MISSION, GOALS, AND OBJECTIVES

The mission of the Asian Studies Program is to offer a B.A. degree, a Minor, and a wide variety of courses giving undergraduates the opportunity to learn about the arts, cultures, economies, geography, history, languages, politics, and societies of Asia. A comprehensive interdisciplinary program, Asian Studies provides a foundation for careers and for graduate studies, preparing citizens for a world in which Asia plays an increasingly central role. The Asian Studies program integrates the study of Asia as an integral part of the University's mission to internationalize the curriculum. The Program also strives to enable students to develop cultural and linguistic proficiency. William Paterson’s Asian studies program has impressive strengths in China, Japan, and South Asia. Housed in the College of Humanities and Social Sciences, the program benefits from faculty expertise in programs and departments throughout the University.

Mission Statement:
The multidisciplinary degree program in Asian Studies provides a comprehensive education about Asia, preparing students for internationally oriented careers, teaching, and graduate studies. The program serves the interests of William Paterson University students and faculty and the local community by offering an array of courses about Asia, including Asian languages, as well as supporting other academic and community initiatives. In addition to its Major, the Asian Studies Program offers a Minor and a wide variety of elective courses open to all students regardless of Major.

Program Goals:
The aim of the Asian Studies program, an area studies program, is to allow students to develop knowledge of Asia in general and of their chosen region in particular in greater depth than would be possible in any single discipline within the program. Students are expected to achieve fluency in an Asian language and culture to allow them to pursue careers and/or further study. The final capstone course, linked with a disciplinary approach, provides each student with a mentored experience in intensive reading and writing of a particular culture, period, issue, or country.

Goal 1. Students acquire working competence in Chinese, Japanese, Hindi, Korean *, or another approved Asian language.

Goal 2. Students acquire broad knowledge of Asian civilizations and specialized knowledge, breadth and depth in the study of a particular region: East Asia or South Asia.

* Additions to standing wording for this report as suggested official changes noted here.
Goal 3. Students acquire the ability to integrate historical, cultural, political, economic, and geographic information through a broad exposure to multiple disciplinary perspectives on the region.

Goal 4. Students develop a broad understanding of the impact that Asia, in its many diverse manifestations, has had and is having on the U.S. and the world.

**Program Level Student Learning Outcomes**

ASN Majors will:

1. Demonstrate the ability to read and converse minimally at a second-year level of proficiency in an Asian language, depending on Track.

2. Show general familiarity with the histories, societies, cultures, literatures*, and geography of Asia in general and of a specific geographic and cultural sub-region of Asia, either East Asia (including China, Japan, and Korea) or South Asia (including India, Pakistan, Bangladesh, Nepal, and Sri Lanka).

3. Demonstrate awareness and familiarity with different disciplinary approaches to the study of Asia, such as historical, political, cultural, geographic, social, and/or linguistic perspectives on the region.

4. Critically analyze Asia’s role in relation to the U.S. and the world.

**PROGRAM QUALITY**

**Growth**

William Paterson is a trend-setter in the state of New Jersey. Our Asian Studies Program is one of the few degree-granting programs on Asia, and the only one to offer tracks in East Asia, South Asia, and Asian Languages (Chinese and Japanese). Its uniqueness in the state is attracting students to our campus and has contributed to the Program’s impressive growth.

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<th>Asian Studies Majors, Fall 2006- Fall 2012</th>
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In 2008 the Asian Studies program ran a year-long Chinese language teacher preparation (CLTP) program, which accounts in part for the 241% one-year growth that year in ASN. Thanks to a FIPSE grant, the program employed two additional Chinese language teachers who helped advertise, recruit and teach during the summer and school year. With only 1.5 lines in Chinese, since then, we have not been able to keep up the level of effort needed for sustained growth in Chinese, but are hoping formulate a plan going forward that will infuse Chinese with the same dynamism we see in Japanese.

