

UNIVERSITY OF WASHINGTON
Seattle, WA 98195

**Report of the Review Committee for the
Department of Asian Languages and Literature**

November 12, 2014

Site Visit: October 20-21, 2014

Review Committee:

Professor Kirk Denton, Department of East Asian Languages and Cultures, The Ohio State University

Professor Alisa Freedman, Department of East Asian Languages and Literatures, University of Oregon

Professor Stephanie Jamison, Department of Asian Languages and Literatures, UCLA

Professor Naomi Sokoloff, UW Department of Near Eastern Languages and Civilization and Department of Comparative Literature

Professor Karen Zagona, UW Department of Linguistics (Chair)

Executive Summary

The Review Committee finds the Department of Asian Languages and Literatures at the University of Washington (AL&L) to be remarkably successful in providing academically rigorous training in language and literature studies related to a broad spectrum of Asian cultures. The Department is widely known and respected for its long tradition of academic and professional excellence.

The Department's strengths include its strong identity among Asian Studies departments across the country, its faculty research profile, teaching excellence, its cohesiveness, the excellence of its staff, and the effectiveness of improvements implemented since the last review. The Department's main challenges arise from limited resources to meet growing and increasingly complex needs, and the necessity of engaging in long-term planning for hiring and curriculum updating. Lack of space is an ongoing concern.

Our unanimous recommendation is that the Department programs continue with a subsequent review in ten years. We further recommend that the Department and the College of Arts and Sciences take actions that will enhance the Department's ability to meet its programs' goals by: 1) making a new tenure-track appointment in Korean and one other appointment in another area; 2) developing a plan to provide guaranteed funding packages for some graduate students; 3) reviewing graduate curricula to improve time to degree, 4) providing more explicit progress reports to graduate students, 5) reviewing and revising undergraduate curricula to meet the evolving needs of the undergraduate programs and student constituencies, and 6) providing adequate space for faculty and graduate teaching assistants.

The contents of this report include the following sections:

- The Review Process
- Overview of Departmental Programs
- Program Strengths
- Issues and Challenges
- Recommendations

I. The Review Process

The Review Committee's charge letter of March 22, 2014 requested an assessment of the educational quality of the Department and its degree programs, along with constructive ideas and suggestions on how to strengthen degree programs, and a recommendation as to the continuation of the Department's degree programs.

An initial charge meeting was held on April 22, 2014, attended by members of the Review Committee (in person or by telephone), representatives of the Graduate School, the Deans' Office of the College of Arts and Sciences, the Graduate School Council, the Office of Undergraduate Affairs, and the Executive Committee of AL&L. The review process, the department's self-study, and the site visit were discussed. Documents relevant to the review were posted on the review website. All members of the committee could thereby access the AL&L self-study, the previous ten-year review from 2004-5, and other materials. The on-campus visit, in which all members of the committee participated in person, took place October 20-21, 2014. (See Appendix A, Site Visit Agenda). In these two days, we interviewed most of the AL&L faculty and staff. We met first with the Chair, Professor William Boltz, and then with groups representing a range of constituencies, including undergraduate and graduate students, staff, faculty and Departmental administrative committees. A meeting we held with undergraduates was well attended by students pursuing majors in Japanese, South Asian, and Korean. In addition, six or seven graduate students spoke with us about the Department as a whole and about their studies in South Asian, Japanese, and Chinese. A representative of the Graduate and Professional Student Senate was present for that discussion. We met additional members of the faculty over lunch, and we received a number of e-mails from faculty who either could not see us in person or wanted to provide a follow-up to their interviews.

We shared our preliminary findings during the exit interview on October 21 with Rebecca Aanerud (Associate Dean, Graduate School), Patricia Moy (Associate Vice Provost for Academic and Student Affairs), Janice DeCosmo (Associate Dean, Undergraduate Academic Affairs), Robert Stacey (Dean, College of Arts & Sciences), Judith Howard (Divisional Dean for Social Sciences, College of Arts & Sciences), Brian Reed (Professor, Department of English; Graduate School Council Representative), and John Palmieri (Professor, Department of Mathematics; Graduate School Council Representative). William Boltz, Chair, Department of Asian Languages and Literature, and members of the departmental Executive Committee were present during the opening portion of that session to respond to our preliminary observations. For the final discussion, they were not present. Following this session with administrators, the Review Committee met to plan the preparation of the final report. All members participated in formulating the report, and we are unanimous in our conclusions and recommendations.

