

Central Washington University – Asia/Pacific Studies Program Review - External Report
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Executive Summary:

On March 16-17, 2010 I was invited for a campus visit to Central Washington University (CWU) to conduct a Program review of the Asia/Pacific Studies program (APS). I read the self-study, faculty *vitae*, exit survey form, and various syllabi, as well as engaging in interviews and discussions during my visit to CWU. Because we are living in a time of complexity in higher education – challenged in performing our educational missions with declining resources, it is particularly important to understand the unique potentials of inter-disciplinary programs. Therefore, I will begin this external report with a background section on the overall context of Asian-Pacific Studies, and then assess the CWU-APS program's objectives, capacities, and possibilities in terms of the program, college, university, and the Northwest. The review will have the following structure:

1. An Introduction to Asian-Pacific Studies – its history and development
2. A description of the interviews held at CWU and some of the observations
3. A discussion of the APS Program, based on knowledge of the field, CWU materials, and the CWU visit that analyzes the strengths and challenges faced by the program along with a series of four recommendations, including a resource analysis
4. Appendices are included for various documents and linkages that may be of some use to the faculty and administration

I. ASIAN-PACIFIC STUDIES: CHALLENGES IN THE 20TH AND 21ST CENTURIES

History and Development of Asian-Pacific Studies

Asian-Pacific Studies as an area studies based program has had a seventy year history of development. It was created as a field after World War II. With the immediate onset of the Cold War regional study centers became national strategic centers, focused on issues of security. Sometimes studies were developed and utilized and sometimes they were disregarded. In addition the growth of higher education research universities in the 1960s also supported the growth of graduate programs, language programs, and a respect for area studies. During the 1950s and 1960s the focus of Asian-Pacific studies was on Communism, Democracy, and Modernization. For example, key books included Benjamin Schwartz, *Chinese Communism and the Rise of Mao* (1951); Albert Feuerwerker's *China's Early Industrialization: Sheng Hsuan-huai (1844-1966)* (1958), and Joseph Levenson, *Confucian China and its Modern Fate* 3 Vols. (1958,1964,1965) among others.

The profile of Asian-Pacific Studies scholarship changed during the 1970s and 1980s with the scholarly production of regional studies and biographies, such as Philip Kuhn's *Rebellion and its Enemies in Late Imperial China: Militarization and Social Structure, 1796-1864* (1970); Joseph Esherick, *Reform and Revolution in China: The 1911 Revolution in Hunan and Hubei* (1976); G. William Skinner, *The City in Late Imperial China* (1977); Maurice Meisner, *Li Ta-chao and the Origins of Chinese Marxism* (1977); and Elizabeth Perry, *Rebels and Revolutionaries in North China* (1980) among others.

During the 1990s through today, the field of Asian-Pacific Studies, like much of academe, has focused on new interpretations, new theories, areas such as gender, political culture, and post modern analyses. These have resulted in works such as: Prasenjit Duara, *Culture, Power and the State: Rural North China, 1900-1942* (1988); John Fitzgerald, *Awakening China: Politics, Culture and Class in the Nationalist Revolution* (1998); and Andre Gunder Frank's *ReOrient: Global Economy in the Asian Age* (1998).

Today, there is additional focus on Asian-Pacific programs for environmental and cultural studies, new interpretations, content education for K-12 teachers, and promoting diversity and multiculturalism. However, the issues of educational value and institutional niche continues to be a focus for area study program discussions. In many ways an Asian-Pacific Studies Program can optimize intellectual and teaching resources, obtain needed resources through grants, state, federal and community support, and create real multi-disciplinary and inter-disciplinary opportunities for the campus.

Willa Jane Tanabe summarized some of the challenges that emerged for Asian-Pacific Studies in terms of their trajectories throughout their emergence in the Post World War II environment:

1. Discipline or area based?
 - 1.1. Discipline focused scholars criticize area studies as having no intrinsic methodology
 - 1.2. Area studies scholars agree there is an absence of unique methodology but maintain their approach is multi-disciplinary
2. Loss of strategic value in post-Cold War
 - 2.1. The Cold War mentality is no longer the mindset for strategic needs for area studies
 - 2.2. The Vietnam War had highlighted the weaknesses of area studies and strategic value
3. Funding sources and objective research
 - 3.1. World War II through early 1970s funding of area studies via Government and Foundations
 - 3.2. Changing profiles of funding sources and question of hidden agendas: Examples: The Office of Strategic Services -Soviet Division relocated to Columbia University; Carnegie Corporation funded \$740,000 in 1946 for the Harvard University Russian Center; Between 1953 and 1966 the Ford Foundation distributed \$270 million to 34 universities for area and language studies
4. Intellectual imperialism
 - 4.1. The US view has been the most important in framing research methods and interpretations
 - 4.2. Politics and culture are not absent in the dynamics of exchange
5. Failure to discern and comprehend globalization
 - 5.1. Confusion of global forces versus cultural domains
 - 5.2. Social and historical processes extend beyond regional domains¹

I was invited by Hong Kong Baptist University in June, 2001 to give a symposium on my reflections about the past and future of Asian-Pacific Studies. In that presentation, I surveyed the material presented above and gave some reflections on future developments that would support the development of scholarship, pedagogy and contribute to global understandings and respectfulness towards multiple

¹ Willa Jane Tanabe, Dean of School of Hawaiian, Asian and Pacific Studies, University of Hawai'i, *Moving Cultures: Remaking Asia-Pacific Studies*, June 1998

cultures. Here were some of my general ideas on future possibilities:

1. Diversity in Method

Quantitative and qualitative methods, databases, and new technologies will provide more objective and cross-national ways to investigate research and teaching.

