College of Arts & Sciences
UNIVERSITY OF WASHINGTON

SELF-STUDY:

DEPARTMENT OF ASIAN LANGUAGES AND LITERATURE

OCTOBER, 2004

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PART I: NARRATIVE

Department of Asian Languages & Literature
Self-Study Report

Summer, 2004

Preliminary note: The organization of this report conforms to the sections identified in the Graduate School's "Guidelines" (October, 2003 revision). Section and subsection headings and numberings are the same as in the Guidelines, although heading rubrics are sometimes abbreviated. It is important to recognize that as is likely to be the case for all departments in the humanities, we are an aggregate of individual teachers and scholars committed to independent thinking and respectful of our differing opinions. The upshot of this is that for many parts of this report there may not be a perfect consensus or unanimity of opinion among our faculty. We accept this as inevitable and do not see it as in any way an impediment to our constructive and cooperative efforts to work toward a common excellence. Ultimately, the chairman of the department is responsible for the wording of all parts of the narrative. *Festina lente*.

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0. *Preamble*

This department appears areally diverse in its teaching and research responsibilities. Yet we recognize both a methodological and a historico-cultural common ground that we all share, and we strive to reflect that among our various degree programs and course offerings as patently as possible. Areally we divide ourselves into four large parts: East Asia, South Asia, Southeast Asia and Central Asia. Of these, we have degree programs in the languages and literatures of the first two, but not of the second two. As with the "myth of continents," presuming that this division into four geographical areas, or subdivisions into language areas such as Chinese, Japanese, etc., somehow defines separate and unrelated cultures is also a myth. Our department is not constituted as it is purely for administrative convenience, but rather because we recognize a genuine historical and cultural basis for seeing these areas of the non-European world as interconnected. Their histories prove it and their languages and literatures reveal it. From every methodological, disciplinary and theoretical perspective we share common ground both in our research pursuits and in our teaching endeavors, irrespective of what particular geographical area we focus our attention on. The totality of our efforts, especially at the graduate level, is more than the sum of our individual parts.

1. *Strengths*

The department takes pride in seeing itself as providing the most rigorous possible introduction to the study of Asian languages, literature, and textual research, and how such study bears on a well-informed understanding of the realities of the modern world. At the undergraduate level this means highly competent and expert instruction in modern and classical Asian languages in combination with an introduction to literary, textual and cultural history and criticism; at the graduate level it means guidance in research methods and advanced instruction in all scholarly aspects of these same areas.

Our graduate degree programs are strongly research oriented, and our graduate faculty are internationally renowned, widely published, leading scholars in their respective fields. At the heart of the training that our Ph.D. students receive is an understanding of and appreciation for what it means to pursue original scholarly research in Asian languages, texts, and literature in a western scholarly tradition. We openly subscribe to a somewhat traditional belief in the inherent value of a humanistic education as a means to open a window on civilization and humankind, and, with Isaiah Berlin, we recognize that there are many such windows

through which one can look, none necessarily clearer or more opaque than any other. Finally, we try to convey to our students a respect for that catholicity of knowledge originally connoted by the term 'philosophy', refusing to allow the "Ph.D." of the degree title to be reduced to a meaningless trigrammaton.

Among the specific research and instructional areas in which we have especially strong credentials we might note the following:

(a) *Language history and literary history*. The training that our graduate students receive is designed to illustrate the fact that language history and literary history are not mutually independent and unrelated phenomena, but that each has an intrinsic relation to the other in any serious scholarly work and both are reflections of real-world history of real people. We have strong programs, for example, in Chinese, respectively Indic, historical linguistics, and in the corresponding literary and textual histories of these areas. Our students come to learn that language history informs literary history and *vice versa*, and that neither linguistics nor literature when studied by itself is as fruitful as when each is recognized for the bearing it has on the other.

(b) *Manuscript studies in Chinese, Japanese, and Indic (both early and mediaeval)*. Our concern in this regard is to bring the special methods and theory of studying manuscripts into the more familiar scholarly world of transmitted texts, chiefly religious and literary, and our efforts are consciously directed at showing our graduate students how to negotiate the text-critical, philological and humanistic dimensions of this intersection.

(c) *Modern literature and film*. Our teaching and research in this area tends to center around modern literary and cinematic media both as reflections of and shapers of complex contemporary societies, and as artistic and creative expressions of the forces at work among the people of these societies. Through a series of recent junior appointments, including one adjunct member of this department from Comparative Literature, we now possesses great strength in the literatures and cultures of modern East Asia. This strength lies not merely in its geographical coverage (China [including Hong Kong and Taiwan], Japan, and Korea), but also in the eagerness of faculty members to cross traditional boundaries, whether topographic or disciplinary, to enter into new areas of research while retaining the department's traditional commitment to linguistic and textual detail. These new areas include film (Hamm, Braester [from Comparative Literature], Mack), print culture (Mack, Hamm), cultural theory (Braester, Mack, Swaner), and the literature of minority populations (Bhowmik). Moreover, the new appointments, taken collectively, are well positioned to examine the trans-national synergies that characterize contemporary East Asian popular and literary culture.

(d) *Linguistics*. From its inception, a particular strength of this department has been the balance between linguistic and literary studies. Although the number of trained linguists among our faculty has shrunk over the

past two decades, we retain a core of researchers investigating various linguistic aspects of Asian languages. Research areas include Chinese dialectology and historical reconstruction (Handel, Yue, W. Boltz), Hindi and Indo-Aryan descriptive and historical linguistics (Shapiro), Japanese second-language acquisition (A. Ohta) and Japanese syntax and pragmatics (K. Ohta).

(e) *Philological studies*. We are philological in many of our teaching and research pursuits, emphasizing the meticulous handling of texts, lexical analyses, grammatical rigor, palaeographic precision and numerous allied aspects of careful literary and linguistic study. We place in the forefront of our research methods many of the concerns that have been relegated to marginal status in other Asian language and literature programs at other schools. In this way we provide a level of scholarly training to our graduate students that is often unavailable elsewhere.

That our strengths in the research domain are widely recognized in the scholarly world is evident in such things as the frequency with which our faculty are invited to serve as visiting scholars and guest lecturers, for short periods or for an entire academic year at a time, at major research institutions around the world; most recently, for example, in such places as Harvard, Princeton, Hong Kong University, Kobe University (Japan), University of Hamburg, University of Münster (Germany), École des Hautes Études en Sciences Sociales (Paris), University of Vienna, Hebrew University, University of Copenhagen, Oxford, Charles University (Prague), Eötvös Loránd University (Budapest) and many more. As easily documented in our collective published œuvre and demonstrated by professional conference participation and invitations, our faculty are typically in the forefront of research work in the areas identified above as examples of our teaching strengths, and in a myriad of other scholarly aspects of the study of Asian literature and languages.

At the same time, we include among our strengths the extensive instructional programs in modern Asian languages that we provide to a wide range of undergraduate and graduate students at the university, particularly in connection with three separate Title VI area centers in the college: the East Asia Center, the South Asia Center, and the Southeast Asia Center. While research remains paramount at the graduate level and important at the undergraduate level, and our strengths in this respect are formidable, we recognize by the same token that by far our greatest impact is on the hundreds of language students, undergraduate and graduate alike, who take our classes in connection with such professional courses of study as law, medicine, engineering, business, computer programming, forestry and fisheries, and a myriad of other vocational, practical and general interests.

The upshot of this is that we serve three distinct constituencies: (i) people from among the whole university community who have a desire to learn something of the languages, literatures and cultural history of

South and East Asia out of an appreciation for the literary and linguistic heritages of important non-European cultures or as a matter of general education, (ii) students with professional and vocational needs to know one or more Asian languages as a part of their career training, and (iii) the relatively small, but crucially important, number of students who follow a path of advanced scholarship in this field to a graduate degree, usually the Ph.D.. Each of these constituencies plays an important role in our modern society, each different from the other, none expendable. The department strongly supports the sentiments of the first group, recognizes and appreciates the importance of the needs of the second group, and is professionally dedicated to the scholarly interests of the third group. In short, we are committed to meeting our teaching responsibilities to each of these groups, providing the best possible education at every level from a first year language class to a Ph.D. level seminar and ultimately in this way to fostering a measure of thoughtfulness and understanding within the society that can only redound to the benefit of us all.

2. *Measuring success*

By conventional diagnostic criteria we measure our success at the graduate level by the numbers of our graduates, chiefly but not exclusively Ph.D.s, who move into professional positions in academia or in related research domains. And by this criterion we enjoy considerable success. The clearest and most easily documented evidence of this is our record of placement of graduates, primarily in academic careers. Our recent Ph.D. students have obtained tenure-track positions at elite institutions such as the University of Chicago, Harvard, Brown and Cornell, while earlier students from our department have now gone on to successful and prominent tenured careers at such schools as the University of Virginia, the University of Wisconsin, the University of Colorado, and Purdue, to name only a few. (Further details of our career placement records are provided below in section F.1b.) It would be no exaggeration to say that Department of Asian Languages and Literature is one of the "flagship" programs in North America, whose graduates have for many years shaped and are continuing to shape the teaching and research directions of this subject nationally.

At the undergraduate level the comparable (but not the only) criterion would be the proportion of B.A. recipients who go on to graduate school; many do, most don't. Since a B.A. degree in Asian Languages and Literature is itself not a professional degree, success at the undergraduate level is more centrally reflected by the intangible but all the same fundamental achievement of having initiated students into the habit of educating themselves in the ways that human societies and civilizations think and act and of encouraging them to understand and appreciate the importance of the great diversities that these societies and civilizations present in

the modern world. This kind of education in most cases will not have been shaped explicitly to train a student for a particular job; it will instead have provided a student with the intellectual and critical abilities to undertake *any* job intelligently. This goal applies *mutatis mutandis*, of course, to any program or department within a College of Arts and Sciences; it is not Asian-languages-and-literature specific. But it is, we believe, specific to teaching and study in the humanities, as opposed to the professional schools where success is intended to be directly quantifiable by external vocational measures. And it is, unlike those professional schools, without doubt intangible and unquantifiable.

Beyond this, the very act of studying one or more Asian languages provides an experience that will open the eyes and minds of all students, undergraduates and graduates alike, forever. Learning a foreign language is an essential, perhaps the most essential step in becoming a mature citizen of the world; learning a relatively uncommon foreign language, far-removed linguistically and culturally from one's native tongue, is all the more valuable to developing a truly broad outlook on the world. The rigorous training in Asian languages and their literary, historical and cultural contexts that we offer provides all of our students, whether majors or not, with a breadth of vision that simply cannot be gained without such studies.

Within the varied contexts of departmental scholarly specializations we strive to educate our students to be keenly thoughtful in understanding whatever aspects of the world's civilizations and its intellectual and cultural continuities and upheavals, past and present, they may encounter and thus to be knowledgeable participants in society and effective voices in the humanistic and scientific dialogues of the modern world. We hope, ultimately, to help them achieve the intellectual wherewithal to discriminate the meritorious from the meretricious. To the extent that the men and women who pass through our department, walking out with degrees or simply with exposure to a few courses, carry this understanding away with them, we have succeeded. Although the social, educational, and ethical benefits of this experience cannot be measured quantitatively, we are confident that the preparation of future world citizens is, ultimately, our principal contribution to the university community and to the world.

3. *Strengths yet to be achieved (weaknesses)*

We have yet to build at the undergraduate level an effective adjunct to our language program that adequately conveys to the students the necessary historical and cultural background and underpinnings of the languages they study. Our modern language instructional programs, good as they intrinsically are, still want a slate of complementary courses that would provide the language students with the ancillary cultural knowledge,

distinct from the study of literature or linguistics *per se*, they need to be able to assimilate and eventually to use the languages they are learning to the best advantage.

As a related concern, we still need adequate curricular means to overcome the misleading impression, prevalent among our undergraduates, that the language areas we teach, and hence the different programs within our department, are unrelated to one another. As much as we ourselves are aware of the fundamental interconnections, both historical in fact and disciplinary in practice, among the linguistic and literary cultures of South and East Asia that we represent in our teaching and research, we have not yet managed to make this understanding as clear to our students as we would like.

4. *Changes during the past decade*

The 1994 decennial review of this department drew attention to a number of things that called for remedial attention, identified according to three categories: undergraduate education, graduate education, and composition and constitution of the department.

In undergraduate education the chief problem was that of language classes in which the heritage students were mixed with non-heritage students, making it difficult if not impossible to gear class structure and content effectively to the whole class constituency. This problem has been solved through the introduction of dual-track classes (heritage and non-heritage) for at least the first two years of instruction. The different tracks have different teaching materials, different approaches, and different expectations from each other according to whether the students have a heritage backgound or not.

