

Department of Asian Languages and Literature
University of Washington, Seattle
Faculty Meeting
November 1, 2019
3:30 pm, Denny 213

Agenda

Call to Order

Approval of minutes from previous meeting, held October 4, 2019 (Handel)

Faculty Senate update (Jesty)

Department colloquium update (Mack)

Pedagogy forum update (Cho)

Planned consolidation of undergraduate advising by the humanities division (Atkins)

- The divisional dean has informed me that the college intends to consolidate all advising of undergraduates by humanities departments. Our half-time undergraduate adviser position, which currently supports one graduate student, would be eliminated. The effect on our full-time Academic Counselor position is still unclear. Our 100 majors would be advised by a pool of advisers based in Padelford Hall. Graduate student advising would not be affected. This plan has been developed without faculty input or approval, including that of the College Council.

- For discussion and vote on a statement of support or opposition, if desired

Updated hiring plan (Atkins; see attachment).

- For discussion and vote

- Due to the college on December 13

- Identical to the plan we submitted in June with light updates

- Attachments: (1) draft motion reaffirming the previous plan and providing updated information and (2) a copy of the previous plan

Establishment of written merit review procedures (Atkins; see attachments)

- For information only (no vote), and brief discussion if time permits

- Will certainly be discussed at the next meeting

- Must be completed, including college approval, by the end of Winter Quarter, before our annual merit reviews

- Attachments are (1) the pertinent section of the *Faculty Code* addressing salary increases based on merit, and (2) a draft of the procedures that simply describes our current practices

Adjourn (Personnel meeting to follow in executive session)

Department of Asian Languages and Literature
Five-Year Hiring Plan, 2020-25
December, 2019

DRAFT

The members of the faculty of the department request permission to conduct the following searches during the next five years. This hiring plan is consistent with the plan developed and submitted in spring 2019. It has been lightly updated to reflect any developments since then.

Priority I (critical)

assistant professor of Buddhist studies (in progress)
lecturer in Vietnamese language (in progress)

Priority II (urgent; unranked)

assistant professor of Korean language, literature, and culture
assistant professor of Southeast Asian languages, literatures, and cultures

Priority III (essential; unranked)

assistant professor of modern Hindi language and literature
assistant professor of modern Sinophone literature
assistant professor of Song dynasty literature

Moreover, we reaffirm the importance of the lecturership in Sanskrit, which we plan to continue with the help of private support as we seek to put the position on a permanent footing.

We are pleased to note that the Luce Foundation has invited a proposal from the UW Center for Southeast Asian Studies for a grant proposal that would include support for the assistant professorship in Southeast Asian languages, literatures, and cultures. The proposal is due January 1, 2020.

Insofar as we recently discussed and determined our hiring priorities six months ago, in June 2019, we hereby reaffirm them as attached and with the additional notes above.

Approved By Vote of the Faculty
DATE

Hiring Plan (Final Version)
Department of Asian Languages and Literature
June 7, 2019

A. Updated Itemization and order of proposed hiring areas over the next five years

1. Buddhist Studies, assistant professorship.
 - Links to South Asian Studies and Comparative Religion.
- 2a. Korean language, literature, and culture, assistant professorship.
 - Links to Korean Studies.
- 2b. Southeast Asian language, literature, and culture, assistant professorship.
 - Links to Southeast Asian Studies.

We ask for permission to conduct the search in Buddhist Studies immediately (Fall 2019), as UW will have no full-time faculty in Buddhist Studies after June 2020. The faculty regards this position as a critical need.

We ask for permission to conduct the Korean and Southeast Asian searches in a subsequent year, as soon as possible, i.e. from Fall 2020. The department is capable of carrying out two tenure-track searches simultaneously. The faculty regards these two searches as equally essential.

Please note that the review committee that conducted our most recent decennial review (in 2014) wrote, “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.”¹ These needs are therefore of long-standing.

Descriptions of each position are attached below.

B. Strategic and diversity plans

The department has never had a formal strategic plan, but our decennial program reviews, which include mission and vision statements, serve a similar function.

Our draft diversity statement is attached at the end of this document. It was produced this year by our *ad hoc* diversity committee and approved by the faculty. It will be revised and expanded in the coming academic year by a standing diversity committee.

C. Documentation of the departmental process by which this hiring plan was formulated and endorsed

¹ “Report of the Review Committee for the Department of Asian Languages and Literature,” November 12, 2014, p. 12.

We reached this recommendation through a highly transparent and collaborative process. At our faculty meeting on 1/11/19, the chair issued a call to faculty for proposals for new positions.

The proposals were due on 2/4/19 and seven proposals were received. All the proposals were circulated to all faculty members.

Each proposal was described by its author on a faculty meeting held 2/18/19. We devoted 10 minutes to each proposal and simply described them and asked basic questions.

We held a second meeting to evaluate the proposals on 3/8/19. After some discussion we voted to hold an electronic straw poll and ask the executive committee to make a recommendation.

The anonymous straw poll opened on 3/12/19 and closed on 3/25/19. Faculty members were asked to choose 1-3 positions out of 7 as top priorities, and offered unlimited space to make comments. Twenty responses were received.

The executive committee met on 4/3/19 to review the results of the straw poll and make its recommendation. First, it identified seven important criteria: traditional strengths; cross-program and cross-unit collaboration; student demand; program integrity; growth and future directions; synergy with existing faculty; and results of the straw poll. Based on these criteria, the committee unanimously recommended that we request permission to search in Buddhist Studies (critical need), followed by Korean LLC and Southeast Asian (equally important needs). This recommendation and all of the responses from the straw poll and tabulation were sent to the faculty on 4/3/19.

The faculty met for a third time on 4/12/19. We discussed the recommendation and adopted it unanimously, with one absence, through the following motion:

“Motion: The department faculty recommends that our hiring plan for the next five years include **three** positions: a professor of Buddhist Studies as our first priority, and professors of Korean language/literature/culture and Southeast Asian language/literature/culture as our equally-ranked next priorities. We also affirm the importance of the lecturership in Sanskrit, which we hope to secure separately from this proposal. We also recommend that three additional positions (modern Hindi language and literature, modern Sinophone literature, and Song dynasty literature) remain part of the department’s long-term hiring plan.”

The chair asked authors of proposals to solicit letters of support from other units.

D. Documentation of collaboration and support from other units in developing and carrying out the one-, three-, and five-year plans

Attached below, after each description of the respective proposal.

Attachments:

A. Buddhist Studies

1. Description

2. Letters of support from Sunila Kale (director, Center for Southeast Asian Studies); Christian Novetzke (International Studies), and James Wellmann (Comparative Religion).

B. Korean language, literature, and culture

1. Description

2. Letter of support Clark Sorenson (director, Center for Korea Studies).

C. Southeast Asian language, literature, and culture

1. Description

2. Letters of support from Rick Bonus (American Ethnic Studies), Patrick Christie (College of the Environment and JSIS), Judith Henchy (UW Libraries), Randall Kyes (Center for Global Field Study), Peter Lape (Anthropology), Prof. Celia Lowe (director, Center for Southeast Asian Studies), Ben Marwick (Anthropology); Vicente Rafael (History), and Christina Sunardi (Ethnomusicology).

D. Department Diversity Plan (draft)

Assistant professor position: Buddhist Studies (Rich Salomon, Collett Cox)

- 1). Brief description: Assistant Professor tenure-track position in Buddhist Studies focused on original language textual studies and philological methods that would promote connections among the various language programs in AL&L. The specific cultural area and language focus will be determined in accordance with the applicant pool and the needs of the department at the time of the search, with a preference for Indian/South Asian Buddhism.
- 2). External support and timing: The department has received the approval of the UW College of Arts and Sciences to apply for a Robert H. N. Ho Family Foundation (ACLS) grant that would support a “New Professorship in Buddhist Studies.” This \$300,000 grant must be accompanied by a commitment from the home institution to \$100,000 in matching funds during the final three years of the four-year grant period, and to the full support of the position after the conclusion of the grant. The required home institution commitment has already been secured from the College. Since grant awards will not be announced until April 2019, the four-year grant period will begin in 2020-21 and extend until June 2024. No matching funds are committed by the College until 2021-22, and the position would be fully supported by the College beginning in September 2024.
- 3). Background and context: For over half a century, the University of Washington has been one of the major academic centers in North America for the study of Buddhism, anchored by one or more faculty members in AL&L with additional faculty in the Comparative Religion Program (JSIS) and other departments such as Anthropology and Art History. Until June 2018, Buddhist Studies at the UW comprised two interlocking programs within the Department of Asian Languages and Literature and the Comparative Religion Program. In AL&L, Professors Richard Salomon and Collett Cox and Senior Lecturer Timothy Lenz specialized in Indian Buddhism and related languages with particular interests in literary, scholastic, and narrative Buddhist texts respectively. In the Comparative Religion Program, Senior Lecturer Kyoko Tokuno focused on East Asian Buddhism and worked on both texts and broader cultural issues.

