

# **Central Washington University**

## **College of Arts and Humanities**

### **Program in Asia/Pacific Studies**

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**Prepared by: James Cook and Jeffrey Dippmann**

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**Department Chair**

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**College Dean**

## **I. Introduction to the Asia Pacific Studies Program**

### **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.

The primary clientele served by the major includes students enrolled for a baccalaureate degree at the Ellensburg campus of CWU who want to pursue a program of study concentrating on the Asian region for various educational and pre-professional objectives. Asia/Pacific Studies students typically pursue careers in international business, politics and government service, cultural affairs, or higher education, and seek the expertise needed to frame their professional futures. Many are interested in the liberal arts structure that the interdisciplinary degree affords. Students at CWU's off-campus university centers may also select some coursework offered in the major. Students may also transfer appropriate credits from other recognized universities and study-abroad programs with the approval of the program director and administrative officer(s).

Associated with the Asia/Pacific Studies program are opportunities for students and faculty to study and teach abroad in recognized exchange programs sponsored through CWU's Office of International Studies and Programs. The foreign-study opportunities for CWU students, as well as opportunities for study at other regional and national universities, are encouraged for Asia/Pacific Studies majors. In addition, CWU faculty interested in offering or developing coursework in Asia Pacific Studies may take advantage of the rich learning opportunities available through the East-West Center and the federally funded Asian Studies Development Program (ASDP). CWU has a longstanding connection with both and is a Regional Center for the ASDP.

This is the first program review for APS.

### **C. Describe Departmental Governance System**

The APS program is structured with a program director who leads the program in cooperation with APS faculty and an APS Steering Committee.

#### **Director. Asia/Pacific Studies Program**

The director reports to the Dean of the College of Arts and Humanities and processes paperwork in matters relating to students and their participation in the Asia/Pacific Studies degree program. The director serves a three-year term. In early Spring of the third year of the term, the APS program faculty nominate and elect by secret ballot its recommendation for a director to serve the next term. All APS program faculty are eligible for consideration for service as director. The Steering Committee reviews the recommended appointment. Appointment is made by the Dean of the College of Arts and Humanities, subject to the approval of the provost/senior vice president for academic affairs.

The director performs the following functions:

- Serves as chief program advocate.
- Chairs meetings of the APS faculty.
- Pursues and coordinates the effort to obtain external funding through grant proposals.
- Prepares program offering plans with recommended faculty assignments by January 31 of each year for the subsequent academic year for consideration by the APS Steering Committee.
- Serves as liaison with the Office of International Studies and Programs regarding APS student and APS faculty participation in international experiences.
- Maintains the official list of APS program faculty.
- Coordinates recruitment of students, advises APS majors, approves course substitutions for AST-prefix courses. Approves programs of study for APS majors.
- Serves as the liaison to the East-West Center and the Asian Studies Development Program.
- Oversees goods and services budget
- Prepares assessment reports and program review materials

#### **Faculty**

##### ***Membership in APS Faculty***

- *Program Faculty*-All CWU tenured and tenure-track faculty who have taught an average of one course per year over a rolling three-year period from the set of required or elective courses in the approved Asia/Pacific Studies degree program are voting members of the APS Program Faculty.
- *Associate Faculty*-Other CWU faculty may request associate-faculty membership based on evidence of multiple works of scholarship, teaching, or service activities directly relating to the Asia/Pacific Studies curriculum and mission. Associate faculty may participate in faculty meetings but are not voting members.

##### ***Role of the Program Faculty:***

- Elects and recommends the program director to the Dean.
- Elects two faculty representatives to the Steering Committee each spring for service during the subsequent academic year.

- Initiates, develops, and recommends revisions to the Asia/Pacific Studies degree program.
- Initiates, develops, and recommends revisions to courses carrying the AST prefix.
- Advises departments regarding revisions of required and elective courses carrying department-based prefixes in the Asia/Pacific Studies degree program.
- Approves associate faculty membership.
- Recommends academic-program policy and procedures to the APS Steering Committee.
- Recommends potential changes to the APS charter to the APS Steering Committee.

### **Asia/Pacific Studies Steering Committee**

*Role*—The Asia/Pacific Studies Steering Committee meets at least once each academic quarter. The steering committee serves as the executive council for the APS program; the committee performs the following functions:

- Reviews the faculty recommendation and advises the dean regarding the appointment of the director.
- Conducts an annual performance evaluation of the program director, which must include input from the program faculty.
- Reviews the program-offering plan submitted by the director, revises as necessary, and implements the plan within the college curricular-offering plans for the subsequent year.
- Reviews proposed changes to the APS Charter, recommending action to the Dean of the College of Arts & Humanities.
- Reviews proposed academic-program policy changes, recommending action to the director.

### **Membership**

The APS Steering Committee will consist of:

- The Program Director(s) who is/are voting member(s), who also serves as the dean's designee; the dean or associate dean will attend when needed for consultation on specific initiatives
- Four (4) faculty members who are nominated by the program faculty and appointed by the dean and are voting members. Efforts should be made to insure that faculty representation draws from at least two (2) of the participating Colleges
- Two (2) members of the associate faculty who are appointed by the program faculty and are voting members
- Members will serve three (3) year staggered terms

The APS Steering Committee currently consists of James Cook (Director, History), Jeffrey Dippmann (Philosophy), John Bowen (Geography), George Bellah (Theater Arts), Penglin Wang (Anthropology), Fen Wang (ITAM), and Xiaodong Kuang (Communications).

## **D. Programmatic Goals and Assessment**

### **1. 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.

## **2. Relationship to College and University Strategic Goals**

### **a. University Goals**

The Asia/Pacific Studies Program is critical to the university's mission. By introducing students to the Asia/Pacific world, we are central to the university's goals "to prepare students for responsible citizenship, responsible stewardship of the earth," and to lead "enlightened productive lives." Our expertise in the historical, economic, political and religious world of Asia provides our students and the community with the critical information and tools necessary to solve "human and environmental problems." Our faculty are committed to providing Central's students with "lifelong learning" and intellectual depth.

The Program is also essential to the university's liberal arts mission, and emphasis on international study. It offers an important general education course in Asian Studies. It actively promotes international study through its courses, and study abroad programs. The program's essentiality is also indicated by how well its mission complements the six strategic goals of the university's strategic plan, as outlined below.

### **Goal I: Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.**

The Asia/Pacific Studies Program promotes outstanding academic and student life on the Ellensburg campus in numerous ways. Aside from the critically important value of introducing students to the great cultural diversity of the world, every offering has been designated as a Writing Content course, devoted to the development and refinement of excellent communication skills. Through our participation in faculty-led study abroad programs and the fore mentioned courses, we effectively "integrate international experiences and global education in curricular and co-curricular initiatives, along with increasing "opportunities for and encourage[ing] greater student participation in extracurricular and cocurricular activities." As evidenced by faculty curriculum vitas, we are committed to a wide spectrum of university service, thereby enhancing "communication and collaborations among divisions and community members." In addition, each member of the faculty serves on the Graduate Faculty and routinely participates in thesis defenses.

