



Department Faculty Meeting
Friday, December 8, 2023, 3:30pm

Location: Denny 213, remote option on Zoom: <https://washington.zoom.us/j/96190545399>

Ahmad, Atkins, Bahrawi, Bhowmik, Cao, Cho, Choi, Dubrow, Hamm, Handel, Iwata, J. Kim, U. Kim, Ma, Mack, Marino, Matsuda, Nishikawa, K. Ohta, Rominger, Sandjaja, Takeda, Turner, Van Scoyoc, Wang, Won, Yu, Zielonka

Minutes

Note on format of minutes: Faculty members are anonymized except when they are speaking in an official capacity (department chair, committee chair, committee member, program coordinator, proposer of a motion, etc.). The numbering (Faculty 1, Faculty 2, etc.) restarts in each discussion.

- I. **Call to Order 3:33pm**
- II. **Vote:** Approval of Minutes (November) (*standing item*; Handel) 3:30-3:35

Minutes approved.

- III. **Discussion and vote:** Five-year hiring plan (Handel) 3:35-3:55
 - Responses by programs to questions raised at last meeting and on the survey
 - Appendix 1 (survey results; proposed motion)

Hiring Plan

Zev: Let me first clarify two things that can be confusing based on the comments that came in through the survey. First, the hiring plan is called a 5-year hiring plan, but we redo it every year. It's like a rolling hiring plan with two parts: one part with the positions we are requesting now to start the search for this spring or summer (College will say yes or no); everything else we say we want beyond this year is not something the College will say yes or no to and we can revise. The reason why we have the second part is that (1) we can clarify our thinking about our future direction in a deliberate way and; (2) the College can see that the positions we are requesting right now are part of a coherent plan for the future. What we choose to request right now is very important. The things we want later are less important in that we're not bound to them in future years, we can change our minds. The second thing I want to explain is the situation with Khmer (Cambodian). Khmer has been taught at UW for about eleven or twelve years with funding from the Title VI grant that the CSEAD has received every four years (current cycle I believe has two more years). They've gotten money in each of the grant cycles to fund a Khmer instructor. This year Khmer is transitioning administratively to our department but the funding continues to come from the Title VI grant. What it means for Khmer to come into our department is that we will have a Khmer

prefix and we will provide oversight and quality control, which Pauli has already started doing as the SE Asian Language Program Coordinator. It is quite possible that CSEAD will continue to request money for Khmer in its Title VI grants far into the future, but it is also possible that the Center will discontinue requesting money for Khmer or not receive funding for it. Without permanent funding, there is a possibility that the Khmer position and language program will disappear one day, that is reasoning behind asking for an Assistant Teaching Professor position. One option we might have for requesting the position is to ask CSEAD to fund the position for a few years in the next grant cycle, and ask the College to pick up the position after that.

Only a little more than half of the current faculty (17 people) filled out the survey. All 17 said yes to the Vietnamese teaching professor position. For the Khmer teaching professor: 13 yes, 1 no, 3 no opinion. SE Asian tenure-line professor: 13 yes, 2 no, 2 no opinion. Sinophone tenure-line professor: 11 yes, 4 no, 2 no opinion. More positive interest in the SE Asian position; but of the people who said yes to both tenure-line positions, there was more interest in the Sinophone position. So it's not clear that there is a strong sentiment for prioritizing one over the other in our future planning.

Nazry: We are thinking of the SE Asian tenure-line position in the long run and want to put it in our plan for consideration. We're not requesting it this year, and it doesn't have to be higher or lower priority than the Sinophone position.

Pauli: I would add that this position—we request the position to have continuity to provide service to heritage students (Khmer especially) and Vietnamese (which has both non-heritage and heritage enrollment).

Chris: Just looking at some of the comments on the survey, there may be some overlap in that there is the possibility that to some extent one position (SE Asian or Sinophone) could offer content that is relevant to the other.

Zev: I'd like to raise this motion for consideration.

Faculty 1: Clarification question: Is it Assistant Professor or Assistant Teaching Professor of Telugu?