In addition, for more than twenty years, AL&L has been the world center of the study of early Indian Buddhist manuscripts from the northwestern area of South Asia (Gandhāra), which are of crucial significance for our understanding of the early development of Buddhism in India. The Early Buddhist Manuscripts Project established within AL&L for the study of these manuscripts has been supported by various grants continuously since 1999, and it has produced eight volumes of technical and more general scholarly studies. In addition, the manuscripts have been the subject of five PhD dissertations by AL&L students.

However, Buddhist Studies at the UW now faces a critical turning point with the actual or impending retirements of all four of its principal faculty members. Senior Lecturer Tokuno and Professor Salomon both retired at the end of academic year 2017-18, Senior Lecturer Lenz may retire at the end of the current academic year (2018-19), and Professor Cox will retire at the end of the next year (2019-20). Thus, it is imperative that steps be taken now to ensure the continuation of Buddhist Studies at the UW.

- 4). Duties: This position in Buddhist Studies would involve a regular teaching load with offerings on both the undergraduate and graduate levels and possibly also language instruction.

Undergraduate offerings would include both general or introductory courses on Buddhist literature and related areas as well as more specialized topics in the literature, history, and culture of regional “Buddhisms.” On the graduate level, offerings would include seminars on specific texts or issues and in-depth text-reading classes. Depending upon faculty in related languages, this position could also entail language courses either as a part of a regular language sequence or as a supplement to other regular offerings.

5). Collaboration with other units: A position in Buddhist Studies is important not only in bringing together various language programs, especially Chinese and South Asian, within AL&L, but also in promoting connections among various area studies programs and departments. In particular, this position will play an important role within the Comparative Religion Program, various area-studies programs within the Jackson School (e.g., South Asian Center, Southeast Asian Center, and East Asia Center), as well as other departments or programs such as History, Philosophy, and Textual Studies.

6). Rationale: Buddhist Studies is an indispensable element of the strong overall Asian focus and Pacific Rim orientation of this department and of the UW as a whole. Indeed, it is not an exaggeration to say that Buddhism is the indispensable foundation and key to understanding both East and Southeast Asian civilization. In fact, given the importance of Buddhism throughout Asia as well as the significant Buddhist presence in the Pacific Northwest, it is inconceivable that there could be no one at the UW with expertise in Buddhist Studies. And yet, that is precisely the situation that we imminently face. Hence, we must act now to maintain at least one position in Buddhist Studies at the UW.



May 2, 2019

Professor Paul Atkins
Chair, Asian Languages and Literatures
College of Arts and Sciences

Dear Paul:

I hope this finds you well.

I write as director of the South Asia Center and chair of the South Asia Studies program in the Jackson School of International Studies, to express my enthusiastic support for a tenure-track position in Buddhist Studies within the department of Asian Languages and Literatures. The University of Washington has been a nationally and internationally recognized leader in Buddhist Studies, a position that has been integrally related to our historical strengths in Sanskrit, Pali, and Prakrit Studies. Asian Languages and Literatures faculty, Professor Richard Salomon and Professor Collett Cox, have made seminal contributions to the development of these intellectual fields and have offered a singular opportunity for training graduate and undergraduate students at the University of Washington.

The proposed position in Buddhist Studies will be critical to maintaining the strength of South Asia Studies at the University of Washington, on the basis of which we have competed successfully in the last four rounds of Title VI grants from the Department of Education. Each of these four-year grants has included funding for SAC as a National Resource Center and Foreign Language and Area Studies Fellowships. The latter funds – for FLAS fellowships that support both graduate and undergraduate students – have been particularly vital in a time of rising higher education costs and uncertain funding for graduate education in particular. FLAS funds have been used to support graduate students in AL&L and across campus.

The importance of Buddhist Studies anchored in expertise in Sanskrit, Pali, and Prakrit has been a mainstay of South Asia Studies at the University of Washington. For training students, the importance of this expertise extends from undergraduate and graduate students in AL&L to students in programs across the College of Arts and Sciences, including History, South Asia Studies, Anthropology, and Comparative Religion. With the retirement of Prof. Richard Salomon last year and the expected retirement of Prof. Collett Cox in the near future, it is wonderful to know that the University of Washington will renew its commitments to the intellectual fields in which these scholars have made such important contributions.

Sincerely,

Sunila S. Kale
Chair and Director, South Asia Studies
Associate Professor, Jackson School of International Studies



The Henry M. Jackson
School of International Studies
University of Washington
Box 353650, Thomson Hall, Seattle, WA 98195

Monday, May 1, 2019

Professor Paul Atkins
Chair of the Department of Asian Languages and Literatures
RE: Proposal for an Assistant Professorship in Buddhist Studies

Dear Professor Atkins,

I hope this letter finds you well.

I am writing in avid support of the effort to create a tenure track position in Buddhist Studies in the Asian Languages and Literatures Department. Such a position would address two distinct but interconnected problems: the urgent need to reinvigorate Buddhist Studies at UW and the absolute necessity of having a tenure line faculty member in Sanskrit. Both needs are crucial to the vibrancy of our extraordinary programs in Asian Studies across the University.

The Asian Languages and Literatures Department has long been our key leader for Buddhist Studies at UW and beyond. It is one of the Department's many foci of leadership in the intellectual world of UW, yet it is in danger of utterly evaporating with the retirements of Professors Salomon and Cox. Buddhist Studies is crucial in many fields of study outside AL&L, including in the fields of South Asia Studies, East Asia Studies, Korean Studies, Japan Studies, Southeast Asia Studies, China Studies, Taiwan Studies, Comparative Religion, Asian Studies, Anthropology, and the Comparative History of Ideas. Through all these departments and programs, AL&L's longstanding commitment to Buddhist Studies has been a cornerstone. The demise of Buddhist Studies in AL&L would not only severely curtail if not eliminate the study of and instruction in Buddhism at UW, but it would eliminate this leadership role for AL&L at UW.

The study of Sanskrit at UW is of equal concern, or perhaps of even greater concern from my own point of view. My hope with this position is that it would enable us to recruit a young scholar with training in Sanskrit, Pali, and/or Prakrit. I am especially hopeful of someone with language skills that link their work to other areas of Asia, or to modern literary fields in South Asia through skill in one or more Indian regional languages. I realize the moment is not a good one to press for such a Sanskrit position because it does not entail large undergraduate enrollments, yet I write with hope that such a position may yet be possible. UW without Sanskrit would deeply impact many departments and programs radiating from this historical strength in the Asian Languages and Literatures Department. It is also the case that among all of UW's peer

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institutions across North America, whether public or private, and especially those with vibrant Asian Languages and Literatures Departments, all possess tenure line faculty in Sanskrit. Whether it is peer public institutions like Berkeley, Michigan, Wisconsin, or Texas, or private Universities like Yale, Harvard, Columbia, or Chicago, Sanskrit marks the excellence of each place's cognate to our AL&L Department. To put it simply: the loss of Sanskrit at UW would be the loss of the high prestige UW holds in this field.

It may be an uphill battle to fight for a Buddhist Studies position with an emphasis on Sanskrit, but it is a good fight and well worth the effort. Part of the reason I came to UW ten years ago was this core excellence in South Asia Studies and Comparative Religion that was underwritten and supported essentially by AL&L's renown strength in Buddhist Studies and Sanskrit. This indicated to me that UW had an intellectual vision and mission that went beyond a slavish adherence to numbers of undergraduates in classrooms as the prime metric for shaping our curriculum and scholarly world. We should fight for the intellectual integrity of our University, and here is one important place to take a stand.

