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January 18, 2006

MEMORANDUM

TO: <sup>David</sup>  
~~David Pong, Director~~  
East Asian Studies

FROM: <sup>Bobby</sup>  
~~Conrado M. Gempesaw~~  
Vice Provost for Academic and International Programs

SUBJECT: Permanent Status Program Review (PSPR)

Attached are the PSPR internal reviews for the B.A. in East Asian Studies. As part of the PSPR process (see <http://www.udel.edu/facsen/course/index.html#Final>, Timeline for PSPR), we request that the program write a brief response to this review and forward the document to the appropriate college committee and/or the Dean's Office. The Dean's Office will then forward all the documents to the Faculty Senate (c/o Karren Helsel-Spry) so it can be considered for approval by the University Faculty Senate.

Please let me know if you have any questions.

dld  
Attachments

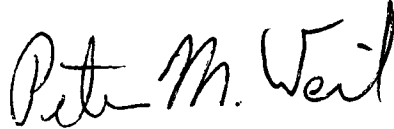
cc: Avron Abraham, Faculty Senate President  
Karren Helsel-Spry, Faculty Senate Office  
Dean's Office, College of Arts and Sciences

# PERMANENT STATUS PROGRAM REVIEW

East Asian Studies Program Major  
University of Delaware



Dr. Charles Pavitt



Dr. Peter Weil

January 10, 2006

## Objectives, Strengths, Weaknesses

1. Does the program major meet its originally stated goals?

On the whole, yes, EAS meets its stated goals. As stated on p. 6 of the self-study, the goals are being met in that the program provides a strong liberal arts education with an interdisciplinary and an international dimension.

Some clarification about area studies at the University and the implementation of a major within an area studies program may be helpful in evaluating the EAS Program's accomplishment of its goals as a major in the last seven years and in making a decision about the granting of permanent status to the EAS major. First, all area studies programs--Latin American Studies, African Studies, Continental European Studies, and EAS are based on courses taught by faculty in various departments of the University. None have any faculty lines assigned to them. This situation is extremely common in area studies programs in the U.S. The key issue is that all UD area studies programs are taught by faculty in regular disciplinary departments, and the EAS is no exception. All the programs began with the support of faculty specialized in the area who were already at the University. So, from its beginning in 1989 as a minor and still true today, EAS is dependent on academic departments and colleges for the existence and support of those faculty teaching and conducting research in relation to its program. The fact that EAS has dramatically expanded

the numbers of faculty and courses taught on East Asia within a growing number of academic units is itself evidence that it is meeting its fundamental programmatic curricular goals as a major.

All area studies programs must make choices about specialization and about necessary components made necessary by the character and history of scholarship on the geographic area. In East Asian Studies here, both China and Japan were selected. The addition of Korea and the countries of Southeast Asia was recently initiated. That increase in breadth must be done in a manner that does not detract from the continued building of strengths on China and Japan. Given where the program began, the original choice of China and Japan was an ambitious one, requiring languages for both countries and other topical courses for each. That EAS has worked successfully with the Foreign Languages and Literatures Department to build both languages here is a signal accomplishment, and to have done so in so short a time is absolutely amazing. To clarify, Latin American Studies and Continental European Studies did not have to build the core language foundations needed for effective field and library research training for their students. Those languages—primarily Spanish, French, German, Russian, and Italian—were already more or less fully developed through advanced training levels at the University before the initiation of majors for those area studies programs. East Asian Studies did not have that luxury and needed to work with the great cooperation and support of the FLL program to successfully create the needed language training core.

What truly effective directors of the area studies programs always have as their primary goals are:

- 1) **To have one or more languages taught, including the advanced year, to support effective training of their majors and minors [including undergraduate research training in and on the geographic area]. This requires risks by the language departments and financial backing. It is extremely difficult to accomplish for non-western area**

studies, but an area studies program can never become distinguished without languages because it cannot train students at an appropriate depth on any topical subject in the area.

2) **To increase the depth and breadth of the courses taught in their programs.** To do so requires persuading academic units to work with them to obtain and assign a tenure line to the teaching of and research on the area. Foreign area training programs need tenure line faculty if they are to build an institutional core of faculty creating academic teaching and research careers around the area focus of the program. In practical terms for the student majors, this tends to increase support for practicum and research training in the geographic area. The latter, in turn, increases the probability that the quality of their training and their competitiveness as area specialists will be widely recognized and valued by potential employers and graduate programs for their students.