Zev: Assistant Professor. This is an endowment funded tenure-line position in Telugu Studies, not a language teaching position.

Second from Ted

Faculty 2: At the last meeting the Sinophone position was discussed. I asked how this would differ from Yomi's position in CMU. Can someone from the Chinese program address this?

Chris: There is a revised version of the proposal that speaks to this question briefly. The way we envision this position is that this is someone whose Sinophone research is grounded in literary texts and linguistic study—squarely connected with what others do in our department. Yomi is primarily media studies, film in particular, though he may have one course with “sinophone” in the title.

Faculty 1: I looked up Yomi’s course offerings after our last meeting. He doesn’t teach any literature—he teaches mostly film and lots of introductory film studies type classes.

Faculty 3: I think it is great to have someone teaching Sinophone content courses with some overlap in SE Asia. There is a lot of connection, in sociolinguistics, between the languages.

Faculty 4: Khmer may be moving into our department but what about Thai and Burmese? What is the rationale between language offerings between our department and the Jackson School? Are other languages in the pipeline?

Zev: We used to teach Thai in our department. When the instructor retired, the College said they would not renew the position. Thai and Burmese, both once taught by our department, have both been taught off and on by JSIS funded by temporary money from grants. Tagalog, also once taught by our department, is now with American Ethnic Studies. It’s a good question to ask. When Paul was Chair, there was a discussion at a faculty meeting and it was the strong preference of the faculty to that these Asian languages be taught in our department... We thought it would be good to start the transition with one language. Khmer has the highest enrollment of these languages and also in terms of the demographics of the region has the strongest likelihood of continuing to see high demand. It is also the language that created the biggest headache in terms of scheduling for JSIS. If Khmer is successful, we can use it as a model to see if we can get Thai and Burmese to move here as well, with the cooperation of CSEAD and JSIS.

Pauli: Our department is the natural place where these languages belong. But the enrollment (Khmer has healthy enrollment—15 for first year is quite healthy) is a point of consideration. So are connections with other faculty. Jenna Grant is a tenure-track professor in Anthropology who researches on Cambodia and as far as I know we do not yet have anyone now at UW whose research area is Thai. This is why we prioritized Khmer. We hope in the future, in the long run, this will connect island SE Asia with mainland SE Asia in the scope of our teaching and research.

Vote on hiring plan statement.

Yes 23, No 0, Abstain 1

Motion passes.

IV. **Announcements** (*standing item*; Handel) 3:55-4:00

- January 20 EIJ workshop (Nishikawa); Faculty retirement; New administrative assistant

Itsuko: I just emailed all of you about an EIJ workshop funded by our department and the College; lunch will be provided. The speaker is the head of diversity at AATJ but the content is not specific to Japanese language instruction. I encourage all of you to attend and to encourage TAs and graduate students to attend.

Zev: Nandini has formally announced her intention to retire at the end of this academic year. Though she is not a permanent faculty member, she has been with us for many years as a colleague. She has taught a full course load and provided service to the S Asian program. We will certainly miss her. We will be working with South Asian program faculty to find a replacement instructor for the remaining two years of the grant and then working with the South Asia Center to decide if Bengali should be offered in the future beyond the current grant cycle.

We have made an offer for the administrative assistant position and it has been accepted but we are in the background check phase. We are hoping that starting January 2 we will have a stable and full staff.

A faculty member reached out and asked me to address gun violence and safety in light of the recent shooting at the University of Nevada. UW Police has a very detailed plan regarding such situations. SafeCampus can come and provide training but I also learned that it can be more traumatizing for some people after the training. If you have any ideas or concerns, please speak to me. I will circulate some information that I received from Dean Reed.

V. **Updates** (*standing item*; Handel) 4:00-4:10

- Search for assistant teaching professor of Hindi
- Asian Languages and Cultures graduate track admissions
- Anu Taranath workshops
- Merit review procedures

Zev: I have an update from Heidi, who is away attending a conference today, on the search for an Assistant Teaching Professor of Hindi. The committee decided on a long list and asked those five candidates to submit teaching videos. We have so far received three videos and will get the other two soon. After the committee evaluates the videos we move forward with interviews of a short list. It is still to be decided whether we will have remote/zoom interviews and how much it would cost to bring someone to campus for in-person interviews.