I am eager to help with this effort in any way that I can. Please do not hesitate to call on me if I can be of any assistance. And thank you for your leadership of Asian Languages and Literatures in this precarious, but promising, time.

Yours truly,



Christian Lee Novetzke

College of Arts and Sciences Endowed Professor
Director, Center for Global Studies
Jackson School of International Studies
Professor, South Asia Program, Comparative Religion Program, Comparative History of Ideas
Affiliate Professor, Asian Languages and Literatures
Affiliate Professor, History
University of Washington

HENRY M. JACKSON SCHOOL OF INTERNATIONAL STUDIES



May 1, 2019

To Whom It May Concern:

I am writing to support the new position in Buddhist Studies for Asian Language and Literature. As we all know for the last half century the University of Washington has led the world in the study of Buddhism, with a deep commitment to language and textual study but also to the religion and culture of Buddhism. This commitment has brought dozens of scholars and hundreds of students to the UW to study the religion of Buddhism as well as to put it in the context of Asia broadly understood. Moreover, we study how this religion has impacted the West, and nearly every corner of the globe. It is critical for us, as a global university, to maintain our strength and leadership in the study of the languages and texts of Buddhism, as well as how it effects the cultures, politics and religions of the globe.

Further, the Comparative Religion Program (CRP) is in the process of proposing a complementary but very different position in terms of both its disciplinary focus (social science) and period of emphasis (modern/contemporary), which not only complements the AL&L position extremely well, but adds a contemporary perspective that is new to the UW. We see these positions as a cluster hire that lifts us all by including language and textual study, the study of comparative religion, as well as the areas of history, culture and politics in the contemporary world. In fact, we argue that each position makes a case for the other as a necessary complement, and both would preserve or expand (in terms of discipline and period) our past strengths. We believe these two positions will serve and have connections with different audiences, students and faculty, even within a single unit. And with both positions, we will have corresponding strengths that add to the other in terms of depth and coverage, historically and in areas of study.

With the retirements of Professors Richard Salomon, Collett Cox and Kyoko Tokuno, as well as Timothy Lenz, we have a gaping hole in our coverage not only of this world religion, but how Buddhism has shaped and changed the culture, history and politics that are deeply intertwined in our global communities.

We see this as a forward-looking move to continue our strength in the study of Buddhism and to expand our depth and breadth in this ancient religion, which continues to reverberate in the hearts and minds of so many in our contemporary world.

James K. Wellman, Jr.
Professor and Chair
Comparative Religion Program
Term Professor in Global Christian Studies
Jackson School of International Studies
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May 10, 2019

To: Paul Atkins, Chair, Asian Languages and Literature

From: Anand Yang, Chair

Subject: Buddhist Studies

As Chair of the History Department, a Henry M. Jackson School of International Studies (JSIS) faculty member, and a scholar and teacher specializing in Asian Studies, I am very pleased to learn that your Department is prioritizing a tenure-track Assistant Professor position in Buddhism Studies.

Such a line would enable us to ensure coverage of Buddhism at the University of Washington, which has been a world-class institution in Buddhist Studies over the last few decades. Unfortunately, much of that has been eroded by recent retirements and will be further reduced by the imminent retirements of the last two remaining Buddhist Studies scholars in Asian L&L. Indeed, UW could soon become perhaps the only global university of note not to have a single faculty member specializing in Buddhist Studies, a field that is of vital interest to undergraduate and graduate students and critical to sustaining and enhancing our scholarly and pedagogical preeminence in Asian Studies nationally and internationally.

No major university, especially one renowned for its excellence in Asian Studies, can do without expertise in Buddhism. One of the great world religions, its adherents, who live primarily in the Asia-Pacific region, number close to half a billion people. Buddhism is also a fast growing religion in the United States, including in the state of Washington. I can well imagine the new hire in Buddhist Studies in Asian L&L attracting large numbers of students, at both the undergraduate and graduate levels.

A Buddhist Studies scholar/teacher is essential to our continuing prominence in Asian Studies, whether conceived of as an interdisciplinary field or as a composite of disciplinary strengths in such outstanding departments as Asian L&L, Anthropology, Art History, Comparative Literature, and JSIS. Scholarly and teaching proficiency in Buddhism also rounds out our BA and MA Comparative Religion program in JSIS and complements our robust programs centered around the study of other major world religions, particularly Hinduism, which is an integral part of South Asian Studies, a federally funded Title VI center; and Islam, which is of interest to three federally funded Title VI centers, namely, Middle East Studies, South Asian Studies, and Southeast Asian Studies as well as the Near Eastern Languages and Civilization Department and the Near and Middle Eastern Studies Interdisciplinary PhD Program.

Buddhism is central to the lives of hundreds of millions of people across the world's most dynamic region, the Asia Pacific and its study is critical to our understanding of all the ways in which this great world religion has shaped our past and contemporary world. A faculty position in Buddhist Studies will not only be a great boon to the teaching and research mission of Asian L&L but also to those of several units across the Arts, Humanities, and Social Sciences divisions. And it will cater well to our undergraduate population interested in the study of religion generally and Buddhism specifically.

A handwritten signature in black ink, appearing to read 'Anand Yang', with a horizontal line underneath it.

DRAFT

Proposal to Add a Second Tenure-track faculty member in Korean

Department of Asian Languages and Literature

January 28, 2019

Summary

The Department of Asian Languages and Literature proposes to add a second tenure-track faculty member in the Korean Program. This hire would enable us to

- 1) sustain and expand the undergraduate major and minor programs,
- 2) revive a graduate program in Korean literature and cultural studies,
- 3) administer the Korean Program properly.
- 4) actively participate in transregional and interdisciplinary undergraduate/graduate education across programs in AL&L and across departments at UW.

Background Context

As the 10-year review committee pointed out in AY 2014-2015, despite UW students' increasing interest in Korean culture, the Korean Program is currently not able to provide enough content and language courses for Korean majors/minors and UW students generally due to understaffing. The Korean Program currently has one tenure-track faculty member (Heekyoung Cho) and two lecturers (EunYoung Won and JungHee Kim). We offer instruction in Korean language at the first-, second-, and third- year levels, and fourth-year reading courses, as well as literature and culture courses.

The number of Korean majors and minors has been increasing over the past few years. Degrees that were granted for majors in the Korean Program numbered one or two ten years ago but now ranges between 3-12 every year. The Korean Program revised the requirements for its major in Korean in order to provide a pathway for students entering with advanced Korean language skills who would place out of first-, second-, or even third-year language classes. The revision was approved in autumn 2018 and was implemented in winter 2019. We have often received inquiries about the Korean major from such students but we have been turning them away. We expect a significant increase in the number of Korean majors in the near future. However, Heekyoung Cho is the only faculty member who offers literature and culture courses for Korean majors and minors in AL&L, which will make it challenging to maintain enough course offerings for students to complete their requirements.

Enrollments also have been rising significantly every year. The Korean Program currently offers seven sections in first year (149 students in Autumn 2018) and three sections in second year Korean (62 students in Autumn 2018). First-year Korean has a long wait list every year: over 300 students who had filled out a survey in order to receive an add code for first-year Korean had to be turned away due to a lack of capacity. We hope we can continue to offer satisfying resources to students who are interested in learning Korean language and culture.

We receive a handful of inquiries every year about whether the Korean Program offers MA or Ph.D. in Korean literature and culture even though our department website clearly indicates that the Korean Program does not offer a graduate program. Korean Studies at the UW has a long history and the UW East Asian library has an incredible collection for Korean Studies,

particularly Korean literature and culture (third best in the United States after the Library of Congress and Harvard University). With an additional tenure-track faculty member, we believe the Korean Program in Asian Languages and Literature can provide one of the best learning environments for graduate students in Korean literature and culture in the U.S.

Despite its considerable size in terms of enrollments and the major/minor, there is only one tenure-track faculty member in the Korean Program who chairs all committees and serves as program coordinator. This leads to administrative problems. Every year when we form a TA selection committee, we need to ask an outside member from other programs, who are not familiar with the Korean language and program situation. Also, Heekyoung Cho has been the Program Coordinator since she started working at UW and when she is on leave, there is no other person with experience as Program Coordinator who can take her place. With an additional tenure-track faculty member, the Korean Program will be more stable and better able to explore opportunities for further growth.