2. Diversity in Interpretations

Issues of perspective and narrative need to be broadened not narrowed to understand global issues that can be enlightened by Asian-Pacific faculty and students.

3. Collaborative Endeavors

Joint projects that cross geographical boundaries are now possible with modern communications. Some of these possibilities include:

Electronic Cultural Atlas Initiative: <http://www.ecai.org/>

National Consortium for Teaching About Asia: <http://www.nctasia.org/>

Asia Society: <http://www.asiasociety.org/>

Asian World Wide Web Virtual Library: <http://vlib.org/AsianStudies>

4. Crossing the Cultural Divide

Breadth of theory and language need to become infused with a mutuality of learning to realize the potential of Asian-Pacific programs.

The Central Washington University Asia-Pacific Program has the critical mass and scholarly talent to become a leader in many of the above areas. The faculty have shown depth and breadth of scholarship, and have the capability to lead in terms of diversity of method and interpretations, working collaboratively, and crossing the cultural divide. This will be discussed in the report below.

II. THE SURVEY OF INTERVIEWEES

During her visit at CWU this Reviewer met with and interviewed four administrators, fourteen faculty, and ten students. Of the faculty, two were not in the program, but in Study Abroad and in another language program. I had standard interview questions, of which some were able to be completed in the conversations, and some were either not relevant, or not enough time was available to cover them all (*see Appendix A*).

The following three areas were covered with most respondents:

- 1. Program Goals**

On program goals, everyone was shown the six program goals and asked if they were well understood, which ones were the strongest, how much depth was there to the program assessment and what was the status of resources and support.

- 2. Strengths and Weaknesses**

There were a series of questions and comment sections that elicited general conversations on the strengths and weaknesses of the program and the campus support of the program.

- 3. Future Aspirations**

The final question was if the respondent had unlimited resources, how would they like to see the CWU Asian Studies program in ten years.

- 1. Program Goals**

Every person interviewed saw a copy of the six program goals:

1. Expose students to historical and contemporary perspectives on the Asia/Pacific region.

2. Offer excellent general education courses.
3. Teach students the value of a liberal education for careers in the professions, business, industry, public administration and non-profit institutions.
4. Encourage diversity and multicultural understanding among faculty, students and the regional community.
5. Provide scholarly service activities for the local, regional, national, and international professional communities in Asia/Pacific Studies.
6. Promote the linkage between Asia/Pacific Studies and other academic disciplines.

The program faculty understood most of the program goals and were able to discuss their implementation and relevance to the College and University goals. These faculty unanimously agreed that the first goal to expose students to historical and contemporary perspectives on the Asia/Pacific region was the goal the program accomplished best. The goal most difficult to accomplish in the opinion of program faculty was offering general education courses. This is because they only have the one three credit course – a general course in Asian Studies. The faculty might consider a 4 or 5 credit version that can give students more depth. Another idea might be to cross list general education courses that also serve Asian Studies curriculum. In general, program faculty perceived of program goals as linked with college and university goals that had to do with areas such as quality educational outcomes, diversity, internationalization, service learning, and civic engagement.

The program's associate faculty and the two independent faculty members were not as clear as to the program goals, but they still felt that knowledge about Asia was promoted by the program. One of these interviewees felt that the Study Abroad component was strongly supported by the Asian Studies program. There was not any real linking together of the program goals and those of the college or university.

The students were least informed or concerned about the program's mission. Although it was clear they were taking a program that provided them with quality educational experiences, diversity, and opportunities such as study abroad, they all were interested in the program for what it could provide them in a more professional capacity for a career. The students had little knowledge of college or university goals.

2. Strengths and Weaknesses

There was unanimous opinion that the top program strengths were the depth and breadth of the faculty. The program faculty, associate faculty, and students all acclaimed the quality of the teaching and the leadership of the professors. Likewise, the greatest program hurdle (as indicated in the self-study) emphasized in the interviews by all constituencies was the lack of power by the program director to actually schedule courses without gaining the assent of individual departments. This results in a weakened program. The result is that the scheduling of courses is not regular, nor are there enough courses offered for the optimal delivery to the majors. The students felt that this actually hindered their ability to really optimize the strengths of the program and even was leading to delays in their graduation.

The faculty pointed to areas of pedagogical strength but the interviews also revealed some key disconnects. First, the issue of which regional areas needed more positions ranged from more expertise need in South, Southeast Asia, Korea, and/or Asian-American areas to the proposition to abolish anything but China and Japan as program foci. Almost every session elicited different views on this

issue.

Secondly, students were strongly focused on Japan, while the preponderance of faculty expertise is in China. This was due to several factors: (1) There only is one Chinese language teacher and two Japanese language teachers; (2) Students are more interested in the cultural areas such as Anime and Manga; (3) There also is a program where Japanese students (ca.130 per year) are housed with Western students in the residence halls. This creates a natural interest for students at CWU to become interested in the Asia/Pacific Studies Program.

Finally, the students remarked that they felt the lack of a central place to locate the program and the lack of a real “identity” other than various cultural events, were a main disappointment to them. They do not feel that they have a real “club” for the program, but they are appreciative of the social opportunities, study abroad, and cultural events that do come their way.

3. Future Aspirations

Based on the assumption of unlimited resources, the view of the Asian Studies program ten years hence, focused on several areas.