**Goal II: Provide for an outstanding academic and student life at the university centers.**

The Program has begun to become more active in the academic life of the university centers over the past several years. While we do not offer any degrees at the centers, the Program has begun to redesign some courses for distance education, both for broadcast and online delivery, for students at CWU centers. These will serve to increase our presence in the centers. We have also had fruitful discussions on how we might meet the needs of our increasingly diverse Asian-American populations, particularly on the West side.

**Goal III: Strengthen and further diversify our funding base and strengthen infrastructure to support academic and student programs.**

Faculty have increased their activity in securing external grants. Professors Dippmann, Cook and Cummings were awarded a Fulbright Hays Small Group Project Grant: “Infusing Southeast Asia into the Secondary School Curriculum of Washington State” in the amount of \$63,000. Professors Cook, Xiao, and Mack have also developed a successful NSF grant for \$403,000.

**Goal IV: Build mutually beneficial partnerships with the public sector, industry, professional groups, institutions, and the communities surrounding our campuses.**

The Program has been a campus leader in organizing and sponsoring speaker colloquia bringing nationally and regionally renowned lecturers to the university. Open to the wider university and Ellensburg communities, these series have drawn extensive interest from a diverse audience. In addition to several public forums on Chinese and Japanese culture, the program hosted the 2007 National Conference for the Asian Studies Development Program. Several faculty members are active participants in local organizations such as Habitat for Humanity and Amnesty International. Faculty are also routinely consulted by the local newspaper and invited to speak at local functions. While we do not participate directly in the teacher education program, and therefore have little contact with the local and state school districts, the Southeast Asia Small Groups Project involved twelve middle and high school educators from across the state. Through our participation in regional scholarly conferences and organizations, we are increasingly developing relationships with our counterparts in other institutions of higher education.

**Goal V: Achieve regional and national prominence for the university.**

As noted above, several members of the Program serve prominent roles in regional, national and international professional organizations. Our involvement in the Asian Studies Development Program, affiliated with the University of Hawaii and East-West Center, led to our hosting the National Meeting in March 2007. The Theater arts department’s production of NOH TELLING, commissioned for the ASDP Conference, was invited to the regional Kennedy Center American College Theater Festival held in Laramie, WY. In addition, the production was staged at CWU, and at a public performance in Seattle. It was remounted to support CWU’s World Languages Day in 2007. Program members and students played a prominent role in the UNESCO International Conference on Unity and Diversity in Religion and Culture. Many of our faculty have delivered papers and invited presentations at

prominent international conferences and venues. Grants have been funded by the National Science Foundation and the Department of Education. Bang-soon Yoon, Professor of Political Science, was named a Fulbright Scholar.

**Goal VI: Build inclusive and diverse campus communities that promote intellectual inquiry and encourage civility, mutual respect, and cooperation.**

The program faculty actively cultivate relationships and connections across disciplines and among the various divisions of the university. Faculty members promote community by being exemplary citizens of the university and routinely providing service above and beyond classroom duties. Several faculty serve on at least one university committee and most serve on several. Faculty members are routinely sought out to serve on various university search committees, including those involved in administrative hires. Department members have also been actively involved in establishing professional standards through work on the Faculty Senate Academic Affairs and General Education Committees. The Program makes students conscious of themselves as members of a pluralistic society, and encourages their engagement in the issues facing responsible citizens. The Program makes students aware of the multiple perspectives and experiences that inform critical inquiry into the human condition. Our courses promote the values and necessity of embracing “diversity, equity, social justice and cultural responsiveness.” APS faculty have played a critical role in the establishment of the new Asian American/Pacific Islander Living/Learning Community (LLC).

**b. College of Arts and Humanities Student Learning Goals**

**Goal 1: Ensure that students develop disciplinary specific competencies in their field.**

APS faculty believe that a strong grounding in either Japanese or Chinese combined with a multi-disciplinary appreciation for Asia’s culture, development, and society and experience will provide the necessary competencies for success after graduation. Therefore our major is structured around a required two-year study of foreign languages combined with required and elective course requirements that introduce majors to the study of Asia in both the Humanities and Social Sciences. A number of study abroad opportunities, both long and short-term, have been developed in conjunction with the Office of International Studies and Programs.

**Goal 2: Improve students’ knowledge of human cultures and diversity for success in a global society.**

The completion of a course of study in APS will certainly broaden a student’s knowledge and diversity of human culture. Two years of study of Chinese or Japanese combined with coursework in history, philosophy, literature, and geography will provide APS majors with an in-depth knowledge of regional cultural and societal traditions of an area that will play a critical role in the state of Washington.

**Goal 3: Facilitate disciplinary and interdisciplinary integrative learning for creative inquiry.**

As an interdisciplinary program that combines class work in both the Humanities and Social Sciences, APS facilitates interdisciplinary learning. A typical major might combine work in geography, history, Theater, Political Science, with two years of Japanese and a year at Kyoto University. Additionally, the development of study abroad opportunities, foreign language and water resource management studies in China or the study of theater in Japan provide the opportunity for students to employ their classroom skills for their own creative inquiry,

**Goal 4: Develop Students' intellectual and practical skills for lifelong learning.**

The multidisciplinary education that lies at the heart of the APS curriculum provides its majors with a combination of intellectual and practical skills necessary for future success. The combination of CWU's general education curriculum and a minimum of two years of foreign language study provide a foundation for success in any Asia-related career. Classes in history, literature, and philosophy will hone the writing and communications skills of majors. Social Sciences classwork demands analytical and statistical skills. Elective and required coursework will develop a deep appreciation of Asian culture and society.

**Goal 5: Enhance students' civic knowledge and engagement locally and globally for responsible citizenship.**

The APS program is a key player in efforts to diversify the College's academic community. Our class offerings in Asian Studies are obviously a key component in exposing students to cultures that will play a critical role in their increasingly globalized futures. Faculty-led study abroad programs to China, India, Japan, and Southeast Asia have exposed participants to these cultures first-hand. APS faculty act as advisors to a number of student organizations such as Asian American Pacific Islander LLC and Filipino American Student Association. The successful application of grants at the National Science Foundation and the Department of Education provides APS majors with the opportunity to work in some of the most poverty-stricken areas of China on water resource issues.

- 3. Data to be Used to Measure/Assess Goal Attainment:** The APS program has a number of means of assessing whether or not the program has achieved its goals among students, faculty, and within the outside community.

**Goal: Expose students to historical and contemporary perspectives on the Asia/Pacific region.**

*Method of Assessment:* Assessed through the senior exit survey; grades in core courses (C or better).

**Goal: Offer excellent general education courses.**

*Method of Assessment:* SEOI scores on AST 102.

**Goal: Teach students the value of a liberal education for careers in the professions, business, industry, public administration and non-profit institutions.**

*Method of Assessment:* Grades in core coursework



**Goal: Encourage diversity and multicultural understanding among faculty, students and the regional community.**

*Method of Assessment:* Number of study abroad activities and programs

**Goal: Provide scholarly service activities for the local, regional, national, and international professional communities in Asia/Pacific Studies.**

*Method of Assessment:* Faculty involvement in local, national, and international professional organizations.