The EAS, under David Pong's leadership, has managed to attain goals in both of these areas. The language core was made possible not only through the long-term work of the EAS with FLL, but it also is now being further developed through the Dept. of Education Title VI grant that the EAS obtained (see below for more information). Concerning expansion of breadth, the EAS only recently committed itself to include Southeast Asia, and has acted effectively in persuading the Dean of A&S to support the allocation of a tenure line position to the Department of Anthropology (now the twelfth discipline to join the EAS) for the hiring of a specialist on Asia. The new Asian specialist, Dr. Patricia Sloan-White, who just has been hired for the coming academic year, will be teaching six courses on Southeast Asia, including two (mentioned in the self study) that will be developed under the Dept. of Education grant. This cooperation and support from the college in relation to the focus on the of its goals by EAS will result in a very rapid implementation during the next two years of a major component of the inclusion of Southeast Asia into EAS and several substantive courses needed for that to be academically meaningful.

Lastly, the obtaining of the Department of Education Title VI

grant by EAS is a stellar measure of the extent to which the program has met its goals and will build the basis for meeting more in the future. Ideally, these grants are given to help build area studies programs (in relation to language training) in the United States. As such, one might think that any higher education institution that basically met the criteria and was ready to create new capacity in foreign area training and related language training would be a good candidate. Unfortunately, that is not the case.

Most of the grants go to existing, well-known, distinguished area studies programs. The fact that the EAS built the curricular and scholarly faculty foundation for winning the grant and successfully passed through an extremely grueling, rigorous academic and administrative evaluation by the Department of Education is itself a proxy for the kind of evaluation we hope to accomplish here at the University with a more effective system of assessment.

The EAS Program is one of the very few truly new grantees of the Department of Education program in the last decade, and it is the first grantee of the program ever in the State of Delaware. Thus, the EAS has recently been vetted by a rigorous process. Moreover, obtaining the grant required fulfillment of the basic goal of creating a language core, demonstrating a capacity for advancing that core to full undergraduate language training, and an ability to expand the program to cover its area in more breadth and depth (e.g., business cultures in Southeast Asia and in Muslim societies).

While the EAS wants to and needs to accomplish greater breadth and depth for its major, the EAS has met and is meeting its planning goals for the current stage of development. And it has done so rapidly and effectively. Moreover, a central criterion for the Title VI grant reviewers is clear demonstration by an applicant of extremely strong support of the applicant's program and its future goals by its specialist faculty. That the Department of Education granted the funding to the EAS itself is evidence for the conclusion that EAS is enthusiastically supported by its participating faculty through far more than verbal testimony, but instead, more directly through actions of teaching major courses on a systematic schedule and their devotion of time

and effort to student majors and minors.

2. Is the Program major compatible with the academic priorities of the University?

While the EAS major curriculum is broadly supportive of the University's General Education goals and of related educational experiential goals, and some of the goals specifically stand out.

The EAS curriculum most directly supports goals # 10 [international perspective in a global society], but all the other goals but # 9 [concerning the U.S. society] are also supported through the truly multidisciplinary curriculum major requirements in the social sciences and humanities. The strong encouragement that majors participate in a training experience in Asia, moreover, directly supports the goals of experiential learning embodied in General Education goal # 7, as a component of their development as students. Other goals most directly supported by the program include # 8 (aesthetic and intellectual expression via the requirement for an art or music course), # 5 (diverse ways of thinking), and # 4 (ethics via the required religion course).

3. What are the strengths and weaknesses of this Program major?

- A. Strengths

The EAS major's greatest strengths are its international and multidisciplinary curriculum, its strong and diverse participating faculty, leadership by its management, and its related stellar accomplishment of goals that create the basis of so promising a future for the program at the University (see # 1 above). As fundamental component of these strengths is its focus on both China and Japan and the offering of alternative training tracks, including language training, in relation to either country.

## B. Weaknesses

There are three areas of weakness in the program that need to be addressed.

The first concerns the adding of greater breadth and depth to the curriculum, a concern fully recognized by EAS and one they have begun to address through the addition of Korea and Southeast Asia to the program. It is vital that EAS work with the University to support these developments through related faculty lines in a variety of academic units to add depth to both these areas. For example, Indonesia is a vital component of Southeast Asia that will require more faculty and more courses.