1. Expanding the regional focus of the program. Several faculty and some of the students wanted to see Southeast Asian areas strengthened.
2. The growth of internships for students was a main concern. Students, in particular are much more concerned with what they will do with an Asian Studies degree. An array of internships with agricultural, cultural, and business entities in the region and state are highly desirable to students for the training, self-discovery, and building resumes.
3. More funding for scholarships to study abroad was raised by several faculty and students. However, the director of Study Abroad mentioned that he had half a dozen scholarships, but only two applicants for those monies this year.
4. Programmatic improvements were desired such as a capstone course for the program and a language lab for real discipline in the study of Asian languages.
5. Work more strongly on a program of student recruitment with additional resource support.

III. PROGRAM ASSESSMENT: STRENGTHS, CHALLENGES, AND SUGGESTIONS

The APS program has a clearly articulated mission and program context description:

A. Program Mission Statement

Asia/Pacific Studies (APS) is an interdisciplinary program with a curriculum drawn from courses in the university's various colleges. The program is designed to provide students with a broad understanding of the complexities of the Asia/Pacific region. It serves as an integral element in support of CWU's goals of internationalizing the curriculum, emphasizing area studies programs, and providing provocative learning experiences that prepare students for contemporary life in a changing world. Through the collaborative support of the university's colleges and the Office of International Studies and Programs, students benefit from a challenging program of study.

B. Brief Description of Program Context

The APS program was first established as a minor in 1992. It became a major in 1997 under the

guidance of Prof. Michael Launius. The current curriculum has two components: (1) a core, introducing students to the geography and history of Asia and the Asia/Pacific islands and entailing a general overview of Asia/Pacific life and culture from an interdisciplinary perspective, and (2) three emphases from which students must choose one:

- Japanese Studies,
- Chinese Studies, or
- Asian Studies (a more broad-based focus entailing course work on regional areas other than China or Japan).

Students are encouraged to enhance their programs of study with a study-abroad experience that can be arranged through the Office of International Studies and Programs.

Based on the above mission and context, study of submitted materials and the campus visit an analysis of APS program strengths, challenges, and recommendations will be discussed in this section.

APS Program Strengths

The APS is a program with strengths in the following five areas:

1. **The quality and number of faculty in the Asian-Pacific areas, particularly China and Japan, with some expertise in South/Southeast Asia is stellar.** The CWU faculty are productive and brilliant scholars and dedicated educators. Their scholarship directly impacts the opportunities for their students. APS faculty publication and grants record is simply put a tribute to the dedication of this faculty to excellence in their craft. For example, over 70% of the faculty during the past five years annually have published on average over ten articles in peer-reviewed journals. Over 55% of the faculty have presented at conferences during this same period. External funding for the NSF project on water and environment in China has obtained a third renewal and is in its second phase of research. This grant already has brought \$700,000 to CWU. The regional recognition for the original production of *NOH Telling*, directed by George Bellah, the pathbreaking work on comfort women by Bang-Soon Yoon show the range of creative and scholarly activity as well as the numerous Study Abroad trips led by APS faculty. Three examples presented in the Self-Study will highlight the accomplishments, which can be replicated in almost all the submitted *curriculum vitae*:

Jeff Dippmann, former Director, has been President of the Pacific Northwest Region of the American Academy of Religion/Society of Biblical Literature (PNW AAR/SBL), acts as liaison for the International Society for Chinese Philosophy and the national American Academy of Religion, and served for eight years on the Executive Board of the Asian Studies Development Program's (ASDP) Association of Regional Centers, and as Member-at-large for the Asian Studies on the Pacific Coast Regional organization. He is also currently on the Board of the Asian Studies Development Program's Alumni Association. Chenyang Li is Deputy Director and Secretary for the International Society for Chinese Philosophy. The Program was also the host for the 2007 ASDP National Conference, held in Seattle. James Cook sits on the board of the Western Region of the Association of Asian Studies and is a board member of the Northwest China Socioeconomic Development Research Center in Xi'an, China.

2. **The underpinning of the languages for the program is a rare commitment.** It is essential for student success that students learn the language at a competent spoken and written level. This is a unique niche for CWU's program.
3. **The advanced state of the undergraduate research** through the NSF grant and other program

mentorships are some of the most important vectors for sustained quality and institutional niche. CWU could become a leader in the state of Washington in terms of their accomplishments in undergraduate research. Moreover, the nature of the environmental water project lends itself to possible funding and assessment in the area of service learning, civic engagement, sustainable development and global diversity areas.

4. **APS faculty have a good track record of program coordination** and are helped by their organizational foundation. They have a steering committee that has clearly delineated duties and they have an actual rotation of program directors that has avoided one of the key weaknesses of many programs or departments, which is reliance on one or two leaders. This rational method of operation will aid them greatly in their attempt at program reform.
5. The APS faculty and program has displayed a **collaborative spirit** and has demonstrated its accomplishments in **key college and university goals** in both the strategic goals and the student learning goals. APS faculty have promoted academic excellence, increased resources through external grants, expanded diversity, civic engagement, interdisciplinary learning, global citizenship and internationalization, and many more campus-wide stated objectives. They have enhanced the intellectual and cultural opportunities for CWU students whether they are majors or in other disciplines.

I would like to highly commend the APS faculty for the constancy of their commitment and the extraordinary accomplishments they have achieved as scholars and teachers.

APS Program Challenges

The APS program has several challenges that range from scheduling to the foci of their program.