**Goal: Promote the linkage between Asia/Pacific Studies and other academic disciplines.**

*Method of Assessment:* Number of faculty involved in multidisciplinary programs

#### 4. Criterion of Achievement/Standard of Mastery of Each Goal:

**Goal A:** Majors will attain a grade of C or better in their coursework. Students must pass core class work focusing on language training, history, geography, and political science. Electives provide an opportunity for exposure to the arts and literature, or further study in the social sciences.

**Goal B:** SEOI scores should be equal to or surpass the university average.

**Goal C:** Majors will attain a grade of C or better in their coursework. Students must pass core class work focusing on language training, history, geography, and political science. Electives provide an opportunity for exposure to the arts and literature, or further study in the social sciences.

**Goal D:** In addition to course work, the faculty will regularly publicize and make available opportunities for study abroad through faculty led study trips, sponsorship of on-campus programming, and through working with student groups. At least one faculty-led study abroad opportunity will be available for APS majors every year.

**Goal E:** All faculty are expected to participate in department and university service. During a five year period, they should engage in some activity that disseminates their knowledge and passion for Asia to the public through popular publications, public lectures, serving as board members on regional and national organizations, serving on boards of public organizations that use their expertise, and other relevant work.

**Goal F:** As an interdisciplinary program whose faculty are resident in other departments, we expect that APS faculty will publicize and inform their colleagues of relevant programming. The APS director will notify APS faculty of APS-sponsored events via email.

#### 5. Major Activities that Enable Goal Attainment

**Goal: Expose students to historical and contemporary perspectives on the Asia/Pacific region.**

Supporting Activities:

- (1) Continuously modify current courses and initiate new ones to reflect current scholarship, employing relevant techniques, textbooks, monographs, audio-visuals, and computers.
- (2) Strengthen programmatic offerings through ongoing analysis of faculty expertise and filling gaps within the existing program.

**Goal: Offer excellent general education courses.**

Supporting Activities:

- (1) Maintain lively and engaged contact with the Faculty Senate General Education Committee, particularly as the program is undergoing review and possible reform.
- (2) Continuously revise the current offerings to reflect changes in scholarship and world events.

**Goal: Teach students the value of a liberal education for careers in the professions, business, industry, public administration and non-profit institutions.**

Supporting Activities:

- (1) The program actively advertises the major and minor to students.
- (2) Faculty emphasize the importance and acquisition of the skills of critical analysis and communication in classes via their display on their syllabi course objectives.
- (3) Faculty demonstrate the relevance of Asian Studies for diverse occupations through in-class discussion.

**Goal: Encourage diversity and multicultural understanding among faculty, students and the regional community.**

Supporting Activities:

- (1) Offer courses in the regions and countries outside the United States.
- (2) Make students aware of opportunities to study abroad. Have faculty offer study abroad opportunities.
- (3) Invite to campus, on a regular basis, speakers of either international diversity or diverse research interests
- (4) Develop new courses that take advantage of current faculty research and expertise in diverse fields.

**Goal: Provide scholarly service activities for the local, regional, national, and international professional communities in Asia/Pacific Studies.**

Supporting Activities:

- (1) Participate in local, regional, national and international scholarly conferences.
- (2) Provide service to local, regional, national and international scholarly organizations.
- (3) Encourage the Program's ongoing series of colloquia, open to the campus and Ellensburg communities.

**Goal: Promote the linkage between Asia/Pacific Studies and other academic disciplines.**

Supporting Activities:

- (1) Have faculty participate in Central's interdisciplinary programs.
- (2) Encourage faculty members with appropriate expertise to cooperate with other faculty in interdisciplinary courses.
- (3) Encourage faculty to develop new courses for interdisciplinary programs within their areas of expertise.

**E. Results for Program Goals**

**1. Provide results in specific quantitative or qualitative terms for each program.**

**Goal: Expose students to historical and contemporary perspectives on the Asia/Pacific region.**

- (1) Assessed through the senior exit survey. Our target is that 67% of students answering the exit survey mark "4" or higher for question #4 (How would you rate your ability to recognize and engage with the regional diversity of the Asia/Pacific region?), and required coursework, within which at least 85% of majors/minors receive a C or better in required courses.
- (2) In association with the appropriate academic departments, the program has helped develop an abundance of new courses in the last five years along with revising and reviving several courses that had not been taught in recent years. Examples include courses on Asian Theater, and several courses in Asian cinema.
- (3) While dependent on home academic departments, the program has been active in assisting in the hiring of the Chinese language specialist and establishing close ties to new faculty interested in Asian studies.

**Goal: Offer excellent general education courses.**

- (1) AST 102 SEOI scores meet or exceed the university average.
- (2) Faculty closely monitor the General Education Committee and the developments in reform, particularly as they relate to interdisciplinary courses.
- (3) Faculty have continuously updated our Introduction to Asian Studies course to address current world problems and educational trends.

**Goal: Teach students the value of a liberal education for careers in the professions, business, industry, public administration and non-profit institutions.**

- (1) Our target is that at least 85% of majors/minors receive a C or better in required courses, and that 67% of students answering the exit survey mark "4" or higher for question #3 (How well did the program prepare you to engage the study of Asia/Pacific from an interdisciplinary perspective?).
- (2) Students are attracted to Asian Studies courses as evidenced by steadily increasing department FTEs and majors.
- (3) Faculty stress skills acquisition as evidenced in faculty syllabi.
- (4) The Program's brochures and handouts inform students of potential employment opportunities based on earning degrees in Asian Studies. Students also learn about the applicability of Asian Studies training in diverse occupations through faculty

advising and classroom discussion. Faculty routinely participate in the Transfer Fairs, Majors Fair, Wildcat Weekend, teach University 101, and attend the welcome picnics held for the parents of new students to advise them on what Central offers their sons and daughters.

**Goal: Encourage diversity and multicultural understanding among faculty, students and the regional community.**

- (1) All of the Program's faculty are experts in countries and regions outside the United States and annually offer courses in their areas of expertise.
- (2) In cooperation with the Office of International Studies and Programs, our target is that APS faculty offer at least *one* study abroad opportunity for majors every year.
- (3) The Program sponsors and co-sponsors several speakers every year for campus wide and community oriented presentations.
- (4) Several new courses have been developed drawing upon faculty expertise in multicultural traditions. Included are courses on the Daoist Tradition, Introduction to Asian Philosophy, and a variety of courses in Asian cinema and Asian-American studies.

**Goal: Provide scholarly service activities for the local, regional, national, and international professional communities in Asia/Pacific Studies.**

- (1) APS Faculty will make at least five presentations at local, regional, national and international scholarly conferences.
- (2) 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.
- (3) We have continued to sponsor and contribute to annual presentations by campus faculty and outside speakers, ranging from Taiko drummers to historical speakers series to ongoing faculty research. James Cook, Michael Launius, and Bang-soon Yoon are members of the Northeast Asia Research Institute of Peking University.

