



Department Faculty Meeting
Friday, November 3, 2023, 3:30pm

Location: Denny 213, remote option on Zoom: <https://washington.zoom.us/j/93851319530>

Ahmad, Arkham, Atkins, Bahrawi, Bhowmik, Choi, Dubrow, Handel, Iwata, J. Kim, Ma, Mack, Marino, Matsuda, Nishikawa, A. Ohta, K. Ohta, Pauwels, Rominger, Takeda, Turner, Van Scoyoc, Wang, Won, Yu, Zielonka

Minutes

I. **Call to Order**

3:32pm

II. **Presentation:** Office of Community Standards and Student Conduct (Jessi Benveniste) *3:30-4:00*

- Educational process in place grounded in WAC legislation (compliance).
- There is no tool to detect use of ChatGPT in students' work.
- UW can ask for postings to be taken down from websites like Chegg or CourseHero.
- Reporting process is an online form; requires syllabus.
- The PowerPoint presentation will be circulated to department faculty.

III. **Vote:** Approval of Minutes (October) (*standing item*; Handel) *4:00-4:05*

4:14pm

Minutes are approved.

IV. **Discussion:** Five-year hiring plan (Handel) *4:05-4:35*

- Presentations by program representatives
- Appendix 1 (list of proposals; see Google Drive for details)

Zev: Goal is not to make a final decision today, but rather to hear the proposals made by the various programs so between this meeting and the next we can come to an agreement on the motion that we will vote on. We may do an informal survey between this meeting and the next meeting. The Executive Committee will look at that data to draft a motion. The department is already committed to the Telugu hire. We have two proposals,

and we will start with the simpler one, the Chinese program's proposal. Chris is in Hong Kong so Ping will present.

Ping: The main brain behind this hiring proposal has been Chris. As a program, we've discussed this for almost three years and this draft was initiated by Chris. We've all had the chance to review and provide feedback. We will have more opportunities to discuss when Chris is back.

We are looking to hire an Assistant Professor of Chinese—that is the closest position name but the more accurate term to use is Sinetic. We are really talking about a wide range of language groups, cultural groups—beyond the People's Republic of China. Chinese is really not the right term to use. In the past 20 years, this has become a well-established field in North America. We have scholars in this field who have become influential, for example, scholars at UCLA and other east coast universities. We feel that it is important for us to embrace this new, cutting-edge field. The scope of the proposed position would expand the geographic and cultural purview of what we currently cover in our program. We are looking to make connections with other campus units such as China Studies, Taiwan Studies, Cinema and Media Studies, and Simpson Center.

Zev: We'll move right on to the next presentation and will open the floor to questions afterwards.

Nazry: Vietnamese program seems quite healthy. Dean Reed has expressed support for funding a Vietnamese position. For Khmer, we currently have a temporary lecturer funded through the Center for Southeast Asia and Its Diasporas. That funding will last for two years. The Center can probably propose seed funding for a couple of years, but we would need to think about a permanent solution afterwards. The third position is kind of our wish list position. I've received questions regarding what is sound studies. (reads description of field). It's a fairly new field, if you would like to learn more about this field I will refer you to my former colleague Setsuko Yokoyama. It's not that we don't want someone working in literature, it's just that we would like to focus on these other fields.

Zev: There are two questions to consider: do we want to ask for the Vietnamese Teaching Professor position now? Then we have the question of how we want to build the SE Asian program, and how these two positions would prioritize against the Sinophone position that we've had in our hiring plans for a while.

Faculty 1: Thank you to Ping and Nazry for presenting. The description of the position sounds a lot like Yomi Braester in CMU. The question I have is, and certainly the Deans will have too, can someone speak to whether this position would be replicated or duplicated of Yomi's position?

Zev: Ping, do we need to wait for Chris to answer this question?

Ping: I think we should wait for Chris but we should discuss the difference between China and Sinophone. I hope I'm not misrepresenting Chris, but I believe Sinophone means outside of mainland China.

Faculty 2: I'm trying to understand this "Sinophone"—aren't we discussing all "Chinese" things, dialects, etc.?

Zev: It's literature in Chinese but not in the mainstream, traditional history of Chinese literature. It might be produced by Chinese-speaking communities anywhere in the world, and is viewed through a different lens.

Faculty 2: Would an example be an English-language book where the characters are speaking Chinese but the dialog is all rendered in English?

Faculty 3: No, that wouldn't count. Sinophone is not a great term. But it's basically all the permutations that involve Chinese-language literature. It's actually not just outside of China, it can be different communities in China. It's not, for example, ethnic Chinese diaspora literature written in English.

Faculty 4: Does the Chinese program have a vision of what two or three successful candidates look like?

Ping: Shu-mei Shih at UCLA might be a good example.

Davinder: Just want to mention that at the Chairs' meeting this morning, Brian Reed mentioned that the new Provost will scrutinize the data — course enrollments and so on — to a degree unlike what the College has seen before. I don't know how we get estimates on course enrollments for courses that have never been offered.

