



University of Colorado **Boulder**

2025 Program Review

Department of Asian Languages and
Civilizations

Academic Review and Planning
Advisory Committee Report

Approved

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Process Overview

The Academic Review and Planning Advisory Committee (ARPAC) review of the Department of Asian Languages and Civilizations (ALC) was conducted in accordance with the 2025 program review guidelines. The degree program report and goal setting exercise were prepared and submitted by the unit. An external review committee (ERC), consisting of two experts from outside of the University of Colorado Boulder, engaged in a virtual visit and submitted a report based upon review of relevant documents and interviews with faculty, staff, and student unit members and university administrators. ARPAC staff, employing web conferencing tools, facilitated the external review as a remote visit over March 20 and 21, 2025. The ARPAC unit liaisons submitted a summary of findings derived from the goal setting exercise. ARPAC reviewed and considered these materials, met with the chair, and wrote this report.

Past Reviews

The Academic Review and Planning Advisory Committee (ARPAC) last reviewed ALC in 2016. At that time, the department expressed concerns about undergraduate curriculum, internships, and advising; the continued success of the MA program and a projected shaky future for the PhD program; a lack of department-specific standards for scholarship for tenure and promotion; and a perceived gap in status between tenured and tenure-track (TTT) faculty, on the one hand, and teaching-track faculty and lecturers, on the other.

ALC has largely addressed a number of ARPAC's 2016 recommendations, particularly in regard to updating and diversifying its curriculum and strengthening its partnerships with other departments and programs as well as the Center for Asian Studies (CAS). Follow-up responses detail a series of departmental retreats focused in large part upon these issues. ALCs actions in this area included, among other things, developing new minors (in Arabic Studies, South Asian Studies, and Korean Studies) that diversify the curriculum beyond its two undergraduate majors in Chinese and Japanese; developing new courses in popular culture and interdisciplinary themes; and working closely with CAS on events and internships. Like all other CU Boulder programs, ALC has also developed program learning outcomes and assessment plans for its degree programs.

Other recommendations have not been carried out or have not been carried out fully; some of these topics have carried over into the current review. The 2016 ARPAC review recommended an increased departmental focus on undergraduate internships; follow-ups indicate that ALC has depended on CAS for this focus. In terms of graduate education, the 2016 ARPAC recommendations included addressing the typical time to degree of the MA program, which is close to three years; the department defended this practice in follow-up reporting, but the 2025 ERC again raises it as a concern. The 2016 ARPAC recommendations for shoring up the PhD program were not carried out due to a collapse of funding for PhD students, and the 2025 ERC recommends phasing out the PhD. Several of the 2016 ARPAC recommendations reflect a cultural divide in place between TTT faculty and teaching faculty, with most native speakers of Asian languages being in the teaching faculty category rather than in TTT positions and with teaching faculty not feeling like they have opportunities for involvement in departmental governance. Some of these issues resurfaced in the 2025 review, but recent revisions to departmental processes should help ALC make progress in this area.

Unit Analysis

The campus' standardized description of the Department of Asian Languages and Civilizations is available on the website of the Office of Data & Analytics (D&A) at <https://www.colorado.edu/oda/institutional-research/institutional-level-data/information-department/academic-review-and-planning>. D&A updates the profile annually in the fall semester. This report cites data posted in August 2024, reflecting the state of the Department of Asian Languages and Civilizations as of the academic year (AY) 2023-24. Additional data obtained from the unit's website <https://www.colorado.edu/alc> are also cited where relevant.

Teaching and Learning Excellence and Assessment

The Department of Asian Languages and Civilizations (ALC) offers undergraduate degrees in Chinese and Japanese and five minors in various Asian languages, as well as language, literature and culture courses in Arabic, Chinese, Hindi/Urdu, Japanese, and Korean. They offer an MA degree (with focus options in Chinese or Japanese); a bachelor's-accelerated master's (BAM) option for either the Chinese or the Japanese focus of the MA degree; and a PhD, although the future of the PhD program is in some question, as described in section 3.2. In addition to their departmental offerings, ALC participates in a dual master's program with the Departments of History and Religious Studies. Students admitted to the MA programs in any of these departments may apply to complete a second MA in one of the other programs. ALC's active courses cover subjects including Asian Languages and Civilizations (ALCV), Arabic (ARAB), Chinese (CHIN), East Asian Languages & Civilizations (EALC), Farsi (FRSL), Hindi/Urdu (HIND), Japanese (JPNS), Korean (KREN), Tibetan (TBTN), and Thai (THAI).