1. One of the key areas that needs refinement is the **articulation of student learning outcomes for the program** that can be both aligned with college and university stated student learning outcomes and that **need a better format for assessment**. For example, there are rubrics to assess civic engagement and service learning that should be considered by the program. These could be developed into program portfolios that demonstrate concretely the attainment of the program objective(s) in both quantitative and qualitative manners. The current assessment of the 102 course passing marks or responses to number 3 on the student exit interview do not indicate enough depth and particularly do not allow for the program faculty to “close the loop,” by articulating what the results mean. I would suggest that a more in-depth set of assessment measures, which allow the faculty to aspire to reach measurable goals will serve the program much better. If the APS leaders and faculty explore the WASC Web site and explore Portfolio, Program Assessment, Capstone Assessment and Rubric they will find a wealth of information (<http://www.wascsenior.org/>). For broader learning outcomes, particularly growing national standards of academic assessment, the faculty might want to consult the AACU LEAP documents, the issues of *High Impact Practices* and *Making Excellence Inclusive* at: (<http://www.aacu.org/resources/liberaleducation/index.cfm>).
2. A second challenge is **creating a coherent identity for the students who are in the program**. This is aligned with the fact that there is no physical center for the APS program, and the cycle of activities is not presented systematically, including the course scheduling, cultural activities and study abroad. The students want an APS Student Club and they want more consistent communication of opportunities and ways to congregate as an APS group. The faculty are rethinking the geographical three area of emphasis, and I will be making recommendations below about this – because I think any program reform in that area will increase student

sensibilities about their program.

3. A third area that needs some focus by faculty and firm support by central administration is the program needs **more consistency in course offerings, career advising, and increased opportunities for student internships**. At present, the students cannot rely on courses being offered that they need for the foundation of the program or for completion. The self-study mentioned some of the reasons for this, but with the amount of Asia faculty at CWU, it is unacceptable that a rota of needed courses could not be arranged. This is not the fault of the APS program, but of the weakness of the institution in how it organizes the area study programs. The advising issue and arrangement of internships also is probably one of scarce resources, but I would suggest that given the importance of the Pacific Rim to Central Washington – that there be some reallocation of resources, that will be suggested below.
4. A fourth challenge for the APS program is that it faces a crossroads where it is willing to reformulate the program. The difficulty of this program revision is to base it on key areas of niche development that have measurable student learning outcomes, while at the same time promoting faculty professional development (which is uniquely positive in this program), and accommodating the future needs of the students. I will elaborate below in the recommendations on program revision, but my suggestion will be that thematic areas rather than region or discipline should be considered. The current self-study mentions four areas of concentration for the program revision: “*students will be allowed to select core classes in each of the following areas: Aesthetic Experience, Social Science, Humanities, and Foreign Languages. In other words, instead of specific courses, majors will select from a list of 3-4 courses from several departments within the same discipline.*” Although these ideas have some organizational salience, the critical mass exists in the breadth and depth of the APS to **do something different and more innovative**. The four disciplinary areas mentioned above would be great for a certificate or minor, but the program might consider a more niche based – thematic approach for the major. For example, CWU can distinguish itself and do targeted recruitment on a statewide and national level if they reflect on their strengths and differentiate themselves from programs at Washington State and Eastern Washington (*see Appendix B*). The real development of an innovative program that works to the benefit of the students, program and institution will be discussed in detail in the following section.
5. Related to the niche issue is a fifth challenge for the APS program in that **it is not optimizing its accomplishments in the state or nationally**. The caliber of the faculty, the NSF grant, *Noh Telling*, and the robust Study Abroad, needs to be parlayed into more recognition, student recruitment and external resources. For example, the APS should discuss the possibility of gaining a National Consortium for Teaching About Asia Symposium in their program (*see Appendix C*). This is a grant by the Freeman Foundation to fund the in-service education of teachers throughout rural areas, and hundreds of 30 hour educational symposia are delivered each year. Given the stature of the Education program at CWU, this should be discussed with the East Asian Resource Center (EARC) at the University of Washington. Other areas that already have shown accomplishment need to be optimized. For example the research on water and China needs to be developed into a niche area and perhaps collaborative grants with institutes in the PRC and Taiwan should be considered. At the very least fellowships and institutional enhancement grants (particularly ones that could build the library collections) – should be explored. For example, the Chiang Ching-kuo Foundation's institutional enhancement

grants have been used in the past for the development of library collections, as well as faculty positions (for a period of three years). Usually some collaboration is requested, but there are many exciting projects occurring on water in Taiwan and faculty already have Asia-wide relationships with colleagues (*see Appendix C*). Another area of optimization of accomplishments should be working and publishing in collaboration with the Council on Undergraduate Research (CUR). My understanding is that the institution already has a membership, but the APS program could play a substantial role in this undergraduate research organization (*see Appendix C*). Finally, the APS and CWU need to consider more contact and expect more from trade offices and counsels in Seattle as well as possible ARRA energy grants that have international significance: <http://www.commerce.wa.gov/>.

APS Program Recommendations

Based on the assessment of strengths and challenges faced by the Asian/Pacific Studies program – I have the following recommendations, and will include a preliminary resource analysis.

Recommendation Area # 1: Program Revision

The APS program, supported by the CWU administration, should consider their upcoming program revisions as a chance to add a scaffolding of possible degrees that are deliberately aligned with desired student outcomes, and expansion into themes that are niche based, rather than either geographical or disciplinary based. I particularly suggest the expansion of the APS program to include a certificate option and a Professional Masters of Science. I would recommend an APS Certificate and Minor program, whereby the certificate requires an internship or practica and the minor can follow the more traditional route.