The Japanese Language Teacher Preparation (JLTP) program, which was launched the next year in accord with advice from the federal granting authorities, has been a great success. Like its Chinese counterpart, it is one of the few degree programs to offer a state-approved teacher preparation program including a capstone experience and a methods course for teacher
candidates, but the program in Japanese is growing dramatically in different ways. The JLTP program, which has brought many students into that specific program, is not built around native speakers, but is benefitting from an explosion of interest in WPU's Japanese language offerings overall. Our 4-year major in Asian Studies with a Japanese language concentration offers students special opportunities for a major or double-major, or a language minor, compatible with many areas of interest in all corners of our campus. While the teaching program has attracted applicants from native-speakers, it has become an added attraction to students of diverse backgrounds and multiple career plans, including teaching abroad, since it offers the potential to add Japanese language teaching to other professional goals. As of May 2013, there are more than 30 Japanese Language concentration majors in the Asian Studies Major, and Japanese has been a driver of growth in the overall expansion of Asian Studies as a major.  

This year (Fall 2012, Spring 2013, Summer 2013), the Asian Studies Program and its affiliated faculty offered a total of 71 courses with a total of 962 students enrolled in them. These numbers include only courses formally cross-listed, but there are many courses offered in other departments exclusively that are part of the Asian Studies program. We offer classes of all types and are focusing in on developing offerings to serve both the new U.C.C. and the requirements of the Major.

Five students were enrolled in CHIN 4000 Seminar in Chinese Literature and Culture this Spring, as opposed to 9 last year, but in 2012 several non-degree students enrolled in this course. It is hoped that the conversion of the others to William Paterson regular students will continue although we will need to increase enrollments among non-native speakers to make that possible. The ASN Program, and Chinese Language in particular, are seeking ways to increase the number of students beginning Chinese at William Paterson by all means necessary in order to achieve the enrollment flow to allow peer groups to develop over time in this concentration as well. The cooperation, indeed the extreme efforts of from the business faculty would be of great assistance in this regard. Nine students enrolled in one of the CLTP core courses, CHIN 3140 Teaching Chinese Grammar, a most welcome number.

Despite an impressive number of students now making their way though the ASN curriculum to graduation or near graduation, the Asian Studies faculty consortium and the Program need to insure that both Program and Course Assessment are carried out not only at the capstone level, but in the two portals and our language courses. Below are assessment priorities for the year ahead.

**Recognition by the Japan Foundation: [Strategic Plan Goal 5]**

Today, William Paterson's is one of the most comprehensive Japanese language programs in the state of New Jersey and has been recognized by the Japanese Consulate-General in New York as a leading program in our region, so noted on the consulate general's guide to Japanese studies in their district. Perhaps more important to the long-term success of this program, the Japan Foundation recognized our University with a Japanese Language Program Award for 2012-2013 in order to make a two-year grant (if extended to a second year) allow our half-time Instructor of Japanese language to move up to three-quarters time. Haruko Taya Cook's efforts,
with college and university support, and the students' enthusiastic response to the new opportunities provided by the grant have worked. **We have received preliminary word that this grant has now been extended for a second year for 2013-2014.**

**The Japanese Consulate General in New York sent senior consular officials to William Paterson University on November 15, 2012 for a presentation of the Japan Foundation Japanese Program Support Award to President Kathleen Waldron for the University.** Representing the Consulate General of Japan in New York were Mr. Fumio Iwai, Deputy Consul General and Director of the Japan Information Center at the Consulate General of Japan in New York and Mr. Toshiro Kaneko, of the Japan Information Office, who were welcomed in Japanese to William Paterson University by two Asian Studies Japanese language concentration majors. They were received by a coterie of dignitaries including President Waldron, Provost Edward Weil, Dean Kara Rabbitt, Chairs Octavio DelaSuaréé and Joanne Cho of History, Vice President of Advancement Pamela Ferguson, Executive Director Corporation and Foundations Michelle Drame, and the entire Japanese faculty able to attend, including Professor Hideo Watanabe, Haruko Taya Cook, Kyoko Akitaya-Hincapie, Mayumi Kawakami, and Hiroko Ogino.