ALC takes pride in offering small classes at both the undergraduate and graduate levels that, according to the department's Goal Setting Exercise, offer undergraduate students "the kinds of courses that we would expect applicants to our own graduate programs to have completed at the undergraduate level at peer institutions" and that, according to the department website, "allow our graduate students the opportunity for work closely with faculty who are noted scholars in their field." Students appreciate individualized support from ALC faculty, and academic rigor is a core value of their faculty.

On the other hand, it has been difficult for ALC to consistently meet the College's minimum enrollment requirements for many of their courses. Declining enrollments in language and literature courses are not unique to CU Boulder but are unfortunately putting budgetary pressure on the College of Arts & Sciences (A&S) Division of Arts and Humanities (AHUM) and on small language units like ALC specifically. CU's relatively new budget model is mainly driven by enrollment and benefits areas that are experiencing growth, and the new A&S budget model has some of the same effect on AHUM. The ERC, however, noted that, despite recent (AY 2024-25) downturns in enrollments in ALC's Korean language and culture courses, Korean language and culture is one of the few areas of growth in foreign language teaching nationally, and these courses are not offered by many peer institutions. For these reasons, the ERC encourages CU Boulder to support instruction focusing on Korea. In April 2023, students petitioned the AHUM Divisional Dean to establish a Korean major.

The ERC notes that undergraduate students do not feel prepared for the job market and suggests that ALC explore options for experiential learning and career readiness. For example, pairing business, engineering, or management degrees with language skills might give students a

competitive advantage as they enter the workforce. The ERC also suggests targeted recruitment of ROTC students, since, according to the ERC report, most of the languages taught in ALC are “recognized by the U.S. Department of Defense as ‘critical languages’ based on national security and strategic interests.” The ERC also recommends that ALC assess the feasibility of offering online language classes to both CU-Boulder students and individuals not officially enrolled at the university. This might help boost enrollment and build more robust student cohorts of ALC majors and minors.

In addition, the ERC recommends that ALC consider reducing the language requirement for minors to two years of study. Currently, the Chinese and Japanese minors require three years of language study—more than the standard two years in comparable minors nationwide. This would help them capitalize on the growing number of ALC minors and boost enrollment. In a discussion with ARPAC, the chair of ALC expressed concern about reducing the language requirement because doing so might make the minor equivalent to “cultural tourism” rather than a pathway to deeper understanding of Asian cultures. ARPAC, however, agrees with the ERC that matching the nationwide standard would increase the appeal of the minors across CU Boulder’s undergraduate body.

ALC’s enrollments indicate a dedication to teaching non-majors (including minors); fully 94% of SCH as of the 2024 unit data profile was taken by non-majors. In addition, the language and culture courses taught by ALC significantly contribute to interdisciplinary education on campus. In particular, as noted on the ALC website, “the dual master’s degrees serve the needs of students who seek a truly interdisciplinary experience among intellectually affiliated departments.”

The master’s program has a strong national reputation within the field of Asian Studies. The ERC notes that the program “is known for its rigorous training and outstanding placement of students in the top PhD programs in the country.” However, most comparable MA programs in the U.S. are two-year programs, whereas (as had been noted in the 2016 ARPAC report) ALC’s program typically takes students longer to complete despite comprising 30 credit hours, which matches the Graduate School standard for master’s programs. ALC might attract and retain more graduate students by making a concerted effort to make it possible for students to complete the degree in two years and/or by encouraging more students to complete the BAM. ARPAC notes that as this issue was brought up in the 2016 ARPAC recommendations, it is high time that ALC devoted concerted departmental consideration to reducing the MA time to degree.