For the revised major, I would recommend the APS program really utilize the inter-disciplinary strengths of its faculty. The APS major program themes might include:

1. Environmental Studies
2. Media Arts (including Digital, Visual, and Fine and Performing Arts)
3. Health and Allied Science
4. Business, Economics, and Information Technologies

The final part of the scaffolding would be to add a Professional Masters of Science in any of the four niche areas mentioned above. The PMS is different than a MS or MA in that rather than a thesis, the focus is on a practicum and links to the broader community. Please refer to the Council on Graduate Research for materials in this area, which are well understood as well by Dean Roger Fouts. For a program description sample regarding Business or Dual degrees see Appendix D.²

Recommendation Area # 2: Assessment Revision

As mentioned above the APS program should be assessing student learning outcomes and the success of the program through more rigorous and systematic means. The assessments on faculty productivity and the decision to deliver and assess a capstone are positive and on-target. The rest of the assessment is limited in its value for programmatic decision making – other than a generic idea of how many

² If the APS faculty do decide to based program revision on the self-study areas, I highly recommend an introduction and methods course for each of the four areas so that consistency of assessment can take place.

students are in the courses, program, and graduation rates. The learning outcomes that are linked to program outcomes are the best way of understanding program needs for both faculty and students.

Recommendation Area #3: Additional Asian Area FTEs

The self-study cited FTE needs in regional areas such as Southeast Asia or South Asia. While I understand that Southeast Asia and South Asia are genuinely felt needs as articulated in the self-study, I respectfully disagree that they are the best course for investment at this time. The program needs first to resolve the program revision and hopefully obtain structural and resource needs that will be beneficial to more long-term support for the program – particularly the structural needs of having a location and gaining the power to schedule courses, and build on the current China and Japan strengths. Below I give some suggestions for overall strengthening. What I would suggest is that South and Southeast Asia, and Korea area courses be offered, and use fellowships and exchanges to demonstrate their feasibility. The Pacific Islander connection clearly is one of longstanding attachment and like the other regions can always be added if an opportunity arises. Right now, the teaching capacity is not focused on the Pacific islands and I suspect the name is confusing to students in the program. The faculty also are considering an Asian-American area, which might be a future focus. It is easy for students to informally relate that they want more diversity in the Asia areas, but if you question them further, they are more interested in what they can do with the degree for their careers – which requires consistency, focus, and niche from the program.

In addition to course offerings and grants as a method to build interest in the above areas, another way to expand geographical interest and focus might be to adopt a language immersion program with Korean, Vietnamese, Hindi, as possible beginnings, exploring and possibly utilizing the Dulap approach at Drake University, which uses community members in language learning that focuses on speaking the language see: <http://www.drake.edu/catalog/archive/ugrad0708/geninfo/specialprog.php>. Drake University has obtained resources to offer a summer workshop in past years to share their experiences and train other universities in using this approach. Finally, for linkage to a listing of most Asian Studies programs see Appendix D.

Recommendation Area #4: Structural and Resource Needs

The program is operationally stymied right now by the need for the Program Director to ask for courses to be delivered by the disciplines. The most important step that CWU can take to develop the very real niche and strengths of the APS program is to develop a real physical location, a 50% release time for the Director, that includes a 10 month contract, travel funds to recruit students, time to work on exchanges, and a stipend. The Program and Associate faculty need to have some of their courses designated and dedicated to this program without having to depend on the variability of department needs. **The students and the program need the stability of offering the program courses.**

As the APS develops more strengths in terms of infrastructure it can better pursue funding from EARC, various Foundations, and obtain more external funding opportunities. If the program really develops in the niche areas of Environmental Studies, Media Arts, Health and Allied Sciences, and Business, Economics, and Information Technologies – it will become a signature program for CWU and will really aid in the fulfillment of the regional mission of the University. If CWU pursues further strategic planning in these Area programs, the institution and programs might consider the possibility of creating a **Center for Asian Studies**, where the other desired areas can be added, once the foundation is laid and there is growth in student recruitment and external resources.

The delivery of scaffolded degrees that include certificates, minors, major, and a professional masters

will certainly draw new students to CWU and optimize already strong programs. In addition to structural change, physical location, additional funding for the leadership, some key resource issues need to be addressed for program success:

1. The strength of the languages as a signature component of this program not only gives rigor to the degree but a usable talent for every single student who graduates from the program. I personally have studied Chinese, Japanese, and Vietnamese languages and can testify that students need to study in a disciplined fashion in a language lab on a daily basis. CWU needs to invest in a modern language lab for this program and all the other disciplines that require language. This is a philosophical and tactical decision that the University needs to make to ensure that the program maintains quality outcomes. The language lab will need an initial one-time investment and will need an annual budget for work-study students to manage the lab. Given the strengths of Washington state and the Northwest in technologies, CWU might apply to foundations to fund this project, or find a regional donor who would like to invest in enhancing the global capacity of the University. A different language learning issue is that there are currently two Japanese language teachers, but only one Chinese language teacher. There needs to be another FTE in Chinese language instruction. Both the language lab and the Chinese language teacher are actual needs for program success.
2. The library resources needed to establish this program need to have a serious annual commitment to bring needed materials for the program and for credibility in terms of obtaining external funding. Almost all grant agencies and foundations ask about infrastructure, and as the self-study indicates this area is a major weakness.
3. The APS program needs a Business-Economics FTE dedicated to the Pacific Rim area. My recommendation would be to have someone who specializes in management, marketing and/or information systems. This would build on strengths that exist in APS program and associate faculty. This is a compelling need because it is in the best interests of the students, and the Business College clearly has other strengths. Perhaps one way to implement this would be a joint appointment in both CAH and COB. Most of the students in this program are planning on using their degree for some business career and the APS program needs to come to grips in providing students with a regularized curriculum. This only can happen if they have a dedicated person teaching business courses. For a preliminary resource analysis see *Appendix E*.