Update on the ALC track for graduate study—of the applications we've received so far, Kirk reports that about half are for the ALC track. Future ALC track graduate students will have committees comprised of faculty members from our various programs. One concern is how to make sure these students are supported in the same way as students in our regular program tracks. One idea is to task the program of

the primary advisor of the student with advocating for that student. If Nazry, Heekyoung, or Ungsan become primary advisors to students then the Korean and SE Asian Programs will have to start carrying out the same administrative responsibilities as other programs, like annual spring reviews of graduate students.

An update on the workshops with Dr. Anu Taranath. We received only enough funding from the College for these workshops this quarter. We have received very detailed oral feedback so far; Dr. Taranath will provide a detailed and confidential written report hopefully by the end of the quarter that I will distribute to all of you in early January, and we can start to address issues that arose and work to improve the department. I would like to take the report to the College to show them that this is a good use of money, so we can get Dr. Taranath's help in the next phase of these efforts.

I've heard from many of you that you are unhappy with our current merit review procedures. There is a sense that the way we use the merit review reports is arbitrary and not necessarily generating useful feedback—even while the process creates an enormous burden on reviewers. I plan to explore revising merit review procedures and may reach out to you in winter quarter for feedback.

VI. **Discussion and Vote:** Department EJI (formerly DEI) statement (Sandjaja) 4:10-4:25
• Appendix 2

Pauli moves to adopt the statement drafted by the EJI committee.

Second from Jennifer.

Faculty 1: The links in the document didn't work. I suggested a couple of meetings ago to include the definitions of all of the terms.

Pauli: We followed the College's change from DEI to EJI. Any further questions should be directed to Maya Smith or the Chair.

Ted: We felt that the core values that "diversity" captured for us are present in the formulation of EJI.

Zev: In the meeting last week with the Deans, Dean Harris and Dean Smith said that the reason Diversity had been removed from the College's DEIJ language was that increasingly, diversity was being misused to increase representation but in a way that promoted or retained inequality. A diverse student or faculty body in which there are inequalities of status and privilege is not a goal of the College. They made clear that it is fine if departments want to retain the word Diversity. It's up to each department.

Faculty 2: What is the motivation for this statement beyond PR?

Pauli: I do not have the information to answer that question. I would suggest that we may want to invite Maya to answer that question.

Zev: I was the one who asked the Committee to prepare a statement for our department. It's not a policy, but a statement of our collective values and aspirations that is meant to inform how we go about our work of teaching and research. I feel that it's very important that the department have a public-facing expression of our values that we can all refer to as we carry out our work. Drafting and discussing this statement is a process that helps us consciously formulate and think about those values. Publicly endorsing this statement and putting it up on our web site is a signal to the outside world that these are our values and to hold us accountable.

Faculty 2: Any new job application requires a diversity statement. I don't understand it.

Zev: The diversity statement that goes with job applications is a separate issue from this statement. It is something that people struggle with, both applicants and the departments that read them. But I think with time we will all become more comfortable with them. Teaching statements used to bedevil people years ago.

Ted: Writing a statement of collective values is very different from writing a statement of individual values. Our committee is trying to come up with something that we can all subscribe to. In terms of things being in flux, I think this is a strength. This is a first attempt by the department to say something about its shared values.

Faculty 3: This is a living document. It can be modified.

Faculty 4: I'm specifically concerned that an uncharitable reader could interpret the second line as a violation of hiring laws and practices.

Zev: This is not a policy, as a statement of values it doesn't mandate any particular mechanism for hiring ...

Gian moves to amend the statement, replacing the second bullet point with "attracting and retaining a diverse student body, faculty, and staff" to mirror language on the College web site.

Chris second

The motion to amend the statement passes by a show of hands.

Faculty 5: This statement is long overdue and I'm glad we are moving forward.