II. Overview of Departmental Programs

The Department's undergraduate curricula include degree programs (both a major and a minor) in four areas: a) Chinese, b) Japanese, c) Korean, and d) South Asian and Buddhist Studies, as well as a BA Honors program. The South Asian major permits students to pursue studies in either Hindi or Sanskrit, and the minor permits specialization in those languages, along with Bengali and Urdu. AL&L undergraduates are encouraged to take advantage of study abroad opportunities, and the programs emphasize the study of language within cultural and historical contexts. The curricula include a wide variety of courses on literature, culture, linguistics, history, religion, and other topics. Language instruction is designed to serve diverse student needs, including instruction through third or fourth year for modern languages, as well as courses for heritage students in Korean and Chinese. Of the four BA programs, Korean has the fewest offerings, due to the size of its faculty. Several Southeast Asian languages are also offered (Vietnamese, Thai, and Indonesian) without a major. Although there is no BA in this area, these languages nonetheless are vital for Asian Studies at UW and instruction in them is required by the Title VI funding that underpins the Center for Southeast Asian Studies in the Jackson School of International Studies (JSIS). Since the last review of AL&L in 2004-5, the Department has added some literature in translation and culture courses that cover Southeast Asia. Overall the Department offers instruction in an impressive total of nine modern and three classical languages.

AL&L offers MA and Ph.D. programs in the language and literature of Chinese, Japanese, and South Asian, as well as Buddhist Studies. The small number of faculty in Korean does not allow for a graduate program in that area, and the same is true for Southeast Asian Studies.

The AL&L faculty includes fifteen tenured or tenure-track professors and seventeen lecturers, offering expertise in languages and literature studies. Adjunct faculty from a range of departments (including Linguistics, Comparative Literature, and JSIS) enhance the curricula and allow AL&L to benefit from Asian specialists in other units on campus. For example, Professor Yomi Braester (Comparative Literature, Adjunct in AL&L) has co-taught courses with Professor Chris Hamm on Chinese cinema. Professor Edith Aldridge (Linguistics, Adjunct in AL&L) has taught courses on Chinese language and linguistics. The potential exists for further curricular cooperation, such as in courses on Indian cinema and culture offered in Comparative Literature.

It should be noted that several Asian languages are taught on campus in units other than AL&L: Uighur and Central Asian languages are offered in Near Eastern Languages and Civilization; Tagalog is offered in American Ethnic Studies as part of the Asian/Pacific American Studies Program; and Khmer is offered in JSIS. For some years the Engineering Department offered Technical Japanese, but that initiative has been discontinued.

III. Program Strengths

1. Department Identity

The Department of Asian Languages and Literatures has a long and illustrious history and is among the strongest of its kind in the U.S. Its long history has given the department a

conspicuous identity in the field as a center of excellence in textual studies, manuscript culture, Buddhist Studies, and philology. Few academic departments in the U.S. academy bring together East Asia (China, Japan, and Korea) with South Asia and Southeast Asia. The scope of what the Department faculty research and teach is thus extremely broad relative to peer departments around the country. Linking this disparate faculty together are two key intellectual bridges: Buddhism—a religion that originated in India and travelled to Tibet, China, Korea, Japan, and Southeast Asia—and a strong disciplinary focus on texts, both ancient and modern, and their related linguistic and philological issues. These intellectual bridges, along with the range of faculty and the breadth of the programs, give AL&L a unique identity among Asian studies departments in the U.S.

2. Faculty Research Profile

The Department's Chinese, Japanese, and South Asian programs have been and continue to be among the best in the country.