The current funding situation prevents ALC from admitting any new PhD students, and it seems unlikely that funding for the PhD program from AHUM will be restored in the foreseeable future. In its Goal Setting Exercise, ALC notes that most of its applicants to the PhD program are non-U.S. citizens and are thus not eligible for external funding opportunities such as Foreign Language and Area Studies (FLAS) fellowships. For this reason, the ERC recommends that ALC focus on the MA program and phase out the PhD program. ARPAC agrees with this assessment.

Consistent with campus goals to develop comprehensive program learning outcome (PLO) assessment for all degree programs, ALC has completed its first three-year assessment cycle of its undergraduate majors and will begin its new cycle in AY 2025-26. ALC has developed PLOs for its MA and PhD programs and is beginning its assessment cycle for those PLOs. If the PhD program is suspended, however, assessment for that degree program will not be required.

Research, Scholarly, and/or Creative Work Excellence

ALC faculty members engage in teaching and research centered on various aspects of Asian languages, literatures, and cultures. It is difficult for ARPAC to ascertain ALC's prominence in the field in terms of research since the ERC does not address this issue specifically; however, the ERC's emphasis on the quality of the MA program suggests that the faculty maintain a high-profile research focus. The department supplied ARPAC with information on several recent awards for research and pedagogical scholarship by faculty, including a spring 2024 Kayden Research Award and a 2024 Open Educator Award recognizing an open-access textbook.

FRPA data for TTT faculty indicates overall steady research productivity, although it is of some concern that not all TTT faculty reported research activity in each of the seven years reported on by the D&A unit profile (2016-2022). Compared to other units in this ARPAC review cycle, ALC ranks 12 out of 17 in terms of faculty who reported research activity during this period. During this seven-year period, TTT faculty gave an average of 18.3 conference presentations and papers (ranking 5th of 17 units in this ARPAC review cycle), 3.9 refereed articles and chapters (10th of 17), 0.1 refereed books and monographs (14th of 16 units whose TTT faculty published books), and 0.1 edited books (6th of 9 units whose TTT published edited works). The paucity of refereed books and monographs published during this period might give one pause, but with a small TTT faculty, ALC's production of books is bound to wax and wane from year to year, and the department's website indicates several books published by TTT faculty members since 2022. In addition, many of ALC's teaching-track faculty regularly present at conferences and publish, and ARPAC concurs with the ERC that these contributions on the part of teaching-track faculty should be formally acknowledged and encouraged.

In conversations with ARPAC, ALC noted that it has been difficult to cover courses when faculty members take leaves of absence to pursue externally funded research fellowships or residencies. However, they affirm that these opportunities are an investment in the research mission of the university and that they will continue to approve them regardless of the challenges.

Hiring and Mentoring (Faculty, Staff, Postdoctoral Fellows)

According to the D&A profile for AY 2022-2023, faculty personnel in ALC consisted of 9 TTT faculty (2 professors, 2 associate professors, and 5 assistant professors), 11 specialized teaching-track faculty (equivalent to the current ranks of 1 teaching professor, 2 associate teaching professors, and 8 assistant teaching professors), and 4 lecturers. These numbers reflect significant declines since ALC's 2016 ARPAC review. While ALC reported an additional teaching professor and lecturer as of fall 2025, they also lost an assistant professor to another institution in summer 2025.

Faculty salaries for AY 2022-2023 were on par with AAU peers for assistant and associate professors, but significantly behind AAU peers for full professors at 69% of AAU peer averages. However, the fact that only two CU Boulder full professor salaries were included in this comparison makes it difficult to draw conclusions based on this data.

ALC expresses concern about the effect of faculty vacancies on the department's pedagogical and research missions. The department believes that these vacancies render ALC unable to offer courses that would attract and sustain higher enrollments. The ERC notes specifically that "the lack of a tenure track faculty member specializing in modern Chinese literature and culture will undermine that program's sustainability." As a short-term solution for fall 2025, ALC planned to hire either a Visiting Professor or qualified Lecturer to teach courses on modern Chinese literature and

film. Long-term, the department hopes to fill the position in modern Chinese with a tenure-track hire.