**2. Compare Results to Standards of Mastery listed above.**

**Goal: Expose students to historical and contemporary perspectives on the Asia/Pacific region.**

**Method of Assessment:** Assessed through the senior exit survey; grades in core courses (C or better). *Achieved* via 67% of students answering the exit survey mark “4” or higher for question #4, and at least 85% of majors/minors receive a C or better in required courses.

**Goal: Offer excellent general education courses.**

**Method of Assessment:** SEOI scores on Form A, Question 29. *Achieved* via an average of 4.4 and 85% of majors/minors received a C or better in AST 102.

	Fall	Winter	Spring
<b>2003-04</b>	4.3	4.6	
<b>2004-05</b>	4.3	4.3	
<b>2005-06</b>		4.3	4.6
<b>2006-07</b>		4.6	4.5
<b>2007-08</b>			4.3

**Goal: Teach students the value of a liberal education for careers in the professions, business, industry, public administration and non-profit institutions.**

**Method of Assessment:** Grades in core coursework. *Achieved* via same as above.

**Goal: Encourage diversity and multicultural understanding among faculty, students and the regional community.**

**Method of Assessment:** Number of study abroad activities and programs. *Achieved* via the offering of nine study abroad opportunities to six different countries in East, Southeast, and South Asia that were co-sponsored by four other departments in CAH. Of the seventeen students currently enrolled or recently graduated from the program, one-half (9) have some type of Asia related study abroad experience. Several have spent at least a quarter or more studying in either Japan or China, with the remainder participating in faculty-led programs to such destinations as Southeast Asia, India, and China.

**Goal: Provide scholarly service activities for the local, regional, national, and international professional communities in Asia/Pacific Studies.**

**Method of Assessment:** Faculty involvement in local, national, and international professional organizations. *Achieved* via prominent involvement by APS faculty in professional associations and the hosting of the ASDP conference in 2007.

**Goal: Promote the linkage between Asia/Pacific Studies and other academic disciplines.**

**Method of Assessment:** Number of faculty involved in multidisciplinary programs. *Achieved* via the cosponsoring of speakers, cultural activities, and study abroad opportunities with numerous other departments.

### 3. Provide a concise interpretation of results,

Results show that APS is one of the university’s strongest interdisciplinary programs in terms of teaching, research, and service. High levels of scholarship, documented in Section III,

combined with a variety of classes in the Arts, Humanities, and Social Sciences and the outstanding record of university and professional service display how APS has met its ambitious program goals.

**F. Based upon the results of each program listed above describe:**

**1. Specific changes to the Program as they effect program(s) (e.g. curriculum, teaching methods).**

There were no major curriculum changes made during the five-year review period. However, in terms of teaching methods, the addition of new undergraduate research opportunities in China as a result of the successful NSF application by Xiao and Cook promise a more varied undergraduate experience for APS majors. Additionally new elective coursework was developed in Theater Arts, Film and Video Studies, Literature, and

**2. Specific changes to the assessment process.**

Assessment was only instituted for the first time two years ago by then-Director Jeffrey Dippmann. Surveys of exiting students were instituted. The program recognizes the short comings of its assessment planning up to this point. Student surveys, while structurally sound, need to be distributed in a more efficient manner to ensure a better response rate. While overall GPA and course specific GPA's provide some useful measure of student achievement, they are neither statistically nor pedagogically sufficient to measure actual student learning as relates to the learning goals. Because program faculty numbers have been depleted in the last two years due to sabbatical and other academic release times, we have not been able to collectively determine the best means of future assessment and where that assessment should take place. Obvious areas of discussion include instituting an end of the program capstone project, or course; specific assignments to be completed in selected required courses; and other potential means of assessment.

**3. Provide documentation of continuing program need including reference to statewide and regional needs assessment.**

The State of Washington's Department of Commerce report recently provided the following summary of the vital role of trade with Asia to the state economy:

International trade has always played a key role in Washington State's economy. Over the past 30 years, Washington exports have contributed to nearly one-half of the state's new jobs. It is estimated that one in three jobs in Washington are directly or indirectly supported by international sales. Exports contribute more to Washington's GDP than any other state and we remain the largest exporter per capita in the US.... Asia remained a very strong region for Washington's exports. China is the state's number one export market, with total exports of \$9.6 billion (an increase of nearly 41% over 2006). Four additional Asian markets ranked among the top ten export markets and represented 23% of exports for Washington State: Japan (\$7.71 billion), South Korea (\$2.99 billion), Taiwan (\$2.84 billion), and Singapore (\$1.94 billion). Export statistics (WISER) classify Hong Kong as a separate country for ease of comparison with historical data. A further \$1.39 billion in Washington exports were

attributed to Hong Kong, which if added to China, raised the China total to \$10.99 billion for 2007, an increase of nearly 51% over 2006 (<http://www.commerce.wa.gov/site/159/default.aspx>).

Obviously trade with Asia will continue to play a vital role in the state's economy. Furthermore, foreign trade affects all sectors of the Washington economy, from aircraft and agriculture to computers and software. If Washington hopes to continue to play a vital role in the global economy, employers will continue to demand Asia-savvy employees who can both speak foreign languages and command an awareness of the area's cultural sensitivities. The APS program has played a critical role in fulfilling this mission for CWU and will continue to do so in the future.

**Table I. Assessment Plan of Programmatic Goals**

<b>Programmatic Goals and Outcomes</b>	<b>Related University and College Goals</b>	<b>Methods of Assessment</b>	<b>Who/What Assessed</b>	<b>When Assessed</b>	<b>Criterion of Achievement</b>
Education	<u>University</u> Goals I & II: “Outstanding academic life”	Exit survey (Appendix I)	All majors at end of program	Fall, winter, spring terms	See student learning outcomes.
	Goal V: “Regional and national prominence”	Student participation in study abroad programs	Students who participate in study abroad programs	Fall, winter, spring terms	5% of majors/minors participating in study-abroad programs
	Goal VI: “Promote intellectual inquiry and encourage civility”	Required coursework	All majors and minors.	Fall, winter, spring terms.	At least 85% of majors/minors receive a C or better in required courses.
	<u>College</u> SL Goal 2: “Improve students’ knowledge of human cultures and diversity”				
	SL Goal 3: “Facilitate disciplinary and interdisciplinary integrative learning”				
	SL Goal 4: “Develop students’ intellectual and practical skills”				
	SL Goal 5: “Enhance students’ civic knowledge and engagement locally and globally”				







**Table 3A (Section II, B.)  
Courses, Contributions, Locations**

Contributing area	Delivery Location	# Students				
		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
General Education Courses	Location(s)	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
AST 102	Ellensburg	76	80	81	79	44
FTEs		5.1	5.3	5.4	5.3	2.9
Professional Education Courses	Location(s)	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
NA						
Service Courses	Location(s)	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
NA						

## II. D. Describe the currency of curricula in the discipline. How does our curriculum compare to recognized standards promulgated in the discipline?