Description of Position

We propose the hiring of a tenure-track faculty member in Korean literature and cultural studies in a broad sense to teach undergraduate content courses, advanced reading courses, and graduate seminars (when we revive a graduate program). Ideally, we hope that the Korean Program can hire one tenure-track faculty member and one lecturer, which we believe can satisfy the current demand and enable future expansion. However, in terms of sustaining and expanding Korean majors/minors, making Korean Program administratively self-sustaining, and restarting a graduate program, hiring an assistant professor is more urgent than hiring a lecturer.

Candidates would need a Ph.D. in Korean literature, cultural studies, or film and media studies. We initially considered hiring a professor in premodern Korean literature but it seems too narrow a field for a new hire because there are not many candidates in premodern Korean literature. Therefore, we suggest that we open a position for Korean culture in general to attract the most competitive candidates in the field. (We also considered Korean linguistics but there have been almost no tenure-track positions in Korean linguistics open during the past few years in the US. Even if we were to hire a linguist we would probably remain unable to create a viable graduate program due to the marginality of linguistics to the current Korean field.)



May 8, 2019

Paul Atkins, Chair
Asian Languages and Literature Department
University of Washington

Dear Paul,

As Director of the Jackson School Korea Studies Program and of the Center for Korea Studies, I support the Asian Languages and Literature Department in their desire for a second tenure track position in Korean literature or culture. Such a position will strengthen Korean Program in Asian L&L as well as Korea Studies at the University in General.

The Korean Studies MA in the Jackson School is an interdisciplinary degree that in principle encompasses all aspects of Korean history, society and culture, combining language and disciplinary studies of Korea. This degree at UW has been a bit lop-sided with strength primarily in the social sciences (anthropology, history, political science) with a single tenure track position in Korean Literature occupied by Dr. Heekyoung Cho. With her many responsibilities Dr. Cho has not been able to regularly teach the advanced literature and culture courses that we would otherwise add to our curriculum, making our program weaker in this regard than many of our competing programs in the United States and Canada. Yet interest in Korean culture—drama, cinema, and K-pop in particular—has grown markedly among Korean heritage and non-heritage students alike. There is a hunger among students that is not being met for more offerings on Korean language and culture.

Adding a second tenure track position in Korean language or culture, then, makes both programmatic and curricular sense. In terms of curriculum it would meet student demand, and in terms of our Korea Program it would balance our social science strength with humanistic strength.

For these reasons I support your desire for a second position. Were such a position filled, we in the Korea Studies Program would add the new professor to our core Korea faculty, and revamp our Korea studies curriculum to reflect whatever new strengths the new faculty brings to the program. It is an opportune time to move on this since our newly minted PhD historian from Stanford, Hajin Jun, begins teaching in the spring of 2020 and will bring new energy and focus to the Korea Program. Adding another new faculty member would create even more energy, excitement and synergy to the Korea Program.

Sincerely,

Clark W. Sorensen, Professor
Director, Center for Korea Studies

Proposed Hire in The Department of Asian Language and Literature

Summary

Full-time Tenure-Track Assistant Professor in Southeast Asia with topics of interest of new media, digital humanities, translation, popular culture, film, and literature. The ability to teach in our advanced degree programs in Buddhist studies, and comparative work within two or more Southeast Asian countries will be considered positively.

Rationale

The Department of Asian Languages and Literature explores Asian cultures through literary, linguistic, and textual analysis, illuminating vital connections between East and West from our vantage point on the Pacific Rim. The Department offers Ph.D., BA, and Minor degrees to students who have an interest in studying language, literature, linguistics and culture from diverse Asian countries. In addition to East and South Asia, the Department has provided instruction in Southeast Asian languages for the past fifty years. The Department currently teaches Vietnamese and Indonesian, and four more Southeast Asian languages are taught in other departments across the College (the Jackson School of International Studies and American Ethnic Studies). The Department offers minor degrees in Indonesian language and culture and Vietnamese language and culture.

The Department as a whole offers thematic courses in language pedagogy, culture, fiction, film, criticism, comparative literature, and textual studies from the pre-modern era to the present period. While the Department has five tenure track faculty each working on Chinese and Japanese languages, three on South Asian languages, and one on Korean, the Department does not currently have a tenure track or tenured faculty member whose work provides content and context for the Southeast Asian language program. Further, there is little opportunity for lecturers in Southeast Asian languages to teach content courses on Southeast Asia beyond their mandate for language instruction. A hire at the Assistant Professor level of a faculty member who works on new media, digital humanities, translation, popular culture, film, or literature in Southeast Asia would contribute to the content curriculum currently provided by other faculty in the Department, and students would be able to take content courses related to any of the language areas taught in the Department. The hire of an Assistant Professor who works in one of the eleven countries of Southeast Asia and can teach content courses on Southeast Asia would play a strategic role in integrating the Department across our South, Southeast, and East Asian areas of expertise. This has been a goal of the Department for a long time.

A hire of an Assistant Professor in Southeast Asian languages would also integrate the department with other units in the College of Arts and Sciences who teach about Southeast Asia (American Ethnic Studies, Anthropology, History, International Studies, Music, Psychology, Sociology) as well as professional schools that currently teach Southeast Asia content (Earth Sciences, Engineering, Marine Affairs, Law, Natural Resources, Public Health, Public Policy, Social Work). The new hire would contribute to the two Departmental minors in Southeast Asian languages and culture, and to the MA degree in Southeast Asian studies offered in the Jackson School of International Studies. The Southeast Asia Center has committed to including seed funding for this position in a proposal to the Luce Foundation should this position request move forward and be successful.

The proposed hire must be capable of working effectively with underrepresented students at the University. We view this hire as a forward looking innovation in our Department that takes into

account the changing demographics of the University. People of Southeast Asian heritage make up 3% of the population of Washington State and 5% of the King County community where the UW is located. The Seattle-Tacoma area has the third-largest Cambodian community in the United States, a large Vietnamese-American community, and 3.5% (out of 32,000) of UW undergraduate students are of Southeast Asian heritage. Unlike the East Asian population of students, Southeast Asian students are underrepresented at the University. These students are invested in their heritage and their communities and they are demonstrably committed to the study of Southeast Asian languages. Both Vietnamese and Khmer language enrollments are expanding, for example. These changing demographics also enhance the likelihood of attracting a diverse applicant pool as 1.5 and second generation Southeast Asian students have now populated graduate programs in Asian Studies, Language, Comparative Literature, Film, Ethnic Studies, and other fields we would draw an applicant pool from.

Position Description

The Department of Asian Languages and Literatures seeks to hire a full-time tenure-track Assistant Professor with a teaching and research emphasis on one or more Southeast Asian languages. The candidate must work in one of the eleven countries of Southeast Asia and speak a Southeast Asian language. Topics of interest to the Department are new media, digital humanities, translation, popular culture, film, and literature. The ability to teach in our advanced degree programs in Buddhist studies, and comparative work within two or more Southeast Asian countries will be considered positively. The successful candidate will teach five courses per year, coordinate the Southeast Asia program in the Department, and will contribute to other Southeast Asia language programs on campus and to the Southeast Asia Center.

The University of Washington and the Department of Asian Languages and Literature value colleagues who have a strong commitment to an academic environment that promotes diversity. The successful candidate will have demonstrated capacity and interest in engaging Southeast Asian heritage students and under-represented minority communities in their work. The University strongly encourages applications from women, minorities, individuals with disabilities, and covered veterans and is an affirmative action, equal opportunity employer. All qualified applicants will receive consideration for employment without regard to, among other things, race, religion, color, national origin, sex, age, status as protected veterans, or status as qualified individuals with disabilities.



UNIVERSITY OF WASHINGTON

DEPARTMENT OF AMERICAN ETHNIC STUDIES

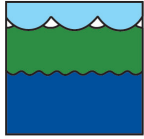
April 30, 2019

I wish to express my support for the proposal from the Department of Asian Languages and Literature to hire an assistant professor of linguistics, literature, and culture, with a specialization in Southeast Asian languages and cultures. In American Ethnic Studies, we offer courses that teach two languages: Swahili and Tagalog. With this proposed assistant professorship, I am sure that our faculty and students will benefit from the intellectual connections we will be able to draw with AL&L, the programmatic collaborations we can both participate in, and the overall enrichment of our language instruction across units. I hope you consider these seriously in the proposal process.

Thank you.