The second undergraduate level problem identified was ineffective advising. We have recently instituted a program for undergraduate advising that calls for every faculty member to assume advising responsibility for a few undergraduate majors, while continuing to utilize the knowledge and expertise of the departmental office adviser for technical and administrative matters. (See also sec. B.3.)

At the graduate level the principal concerns were two: paucity of funding for recruiting top-tier new graduate students and the "relatively capricious manner in which [European] language examinations are administered." The first of these is, of course, largely out of our control. We have managed to set in place, with the generous cooperation of the Provost's office which authorizes the stipend and the Graduate School which awards a tuition waiver, a scheme for supplementing the one-year recruitment fellowship that we typically receive from the Graduate School with a second year of comparable funding. This we often supplement still further with a Teaching Assistantship, in order to make a three-year recruitment package. And, we have

standardized the procedures for administering the European language examinations.

The report called for strengthening the Korean language and literature faculty, which with the cooperation of the college we have been able to do. It also called for increased offerings in undergraduate courses in the "literary, cultural and religious traditions of Asia." We have now well-established course sequences at the 200 level that do just this. The report noted that some of the basic language instruction was managed with "soft money" and recommended that we base our core language instructional program on state-funded positions. This, again with the cooperation of the college, we have been able to do for all of the languages in question save Indonesian, which is still funded with "soft money."

5. *Department's role within the college*

Beyond the obvious service of providing instruction in the major languages, literatures and related cultural studies of South and East Asia, the department sees itself as the chief means for students and scholars in other units within the college to recognize and investigate the historical, literary, linguistic, religious, and cultural connections between what we think of as "western civilization" and Asia. We know from direct testimonials in classical sources, as early as Herodotus, that not only did Europe never exist in isolation *vis-à-vis* Asia, neither did it fail to recognize its links with the "Lands of Gog and Magog" beyond the "Gate of Alexander." An important part of our concern is to emphasize the close historical (in the broadest sense, *i.e.*, linguistic, religious, literary, economic, etc.) connections between the cultures of South and East Asia and those of Europe, to bring some well-informed precision to the traditional picture of Eurasian history, and in the end to show that any understanding of the cultural complexities of the modern world cannot but take into primary consideration the depth of non-European influences on western civilization from antiquity to the present. We strive to achieve these goals through the conventional means of courses, lectures, workshops, symposia, shared advising of graduate students in other departments, and whatever devices we additionally can come up with.

Section B. Teaching

1. *Representative faculty teaching data*

The following data are based on a typical teaching year for each member of the faculty. In most cases the data are from academic year 2002-03, but sometimes, for example when an individual was on leave, data from 2001-02 or 2003-04 are provided. The "number of courses" and "number of credits taught" do not include

independent study courses. Student credit hour figures are based on raw data from class enrollments; for large languages classes many sections are actually taught by TAs, but the student credit hours are listed under the supervising instructor's name. The names of the instructors to whom this stipulation applies are indicated in italics. Apart from the "starred" names below, those faculty who are shown teaching fewer than five, or in the case of lecturers, fewer than seven, classes per year have less than full-time appointments.

Instructor	Rank	Year	No. of courses	No. of credits	Total student credit hours
Atkins, P.	Asst. Prof.	03-04	5	25	355
Bhowmik, D.	Asst. Prof.	02-03	6	26	394
Bi, N-P.	Lecturer	02-03	6	30	485
Boltz, J.	Affiliate Assoc. Prof.	02-03	3	15	140
*Boltz, W.	Prof.	02-03	2	10	199
*Cox, C.	Prof.	03-04	4	18	328
Gissing, C.	Lecturer	03-04	7	34	564
Hamm, J.	Asst. Prof.	01-02	5	25	365
Handel, Z.	Asst. Prof.	02-03	5	23	624
Kesavatana-Dohrs,W.	Lecturer	02-03	9	42	372
Kim, S.	Lecturer	02-03	9	45	1093
Knetchges, D.	Prof.	00-01	6	30	441
Knechtges, T-P.	Affiliate Asst. Prof.	02-03	7	31	520
Lenz, T.	Res. Assoc.	01-02	1	5	15
Mack, E.	Asst. Prof.	02-03	5	25	415
Matsuda- Kiami, I.	Lecturer	02-03	7	35	1050
McDavid, M.	Lecturer	03-04	7	35	1200
Nakaone, T.	Teaching Associate	03-04	12	60	950
Nguyen, K.	Senior Lect.	02-03	7	33	577
Ohta, A.	Assoc. Prof.	00-01	7	30	1468
Ohta, K.	Lecturer	02-03	7	30	3913
Ong, N.	Teaching Assoc.	02-03	1	5	155
Pauwels, H.	Assoc. Prof.	03-04	5	25	1125
Porter, D.	Assoc. Prof. (JSIS)	02-03	1	5	75
Purnama, K.	Lecturer	03-04	6	30	70

Salomon, C.	Affiliate Asst. Prof.	03-04	3	15	135
*Salomon, R.	Prof.	02-03	6	19	150
Shapiro, M.	Prof.	03-04	7	30.5	572
Singh, K.P.	Lecturer	02-03	8	36	699
Swaner, S.	Research Associate	03-04	1	5	105
Takashima, K-I.	Visiting Prof.	02-03	2	8	69
Yue-Hashimoto, A.	Prof.	02-03	5	23	204

*Professor W. Boltz has a reduced teaching schedule as chairman of the department. Professors Cox and R. Salomon currently teach only two quarters per year by virtue of a special funding arrangement under the auspices of the British Library / University of Washington Early Buddhist Manuscripts Project.

2. *Allocation of teaching responsibilities*

Specific course responsibilities are determined at the program level in individual language program planning meetings, convened in Autumn quarter by the respective program co-ordinators. In determining course offerings and assignments, the faculty give priority to the needs of undergraduate and graduate students and degree program requirements. In general teaching assignments are agreed upon by mutual consent among the program faculty concerned. In many cases courses are rotated among faculty members from year to year. As far as possible, the department as a whole and the separate programs attempt to balance demands for general undergraduate "culture courses" involving broad surveys and readings of texts in translation with the needs of graduate and advanced undergraduate students for text readings courses in the original language.

The standard course loads are five classes per year for professorial (tenure or tenure-track) faculty, and nine for lecturers. It is not unusual for professorial faculty to voluntarily take on extra courses above the minimum load, either within or outside the department. Department faculty often teach classes in other programs and departments, some of them on a regular basis. For example, Asian L&L faculty regularly teach courses in Comparative Religion, South Asian Studies, History, Humanities, and the A&S Honors program.

3. *Faculty involvement in undergraduate learning*

Aside from the core mission of classroom teaching, the faculty's primary involvement in undergraduate learning is through mentoring and advising. The only official advising position within the department in recent years has been that of the staff undergraduate coordinator. Faculty engagement in recruiting majors, supervising

honors projects, providing academic and post-graduation advice, etc., has been largely *ad hoc*. Increasingly mindful of the shortcomings of this arrangement, the department faculty have designed and approved a new mentoring and advising system that will formally go into effect in fall 2004. Under this system, the staff undergraduate adviser will serve as an initial contact point for general queries and will continue to process administrative matters; coordinators for the individual language programs will provide program-specific information and authorize course substitutions; and, most importantly, each major in the department will be assigned an individual faculty mentor from the pool of all tenure-line faculty. The faculty mentor will initiate regular contact with the student and will be available as a general resource for intellectual, academic, and career concerns.

This new system is intended to ensure that every major has meaningful, face-to-face contact with department faculty. It is expected both to expedite progress towards degree and to aid in the building of intellectual and social community. We hope that the community-building function will benefit department faculty and staff as well as the students, and that the system will promote equitably shared active involvement in undergraduate learning beyond the classroom.

4. *Faculty involvement in undergraduate research*

Involving undergraduates in faculty research projects is a particular challenge in a department such as ours, in that research in our field requires extensive linguistic preparation that students are typically only beginning to acquire when they graduate. There are nonetheless some cases in which faculty have found ways to involve undergraduates in research, particularly in technical areas. For example, two undergraduates are assisting K. Ohta in developing his web-enhanced elementary Japanese course (compare section B.8), and another undergraduate is assisting with the programming of a dictionary and database for the department's Early Buddhist Manuscripts Project.

The department's Undergraduate Education committee is also currently investigating ways to provide opportunities for undergraduate participation in other research projects. Among these are:

- Involving undergraduates with high level command of Asian languages to assist directly in research;
- Designing an undergraduate research workshop;
- Identifying particularly talented and motivated students early via the new mentoring system and encouraging them to participate in research projects;
- Devising research projects and programs expressly for undergraduates.

5. *Evaluation of instructional effectiveness*

Instructional effectiveness is monitored on two levels: by the instructors themselves with regard to student achievement, and by the department in its evaluation of the instructors' performance. Evaluation of student progress by instructors in language classes typically involves daily homework, weekly quizzes, and regular exams, all of which are collected and graded by instructors or TAs. In non-language classes many instructors now use weekly question sheets, response papers, or other regular written assignments to check the students' progress and understanding of the material. Our classes are often small enough that the evidence of everyday classroom exchanges is sufficient for a continuous assessment of student success.

Departmental evaluation of individual instructors' effectiveness is administered by the Peer Teaching Evaluation Committee (PTEC), which consists of three members of the faculty, typically two at the professorial level and one lecturer. The committee submits reports to the chair annually according to college requirements: annual reports on all lecturers, teaching associates, and assistant professors, and reports on each tenured faculty every three years, on a rotating basis. The reports are prepared in most cases with the assistance of the coordinators of the individual language programs.

The materials examined in connection with these reports vary according to the rank and situation of the particular faculty member concerned. At a minimum the instructor's teaching folder is scrutinized by the relevant members of the PTEC, with particular attention to student course evaluation results. By college rule all instructors are required to have at least one course per year evaluated, and the PTEC encourages faculty members to have more than the minimum course evaluations carried out. (The department is currently considering instituting a higher requirement for annual course evaluations, but the matter is still under discussion.) Some instructors also give informal evaluation sheets to the students for their own self-evaluation in addition to the standardized evaluation forms. Besides course evaluations, file materials which are inspected by the committee include relevant portions of the annual faculty activity report, course syllabi, and other instructional materials that can be placed in the teaching files by the individual instructors, at their discretion.

In certain situations, and also whenever deemed necessary or desirable by the PTEC, the department chair, or the language program coordinators, more extensive and detailed reports are carried out by the committee. Occasions for such detailed reports include proposed promotions or reappointments, indications of problems in teaching, or requests made to the PTEC by faculty members themselves. As far as possible, comprehensive reviews are also carried out periodically for other faculty members, for whom no special requirement arises, on a rotating basis.

Fuller reviews include at least one in-class visit by a qualified member of the committee, another member of the department faculty, or sometimes, when appropriate, by a member of another program or department. In cases of particular importance, for instance when it is anticipated the an instructor will be proposed for promotion or tenure in the near future, more comprehensive reviews will include visits to two or more courses by different faculty evaluators. Such multiple visits are typically distributed among different types of courses, for example including at least one undergraduate lecture-type course and one advanced language class or graduate seminar. The faculty evaluator in each case submits a detailed official report to the chair of the PTEC, a copy of which is in turn submitted to the department chair as an appendix to the committee's report.

The committee reports to the department chair are made available to individual instructors concerned, who are encouraged to discuss any questions or problems indicated with the PTEC, which can then recommend procedures for improving instructional quality where called for.

6. *Teaching effectiveness, data*

Data collection as a means of judging teaching effectiveness varies according to the individual language program and course level, there being no single standardized system that applies to our department as a whole. The only significant statistical index of student learning as a whole consists of placement and evaluation tests for cooperative and overseas language programs, in which University of Washington students consistently score well above the expected levels.

In language courses generally oral testing assesses both proficiency and achievement, the results being fed back into curricular design. Classroom writing assignments are designed to show areas of student difficulty, calling for particular instructional attention. Testing, rather than being a medium solely for grading, is used as an integral part of the courses, so that instructional adjustments can be made to enhance proficiency in reading, writing, speaking and listening.

The Chinese program, besides using achievement tests to assess students' ability in listening, speaking, reading, and writing, gives its first year students achievement tests and oral interviews quarterly based on the proficiency guidelines set by the American Council for the Teaching of Foreign Languages (ACTFL). In undergraduate Japanese linguistics courses "Five minute writing exercises" provide students with an opportunity to write about a point to be discussed again in class, allowing the instructor to tailor instruction to learner needs.

Teaching effectiveness is regularly evaluated by the Peer Teaching Evaluation Committee (see sec. B.5), primarily on the basis of student course evaluations. Problem areas are identified for discussion with the instructors concerned, who may also be referred to CIDR for further diagnosis and assistance.