1. **Interdisciplinary Coverage:** Currently neither the Association of Asian Studies nor the Asian Studies Development Program offers a list of established standards in the field. However, a brief review of the programs of sister institutions in the state reveals that CWU's APS program equals or surpasses similar programs at Western, Eastern, and Washington State universities in terms of full-time faculty devoted to Asian studies. The program has generally concentrated on faculty strengths in East and Southeast Asia, offering a broad array of coursework in Art, Anthropology, Geography, History, Philosophy, Political Science, Religious Studies, Sociology, Theater Arts, and, of course, Foreign Languages. The additions of James Cook and John Bowen to the faculty have broadened offerings into Southeast Asia, including student trips for study and research to Vietnam and Cambodia, while George Bellah, Liahna Armstrong, and Toni Culjak have developed new course offerings in Theater Arts and Film Studies respectively. We are hoping the addition of new faculty from the College of Business will allow us to develop new coursework in economics and business in the near-future.
2. **Undergraduate Research:** There is little doubt that CWU's APS faculty has provided pioneering work in undergraduate research. Working with the National Science Foundation, APS faculty have secured over \$700,000 in funding to finance undergraduate research programs in China since 2001. Most recently, AST faculty secured over \$400,000 in NSF funding to undertake a three-year study of water resource management strategies in northwest China. These programs provide six-week intensive exposure to the possibilities and challenges of undertaking research in China for both CWU students and a national applicant pool. In the past, generally 50% of CWU-reserved slots in these programs have been filled with APS majors.
3. **Travel Abroad/Field Experiences:** APS faculty, working closely with the Office of International Studies and Programs, have organized dozens of opportunities for APS students to gain first-hand knowledge of Asia via both short and long-term study abroad. Programs have been organized to China, Taiwan, Cambodia, Vietnam, Korea, and Japan by Professors Cook, Xiao, Dippmann, Okada-Collins, Bellah, Nelson, Launius, and Mei. Altogether, over a dozen offerings for the campus community were organized during the past five years. The NSF program mentioned above also provides majors with an opportunity for a unique and unparalleled field experience in social science research.
4. **Multidisciplinary Learning:** Like other programs within CWU, APS prides itself on providing a multi-disciplinary learning experience for all of its students. The core of both the major and minor remains language training. Additionally, students are required to complete coursework in history, geography, and political science. Electives can be completed through a selection of courses that run the gamut from Art to Religious Studies. Students are both expected and encouraged to develop a varied course list by their faculty advisors.

## II, E. Effectiveness of Instruction

### 1. SEOI Scores

Since all APS faculty conduct student evaluation of their classes through their departments, with the exception of the APS introductory course, there are few SEOI scores to report. Nonetheless,

APS faculty who have taught AST 102 (Cook, Dippmann, and Mei) have consistently received scores that surpass CAH averages. See Section I E 2 above.

## 2. Evidence Outside of SEOIs

Oversight of APS faculty is the responsibility of each faculty member's home department. Although the APS director consults with each member's department chair on the conduct of AST-coded classes and conducts classroom visits, the vast majority of the evaluation of teaching effectiveness is the purview of the home department. Nonetheless, APS faculty, like their cohort in other departments and programs, are required to: 1) develop syllabi that are clear and complete, including contact information, and are aligned with their home department's outcomes. 2) Employ a varied and effective teaching philosophy that is suitable to their discipline. 3) Provide students with clear and concise grading criteria for the evaluation of student work/assignments. 4) Classes meet regularly, papers are returned in a timely fashion; grading is conducted responsibly. Faculty also provide proof of teaching effectiveness through the development of interdisciplinary courses, design of new courses, study abroad trips, undergraduate research programs, and grant-writing where the main focus is teaching.

## 3. Effectiveness of instructional methods to produce student learning based upon programmatic goals including innovative and traditional methods.

- a. **Collaborative research between student and faculty:** There are few departments or programs that can challenge APS faculty in this regards. The development of NSF-funded grants that place APS faculty and students on-the-ground in China in order to conduct water resource management research in China's rural villages is a program unique not only to CWU, but the entire United States. Generally, 50% of CWU-reserved slots in the program have been filled by APS students. For example, in 2009 Professor James Cook and Derek Huls completed a review of how state water policies have impacted Tibetan-Muslim relations in northwestern China, placing Tibetan peoples at a decided disadvantage. This research has already been presented to the entire campus community by the College's Speaker Series. SOURCE and other discipline-specific conferences will provide additional opportunities to publicize research findings.
- b. **Inquiry-based, open-ended learning:** APS students are exposed to inquiry-based learning through traditional class work, undergraduate research programs, and overseas experiences. For example, Professor Mei Chun of the Department of Foreign Languages summer study program to Qingdao, China requires students to develop research topics based upon their own experiences abroad. Prof. Fen Wang's proposed program for ITAM students in Beijing and Dalian is another example of how lines of inquiry generated by students leads to close faculty-student research.
- c. **Use of Field Experiences:** Already mentioned in section A, APS scholars have developed for the National Science Foundation a new *Research Experience for Undergraduates* in 2009. That program will bring groups of CWU APS students and faculty to western China for the next three years to undertake field research. Additionally, APS faculty have brought students to other parts of China, Japan, Korea, and Southeast Asia for research opportunities.

- d. **Classic Lectures:** The majority of ASP classes, with the exception of language classes, incorporate some sort of lecture format. These are often integrated, however, with other learning tools such as film/theater analysis, discussion, or undergraduate research.
- e. **Lecture and inquiry-based guided discussions:** ATS 102 and other classes often incorporate discussion sections based upon readings, field experiences, films, or lectures. These sessions can incorporate short sections of class time or entire periods.
- f. **Service Learning or Civic Engagement:** Since APS classes focus exclusively on Asia, service learning opportunities are scarce. Nonetheless, the development of the NSF water resource management research program will allow CWU students to provide suggestions and solutions for poor communities in northwest China.
- g. **Distance Education and Online Courses:** This year, for the first time, AST 102 was offered on-line for the first time; over 25 students registered in Jeffrey Dippmann's class. The success of the class will certainly make more future AST offerings a possibility.

## **II, F. Degree to which distance education technology is used for instruction.**

1. **ITV:** APS faculty have offered some class offerings via distance education to the centers. For example, James Cook offered HIST 484-*History of Japan* to the centers in the summer of 2007. It achieved some center enrollment.
2. **Online Classes:** As stated, Dippmann offered AST 102-*Introduction to Asian Studies* in summer 2009 for the first time with significant enrollment. APS faculty are exploring whether to develop more online class work.