A handwritten signature in black ink, appearing to read "Rick Bonus".

Rick Bonus
Associate Professor of American Ethnic
Studies, Director of the Diversity Minor
Program, Adjunct Associate Professor of
Communication, Southeast Asia Studies,
and Multicultural Education



SCHOOL OF

Marine & Environmental Affairs

College of the Environment • University of Washington

Hello

As a faculty member (in both College of Environment and Arts and Sciences) whose graduate students regularly conduct research in Southeast Asia, I fully support new FTEs in linguistics, literature and culture. Students interested in environmental issues need a broad understanding of the region.

Sincerely

Patrick Christie

Professor

School of Marine and Environmental Affairs and Henry M. Jackson School of International Studies

University of Washington



Southeast Asia Section

Friday, May 03, 2019

To Whom It May Concern:

I am writing in support of including a tenure track Southeast Asian assistant professor in linguistics, literature and culture in the hiring priorities proposed by the Department of Asian Languages and Literature [Asian L&L] in their 5-year hiring plan. In my capacity as curator for the Southeast Asia collection in the UW Libraries over the past 30 years, I have had the opportunity to work closely with my colleagues in the East Asia Library and, more recently, with Asian L&L, to ensure that Southeast Asian resources and collections are represented on campus. In many of these endeavors, the Southeast Asia region has been disadvantaged because of the absence of a tenure track position to anchor our language teaching programs. The absence of a fully-fledged Southeast Asia program in Asian L&L has had implications for me in the Libraries, where funding decisions for vernacular resources tend to be influenced by the presence of undergraduate and graduate programs in language departments. Southeast Asia has been the only International Studies program in the Libraries to lack this language component (other library collecting areas are supporting subject curricula in Germanics, French and Italian, Scandinavian, Slavic and Near East Studies language programs, as well as the South Asia, China, Japan and Korea offerings already in Asian L&L), despite the strong language teaching we provide in support of our undergraduate and graduate students working in other disciplines across campus.

This disparity was made particularly apparent to me some five years ago, when then-Chair of Asian L&L Bill Boltz approached me with the recommendation to purchase a private library collection on French Indochina which had come to his attention because of its significant content on French colonial historical linguistic studies. Working with Bill Boltz and others in Asian L&L at that

time to build Libraries and campus support to purchase this expensive collection, we realized how integrated Southeast Asia really is with the mission of the Department. The acquisition of that collection, with the Assistance of Rich Watts in French and Italian Studies, brought together a wide coalition to work on a Jackson School Mellon-funded grant that would fund and promote the materials. This coalition also influenced the decision of the Department at that time to replace our terminating Vietnamese language Lecturer with someone who could begin to offer subject content classes as well as language. That process led to the hire of Bich Ngoc Turner, who subsequently developed a literature course, and the pending expansion of Vietnamese language teaching strengths.

Questions arising from the minimal Southeast Asia focus in the curriculum and research priorities of Asian L&L were also made clear to me last year, as the 5 UW Asian Studies librarians interviewed faculty for the Ithaka Asian Studies Faculty Survey [<https://digital.lib.washington.edu/researchworks/handle/1773/41351>]. Many respondents to that survey spoke to the difficulties created by the arbitrary geographic boundaries, particularly within Asia, which discouraged collaboration with colleagues in other areas of Asian Studies and failed to realistically reflect the interconnectedness of language, religious tradition, and economic integration across sub-regions and the region as a whole. The proposed recommendation for a tenure track Southeast Asia position will begin to address this lacuna. A resulting hire has the potential to support existing Asian L&L faculty interest across a variety of possible synergies: influences across the Sinitic and Indic linguistic spheres, and the Theravada or Mahayana Buddhist traditions; or a contemporary cultural theorist who works on literature and/or film and who would help meet the current student demand for content on literary and media studies across Asia. Any of these areas of research would seem to strengthen existing interests within the department, and contribute to the considerable reputation of the University for its Asia programs.

My role in the Libraries has also involved a close association with the Southeast Asian Studies Center, and in that capacity I have initiated joint Libraries outreach activities, many of them literary in nature. As our only Vietnam specialist in the Southeast Asia program for some years, I have engaged with visiting authors, co-sponsoring events with Elliott Bay Book Company and other author readings and cultural performances. During this long history of outreach, it has always been of concern to us that we have not had a Southeast Asia literature or humanities specialist as a participant and commentator: when we have had film discussions, we have called upon Yomi Braester; we have asked Shawn Wong to represent the diasporic voice of Southeast Asia in

discussions; or we have turned to social scientists within the Southeast Asia program to position literary and creative works in their social contexts. I am glad to see that this dynamic is changing, with increasing collaborations with Southeast Asian-American programming in American Ethnic Studies, and increasing interest in these underrepresented voices in Asian L&L and at the branch campuses. The proposed assistant professor hire will make a significant contribution, not only to the Department's overall strengths and to the Southeast Asia program's curriculum offerings, but it will contribute to Libraries outreach programming, and to our efforts to engage with the eager new generations of heritage students from the Southeast Asia region.

Sincerely,

A handwritten signature in black ink, appearing to read 'Judith Henchy', written over a faint rectangular box.

Judith Henchy, PhD, MLIS

Head, Southeast Asia Section and Special Assistant to the Dean of University Libraries for
International Programs
Affiliate Assistant Prof. Jackson School of International Studies



CENTER FOR GLOBAL FIELD STUDY

~In Global Health and the Environment~

UNIVERSITY OF WASHINGTON

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Tele: 206-619-5765

email: cgfs@u.washington.edu

<http://depts.washington.edu/cgfs/>

28 April 2019

**Re: Proposed Hire in the Department of Asian Languages and Literature
(Assistant Professor of Southeast Asian Linguistics, Literature and Culture)**

To Whom It May Concern:

It is my pleasure to provide this letter in strong support of the proposed faculty hire for a tenure track Assistant Professor position in the Dept. of Asian Languages and Literature. The successful candidate will bring much needed depth to the department's focus on Southeast Asian studies, not only helping with language instruction but also providing critical content courses that interface with and contribute to the broader curriculum of the department and university.

As Southeast Asia (SEA) continues on a path of significant growth and global engagement, it is viewed by many to be a region of considerable strategic significance on many levels (e.g., economic, food security, environmental, cultural, etc.). UW's support of a dedicated SEA faculty position in the Dept. of Asian Languages and Lit. would offer students the opportunity for an in-depth understanding of the region as well as facilitate collaboration with other units on campus thus helping to enhance and expand the study of SEA.

In my own work in SEA (now spanning almost 30 years- in Indonesia, Thailand and Laos), we maintain long-term research projects, conduct annual field courses for in-country students (as well as study abroad opportunities for UW students), and provide outreach education programs for school children (K-12). We have an extensive network of collaborators throughout these countries and our programs continue to expand. The contribution that the Assistant Professor position could make - just in terms of our own program - would be enormous. For example, our UW students studying in SEA would benefit from language training as well as an understanding of the cultural background. Since many of our students are being trained as scientists, and likely will work in country, a knowledge of the language and culture is critical to the success and their research and long-term partnerships.

I could go on, but suffice it to say that this faculty position is long overdue and will make a significant contribution within the Dept. and to the University. I give it my full support.

Sincerely,

Randall C. Kyes, Ph.D.

Research Professor, Dept. of Psychology

Adj. Research Professor, Dept. of Global Health

Adj. Research Professor, Dept. of Anthropology

Director, Center for Global Field Study

Core Scientist & Head, Division of Global Programs, WaNPRC

UNIVERSITY OF WASHINGTON

DEPARTMENT OF ANTHROPOLOGY

April 30, 2019

To whom it may concern,

I am writing in enthusiastic support of a proposed new hire in the Department of Asian Languages and Literature for a Tenure-Track Assistant Professor in Southeast Asia with topics of interest of new media, digital humanities, translation, popular culture, film, and literature. I have reviewed the position justification and am excited about the many possibilities for research and teaching envisioned for this new hire. Many of these intersect with my own work, and with my colleagues and students.