7. *Procedures to improve undergraduate teaching and learning*

Junior faculty are encouraged to consult with senior faculty in their own programs, occasionally in other programs, on matters of instructional practices and improvements, and in practice most of them do so with some regularity. In-class visits for instructional evaluation and improvement, usually arranged under the auspices of the Peer Teaching Evaluation Committee (see item B.5) and carried out by senior faculty members, are an important source of feedback and suggestions for teaching methods. Mandatory annual meetings for all faculty members with the chairman include evaluations of instructional performance and progress and provide an important opportunity for mentoring. In addition the current chairman holds annual group meetings with all assistant professors to discuss instructional and other concerns.

The activities of teaching assistants are closely observed by their supervisors, who typically meet with them at least weekly and provide specific instructions for each class period. All TAs are required to attend an annual training and orientation session before the beginning of autumn quarter. This preliminary instruction is followed up by ongoing training, including one to three workshops annually organized by the individual language programs, and observations by CIDR personnel. Faculty supervisors (professorial faculty and lecturers) also regularly visit classes taught by their TAs and meet with them afterwards to provide feedback and suggestions for improvement. TAs are also encouraged to videotape one of their classes, and the tapes are viewed together with the supervisor for critiquing.

8. *Promoting teaching innovations*

In our modern language instruction programs the two most important developments, trends that we continue to encourage and support, are (i) the division of introductory courses into separate heritage and non-heritage tracks (Korean, Chinese), and (ii) the increasing use of technological tools for language learning (Japanese). The latter includes web-enhanced courses and the introduction of course websites with audio files (language courses), computer and internet based tools for the study of phonetics, dialect variation, etc. (linguistics classes), and powerpoint technology and e-mail discussion groups for large undergraduate classes and literature in translation courses.

Many members of the department faculty have recently introduced new joint courses, both within and outside the department. For instance, within the department, Professors P. Atkins, D. Bhowmik, and E. Mack have jointly developed a new undergraduate class on Japanese literature in translation (Japan 360, Topics in Japanese Culture), while Professors W. Boltz and D. Knechtges regularly offer joint courses in the Chinese classics at the graduate level.

The primary avenue for tracking the department faculty's innovations in teaching is the mandatory faculty annual activities report, which includes under item 1, "Statements Relative to Teaching Activities," the subcategory C, "Comment on teaching experience, including new courses and new approaches." These annual reports are vetted by the chairman and by the Peer Teaching Evaluation Committee, and become part of promotion and reappointment dossiers. The Peer Teaching Evaluation Committee (see item B.5 above) pays particular attention to creative instructional innovations in its annual or periodic reports on individual members of the faculty.

Section C. Research and Productivity

1. *Research expectations and faculty status*

There is no conflict between department and college goals for our faculty and the vigorous pursuit of research. Our explicit effort is in fact to combine research work with teaching, and in many cases this means that our seminars and courses, even at the elementary or intermediate levels, incorporate not just results but even on-going debates and investigations of current research. Nothing contributes more to the effectiveness of classroom teaching than demonstrating that what is being presented and discussed reflects up-to-date research work and knowledge, especially when the teachers are actively involved as principals in the research itself. This is how we try to construct and conduct our classes whenever possible. The evaluation of faculty research productivity takes this kind of teaching strongly into account, alongside conventional measures such as publications, professional presentations, etc.

Decisions on faculty salary, promotion and retention are made according to the rather precise guidelines and requirements set out by the college. Those aspects over which we have departmental discretion are judged against the kind of general department philosophy just adumbrated regarding the twin responsibilities of research and teaching, putting a premium on quality over quantity.

2. *Junior faculty mentoring*

We have in place a tripartite scheme for mentoring our junior professorial faculty, consisting of (a) the mandated formal, regular (annual, if not more frequent) meetings between individual faculty members and the department chairman, (b) the informal, but all the same valuable, meetings among faculty, sometimes in the same language program, sometimes with the same disciplinary interests, and often simply collegial and casual, and (c) established formal procedures for peer teaching evaluation and assessments. The combination of these three means assures our junior faculty that they participate on an equal footing in all departmental and program decisions with everyone else, that their opinions are welcome and indeed valued, that the senior faculty are fully apprised of their teaching and research efforts and achievements, and that their concerns or questions will not remain unaddressed even for a moment.

3. *Research impact*

The research of the professorial faculty in this department, although encompassing a multitude of distinct areas of specialization (Buddhist studies, linguistics, religious literature, philology, textual criticism, poetics, fiction, narrative prose), displays a set of common traits that has earned this faculty a world-wide reputation and established a recognizable signature for the department. What unites the various work conducted by much of the faculty (and by the graduate students it has trained) is a deep concern for the importance of language, not just as an end unto itself, but as a means for analyzing Asian texts, literature, culture, and ultimately civilization in ways that are sensitive to the particularities of South and East Asian history and to each of the subdivisions within these traditions. Many of the publications produced by our faculty members deal with topics that reside at the intersections of linguistics, literary criticism, comparative religion, history, and several other traditional areas of scholarship.

• In some instances, the research employs state of the art technology. In the case of the Early Buddhist Manuscript Project, for example, this has led to a virtual transformation in the way the study of manuscript materials is carried out, and the substantive results of this project will fundamentally change the way the early history of Buddhism is understood, both historically and philosophically.

• Research in mediaeval Indic hagiographical literature is showing in precise ways how religious communities in South Asia came to be formed, how literary production contributes to the legitimizing of the doctrines and how rhetorical devices bear on the history and phenomenology of religion.

• Linguistic work done by some of our faculty in Chinese is becoming instrumental in setting out a new understanding of language history and how this can be analyzed to reflect early interactions of peoples and cultures no longer directly observable.

• Research in early Japanese and Chinese literary traditions and texts is filling in many gaps in our understanding of the development of ancient and mediaeval Japanese, resp. Chinese, society, especially in its religious and elite domains and is bringing attention to how literary texts are received (as opposed to produced) and how this then becomes a part of what shapes their subsequent cultural role.

• Study of how writing systems arose and developed in antiquity world-wide promises to show the universality of the principles underlying this moment that demarcates pre-history from history.

(Limitations of space preclude more examples.)

4. *The changing research environment*

To point out the obvious, the proliferation of computer technology in the past decade has wrought enormous change in how we pursue our research. Among other things, it has made an abundance of new textual materials available. This said, the same standards of quality, precision, thoughtfulness, and rigor that defined the research world of the typewriter-and-card-catalogue past continue to obtain in the high-tech research environment of the present. Where those standards were always demanding, as they should have been, they have in some respects become even more demanding thanks to the introduction of computer-specific compromises in how linguistic and literary materials are handled by the very computer technology that is intended to aid the research enterprise.

Funding preferences and priorities are always changing, and this has an effect on research work by either motivating the re-shaping of a project or depriving worthy projects of funding when they do not happen to conform to the funding agency's requirements and preferences of the moment. Just as funding preferences change over time, so critical approaches to research priorities of both method and theory also change. When these are substantive they are taken into account, when they are reflections of subjective predispositions and capricious fads we give them less attention.

More important than the transient effects of funding priorities and scholarly fashions are the consequences of the changing nature of scholarly publication. Serious scholarship, especially in fields that are seen as arcane, is increasingly slighted by the major academic publishers, who are often compelled by their

institutional bases to capitulate to the same economic forces that shape the output of the trade and popular publishing industry. So-called "Internet publishing" promises to weaken the distinction between serious scholarly work and casual, recreational and impressionistic bagatelles, with the result that the inherent value of the former may be obscured by the effects of the latter. Junior scholars especially, whose professional advancement and promotion through the ranks depends heavily on solid, scholarly publication achievements, are sure to feel the effect of this altered publication environment.

5. *Areal and disciplinary diversity in faculty research*

The research areas represented by our faculty divide themselves generally into two: literature and linguistics, each broadly conceived. Within the domain of literature our faculty pursue research in poetics, narrative and religious literature, fiction, cinematic literature, philosophical literature, historiography, inscriptional and monumental literature, literary history, theory and criticism; within the linguistics area our work is concretely language-anchored, in areas such as historical phonology and syntax, dialectology, lexicology, grammatical theory, language typology, language-in-contact studies and language history. Needless to say, many of these areas converge in individual research projects.

As mentioned in other parts of this report, we see the twin areas of linguistics and literature as related and complementary, not as separate and unconnected to each other. There is a small contingent of faculty who straddle the divide between literature and linguistics in their research on texts and manuscripts, bringing the usefulness and importance of this complementarity of approach particularly clearly into view. Our areal diversity has already become apparent in earlier parts of this report. Suffice it to say that neither the disciplinary nor the areal diversity that we embody in our faculty has any detrimental or deleterious effect on our teaching or research achievements. We are typically in open communication with one another in the halls of Gowen (all of our professorial faculty have offices in Gowen Hall), in the lunch room of the faculty club or By George, and in a more structured, but still informal, setting, at our monthly departmental colloquia where we hear about and discuss one another's research projects.

6. *Impediments to faculty productivity*

The one over-riding impediment to faculty productivity is the ever-increasing administrative and bureaucratic demand on faculty *time* and *energy*. While hard data are not available to test the claim, the faculty

perceive that in the decade since the last-preceding decennial review the demand on their time and energy exerted by matters other than teaching and research has increased many-fold. Since neither time nor energy in absolute terms has increased at all, clearly the effect of an increase in one area will be offset by a reduction in another. That is the trend we perceive. Its deleterious effect is not a result simply of the increased amount of these commodities that must be spent on non-teaching, non-research duties, but is heightened by the perception that in some cases, at least, the investment of time and energy demanded from us for administrative tasks does not yield a particularly significant or substantial return. It becomes, then, a morale problem.

7. *Staff productivity and support*

Among our office staff of four, turnover has been substantial in the past ten years. This makes any assessment of productivity difficult. The staff perform their assigned duties for the most part satisfactorily. Until four years ago we had no professional administrator; our highest staff position was still an Administrative Assistant. This person was nevertheless performing all of the duties and carrying all of the responsibilities normally associated with an Administrator. We are pleased now to be able to report that this person has been re-classified as a professional staff administrator. All department staff are encouraged to avail themselves of the instructional courses offered by the university to learn new skills and to enhance their professional performances. We make every effort to minimize obstacles to these kinds of opportunities when they are requested or needed by staff personnel, and we are exceptionally lenient in accommodating idiosyncratic staff scheduling needs.

Section D. Relations with other units

1. *Collaborations*

The department has extensive ties both with other units inside the university and with various scholarly institutions and organizations around the world. Even though our name identifies us as a language and literature department, our faculty are vitally concerned with other disciplinary interests as well, e.g., Linguistics, History, Comparative Religion, Textual Studies, Comparative Literature, Philosophy, Art History, and Education, among others. Within the university, our ties include faculty participation in the day-to-day operations of other units, shared teaching responsibilities on both the undergraduate and graduate levels, the supervision of graduate students, and contributions to scholarly colloquia. Our graduate students also participate in colloquia sponsored

by other units (e.g., Comparative Literature, Comparative Religion, Linguistics) and seek the participation of graduate students throughout the university in their own annual Graduate Student Colloquium. Outside the university, our department's faculty and graduate students play an active role in various scholarly organizations, teaching consortia, and special research projects. For the sake of convenience, these may be divided into intramural and extramural relationships.

A. Intramural

(i) Jackson School of International Studies

Our commonest and most extensive contact outside the department is with the Henry M. Jackson School of International Studies (JSIS). In particular we interact with its programs in Comparative Religion, East Asian Studies (including China, Japan, and Korean Studies programs), South Asian Studies, and Southeast Asian Studies. Our faculty teach or co-teach courses in JSIS, serve on both administrative and academic committees and advisory boards, help supervise graduate students, and co-organize colloquia and other events. The department and units of JSIS often co-sponsor visiting lectures, and the various centers at JSIS share federal funding and private endowments with AL&L faculty. These funds support faculty research and graduate study in our department.

The disciplinary focus of JSIS is in the social sciences; thus our interaction with faculty takes place mainly along the area-studies axis rather than through our interests in literature and linguistics per se. One notable exception is Comparative Religion; Professors Cox and Pauwels teach large courses for JSIS on Asian religions, especially Buddhism and Hinduism, and advise and supervise graduate students on a regular basis. Professor Pauwels is active in Comparative Religion curriculum revisions.