Zev: We can look at data from other schools.

Nazry: There are Chinese communities in SE Asia. My work sometimes intersects with Sinophone literature. These connections should be part of the proposal as well.

Faculty 5: Is this an opportunity to bring another Chinese language into the program? Hokkien, Hakka, Cantonese... Cantonese is spoken by so many people over the world.

Zev: The person we hire might work in one of these literatures, but there's no way we could run a language program in, say, Cantonese with just one tenure-line faculty. Not even a single full year.

Faculty 6: Will this be perceived as potentially a political move? Something viewed as counter to the PRC?

Ping: I can't speak to that.

Faculty 3: I don't see how it would be seen as political and would ruffle feathers unless it's a specific Taiwanese class.

Zev: We already have a Taiwan Studies program at UW. Any feathers to ruffle have already been ruffled.

Zev: One question that we have is how we want to rank the relative importance of a tenure-line hire in Chinese with a tenure-line hire in Southeast Asian. Now that we've hired a second tenure-line professor in Korean, SE Asian is the only program in the department with one tenure line position. The question is do we want to grow

this program and put it on equal footing? I think hiring Nazry signaled that the department wants to move in this direction, but this is our opportunity to make clear if we wish to continue.

V. **Announcements** (*standing item*; Handel) 4:35-4:40

- Title IX training; graduate students at AAS; library display (Heidi)

Zev: The university has made the new Title IX on-line training program mandatory; for promotion cases this year I have to submit evidence of training completion. If you haven't completed the training, you can expect to get increasingly vocal reminders from the university.

AAS will meet in Seattle in March, which is an excellent opportunity for our graduate students. Ten of our students have registered; our department is paying for their registration. If you think your students would benefit to go, then please let them know.

Heidi: I'll give an update on the search before commenting on the library display. November 1 was the deadline for the Hindi position. We have 23 applicants and quite a few very good ones. We are meeting on November 9 to come up with our long-list and ask for further materials such as teaching videos. We'll then whittle down to a short list.

My students Anjali Yadav has just acquired her MA. We have put together an exhibition in Allen Library.

VI. **Updates** (*standing item*; Handel) 4:40-4:45

- Summer Sessions budget and instruction
- Courseload reduction plan and temporary lecturers
- Search for assistant teaching professor of Hindi (Pauwels)

Zev: Summer Sessions continues to be an enormous challenge. We projected to make a profit in summer 2022 and we ended up in the red again because of enrollment drops after we'd decided which courses to run in May. There is a limit to how long the College will let us build up debt until there is a reckoning. Other Chairs are concerned about offering language courses; the budget model makes it very challenging.

Courseload reduction plan has been successful, initial data suggests you've all done a great job keeping our overall department enrollments up even as teaching loads have shifted. One thing that is not in the courseload reduction guidelines is temporary lecturers. They don't do service, they do not have the same duties as other faculty, so they should have a higher courseload than teaching professors. There are no guidelines and we should have guidelines for myself and future chairs in hiring temporary lecturers.

VII. **Discussion and Vote:** Department EJI (formerly DEI) statement (Sandjaja) 4:45-5:00

- Appendix 2

Last June, the committee drafted the statement. Pauli is not here so Ted will present.

Ted: The statement remains almost unchanged from the statement you saw in June. Our department was tasked with writing the statement, which was a daunting task. We wanted it to be heartfelt and sincere and encompass a variety of positions and remain meaningful. The only concern that was raised in June was the meaning of “diversity”: what constitutes diversity and shouldn’t we define it. When DEJIA became EJI at the College level, this solved the problem for us because EJI still encompasses the concepts we supported.

Faculty 1: [To another faculty member], was it difficult to get your courses approved for DIV?

Faculty 2: Grouped together with other courses early on so it may have been easier.

Faculty 3: Did it have a domestic element? They used to insist it be connected to the US.

Zev: This is shifting. There may be an opportunity for us to get DIV credits now. We need to look into it. Because we are out of time, we will hold any further discussion and vote on the Diversity Statement at our December meeting.

VIII. **Discussion and Vote:** Establishing ad-hoc committee on department by-laws (Handel) *(if time)*

- Appendix 3

This item is postponed until December.

IX. **Adjournment**

5:04pm

Appendix 1: Proposals for 2024-2030 Hiring Plan (submission in December 2023)

Department obligatory request

Assistant Professor of Telugu (to hold the endowed chair in Telugu Studies from Autumn 2025)

Chinese Program request

Assistant Professor of Chinese specializing in Sinophone literature and culture

Southeast Asian Program requests

Year 1 - Assistant Teaching Professor of Vietnamese¹

Year 3 - Assistant Teaching Professor of Khmer²

Year 5 - Assistant Professor of Southeast Asian visual cultures, digital cultures, media studies, sound studies, religious studies, film or literature (focusing on Mainland Southeast encompassing the nations of Cambodia, Thailand, Laos, Burma and Vietnam)

Further documentation is available on Google Drive [here](#).¹

- The two program proposals
- The endowment agreement for the chair in Telugu
- The College's guidelines and criteria for position proposals
- A folder containing our five-year hiring plans for the last three years

Additional Information

¹Because of growing demand for Modern Vietnamese language courses, the College of Arts and Sciences approved AL&L's request for a full-time teaching professor of Vietnamese beginning in the 2020-2021 academic year. The colleague we hired, Yen Kim Nguyen, resigned at the end of her three-year term in June 2023. The Program's requested position can be considered a replacement. The College has granted "bridge" funding this year to hire a temporary full-time lecturer in Vietnamese language, and I expect they will continue to provide this funding in 2024-2025. Autumn 2025 is the earliest possible start date for a permanent teaching professor.