Conclusion

In conclusion, world-wide, universities are having a difficult time dealing with both budget crises and changing values in today's world. The above recommendations will require some strategic planning and strategic investment by the CWU administration. I estimate the cost at \$339,154 for the first year and a regular budget of \$214,154 beginning in year two. This is the equivalent of 3-4 FTE and CWU hopefully will seriously consider deploying strategic initiative funds to invest in the reconfiguration of this valuable program. The return on investment in increased student recruitment and retention, possible increased external funding, and community/regional synergies are worth this step. The competition for recruitment of new students and the retention of those students will only grow more fierce. In addition, as student tuition substantially increases, students and parents will want to see some value added to the education. Therefore, each institution has to consider niche programs and innovative directions in which they can strategically invest. The Asia/Pacific Studies program at CWU is a dynamic program with a proven track record that has shown innovation in genuine ways. However, to go to the next step and adapt to changing circumstances and opportunities, it is hoped that the faculty and administration will consider a refocused program that:

1. Has a scaffolding of certificate, minor, major and professional masters;

2. Will occupy a physical location that will give identity and coherence for program faculty and students;
3. Will be supported in the expansion of leadership functionality;
4. Will give students the necessary elements of successful study such as the development of a language lab, and the addition of a Chinese language FTE and Business FTE.

On the other hand, the APS Program must develop accountability and benchmarks if they pursue the path of an enhanced program or a Center for Asian Studies. As they receive additional FTE and resources, strategic planning will require program accountability in both quantitative and qualitative measures through:

1. Assessment of majors, graduation rates, student credit hours, student learning outcomes, exit and alumni interviews;
2. Continuing to develop undergraduate research excellence;
3. Increased external funding, with possible expanded collaborations for STEM education and environmental areas;
4. Increased linkages to the community through in-service teacher training;
5. Developing regional economic revitalization strategies along with program growth.

If both programmatic strategic reform and investment are considered and applied, as well as benchmarks and assessment of mutually agreed upon goals, this program will become even more of a signature point of pride for Central Washington University.

IV. APPENDICES

Appendix A: Questions for Program Faculty

Name:

Program or Associate Faculty?

Goals of the Program:

Program goals:

- A. Expose students to historical and contemporary perspectives on the Asia/Pacific region.
- B. Offer excellent general education courses.
- C. Teach students the value of a liberal education for careers in the professions, business, industry, public administration and non-profit institutions.
- D. Encourage diversity and multicultural understanding among faculty, students and the regional community.
- E. Provide scholarly service activities for the local, regional, national, and international professional communities in Asia/Pacific Studies.
- F. Promote the linkage between Asia/Pacific Studies and other academic disciplines.

Well understood?

Strongest ones that are accomplished?

Program Assessment?

Resources and Support?

How does Program support the College and University Goals in your view?

Individual Contributions:

Strengths:

Challenges:

If unlimited resources – how would you like to see CWU Asia/Pacific Program in 10 years?

Other Comments:

Appendix B: Regional Institutional Programs Similar to CWU

Example 1: Washington State University

<http://libarts.wsu.edu/asia/index.html>

The Asia program is an interdisciplinary program that provides a broad, systematic knowledge of Asia and deepens students' appreciation of the complexity and diversity of Asia through the study of history, philosophy, language, culture, religion, society, and politics.

[-] Strengths of the program

* Drawn from various disciplines, faculty members are noted for their distinguished research and teaching, united by their common passion for Asia and dedicated to sharing their expertise.

* The program gives students a solid foundation for a professional career related to Asia and world affairs or for further study of Asia at the graduate level.

* The program encourages majors and minors to participate in the study-abroad programs available at WSU.

* The Asia Program is the only interdisciplinary, non-American regional studies program available at Washington State University.

[-] Requirements and core courses

The WSU Asia Program promotes teaching, research, and outreach to prepare present and future leaders for the opportunities and challenges of Asia's increasing presence in global and regional affairs.

The Asia program offers both an area concentration (China, Japan, South Asia, Middle East) and a departmental specialization. Double majors can be easily accommodated with such majors as history, international business, foreign languages, and political science.

Asia Electives: China

Asia 270—India: History and Culture

Asia 272—Introduction to Middle Eastern History

Asia 275—Introduction to East Asian Culture

Asia 315—Philosophies and Religions of China

Japan

Asia 373—Chinese Civilization

Asia 476—Revolutionary China, 1800 to Present

Asia 477—Modern Japanese History

Asia electives

Japan

Asia 270—India: History and Culture

Asia 272—Introduction to Middle Eastern History

Asia 275—Introduction to East Asian Culture

Asia 315—Philosophies and Religions of China

Japan

Asia 373—Chinese Civilization

Asia 374—Japanese Civilization

Asia 477—Modern Japanese History

Asia electives: South Asia

Asia 270—India: History and Culture

Asia 272—Introduction to Middle Eastern History

Asia 273—Foundations of Islamic Civilization

Asia 275—Introduction to East Asian Culture

Asia 314—Philosophies and Religions of India

Asia 370—Civilizations of Classical India

Asia 470—Gandhi: India and the United States

Asia electives: Middle East

Asia 270—India: History and Culture

Asia 272—Introduction to Middle Eastern History

Asia 273—Foundations of Islamic Civilization

Asia 275—Introduction to East Asian Culture

Asia 306—Cultures and Peoples of the Middle East

Asia 472—The Middle East Since World War I

Asia electives: Comprehensive

Asia 270—India: History and Culture

Asia 272—Introduction to Middle Eastern History

or Asia 273—Foundations of Islamic Civilization

Asia 275—Introduction to East Asian Culture

Asia 315—Philosophies and Religions of China and

Japan

Asia 470—Gandhi: India and the United States

Minor in Asian studies

A minor in Asian Studies requires 23 hours, including one year of a single Asian language or 8 hours of Asian study abroad credit. Native speakers of an Asian language are exempt from the language requirement for the minor (they instead take 8 additional credit hours of Asia courses.)