(ii) Department of Linguistics

Four department faculty members hold adjunct appointments in Linguistics: Professors Shapiro, Yue-Hashimoto, A. Ohta, and Handel. These professors actively collaborate with members of the linguistics department. In the last two years, two members of our faculty have given talks in that department's colloquia series. Professor Shapiro periodically teaches courses on historical linguistics for the Linguistics department. Most of our graduate students specializing in linguistics take courses in the linguistics departments and rely on their faculty for advice and service on examination and dissertation committees

(iii) Department of Comparative Literature

Professor Yomi Braester (affiliate appointment in this department) of the Comparative Literature Department

shares with Professor Hamm in this department a teaching and research interest in modern Chinese literature and film. They regularly coordinate course offerings, consult on graduate admissions and study, and will co-teach a course on Asian film in spring 2005. Professor Wang Ching-hsien, Director of the Institute of Literature and Philosophy of the Academia Sinica (Nankang, Taiwan) and also professor of Comparative Literature, was formerly based in this department and continues to teach courses on Chinese literature both in this department and Comparative Literature.

(iv) Simpson Center for the Humanities

Department faculty have received funding for conferences from the center and participate in the following programs:

a. Critical Asian Studies

This project, headed by Professors Tani Barlow (Women's Studies) and Madeleine Dong (JSIS and History) seeks to promote approaches to Asian Studies that are informed by critical theory. Professors Bhowmik, Braester, and Hamm are affiliated faculty; Professor Bhowmik was a moderator at the spring 2003 conference on trauma.

b. Teachers as Scholars

This program offers humanities seminars for K-12 teachers taught by UW faculty. Professors Hamm and Braester co-taught a seminar in 2002.

c. Danz Courses in the Humanities

Introduces freshmen to the humanities through co-taught, cross-disciplinary courses. Professor Shapiro has co-taught a course.

(v) Department of History

Professor R. Salomon occasionally teaches courses in the early history of South Asia in the History Department and Professor W. Boltz co-teaches with Professor Kent Guy courses in pre-modern intellectual history and classical texts. We are eager to have deeper ties with this department, but have been stymied to some degree by unfilled vacancies in History, addressed below.

(vi) Honors Program

The University Honors Program provides a special learning context for high-achieving students looking for a rigorous and enhanced educational experience. Professors Shapiro, Pauwels, C. Salomon (affiliate faculty), and R. Salomon have taught courses in this program.

(vii) Textual Studies

Textual Studies is an interdisciplinary graduate program whose purpose is to study the production, editing, dissemination, preservation, and transmission of texts. Professors W. Boltz, Cox, Knechtges, and R. Salomon are members of the program; Professor R. Salomon is a member of the Graduate School Interdisciplinary Committee on Textual Studies.

(viii) Undergraduate Asian Studies Initiative

Department faculty are active participants in the Undergraduate Asian Studies Initiative, which is funded by the Freeman Foundation and appoints graduate students as fellows to serve as TAs in courses on Asian Studies for undergraduates. Our faculty help select the fellows and sometimes teach the courses that are served by the program.

B. EXTRAMURAL

(i) Academic and professional societies

Faculty members are active in a number of learned societies, including: Association for Asian Studies (AAS), American Oriental Society (AOS), Association for Japanese Literary Studies (AJLS), American Council on the Teaching of Foreign Languages (ACTFL), Association for Teachers of Japanese (ATJ), Chinese Language Teachers Association (CLTA), International Association of Chinese Linguistics (IACL), American Academy of Religion (AAR), Modern Language Association (MLA), American Association for Applied Linguistics (AAAL), Society for the Study of Chinese Religions, Society for the Study of Early China, and the European Association for Chinese Linguistics (EACL).

A list of presentations given at such conferences during the past ten years cannot be provided here for reasons of space; suffice it to say that Prof. A. Ohta was co-chair of the 1998 AAAL conference in Seattle and Professors Atkins, Bhowmik, and Mack are organizing the 2004 AJLS conference, to be held at UW. Professors Yue-Hashimoto and Handel organized a three-day symposium in 2002 in honor of the late Chinese linguist and AL&L faculty member Professor Li Fang-Kuei. Lecturer Nyan-ping Bi was a co-organizer of the 2003 Conference on Chinese Language Instructional Materials, held in Honolulu.

(ii) Joint research

a. Early Buddhist Manuscripts Project (EBMP)

A joint venture of the University of Washington and the British Library, EBMP was founded in September 1996 in order to promote the study, editing, and publication of a unique collection of fifty-seven

fragments of Buddhist manuscripts on birch bark scrolls, written in the Kharosthi script and the Gandhari (Prakrit) language, that were acquired by the British Library in 1994. The project is led by Professors R. Salomon and Cox and also includes scholars from Japan, Australia, and the United Kingdom.

b. Schoyen Buddhist Manuscripts Project

Professors R. Salomon and Cox also participate in the joint study of the Schoyen collection of early Buddhist manuscripts, held at the University of Oslo, Norway.

c. Joint Project on the Study of Chinese Writing and Civilization

Prof. Yue-Hashimoto participates in this project, which is based at of the Institute of Asian Research of the University of British Columbia and co-sponsored by East China Normal University. She will be conducting joint research on the grammar of the Oracle Bone Inscriptions.

d. American Academy of Religion Yogacârâ Seminar

Since 1996, Professor Cox has collaborated with with other faculty from various universities in the US in a an extended study group on Indian Buddhist Yogacârâ doctrine.

e. The Culture and Civilization of China

This is the largest publishing program ever undertaken between the United States and the People's Republic of China. Many of the leading scholars of China and their counterparts in the U.S. and other countries are collaborating on the publication of some seventy-five volumes to be published in English by Yale University Press and in Chinese by the China International Publishing Group. Within this program, Professor Knechtges is editor-in-chief of the "Handbook of Chinese Literature" project, which will result in the publication of a handbook of 1800 articles that cover the most important writers, genres, works, and schools of the classical Chinese literature tradition, from 1000 B.C. to the early 20th century. Specialists in China have written the articles in Chinese, and a volume will be published by Foreign Languages Press in Beijing; an English version is to be prepared and published by Yale Univ Pr. based on the Chinese volume.

f. Comparative Court Cultures in Cross-cultural Perspective

A collaborative, international project, this endeavor seeks to study court life in Europe and Asia in the period known in European terms as the Middle Ages and early Renaissance. Professor Knechtges has served as co-editor and co-organizer of a series of six conferences on this subject from1998 to the present.

g. Cambridge *History of Chinese Literature*

Professor Knechtges has been a member of the planning committee for the "History of Chinese Literature Project," Cambridge University Press, 2003-4. This will result in the publication of a two-volume

history of Chinese literature, from earliest times to the present.

(iii) Other collaborations and activities

Other projects and scholarly organizations in which department faculty participate or collaborate include the following:

a. Seattle Art Museum (SAM)

We have frequent contact with the Seattle Art Museum. As a recent example, Professor Pauwels provided advice and an interview for the audio tour of a 2003 exhibition on Indian painting held at SAM and organized a conference on Bollywood film at the Seattle Asian Art Museum in 2004.

b. Visiting Japanese Scholar Program

The Japanese literature faculty, led by Professor Mack, have initiated a plan to bring a senior scholar of Japanese literature from Japan to UW each spring to lead a graduate seminar jointly with a member of our faculty. The first scholar arrived in April, '04, and arrangements have already been made for '05, '06, and '08.

c. Exchanges with German universities

Professor W. Boltz developed a program for student and faculty exchange with the University of Muenster and taught at its Institute for Sinology as a visiting professor at in 2000. He is developing a similar program with the University of Hamburg, where he was a visiting professor in 1999.

d. Study Abroad Consortia and Summer Programs

Professor Handel is UW Representative to the boards of the Inter-University Program for Chinese Language Studies and of the Oregon University System China Study Abroad Program. The University participates in a consortium of US institutions that collaborate in offering a single, national summer program for Southeast Asian languages, the Southeast Asian Studies Summer Institute (SEASSI). With governmental and foundation support SEASSI provides instruction in all of the national languages of the region and is overseen by a Board, chaired by Affiliate Professor Thomas W. Gething. He is also executive director of the Consortium for Advanced Study of Thai, which offers instruction in Thai each summer in Chiang Mai. Senior Lecturer Kim Nguyen has served on the faculty of SEASSI (1989-95) and since 1995 she has served as Treasurer of GUAVA (Group of Universities for Advanced Vietnamese Abroad) which provides a two-month long program; she has in addition twice served as Field Director of VASI (Vietnamese Advanced Summer Institute) in Hanoi.

(iv) Impediments to collaboration

While we have a range of external collaboration of which we can be reasonably proud, barriers to increasing the breadth and depth of such endeavors do exist. For example, our department strongly encourages

co-teaching; yet it is difficult to arrange faculty schedules to accommodate this, as we are often committed to offering language courses in fixed sequences. Moreover, it is difficult to find replacements to teach instructors' usual courses in order to free them up for co-taught courses or other special offerings.

Further collaboration with other departments is hampered by lack of relevant specialists in those units. The History Department, for example, has not yet filled vacant positions in the history of premodern Japan, Korea, India or early pre-modern China, creating not only large gaps in the coverage of Asia, one of its traditional strengths, but also limiting our ability to engage in interdisciplinary teaching and research.

2. *Governance*

A. Department

All members of the faculty have voting rights and are expected to participate actively in the governance of the department. At the department level, faculty members fill the offices of Chair, Graduate program coordinator, and TA coordinator. (A full-time staff person serves as Undergraduate Adviser.) Meetings are scheduled once a month during the academic year. The department is comprised of five programs (Chinese, Japanese, Korean, South Asian, Southeast Asian), each with its own coordinator and a significant degree of autonomy with regard to curriculum and scheduling. Finally, faculty staff seven committees: Executive, Website and computer advisory, TA training, Peer teaching review, Graduate admissions and fellowships, Undergraduate study, Development, and Overseas language study. Other committees, such as curriculum, scheduling, and awards, are based within each program.

B. College

The prime vehicle for faculty input at the college level is membership in the College Council. Two seats with four-year terms are reserved for faculty from eleven humanities departments. During the past 10 years this department was represented by Professor Shapiro from 1997-2001. Faculty also serve on college committees, such as those charged with selecting department chairs of other departments.

C. University

By tradition AL&L shares two Faculty Senate seats with the Department of Slavic Languages & Literatures, overlapping terms of service. In recent years, we have been represented in the Faculty Senate by Professors Hamm (2000-02), Cox (2002-04), and Handel (2004-06). Faculty serve on university committees, such as those set up by the Graduate School to evaluate other departments for their decennial reviews, and the committee on the reorganization, consolidation, or elimination of programs (RCEP).

Section E. Diversity

0. *General remarks*

This department is as involved in matters of diversity as any academic unit at the University of Washington. Our primary mission of providing instruction in representative languages, literatures, and cultures of East, Southeast, South, and Central Asia is such that matters of cultural, linguistic, and social diversity are intrinsic to virtually all of our various activities. Issues of diversity manifest themselves in varied and complex ways in virtually all of our activities, including faculty hiring, TA selection and renewal, recruitment and retention of graduate students, and the development and offering of courses of study appropriate to students of many cultural and linguistic backgrounds. In executing its mission, the department draws upon and serves a large population comprised of people of different cultural and national backgrounds. These include foreign nationals, particularly from Asian countries, newly naturalized American citizens or permanent residents of foreign birth, and native-born American citizens of diverse cultural heritages, but with heavy representation from various Asian-American communities.

It is important to understand at the outset that the implications of the term "diversity" with regard to a department such as this one are not necessarily the same as might be the case in some other academic units of a university. Departments of Asian Languages and Literature are intrinsically "diverse", international and multi-cultural. Pools of candidates for faculty positions, for instance, commonly include Asian nationals trained in Asian educational institutions, Asian nationals trained in Western institutions, as well as American nationals of Asian-American or non-Asian-American heritage and non-Americans from non-Asian countries. The pool of graduate students includes many from Asian countries. Because of the need for TAs to have excellent language proficiency in Asian languages, our TAs typically include many Asian nationals. And the student constituencies for undergraduate courses of all kinds draw heavily from Asian-American and Asian populations, with important implications for the sorts of curricula that the department puts in place. Moreover, the lines of demarcation between such groups as "Asian" and "Asian-American" are often hazy and ill-defined, depending upon such matters as immigration status, age of immigration to the U.S. and linguistic background, matters about which the department either does not have statistics, or for which available statistics are often inaccurate or misleading. A large and growing portion of the student population is of mixed background, further blurring lines among the various categories subsumed by the term "diversity." Some of the ethnic and racial categories that figure prominently in discussions of diversity in other contexts are poorly represented in regard to faculty hiring, student enrollment, etc., in Asian languages. This is particularly so for African-American, Hispanic, and

Native American groups. As a result, the term "diversity" in this department is largely to be understood as referring to the particular dynamics of Asian and Asian-American groups.

