

# **Department of Asian Languages**

## **Discipline Profile**

The Department of Asian Languages comprises two sections: Japanese and Chinese. Each section offers a full undergraduate and honours program as well as postgraduate studies. In addition to these degree programs, Japanese offers a Graduate Diploma to cater for the needs of graduates of other disciplines who wish to study Japanese to supplement their professional qualifications, whilst both Chinese and Japanese offer a Certificate and a Diploma in Languages.

Students are strongly encouraged to spend time in-country, both to strengthen their language skills, as well as to develop a more complete and realistic knowledge of the target culture, society etc. To this end, students are given the opportunity to participate in short and full semester in-country residential study units, through a comprehensive Study Abroad Program. Exchange programs with a number of prestigious Japanese and Chinese universities are also in place, and many students are awarded scholarships which facilitate their in-country studies.

Japanese Studies uses a blended delivery mode for the majority of its offerings, allowing students access to recent technological and software developments designed to enhance second language acquisition in general and their learning of Japanese in particular. The Department is currently considering its options regarding the planned expansion of access to ICT-based Chinese language programs and equipment, however, due to the University's disappointing decision to shelve the establishment of a Confucius Centre at Macquarie, this may not be possible in the immediate future.

There are many parallels between the Department of Asian Languages and the Department of European Languages, and this profile has taken into account the discipline profile of the Department of European Languages (April, 2005), as well as the Academic Position Standard Classifications in the Macquarie University Enterprise Agreement 2003-2006.

## **Qualifications**

### **Level A**

Essential qualifications are four years of tertiary study in the relevant language: Chinese or Japanese. This usually means an Honours Degree or higher qualifications, or a three year degree and postgraduate diploma. As much basic language instruction is done at this stage, native or near native fluency in the language is essential. Some experience in tertiary language teaching and flexible mode delivery is desirable. Computer literacy is essential. A general acquaintance with the history and culture of the target country is also expected. In the case of native speakers, other levels and types of academic background may be appropriate. Staff are expected to be working towards a higher degree, and be familiar and experienced in the methodology of LOTE teaching at the tertiary level. All staff should be able to contribute to the corporate life of the Department, the Division of Humanities and the University.

## **Level B**

The additional essential qualifications at this level are a completed or nearly completed higher degree, preferably a PhD, and appropriately documented evidence of successful teaching, administration and community service. Staff at this level should also have begun publishing, usually in the form of a monograph or articles produced from a higher degree thesis, or in less traditional forms such as computer software development. Participation in strategically important activities such as the internationalization of the teaching program or the development of technologically-assisted teaching and flexible learning programs is also expected.

## **Level C**

Additional essential qualifications at this level are a research degree, normally a PhD or equivalent, a solid research and publication record, documented evidence of high-quality teaching, a record of achievement in curriculum development and course design, and experience in administration and community service. Additional desirable qualifications are evidence of special achievement in teaching, research or community service, and some experience in the supervision of advanced students (BA Honours, MA or PhD).

## **Level D**

The additional essential requirements at this level are a substantial research and publication record, recognition as an established scholar, evidence of a leadership role in teaching, administration and community service, and a successful record of supervision of BA Honours and research degree theses.

## **Level E**

The additional essential requirements at this level are a substantial research and publication record, international recognition in a particular field of scholarship, a proven ability to provide high quality academic leadership in teaching, research, administration, community service, as well as in strategic academic and financial planning, together with the ability to represent the discipline within the University, the national and international academic community, and the wider non academic community.

## **Teaching**

Teaching in Asian Languages comprises practical language instruction in Japanese and Chinese, from introductory or beginners' units through to Honours level; courses in civilization, culture and literature for English-background speakers; as well as a number of specialist units conducted in Chinese for Chinese background students. Japanese Studies units are almost all offered in blended mode, making considerable use of innovative new programs and other ICT enhanced delivery methods. All members of staff of both disciplines are expected to participate in practical language instruction as well as the teaching of various options; the actual duties will depend on the strengths of staff members and the requirements of the department. The average number of contact hours is 8 for research-active staff and 12 for non research-active staff, however, face to face hours may be replaced by external teaching and online monitoring of students.

Great importance is attached to quality control and staff are strongly recommended to use TEDS questionnaires, as well as peer review and graduate surveys where appropriate. The development of innovative curricula and teaching methodologies are also a high priority, and staff are encouraged to apply for Teaching and Development grants for specific projects. Asian Languages Staff are also active in the internationalization of the teaching program, for example in the development and management of overseas exchange programs and in country study programs.

### **Level A**

Level A staff are normally members of a language teaching team which includes more senior staff, but due to the current staffing situation, they may also be asked to perform full unit coordination. In such cases they will be moved to Step 6 of Level A if they are not already at that level. In addition to teaching core language classes and optional units, they are also expected to consult with students and participate in assessment.

### **Level B**

Level B staff normally teach at all levels of the undergraduate program, both in language and in optional units. They prepare and deliver lectures and seminars, participate in curriculum design, develop or adapt course material as required and are responsible for the administration and examination of units. They are also encouraged to design and present new options of their own, and to adopt innovative teaching methodologies, such as Computer-Assisted Language Learning or online delivery. They may also be required to undertake supervision of Honours and postgraduate students.

### **Level C**

Level C staff have similar duties to Level B, but with a heavier involvement in course planning and curriculum design, and in Honours and postgraduate supervision.