## II, G. 1. Assessment of Student Learning

Student Learning Outcomes	Related Departmental Goals	Related College and University Goals	Methods of Assessment	Who/What Assessed	When Assessed	Criterion of Achievement
1. Students will demonstrate an understanding of the Asia/Pacific region's diversity	Goal 1 – encourage an understanding and appreciation of the diverse traditions, perspectives, and ideas in the Asia/Pacific region	<u>University:</u> Goals I & II: “Outstanding academic life”  Goal VI: “Promote intellectual inquiry and encourage civility”	Exit survey (Appendix I)	All majors at end of program.	Fall, winter, spring terms	67% of students answering the exit survey mark “4” or higher for question #4.
		<u>College</u> SL Goal 1: “Ensure that students develop disciplinary specific competencies”  SL Goal 2: “Improve students’ knowledge of human cultures”	Required coursework	All majors and minors.	Fall, winter, spring terms.	At least 85% of majors/minors receive a C or better in required courses.
		SL Goal 3: “Facilitate disciplinary and interdisciplinary integrative learning”  SL Goal 5: “Enhance students’ civic knowledge and engagement locally and globally”				

**Table II, G.1 continued. Student Learning Outcomes**

<b>Student Learning Outcomes</b>	<b>Related Departmental Goals</b>	<b>Related College and University Goals</b>	<b>Methods of Assessment</b>	<b>Who/What Assessed</b>	<b>When Assessed</b>	<b>Criterion of Achievement</b>
2. Students will demonstrate the ability to engage the study of the Asia/Pacific region from an interdisciplinary perspective	Goal 2 – provide a foundation for the interdisciplinary study of Asia/Pacific	<u>University:</u> Goals I & II: “Outstanding academic life”  Goal VI: “Promote intellectual inquiry and encourage civility”	Required coursework	All majors and minors.	Fall, winter, spring terms.	At least 85% of majors/minors receive a C or better in required courses.
		<u>College:</u> SL Goal 3: “Facilitate disciplinary and interdisciplinary integrative learning”  SL Goal 4: “Develop students’ intellectual and practical skills”	Exit Surveys	All majors at end of program.	Fall, winter, spring terms	67% of students answering the exit survey mark “4” or higher for question #3
			Required coursework	All majors	Fall, winter, spring terms	At least 85% of majors/minors receive a C or better in AST 102



3. Students will recognize and engage the interactive nature of the Asia/Pacific region and its overarching community of nations	Goal 1 - encourage an understanding and appreciation of the diverse traditions, perspectives, and ideas in the Asia/Pacific region	<u>University:</u> Goals I & II: “Outstanding academic life”  Goal VI: “Promote intellectual inquiry and encourage civility”	Required coursework	All majors and minors.	Fall, winter, spring terms.	At least 85% of majors/minors receive a C or better in required courses.
		<u>College:</u> SL Goal 5: “Enhance students’ civic knowledge and engagement locally and globally”	Exit surveys	All majors at the end of the capstone project.	Fall, winter, spring terms.	67% of students answering the exit survey mark “4” or higher for question #5
4. Students will analyze and assess issues from multiple perspectives other than their own	Goal 1 – encourage an understanding and appreciation of the diverse traditions, perspectives, and ideas in the Asia/Pacific region	<u>University:</u> Goal VI: “Promote intellectual inquiry and encourage civility”	Required coursework	All majors and minors.	Fall, winter, spring terms.	At least 85% of majors/minors receive a C or better in required courses.
		<u>College:</u> SL Goal 5: “Enhance students’ civic knowledge and engagement locally and globally”	Exit surveys	All majors at the end of the program	Fall, winter, spring terms.	67% of students answering the exit survey mark “4” or higher for question #6 or 8.

<p>5. Students will demonstrate a working familiarity with one Asian language and recognize the importance of language in shaping culture and understanding the views of others.</p>	<p>Goal 1 – encourage an understanding and appreciation of the diverse traditions, perspectives, and ideas in the Asia/Pacific region</p> <p>Goal 3 – provide a foundation for linguistic capability in one Asian language</p>	<p><u>University:</u> Goals I &amp; II: “Outstanding academic life”</p> <p>Goal VI: “Promote intellectual inquiry and encourage civility”</p> <p><u>College</u> SL Goal 1: “Ensure that students develop disciplinary specific competencies”</p> <p>SL Goal 2: “Improve students’ knowledge of human cultures”</p> <p>SL Goal 3: “Facilitate disciplinary and interdisciplinary integrative learning”</p>	<p>Required coursework</p>	<p>All majors and minors.</p>	<p>Fall, winter, spring terms.</p>	<p>At least 85% of majors/minors receive a C or better in required courses.</p>
			<p>Exit surveys</p>	<p>All majors at the end of the program</p>	<p>Fall, winter, spring terms.</p>	<p>67% of students answering the exit survey mark “4” or higher for question #7.</p>

### **III. Faculty**

- A. Faculty Profile:** See attached Chart. APS faculty have amassed an outstanding record of publication and service.
- B. Faculty Vitae:** Please see “Appendix A: APS Program Faculty Vitae.”
- C. Faculty Awards for Distinction:** Professor Chenyang Li was named Distinguished Professor for Research in 2008, Distinguished Department Chair in 2008, and Professor Jeffrey Dippmann was named Distinguished Professor for Service in 2007.

**Table 5 (Section III)**  
**Tenured and Tenure-track Faculty Profile**

	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		5-yr total	Annual avg	% of faculty
	# faculty TT - T	% of faculty	# faculty TT - T	% of faculty	# faculty TT - T	% of faculty	# faculty TT - T	% of faculty	# faculty TT - T	% of faculty			
<b>* Scholarship Measures: (Use categories applicable to your departmental &amp; college criteria)</b>													
(e.g. peer reviewed articles)	8	40	10	50	11	55	10	50	14	70	53	10.6	53
(e.g. abstracts/conference proceedings)	2	10	3	15	3	15	5	5	3	15	16	3.2	16
(e.g. conference presentation)	10	50	11	55	10	50	12	60	11	55	54	10.8	54
Other (book reviews), etc.	3	15	3	15	2	10	7	35	8	40	23	4.6	23
<b>* Grants: (Use categories applicable to your departmental &amp; college criteria)</b>													
External													
Funded / Unfunded	0/0	0	0/1	0/5	1/1	5/5	2/1	10/5	1/0	5/0	4/3	.8/6	5
Internal													
Funded	5	25	7	35	5	25	4	20	5	25	26	5.2	26
<b>* Service measures: (Use categories applicable to your departmental &amp; college criteria)</b>													
CWU Committees	12	60	11	55	11	55	11	55	12	60	57	11.4	57
State Committees	0	0	0	0	1	5	0	0	0	0	1	.2	1
Leadership & Service – Professional Organizations	7	35	8	40	6	30	5	40	6	30	32	6.4	32
Community Service	3	15	3	15	4	20	2	10	4	20	16	3.2	16
Other													
<b>* Faculty Mentored Research: (Use categories applicable to your departmental &amp; college criteria)</b>													
Undergrad projects / SOURCE	5	25	4	20	4	20	3	15	1	5	17	3.4	17
Graduate Committees – Supervising thesis/projects	4	20	3	15	3	15	3	15	2	10	15	3	15
Graduate Committees – Participation thesis/projects	1	5	1	5	2	10	1	5	3	15	8	1.6	8
Other	1	5	1	5	1	5	0	0	0	0	3	.6	3



**D. Performance Standards:** Since APS is a program drawing faculty from over 10 departments and all four colleges, we have not included performance standards. All personnel decisions are those of the home department.