The faculty position in Hindi/Urdu Literature and Culture has been vacant since fall 2022, severely affecting ALC's ability to offer courses for the Hindi/Urdu minor. ALC reports that prior to the departure of the last professor, these courses enjoyed consistently high student demand. ALC also has vacancies for Middle Period China, (vacant since 2019), Arabic Literature and Culture (vacant since 2021), and early modern Japan (vacant since 2023). Since fall 2024, the department welcomed the addition of a second TTT professor of modern and contemporary Japanese literature and culture (Dr. Daryl Maude). The ERC also recommended a second tenure track line to support a proposed major in the Korean program, given the unique status of CU Boulder's Korean curriculum among our peers and given the potential for growth, as mentioned above. Hiring a second TTT faculty member in Korean literature and culture is a long-term goal for ALC.

ARPAC commends ALC on their efforts to investigate alternative funding for faculty salaries. In 2021, the Korea Foundation invited CU to apply for multi-year funding for a second faculty position in Korean. Unfortunately, ALC was unable to apply without an institutional commitment to fund the position. ALC applied for positions via the Critical Needs Hiring Program in 2022, 2023, and 2025, but has not yet been awarded a position via this program. ARPAC encourages the unit to continue to participate in such opportunities. In particular, participation in a cluster hire would provide a much-needed infusion of support for the department. It would not only increase bandwidth for additional courses, but it would also provide relief for the current faculty who feel overloaded with disproportionately heavy service obligations due to their relatively small departmental numbers.

Although the unit bylaws include information regarding faculty mentoring and the ERC reports that junior faculty feel very supported by the department, the ERC notes that ALC's formal mentoring practices need improvement. One area of needed improvement arises from vague requirements for promotion and tenure. For example, the current bylaws do not provide clear guidance on the number of publications required for a successful tenure case, instead expecting junior faculty to measure themselves against faculty in other institutions. ("It is incumbent upon candidates to be aware of their own progress, in comparison to their peers, and to remember that their progress in scholarship will be measured by standards established outside the University of Colorado.") ARPAC urges ALC to revise its bylaws in this regard, as an urgent matter of fairness for untenured faculty. Similarly, according to the ERC, junior faculty expressed confusion about the process and evaluation criteria for classroom observations and teaching evaluations; this confusion would apply to teaching faculty, as well as TTT faculty. This information should be shared with new faculty during onboarding and mentoring sessions. As well, the chair should be responsible for periodically reminding both TTT faculty in line for promotion and teaching faculty to schedule these observations.

According to the D&A unit profile, staff personnel in ALC as of November 2022 consisted of 1 university staff member, 1 classified staff member, and 1 student hourly employee. ALC did not indicate any needs for additional staff support as part of its goal-setting exercise or in the chair's conversation with ARPAC; staff and staff development also do not come up in the ERC report. Given that these issues often come up in the materials reviewed by ARPAC for individual units, these omissions may well indicate the excellence of the staff and the department's satisfaction with the level and quality of staff support; indeed, the department's current manager of finance and business operations received the 2024 Arts and Humanities Staff Recognition Award.

Student Success and Mentoring (Undergraduate and Graduate Students)

ALC has a strong record of offering CU Boulder undergraduates an established curriculum in Japanese and Chinese, innovative curricula in other languages and cultures, and a wide variety of opportunities for student engagement. Like other non-English language and literature departments, however, the unit has seen a steep decline in undergraduate majors. This decline has been offset to some extent by a sharp increase in undergraduate minors, a reflection of ALC's expanded minor options. The unit's undergraduate SCH have also decreased, but not as steeply as the decline in majors.