We hope the University will make this a permanent program adjustment in the coming year to allow us to build on this vote of confidence from the premier outside funding source in Japanese. Like its Chinese counterpart, it is one of the few degree programs to offer a state-approved Teachers Preparation program including a capstone experience and a methods course for teacher candidates. *[Strategic Plan Goals 1 and 5]*

**CURRICULUM**

Of the nine sister institutions, William Paterson University is the only one to offer teacher preparation programs in two Asian languages: Chinese and Japanese to meet the needs of the dozens of NJ school districts that offer Chinese and Japanese language instruction. Our Chinese and Japanese teacher preparation programs are seen as a model throughout the state.

Our teacher preparation language programs meet the highest standards in the profession. Our Language programs participated in the NCATE Review and were reaccredited this year by its world languages accrediting SPA, ACTFL. As such, our programs have met the high standards set by ACTFL in order to improve language instruction across the USA. Teacher candidates are now required to pass oral proficiency interviews (OPI) at a specific outcomes level as defined for each language family. The new standards have involved intensive work since the program as a whole and individual courses have been revised in order to prepare our students for these new state requirements for licensing. The changes in professional standards have compelled us to train our faculty so that they will target each course and the program as a whole to meet specific proficiency standards per course and at graduation. *[Strategic Plan Goal 1]*

As part of this effort, Professor Haruko Taya Cook revised proficiency exams for JPAN 2100 and JPAN 2110 last year and had begun administering these to incoming students who have more than beginner (first year) proficiency in Japanese. This is especially important since more and more students from secondary schools and community colleges with some Japanese training are now electing to come to William Paterson. This was something unheard of just two years
ago! Indeed we have had a dramatic increase in students applying to William Paterson with an eye to majoring in Asian Studies. \textit{[Strategic Plan Goal 2]} 

The Asian Studies Curriculum Committee had serious responsibilities again this year and sought to generate more courses within or affiliated with the Asian Studies Program to meet the several of the UCC categories of vital concern to our Program. ASN will be able field a full program array offerings in many UCC areas in Fall 2013, a vital contribution to the initiative. Nevertheless, the Asian Studies Program was in the curricular forefront in Fall 2012 with 14 courses for the new UCC program for Area 6, Area 2c, Area 4, and for Writing and Technology Intensive:

- ASN/CHIN 2000 Chinese Culture in Global Context \hspace{1cm} Area 6
- ASN 2010 Introduction to Asian Studies \hspace{1cm} Area 6
- ASN/CHIN 2020 Buddhism, Taoism in East Asian Culture \hspace{1cm} Area 6
- ASN/CHIN 2040 East Asian Literature in Translation \hspace{1cm} Area 2c
- ASN/JPAN 2060 Japanese Culture in Global Context \hspace{1cm} Area 6
- ASN 2580 The Asian American Experience \hspace{1cm} Area 4
- ASN/HIST 2700 East Asian Civilization \hspace{1cm} Area 6
- ASN/HIST 2800 Civilizations of South Asia \hspace{1cm} Area 6
- ASN/JPAN 3250 Women in Modern Japanese Literature \hspace{1cm} Area 6 & Writing Intensive
- ASN 3060/CHIN 3020 Chinese Popular Culture in Global Context \hspace{1cm} Area 6 & Tech Int.
- ASN 3410 East Asian-American Cross Cultural Communication \hspace{1cm} Area 6
- ASN/HIST 3640 Japanese History through Cinema \hspace{1cm} Area 6
- ASN/SOC 3910 Population and Development in Asia \hspace{1cm} Area 6
- ASN 4800 Asian Studies Senior Seminar \hspace{1cm} Writing Intensive
- JPAN 4000 Senior Seminar in Japanese Literature & Culture \hspace{1cm} Writing Intensive