[-] Scholarships and financial aid

The Asia program offers several scholarship and recognition opportunities, including the Asia Program Award for Excellence, Best Paper Award, and India Research Scholarship. In addition, all Asian studies majors can apply for University-level scholarships and more than \$50,000 in scholarships awarded by the College of Liberal Arts.

A variety of state, federal, and university-sponsored programs are available to help students with educational costs. Washington State University awards millions of dollars in financial aid and scholarships to students every year based on financial need, academic merit, or a combination of the two.

Students should complete the Washington State University general scholarship application and the FAFSA to ensure their eligibility for the widest range of scholarships and need-based financial aid.

For information or to apply for financial aid and scholarships from WSU, see the Scholarships and Finances section of the WSU website.

[-] Careers in Asian studies

Asia program graduates receive excellent, broad preparation for business careers dealing with Asia, for careers in government and politics, and for teaching courses on Asia and the world in primary and secondary schools. The program also provides academic background for those planning to pursue graduate work on Asia.

What can you do with a degree in Asian Studies?

- * Government service, politics
- * International business
- * International relations, Foreign Service
- * Travel industry
- * Import, export
- * Graduate studies
- * Advertising
- * Management consulting

Skills you can market with a degree in Asian Studies:

- * Cultural awareness and sensitivity
- * Asian language competency
- * Effective research and presentation skills
- * Critical thinking and problem-solving
- * Ability to work solo or as a team member
- * Effective written and oral communication *[sic]* skills
- * Intellectual curiosity *[sic]*
- * Time management and organization

Example 2: Eastern Washington University

A). Asian Studies Certificate

<http://www.ewu.edu/x64382.xml>

Asia Studies

Field of Study:	Asia Studies
Degree(s) Offered:	Certificate
Location(s) Offered:	Cheney, WA

Interest in Asia and Asian Studies has increased dramatically in recent years. For some, Asia represents opportunity for business, trade and commercial exchange as one of the new and vast marketplaces of the 21st century. For others, Asia is a place where remarkable expressions of traditional culture such as religion, poetry and art have stayed alive even into the 21st century. Located in the Pacific Northwest, Washington State is a gateway to the East and offers an ideal setting to learn about the interactions between Asia and the rest of the world. This Asia Studies Certificate offers students the opportunity for a highly specialized and integrative look at trans-regional and international issues related to Asia focusing on the culture, history, politics and languages of the region.

B). Asia University Program

<http://www.aa.ewu.edu/auap/>

In this program, they mention that they collaborate with both CWU and WSU:

Welcome to the Asia University America Program at Eastern Washington University. The Asia University America Program (AUAP) is an innovative study abroad program for freshmen and sophomores from Asia University in Tokyo, Japan. Twice a year, groups of 30 - 90 students come to EWU and live and study on campus for five months. Participants study 20 hours a week in courses designed to develop their communicative competence and overall English language proficiency. Upon return to their university, students receive 15 semester hours of Asia University credit for these classes.

Over 2,600 students have participated in this program at EWU since it began in 1989.

As part of its basic philosophy, Asia University advocates active international relations and has promoted exchange with universities in other countries for many years. Relations were first developed with institutions of higher education in Asia, and more recently with a number of American universities. At present, Asia University has agreements with 18 universities in 9 countries including Eastern Washington University, Central Washington University and Western Washington University.

Appendix C: Links to Possible Collaborations/Funding

1. National Consortium for Teaching About Asia (East Asia Resource Center at the University of Washington): <http://jsis.washington.edu/earc/>

ABOUT THE EARC

The East Asia Resource Center (EARC) provides a wide range of outreach programming and services to K-12 educators nationwide. The EARC helps educators expand and update their knowledge of China, Japan, and Korea; recommends effective resources and strategies for teaching about East Asia; and develops quality curriculum materials.

EARC offerings for K-12 educators include one-day workshops, 30-hour seminars, summer institutes, study tours to Asia, a resource collection, EARC volumes of curriculum materials, and a quarterly newsletter. EARC programming strives to bring the expertise of UW faculty and K-12 master teachers in Asian studies to its audiences of educators across the Northwest. EARC activities are supported by grants from the Freeman Foundation, the US Department of Education, and other foundations.

The East Asia Resource Center works in partnership with the University of Washington's East Asia Center, a federally funded and designated National Resource Center. The East Asia Center serves as a comprehensive center to advance the knowledge of China, Japan, and Korea through undergraduate, graduate, and professional instructional programs, faculty research, the East Asia Library, as well as programs and events for the larger community. Learn more about the East Asia Center's upcoming programs for the general public.

ABOUT NCTA

The National Consortium for Teaching about Asia (NCTA) is a national initiative to encourage and facilitate teaching about East Asia in social studies, humanities, history, literature, and geography, funded through the generous support of the Freeman Foundation of New York. NCTA offers 30-hour introductory seminars on East Asia, taught by master teachers and East Asia specialists. Seminars in the Northwest are coordinated jointly by the East Asia Resource Center (Henry M. Jackson School of International Studies, University of Washington) and its partners in Alaska, Idaho, Montana, Oregon and Washington.

The goal of the National Consortium for Teaching about Asia is to foster the sustained presence of the teaching and study of East Asia in US secondary schools by providing seminars for teachers and enrichment activities, including study tours, for seminar alumni.