In AY 2022-23, the year covered by the most recent D&A unit profile, there were 49 students in ALC's two majors, a decline of 50% over the previous five years. Undergraduate degrees awarded by ALC in that year totaled 15, a 62% five-year decline. Notably, however, the most recent (fall 2025) census shows 67 undergraduate students majoring in ALC degree programs, a 37% increase over the AY 2022-23 numbers. Nonetheless, while this uptick is encouraging, ARPAC cautions against reading too much into short-term increases or decreases in either majors or degrees awarded, given that with small numbers, percentages can see large swings from year to year.

As alluded to above, declining numbers of majors and a smaller cadre of faculty threaten to endanger the delivery of undergraduate curriculum in some cases. Maintaining minimum student enrollments in fourth-year Japanese (JPNS 4110 and 4120) and classical Japanese (JPNS 4310) has been a challenge. The BA in Chinese has similar challenges in the availability of faculty to teach key courses and to attract more students to the major.

Total undergraduate student credit hours (SCH) declined by 27% in the five years covered by the D&A unit profile. The percentage of undergraduate SCH taken by non-majors has remained steady, however. This percentage, 94% in the D&A unit profile, reflects the high level of service teaching ALC contributes to the campus. Declining TTT faculty numbers have led to a concomitant decrease in the percentage of SCH being taught by TTT faculty. The D&A profile shows only 17% of undergraduate SCH being taught by TTT faculty, a 40% decline over the previous five years, and a mirrored increase of SCH being taught by teaching-track faculty and by GPTI/TAs. However, the department relied less on part-time lecturers, with a 27% decline over five years in the number of SCH being taught by lecturers. Teaching-track faculty and GPTI/TAs teach the language courses, which are small; the average size of classes taught by TTT faculty was a robust 30 students in the D&A profile.

ALC's goal-setting exercise reports a strong track record of undergraduates in the Chinese major completing honors theses; the department has set a goal of even higher participation in honors. ALC students also have a strong track record of receiving awards, including the Jacob Van Ek Award (multiple years, most recently in April 2023). ALC has also had recent success in creating scholarships for undergraduate students, including one funded by an external donor.

The department does not mention internships, other experiential learning opportunities, or career preparation in its goal-setting exercise, but the ERC mentions a number of opportunities for the department along these lines, urging ALC to "enhance experiential learning and explore career readiness initiatives"; "collaborate with other language departments to offer a course or workshops on alternative careers for students"; "strengthen alumni connections and invite successful

graduates for talks and presentations” and “develop internship opportunities for undergraduates.” ARPAC notes that these echo similar recommendations made by ARPAC in its 2016 review and, in concurrence with the ERC, reiterates that ALC has significant opportunities in these areas.

The ERC emphasized the strong sense of satisfaction with the major among undergraduate students, and their impression reflects the high satisfaction reported by ALC majors responding to the 2021 Senior Exit Survey on almost all measures of their education within the major, with the exception of preparation for the job market. These insights reinforce ARPAC’s current recommendation that ALC seek to build more connections to career preparation within the major. ALC, however, noted that few students responded to the Senior Exit Survey; the department opted to conduct Senior Exit Interviews and self-assessments to gather more data.

In terms of graduate education, ALC’s master’s program continues to be a success story. Master’s-level enrollments have remained stable over the last five years and indeed have been stable since the last ARPAC review of ALC in 2016. While 2024 saw an anomalously low number of MA degrees, with just 2 awarded, the degree count rebounded to 8 in 2025, corresponding to the normal range seen between 2016 and 2023 (between 6-11 degrees awarded each year).

At the time of the 2016 ARPAC review of ALC, the PhD program was rather new. D&A data show that the department admitted 6 PhD students between 2012 and 2025, with the most recent new students beginning in 2019. The department has awarded 5 PhDs since the program’s inception. ALC does not mention any records of placements for these graduates. According to D&A, no PhD students were enrolled as of fall 2025. ALC’s goal-setting exercise states a desire to restore funding to the PhD program, but as mentioned above, ARPAC does not believe this is a good focus for the department and believes the PhD program should be shuttered.

