers. Only with a high-
quality, diverse, and well-integrated faculty can we guarantee a productive research environment and successfully place our graduate students in a changing and increasingly competitive market.

Literature has the largest and one of the most successful PhD and MA programs in the Humanities. It deserves continuing support and growth as one of the pillars of a future UCSC in which research and graduate work will have a much more central role in our external reputation and in the internal allocation of resources. We also have a very large number of undergraduate majors, reflecting the recent priorities of central administration planning imperatives. In crucial respects, those divisional and departmental priorities have not fully prepared us for the very sharp turn towards graduate growth and research. Addressing shortfalls and corresponding shortcomings of our important program should be an urgent priority at the divisional level.

Being a trans-national Literature department—rather than an English, or Romance Languages and Literatures Department, or any of the many other literary studies departments whose configurations are still more usual in universities across the United States—is both a challenge and an opportunity to provide new models for literary, critical and cultural studies for the 21st century. Our program is at the cutting edge of the changes the discipline of literary study has undergone in the last three decades (see Section I. above). It has successfully integrated critical, global and comparative approaches to the study of literature.

Even as we define ourselves broadly and our Ph.D. and M.A. program represents a combination of faculty strengths and students’ interests, over the last decade the program has achieved particular strength and distinction in several areas of concentration, which nevertheless are stressed by faculty shortages relative to graduate demand. These concentrations are evidenced by recent faculty publications, course offerings, and QE and dissertation topics. These are:

- American and Latin American Literature, especially in the transnational configuration of "literature of the Americas"
- Asia Pacific Studies/Comparative Postcolonialisms
- Comparative European Studies, especially Comparative Modernisms
- Critical Theory
- Literatures in English, especially nineteenth-century and post-colonial
- Poetry and Poetics, particularly in innovative configurations of experimental poetry/criticism/translation
- Pre- and Early Modern Studies

Shortages in these areas make crucial the FTE’s requested. They are needed to maintain our commitment to both the broader curriculum of world literature and the specific needs of the most visible concentrations. To ensure that graduates finish in timely fashion and compete successfully in the job market, a balanced curriculum must be offered, one that does not rely on independent studies as a major component for the areas of study offered or in demand. Moreover, the importance of an advisor who is well-regarded and connected in the larger professional sphere cannot be overestimated as a resource in placing students in prominent, tenure-track positions, and in winning external funding as a crucial supplement to limited graduate support money at the divisional level.

The graduate program welcomes a new FTE in Creative Writing with poetry and poetics as a focus—a much needed area. English-language and comparative European modern literatures, too, have been an area of our curriculum in which consistent high demand has faced particularly intense losses of FTE through separations and retirements. A hire in Asian-American Literature will strengthen the growing emphasis on Asian literatures broadly construed. A broad-based U.S.
Americanist to replace Paul Skenazy is urgently needed, since this is an essential area both for curricular balance and for meeting intense student interest.

Significant literary and scholarly work in two languages is required of all Literature graduate students. An FTE in German literature and culture could contribute significantly to one or both of two areas of great importance to the graduate program: Modernism and Theory. A new appointee in modern German literature and theory could readily form connections with existing faculty and faculty groups, contributing (for example) to the cluster of faculty interested in Marxist and post-Marxist thinking, to the departmental curriculum in cinema, to Jewish Studies, to feminist and queer theory, to Eastern European studies, and to other areas. Two transnational Comparatists will strengthen areas that are being minimally covered: a Medievalist with interest in Arabic and/or another Mediterranean language, and another Comparatist in African, East Asian or Asia Pacific studies. These hires will not only rebuild key foreign language literatures in the graduate curricula, but also respond to new trends and foci within literary studies that include emergent geopolitical configurations as well as traditional minority groups and studies. In all of these ways, we want to underscore how the Literature Department has consistently taken diversity—of the curriculum, the students, and the faculty—as a fundamental priority. For us the teaching of English and non-English language literatures provides the ongoing challenge and opportunity of reaching out intellectually and pedagogically, engaging new and underrepresented knowledges and constituencies.

4. STRENGTHEN UNDERGRADUATE PROGRAM. All of the proposed appointments will strengthen the quality and distinctiveness of the undergraduate program.

The undergraduate program in Literature combines solid grounding at the lower-division level with great flexibility in upper-division offerings. Undergraduate Literature courses attract a broad range of students, some but not all majoring or planning to major in Literature. Literature majors can choose from a number of concentrations including Creative Writing, Modern Literary Studies, National/Transnational Literatures, Pre-and Early Modern Studies, and World Literature and Cultural Studies; this year we plan to add two new concentrations in Critical Theory and Literature and Film.

A Creative Writing FTE will fill a position for a poet left vacant since the separation of Peter Gizzi in 2001, and the expertise in poetics will strengthen a long-held feature of the department’s strength—the dynamic dialogue between theory and practice. The addition of a third position will also enable Professors Micah Perks and Karen Tei Yamashita to offer courses in their specializations, including experimental fiction, memoir, and diasporic writing, as well as lecture courses in American Literature.

A position in German Literature and Cultural Studies will fill the need created by the separation of Richard Murphy in 2000. The study of German literature and culture has taken on a whole new dimension after the fall of the Berlin wall, the process of German unification and nation-formation. An appointee in modern German literature will make important contributions to the Modern Literature undergraduate concentration, which has by far the largest number of majors of any concentration within the Literature department. Courses in modern German literature, when routinely taught by a regular faculty member, have tended in the past to draw notably high enrollments—70, 100, or 120 students. Enrollments in German literature taught in the original have also been quite respectable, with typically 10 or 12 students per course.