The South Asian program, with its emphasis on ancient Buddhist textual studies, is outstanding; the program has four Professors, one Assistant Professor, and five Lecturers. The program faculty includes one of the world's leading Indic epigraphists, someone who is exceedingly well versed in Buddhist Studies and in Sanskrit and Middle Indic literature more generally. Several of the South Asian faculty work closely with the Early Buddhist Manuscripts Project (EBMP). The manuscripts studied in this project provide a key missing link in the chain of transmission of Buddhism from North India through Central Asia and into China (and beyond), and EBMP is one of the most important scholarly projects in a field like this anywhere in the world and brings luster to the University. The program also has highly respected scholars in the following fields: Buddhist philosophy (and the relevant languages of Sanskrit, Pali, and the Prakrits); early Hindi and the early Sikh scriptures; and medieval Hindi especially devotional (bhakti) literature. The latter also works on projects that stretch into modern and contemporary times. Finally, the program has a younger scholar working in nineteenth-century Urdu literature.

The Chinese program has two Professors—three if one counts David Knechtges, who is “emeritus,” but who will continue to teach courses in the Department—two Associate Professors, one Visiting Assistant Professor, and four Lecturers. AL&L has been and continues to be strong in early Chinese texts, philology, and linguistics, and over the course of the past decade or so, it has also developed its modern literature component. Although the retirement of David Knechtges will be a huge loss, we were heartened to learn that his position is presently filled by a Visiting Assistant Professor and is to be refilled this year with a tenure-track faculty member. China faculty have published significant works on the following topics: martial arts fiction, Chinese dialectology, historical phonology, the Chinese writing system, and early and medieval literature. Other units in the university—Anthropology, Comparative Literature, Geography, History, Linguistics, and JSIS—have first-rate faculty who work primarily on China and who complement very nicely AL&L faculty. Taking into consideration the totality of its China faculty, the University of Washington has one of the strongest China studies programs in the U.S.

The Japanese program, one of the oldest and most established in the U.S., currently consists of five tenure-track faculty (four Associate Professors and one Assistant Professor) and

at least four fulltime Lecturers in Japanese language. Areas of faculty research expertise encompass classical poetry, medieval drama, publishing history, regional literature, ethnic minority literature, colonial and post-colonial literature, disaster literature, visual culture, applied linguistics, and second-language acquisition. Faculty members have earned prestigious awards, including a Japan Foundation Fellowship and the William Sibley Memorial Translation Prize. They have also engaged in collaborative work, evidenced in a co-edited volume of Okinawan literature. The Japanese program has hosted a range of international conferences and symposia, including the Association of Japanese Literary Studies (AJLS) 2004 annual meeting; yearly workshops with funding from the Japan Endowment or the East Asia Center; and graduate student research colloquia. The Visiting Scholars Program has provided the chance for Japanese professors to research and teach in the Department.

The Korean program is the least developed of the Department's four major programs, and we see room for growth in this area. (More about this below.) One tenure-track Assistant Professor currently grounds the program; two Lecturers, who teach language, complement the Assistant Professor. The latter's research in colonial-era Korean literature and the translation and reception of Russian literature in Korea appears cutting edge and serves as a good foundation upon which to build the program.

The Department is loaded with talented Lecturers (seventeen in all), who not only teach but also contribute to the research profile of the Department, publishing articles and textbooks, presenting papers at conferences, and organizing conferences and workshops.

3. Collegiality and Department Cohesiveness

Given the diversity of the faculty and the breadth of programs offered, one might expect to find divisions within the Department. Although individual programs have a relatively high degree of autonomy—setting their own requirements, for instance, for major and minor degrees—the faculty seem to work well together. We feel the Department strikes a very nice balance between allowing the programs to work as semi-autonomous units and integration with the Department as a whole. Furthermore, the Department currently enjoys a healthy balance of Assistant, Associate, and Full Professors. Such balance allows for experienced leadership and maintains institutional memory, while fostering up-and-coming leadership and new perspectives.

At all levels—undergraduates, graduates, staff, lecturers, and faculty—we found nothing but positive attitudes expressed about the Department, suggesting that the Department offers an environment conducive to intellectual development and productive and stimulating work. Criticisms were raised, to be sure, but always within a spirit of constructive improvement.