The ERC reports that ALC master’s students report a high degree of satisfaction with the program and that they feel their degree prepares them well for doctoral study. As noted above, the ERC confirms that the MA program is known for its outstanding placement of students into top PhD programs. Graduate students are drawn to the program not only because of the wide range of faculty specializations and the opportunity to gain teaching experience but also because of the opportunity to collaborate with faculty on an annual graduate conference. ALC reports success among its graduate students in garnering FLAS fellowships (multiple years, most recently in Spring 2024) and the Seidensticker Summer Research Grant (multiple years, most recently in Spring 2024).

ARPAC commends ALC for their efforts to cultivate a culture that connects graduate student training to research as well as to pedagogical training. Their investments in graduate student fellowships, summer research funding, research forums, and conferences demonstrate the department’s commitment to scholarly excellence and to graduate student success, particularly for students in the thriving MA program.

Inclusivity and Unit Culture

In February 2022, a collaborative group met and identified the following [five goals to advance diversity, equity and inclusion](#) on our campus: (1) employee skills and development; (2) student achievement outcomes; (3) community building; (4) employee recruitment outcomes; and (5) preparing students to participate in a diverse democracy.

ALC reports a number of efforts directed toward the goal of community building within the department, including especially the hosting of student, staff, and faculty appreciation events. These include an annual department luncheon in honor of staff and faculty and annual gatherings (with refreshments) for undergraduate majors and graduate students. In addition, some individual faculty members hold annual faculty, staff, and graduate student gatherings. The department also highlights its nominations of staff and faculty members for campus awards as a marker of their efforts toward employee skills and development. Finally, ALC cites the department's central purpose of bringing global diversity to CU Boulder in terms of research and curriculum.

ALC's goal-setting exercise indicates the unit's plan to continue all of these efforts; no new plans are apparently in process, and ALC does not state goals or metrics (for example, increased participation in departmental gatherings).

ARPAC finds it difficult to assess the unit climate for ALC or whether the efforts cited by the unit have been successful. The ERC does not mention issues of department collegiality, whether positive or negative. Campus measures of climate such as the Campus Culture Survey of 2021 and the 2023 and 2025 Faculty and Staff Engagement Surveys do not provide unit-level data for ALC, since results are not shown when the number of responses is fewer than 10. In the face of this lack of information, ARPAC can merely urge ALC to institute its own measures of success and metrics for improvement.

Unit Planning and Governance Structures and Processes

In the last five years, ALC has implemented significant changes to its processes and bylaws, including expanded faculty voting rights; revised merit, salary, and mentoring procedures, and has integrated a formal diversity statement into their bylaws.

According to ALC's bylaws, the department functions as a "committee of the whole" so that all tenured, tenure-track, and teaching faculty are eligible to vote on departmental matters (excluding personnel matters such as comprehensive review, tenure, and promotion, for which there are specific rules as per Regent law and University of Colorado policy). Department policies may be revised by a two-thirds vote of the committee of the whole. ALC states that they are committed to collective, collaborative governance structures including monthly department meetings, an annual retreat, and ad hoc meetings to discuss strategic planning and other issues.

The chair of the department is nominated and elected by the faculty, then appointed by the dean according to Regent Law. The Chair serves at the will of the dean of the College of Arts and Sciences. The length of the appointment is determined by the College and University policy but is usually for four years or less. Other faculty administrative roles include undergraduate advising oversight and coordinator positions for the various languages.

The bylaws contain information about faculty hiring procedures, annual merit review standards and procedures, reappointment, promotion and tenure criteria and procedures, mentoring, and voting procedures. There are procedures specified for the formation of a grievance committee, but no procedures for how that committee operates. The bylaws indicate that the mentoring procedures were updated in September 2022; however, as noted above, the ERC found that they could use more specificity. Annual merit review standards are vague as to how annual merit ratings are assigned and how raises are apportioned per annual merit ratings. ARPAC notes that the Office of the Provost has appointed Faculty Fellows who will work with departments on bringing annual merit review and salary procedures in line with best practices.

ARPAC commends ALC for its concerted efforts to revise and update its policies and processes and for its ongoing plans to engage the entire department in goal setting.