It came to my attention just before preparing this report, that Professor Keumsil Kim-Yoon and other colleagues interested in Korean Studies have submitted a number of courses for approval for UCC and for inclusion in Asian Studies. I welcome the initiative and intend to support them in the efforts to recruit students to them. I would like to a develop protocols to insure that the Curriculum Committee, the Advisement Committee and all chairs and faculty related to ASN are included in such initiatives, since we are responsible for seeing that curriculum sheets, websites, and other means of communication of program changes are transmitted to the institution for implementation. I now consider Professor Kim-Yoon the Korean Studies liaison and look forward to working with her next year to implement these initiatives. \textit{[Strategic Plan Goal 1]} 

Clearly, the Program is strongly represented in Area 6. It would be optimal if it could offer several sections of its ASN 2580 per semester in the future for Area 4 Diversity. Prof. Keumjae Park is working on an immigration course for Area 4 that will likely be suitable for cross listing. Prof. Haruko Taya Cook developed her Women in Japanese Literature as a writing intensive course, and did the same for her capstone Senior Seminar in the Japanese language track, JPAN 4000, a very important effort for our Japanese majors. It would also be ideal for the program to develop courses in Area 5 Civic Engagement, and more Writing and Technology Intensive offerings. It is rumored that Assoc. Prof. Hideo Watanabe is developing a course for Area 5, while Prof. Theodore Cook will be taking HIST/ASN/WGS 3680 Women and War into Area 5
next year, and will be submitting his new ASN/HIST3630. Making Japanese Popular Culture, a Japanese studies equivalent of Prof. Ming Jian's course on Chinese Pop Culture, as both an Area 6 and a Technology Intensive course, hopefully to run in Spring 2014. Capstone history seminars, HIST 4610 Colloquium and HIST 4600 Seminar in East Asian History, both regularly cross-listed with the ASN 4800 Asian Studies Senior Seminar will be brought in line with that course and also formally made Writing Intensive. We have been fortunate that our Area 4 course ASN 2580 The Asian American Experience has had a strong adjunct, with a PhD in Asian American History offering the course for both ASN and HIST over the past year. All of these courses are vital to the 4-Year Graduation Programs and Goals of the University. [Strategic Plan Goal 2]

PEDAGOGY

The Japanese program selected a common textbook for all sections of Basic and Intermediate Japanese as well as levels of proficiency per semester to meet ACTF/OPI's standards. A spirited discussion has initiated among and between all members of the Japanese faculty including adjuncts and that program has now begun the extremely important task of determining how William Paterson University's program can support the standard now being introduced by the Japanese government. [Strategic Plan Goal]

An important component of language training, especially for students of the less-commonly taught languages, are language immersion experiences. Beginning in the summer of 2012, thanks to the efforts of Prof. Haruko Taya Cook, the Japanese program organized an Intensive Language and Cultural Summer Study in Japan. She was able to secure for our students a subsidy for part of their program in Japan through the Ishikawa International Foundation, a branch of the Ishikawa prefectural government. She took nine WPU students of Japanese to Japan last summer summer. Most were majoring in ASN— in either the Japanese language or East Asia concentrations— but some are double-majors or minors in Communications, Studio Arts, and English. She has successfully repeated the recruitment efforts within our University and with a student from Ramapo College included and will be taking students to Japan again from June 14 to July 15, 2013. [Strategic Plan Goal 1, 2, and 3]

