

Tab 6

F: Mission statement and strategic plan

Department 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, Southeast, and Central Asia. The Department places particular emphasis on treating Asian languages 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.

The Department of Asian Languages and Literature is situated in one of the thriving cultural and economic centers of the Pacific Rim, and serves as a vital resource to Seattle, the State of Washington, and the Pacific Northwest as a whole. As this region continues to expand its influence on the world stage, knowledge of Asia, its languages and cultures, is indispensable. The Department plays a vital role in training the next generation of citizens to meet the challenges of an increasingly interrelated world. The Department also takes pride in its status as a visible link in a chain of first-tier institutions throughout the world dedicated to the study of the languages and literatures of Asia.

Mission & Vision Statements

Department Mission

The mission of the Department of Asian Languages and Literature is to serve the University, the region, the nation, and the world at large by:

- providing instruction, at the elementary through advanced levels, in important representative languages of East, South, Southeast, and Central Asia;
- contributing to the general education function of the University, through instruction on the literatures, civilizations, and cultures of Asia;
- offering courses of study leading to the BA, MA, and PhD degrees in Asian Languages and Literature;
- training undergraduate and graduate students, who go on to use their knowledge of and proficiency in Asian languages and literature in diverse professions and enterprises, including business, government service, and academia;
- expanding knowledge, through research in diverse areas, whether historical or descriptive, basic or applied, concerning the languages, literatures, and cultures of Asia;
- promoting educational and cultural exchange between the University of Washington and educational institutions throughout Asia;
- collaborating with other academic units in interdisciplinary curricular and research endeavors;
- assisting educational institutions by training future teachers;
- serving the region by means of the expertise and knowledge possessed by members of the department; and
- sponsoring talks, colloquia, conferences, and symposia that expose the general and University communities to intellectual and cultural trends related to Asian languages, literatures, and civilizations.



DRAFT STRATEGIC PLAN

June 2000

ASIAN LANGUAGES AND LITERATURE

University of Washington



CONTENTS

Executive Overview

Description of Process

Environmental Scan

 Key Trends

 Opportunities

 Challenges, Critical Issues and Strategic Directions

Statement of Values

Mission Statement

Vision Statement

Strategic Goals and Target Objectives

Implementation and Continuous Planning

Appendices

 Roster of AL&L Faculty, 2000-2001

 Roster of AL&L Committee Assignments, 1999-2000

religion, comparative literature, philology and text criticism, cultural studies, and women's studies. Some members of the Department's graduate faculty have adjunct or affiliate appointments or teach courses in such units as Linguistics, Comparative Religion, History, the Honors Program, the Center for the Humanities, the School of Business Administration, and the Technical Japanese Program in the College of Engineering. All members of the Department's faculty are members or one or another of the China, Japan, Korea, South Asia, and Southeast Asia Programs in JSIS.

Although the most obvious way of characterizing the internal structure of AL&L is in terms of geographically or linguistically based programs, it is also possible to describe the department in terms of disciplinary foci that cut across geographical units. Several faculty members (Handel, A. Ohta, K. Ohta, Shapiro, Yue) have strong disciplinary backgrounds in linguistics and function as a *de facto* linguistics group within the Department. Other thematic interests that transcend basic departmental groups are philology and textual criticism (Boltz, Knechtges, Salomon), classical literatures (Boltz, Cox, Kern, Knechtges, Salomon), vernacular literature (Hamm, Lee, Pauwels, Shapiro), cultural studies (Hamm, Lee), religious literature (Cox, Salomon), comparative literature (Hamm, Lee), and writing systems (Boltz, Salomon). In addition, several professorial-level faculty members (Handel, A. Ohta, K. Ohta, Shapiro, Yue) and virtually all of AL&L's Lecturers and Senior Lectures share a strong interest in language pedagogy.

At present, the regular faculty in AL&L consists of 23 FTEs (see Appendix 1). Thirteen of these are tenured or tenure-line slots (exclusive of Affiliate, Adjunct, and Emeritus positions), with requests for three additional tenure-line positions pending. In addition the Department currently employs two Postdoctoral Research Associates (funded by external grants) and between 30 and 35 TAs and RAs. Formal administration of the Department is carried out by its Chair, Graduate Coordinator, Program Coordinators, a TA Coordinator, as well as by a variety of standing and *ad-hoc* committees (see Appendix 2). The Department has ten standing committees, comprising an executive committee and committees for computers and technology, TA training, peer teaching, library, graduate admissions and fellowships, graduate study, undergraduate study, development, and overseas language study. Staff support is provided by four full-time employees, namely a Department Administrator, a Graduate Secretary (who also serves as undergraduate advisor), a Curriculum Secretary, and a Department Secretary. The Department also has two GPSS representatives and two graduate student representatives.