4. Staff

The staff appear to be extremely well-informed, energetic, and innovative. They are aware of weakness and deficiencies and are actively seeking remedies (e.g., communication with students through the Department website and various social media). They appear to have an excellent esprit de corps and a good working relationship with the Chair and with the faculty at large. The staff have a clear sense of their duties, and their roles are well articulated. They also have a

mature understanding of the reality that working in a department like AL&L requires a degree of flexibility; indeed, they seem to embrace the multi-dimensional nature of their jobs.

5. Teaching

A significant strength of the Department's programs is the rich array of courses that are regularly taught, covering language, literature, and linguistics in four undergraduate BA programs (Chinese, Japanese, South Asian, and Korean) and four MA and Ph.D. programs (Chinese, Japanese, South Asian, and Buddhist Studies). In addition, languages courses in Thai, Indonesian, and Vietnamese are taught on a non-degree basis. It is impressive that at least three years of all languages are offered. We applaud the acknowledgement that learning Asian languages is not easy, and that if students want to reach levels of proficiency where they can actually use the language, three to four years is the necessary time commitment.

The language courses are taught by tenure-track faculty, Lecturers, and graduate TAs, all of whom appear to be well trained, knowledgeable, and highly competent. The Lecturers are the backbone of the Department's language teaching, and it is clear that they are responsible for much of the success of the Department's language programs. It is difficult to generalize about teaching at the undergraduate level because of the complexity of the parts, but stepping back we can say that (1) language instruction is excellent and professional; and (2) language courses are nicely integrated with courses in culture, history, linguistics, and literature. Although they had some complaints about the availability of courses, the undergraduate students we met invariably spoke highly of their experience in the classroom.

In terms of numbers of majors, the Department appears healthy, although there is certainly room for growth in the Chinese, Korean, and South Asian programs. As of fall 2014, AL&L has twenty-six students majoring in Chinese, sixty-eight in Japanese, thirteen in Korean, and three in South Asian Languages.

Graduate students complained about a lack of courses (which may be a product of faculty being stretched too thin at the undergraduate level and/or personnel issues, such as research leaves and retirements). However, it is clear, from the success graduates have had in getting jobs at prestigious universities in the U.S. and abroad, that they are being trained very well. In recent years, students have been placed in tenure track positions at such institutions as Smith College, University of Chicago, Furman University, Whitman College, Arizona State University, and Portland State University. The AL&L graduate programs are extremely rigorous and demanding, and the result is that graduates have deep knowledge in their areas of specialization. The success of the graduate programs can also be measured by an increasing number of graduate student applications. This past year, for instance, saw 126 applications.

6. Improvements Since the 2004-2005 Program Review

The 2004-2005 Program Review Report drew attention to a number of issues; some have been addressed, while others remain unresolved. The latter are discussed in the Issues and Challenges section below. Here we focus on the former. First, we are pleased to report that the staffing issue raised in the 2005 report has been addressed; with the addition of a .5 position to oversee

undergraduate advising, the burden of graduate and undergraduate advising is no longer borne by one person. Second, administration and leadership issues have been addressed with the addition of the position of Associate Chair and the development of a more coherent committee structure to oversee Department administration. This committee system has also served, it seems to us, to better integrate the various programs and to forge a more unified department. It will also serve to cultivate younger faculty so that they are better qualified to assume the Chair position, a responsibility which has been, over the past fifteen years or so, shouldered by two faculty members. Finally, the previous review spoke of a cultural divide between Lecturers and tenure-track faculty. The Department has endeavored to remedy this by increasing Lecturer salaries and offering Lecturers modest support for travel to conferences and workshops. It would appear that since the last review Lecturer morale has improved markedly, though teaching loads and salaries continue to be concerns for Lecturers.