We have now been able to truly fulfill our goal of offering students form our university, who often face significant financial challenges for true overseas educational experiences, the opportunity to engage in a month-long intensive program we call "William Paterson in Ishikawa," (named after the fashion of the two-month long program Princeton University has been offering in Kanazawa for a dozen years in a very well-funded program). Princeton has run a very well-funded program, drawing students from many elite university programs, but Haruko Taya Cook approached the Ishikawa International Education Foundation with the opportunity to draw to Ishikawa prefecture American students interested in experiencing their region while focusing on a “life-changing” study abroad program that they might not otherwise have been able to afford, but which would affirm Japan and the Hokuriku Region in their affections for years to come. We shall see how this succeeds, but the opportunity is now in the hands of nine William Paterson students of diverse backgrounds, ambitions, and career objectives who will share in this initial adventure to establish our place in Japan. [Strategic Plan Goal 2, 3, and 5]
Our students, all of intermediate or higher level of proficiency now have the opportunity to spend a month in Kanazawa City. While there, the students take JPAN 3030 Japanese Society and Culture: Life in a Castle Town (in 2012) or JPAN 2060 Japanese Culture in Global Context (in 2013) and JPAN 3990 Special Topics: Intensive Japanese in Japan. The intensive course would have provided more than 60 hours of Japanese language training (3 hours daily, 5 days a week) augmented by field experiences such as culture classes in kimono, traditional cloth dyeing, Noh, and koto, among other activities in a castle-town city rich in historical, literary, and cultural locations and traditions. All of these are tied to a home stay, with each student at a different family, with families screened and selected by the Ishikawa International Educational Foundation. We believe this places William Paterson's Japanese program on a par with any in our region for serving student needs at a very moderate cost for full month's intensive language study in Japan. We hope to be able to raise funds and seek university support to allow this to continue, perhaps on a regular basis, expanded through partnerships with our fellow colleges and outside sources of funding, like the Japan Foundation. [Strategic Plan Goals 1 & 5]

FACULTY EXCELLENCE: SELECTED HIGHLIGHTS

The Asian Studies faculty is very creative and productive and represents multiple disciplines. Its members include many well-known scholars. It is also active in University life. Below are some of the highlights of this year’s faculty activities.

This Spring 2014 was a year of great contributions by faculty in Korean, Japanese, Art History, and Communication in the Cross-Cultural Arts Festival 2013: Northeast Asia and our 7th annual Teaching Asia Conference: Taking Asia with You When You Graduate, and several major Faculty Panels on Research Day, when faculty from across the University participated in work directly linked to Asian Studies.

[UNFORTUNATELY, this section could not be completed due to the paucity of Faculty Achievement Reports forwarded to the Asian Studies Director in a timely manner (I received 3 by the deadline for completing this report.) I apologize to all concerned, and ask that those wishing to learn more of the achievements by ASN faculty consult the individual reports within their Departmental Reports. In future, it would be most helpful if the Administration and department chairs would remind all faculty to cc. degree-granting programs when filing their faculty year-end reports.]

Faculty Service (See Individual Faculty Year End Reports)

Faculty Research (See Individual Faculty Year End Reports)

STUDENT HIGHLIGHTS [Strategic Plan Goals 1, 2, 3, 4, 5]

Asian Studies Majors graduating this year with particular honors included:
**Kali Wallace**, Outstanding Major in Asian Studies. She was a triple major in Asian Studies, Art History, and Studio Arts and will likely be traveling to India on an art film project this summer. Graduated May 2013.

**Rebecca Rolston**, Outstanding Major in Asian Studies East Asia Concentration, graduated summa cum laude in January 2013.

**Michelle S. Eng**, Outstanding Major in Asian Studies, Japanese concentration, was also a History minor, and won an award in History for one of her papers. Graduated May 2013.

**WILLIAM PATERSON IN ISHIKAWA (WPII), Summer Program in Kanazawa City, Ishikawa, Japan**

**Summer 2012:**
A select group of dedicated students took part in the first “William Paterson in Ishikawa” short-term study abroad program (SSAP-JAPAN) in the summer of 2012; all were selected for their sound Japanese language skills and their commitment to representing William Paterson University in Japan. Those students are: **Luz Arias** (ASN), **Malissa Eaddy** (ASN), **Yasmin Estrella** (ASN), **Rachel Fiekowsky** (ASN), **Haley Kochel** (English & ASN), **Emily Mahon** (Anthropology & ASN), **Rebecca Rolston** (ASN), **Danielle Vega** (Communications & ASN), and **Margaret Wright** (Music). Rachel and Emily completed their degrees in August and Rebecca graduated in January 2013.