There are several areas of intersection with the Department of Anthropology. As one of two archaeologists in the department who specialized in Southeast Asia, there could be several areas of collaboration. It might seem surprising that archaeologists would be interested in contemporary media, culture or literature. Although archaeology and heritage are about the past, our work is completely situated in the present. For example, as we work to interpret and protect archaeological heritage in SE Asia, we need to better understand the filters and lenses that people living there use to make sense of the past. Here in the US, films like *Tomb Raider* or YouTube videos about aliens creating the pyramids have an outsized impact on public understanding of “real” archaeology. There is a whole set of popular culture memes in SE Asia, with historical connections to SE Asian literary and artistic traditions, which structure how people make sense of the material past. I have highly recommended the courses taught by Laurie Sears and Kiki Benitez to my undergrad and graduate students, and have keenly missed those courses since they left the UW. The Digital Humanities are also an area where archaeology intersects with this new position. Archaeologists, including my colleague Ben Marwick, have been active participants in this type of work.

Another UW unit that will be a place of collaboration is the Burke Museum. Our collections are very strong in SE Asian material culture. I can imagine many ways a new faculty member with interests in media, popular culture and literature could use these collections for teaching and research. Given the large numbers of UW students with cultural connections to SE Asia, as well as the large SE Asian heritage communities in the Puget Sound area, this could make for a very lively connections. The work of my curatorial colleague Holly Barker at the Burke with Pacific

Islander students and their families is a highly effective model for new ways of connecting students to research. We would love to see this expanding to SE Asian students and communities too.

I am very hopeful that the UW will choose to invest in this new position, and excited to help build new cross unit and interdisciplinary connections, adding to our already vibrant community of scholars focused on SE Asia.

Sincerely,

A handwritten signature in black ink, appearing to read 'Peter V. Lape'. The signature is fluid and cursive, starting with a sharp upward stroke on the left and ending with a long, horizontal tail on the right.

Peter V. Lape
Professor, Anthropology
Curator of Archaeology, Burke Museum



SOUTHEAST ASIA CENTER

UNIVERSITY *of* WASHINGTON

The Henry M. Jackson School of International Studies

April 22, 2019

To Whom It May Concern:

Pauli Sandjaja, Senior Lecturer and Southeast Asia Program Coordinator in the Department of Asian Languages and Literature, has requested an outside letter to support the Department's desire for a hire of a junior scholar who works on Southeast Asian languages. After reviewing the position description in the Department's most recent hiring plan, the Southeast Asia Center (SEAC) is highly enthusiastic about and supportive of the Department's plans for such a hire.

The University of Washington teaches six Southeast Asian languages in the College of Arts and Sciences (Vietnamese, Khmer, Indonesian, Burmese, Thai, and Tagalog) and yet, since the departure of Assistant Professor Kiko Benitez from the Department of Comparative Literature, the College can offer few content courses pertaining to any of these languages (Bich-Ngoc Turner, lecture in Vietnamese, occasionally has the opportunity to teach a content course). After extensive consultation with our own faculty, SEAC has prioritized expanding our faculty in the Arts and Humanities, with an emphasis on language. We believe that the Asian Languages and Literature Department's topical interests in new media, digital humanities, translation, popular culture, film, and literature will interest students curious about Southeast Asia, and a faculty member with such interests would be able to integrate well with other members of our interdisciplinary faculty. We are further pleased that the position description is for a junior scholar focused on and be able to speak a Southeast Asian language, teach about one or more of the eleven countries of Southeast Asia, and committed to participating in the activities of the Center. SEAC is dedicated to reaching out to underrepresented minority students on campus, especially those with a Southeast Asian heritage, and we would be excited if a new hire would join us in these efforts. SEAC is also willing to work with the Department on seed funding such a position.

Thank you for your consideration,

Celia Lowe
Professor of Anthropology and International Studies
Director, Southeast Asia Center
University of Washington



UNIVERSITY OF WASHINGTON

Department of Anthropology

Ben Marwick

Associate Professor
Department of Anthropology
University of Washington
Denny Hall 117, Box 353100
Seattle, WA 98195-3100 USA

Adjunct Curator of Archaeology
Burke Museum, Seattle

t. (+1) 206.552.9450
f. (+1) 206.543.3285
e. bmarwick@uw.edu

3 May 2019

Dear Dr Sandjaja,

I am an Associate Professor of Archaeology in the UW Anthropology Department. Most of my research and teaching is focussed on the eastern hemisphere, including several Southeast Asian countries. I teach a class on mainland Southeast Asian archaeology, and regularly conduct archaeological field research in this region. I have directed archaeological field schools for UW students in Thailand and Vietnam.

I'm writing to express my strong support and great enthusiasm for hiring an Assistant Professor in Southeast Asian linguistics, literature and culture in the Department of Asian Languages and Literature.

There is a small, but active and enthusiastic community of Southeast Asian scholars at UW, and the addition of another faculty would greatly increase our capacity to serve students and connect with the local community. The UW Southeast Asia Centre is a warm and welcoming community, and I'm confident would provide a supportive environment for this new faculty person to be productive in their research and teaching.

I am especially excited about the potential for connections between this new faculty person and my home Department of Anthropology. I can imagine collaborations including guest lectures between our classes, co-teaching and co-supervising students. I can imagine an opportunity for my students who are about to attend one of my field schools to attend a course on regional languages and cultures that this new faculty person could instruct. Their teaching will be an excellent complement to mine, and my study abroad programs. I could even imagine co-directing a study abroad program with this new faculty person.

I wish the Department of Asian Languages and Literature well in conducting this search. I'm looking forward to welcoming a new colleague with whom I can imagine so many productive collaborations.

Sincerely,

A handwritten signature in black ink, appearing to read "Ben Marwick".

Ben Marwick



UNIVERSITY OF WASHINGTON

DEPARTMENT OF HISTORY

Dept. of Asian Language and Literature
Univ. of Washington
Seattle, WA 98195

28 April 2019

Dear Colleagues:

I write to enthusiastically support the plan to hire a tenure track assistant professor in the area of Southeast Asian language and literature. I do so from a number of positions: as a professor of Philippine and Southeast Asian history; as scholar of translation studies; and as part of the Southeast Asian Studies Center at the Univ. of Washington.

Such a position, as it is currently advertised, would not only fill multiple needs in the university. It would help shape the future of both Asian Language and Literature and Southeast Asian Studies. For not only do we have a growing need to teach the languages of Southeast Asia at UW given the dramatically shifting demographics of the university population and the Northwest as a whole. If the person hired were also to have a scholarly interest in Buddhism, it would provide us with much-needed expertise in one of the most important areas of study in the region.

It is my sincere hope that we are able to go through with this hire. It would not only complement our existing strengths in Asian Studies; it would help considerably move us towards revivifying the Humanities at UW.

Sincerely yours,

Vicente L. Rafael
University of Washington
Dept. of History



May 2, 2019

To Whom It May Concern:

It is my great pleasure to write this letter offering my strongest support of Desiana Pauli Sandjaja's proposal to hire an Assistant Professor in Southeast Asian linguistics, literature and culture in the Department of Asian Language and Literature. This hire would connect very productively with other units at the University of Washington that offer courses on Southeast Asian history and culture--including American Ethnic Studies, Anthropology, History, Law and Music, to name several--while also bringing new ideas and areas of expertise to the table. This hire would be an asset to the Southeast Asia Center and its programs as well, and also to the population of Southeast Asian American students at this university.

If I may be of further assistance in this matter, please do not hesitate to contact me. My email address is csunardi@uw.edu.

Sincerely,

Christina Sunardi, Ph.D.
Associate Professor
Chair, Ethnomusicology Program
Adelaide D. Currie Cole Endowed Professor
University of Washington School of Music

Provisional Diversity Statement and Plan, Spring 2019
Department of Asian Languages and Literature, University of Washington

I. Principles and Vision

The Department of Asian Languages and Literature at the University of Washington values diversity, inclusion, equity, and multiculturalism as principles central both to its community (faculty, staff, and students) and to its curriculum and pedagogy. The department understands these principles in the following senses:¹

Diversity: Differences among groups of people and individuals based on factors including ethnicity, race, socioeconomic status, age, gender, language, religion, sexual orientation, abilities/disabilities, and geographical area, as well as differences of experience, viewpoint, ideas, and life experiences.

Inclusion: Inclusion refers to a community methodology that supports open and respectful discussion and acknowledges the many forms of wisdom in the room. While people may have differing perspectives based on their backgrounds and experiences, all feel welcomed, respected, and valued. Inclusion does not mean a lack of intellectual rigor; to the contrary, it means engaging in challenging learning conversations that respect differences. An inclusive community also strives to actively identify and eliminate barriers that have prevented the full participation of diverse and marginalized groups.