It is the belief of the Department that the study at the University of Washington of languages, literatures and cultures of Asia needs be supplemented by study carried out in Asian countries. To this end, the Department strives to have as many of its students, both undergraduate and graduate, take part in overseas study programs. Formal arrangements exist between the University of Washington and academic institutions and programs in Japan, Korea, PRC, the Republic of China, India, Pakistan, Vietnam, and Thailand. In addition, numerous AL&L graduate students carry out research projects in Asia using support provided by American agencies (e.g., Fulbright, Fulbright-Hays, National Resource Fellowships, American Institute of Indian Studies) or by foreign governments and agencies (e.g. Korea Foundation, Japan Foundation, Chiang Ching-kuo Foundation).

ENVIRONMENTAL SCAN

Key Trends

Perhaps the single most dramatic occurrence in the field of foreign language instruction over the past quarter century has been a marked increase in demand for courses of instruction in Asian languages. This increase has gone hand in hand with a growth in demand for instruction on the cultures and civilizations of Asia. This increase has taken place not just at colleges and universities throughout the country, but in community colleges and K-12 schools as well. Although this change has taken place across the United States, it is particularly pronounced on the West Coast and in the State of Washington. The surge in demand for language instruction in Asian languages is particularly pronounced in the case of Japanese and Chinese, although there is strong evidence of increased demand for instruction in Korean and the languages of South and Southeast Asia. This surge in demand for instruction in Japanese was particularly strong during the 1980s, when no less than 92 institutions added instruction in Japanese¹, 54 in Chinese, and 78 in Korean. Although enrollment in Japanese nationally has stabilized nationally in the past decade, it has continued to grow at the UW, particularly at the advanced levels. Nationally, growth in enrollment in Chinese has been dramatic (46% between 1990 and 1998), as, to a lesser extent, has growth in Korean (96% between 1990 and 1998, although starting from a much lower base than Chinese).

As of 1998 enrollments in Japanese and Chinese ranked fifth and sixth respectively among those for all languages at the post-secondary level.² Korean ranked twelfth. It is clear, then, that Chinese and Japanese, and to a lesser extent Korean, have made great advances in joining that small set of languages for which instruction is actively desired at American institutions of higher education. It is also evident that steady, although not so rapid, increase in demand for instruction in other key languages of Asia and the Pacific Rim has taken place and is likely to continue in the near future. Although the study of Japanese and Chinese have spearheaded these developments, it can be expected that increased demand in Korean, certain languages of Southeast Asia, and languages of South Asia, particularly Hindi, will continue in the coming decades.

Opportunities

The national need for a pool of workers trained to a high degree of proficiency in Asian languages and possessing knowledge of Asian cultures and cultural traditions is not limited to purely academic contexts. United States business and industry require and actively recruit employees with familiarity with Asia and knowledge of Asian languages. With a population of over three billion (exclusive of West Asia), Asia, containing more than half the world's population, is of increasing political, economic, and cultural importance to the United States. Until recently, this interest was concentrated on the countries, languages, and cultures of East Asia. It is clear, however, that in the years to come South and Southeast Asia will be of greater economic and

¹ Bettina J. Huber, "The MLA's 1987-89 Survey of Foreign Language Programs: Institutional Contexts, Faculty Characteristics, and Enrollments," *Association of Departments of Foreign Languages Bulletin*, Winter 1993, pp. 5-38.

² Richard D. Brod, "Foreign Language Enrollments in United States Institutions of Higher Education, Fall 1998," *ADFL Bulletin*, Winter 2000, pp. 22-29.