**Summer 2013:**
A similarly well-qualified group will be departing for Japan June 14, 2013 for our second experience taking William Paterson to Japan. They include **Margaret Wright** (ASN Japanese & Music Sound Engineering) who is returning for the second straight year, **Kelsey Chetnick** (a Visiting Student from Ramapo, who has been taking our Japanese language courses), **Nicholas Kondakji** (ASN East Asia and History), **Chris Martocci** (ASN Japanese), **Danielle Sanfilippo** (BFA Art), and **Megan Trinidad** (ASN East Asia & Global Business Studies). Nicholas will graduate in August 2013 on completion of our WPII program this summer.

**JET (Japan Exchange and Teaching Program of the Japanese Government)**

**Matthew Lutz** passed the final phase of the highly competitive JET Program last year. Lutz was president of the Go Japan Club (SGA) and was very active in the Japan Earthquake Relief Fund drive at WPU. He remained in Japan this year for a second tour of duty.

**COMMUNITY SERVICE [Strategic Plan Goal 4]**

The Asian Studies Program lives up to its mission of bringing an awareness of Asian culture, politics and society to our campus. To this end, the Program hosts and co-sponsors a variety of events on campus, most of them open to the entire community. This year’s events included:

• Asia Week in Cooperation with the Student Government Association
Asian New Year and the year of the Snake, was not held formally this year because of the disruptions from Super Storm Sandy in the Fall, but the late January date is now being planned for January 2015

• Cross-Cultural Arts Festival 2013: Northeast Asia, which was a joint effort of the College of Arts and Communication (which houses many active ASN faculty) and the College of Humanities and Social Science, our Home.

• Asia in Bloom, our annual celebration of Asian Studies under the Raubinger Cherry Trees

The Program has also co-sponsored events with the Gandhian Forum for Peace and Justice, and the department of History, Philosophy and Political Science.

RESOURCES

The Asian Studies Program has been a successful and cost effective degree program that has brought the University numerous substantial grants and prestige. The Asian Studies Minor began with our first USDOE Title VI grant, which gave seed monies for a full time, tenure-track Japanese language instructor. A second USDOE Title VI grant funded the creation of the Major and provided seed monies for a full-time tenure track line in South Asian anthropology, and for a part-time assistant professor of Hindi. Two subsequent grants allowed the program to expand: one from USDOE Title VI and the other a congressional appropriations grant through FIPSE. The third USDOE Title VI grant provided seed monies for two additional ¾ assistant professors in Chinese and Japanese to support the establishment of Teacher Preparation programs in those two languages. [Strategic Plan Goals 4 and 5]

The Japan Foundation supported the University with a Japanese Language Program Support Grant for 2012-2014 (assuming renewal) in direct support of the half-time Japanese language instructor of Professor Haruko Taya Cook, in recognition of WPU's success in building a Japanese program, in direct contrast to many of the applicants for their awards who pleaded desperation and lack of institutional support. Our application and renewal request were based on limited resources, but outstanding academic success with good prospects for future growth. [Strategic Plan Goals 1, 2, and 5]

Our Chinese program brought 26 new students to our campus in its first two years, almost all of them enrolled full-time for a second degree. They would not have attended WPUNJ were it not for the Asian Studies program. Many of these students were native speakers, and many had received their B.A. degrees in China. Two years later, in 2009, we launched the Japanese language program, thus carving a niche in New Jersey higher education.

The Japanese language track has grown to 30 majors since 2009, and a substantial majority of the 42 Asian Studies majors also study Japanese as their Asian language of choice. Japanese language instruction at WPUNJ encompasses a diverse student population, many of whom are not majors but who are drawn to our university for Japanese language courses at all levels. Enrollments in Japanese courses have exploded in the past two years, so that in Spring 2012 semester we had 73 students enrolled in Basic and Intermediate Japanese and a record number of 36 students taking upper-level Japanese language courses, including our very first capstone
seminar in Japanese Language and Literature. This year we enrolled 233 students in all Japanese classes, as compared to 84 students just three years ago. No other language, except for Spanish, has had growth at this level. As important, the overwhelming majority of these students are non-native speakers and many have come to WPUNJ precisely because we offer a fine Japanese program. [*Strategic Plan Goal 1, 2, and 5*]