Vote to adopt the statement:

Yes 23, No 0, Abstain 2

Motion passes

VII. Discussion: Faculty Meeting times (Handel) 4:25-4:35

- Regular meeting time was moved from Wednesdays 3:30 to Fridays 3:30 in Autumn 2010
- Moving meetings back to Wednesday afternoons was discussed and rejected on March 13, 2015

Faculty 1: Is it possible to move to an earlier time on Fridays?

Faculty 2: I experienced more student time conflicts with scheduling my language classes in the morning, so I now have some classes early afternoons, including Friday. Although I share everybody's feelings about meeting on Fridays at 3:30pm, it will be quite difficult for me to move my classes to an earlier timeslot. But this is just my individual situation.

Faculty 3: I'm not seeing a lot of classes in the afternoon for Chinese and Japanese, and tenure track faculty are teaching fewer graduate seminars. We don't have many classes Tuesday and Thursday afternoons.

Faculty 4: For teaching faculty we can generally find more free time in our schedules on Tuesdays and Thursdays.

Zev: I will take all these suggestions and considerations, and look at our department's courses on the time schedule. Then I will come back to you with information about what kind of conflicts would be involved with moving our meeting to Wednesday afternoon, Thursday afternoon, earlier on Friday, and over a noon hour.

VIII. Adjournment

5:00pm

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

Proposed Motion

The Department faculty recommends that our annual five-year hiring plan prioritize the **immediate hire** of an assistant teaching professor of Vietnamese and an assistant professor of Telugu. Over the **next five years** we also seek to hire an assistant professor of Sinophone literature and an assistant professor of Southeast Asian literature and/or culture. With Khmer moving from the Jackson School into AL&L, we affirm the need to **eventually** convert the current grant-funded lecturer position into an assistant teaching professor position in order to ensure continuity of instruction.

Background Information

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

[Note that this position has been in our hiring plan every year since Autumn 2020.]

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)

Survey Results

Responses: 17 (of 30 permanent faculty)

Vietnamese teaching professor: 17 yes

Khmer teaching professor: 13 yes, 1 no, 3 no opinion

SE Asian tenure-line professor: 13 yes, 2 no, 2 no opinion

Sinophone tenure-line professor: 11 yes, 4 no, 2 no opinion

Of the eight who responded Yes to both tenure-line positions:

Prioritize SE Asian: 1

Prioritize Sinophone: 4

No preference: 3

There were five comments:

- I wonder if the demand for Khmer can be satisfied with a part-time hire? Or if full-time, if 2nd and 3rd year can be combined into one course, taught for two instead of three quarters per year, and hire someone who also can teach a content course about SE Asia? I think it is important that our faculty teach a larger number of students per year. A Khmer-related content course in the area of the teaching professor's specialization also can serve as a bridge to the language program.
- As the SE Asian program has expressed an interest for the post to be hired in 5 years, I have prioritized the Sinophone post. However, it would be good if the Sinophone hire can teach some Southeast Asian content in the form of Chinese literature from Singapore and Malaysia so that the SE Asian program can expand its course offerings.
- At this point it is definitely premature to commit to a permanent position for Khmer as enrollments are not impressive. It seems that we are getting ahead of ourselves: a tenure track position should come first, then, when there is a faculty member who can supervise students with serious interest, and if more robust enrollment for the language class can be demonstrated, we can consider another teaching professor. We want to be careful not to spread ourselves too thin.
- 1. Vietnamese and Khmer classes have been running for years and have served the needs of both heritage and non-heritage students. Therefore, it is urgent to ensure staffing stability for both Vietnamese and Khmer language programs. 2. The Southeast Asian program has demonstrated promising prospects for development. To elevate the program and eventually offer a major, securing a second tenure-track position is crucial. This step will also facilitate stronger collaboration within the department and beyond.
- I think we need to see more evidence of student demand for SE Asian studies in order to make a compelling case to the College.