Equity: Equity refers to fair treatment of everyone without exception within the department's constituent groups—students, staff, and faculty. Faculty members should share teaching, scholarship and service duties fairly; faculty and staff should have employment processes that are fair and consistent; students should enjoy equitable access to resources and opportunities.

Multiculturalism: Multiculturalism refers to a particular approach towards cultural diversity within a society: the view that cultural differences should be respected and encouraged rather than minimized, erased, or silenced. Underlying this view is the belief that members of different cultures can live peacefully alongside each other; assimilation is not necessary, nor even desirable.

The department's commitment to these principles is grounded in its vision:

The University of Washington's Department of Asian Languages and Literature is a nationally and internationally renowned department engaged in teaching, research, and service with regard to representative languages and literatures of East, South, and Southeast Asia. The Department places particular emphasis on treating Asian languages

¹ These definitions are adapted from the University of Washington School of Law's "Strategic Plan for Diversity, Inclusion, Equity, and Multiculturalism":
<https://www.law.uw.edu/about/diversity>.

and literatures in a broad humanistic context, taking care to examine them with reference to the cultures and cultural traditions within which they exist and have developed.

The Department seeks to achieve an effective balance among its various activities. Through its language classes, it seeks to inculcate in students, both undergraduate and graduate, advanced abilities to utilize Asian languages for a multiplicity of purposes in a rapidly changing world. Through its courses on literature, culture, and civilization; the Department seeks to spread awareness of the contributions of Asia to the literary and cultural traditions of the world as a whole. And through its research, in areas as far-ranging as literature, linguistics, language pedagogy, philology, religion, epigraphy and paleography, and cultural studies; it attempts to increase knowledge about a geographical region that includes approximately forty percent of the world's population.²

II. The Department Community

Faculty

The faculty as a whole is demographically majority-minority. Of our 31 professors and lecturers, 19 (61%) are of Asian or Asian-American descent; the rest are White. With regard to gender, 20 (65%) are female. We regard this as a fairly typical profile for a department comprising the areas and disciplines we teach.

We do not have any African-Americans, Latinxs, Native Americans, or Pacific Islanders on the faculty. (This too is typical for a department like ours.) Moreover, when we examine data more closely, we see that the percentage of Asian and Asian-American faculty is much higher in the lecturer cohort (15 out of 17, 88%) than in the professorial cohort (4 of 14, 29%). The percentage of female faculty is slightly higher among lecturers: 8 of 14 (57%) among professors: 12 of 17 (71 %) of lecturers. When we look even more closely at the demographics among professors, however, we see that the percentage of Asian and Asian-American faculty has been increasing over the years, from 0% among full professors (N=4), to 33% among associate professors (N=9), to 100% among assistant professors (N=1). The same is true to a lesser extent with regard to women faculty, who represent 50% of the full professors, 56% of the associate professors, and 100% of the assistant professors.

Students (see Appendix for data)

Undergraduate: Generally speaking, the department has been contributing to UW's effort in attracting first generation students (current UW average: 32%) and female students (current UW average: 52.4%), and in particular, international students (current UW statistics: 16%). Relatively speaking, the department has enrolled many more Asian American students than students from other minority groups.

² For the full text of the department's statement of mission and vision, see <https://asian.washington.edu/mission-vision>.

Graduate: Over half of the enrolled graduate students were female, and over thirty percent of all enrolled students were international students. The department enrolled relatively few students from minority groups other than Asian Americans.

III. Goals and Action Items

While proud of the extent to which diversity is central to its history and identity, the department is committed to maintaining the diversity of its community, curriculum, and pedagogy; to deepening and supporting awareness of diversity as central to the department's mission; to identifying opportunities to deepen and strengthen departmental diversity; to establishing specific goals based on the opportunities identified; and to defining and carrying out actionable steps toward attaining these goals.

To these ends, the department will establish a standing diversity committee, charged with the ongoing review and implementation of the commitments described above. The committee will be appointed by the chair, and will report to the department faculty on a quarterly basis. Its initial tasks will be:

1. To update and keep current relevant data on departmental diversity.
2. To design, carry out, and analyze, with the assistance of the relevant college and university units, surveys for enrolled students, majors and minors, graduate students, faculty and staff. The aim of these surveys will be to gather further information about departmental diversity: strengths and weaknesses, different populations' perceptions, and opportunities for action.
3. To update and revise the department's diversity statement and plan. These will be developed with reference to the above survey and in consultation with the department faculty. After faculty approval, they will be posted on the department website. They will serve as the basis for the department's ongoing diversity efforts, and will be reviewed by the committee on an annual basis, or more frequently if needed.

Appendix: Student Data

The tables below provide data concerning all undergraduate students, undergraduate majors and graduate students in the Department of Asian Languages and Literature from AY 2014-2015 through AY 2018-2019. The data comprises the percentages of first generation students, female students, Pell grant-eligible students (undergraduate only), as well as percentages of race and ethnicity and the number of underrepresented minority students.

All undergraduates

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
First gen	30% (469)	31% (471)	30% (502)	32% (618)	30% (495)
Female	57% (890)	57% (867)	57% (938)	56% (1065)	55% (893)
Pell -eligible	25% (383)	24% (370)	23% (374)	23% (437)	21% (348)
African American	.5% (9)	1% (19)	1% (23)	1% (23)	1% (17)
American Indian	.03% (6)	-	.1% (3)	.6% (7)	.3% (5)
Asian American	37% (574)	34% (524)	34% (558)	35% (683)	34% (555)
Caucasian	21% (323)	21% (321)	21% (347)	19% (373)	18% (303)
Hawaiian/PI	.3% (6)	.3% (6)	.6% (11)	.3% (7)	.3% (6)
Hispanic	3% (54)	3% (47)	3% (55)	4% (71)	4% (60)
Two or more races	7% (103)	9% (142)	8% (132)	9% (175)	9% (145)
International	28% (434)	28% (435)	29% (487)	29% (554)	31% (511)
Underrepresented Minority (URM)	Data not provided.				

Undergraduate majors

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
First gen	41.2%	40.7% (37)	29.3% (24)	38%	40.2%

	(35)			(35)	(33)
Female	63.5% (54)	62.6 (57)	52.4% (43)	57.6% (53)	63.4% (52)
Pell -eligible	38.8% (33)	38.5% (35)	30.5% (25)	34.8% (32)	32.9% (27)
African American	-	1.1% (1)	-	-	1.2% (2)
American Indian	-	1.1% (1)	-	-	1.2% (1)
Asian American	43.5% (37)	38.5% (35)	30.5% (25)	30.4% (28)	26.8% (22)
Caucasian	29.4% (25)	37.4%(34)	39% (32)	35.9% (33)	37.8% (31)
Hawaiian/PI	-	-	-	1.1% (1)	2.4% (2)
Hispanic	1.2% (1)	4.9% (4)	4.9% (4)	2.2% (2)	2.4% (2)
Two or more races	5.9% (5)	6.6 % (6)	14.6 % (12)	9.8%(9)	7.3% (6)
International	17.6% (15)	9.9% (9)	7.3 % (6)	17.4% (16)	19.5% (16)
Underrepresented Minority (URM)	3.5% (3)	7.7% (7)	7.3% (6)	6.5% (6)	8.5% (7)

Graduate students

	2014- 2015	2015-2016	2016-2017	2017-2018	2018-2019
First gen	6.1%(2)	6.5% (2)	6.9% (2)	7.9% (3)	2.9% (1)
Female	57.6% (19)	58.1% (18)	58.6% (17)	63.2 (24)	50% (17)
African American	-	-	3.4% (1)	2.6% (1)	-
American Indian	-	-	-	-	-
Asian American	12.1% (4)	12.9% (4)	6.9% (2)	18.4% (7)	11.8% (4)
Caucasian	39.4% (13)	41.9% (13)	41.4% (12)	39.5% (15)	52.9% (18)
Hawaiian/PI	-	-	-	-	-

Hispanic	3.0% (1)	3.2% (1)	3.4% (1)	-	-
Two or more races		-	-	-	-
International	39.4% (13)	38.7% (12)	44.8% (13)	36.8% (14)	32.4% (11)
Underrepresented Minority (URM)	3.5% (3)	7.7% (7)	7.3% (6)	6.5% (6)	8.5% (7)

Section 24-55 Procedure for Salary Increases Based Upon Merit

Faculty at the University of Washington shall be reviewed annually by their colleagues, according to the procedures detailed in this section, to evaluate their merit and to arrive at a recommendation for an appropriate merit salary increase. Such reviews shall consider the faculty member's cumulative record, including contributions to research/scholarship, teaching, and service, and their impact on the department, school/college, University, and appropriate regional, national, and international communities.