This growth has been attained with only one full time faculty and a half-time faculty member plus a handful of adjuncts. We are again requesting that the line for Professor Taya Cook be restored to a three-quarter-time line, as it was two years, when the program was much smaller. Professor Taya Cook has served as Coordinator of a language program that needs a director; she has recruited, planned and developed curriculum, advised students, created a placement and challenge exam, and developed the program’s assessment plan. Professor Taya Cook was hired to perform those duties and has continued to perform them at an impressive level. Indeed the work she does in the classroom and the needs of the Program were recognized by the Japan Foundation that provided us a Japanese Language Instruction Grant specifically to support her position at the ¾ level in 2012-2013, with the possibility of renewal for one more year. We need her to continue her service well beyond the level for which she is compensated.

**Advisement is a vital component of the success of Asian Studies:** Professor Taya Cook serves as the principle official advisor for Asian Studies within the Department of Languages and Cultures, where our Program Advisement is housed, somewhat awkwardly. Under the present new advisement schema, both the Japanese Language Coordinator and the Asian Studies Director, and as I understand it, the Chinese language coordinator, Professor Ming Jian, all engage in substantial advisement of students in their tracks in the absence of anyone outside the program able or authorized to advise in our courses or how the ASN minor and major can mesh with "other" Departments. [*Strategic Plan Goals 2 and 5*]

In the long run, this level of individual activity, which is responsible for program expansion, is not sustainable with such a small faculty. She is the only faculty who can teach the required literature and advanced language courses needed for the Japanese major. Degree programs cannot be run by such a reduced number of full time faculty without constraining growth and quality. They necessitate a high level of involvement, time and energy.

Staffing problems has hampered our South Asia track. At the heart of each track is language training. Professor Anil Kumar was initially hired with seed monies from a Title VI grant for a half-time assistant professor. For a few years Dr. Kumar held the position and was able to develop language courses at the Basic and Intermediate level and upper-division courses in Indian literature and culture. By AY 2008-09, enrollments in Hindi and Indian literature had grown to 66 students per year—a similar level attained by the Japanese program two-three years ago. Dr. Kumar is a charismatic teacher who had a presence among the South Asian students. She worked with students in a variety of extra-curricular activities, for example in the annual Diwali festival. When her position was converted to an adjunct line, the program began to falter. There are no special activities, no presence on the campus. Not surprisingly, Hindi enrollments have declined to 52 in AY 2009-2010 (-21%) and 57 in AY 2010-2011 (-14%) and this Spring fell to a level well below the actual demand advisement tells us actually exists simply because several literature courses and second year Hindi courses were cut by the Department of Languages and Cultures due to low enrollments, despite the fact that there were concentration students in those course who have now moved on. Without the two years required for the Major's
language requirement, students will not pursue the course. New Jersey has one of the highest concentrations of Indians and South Asians in general in the U.S. India is a growing global economic and cultural power, presenting tremendous opportunities to our students' lives and careers, especially in disciplines in business and the sciences, as is reflected even in our own WPU faculty in these areas. To have gone to the tremendous effort of creating an unusual undergraduate language program and degree option in South Asia within the ASN Major and then allow it to whither by cutting out its language tongue is something we must rectify. We at WPUNJ should be able to recruit students from the relatively large South Asian community while at the same time gain recognition state-wide as a center of Hindi and South Asia studies among students of all ethnic backgrounds.

The South Asia program, at present the slowest growing track, can do much better. A couple of years ago we recruited Linda Hahn, who graduated in 2012 as an Outstanding Major in Asian Studies, and who had come to William Paterson University precisely because we offered Hindi and South Asian studies. After that, our Hindi offerings contracted as we were unable to offer language courses beyond the Basic level. The Hindi language program and the South Asia track would benefit enormously from a regularly appointed half-time assistant professor in Hindi. It is the language faculty who recruit many students into Asian Studies. From experience, we know that course development, active student recruitment, accurate language placement, and supplemental activities are essential to program development. These activities are “owned” and carried out only by faculty with regular appointments. They require faculty to invest substantial time beyond classroom contact and office hours. The kind of planning and proactive interaction needed in program development require vision and a long-term commitment to the program.