#### **IV. Students for Five Years**

- A. Student Accomplishments:** Five APS students were selected from a national pool to participate in the NSF/CWU research program in China.
- B. Master's Projects:** APS does not offer a Master's Program.
- C. Student Advising:** Student advisors are selected from APS program faculty, and are assigned according to student interest. The majority of student advising is done by the program director.
- D. Student Services:** APS faculty are advisors to a number of student groups including FASA (Filipino-American Student Association), APIA House (Asian /Pacific Islander American) LLC, Anime Club, International House, etc.

#### **V. Facilities and Equipment**

**A. Describe facilities available to the department and its adequacy. Describe anticipated needs in the next three years.**

APS faculty are housed in their home departments, therefore all facilities and equipment needs are currently handled by their respective department chairs. As the size and stature of the APS program has grown over the past several years, however, discussion over the need for a dedicated office space has occurred. Currently, there are over 20 APS faculty representing 14 departments housed in all four colleges. The vitality and growth of both APS and the University's ethnic studies programs has raised questions regarding the necessity of having some sort of separate office space for the planning and conduct of university business within interdisciplinary programs.

**B. Describe equipment available to the department and its adequacy. Describe anticipated needs in the next three years.**

All equipment decisions for APS are currently handled by home departments. The establishment of a separate office space for ethnic studies programs may mean the development of some basic office equipment needs.

**C. Describe technology available to the department and its adequacy. Describe anticipated needs in the next three years.**

Technology needs for APS faculty are designated by their home departments.

#### **VI. Library and Technology Resources**

**A. Describe general and specific requirements for library resources that assist in meeting educational and research objectives. Indicate ways in which the present library resources satisfy and do not satisfy these needs.**

As an inter-disciplinary program with its core classes in the Humanities and Social Sciences, APS views the Brooks Library with great importance. Books, journals, and databases form the core research materials for both students and faculty. Therefore, APS faculty are distressed that budget cuts have severely diminished acquisition of journals, books, and reference materials. In the last year alone, the budget for books declined by over 10 percent from \$335,000 to \$300,000. The library is a key component for successful research and grant-writing by faculty and students in an institution that increasingly calls for a growth in research.

As a holding-institution, the CWU Library has very few materials in East Asian languages. Most faculty therefore utilize Summit and WorldCat for obtaining materials from the UW and UO libraries. Additionally, until very recently, there was little in terms of dedicated databases that were searchable in Chinese or Japanese. Recently, the Library added the Association of Asian Studies database, and APS included in their recent grant-writing activities with the National Science Foundation funding for the China On-line Database, both of which are available to the entire campus community.

While the addition of these two databases is certainly helpful, the lack of Chinese and Japanese-language material databases for both faculty and students makes the pursuit of research difficult. This burden is especially onerous for junior faculty members who need access to these databases in order to conduct the research necessary for the award of tenure. More specifically, we feel the need to add more electronic databases for faculty and student research will be a critical need. The *China Core Newspapers Database*, *China Infobank*, and the *Koseisha Zasshi Kiji* Index have been specifically mentioned by faculty.

**B. Describe information technologies faculty regularly and actively use in the classroom. Describe anticipated needs.**

Classroom technology-needs are generally handled by the home department.

**C. Describe technology available to department and its adequacy. Describe anticipated needs.**

Department technology needs are arranged by home departments. As a program, the need for databases for faculty and student research has been outlined in VI. A.

## **VII. Analysis of the Review Period**

**A. What has gone well in the program?**

1. **Explain accomplishments of the past five years:** On November 20, 2009 the APS faculty held a faculty retreat to discuss the past, present, and future of the program. Over a dozen faculty participated. From 2004-2009, the APS program has garnered a number of notable achievements.

**Development of new classes by new program faculty-**APS faculty have developed a number of new classes in order to enrich the undergraduate experience. Classes in Japanese, Indian, and Asian film were taught for the first time. New courses in Theater, Philosophy, and History were also developed. Additionally, new faculty from COB and CEPS joined for the first time. Currently, 23 faculty from 15 different departments and all four colleges participate as either program or associate faculty.

**Asian Studies Development Program National Conference** was organized and hosted by APS faculty in March 2007 at the Crown Plaza Hotel in Seattle. Over 200 participants from across the country were greeted by President McIntyre. They enjoyed over 35 different panels on topics that touched upon aspects of the Humanities and the Social Sciences.

**Scholarship by APS faculty has been recognized nationally** by a number of agencies. Bang-soon Yoon's research on the issue of Korean Comfort Women has been awarded a Fulbright. Chenyang Li's work on Chinese philosophy has garnered numerous awards. Altogether, APS faculty published over 50 articles and made over 50 conference presentations during the review period.

**The National Science Foundation** approved a grant authored by APS faculty (Xiao, Mack, and Cook) for over \$400,000. The grant will study water resource management practices in northwestern China over the next three years and builds on two previous grants for undergraduate research in China. Each year a dozen undergraduate students will work with CWU APS faculty and Chinese faculty/graduate students from Shaanxi Normal University. The end result will be numerous papers and conference papers by APS faculty and students.

**"Noh Telling,"** a theatrical production developed by APS faculty George Bellah, was invited to the Kennedy Center American College Theater Festival in Laramie, WY in February 2008. A fusion of Eastern and Western theatre styles and sensibilities, the project was originally commissioned by the Asian Studies Development Program and presented at the 2007 International Conference in Seattle on March 10, 2007. It was also presented to the public in Seattle at a separate performance and on the CWU campus.

**APS was a leader in developing study abroad opportunities** for CWU students. Outside of the NSF undergraduate opportunities mentioned above, Prof. Chun Mei organized summer language programs in China, Professors



Okada-Collins and Cook led a trip to Japan, and Professor Cook led two trips to China (Xi'an and Sichuan).

**A U.S. Department of Education Fulbright Award** was provided to APS faculty to develop a teacher training program on Southeast Asia. Ten Washington State teachers visited Thailand, Cambodia, and Vietnam to get first-hand experience and develop new lesson plans for their home campuses.

**APS courses play a critical role in internationalizing** the CWU campus. Classes on East Asia, Southeast Asia, and India provide students with a critical opportunity to enrich their educational experience from various disciplinary perspectives. Additionally, APS faculty have organized numerous speakers from both within the United States and abroad to campus, as well as working with other departments and Student Affairs to develop programming.

**APS faculty successfully submitted a spheres of distinctions grant** to develop a new program in Asian American/Pacific Islander studies.

**2. How have accomplishments been supported through external and internal resources.**

**Internal Resources**—CWU provides APS with a small budget to assist in programming, develop classes, and for re-assign time for the Director. That amount is \$2865. APS has become adept with working with other departments/programs and Student Affairs in order to develop student programming. Faculty salaries are the responsibility of the home department. Some summer revenues have been achieved through the teaching of AST 102.