Near Eastern languages, it has but one department for all the languages of Asia. It can be reasonably argued that AL&L's area of coverage (whether in terms of languages or geographical area) is as great as that of all other language and literature departments combined. The Department is called upon to provide language support for no less than three separate Language and Area Centers (East Asia, South Asia, Southeast Asia). A consequence of this is that the Department is effectively compartmentalized into mini-departments, none of which has resources adequate to the mission of that mini-department. For example, the Department now has instructional programs in Vietnamese, Thai, Indonesian, and Tagalog, none of which is funded to a degree that is minimally adequate to the task of running a world-class program in Southeast Asian languages and literature. Institutional pressures to add new (generally poorly funded) programs in other Asian languages inevitably weaken the Department's ability to maintain strong intellectually cohesive programs in a small number of strategically important Asian languages. Some of the Department's core programs have already been harmed by the loss of instruction in important languages (e.g., Tibetan, Tamil, Mongolian, Manchu). Further centrifugal forces should not be allowed to weaken the intellectual core areas of the Department, which traditionally have been East Asian languages and South Asian languages (including Tibetan).

Curriculum. Over the past decade the Department has devoted considerable effort to expanding its lower-division language offerings in both order to meet rising demand to respond to the needs of a changing student clientele. It is clear, however, that more attention needs to be paid to major and minor degree programs in key languages. This process has already begun. Substantial revisions of undergraduate degree programs in Chinese and Japanese have been carried out, and a revision of the programs in Korean is underway. In general, these programs are being modified to strengthen upper-division substantive courses that build upon the foundation achieved in lower-division language courses. This process needs to be continued and monitored carefully. Without intellectually sound and thriving majors in key languages, the Department runs the risk of being reduced to a service program. In addition, the Department is negotiating with JSIS to combine some low-enrollment undergraduate majors (South and Southeast Asian languages) with analogous majors in the Asian Studies track of the International Studies major in JSIS.

An additional curricular challenge that the Department faces concerns the modification of language curricula to meet the needs of a rapidly changing student body. The days are long past when the majority of students studying Asian languages had little or no prior exposure to the language before enrolling in classes. The Department's clientele includes a very large "heritage" component, comprised of students who bring to the classroom a mix of linguistic skills and cultural backgrounds. This situation requires that instructors offer, in effect, a multiplicity of curricula within the confines of even single classrooms. This has stretched the abilities and resources of departments such as AL&L. This tendency can only be expected to continue in the years to come.

Resources and Resource Allocation. For a complex of reasons, many of them historical, the Department is continually pressed to staff key courses in many language programs. This problem is particularly acute with reference to courses at the third and fourth-year

double majors, in conjunction with popular majors outside the humanities. More attention will also need to be paid to such matters as student advising, overseas language study, and the building of a cohesive community of undergraduate majors.

STATEMENT OF VALUES

VALUES

Teaching, research, and service in the Department of Asian Languages and Literature are based upon the following core values:

- Excellence in research, education, and service;
- A belief in the importance of the study of the languages, literatures, and civilizations to humanistic education as a whole;
- Respect for diverse perspectives and approaches to the teaching and study of Asian languages, languages;
- Responsiveness to the needs to diverse audiences and student populations;
- Willingness to seek out the most effective methods of language instruction; and
- Maintenance of free and collegial discourse among members of the Departmental community.

VISION STATEMENT

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, Southeast, and Central Asia. The Department places particular emphasis on treating Asian languages 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.

The Department of Asian Languages and Literature is situated in on the thriving cultural and economic centers of the Pacific Rim, and serves as a vital resource to Seattle, the State of Washington, and the Pacific Northwest as a whole. As this region continues to expand its influence on the world stage, knowledge of Asia, its languages and cultures, is indispensable. The Department plays a vital role in training the next generation of citizens to meet the challenges of an increasingly interrelated world. The Department also takes pride in its status as a visible link in a chain of first-tier institutions throughout the world dedicated to the study of the languages and literatures of Asia.

- Continue and expanded cooperation between AL&L and area studies programs in JSIS.
- Encourage faculty to teach, whether individually or jointly, courses in Departments external to AL&L.
- Encourage participation by AL&L faculty in interdisciplinary collaborative enterprises.
- Encourage participation by AL&L faculty in the activities and administration of the Center for the Humanities.
- Expand connections between AL&L and such units as Art, Music, Asian American Studies, etc.
- Maintain and expand appropriate curricular connections between AL&L and the professional schools, particularly the Technical Japanese Program in the College of Engineering and the International Business Program in the College of Business Administration.

4. Connections to the general community.

Implementation and Continuous Planning

Appendices

Appendix 1. Roster of AL&L Faculty, 2000-01

Appendix 2. Roster of AL&L Committee Assignments, 1999-2000