IV. Issues and Challenges

1. Funding for Graduate Training

The most critical issue facing the Department's graduate programs is the comparative lack of funding for graduate students, as is clearly stated in the Department's own self-study (esp. p. 26). There is a serious mismatch between the remarkably high quality of the faculty and the amount of funding the Department can offer to applicants and to continuing graduate students. Thus, although the number of applicants each year is quite large, the number of admitted applicants who choose to enter is a relatively low proportion of the admits, and the highest ranked admits, for whom peer institutions are competing, might not accept, for financial rather than educational reasons.

The Review Committee encourages the Department to develop a plan for establishing funding packages with guaranteed support for four or five years. This plan might build on similar moves in other UW departments such as Linguistics, and will require support from the College of Arts and Sciences through its incubation period.

2. Sources and Allocation of Existing Funding

The primary source of graduate student funding is TAships; there appear to be very few sources for non-teaching fellowships. In the long run, it would benefit the Department to identify potential sources to fund such fellowships and actively to pursue donors and other funding agencies for this purpose. In the near term, some adjustments to the way the TA budget is allocated might be helpful.

As it was explained to us, most, if not all, of the TA budget goes for TAships in the many modern language courses offered by the Department. What this means in practice is that funding goes primarily to native speakers and others with very advanced language skills, i.e., those who are most immediately useful in language teaching. As the Department's self-study indicates (esp. pp. 25–26), there can be some tension between the need to staff the modern language courses and the desire to provide funding for the highest-ranked students. The inability to provide funding

“based solely on academic merit and meeting financial support needs” not only makes it difficult to attract the best students but may also disproportionately affect the Department’s ability to attract applicants who specialize in classical languages.

Moreover, because the TA budget fluctuates from year to year, depending on demand, the Department has not been able to make long-term commitments to students and in particular to make multi-year offers to top applicants, as its peer institutions regularly do.

As for the first problem, although the demand for modern language instruction clearly remains strong and those courses need staffing, it still would be useful for the Department to develop several broad-based introductory undergraduate “content” courses that, with large enrollments, could provide TAs for talented graduate students who might not qualify for language-teaching TAs. These new courses would also provide opportunities for the type of “content” course teaching that all graduate students would find useful for their pedagogical training and their CVs. Such a new direction would of course require delicate balancing between the two competing needs, but the current crisis in graduate funding seems to call for new measures and flexible approaches in order to secure admission of the best applicants to the Department.

As for the second problem, although the TA budget may fluctuate, there is surely a core set of course-staffing needs that remain constant from year to year, and it should be possible for the Department to take the risk of making multi-year offers to a few top students on the assumption that these historical trends will continue. We strongly encourage the College of Arts and Sciences to facilitate a transition to guaranteed funding packages by (1) providing guarantees of continuing TA support for existing language courses during a transition period, and (2) by committing to TA support for new large enrollment gateway courses.

We also understand that it is difficult to make TAs for incoming students because so many of the TA slots are occupied by continuing students, often for numerous years (see self-study, p. 12). Here some improvement in time-to-degree might help free up more TAs.

3. Graduate Curricula: Time to Degree

It seems that, currently, time to degree in AL&L is not exactly speedy; several graduate students and faculty suggested that ten years seems a perfectly reasonable time for completion of the Ph.D. These graduate programs necessitate high-level language training in the focus area, the ability to handle sources in a variety of other languages, as well as exacting training in and experience with the methodologies of the particular fields, and often, extensive research abroad. Furthermore, although other graduate fields build on training regularly available in undergraduate programs in U.S. colleges and universities, this type of training is not generally available in Asian languages and literatures for U.S. undergraduates. It is neither surprising nor unreasonable that the progress to the Ph.D. will be somewhat slower than in fields where the entry-level bar is lower and pre-graduate training more abundant.

Nonetheless, as noted above, the slower progress of some students affects funding possibilities for all. This is in part a result of a catch-22: because many of the graduate students are teaching in modern language courses, which are especially time-intensive, their progress is

inevitably slowed, but they cannot continue in the graduate program without their TAs. It is difficult to imagine an easy fix for this structural problem. Sources of funding for the dissertation year would help, but it is unrealistic to hope that such funding will materialize in sufficient amounts. The Department should consider capping the number of years of financial support as an incentive for students to graduate earlier.