2. Chiang Ching-kuo Foundation Fellowships and Institutional Enhancement Grants:

<http://www.cckf.org.tw/e-donation.htm>

The Asia-Pacific Region (including Hong Kong and Macau)

Funding Programs

1. Institutional Enhancement Grants
2. Research Grants
3. Conference and Seminar Grants
4. Publication Subsidies
5. Senior Scholar Grants
6. Dissertation Fellowships for ROC Students Abroad

The Foundation will give priority to collaborative projects with counterparts in Taiwan.

3. Council on Undergraduate Research

<http://www.cur.org/index.html>

CUR Mission Statement

The mission of the Council on Undergraduate Research is to support and promote high-quality undergraduate student-faculty collaborative research and scholarship.

About the Council on Undergraduate ResearchThe Council on Undergraduate Research (CUR) and its affiliated colleges, universities, and individuals share a focus on providing undergraduate research opportunities for faculty and students at all institutions serving undergraduate students. CUR believes that faculty members enhance their teaching and contribution to society by remaining active in research and by involving undergraduates in research. CUR's leadership works with agencies and foundations to enhance research opportunities for faculty and students. CUR provides support for faculty development. Our publications and outreach activities are designed to share successful models and strategies for establishing and institutionalizing undergraduate research programs. We assist administrators and faculty members in improving and assessing the research environment at their institutions. CUR also provides information on the importance of undergraduate research to state legislatures, private foundations, government agencies, and the U.S. Congress. CUR welcomes faculty and administrators from all academic institutions. Our primary advocacy is in support of faculty and undergraduate students engaged in research. CUR achieves its vision through efforts of its membership as organized in a divisional structure that includes biology, chemistry, geosciences, mathematics and computer science, physics and astronomy, psychology, social sciences, an at-large division that serves administrators and other disciplines, and a division for directors of undergraduate research programs.

Definition of Undergraduate Research: An inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline.

The Council on Undergraduate Research, founded in 1978, is a national organization of individual and institutional members representing over 900 colleges and universities.

Appendix D: Business-Oriented, Dual Degree and Asian-American Studies Links

1. WSU - East Asian Studies for Business Majors

College of Business-Asia Program-Department of Foreign Languages and Cultures

Offered as: Certificate

<http://futurestudents.wsu.edu/academics/fos/list/Public/field.castle?id=7749>

Overview

The University's Asia Program provides students who are majoring in programs through the College of Business the opportunity to focus on one country or region (China, Japan, India, or Middle East) and to develop a broad, systematic knowledge of Asia through interdisciplinary study.

The certificate in east asian studies for business majors serves four major objectives:

1. Prepare students for business careers dealing with Asia
2. Provide academic background for those planning to pursue graduate work on Asia
3. To train students interested in governmental and private career opportunities related to Asia

2. Description from Stanford on areas might be useful in guiding reflection on dual degree options. If capacities are optimized, the dual degree might be a good recruitment route for the program. DUAL AND JOINT DEGREE PROGRAMS WITH PROFESSIONAL SCHOOLS

http://ceas.stanford.edu/admissions/about_degree.php

Many graduate students in the M. A. program in East Asian Studies plan to pursue careers other than university teaching. Because a background in East Asian Studies alone is often insufficient qualification for work in many non-academic professions, CEAS has established dual degree programs with both the School of Education and Stanford Business School, and a joint degree program with Stanford Law School, as outlined below.

East Asian Studies and Education:

This program grants a M.A. in East Asian Studies and a secondary school teaching credential in social studies. Students should first apply to the M.A. program in East Asian Studies. During their first year at Stanford, interested students may then apply to the Stanford Teacher Education Program (STEP). If accepted, in their second year of study, students will continue to take courses related to East Asia as well as complete the credential requirements (including intern teaching) of the State of California. Students who undertake this joint program are urged to maximize their usefulness to school districts by broadening their competency to teach general social studies courses. Students who participate in this program can find strong support through the China Project and the Japan Project of Stanford's Program on International and Cross-cultural Education (SPICE). Learn more about the Stanford School of Education.

East Asian Studies and Business Administration:

Interested students must apply separately to the East Asian Studies program and to the Graduate School of Business and be accepted by both. Completion of this combined course of study requires approximately three academic years, depending on the student's background and level of language training in Chinese, Japanese or Korean. Learn more about the Stanford Graduate School of Business.

3. Major Listing by Categories of Asian Studies Programs

These cover: Asian American Studies | Asian Studies | East Asian Studies

South Asian Studies | Southeast Asian Studies | Middle East Studies

<http://www.asianamerican.net/centers.html>

Appendix E: Preliminary Resource Analysis

Personnel Costs	Year 1 Costs	Year 2 Costs
Expansion of Director to 10 month contract	\$9,644	\$9,644
Annual Stipend for Director	\$5,000	\$5,000
1 FTE Chinese Language at Assist. Prof. Rank	\$77,560	\$77,560
1 FTE Business at Assist. Prof. Rank	\$96,950	\$96,950
Work-Study Students for Language Lab	\$25,000	\$25,000
Subtotal for Personnel Costs	\$189,154	\$189,154
Capital Costs and Supplies & Services		
Language Lab Costs		
One-time Construction – 20 stations @ \$5K	\$100,000	
APS Physical Relocation Costs		
One time Costs includes furniture, computers, supplies	\$25,000	
Supplies and Services (annually)	\$10,000	\$10,000
Library Costs for Resources		
Additional Resources @ \$15K per year	\$15,000	\$15,000
Subtotal for Capital Costs and Supplies & Services	\$150,000	\$25,000
Total Costs:	\$339,154	\$214,154

Note: FTE costs are based on AAUP data for Asst. Professor rank at CWU. Business professors normally get a 25% addition to average salaries due to market forces. OPE is included in the salaries above and is calculated at 40%