1. *Inclusion of underrepresented groups*

In AY 2003-04, the department had a roster of thirteen tenure-line faculty members, ten senior lecturers, lecturers, and teaching associates, and six adjunct and affiliate professors. Of this aggregate of 30 faculty members, fifteen are of Asian or Asian-American heritage, and seventeen are female. Of the thirteen people holding tenure-line positions (excluding affiliate and adjunct positions), two are Asian or Asian-American and five are female. Of the nine people holding lecturer or senior lecturer positions, all are Asian or Asian American and seven are female. The faculty (including Adjuncts and Affiliates) is extremely diverse by way of national origin, and includes members born and raised in Japan (including Okinawa), Korea, the PRC, Taiwan, Hong Kong, India, Indonesia, Thailand, Vietnam, and Israel. The permanent staff of the department consists of four positions. Of those four, two are of Asian (Korean and Filipino) background. The breadth of background in the faculty and staff enriches the intellectual life of the department, as it exposes students to a diversity of approaches and outlooks towards the study of Asian languages and cultures. As part of a major research institution situated in the United States, the discourse in the department for discussing Asian languages, literatures, and cultures is, of necessity, reflective of the methodologies and conventions of international scholarship, pedagogy, and research. But the department also seeks to familiarize its students with approaches to the study of language and literature that reflect the various intellectual traditions of the Asian cultures that lie within its purview.

The student population of the Department of Asian Languages and Literature has a substantial incidence of underrepresented populations. At the graduate level, the aggregate figure for the percentage of ethnic minority and international (largely Asian) students in 2003-04 is 62%, up from 26% in 1994-95. Both of the constituent groups of this aggregate have increased during this period, with ethnic minorities increasing from 14% in 1994-05 to 23% in 2002-03 and international students increasing from 12% in 1994-05 to 44% in 2003-04. Countries of origin for international graduate students enrolled in 2003-04 include Japan (5), South Korea (4), Serbia (1), the PRC (including Hong Kong) (3), Taiwan (5), Germany (1) , and the U.K. (1). In terms of graduate degrees awarded during this period, 34 out of 87 (39%) were to students who identified themselves as being of one or another form of Asian ethnicity. In 1994-95, half of the graduate degrees awarded were to students of Asian extraction. In 2002-03 this proportion had become two-thirds. The percentage of

female graduate students was 44% in 1994-05, dropping to 30% in 1996-97 and 1998-99, and gradually rising to 53% in 2003-04. A total of 53% (28 of 53) of the M.A. and 38% (13 of 34) of the Ph.D. degrees awarded between 1994-05 and 2003-04 were to females.

At the undergraduate level too there is ample statistical evidence that the department has been serving a diverse student population. Of the 354 B.A. degrees conferred since 1993-94, 181 (51%) were earned by minorities, 161 (45.5%) Asian, 4 (1.1%) Black, 1 (0.2%) Native American, and 15 (4.2%) Latino. Of the B.A. degrees awarded in this period 49% have gone to women. Of undergraduate student credit hours earned at the 100 - 200 level 45% were by women. At the 300 - 400 levels the figure is 48%.

Despite the substantial numbers of underrepresented groups in the department's faculty, staff, and student populations, there are areas of concern. There is a disparity between the demographics of the non-tenure-line faculty and that of the tenure-line faculty. To some degree this disparity reflects the very different nature of the pool of applicants for the two types of positions, which is in turn a reflection of social and economic factors outside the university. The typical applicant pool for lecturer positions consists largely of female native-speakers, whereas the pool for tenure-line positions, normally requiring Ph.D. level background, includes many non-native speakers of Asian languages, most of whom hold Ph.D degrees from western universities and who have demonstrated ability to publish productively in English. At present the number of tenure-line faculty of non-Caucasian background in the department is lower than it has been in the recent past, in part because one Asian and one Asian-American faculty member appointed during the past decade did not make tenure, one Asian faculty member elected to transfer from a tenure track to a non-tenure track position and one African-American faculty member left to accept a position at U. C. Berkeley. Finally, a senior Asian faculty member moved his appointment to Comparative Literature.

On the plus side, the two most recent faculty members to be tenured (Heidi Pauwels and Amy Snyder Ohta) and the most recent to be promoted to Professor (Collett Cox) are all female. The promotion of these faculty members has helped alleviate a relative shortage of female faculty members at the senior level. The department has during the past year extended Affiliate Professor status to the distinguished Chinese historian Hok-lam Chan, formerly in the History department at UW and more recently, Chair of the History Department at the Chinese University of Hong Kong. We have also invited Professor Kenichi Takashima of the University of British Columbia, an internationally known scholar of early Chinese inscriptional texts, on an occasional basis to teach graduate seminars. In making these appointments we provide our students opportunities to benefit from contact with two of the world's most distinguished scholars of early China. In 2004

we initiated a program of quarter-long faculty exchanges with senior scholars in Japan. Professor Sumio Rimbara of Kobe University, a noted scholar of Japanese literature, was the first visitor under the terms of this program.

2. *Teaching load*

The normal teaching load in this department is five courses per year for tenure-line faculty members, but for some less commonly taught languages with low enrollments, a faculty member may to elect to teach more than five. Faculty members serving major administrative tasks (e.g., Chairman, Graduate Coordinator) typically receive teaching reductions. The teaching load for lecturers and senior lecturers is in principle nine courses per year, but this is normally reduced where an instructor has heavy TA training or program coordination responsibilities or has a very diverse slate of courses.

3. *Enhancement of a diverse environment*

The department promotes diverse student access to its courses and activities in, among other things, the following ways:

• The department participates in undergraduate and graduate student fairs designed to familiarize students with the activities and opportunities available in college departments;

• We cooperate with such units on campus as International Programs and Exchanges in developing and encouraging participation in study-abroad programs and we often hold our own informatinal meetings in this connection;

• The department participates actively in World Languages Day and arranges many activities appropriate to the needs of high school students;

• We regularly hold informational meetings for majors and potential majors, one goal being to advise students of the advantages of majoring in Asian Languages and Literature. The Japanese program holds annual gatherings that bring together students, faculty, campus organizations and community members to familiarize them with programs and activities in the department and to discuss matters of common concern.

• We work cooperatively with units such as the Jackson School, the Simpson Center for the Humanities, programs in both Comparative Literature and Comparative Religion to design and offer new courses that serve to introduce students to the breadth and diversity of Asian cultures and civilizations. An example of such a course is Humanities 101, intended for entering first-quarter freshman, team taught by faculty from Asian

Languages and Comparative Literature, which incorporated a substantial amount of material dealing with Asian literature and culture into its curriculum. The department cooperated with JSIS in running, under the sponsorship of a grant from the Freeman Foundation, sections of courses on Chinese Literature in translation, targeted to the general undergraduate population. By teaching such undergraduate courses the department promotes awareness of Asian culture and civilization in the general undergraduate population of the UW.

• The department has redesigned and updated its web-site (http://depts.washington.edu/asianll/) to make it much easier than it had been for students to obtain information about the department's courses and activities. As a result of this redesign, the number of monthly "hits" on the webpage has increased dramatically from approximately 18,000 to approximately 250,000 per month. This upgrading has had the salutary effect of increasing the visibility of department programs, courses, and events, indirectly leading to heightened awareness of Asian culture and civilization throughout and beyond the UW community.

4. *Diversity and curricular changes*

The past two decades have witnessed extraordinary changes in the student population for courses and majors in Asian languages and literature. The days are long gone when courses in Asian languages and literature were taken by small numbers of students, in single sections, who for the most part had strong backgrounds in language, literature, and the humanities. Today the clientele for AL&L's courses reflects a cross-section of the entire university, with students drawn from the sciences, arts, and professional schools (business, law and medicine especially) in addition to the expected interest shown by students in the humanities and social sciences. The lower-division foundational courses in some languages (Japanese, Chinese, Korean, and to a lesser extent Hindi) are large multi-sectioned operations involving complex administrative issues of organization, coordination, and curriculum. This state of affairs is by no means unique to the UW; it exists at virtually all North American universities having large programs in Asian languages and literature. Thirty years ago languages such as Chinese and Japanese were to a considerable extent regarded as "exotic" and viewed somewhat differently from more commonly taught languages such as Spanish, French, or German. Today the administration of language programs in Japanese and Chinese has become comparable to that for well-known European languages.

Of the administrative problems confronting this department perhaps none is as daunting is that of multi-tracking the department's basic modern language offerings. Students wishing to enroll in these courses can range from "absolute beginners," having no knowledge any the basic skills of the language, to functional

speakers of the language, but who lack basic literacy skills, to accomplished users of the language in question. It is common to speak of "heritage" and "non-heritage" students of a language, but these terms do not do justice to the diversity in background and preparation that students bring to these classes. Some "non-heritage" students, in fact, may have usable skills in excess of those of "heritage" students. "Heritage" students can have greatly different linguistic backgrounds from one another, ranging from no skills whatsoever, to minimal household skills, to functional speaking ability. In the case of many of the languages that we teach, "heritage" students may be native speakers or quasi-native speakers of languages related to, but linguistically distinct from the target language (e.g., Cantonese or Taiwanese speakers in a class in standard Chinese; Punjabi or Gujarati speakers in a Hindi class; Lao speakers in a class in Thai). As a result, it becomes imperative to design, to the greatest extent feasible, curricula meeting the needs of students having particular configurations of skills and preparation. In the Korean program there are three separate tracks at the foundational level. In Hindi, drawing upon a "heritage" student population having skills in a wide variety of South Asian languages, there are two. In Vietnamese, a special one-quarter course was designed for students already fluent in Vietnamese, but lacking knowledge of Vietnamese orthography. For Chinese there are two separate tracks, called "heritage" and "non-heritage." The former presupposes speaking skills in a modern Chinese language and covers in two years the equivalent of three years of "non-Heritage" Chinese.

The increased diversity of the clientele for courses in this department has curricular consequences over and beyond the need to create various tracks in basic language courses. The increased popularity of courses in Asian languages at the high school level has forced the department to adjust the availability of sections of language courses to accommodate the needs of students who began the study of a particular language prior to entering the university. This is already a major issue in scheduling elementary and intermediate Japanese classes and it promises to become one for Chinese in the near future. The widened range of backgrounds of students seeking entry into our language courses has led to the creation of new courses sequences (e.g., 4th year Japanese for professional school students; business Chinese) with emphases different from more traditional sequences. This has not been without cost. For each new course or course sequence added, something else does not get taught. The bifurcation of the fourth-year Japanese sequence into different tracks has, for all practical purposes, made it difficult to offer a needed graduate-level course sequence in scholarly Japanese for reading purposes. And for virtually all programs in the department the emergence of new tracks and course sequences at the lower levels has inevitably entailed a compensatory reduction of more advanced language courses.

Section F. Degree programs

1. *Doctoral degrees*

a. Objectives of the program

Graduates of the doctoral degree program in Asian Languages and Literature typically pursue an academic career (see exit surveys and placement of Ph.D. graduates in appendix E below), as is also the case for our peer institutions. While there are no national rankings for Asian languages departments, there is a consensus about which are the top-tier places on the basis of, for example, the awarding of federally funded language and area studies grants based on nation-wide competition as well as the simple matter of scope of graduate programs and prominence of faculty in the research arena. Because different universities divide up Asia departmentally in different ways, finding meaningful matches with our department is particularly tricky. The following institutions have departments comparable in some respects, though not identical in overall constitution, to ours: University of Chicago, Cornell, Harvard, Princeton, U.C. Berkeley, UCLA, University of Michigan, University of Pennsylvania, Yale, and the University of Texas.

The main goal of our doctoral training remains to prepare students to function as scholars and teachers in academic environments. We also believe that the stringent training that our Ph.D. students undergo is valuable for a wider range of professional possibilities than might at first meet the eye.

(1) Research

For students setting out on the doctoral path, the goal is first to build a knowledge of the history of scholarship and publications in the student's field, the major questions that are being (and could be) researched, and the methodologies for answering such questions. This often involves interdisciplinary approaches and we actively encourage our students to take courses in other departments and invite faculty from other departments to serve on their committees. In order to achieve this goal, students take a number of required and optional courses (see individual curriculum descriptions in appendix C) in combination with independent study projects. This leads to the stage where the student in consultation with his/her adviser defines four fields for extended study and after a suitable time takes a written examination in each field. Students are then tested on their broad knowledge in the Ph.D. oral general exam. Upon successfully passing these exams, students proceed to write a dissertation, which is expected to make a meaningful original contribution to scholarship in a given field.