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 3a: Draft Department Guidelines for Promotion to Associate Teaching Professor

Guidelines and Expectations for Promotion Reviews for Teaching Professors: To Associate Teaching Professor

Drafted by an ad-hoc committee consisting of Itsuko Nishikawa, JungHee Kim, and Akiko Iwata.

The College of Arts and Sciences has general guidelines for [promotion and tenure](#). The general guidelines for promotion found in Faculty Code sections [24-32](#) and [24-34.B](#) are also relevant. The CAS guidelines that specifically address promotions from Assistant Teaching Professor to Associate Teaching Professor are found [here](#). For the most part, the Department of Asian Languages and Literature's criteria for promotion are aligned with those given in the CAS' guidelines. The purposes of this departmental guidelines are to ensure that the process is more transparent, consistent, and fair to all faculty as well as to take our particularly diverse community into consideration.

Process and Timeline

Promotion from Assistant to Associate Teaching Professor is non-mandatory. The department encourages faculty members to seek promotion as an important step in one's career development. Consideration for promotion may be requested by the individual interested in becoming a candidate for promotion as described in the Faculty Code or be initiated by the departmental faculty. The assistant teaching professor interested in becoming a candidate must consult with the department chair before proceeding. When it is initiated by the department faculty, one pathway is via annual conference with the chair, at which point the chair and faculty member can discuss progress toward promotion and the department's and College's expectations for promotion. The other pathway is via the annual merit review process, during which the faculty can identify candidates for promotion review and notify the chair.

Once candidacy is identified, the general timeline is as follows.

1. An assistant teaching professor declares their intention to be promoted by April 1 for review in the following academic year.
2. The candidate will write their self-assessment and assemble updated documents, including their CV, course evaluations, class materials, and other evidence of scholarship and teaching effectiveness, as specified by the Department and College.
3. The chair appoints the candidate's promotion committee from among qualified faculty within the department.
4. The committee will recommend to the chair names of possible external evaluators.
5. The assembled promotion materials are collected in May and provided to external evaluators by late May or early June.

6. In October the committee submits its report and the faculty meet to vote on the promotion case, following the procedures specified by the College and University.
7. The case is submitted to the College. The candidate is informed of the final result in Winter or Spring. If promotion is granted, it takes effect in September.

Promotion Criteria

In order for an assistant teaching professor to be considered for promotion, they must provide evidence of *extensive training, competence, and experience in their discipline* [[CAS guidelines](#)]. The department adheres to the CAS guidelines and predicates promotion to associate teaching professor on accomplishments in three categories: (1) teaching, (2) service, and (3) scholarship.

1. Teaching

Teaching is viewed broadly. While the items on this list are not exhaustive, the candidate does not need to meet all criteria. The department recognizes considerable variability in opportunity and expectations across programs; thus variables, such as the size of the program, number of students that one teaches, and course contents, are taken into consideration.

- Evidence of teaching excellence in student evaluations
- Evidence of teaching excellence in peer teaching reports
- Curriculum Development
 - New course development
 - Innovative teaching
 - Material development and implementation
- Course management
- TA training/mentoring/supervising
- Mentoring and supervising students, for example through Independent Study courses or Internships (such as ASIAN 491)
- Teaching awards
- Attendance at academic and/or professional conferences/workshops
- DEI implementation
 - Suitable Accommodation of under-represented or minority students in classes
 - Developing and teaching content related to DEI, including lesson plans

* Contribution to DEIA beyond teaching will also be valued.

2. Service

Service can be at the level of the program, department, College, University, profession, and/or community level. The manner of service varies and can range from committee service, to outreach activities to the community and the K-12 sector. Contributing to community diversity and primary and secondary education contributes to the diversity and education of the university, and this is also true vice versa. Below are examples of service activities.