**External Resources**—APS faculty have successfully authored over \$500,000 in external grants, most notably the National Science Foundation and the U.S. Department of Education.

**B. What challenges exist for the program?**

**1. Explain major challenges and their causes for the past five years.**

**Staffing issues** have been the program's greatest concern and challenge. In order for AST students to graduate, they must complete 48 units of required core coursework. While 30 of these credits are comprised of regularly-offered first and second-year language study in either Chinese or Japanese, the remaining credits in geography, history, political science, and Asian studies have been difficult to schedule on a regular basis because of staffing shortages. POSC 366 is normally taught by either Michael Launius or Bang-soon Yoon, but with Prof. Launius' loss to administration and Prof. Yoon's Fulbright and current sabbatical, that class has been offered infrequently. Dr.

Cook's faculty exchange in Japan and his own sabbatical meant that HIST 383 was only offered once over the past three years. Before the arrival of John Bowen, the departure of John Alwin also limited the availability of GEOG 475. The lack of core class offerings has led to tremendous pressure on students and the Director to find reasonable and adequate substitutions so that students graduate in a timely manner.

**Elective credits** face a similar situation, again owing to the absence of program faculty over the past several years. Prof. Xiao's position as Chair of Sociology and Chenyang Li's administrative leave have limited elective offerings. Although new courses have been developed by other program faculty, they have not been added to the official list of elective courses. This causes confusion among majors as to which classes are or are not acceptable for graduation.

**Lack of South Asia faculty and coursework** means that the vital areas of India, Pakistan, and Bangladesh are not being given adequate coverage. India's development into a major economic power and its status as soon-to-be world's most populous nation demands our attention. As a program we have failed to develop sufficient coursework that prepares our students for the growing impact of South Asia region in the 21<sup>st</sup> century.

**Lack of Library resources** in East Asian languages has certainly hampered the research efforts of program faculty. There are no Chinese or Japanese-language research materials available in the Brooks Library. While the more extensive collections at UO and UW are available via Summit, since Chinese and Japanese are character-based languages, the process of looking for books via on-line databases is a slow, tedious, and incomplete process. NSF grant funds did provide a new database.

## VIII. Future Directions

### A. Describe the Program's aspirations for the next three to five years

APS has a number of initiatives that it feels will increase enrollments and further the internationalization of the university. These include:

**Increasing majors** via a two-pronged strategy of offering a more flexible major and working more closely with Student Affairs and Admissions to attract students. During our program retreat, faculty developed a plan to provide students with more options in completing the core course requirements. Essentially students will be allowed to select from a list of classes based upon discipline rather than complete specific courses that are only sporadically offered. APS Director James Cook has already begun working with Associate Vice President of Enrollment John Swiney to develop a list of schools with large

Asian American populations to develop marketing materials for these prospective students.

**Develop and increase coursework in South Asia** via grants and new partnerships. Professors Launius and Cook are working with other CWU faculty to develop new academic partnerships with schools in India. Since it is clear that the current fiscal climate will not permit the hiring of additional faculty, exchange faculty programs initiated by the Institute of International Education may provide an opportunity for Indian scholars to come to campus and provide new program content. We are currently developing a new grant application for funding.

**Dedicated coursework in the College of Business** will also increase majors and FTEs. Generally, Asian Studies programs are fed by three feeder streams: languages students, those interested in culture, arts, and history, and, finally, business majors. The development of Asia since over the past two decades has redefined the global economy, yet CWU's COB still does not have a single dedicated course on Asian economic development. In Washington State, the need to provide business majors who are well-versed in both the specifics of Asian business practices and cultural sensitivities will continue to increase as commerce between the two regions continues to grow.

**Reorganize both the major and minor** in order to better reflect the interests of current faculty and speed completion of the major. APS faculty recognize the current major and minor are unwieldy. Drawn up over a decade ago, core and elective courses reflect the research and teaching interests of faculty members who are either no longer present or have had much of their teaching schedules consumed by administrative duties. Additionally, the existence of three different minors wastes resources. We will reorganize the major along disciplinary lines to better reflect the teaching interests of current program faculty. 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. The addition of an Aesthetic Experience requirement will also incorporate new coursework in Film Studies, Theater, and Art that have only been recently developed. We will also develop a capstone course for the first time in which students, already-enrolled in a course, will write a research paper or finish a creative project, under the guidance of APS faculty. No additional staffing will be necessary. Finally, we will collapse the three current minors (Chinese Studies, Japanese Studies, and Asian Studies) into a single Asian Studies minor.

**B. In this context, describe ways the program might increase quality, quantity, productivity, and efficiency as a whole. Provide evidence that supports the promise of outstanding performance.**

The four initiatives outlined above will increase the quality, quantity, productivity, and efficiency of the APS program. Obviously, the described reorganization of the major and minor will increase efficiency and productivity. Since staffing shortages made it impossible to offer the current core courses on a regular basis, turning to a more flexible, discipline-based list of core requirements will make it easier for students to complete their major requirements and place less pressure on faculty teaching schedules. Additionally, the collapsing of three minors into one will conserve administrative costs. Essentially the program could potentially serve more students with less effort by faculty.

The development of coursework in South Asia will drive both quality and quantity. Injecting discussion and study of India, Pakistan, and Bangladesh will better prepare our students for the global economic realities of the 21<sup>st</sup> century. South Asia course work will also augment the list of core courses, increasing flexibility and graduation rates.

A more flexible major that encompasses South Asia and business studies will be much more attractive to prospective students, thereby increasing majors and admissions.

**C. What specific resources would the department need to pursue these future directions?**

All of the courses needed to re-vamp the major are already being taught by current faculty. Therefore the critical first step of re-designing the major can take place with current faculty under normal teaching loads. The addition of coursework in South Asia and Asian economic development, however, will require the development of new courses. We are currently developing a proposal to fund South Asian course content with guest faculty. We are hoping that the development of new coursework in economic development can be generated by current faculty. Ultimately, however, for the program to take its next step in terms of service to the state and the campus community, the program must develop a much stronger business component. Washington is a gateway to the Pacific, and in order for our students to succeed in the globalized economy of the 21<sup>st</sup> century, APS must not only continue to offer classes in language, culture, and history, but also content in business and economics.

**D. What do you want us to know that is not included in this self study?**

Under the leadership of former Dean Armstrong and Provost Soltz and current Dean Morgan and Provost Quirk, APS has grown into the second largest Asian studies center in the state of Washington. The program has developed a strong record of scholarship and grantsmanship working within current resources. We hope that our record of development and the clear need for Asia specialists within the state economy will lead to the addition of new faculty outlined above.

**IX. Suggestions for the program review process or contents of the self-study?**

The major frustration we had with the process was data, and the lack of it seriously hindered the review process. The Office of Institutional Research is clearly overworked and gave support for program review a low priority in light of accreditation. Despite the explosion in the demand for data in the last ten years and the growth in administrative exempt and staff positions, administration has actually cut staffing in Institutional Research.