Recommendations

The members of the Academic Review and Planning Advisory Committee address the following recommendations to the Department of Asian Languages and Civilizations and to the offices of responsible administrators:

To the Unit:

1. Continue to advocate for a scheduled TTT faculty hire into a desired area of research strength. In particular, advocate for a tenure-track hire in modern Chinese literature, the absence of which represents a critical threat to the viability of the Chinese program.
2. Develop or clarify evaluation criteria and guidelines for promotion and tenure in the department bylaws and procedures:
 - a. Review and revise promotion and tenure criteria for research and scholarship so that they are more customized to the unit; in particular, Section 13 of the Bylaws, "Evaluation of Research," should be revised to establish ALC-specific criteria instead of relying on other institutions to set the standards.
 - b. Clarify the process and evaluation criteria for classroom observations and teaching evaluations and share with new faculty during onboarding; issue periodic reminders to schedule these observations.
3. Improve faculty mentoring:
 - a. Establish and implement a more formal mentoring system for both TTT and teaching-track faculty.
 - b. Set up a regular schedule and procedures for teaching observations for both TTT and teaching-track faculty.
 - c. As a supplement to departmental mentoring, encourage faculty to participate in the university ACUMent program or similar mentoring programs offered on campus.
4. Increase collaboration with other language departments and engagement with the Center for Asian Studies to improve ALC's campus visibility.
5. Consider reducing the language requirement for minors to two years of study, in line with minors in comparable programs.
6. Explore marketing synergies outside Arts and Humanities that could better support ALC, such as promoting classes to other departments and to ROTC programs.
7. Expand experiential learning and career readiness initiatives for undergraduate students.
8. Commit to making it possible for master's students to complete their degrees in two years, in line with peer programs.
9. Table the PhD program in order to focus on the successful master's program.
10. Assess the feasibility of offering online language classes to both CU Boulder students and individuals not officially enrolled at the university.

To the Dean of the Arts and Humanities:

11. Consider scheduling a hire to backfill one or more crucial vacant tenure track positions. In particular, consider a tenure-track hire in modern Chinese literature, the absence of which represents a critical threat to the viability of the Chinese program.
12. In collaboration with the Dean of the College of Arts & Sciences, plan how to fortify the relationship between ALC and the Center for Asian Studies, especially in terms of sharing resources for curriculum and student enrichment.
13. Consider a consolidated departmental/administrative structure for languages or groups of languages that would allow for consolidated administrative support while also retaining successful degree programs and minors and maintaining strategic strengths in discrete areas of research, scholarship, and pedagogical excellence.
14. Continue efforts to advocate for an Arts & Humanities budget process that accounts for units' high share of student credit hours (SCH) from non-majors and develop a plan to robustly account for and reward these SCH, recognizing units' significant educational contributions. Under the current budget model, there are concerns that ALC will not be allocated appropriate resources for the courses taught/students served.
15. Emphasize and support the important role that ALC—and the humanities disciplines as a whole—play in CU Boulder's mission when communicating and advocating to university administration, the local community, and the state of Colorado, including in central campus (SRC) communications and storytelling.

To the Provost:

16. Establish a campus curriculum committee to evaluate duplication of course offerings.
17. Emphasize and support the important role that ALC—and the humanities disciplines as a whole—play in CU Boulder's mission when communicating and advocating to university administration, the local community, and the state of Colorado, including in central campus (SRC) communications and storytelling.

Required Follow-up

The chair of the Department of Asian Languages and Civilizations shall submit two follow-up reports—one due on the first of April 2027 and one due on the first of April 2029. The follow-up reports shall focus on the implementation of the recommendations from ARPAC detailed herein. The dean of Arts and Humanities and the dean of the College of Arts and Sciences, as well as the provost and other relevant central campus leadership will also respond to all outstanding matters under their purview arising from this review year's recommendations. The dean of Arts and Humanities and the dean of the College of Arts and Sciences will submit one follow-up report due on May 1, 2028, while the provost and relevant central campus leaders will submit one follow-up report due on June 1, 2030.