- Organization/Co-organization of conferences/workshops
- Organization/Co-organization of cultural events/information session
- Administration (program, department)
- Committee membership or chairship (program, department)
- Community services and outreach activities
 - Translation service for public organizations
 - Creation and/or administration of placement and proficiency tests
 - Creation and/or administration of cultural events
 - K-12 related outreach activities and services
- Serving as Faculty Advisor to student associations

3. Scholarship

Research publications are not a requirement for promotion for teaching professors. Scholarship can take many forms, including but not limited to traditional research publication, as described in Faculty Code Sections [24-32.A](#) and [24-34.B.4](#). As the department places a high value on teaching, the expectation is that scholarship should reflect growth and innovation in the candidate's professional practice. The items below are examples of effective scholarship. It is not necessary for the candidate to meet all criteria.

- introduction of new knowledge or methods into course content
- creation or use of innovative pedagogical methods
- development of new courses, curricula, or course materials
- participation in professional conferences
- evidence of student performance

- receipt of grants or awards
- contributions to interdisciplinary teaching
- participation and leadership in professional associations
- significant outreach to professionals at other educational institutions.
- presentations at professional conferences
- publication of scholarly articles in professional journals
- reviews of articles under consideration by professional journals

Note that some of the items above may be considered to satisfy both service and scholarship requirements.

Appendix 3b: Draft Department Guidelines for Promotion to Associate Professor

Guidelines for Promotion to Associate Professor

Drafted by an ad-hoc committee consisting of Davinder Bhowmik, Chris Hamm, and Ungsan Kim.

The following guidelines and expectations for tenure and promotion in the Department of Asian Languages and Literature at the University of Washington (UW) have been compiled here to help promote a clear process for career advancement for all faculty members. As the College of Arts & Sciences' "Promotion Considerations" (<https://admin.artsci.washington.edu/promotion-considerations>) explains, "When promoting, we are making a decision that combines an assessment of the individual's records to date as well as a projection of a career into the future." To ensure success, transparency, and fairness, the standards of measurements should be clear to all parties involved in the process. Chapter 24 of the University of Washington Faculty Code contains university-wide guidelines for tenure and promotion (<https://www.washington.edu/admin/rules/policies/FCG/FCCH24.html>).

At the start, we affirm the Department of Asian Languages and Literature's commitment to the work of fostering diversity and equity. In accordance with the 2012 and 2018 revisions to the Faculty Code (Section 24-32), we value "any contributions in scholarship and research, teaching, and service that address diversity and equal opportunity," and will include and consider them among "professional and scholarly qualifications" at all stages in the tenure and promotion process.

These guidelines are a living document. Approximately every five years, the Department of Asian Languages and Literature tenure-track faculty will review this document and either vote to affirm its content, or revise its content and vote on the revision. For any questions in the application of this document, please also refer to the College's "Promotion Considerations" and the University Faculty Code, mentioned above.

A. For Promotion to Associate Professor with Tenure

Promotion to Associate Professor with Tenure is a university commitment to a lifetime career. It is predicated on three standard metrics used across the university: research, teaching, and service.

1) Research

We wish to underscore at the start two elements of current (2021) university promotion policy: work done prior to an appointment at UW does count as part of the candidate's portfolio – what matters is the candidate's cumulative record, regardless of whether that work was done at UW or elsewhere; and, once appointed, **years at rank are immaterial to promotion provided that the candidate meets all stated criteria for successful advancement**. That said, the Faculty Code (Section 24-41) stipulates that for assistant professors, their second three-year appointment "must include a tenure decision." This means that the sixth year of an assistant professor's appointment – excluding any excused pauses in their tenure clock – is a mandatory year for promotion consideration.

At a research university like UW, the most critical factor in awarding promotion and tenure is whether the candidate has amassed a substantial independent record of research. The Department of Asian Languages and Literature looks for evidence of a significant trajectory of scholarly productivity that contributes to the candidate's field—addressing new questions, debates, modes of analysis, theories, and/or methodologies. As the College's "Promotion Considerations" explains, "quality is more important than quantity, although there must be sufficient quantity to provide evidence of a significant level of scholarly productivity." The metrics used for faculty in the Department of Asian Languages and Literature are similar to those employed across the university. They should include, but are not limited to, a body of original research that has been published by high-quality presses and in peer-reviewed journals. The work should make new contributions to the candidate's field or fields. For humanists, an academic monograph is the centerpiece of research portfolios for assistant-to-associate promotions. A candidate's book should be published or nearly published by the time of promotion. A publisher's acceptance into production of a manuscript, revised in accordance with reports received by outside referees, offers evidence that a work is nearly published. The press should be a high-quality academic or trade publisher. A candidate working in a field or sub-field in which standards other than monograph publication prevail will be expected to provide convincing documentation of any alternate criteria for publication in their area of specialization.