The Jewish Studies appointment will do much to fortify and extend the work of Professor Murray Baumgarten, whose scholarship and courses have created a tradition of Jewish Studies with the
Literature Department and across disciplines, especially his outreach to and collaboration with scholars in the History Department and the Language Program. If the Jewish Studies scholar has a specialization in Russian, this will help form a viable Russian language/literature program, working with the faculty who have already done so much within the confines of current language-program allocations and lecturer appointments.

An Asian-Americanist will meet several needs, not only within our department but campus-wide. The secondary specialty in an East Asian language will create opportunities for coordination with the Language program and with the specializations of Literature faculty such as Professors Christopher Connery, Earl Jackson, Jr., Rob Wilson, and Karen Tei Yamashita.

The Medievalist will enrich the program in medieval literature whose faculty now include Professor Marshall Leicester in English and Professor Sharon Kinoshita in French Medieval Studies, in addition to including the crucially important field of eastern Mediterranean studies. The second transnational Comparatist, able to work in two literatures in the original language such as African, East Asian, or others (depending on previous hires) will make connections with the work of Professors Vilashini Cooppan and Rob Wilson, and like the Asian-American appointment will increase the diversity of our offerings and their attractiveness to a diverse undergraduate student body.

5. STRENGTHEN INTERDISCIPLINARY PROGRAMS. The Humanities Division at UCSC has long been a center for innovative, interdisciplinary work. Our department is particularly expansive in its constitution, and our plans for the future Literature Department further this interdisciplinary mission. Listed below (in alphabetical order) are present and future strengths that articulate with other campus units.

American Studies. Literature faculty have been central to planning the Comparative U.S. Studies graduate program. Several American Studies faculty currently advise Literature graduate students, and further, more formal ties could be very productive.

Asia Pacific Literary and Cultural Studies. Adding Asian-American and Asian-language scholars to the Literature Department will add greatly to university strengths in an area of significant recent growth in the History Department. Literature faculty already do substantial work with East Asian History graduate students, and East Asian Studies faculty in Anthropology, History of Art and Visual Culture, Languages and Literature have begun discussing an interdisciplinary Masters program which will build on these strengths.

Classical Studies. The Classics program, involving faculty in the Language program, Literature, and History, includes ancient Greek, Latin, Biblical Hebrew, Middle Egyptian and other ancient Afro-asiatic languages. This group runs the popular Classical Studies undergraduate major and plans more graduate involvement, increasing program visibility.

Feminist Studies. A number of Literature faculty are members of this department and more work closely with Feminist Studies students. Many Literature graduate students receive parenthetical degree notations in Feminist Studies; as that department moves towards a graduate program, more formal connections will be possible.

Film and Digital Media. Several Literature faculty work extensively on film, and at least one is substantially involved in digital culture. Working with faculty in the departments of Film and Digital Media, History of Consciousness, and History of Art and Visual Culture will permit multiple yet articulated approaches to these important media.
Italian Studies. Several faculty work in Italian Studies, which is a growing undergraduate major, coursework for which is mainly in the Language Program, Literature, History, and History of Art and Visual Culture. Literature faculty were instrumental in establishing the Italian Studies major.

Jewish Studies. Over the past few years this has developed as a leading interdisciplinary area of research and teaching, with sequenced courses in classical Jewish literature, history, and culture; modern Jewish culture, art, literature, and history; and the history, literature and philosophical issues central to the study of the Holocaust, as well as important lectures and conferences.

Latin American and Latina/o Studies. This is a major interdisciplinary program on this campus; many Literature faculty participate in it, and as it develops its undergraduate and graduate curricula our faculty will continue to shape its intellectual direction and facilitate sharing of graduate students between our programs.

Philosophy. Several Literature faculty are scholars of continental philosophy, and as the Philosophy Department expands its offerings in this area, cross-listing of courses and other means of cooperation could improve the synergy, so far relatively undeveloped, between our departments.

Pre- and Early Modern Studies. The PEMS program includes faculty in Literature, History and HAVC. The anticipated hire in Medieval Studies with an emphasis in Arabic and/or other Eastern Mediterranean languages will expand the trans-regional strengths of PEMS.

Visual and Performance Studies. The proposed Ph.D. program in Visual and Performance Studies involves several literature faculty, whose course offerings in Literature will be integral parts of the curriculum, and whose Ph.D. student advising will be central to the program’s success.

These interdisciplinary strengths contribute in important ways to our university’s distinction. We hope that the university furthers interdisciplinary programs in ways beyond the scope of a department’s plans, such as increasing graduate groups and Divisional and trans-Divisional appointments.

6. MAKE MAXIMUM USE OF VARIOUS INSTRUCTIONAL STRATEGIES. Literature faculty have welcomed opportunities to explore alternatives to the traditional lecture/section and seminar formats, including “mega-courses” without discussion sections, and use of new technologies such as online discussion groups. Summer classes, including the nationally famous Dickens Universe annual workshops, are already an important part of our curriculum, and we look forward to year-round instruction, which might include expanded collaboration with such agencies as Shakespeare Santa Cruz.

7. INCREASE LITERATURE STAFF. In a time of continuing decentralization and the transformation of business systems, the workload of staff increases even when the program is not growing. The decentralization of the graduate admission process has created a huge new burden for the staff. Another area of increased workload involves proliferating electronic technologies and systems, mastery of which is expected of all staff. Finally, the Literature staff is responsible for administering programs such as Jewish Studies and Italian Studies. When growth such as that projected in this document is anticipated, staffing levels must rise to meet further increases in workload.