During this phase students are trained in other research-related activities, such as writing book reviews, participating in conferences, and presenting their research in an academic setting. The department funds an annual graduate student colloquium which provides an opportunity for students to present their research. This

seminar is organized by the students and thus provides useful organizational training. Students also publish the proceedings of the colloquium. Advanced graduate students are also invited to present papers in the departmental colloquium, where they receive faculty feedback. In addition, our department also makes it a priority to fund student travel to professional conferences for presentations, and we have recently been successful in acquiring Graduate School funding for our most promising incoming students to start attending major professional conferences early on in their career.

(2) Teaching

Our students are strongly encouraged to work as TAs as preparation for the teaching component of their academic careers. Whereas the university provides general TA training, the department complements this with intensive TA training for language teachers (see also sec. B.7), as well as a seminar (ASIAN 518, Foreign Language Teaching Methodology) specifically devoted to the theoretical aspect of language pedagogy. Apart from language teaching, many of our students TA for literature-oriented and other courses, for instance in the Comparative Religion Program and in courses in the Jackson School funded by the Freeman Project for integrating Asia into the undergraduate curriculum. Thus, we encourage building of teaching expertise in a broad spectrum of disciplines, seeking to foster flexibility and interdisciplinary skills in our students.

(3) Benefits for the larger community

The benefits of our program for the College of Arts and Sciences, the university, and the region include, first and foremost, instruction in languages and their associated literatures and cultural backgrounds that are not often taught elsewhere. Our graduates teach in public schools and as private tutors for the public at large. Second, our doctoral students often also teach courses for other departments in the college, which thereby benefit from the specific expertise our students have to contribute. Furthermore, many of the students taught by our doctoral students come from other departments and programs in the college (History, Sociology, Anthropology, Comparative Religion, International Studies, etc.), from other UW schools (e.g., Business, Law, Medicine), and from the general public (community college teachers, retirees via the Access program, etc.). Third, our doctoral students are often involved in cultural associations, organizing events which again benefit the public at large. Finally, the department's graduate programs render a significant service to the region by providing a body of expertise for public institutions such as Seattle Asian Art Museum and Seattle Center, as well as the local print and electronic media.

b. Measuring success

The principal measure of our success in these objectives is the placement records of our students and

their subsequent professional standing as teachers and scholars. Over the years, many of our Ph.D.s have become productive scholars and successful teachers occupying tenure-track positions at top universities. Within the past five or so years, our doctoral graduates have secured tenure-track positions at such prominent institutions as the University of Chicago, Harvard, Brown, and Cornell, while others have positions at Purdue University, the Universities of Florida, Alabama, Kentucky, and Minnesota, Indiana University, Lewis and Clark University, Tufts University, Swarthmore College, U.C. San Diego and the College of William and Mary. Others have found positions at universities abroad, such as the University of London, Tokyo University, and National Singapore University. We also measure our success by the national and international reputation for high academic standards and degree requirements, and by the research and publication work of our graduates, many of whom have risen over the years to positions of prominence in the academic world.

Finally, exit surveys show that our graduating Ph.D. students have consistently expressed a high degree of satisfaction with our department, including its mentoring procedures (see Ph.D. exit surveys from the Graduate School website). Graduating students typically report they have been well trained with regard to research, publishing, and teaching.

One area where there is room for improvement is in our average time-to-degree ratio, which historically has been higher than average. Although to some degree this problem is inherent in the nature of our subject, which requires mastery of difficult languages and extensive literatures, we have tried recently to improve our time-to-degree figures by simplifying and clarifying the graduation process. The GPC has addressed the problem through discussions at bi-quarterly brown bag sessions and by publishing simple overview documents on the web site, such as the "Hows and Whys: Guidelines to the M.A. and Ph.D.." We have also revised the additional language requirement, which had been a hurdle in student program up to now, by making it more relevant to the students' research topics. These changes are too recent to show a clear pay-off yet, but are steps in the right direction. It needs to be said though that in a way a high time-to-degree ratio is endemic, because it is due in no small measure to the time involved in mastering Asian languages, which are not typically taught in K-12. As a rule, the heritage students move through the degree requirements faster than others.

c-d. Information on career opportunities

Career opportunities for doctoral graduates in Asian Languages and Literature primarily involve academic appointments, language teaching, translation work, and language-related software development at institutions such as research universities, community colleges, and defense institutes at IT companies. Students are kept informed about job opportunities by postings on a department bulletin board, current issues of the

Asian Studies Newsletter provided by the GPC in the student lounge, and most importantly, via e-mail notification and personal communication from their advisers or committee members. Typically, the adviser plays a major role in the dissemination of such information, often via informal leads. Students generally keep their advisers informed about their career developments. Often long after the student has graduated advisers provide intensive mentoring that goes well beyond the writing of letters of recommendation.

The range of professional opportunities for Ph.D. degree holders in several Asian Languages has changed in the past few years. The number of positions dedicated exclusively to the research-level teaching of the language, literature, or linguistics of particular Asian languages seems to be diminishing, whereas positions involving both literature and language, or both linguistics and language are increasing. It is necessary for graduate students to have significant training and experience in language teaching to compete successfully for college and university appointments. Our individual language programs are striving to provide graduate students with pedagogical training and teaching opportunities. The Chinese program, for example, has expanded its TA training, eighteen graduate students having gone through such training since Fall 2000, and new courses in language pedagogy are being offered for the department as a whole: Asian 510: Teaching Assistant Training Workshop, and Asian 518, Foreign Language Teaching Methodology (offered jointly with German 518/Near East 518/Scandanavian 518/Slavic 518). We would like to complement this intensive language teaching instruction with more opportunities for literature teaching for our graduate students.

2. *Master's degrees*

a. Goals

Most of the incoming M.A. students intend to pursue a career in academia, and they usually proceed to the doctoral program here or at another graduate institution. Our exit surveys indicate that around 75% continue with Ph.D. studies immediately (for placement information, see appendix E below). Thus, our M.A. programs tend to be geared towards preparation for the Ph.D.. Only one program (Japanese linguistics) is specifically geared for professional training of language educators, for whom the M.A. is the final degree goal. For those in pursuit of an academic career, the preliminary requirements are the same as those for the Ph.D., up to the point of beginning independent scholarship in the form of a M.A. thesis (see individual curriculum descriptions in appendix C). While we cannot provide specific training for the multiple alternative career tracks that students may pursue, in general, our students are well-served, whatever their future careers, by in-depth exposure to cultural diversity, disciplined language and textual study, and a thorough training in clear writing and thinking.

The benefits for the College of Arts and Sciences, the university, and the region of our M.A. are essentially similar to those of the Ph.D., with the addition of training to meet the growing demand for K-12 instructors in Asian languages, especially Japanese. Our graduates are the living example of the University's priority policy of "expanding the international dimension of our education" (2002 annual UW presidential address).

b. Measuring success

A prime measure of the success of our M.A. program is the rate at which our M.A. graduates have been admitted to and successfully completed doctoral programs at top-tier places. In that respect, we have been quite successful. We have produced M.A. students who successfully finished doctoral studies at such respected institutions as the University of London, Columbia, and Harvard (see appendix E below). Another index of our success is how our M.A. graduates have fared on the job market. Again, many of our students have made a way for themselves in a variety of professions, including teaching and professional translating (see appendix E).

The exit surveys of M.A. students reveal varying levels of satisfaction with the departmental programs. Some of these outgoing students have expressed dissatisfaction with the quality of mentoring and supervision by their advisers. (It should be pointed out that the sample here is intrinsically skewed, because many of our M.A. students, presumably including the most-satisfied ones, actually continue here as Ph.D.s and thus do not fill out the exit review.) Still, despite this note of dissatisfaction, most exiting MAs report that they have secured good employment or that they have been accepted for graduate studies. They also report that they have built up good experience in teaching and even that they are publishing their research results. By those measures, the surveys still point to an overall successful experience.

The same problem of time-to-degree ratio mentioned under the Ph.D. section is being currently addressed with regard to the MA, with the measures indicated above.

c. Career opportunities

Students generally keep their advisers informed about their careers. Often long after the student has graduated advisers provide mentoring that goes well beyond the writing of letters of recommendation. The placement data for MAs do not indicate any need for fundamental re-thinking of our M.A. goals. In the wake of the national trend towards terminal MAs at other universities (foremost among which Columbia), we are increasingly aware of the option to shape our M.A. instruction in a way that allows us more readily to prepare students for more varied careers. While there is agreement that we would not want to steer that course for the department as a whole, the item is still under discussion.

3. *Bachelor's degrees*

Preamble

(a) *The Landscape of undergraduate education in Asian Languages & Literature*

The providing of well thought out and intellectually challenging courses of instruction at the undergraduate level in the languages, literatures, and cultures of Asia is a central portion of the overall mission of the Department of Asian Languages and Literature. The department carries out this portion of its mission in several different ways. It offers instruction, ranging from slightly more than one year's worth to over four years' worth, in ten Asian languages, namely, Chinese, Japanese, Korean, Hindi, Urdu, Sanskrit, Bengali, Vietnamese, Thai, and Indonesian. It offers majors and minors in a diversity of Asian languages, with some (Chinese and Japanese) having multiple study tracks tailored to the needs of different groups of students. The department also plays an important and ever-growing role in undergraduate and general education as a whole at the University of Washington. The department teaches courses on literature, language, and culture that are designed not only for its own majors, but also for students in others departments and colleges throughout the university. The department also plays an important role in furthering international education in a broad sense. It works with the Office of International Programs in promoting enrollment in overseas study programs and in encouraging undergraduate students to participate in them. The department serves as additional function with regard to undergraduate education by having many of its faculty members teach in units outside the department (e.g., Honors, Comparative Religion, Humanities, JSIS, History, Linguistics, Comparative Literature), thereby facilitating the incorporation of humanistic aspects of the study of Asia into the broader undergraduate life of the university as a whole.

A glance at the figures for student credit hours (SCH) in department courses for the 2003-04 academic year fleshes out the above picture. Students logged a total of 16,667 SCH in department courses at the 100-499 level. Of these, 82% (13,602 SCH) were taken in courses with Chinese (24%, or 4073), Japanese (46%, or 7871), or Korean (10%, or 1658) prefixes. Of the total SCH taught within the department 88% (14,739) were taken by non-majors. To this figure might also be added the credit hours taught by department faculty in large-enrollment courses listed under Comparative Religion and other departments. These numbers make clear the extent to which the department's current role in undergraduate education at the University of Washington is one of service to non-majors. The department recognizes its commitment to this role as it plans for the future; at the same time, it sees these numbers as a reminder of the continuing need to build the numbers of its own majors and to maintain, if not strengthen, the disciplinary integrity of its undergraduate programs.

The department currently offers B.A. degree tracks in Chinese, Japanese, Korean, and South Asian languages (Hindi and Sanskrit, with the addition of a track in Urdu pending). The Japanese B.A. offers separate linguistics and literature options. The degree track in Southeast Asian languages, because of the lack of any tenure-line faculty, is inactive, and potential majors are directed to the Southeast Asian Studies track of the B.A. program in Asian Studies administered by JSIS. Minors are also available in Chinese, Japanese, and South Asian languages. The primary objectives of the B.A. degrees in this department is the development in students of a broadly-based linguistic and cultural competence, combining a reasonable level of language proficiency with solid knowledge of Asian culture, society, and history. The linguistic proficiency instilled as part of these courses of study encompasses competence in distinct skills, including, but not limited to, speaking, writing, reading, and listening. Taken as a whole, these skills enable students both to function practically in interacting with speakers of Asian languages, and to be conversant with and able to read and discuss intelligently, landmarks of Asian culture and civilization.

The B.A. degrees offered by the department are intended to serve as stepping stones to careers of diverse kinds. Some students use them for preparation for academic careers in some aspect of Asian studies. But for many other students they are used as preparation for careers in law, medicine, science and technology, architecture, business, etc. A significant percentage of undergraduate majors pursue joint or double majors, with the other major often in an area of the humanities or even outside the college.

During the 2003-04 academic year, the B.A. programs in Chinese, Japanese, and South Asian Studies were rethought and redesigned; the B.A. in Korean will be similarly evaluated once our new tenure-line appointment is in place in the fall of 2004. Considerable changes were implemented so as to increase the coherence and intellectual content of these programs, to expedite the movement of students towards the completion of their degrees, to take advantage of increased opportunity for overseas language study, and to reflect current configurations of course offerings in AL&L and in units allied to AL&L (e.g., JSIS, History, Music, Art History), which are sometimes required by degree tracks in this department. These revisions have been approved by the department, with university approval pending.