Since the demands of teaching that slow the progress to degree are somewhat intractable, the other place to look for flexibility is in the demands of the program itself. Although we are certainly not in favor of eliminating requirements merely for the sake of expediency – and believe that the Department’s strong reputation comes in part from the rigorous training its graduates exhibit – members of the AL&L Graduate Education Committee themselves suggested that scaling back some requirements would help streamline students’ progress without imperiling their training – in particular by reducing the number of “field examinations” from four to three, which seems eminently reasonable. The Department might also consider implementing a field examination system that allows students to use the exams more directly as preparation for dissertation work.

We also suggest more structured feedback from the faculty to the students. Although the Department reviews the progress of all graduate students every spring, we learned from some graduate students that the results are not regularly communicated to them. We urge that some such notification be required, for example in the form of an “end-of-year” letter or even a filled-out form from the advisor to each student, even when the results are entirely positive. The “no news is good news” approach can leave students at loose ends, especially when they are past classwork. An official end-of-year report, especially one that sets clear goals for the next academic year, may help motivate students and keep them on track, thus contributing to faster progress to degree completion. In particular, since the daily demands of teaching invariably grab much of TAs’ immediate attention, regular reminders of the bigger picture, their graduate program, might help them balance their teaching and their work on their own projects.

4. *Undergraduate Curricula*

The undergraduate programs are effectively designed to educate students in the languages and literatures of Asia in culturally and historically informed contexts. The Department faces several challenges in ensuring that these programs will continue to meet students’ evolving needs. For many of these challenges, review of the curricula might have a role in maximizing the Department’s effectiveness. As the comments below indicate, however, the Department will require additional faculty resources to implement curricular changes.

Undergraduates we spoke with reported bottlenecks in access to language courses; their perception is that required courses are not offered with sufficient frequency (for example Korean); these problems appear to affect double majors (of which there are many) disproportionately, since these students have less than average flexibility in course scheduling. However, it may be that the needed courses are available, but students are not sufficiently aware of the offerings. Curriculum review may be needed to ensure that there are sufficient advanced courses offered regularly to allow students to move through the programs in a timely way.

Department members also noted their wish to find ways to overcome a division between language instruction and so-called “content” courses. The Department’s proposal is to offer courses that pair the expertise of a language teacher with that of a research faculty member. Perhaps the main obstacle to implementing this idea is that the faculty lack the necessary flexibility in their teaching schedules to develop such courses. Bridging this divide would require additional faculty resources. The current search in Chinese pre-modern literature is a step in the right direction.

Undergraduate enrollments are robust in some areas of the Department but less so in others. For the latter areas, review of the elective offerings and even major requirements may play a role in addressing undergraduate recruitment and retention. In a similar vein, new large-enrollment “gateway” classes may be an innovative and efficient means to attract students into introductory work in each field of study. Providing Credit by Examination for students who have some background in the language before enrolling in the University may also enable some students to progress more easily through programs. The Department might also consider developing a trans-national major (or track within existing majors) that would encourage students to explore cultural and linguistic links between parts of Asia.

Another curricular challenge arises with the influx of international students into the student body, which is already having an impact on programs. When a large number of students in literature in translation classes, for example, are native speakers from the target country, this changes the pedagogical dynamic of a class that was designed to introduce that national literature to U.S. students. The Department is aware of this and thinking about responses.

One way to address a number of these issues is through thoughtful planning for growth in the faculty. Because the faculty is stretched thin, and covers disparate specializations, it seems unlikely that much in the way of greater efficiencies can be gained from the current faculty resources. Without faculty growth, there are limited opportunities for curricular innovation and for responding to new needs. One especially pressing need is for additional offerings in Korean. There are typically large waiting lists for Korean language courses: this past autumn quarter, 328 students filled out an online survey in order to receive add codes for registration in Korean 101; only 88 were able to register. The previous autumn, some two hundred students were turned away as well. As was already noted in the 2004-2005 review, the strength of Korean Studies in JSIS provides an opportunity to build one of the major national centers in Korean Studies. This is still true, and is even more compelling in the face of rising numbers of majors and growing needs for more course offerings. There is also a need to fill a long-vacant position in Tibetan, which historically has been an important component of the Department’s offerings in South Asian, East Asian, and Buddhist Studies. It would be highly desirable to increase faculty in this area. There are also needs for additional positions in Chinese literature (for example, late imperial literature) and Southeast Asian languages and literature.