The evaluation of a faculty member's merit and salary shall be arrived at after review of the individual's performance in relation to that of their colleagues and by comparison of individuals' present salaries to those of their peers. In evaluating a faculty member's eligibility for merit-based salary increases (Section 24-70, Subsections [B.1](#) and [B.4](#); Section 24-71, Subsections [A.1](#) and [B.1](#)) and for "market gap" salary increases ([Section 24-71, Subsection B.2](#)), the following procedure shall be followed.

- A.** In arriving at their recommendations for salary decisions the appropriate faculty, department (unit) chairs, and deans shall each consider the following:
 - 1.** The cumulative record of the candidate, taking into account the qualifications prescribed in Sections [24-32](#), [24-33](#), [24-34](#), and [24-35](#) for the various academic ranks and titles;
 - 2.** The candidate's current salary;
 - 3.** Documentation of the review conference required by [Section 24-57, Subsection D](#); and
 - 4.** Any documents produced under [Subsection H](#) of this section.

Salary recommendations shall seek to minimize salary inequities. Salary compression and other inequities, including those resulting from variations in the level of merit funds available over time, may be considered in making merit salary recommendations.

- B.** The merit and salary of each faculty member below the rank and title of professor shall be considered by the voting members of the department, or undepartmentalized college or school, who are his or her superiors in academic rank and title, and they shall recommend any salary increase which they deem merited.
- C.** The chair of a department, or the dean of an undepartmentalized school/college, shall consider the merit and salary of each full professor in his or her unit. Before forwarding his or her recommendations the chair (or dean in an

undepartmentalized school/college) shall seek the advice of the full professors according to a procedure approved by the voting members of the unit.

- D.** If the recommendation is a departmental one, the chair shall transmit it to the dean with any supporting data the dean may request. If the chair does not concur in the recommendations he or she may also submit a separate recommendation.
- E.** The dean shall review the department's recommendation and forward his or her recommendation regarding faculty merit and salary to the President.
- F.** The dean of each college/school shall review the record and salary of the chair of each department and shall recommend an appropriate salary increase to the President.
- G.** The President shall authorize the salary increases of the faculty, and of each dean.
- H.** At the option of the faculty member affected, and mandatorily in the event of two consecutive annual ratings of no merit (as a result of reviews under this section), the chair of the faculty member's department (or dean of an undepartmentalized school or college) shall, after consultation with the faculty member, appoint an ad hoc committee of department (or school/college) faculty superior (or, in the case of full professors, equal) in rank or title to the faculty member. This committee shall meet at its earliest convenience with the faculty member and review more fully the record and merit of that faculty member.

The committee shall, upon completion of its review, report in writing the results to the faculty member and to his or her department chair (or dean in an undepartmentalized school/college) and the committee shall advise them what actions, if any, should be undertaken to enhance the contributions and improve the merit ranking of this colleague, or to rectify existing misjudgments of his or her merit and make adjustments to correct any salary inequity. The faculty member may respond in writing to this report and advice within 21 calendar days to the department chair (or dean) and committee (unless upon the faculty member's request and for good cause the response period is extended by the chair or dean). The committee's report and advice, the faculty member's written response (if any), the response by the chair, and any agreement reached by the faculty member and the chair shall be incorporated into a written report.

Section 13-31, April 16, 1956; S-A 58, May 16, 1978; S-A 75, April 6, 1987; S-A 82, November 21, 1990; S-A 99, July 9, 1999; S-A 124, July 5, 2011: all with Presidential approval. [See also Executive Order [No. 45.](#)]

Merit Review Procedures
Department of Asian Languages and Literature
University of Washington, Seattle

Draft for Faculty Discussion (No Vote), November 1, 2019

(Although phrased *prescriptively* (“shall”), the following document is merely *descriptive*; it reflects the current procedure for conducting merit reviews and may be revised or maintained as the faculty see fit, subject to the *Faculty Code* and to the approval of the dean of the college, at which time it will become a prescriptive document. --PA)

We hereby establish the following procedures for merit reviews, which shall be followed by the department chair and all faculty members in conformance with Section 24-55 of the *University of Washington Faculty Code*, “Procedure for Salary Increases Based on Merit.”

1. Submission of Activity Reports

The merit review procedure shall begin with the submission of annual faculty activity reports, which shall be due in early spring quarter on a date and in a format determined by the chair. The report shall cover the previous spring, summer, autumn, and winter quarters.

2. Appointment of Evaluators

After the activity reports have been submitted, the department chair shall appoint faculty members to evaluate the merit of colleagues of lower rank, with the exception of professors, who shall be evaluated directly by the chair. Regardless of which rank the chair holds, s/he shall be evaluated by the dean of the college. The identity of evaluators shall not be disclosed to the person being evaluated. Evaluators who have a pertinent conflict of interest shall decline the assignment.

3. Updating faculty files

Faculty members being evaluated shall be advised that they will be reviewed, and given sufficient time to ensure that their files are up to date. Normally this period will be two weeks or more.

4. Documents for review and access

The documentary basis of the review shall be the current *curriculum vitae*, annual reports for the past three years, peer and student teaching evaluations for the past three years, teaching materials for the past three years, and cumulative publications. These materials shall be made available to the evaluator digitally by department staff.

5. Report and recommendation

After the person evaluated has had the opportunity to update the file, the evaluator shall be given access to the file and produce a written report. An in-person meeting shall not be conducted; the file shall provide the sole basis for the report. The report shall

include a recommendation by the evaluator as to whether the person evaluated should be considered meritorious, using one of the following categories: *High Merit*, *Merit*, *Low Merit*, or *No Merit*. The report shall be submitted in hard copy to the department office and signed or initialed by the evaluator.

6. Scheduling review meetings

The department chair shall schedule merit review meetings at which the merit of each faculty member, except professors, shall be discussed by eligible voting faculty members holding a higher rank.

The meetings shall be scheduled so as to permit the pertinent faculty members sufficient time to read the written merit reviews in advance of the meeting, normally one week or more. In general, the merit of associate professors and assistant professors is discussed at one meeting, and the merit of principal lecturers, senior lecturers, and lecturers is discussed at another, but these discussions may be grouped as appropriate at the discretion of the chair. When multiple ranks of faculty are discussed at a single meeting, it is most efficient to discuss faculty members in reverse order of rank, so that faculty members may be excused in turn when their rank is up for discussion.

7. Conducting review meetings

Review meetings shall be conducted in person with the department chair presiding. The evaluator shall summarize the report and present the recommendation. Those present shall discuss and vote by secret ballot. Absentee ballots shall not be permitted. Persons with conflict of interests shall recuse themselves from the discussion and vote. The ballot shall include the categories *High Merit*, *Merit*, *Low Merit*, *No Merit*, and *Abstain*. The role of the chair shall be to listen to and guide the discussion. The chair is entitled to vote as an individual faculty member, but may exercise her/his right to abstain from voting. The chair shall take written notes of the discussions and votes, including the vote counts, and deposit the signed notes in the personnel files of the department.

8. Evaluation of professors

Full professors shall be evaluated by the chair, based on a review of their files.

9. Chair's recommendations

The chair shall transmit the recommendations of the faculty to the dean of the college. Drawing upon the candidates' files, the reports and recommendations, and, if applicable, the merit review meetings, the chair may make confidential recommendations to the dean regarding the merit of each faculty member, indicating whether in her/his opinion the faculty member is meritorious and suggesting a specific salary increase.

10. Basis for evaluations of merit

In developing recommendations, evaluators and voting faculty members are free to consider any legitimate measure of merit in teaching, research, and service, as applicable. Evaluations are cumulative, not based on the current year alone, and may take into account such factors as salary compression, salary inversion, and equity.