The department recognizes the importance of offering a range of courses, taught in English and dealing with texts in English translation, that increase knowledge in the undergraduate population as a whole, in the cultural traditions of Asia. In theory, the central vehicle for carrying out this part of its mission is a set of courses at the 200 level (201-208, 211, 263) that examine the literatures and cultures of Asia in both the ancient and modern periods. These courses carry both VLPA and W designations and attract a wide clientele. In recent

years staffing and curricular pressures have led to these courses being offered less regularly than originally envisioned; efforts have been made to revive the sequence, including an expanded version of Asian 204 (Literature and Culture of Chinese from Tradition to Modernity) taught by Professor Hamm in 2002-03 and 2003-04, with TA support provided by a Freeman grant. In addition, a number of courses at higher levels serve the general undergraduate population by dealing with Asian literature and culture without presupposing knowledge of Asian languages. In particular Japanese linguistics and literature (in translation) courses at the 300-level serve a couple of huindred undergraduate students every year. The participation by AL&L faculty in undergraduate courses outside the department has also been extensive. Faculty members in South Asian languages, whose B.A. program has not attracted large numbers of students, all teach courses outside of the department (e.g., R. Salomon: History 401; Shapiro: Linguistics 454, Humanities 100, HA&S 262; Pauwels: HA&S 261, RELIG 202, 352, 490; Cox: RELIG 202, 354, 501.) Other departmental faculty members have contributed to undergraduate instruction outside the walls of the department through jointly taught courses or through guest lectures in units such as History, Linguistics, Art History, and Comparative Literature.

(b) *Issues and initiatives*

Undergraduate education has been the subject of sustained discussion and a variety of initiatives within the department over the past year. This attention has been motivated peripherally perhaps by a need to rethink the representation of our programs for the new department website and this self-study document, but more fundamentally by a general recognition of a growing gap between the undergraduate programs' established forms and current realities in staffing, department philosophy, and student needs. Specific issues and concerns have included strengthening the effectiveness of language instruction; enhancing the substance of our major programs, in particular through recognition of intellectual content beyond language instruction per se; facilitating student learning and progress towards degree; building cross-program community, both social and intellectual; appropriately evaluating the number of majors and minors and their distribution among department programs; and building the AL&L major's visibility within the campus community.

Faculty and staff have undertaken a number of initiatives to address these issues. Our language programs have been at the forefront of implementing multi-track instruction (cf. Section B.8 of this report). As noted above, three of the department's four B.A. programs have conducted reviews aimed at updating and rationalizing their major and minor requirements. The faculty have approved a new advising system, to go into effect in Fall 2004, which will ensure that every department major is assigned an individual tenure-line faculty mentor who will work in conjunction with office staff and program coordinators to monitor the student's

progress (*vide* Section B.3). An *ad hoc* committee has begun discussion of a gateway course to introduce prospective majors, irrespective of the particular language they intend to study, to the scope and nature of a major in this department; what it means, in short, to study an Asian language in a humanities context at the university level. This course is intended additionally to build cross-program ties at the undergraduate level, to teach skills essential to a humanistic education in Asian languages and literature, and to raise the intellectual profile of our undergraduate offerings. Procedures for keeping track of and communicating with majors and graduates are being updated. And a member of the faculty has been appointed to coordinate department activity involving undergraduate research. Taken together, these various initiatives represent a revitalization of the department's commitment to undergraduate education and promise over the next several years to bear fruit in the form of higher undergraduate enrollments, intellectually more robust and focused programs of study, reduced time to degree, and a deepening sense of community.

A range of issues nonetheless remains to be addressed. Majors are distributed unequally among the department's programs and program faculty. At present, a disproportionately high percentage are in Japanese (75% in 2003-04.) Of these, most are in the Japanese (applied) linguistics track. The number of majors in Chinese is comparatively small. The Chinese faculty has taken positive steps to address the situation and believes that the revision of the major requirements and the effort to increase non-language undergraduate course offerings will help build the cohort of undergraduate majors. For programs other than those in Japanese and Chinese, the even greater scarcity of majors is a source of concern. The Korean program has been inhibited over the past decade from developing its major because of a lack of faculty lines. Most students wishing to major in Korean have been directed to the Korean studies major in the Jackson School of International Studies. In the future the department will need in to address the question of whether a Korean program made up of one tenure-line faculty member (newly appointed) and one lecturer is sufficient to support adequately a B.A. and at the same time teach and mentor graduate students. The South Asia faculty typically devote a considerable amount of time to teaching courses outside of the department. The South Asia program within the department has few majors. We need to consider how in the near future we might increase the number of South Asia majors within AL&L (particularly through joint majors) or whether a merged undergraduate major with the South Asian Studies program of the Jackson School is desirable. In general, disparities in numbers of majors and in major-to-faculty ratios, both in regard to distribution across languages and tracks within a given language program, call for further examination by the department as a whole.

We expect that the various initiatives noted above will to some degree remedy weaknesses and imbalances in enrollments. To the extent that they succeed in doing so, they will present the department with a new set of challenges, particularly with regard to instructional responsibilities. The teaching of the proposed gateway course is envisioned as rotating among the faculty of the different programs. Realizing such a plan would require both a novel level of inter-program coordination and the recalibration of schedules and priorities by individual programs and faculty members. The same is true of current attempts to revitalize existing entry-level undergraduate courses such as the Asian 200 series. Moreover, the regular offering of courses aiming both to reach a large audience and to teach fundamental skills (including the English writing skills in which a significant number of our undergraduates show deficiencies) effectively may require one or more dedicated TA positions. At present all available TA slots are committed to our high-demand lower-level language courses. Addressing this situation will require, again, a reassessment of priorities by the department, and possibly by the college as well.

a. Objectives of the Bachelor's Degree Programs

Bachelor's degree programs within the department are designed to be responsive to a wide range of personal, academic, and professional needs. These include, but are not limited to, preparation in the content and methodology of the field for students considering graduate study in this or other Asia-related fields; the acquisition of language skills and cultural knowledge necessary for the burgeoning variety of Asia-related careers in business, government, education, the professions (law, journalism), and the arts; and the cultivation of the humanistic awareness and intellectual acuity essential to personal growth and responsible citizenship. The benefits to the university community and to the economic, social, and cultural life of the state and the region are correspondingly varied and wide-reaching.

Curricula for all of the department's four B.A. programs (Chinese, Japanese, Korean, and South Asian) are appended. Degree requirements for the first three programs are at present in the process of revision; for these programs the appendix includes first the currently applicable guidelines, then the proposed revision with a note as to their status.

b. Measuring Success

Criteria for evaluating the department's success might include student performance in individual courses; numbers and distribution of departmental credit hours, majors, and degrees granted; student recognition through awards and honors; and student success in finding placement in continuing study programs, graduate schools, or career tracks. Figures from university databases for the last decade indicate growth in the categories

of major student credit hours (SCH) at the 100-499 level, numbers of majors, and numbers of undergraduate degrees granted. In all these categories, the numbers held fairly steady from 1992-93 to 1998-99, then began a rapid rise from around 2000. Thus, major SCHs at the 100-499 level were 1,431 in 1992-93, 1,448 in 1998-99, 1,682 for 1999-00, and 2,221 for 2002-03. Numbers of majors were 74 in 1992-93 (averaged from the quarterly figures), 70 in 1999-00, 88 in 2000-01, and 113 in 2002-03. BAs granted were 27 in 1993-94, 27 in 2000-01, 46 in 2001-02, and 42 in 2002-03.

Much of this growth is due to the expansion of the Japanese major; of the 46 BAs granted in 2001-02, for example, 34 were in Japanese. As noted earlier, this situation raises the twin challenges of on the one hand encouraging other programs to emulate the Japanese major's admirable growth, and on the other maintaining the quality of education and student standards as programs grow in size. Of potential concern in this regard is an erosion in the GPA of B.A. recipients in AL&L, from 3.49 in 1992-93 to 3.20 in 2002-03. This erosion is more dramatic when the GPA is analyzed separately for AL&L classes (3.57 in 1992-93, 3.32 in 2002-03) and non-AL&L classes (3.44 in 1992-93, 3.12 in 2002-03, with the provisional figure for 2003-04 at 2.96). The proposed gateway course for AL&L majors is intended in part to ensure that students enter the major with a clear understanding of what is involved in the holistic study of Asian languages, literatures, and cultures, and with the essential skills and intellectual tools that will allow them to achieve excellence in their undergraduate studies.

c. Undergraduate Research

Department efforts to involve undergraduates in research programs are described in Section B.4 of this report, and other teaching innovations in Section B.8. To recapitulate briefly the question of undergraduate research: department faculty routinely include research as a component of their content-based (non-language) courses. Given that original research in the field generally requires a level of linguistic competence that undergraduate students are only beginning to acquire, much of the activity at this stage might more properly be characterized as preparatory research. More advanced opportunities include participation in graduate seminars by qualified undergraduates, and faculty sponsorship of independent research projects for undergraduate honors students. It is hoped that the newly approved mentoring system will facilitate identifying and encouraging candidates for these opportunities. Discussion of a possible department gateway course has also touched upon the further possibility of a cross-program research workshop for advanced undergraduates.

d. Compliance with State-Mandated Accountability Measures

Of the various state-mandated accountability measures, those most pertinent to departmental (as distinct

from university-wide) performance are the graduation efficiency indices (GEI) for freshmen and for transfer students. In the academic year 2002-03, the campus-wide GEI average for Bachelor of Arts degrees (non-transfer and transfer) was 88.0; the College of Arts and Sciences average was 88.2; while the Department of Asian languages and Literatures average stood at 78.9. Although lagging behind the college and the university slightly, the department's score nonetheless falls roughly mid-range in comparison with other language and literature departments, such as Near Eastern (86.1), Romance (83.6), Classics (73.8), and Slavic (67.6).

The raw score, of course, does not tell the whole story. The overall departmental score was adversely affected by the Chinese major average of 49.9 and the Korean major average of 73; and these figures, although a legitimate cause for concern, are not fully representative of our students' performance. The Chinese figure, for instance, averages the scores of only two students, one transfer and one non-transfer. In fact, five BAs in Chinese were granted in 2002-03, but three of these were omitted from the GEI calculations, which exclude fifth year students, multiple degrees, and double majors. The same issue affects the overall department scores; of the thirty-one BAs in Japanese granted in 2002-03, only 18 are figured into the GEI. Double majors make up a high proportion of Asian L&L majors (43% in 2002-03), and represent many of our most motivated and successful students. Their exclusion from GEI calculations is necessary, but may contribute to a divergence between the statistical picture and on-the-ground reality.

Some of the initiatives described earlier in this report, the newly instituted advising and mentoring system, and the streamlining of the major requirements, for example, are likely to expedite student progress towards degree and, over time, improve the department's GEI scores. It would be disingenuous to claim that these initiatives were undertaken with that specific goal in mind. The department faculty is divided on the relevance of such measures to the core goals of undergraduate education. The department as a whole is committed to humanistic education in its broadest sense, and shares a belief that the value of post-secondary education lies in part in the rare opportunities it affords for exploration, experimentation, and exposure to the range of human knowledge and endeavor. Administrative obstacles to progress towards degree must of course be minimized; but the educational experience as a whole is not necessarily enriched by a focus on mechanistic or short-sighted, results-oriented measurements.

e. Career Options for Graduates

Although many faculty members informally engage their students in discussions regarding post-graduation options and may stay apprised of individual students' career trajectories, in the recent past the department as a whole has made little attempt to monitor the post-graduation careers of its majors

systematically. While there is some disagreement among department faculty as to the objectives and utility of such monitoring, even of its propriety; the department as a whole is committed to improving the gathering and utilization of information on graduate careers when it can be done properly.

Our Student Services Coordinator has recently taken the initiative to reinstate a voluntary exit survey. First responses indicate that perhaps as many as a third of our graduates proceed from the UW directly to East Asia for travel, language study, language teaching, or internships of various sorts; other plans include professional and graduate schools, government service, and entry-level business employment. Continuing compilation of such a survey will help both staff and faculty (via the newly instituted mentoring program) advise students of career options for AL&L graduates. Proposals have been aired for a more systematic tracking of graduates' careers and contact information, for possible use in curriculum planning, student networking, and community building and development. At present such proposals await clear definition, department-wide support, and implementation; the current self-study review may well provide the impetus for further action.

Section G. Graduate students

1. *Recruitment and retention*

(a) The department participates regularly in on-campus recruitment activities such as World Language Day and the Graduate Orientation Fair. We work on organizing professional conferences on campus with the intention of reaching out to potential graduate students. Individual faculty members encourage promising students to apply to our program, both locally and at national and international conferences, as well as while visiting at other institutions. We also maintain contacts with colleagues elsewhere to attract new graduates.