5. Communication

The Department has an ongoing challenge of striking a balance between its overall unity and coherence, on the one hand, and retaining the autonomy of individual areas, on the other. Perhaps the key factor in achieving successful balance is effective communication among all the Department’s constituencies. The Department has already achieved important successes in this

area, as is demonstrated by the atmosphere of cohesiveness and mutual support displayed by faculty and staff in our conversations with them. There are some areas in which continued efforts will be important. The Department is finding ways to better advertise courses, promote majors and graduate programs, and disseminate information to students and faculty about Asia-related events, scholarships, internships, jobs, and study abroad. Efforts include revamping the Department website, sending regular emails, issuing a Department newsletter, and holding student “mixers.”

A challenge is to provide a consolidated go-to-place for information, in addition to hanging posters/flyers in the student lounge and other high-traffic areas and sending emails. The Department is designing a website that is easy to navigate, searchable, and presents information clearly and concisely and has staff assigned to keep it updated. Requirements listed on the Department website need to be consistent with those in the course catalogue and other sources of university information. The Department should consider including on the website information about Asia-related courses and events held elsewhere on campus.

Another challenge facing departments in the digital age is finding the right kinds of social media through which to connect with students. Students are moving away from Facebook (or rarely pay attention to institutional Facebook pages). A steady Twitter feed is difficult to sustain. Students need to be encouraged to check their university email or have it forwarded to personal accounts linked to their cellphones and other personal devices. The Department could experiment with other digital ways to reach students, such as adopting academic websites that have social media functions or using different capital lettered subject headings on emails. (For example, “EVENT: “SCHOLARSHIP:”).

Communication gaps are inevitable in any large, transnational department, even one as cordial and high functioning, with a clear governance system, as AL&L. The Review Committee found, despite the excellent progress in achieving effective communication, that there remain areas in which further fine-tuning is desirable. For example, graduate students need to receive feedback from their annual reviews, and they need explicit information about the requirements for field examinations. Students expressed a desire for more opportunities, in addition to the graduate research colloquium and the beginning of the year mixer, for faculty and graduate students in the different programs to interact.

6. Space

Our conversations with Department members have revealed severe deficits of space. If the Department were able to make additional appointments, no office space would be available for them. Teaching Assistants share crowded rooms that lack windows and that are reported to have air quality problems. Additional space for faculty and TAs is essential for the Department’s programs to continue to thrive.

V. Recommendations:

1. Hiring: we recommend that the Department immediately undertake a search for a tenure-track faculty member in Korean, and at least one additional appointment in Tibetan, late imperial Chinese literature, or Southeast Asian language and literature. The needs for additional faculty resources are discussed above in Section IV, Part 4.
2. Graduate funding: we recommend that the Department develop a plan to dedicate a portion of its TA resources to funding packages for newly admitted graduate students. The plan would benefit from new TAs for new large enrollment gateway courses. We recommend that the College of Arts and Sciences support the Department's efforts with the necessary funding commitments to ensure successful implementation of the plan. (See Section IV, Parts 1 and 2).
3. Graduate curriculum (time to degree): we recommend that the Department charge its Graduate Studies Committee with streamlining graduate program requirements to decrease the average time to degree for Ph.D. students, without compromising the quality of their training, by, for example, reducing the number of field examinations from four to three. (See Section IV, Part 3.)
4. Graduate student feedback: as a further measure to improve time to degree, we recommend that the Department develop a required mechanism for communicating to graduate students the results of their yearly progress reviews, and incorporate a process of setting concrete goals for the immediate future. (See Section IV, Part 3.)
5. Undergraduate curriculum review: we recommend that the Department charge the appropriate committees with examining degree requirements and the content and frequency of course offerings, as discussed in Section IV, Part 4 above, so as to facilitate smooth progress toward the degrees, and with a view toward responding to students' evolving interests and the needs of a changing student population.
6. Space: we recommend that the College of Arts and Sciences continue its efforts to secure adequate space for faculty and TAs in AL&L. The need for additional space is elaborated above in Section IV, Part 6.