The research portfolio for candidates usually also includes journal articles, edited volume chapters, and/or edited volumes. It also usually includes evidence of progress on a second monograph or new research project. Such evidence might include grant proposals and awards, archival or field research, presentations, articles, and book chapters. Public scholarship – whether in print, in person, online, or on screen – strengthens a candidate's file. These contributions can include forms such as artistic expression, documentary film, public performance, curatorial work, lab-based teamwork, collaborative editorial work, archival research, and platform development. In addition to traditional peer-reviewed print publishing outlets in academic presses and journals, scholarship may be produced in such fora as online journals, digital humanities projects, op-eds, policy reports, performances, exhibitions, consulting work, public lectures and presentations, curriculum transformation projects, field-defining statements, and advocacy, activist, and coalition work.

Taken together, the research portfolio should reflect the range and significance of the author's contributions to their academic fields and, if relevant, in realms beyond. Appraisals by external referees of publications in the scholarly and critical literature, and of works-in-progress, whenever possible, provide testimony as to importance and impact. Due consideration should be given to variations among fields and specialties, to new genres and areas of inquiry, and to the scholarly reputation of candidates.

The College encourages scholars to engage in collaborative work such as edited volumes or anthologies, multi-partner grant projects, or creative projects. When including collaborations in promotion portfolios, it is essential to document the individual's singular contribution to the collective work with a clear assessment of the magnitude of involvement. Moreover, the College's "Promotion Considerations" stipulates that "a significant

portion of the overall research record should include articles and works to which the candidate has made the primary contributions.” They also note “although many junior scholars continue to do some collaborative work with a former Ph.D. or postdoc advisor, it is important to establish a record of growing independence from former advisors.”

2) Teaching

All candidates should have developed a strong and documented teaching portfolio with positive student and peer evaluations, comparable to their colleagues in the Department of Asian Languages and Literature and across the College of Arts & Sciences. As effective teaching is essential to advancement, candidates should include in their promotion file a clear narrative about their teaching. The College’s “Promotion Considerations” explains that candidates should have student evaluations of “a large percentage, if not all, of the courses taught at the UW” and the Faculty Code (Section 24-57A) stipulates that all faculty must have at least one course evaluated by students in any year in which they teach. The Faculty Code (Section 24-57A) requires that assistant professors should have a peer review of their teaching done each year. Mentoring, according to the College’s “Promotion Considerations,” is also vital to teaching: “a very important part of our teaching responsibilities takes place outside of any specific course. The advising of students, both undergraduate and graduate, is a significant contribution to the teaching mission of the University.” In addition to evaluations, candidates are encouraged to include supporting materials such as syllabi, course materials, assignments, and/or statements about pedagogical innovations in the classroom.

While research and teaching are typically viewed as separate categories, if a candidate believes there is a compelling narrative around the relationship of these areas, such as the influence of the research on the teaching, then the candidate should make that case in their personal statement.

3) Service

Service takes many forms, but an investment in the department and broader university community should be clear by the time of tenure. These forms may range from committee service to public outreach and university-wide service. National and international service, within professional organizations or unions, or editorial service with presses or journals, is recognized as citizenship to the broader profession, though not required at this level of promotion. Public service such as involvement in community organizations or supporting government or non-governmental organizations is also valued.

Whereas AL&L faculty are often called upon to consult and assist with the institution-building work of diversifying knowledge, the professoriate, and the student body, we encourage evaluators to consider the full range of a candidate’s service in and outside of the university, especially service work that can be taken for granted by the institution such as the labor of mentoring and supporting students.

Appendix 4: 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 units, 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.