The second concerns funding for the training, through formal winter and regular semester programs and through individualized intern, practicum, and research activities in Asia. The multidisciplinary curriculum and its language core create the opportunity to prepare students for serious, in-depth learning in Asia itself. Training in Asia, even for periods as short as the Winter Term, is extremely expensive, in comparison to comparable training in other areas studies zones (e.g., Latin America). For EAS to fully accomplish its goals as a major, all majors should participate in such training. As recognized by EAS's strong encouragement of its students, training abroad is a vital component of the major. To assure this is truly a regular component of the program and to assure that no major is unable for financial reasons to participate, some method for funding the costs beyond normal tuition and fees and beyond the currently very limited support for abroad training that is now available at the University should be proposed and implemented. This will require action as soon as possible by both EAS and the University.

The third area of weakness concerns staff support. EAS has grown to include a large and complex curriculum and, if the potential of EAS is to be met, it will expand even further. Moreover, the establishment of more training opportunities for students and

arrangements supportive of them in Asia itself will involve long-term administrative commitment. These and related tasks need the support of a staff fully devoted to the EAS Program. There is no such staff at this time, and the program is already under undue stress because of this problem. The program needs to specify its needs now and for the medium term to work with the University, to obtain the lines for this support staff. This means that the University needs to commit staff to the program for its future effective management and implementation.

## **Impact and Demand**

1. Impact of the curricula on other instructional, research, or service programs

The EAS major includes courses in nine academic departments in three colleges. Moreover, its curriculum will play an important role for many of the majors in the new international business degree program. EAS's programmatic group instructional activities abroad and the opportunities it is creating for individualized undergraduate research and internships are expanding the opportunities for learning for students in all the social sciences and humanities.

The Art History Department participates in the Program Major through ARTH 155 (Asian Art), and that unit has recently hired a specialist on the area who will be regularly teaching the course. However, the alternative arts course for EAS majors is MUSC 206 (Music of China, Korea, and Japan), and the continuation of the Music Department's involvement is seen as an important component of the Program major. There is concern about a need for a decision about the teaching of the music course on Asia by a scholar with training and research interests in Asian music. The issue is raised by the retirement of a relatively specialized faculty member who had taught the course. While the specified Asia-related music course is now being taught, the concern about specialty is one the Program and the Music Department need to consider acting on if the course is to continue to be an important core course option within the major.



Concerning service, the outreach to primary and secondary schools is particularly noteworthy and laudable. It is hoped that this area of service will continue.

2. Admissions requirements clearly stated and fairly implemented?

As the EAS self study indicates, the Program does not have its own admissions program or policy, and admission of majors conforms to University practices. It also participates in all the recruitment activities, such as Delaware Discovery Days, Major Mania, and the like. As interest in the major increases, EAS might want to consider an admission standard in terms of a minimum grade average. But at this stage of the development of the major, that might seriously interfere with the development of the major.

3. Is there sufficient demand for this Program major to warrant granting it permanent status? Are enrollments strong?

Permanent status is fully justified by current enrollment and enrollment trends. The total number of majors in the Program has increased by a factor of six since the institution of the major in 1998. Most of this growth has taken place in the last three years, as the number of students majoring in EAS with language has increased. Given the discussion in the first section about the centrality of language training in an effective undergraduate foreign area program, this is a positive measure by national standards of the success of the Program. It is essential for the future of the Program as an East Asian Studies unit that it continue and, possibly, expand these numbers of majors with language. Moreover, as the major has been increasingly effective at recruiting students, interest is decreasing in the Program's minor. This is a pattern found in the history of many undergraduate programs that initiate a major, and the Program needs to decide to what extent it wishes to maintain the pattern.

4. Appropriate advising and mentoring for students?

There is discussion of this issue in the self-study report. Most

positively, the expansion of majors has been matched by an increase in the number of advisors. However, the degree of effectiveness is not discussed. This is clearly an area that will need to be included in an assessment system created by EAS.

5. Does the Program major require additional student expenses beyond traditional ones such that additional need for financial aid can be expected?

If the Program is meet its long-term training goals for its students and to effectively build on the language training core that it has worked so diligently to seed and build with FLL and the Title VI grant, it must be able to include all students in training activities in Asia. As noted, above, this is an area that needs new, serious, and permanent funding support. Whatever the source (e.g., grants, endowment, new student loan initiatives), additional support needs to be found soon.