Appendix: Site Visit Agenda

Department of Asian Languages & Literature

Decennial review - Site visit agenda & schedule

NB: All meetings will take place in Gowen Hall, room M-223, unless otherwise specified.

Day 1: Sunday, 19 October 2014

6.00 DINNER

Day 2: Monday, 20 October 2014.

- 8.30-9.00 am initial meeting with W Boltz [dept chrmn, Professor, Classical Chinese]
- 9.00-10.15 Department executive committee
--- Paul Atkins [Associate Chair, Associate Professor, Japanese], Richard Salomon [Graduate Program Co-ordinator, Professor, Sanskrit], Jennifer Dubrow [Undergraduate education committee, chair, Assistant Professor, Urdu], Nyan-Ping Bi [Senior Lecturer, Chinese], Chris Hamm [Chinese program co-ordinator, Associate Professor, Chinese], W Boltz [dept chrmn].
- 10.15-10.30 *break*
- 10.30-11.45 Area program coordinators
--- Chris Hamm [Chinese program co-ordinator, Associate Professor, Chinese], Justin Jesty [Japanese program co-ordinator, Assistant Professor, Japanese], Soohee Kim [Korean program co-ordinator, Senior Lecturer, Korean], Heidi Pauwels [South Asia program co-ordinator, Professor, Hindi], Pauli Sandjaja [Southeast Asia program co-ordinator, Senior Lecturer, Indonesian].
- 11.45 am -1.30 pm *working lunch: teaching & research interface -
Faculty Club, Colleen Rohrbaugh Room*
--- Prem Pahlajrai [Lecturer, Hindi], Collett Cox [Professor, Sanskrit], Davinder Bhowmik [Associate Professor, Japanese], Heidi Pauwels [Professor, Hindi], Anne Yue-Hashimoto [Professor, Chinese], Ted Mack [Associate Professor, Japanese].
- 1.30-2.30 Undergraduate education committee
--- Jennifer Dubrow [committee chair, Assistant Professor, Urdu], Soohee Kim [Senior Lecturer, Korean], Liping Yu [Senior Lecturer, Chinese], Ted Mack [Associate Professor, Japanese], Sun-Mi Kim [Ph.C, Chinese linguistics, undergraduate adviser].

2.30-3.30	Department undergraduate majors
3.30-3.45	<i>break</i>
3.45-4.45	Lecturers & Senior Lecturers --- Yuqing Cao [Lecturer, Chinese], Izumi Matsuda-Kiami [Senior Lecturer, Japanese], Pauli Sandjaja [Senior Lecturer, Indonesian], Jameel Ahmad [Senior Lecturer, Hindi & Urdu], Eunyoung Won [Lecturer, Korean], Tim Lenz [Lecturer, Sanskrit].
6.00	DINNER

Day 3: Tuesday, 21 October 2014.

8.30-9.00 am	office staff --- Youngie Yoon [Administrator], Angela Cross [Graduate program academic counselor], Curtis Dye [Curriculum secretary], Kristi Mae Noceda [Receptionist & secretary].
9.00-10.00	Graduate education committee --- Richard Salomon [committee chair, Professor, Sanskrit], Davinder Bhowmik [Associate Professor, Japanese], Chris Hamm [Associate Professor, Chinese], Angela Cross [Graduate program academic counselor].
10.00-10.15	<i>break</i>
10.15-11.15	Department graduate students
11.15-12.00	call-backs, follow-ups
12.00-2.30	<i>working lunch</i> : committee deliberations
2.30-4.30	exit discussion
2.30-3.30	AL&L executive committee present.
3.30-4.30	no AL&L presence.
4.30-5.00	debriefing