²The current Khmer instructor is funded entirely through a Title VI grant under the Center for Southeast Asia and its Diaspora (CSEAD), housed in the Jackson School of International Studies. Khmer language instruction is transitioning into AL&L this year and should be fully housed here starting Autumn 2024. The instructor's salary will continue to be paid for by CSEAD through Spring 2026. As long as CSEAD continue to be awarded a Title VI grant every four years, and continues to request and receive funding for a Khmer instructor, we can offer the language with a full-time lecturer paid for by CSEAD. However, for long-term stability, an assistant teaching professor would be preferable. When it is time for CSEAD to apply for the next Title VI grant, AL&L could work with CSEAD and the College of Arts & Sciences on an agreement to have Title VI money seed a position that could later be picked up by the College.

¹ <https://drive.google.com/drive/folders/1rLIZF57C8aE6oPURsnoP7ZHZgZGVYYqN?usp=sharing>

Appendix 2: Department EJI Statement

EJI Statement Draft **Department of Asian Languages and Literature**

The Department of Asian Languages and Literature's core academic mission, to deepen and spread understanding of the languages and cultures of Asia, is directly related to the goal of an expanded worldview that does not privilege any select group of individuals over others. Such a commitment on its own, however, does not guarantee a commitment to Equity, Justice, and Inclusion (EJI). The history of our academic field is marked by problematic approaches to the study of Asia (see the critique of '[Orientalism](#)'). Similarly, the local history of Seattle, which includes [redlining](#), the [internment of Japanese Americans](#) during World War II, and [on-going hate crimes against Asians](#) shows that much remains to be done. We believe that our department can and should play a role in this work.

The department's faculty, therefore, commits to the inherent value of Equity, Justice, and Inclusion as defined by the University of Washington's [College of Arts and Sciences](#), and to the larger project implied by a commitment to EJI: to spread awareness of, and to work to overcome, the unjust structures in society that perpetuate privilege, exclude underrepresented communities, and reproduce discriminatory practices. You can also read more about the College's [Vision and Action Plan](#) for Equity, Justice, and Inclusion.

Concretely, our department is committed to:

1. Working to make students, staff, and faculty from all backgrounds feel welcome and supported in our department;
2. Increasing the diversity of our student body, faculty, and staff;
3. Expanding accessibility of our course offerings and course content (for example, through [DOIT](#));
4. Circulating information about University EJI-related resources;
5. Increasing EJI-related content in our courses, lectures, workshops, and other scholarly and instructional activities.

In relation to item 5 above, the following departmental course offerings fulfill the university's [diversity general education requirement](#) (DIV):

(This is a placeholder for EJI-themed courses offered by faculty members)

Appendix 3: Ad-hoc Committee on Department Bylaws

References

- Bylaws are a *set of rules adopted by an organization that govern its administrative structure and regulate its affairs*. These rules operate within the framework of Faculty Code and University and College regulations.
- Current AL&L policies (mistakenly called “bylaws”): <https://asian.washington.edu/bylaws-and-department-policies>
- Sample bylaws at UW departments
 - [Slavic](#)
 - [Mathematics](#)
- Random sample bylaws at some other institutions of higher learning:
 - [Florida State University](#): contains a link to a Template for department bylaws
 - [Loyola University of Chicago Department of English](#)
 - [Massachusetts Society of Professors](#)

Background

The Department has a set of policies that have been approved by the faculty over decades that govern some of our procedures. These policies are not comprehensive, are not well structured, and in some cases are out of date or inconsistent with our practice. Many aspects of our departmental organization and governance are not explicitly defined, which can lead to uncertainty about duties, responsibilities, and roles of individuals and committees.

Justification

Department bylaws, approved by the faculty, would streamline our processes, eliminate sources of dispute among faculty, and ensure consistency regardless of who is serving in leadership roles in the department.

Charge

The committee will first survey bylaws at other institutions, with particular attention to UW departments. They will create an outline of department bylaws, and contact individual faculty or committees for appropriate content to slot into different sections. They would bring questions or concerns to faculty on a rolling basis, through regular updates at faculty meetings. A draft should be completed by May if possible.

Membership

The committee will have at least three members, all of whom have experience with department governance and department processes. Tenure-line and instructional-line faculty will be represented, and at least two department programs will be represented.