6. Does the Program major have the support of departmental and affiliated faculty?

Support from EAS faculty is clearly very strong and was a fundamental factor in the ability of the EAS to obtain external funding. It is critical that the support continues and is institutionally built as a basis for the success of the Program. This is especially so as there is a need to add more faculty and courses concerning EAS areas outside China and Japan. It is also related to the successful implementation of study abroad activities in Asia.

7. Are resources available to support and maintain the Program major?

The resources available to the Program as a major are strong but they are not adequate. If the activities needed by the Title VI funds are to be sustained and to grow, the training of students in Asia and financial support of staff will require additional funding. These funding shortfalls will need to be addressed by the EAS and the University from inside or outside funds or a combination of both.

## **Evaluation**

1. Does this undergraduate Program major address any of the ten goals of General Education at the University?

Yes, most of the goals of General Education are addressed. Please see discussion above. Here, it should be emphasized that the goals concerning international and global learning (i.e., # 10) and the skills involved in the curriculum courses preparing students to pursue careers on Asia are embodied in most of the others are support for most of the goals.

2. Has the Program major clearly delineated the knowledge, values, skills, and other learning outcomes that its graduates are expected to have acquired?

Yes, see the self-study report. But the Program will need to systematically assess this in the future to determine if student majors understand them.

3. Has the Program major implemented a plan to evaluate and assess the learning outcomes of its students?

The self-study report mentions that the Program will be subject to future periodic reviews, and, as noted in the first section above, the Program as a major has recently undergone a stringent quality review by the U.S. Department of Education. As with all other University programs, EAS needs to develop and implement an assessment plan addressing the objectives of the major. The multicultural courses in the major will need to be addressed in this manner by the departments for which they are approved.

4. Comment on the completion and job placement of students who have completed the major.

No data were provided. However, the number of graduated majors

would be very limited because of the relatively short history (i.e., seven years) of the major and the related very small number of students in the major in its earliest years. This area certainly needs to be addressed in a systematic manner as the number of graduating majors and the visibility of this now substantive East Asian Studies program have both expanded in the last few years. This expansion should enhance opportunities for its graduates, and we would expect to see this reflected in the tracking of placement and post-graduate training of them.





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November 17, 2005

TO: Charles Pavitt  
Communication

FROM: Dan Rich, Provost   
Bobby Gempesaw, Vice Provost 

SUBJECT: Permanent Status Program Review in BA in East Asian Studies

As part of its on-going commitment to maintain the highest quality academic programs possible, the Office of the Provost coordinates the reviews of provisional majors and programs to determine whether or not they will be granted permanent status. A key component of this process involves a team of two faculty members who will review the program's self-study report. In the case of undergraduate programs, one member of the review team will be a current member of the Faculty Senate Undergraduate Studies Committee; the other member will be a faculty member from a department or program other than the one being considered for permanent status. In a few cases, we may invite a faculty member from another institution to serve as an external reviewer.

As a member of the Undergraduate Studies Committee of the University Faculty Senate, we are writing to inquire whether you would be willing to serve as a reviewer for the BA in East Asian Studies which is offered by the College of Arts and Sciences. Your commitment would involve evaluating the viability of the proposed major or program based on the program's self-study report. We will also request that you participate in writing a brief evaluation report (one to two pages) that will be submitted to the relevant Faculty Senate committee as an input for their own review deliberations. We will share the evaluation report with the department and college dean so they are aware of your recommendations. At this point, we anticipate the review to occur from December 1, 2005 to January 15, 2006. We request that the evaluation report be completed by January 15, 2006 to allow the program faculty time to respond to your findings and for the pertinent Faculty Senate committee to complete its own review process by February 2006.

Please feel free to contact us if you have any questions about the process. For your information, a complete description of the Permanent Status Program Review (PSPR) procedures is available on the web at <http://www.udel.edu/facsen/course/index.html#PSPR> which also contains the attached sample outline of the evaluation report.

Thank you for considering this request and please let Dianna DiLorenzo ([diannad@udel.edu](mailto:diannad@udel.edu)) know by Monday, November 28, 2005 if you are able to participate in the PSPR process. If you agree to participate, we will send you a copy of the self-study report.

cc: Faculty Senate President  
Chair, Faculty Senate Undergraduate Studies Committee  
Faculty Senate Office