### **Level D**

Level D staff normally teach at advanced levels, but also assist with core units at lower levels, including practical language instruction. They are expected to take a leadership role in course planning and curriculum design, as well as in the development of innovative teaching strategies and the introduction of new technologies.

### **Level E**

In addition to Level D duties a professor has overall responsibility for the discipline's teaching, for the strategic development of the teaching program on the basis of the Department's Teaching and Learning Plan, and for the implementation of quality control.

## **Scholarship and Research**

The Department of Asian Languages is committed to the development of its research profile and staffing policy will recognize this strategic aim. Staff are expected to conduct research in the form of individual or collaborative projects. They are encouraged to apply for grants (internal

and external), and internal arrangements are made where possible to give staff time for research, such as one day per week free of teaching. The current research profile for the Asian Languages Department is rich and varied for both the Chinese and Japanese disciplines. Fields of research being undertaken by the Chinese staff include: Modern Chinese Literature, Confucianism and Intellectual History, the History of Shanghai, the Qing dynasty court and theatre, Languages of medieval Central Asia and Nestorian monuments in Quanzhou. Japanese studies staff are actively involved in research on Japanese pure and applied linguistics, Manga – Visual narrative and social commentary, Japanese literature, ICT-facilitated language teaching and socio-legal studies of Japan. As in all language departments in Australia, research output needs to be judged in the light of heavy teaching loads: staff members are expected to deal with a wide range of content-based units, which again may have no direct connection with their particular research area. Furthermore, teaching and learning Chinese and Japanese, and research involving those languages, is labour intensive and slow, hard work, owing to the intrinsic difficulty of the languages, and this should also be kept in mind when evaluating research output.

### **Level A**

At this level staff who have been appointed to teach practical language classes will normally be working towards a higher degree. Staff with a higher degree will be expected to keep researching with a view to publication.

### **Level B**

Staff at this level will normally have completed a higher degree and will be in the process of publishing their work as a monograph, as articles, or, in some cases, as software. At this stage only a limited number of publications can be expected. They are encouraged to apply for grants to fund their research. Those who have not completed their degree are encouraged to apply for teaching release grants to enable them to do so as quickly as possible.

### **Level C**

At this level staff will have begun to publish regularly and will be pursuing a regular program of research in addition to teaching and administration. Publication may be in the form of scholarly articles or software, however, staff are also encouraged to plan for a substantial monograph. They will be working towards establishing themselves as significant researchers in their field, both nationally and internationally. They will normally have been successful in gaining MURG or ARC grants for their projects.

### **Level D**

At this level staff will have gone beyond establishing credentials in publication and will be seen as recognised scholars in a particular field. They will be engaged in major research projects, and will have been successful in gaining funding for them. They will also normally have published at least one monograph, and have a series of high-quality scholarly articles to their credit. The quality and recognition of this work as a major contribution to the field will be more important than a long list of titles. Staff at this level will have come to terms with the restrictions imposed by heavy teaching loads and will have found a way to combine excellence in a range of types of teaching with a respected research record.

## **Level E**

As for Level D, but with the additional requirement that a professor will be an internationally recognized authority in a field of specialization and will have a more substantial publication record than expected at lower levels. Here too, however, the main criterion is not the number but the acknowledged quality of the publications: their significance as contributions to the field. A Professor has the responsibility of providing leadership and fostering excellence in the Department's research activities, and overseeing implementation of the Department's research plan within the discipline.

## **Service to the University and Community**

Staff in Asian Languages are expected to contribute to the management of the department by participating in such activities as course coordination, annual program reviews and strategic planning, and to the management of the division of Humanities through the committee structure. They are also encouraged to participate in university administration, particularly through membership of University committees.

The Department places a strong emphasis on community service beyond the university. This involves relationships with local communities, as well as foundations and other organizations, with schools and language teachers, with diplomatic and consular representatives, and with institutions in China, Japan and elsewhere. All staff are expected to actively contribute to the Department's outreach program.

## **Level A**

It is assumed that the main priorities of staff members at this level are teaching, working towards a higher degree, or developing a research profile. Nonetheless, it is expected that they will familiarise themselves with the outreach aspects of the profession and begin to participate in them.

## **Level B**

At this level staff members are expected to take responsibility for the overall organization and coordination of at least one unit of study, and for one or more aspects of the administration of their discipline. They also participate in the development of departmental policy and are involved in management through membership of Divisional committees. Participation in University affairs is also encouraged, for example through membership of University committees. In addition, membership in national and international associations and networks to foster relationships with Macquarie's and other universities' language departments is also desirable.

Staff members at this level are expected to contribute more substantially to outreach activities involving their discipline's stakeholders, such as activities organised in conjunction with the NSW Board of Studies; ethnic community organizations; diplomatic and cultural representatives, as well as other institutions and organisations of China and Japan. Additional outreach activities are also valued, including membership of outside bodies and contributions to the media.

### **Level C**

As for Level B, though at this level more managerial responsibility is expected, as staff may be required to run their discipline. Membership of more senior University bodies such as Academic Senate and the Undergraduate and Postgraduate Studies Committees is also appropriate, as is membership of some Promotion Committees.

### **Level D**

As for Level C, though greater managerial responsibility and higher level involvement in University affairs, such as membership of the Academic Senate and its various committees and subcommittees, and other university wide activities, is the norm.

### **Level E**

As for Level D, but a Professor has a further responsibility to provide leadership in all administrative and service activities in his/her discipline, to oversee the implementation of the Department's Community Service Plan and to be a representative for the Department in the Division of Humanities, the University and the wider community.