In order to stitch together financial support packages, we are creative in using funding from the Graduate School Fund for Excellence and Innovation in combination with money that we request from other sources and with TA positions within our department. We also encourage students to apply for funding from other UW sources, such as FLAS Title VI fellowships, TA positions in other departments, Jackson School fellowships, and Fritz, Macfarlane, and Alvord fellowships. We also advertise all kinds of student employment opportunities, for example in the Language Learning Center.

Still, because of the severe lack of graduate support in comparison to what is available at institutions with whom we compete it remains a struggle to attract the brightest prospective graduate students to come here. Typically the top students apply here, but are offered much more attractive four- or five-year financial support packages at other universities, comparable public peer institutions and elite private universities alike. This

difficulty in competing for top-notch graduate students is among the greatest challenges that our faculty faces.

(b) From the figures available to us it is difficult to determine retention rates, but they seem to be satisfactory. Attrition is due to a variety of circumstances, including personal factors that impede students' further studies, or their securing stable employment that seems more promising than the academic track. Some may become discouraged because intensive language study is both demanding and not richly remunerated as a career. The current GPC has tried to counter attrition by a process of community-building and clarification of the responsibilities of the graduate students.

As a final note, we should recognize that attrition *per se* is not a sign of failure on anyone's part, the student's or ours. Students who decide for whatever reason not to finish a graduate degree will nevertheless certainly benefit in a myriad of intangible ways from the kind of education that they received under our auspices. In this regard the intellectual contribution that we make in our graduate teaching is not quantifiable in any meaningful sense, but is al the same crucial to a well-informed society capable in the aggregate of thoughtful debate about all manner of issues in the modern world.

2. *Advising, mentoring and professional development*

General information for current and prospective students is available on the departmental website. The website has been recently been revised to eliminate some inconsistencies and clarify overall the information there. This is the first and easiest place for graduate students to go for answers to straightforward general questions and for basic program infomration. Beyond this, all incoming graduate students are assigned an interim adviser with whom they can work until they are in a position to select a regular graduate adviser, This assures that everyone receives academic mentoring right from the start.

The new graduate student orientation meeting held annually each Fall by the GPC is intended to provide incoming graduate students with an introduction to and overview of the major components of the degree program. This meeting takes place the week before their first quarter. It is combined with a welcoming reception where all faculty and current graduate students introduce themselves to the newcomers. This helps also to create a sense of community among our diverse graduate student population.

New graduate students receive an information packet that includes a detailed statement of departmental Policies and Procedures, a description of the requirements in their particular program, a checklist with all the deadlines for the various stages of the departmental and graduate school requirements, including the procedures for committee formation, and a general explanatory document entitled "Hows and Whys" (approved 2003). The last-mentioned document is also available on-line via the departmental website. Finally, students are encouraged

to meet regularly with their individual advisers, who may provide additional clarifications of their specific expectations.

Since 2001, the GPC has been organizing quarterly brown bag seminars for all the graduate students in the department on topics related to degree requirement, in order to clarify expectations, help students to prepare for their careers, and create a sense of community among our graduate students. Topics featured at these events have included academic writing skills, the second language requirement, field examinations, preparing for the annual spring review, writing theses and dissertations: how to start, keep at it, and finish, conference presentations, and writing CVs and personal statement letters for job applications.

The department faculty conduct annual reviews of all graduate students by program. Students are asked to prepare for this review by meeting with their advisers to communicate their progress. If the program faculty see the need for steps to be taken, this is immediately communicated to the student either by the GPC or the adviser or by both, in order to ensure the student's compliance with the requirements. In cases where more official action is deemed necessary, a warning is sent by the Graduate school.

3. *Inclusion in governance and decisions*

(a) The Graduate Student Association elect two representatives annually who attend open departmental meetings and organize the annual graduate student colloquium (see section F.1). The Graduate Student Association also sponsors the annual graduate student book sale of books donated by faculty, students and friends of the department. The proceeds of this sale are used to fund the graduate student colloquium. Graduate students serve on certain departmental committees where their participation is deemed valuable, for example on the TA training committee and the Graduate Studies Committee. Graduate students also participate in searches for new faculty, in that they are urged to meet with all candidates and to register their opinions with the search committee.

(b) The procedure specified in the departmental Policies and Procedures provides that the Chair set up an *ad hoc* committee to investigate and adjudicate reported grievances. Fortunately we have not had any problems in recent memory.

4. *Graduate student service appointments*

(a) Appointment process

ASE positions are posted yearly on the university's central website no later than December 1 for positions effective the following academic year (except under circumstances detailed in the UW/UAW GSEAC contract Article 5 Section 3). Applications are due the following January 15. ASEs applying for reappointment

must submit a new application form each year. After January 15 each department program with one or more ASE positions reviews applications and selects a roster of appointees and ranked alternates. Each selection committee includes at least two members of the graduate faculty, though for ASE positions other than modern language teaching assistantships, the committee will defer to the preferences of the faculty members who will supervise those ASEs directly. Decisions will be made and lists of successful candidates and alternates submitted to the chair of the department no less than a week prior to the April 1 deadline for offers of appointment as stated in Article 5 of the UW/UAW GSEAC contract. Successful applicants and alternates must reply in writing by April 15, or in cases of later offers within two weeks of the date of the offer letter. An applicant's failure to reply by the deadline will be taken as a rejection and the position thus declined will be offered to another applicant.

Selection of teaching assistants will be made on the basis of the following criteria: academic standing, timely progress in a degree program, related experience and training, command of English (written and spoken), and the likelihood, in the judgment of the selection committee, to render a high level of performance in teaching or research. In the case of appointments for which proficiency in an Asian language is required, applicants' language ability will be assessed. Assessment may take the form of oral interviews, written exams, audio recordings, or other similar means. Each language program may also publish additional criteria consistent with these, with university policy, and with the UW/UAW GSEAC contract.

(b) Average duration of appointment

All appointments are for one year only; there is no presumption of reappointment. ASEs desiring continued appointments must re-apply each year. There is currently no maximum number of re-appointments. All other things being equal, ASEs who have served for twelve or more academic quarters are typically given a lower priority for appointment than other applicants in order to give as many graduate students as possible the opportunity for this experience and support.

(c) Mix of funding among various appointments

The great majority of ASE appointments are in the form of TA positions for lower level language classes. In AY 2002-03 we had twenty TA positions from the regular state budget, plus 4 additional TAs funded by other sources. In the same year, we had only two RA positions, funded by outside grants and other sources within the university. Similarly, in AY 2003-04 we have eighteen state funded TAs plus six more from other sources, and only one RA position funded by a special allocation from the College of Arts and Sciences.

(d) Criteria for promotion and salary increase

Promotions and salary increases *sensu stricto* do not apply to our ASE positions since each appointment is for one acacemic year only. Reappointments are made at the highest level and salary justified by the student's status at the time of the appointment offer, consistent with the terms of the GSEAC contract (article 15, sec. 1.)

(e) Supervision of graduate student service appointees

See description in section B.7.

(f) Training of graduate student service appointees

See description in section B.7.

Section H. Overseas Study

0. *General remarks*

Overseas study is central to the educational mission of the department. We have long recognized the value of study abroad not only for language learning at all levels, but also for the exposure to foreign cultures and modes of living which are increasingly critical aspects of general education for American students. Sending students abroad is one way that the department meets its stated mission of training undergraduate and graduate students in the languages and cultures of Asia.

As a result of both growing interest among students and increasing levels of encouragement from faculty, the number of UW students spending some period of time studying Asian languages in Asia has increased dramatically. In 1993-94, 45 students attended official University of Washington study abroad programs in Asia. In 2002-03, the number was 206. Some of these students are department majors, minors, or graduate students. Many others are students from other departments taking language courses in Asian L&L. The 2001-02 academic year is fairly typical of recent trends. That year 49 UW students studied in China, 40 in India, 54 in Japan, 22 in Korea, 3 in Singapore, 3 in Taiwan (ROC), 4 in Thailand, and 1 in Vietnam. Of those 176 students, only 28 were majors in the department; most of the rest were undergraduates who had been enrolled in departmental language courses.

The department has worked closely in the last ten years with the Office of International Programs and Exchanges to increase the number of programs available to UW students in Asia. There are now over a dozen programs in China and Japan each, offering students a variety of locations, experiences, and curricula to choose from. The department and IPE have also cooperated to help publicize and promote overseas study and to

streamline and facilitate the process of transferring credits from foreign institutions to University of Washington so that students may proceed toward degree in a timely manner. In recent years various programs within the department have created a series of special course numbers (145, 245, 345, 445, found under JAPAN, CHIN, KOREAN, THAI, VIET) in order to accommodate transfer credits that, for various technical reasons, cannot always be assigned to courses in the regular language sequences. A number of faculty members in the department have been, and continue to be, actively involved in seeking out, creating, or developing additional programs to better serve the needs of students. Several also serve on advisory boards with the goal of improving the quality of those programs. The department remains committed to study abroad as a fundamental component of its educational mission, and expects the number of students studying overseas under departmental auspices to continue to increase in the next several years.

1. *Undergraduate students*

The department is justifiably proud of the exceptional quality of its language programs. But even the best programs cannot bring students to advanced levels of proficiency through on-campus classroom instruction alone. Because of limitations of class time and language environment, the cultural knowledge that is a vital component of language learning is difficult to incorporate fully or satisfactorily into instruction at UW. Immersion in the target language environment, even if just for one ten-week quarter, can have dramatic effects on students' fluency, listening ability, and cultural competence. In combination with quality classroom instruction, an immersion program can allow motivated students to make rapid progress in a relatively short period of time. This in turn allows students to progress more quickly through the departmental language sequence and gives them the skills and tools necessary to take more advanced courses in literature and linguistics. The experience of living in a foreign country, for some students their first time in an unfamiliar environment, is also often instrumental in providing undergraduate students with a more mature and nuanced view of the world and of themselves.

Although study abroad opportunities exist at all levels of ability, UW students who study abroad usually do so after taking one or two years of instruction here. Students are best able to take advantage of an immersion environment when they have first built a solid foundation in pronunciation, grammar, and basic conversational skills, allowing them to "hit the ground running" on arrival in Asia. When students return, their work abroad is evaluated by the appropriate department language program so that equivalent UW credit can be assigned. If students wish to continue with language study in the department, their level is evaluated for proper placement.

Over the last ten years the department has collaborated with International Programs and Exchanges to increase knowledge and awareness of study abroad programs, and financial aid opportunities, among department faculty and teaching assistants. In Autumn 2000, "Advising for Study Abroad" was the theme of the annual departmental TA training workshop. While it is impractical for a number of reasons, and perhaps undesirable, to expect that study abroad could become a mandatory component of the basic language sequences in the department, the department hopes to foster an environment in which all students taking an Asian language course consider making study abroad a part of their language training.

2. *Graduate students*

Overseas study is no less important for the department's graduate students than for its undergraduates, but it serves a somewhat different purpose. While some graduate students go abroad as part of a general course of language instruction, most are making use of study abroad opportunities to further specific research undertakings. Often this takes the form of advanced language study with a focus on texts of particular relevance to the student's doctoral research. Still other graduate students spend time abroad to gain access to rare documents housed in local collections, to carry out research in the field, or to collaborate with academic experts in overseas institutions. It is not uncommon for graduate students to combine the two activities, advanced language study and a research work, while abroad. Nearly all graduate students who go through the department's Ph.D. program spend a year or more abroad in the course of their studies.

The University of Washington is a member institution of several consortia than run advanced language programs tailored to the needs of graduate and professional students. For East Asian languages, the UW is a member of the Inter-University Center for Advanced Language Studies in Yokohama, Japan and the Inter-University Program for Chinese Language Studies at Tsinghua University (Peking). UW faculty members sit on the governing boards of both. For South Asian languages, the UW is a member of the American Institute of Indian Studies, the American Institute of Pakistan Studies, the American Institute of Sri Lanka Studies, and the American Institute of Bangladesh Studies. The American Institute of Indian Studies, on whose governing board we have two members, runs overseas language programs in a diversity of South Asian languages, to which we have sent a steady stream of students. In Summer 2004, for example, one graduate student received a fellowship to study advanced Sanskrit in Pune, another graduate student to study advanced Urdu in Lucknow, and an undergraduate to study advanced Hindi in Jaipur. Comparable consortia exist for other languages taught in this department such as Thai, Vietnamese, and Korean. Our faculty members have played prominent roles in the

administration and teaching of these consortia and the language programs run by them. In the years to come, the Department of Asian Languages and Literature plans to increase its commitment to participation in consortia that run high quality overseas language programs, thereby allowing a higher percentage of UW students to receive the benefits of overseas language study.