**PROGRAM PLANNING**

The Asian Studies Program will continue to grow both qualitatively and quantitatively. Priorities for next academic year include:

1. **Recruitment** of new students into the program. Special attention to the language teacher preparation programs and to reviving the South Asia track

2. Continue developing courses for the UCC program. Special attention should be given to Areas 4 and 5, while we will enter the Area 2a expression field in the spring if possible.

3. Continue plans to expand our Korean studies courses. **Professors Heejung An** (Education), **Angie Yu** (Communication), and **Keumjae Park** (Sociology) continue to develop the Korean Studies program within ASN. They have been meeting to discuss ways to strengthen the program and increase students in Korean classes. The group has co-authored a grant proposal to the Korean American Community Foundation to support a workshop event targeting the Korean community on career opportunities in K-12 education in New Jersey. Keumsil KimYoon (Languages & Cultures) who has long been an advocate for Korean and an active instructor in our courses on Asian and American Cultural interaction will be offering new courses in Korean in Fall 2012.

4. **Strengthen Program Assessment.** The full Asian Studies Assessment Report for 2012-2013 is available for scrutiny.
5. **Host and co-sponsor public events** to bring visibility to the program within the University and the external community.
ASIAN STUDIES ASSESSMENT SUMMARY

Assessment Activities, 2012-2013: (Drawn from the ASN Program Assessment Report)

ASSESSMENT REPORT LANGUAGE ON ASSESSMENT COMMITTEES, CAPSTONES, & LANGUAGE CORE:

Responses to Template Query 1:

The Asian Studies Program occupies a unique position among WPU degree-granting programs, housed in the College of Humanities and Social Sciences, and drawing on the expertise and faculty of the Department of Languages and Literatures for its linguistic expertise. This may be seen in the composition of what the Director believes needs to be the Program Core Assessment Committee (de facto):

4000-level Capstones Courses cross-listed with Asian Studies or Japanese or Chinese 4000: Theodore F. Cook (History), Yingcong Dai (History), Haruko Taya Cook (L&C), Ming Jian (L&C), Sreevidya Kalaramadam (WGS), Rochisha Narayan (History)

ASN Languages Ming Jian (Chinese Coordinator), Haruko Taya Cook (Japanese Coordinator), Keumsil Yoon-Kim (Korean advocate), and Anil Kumar (Hindi, adjunct) and Rajendar Kaur (English and Indian Literature)

In addition, we rely on Madhuri Mukherjee (L&C) assessment advisor and Isabel Tirado of History, former Dean of HSS and interim Director of ASN in 2010-2011 for ad hoc advice and counsel.

Responses to Template Query 2 (as Applicable to Japanese Language):

Program Goal 1. Students acquire working competence in Chinese, Japanese, Hindi, Korean*, or another approved Asian language.

The Language Track in Asian Studies addresses this program goal and requires a careful integration with the Department of Languages and Cultures wherein are housed our language instructors and where they are officially hired and evaluated. Each of the languages has hitherto operated independently in terms of assessing language progress. It is the plan of the ASN Director to address Program Goal 1 directly for the Program in future years with the cooperation of the experts in L&C. It is planned to circulate the outstanding efforts made by Prof. Mukherjee and the French and Francophone Studies program to our several language coordinators to implement an action plan for next fall.

We offer at present 4 years of Japanese and Chinese, 2 years of Hindi, and 2 years of Korean language and many supporting art & culture, literature, society, and history courses across the university supporting the study of these languages and their cultures. A major goal of the ASN Program looking forward is to fashion a structure by which these may be woven into an assessment process allowing such diverse subjects to be measured and weighed as they contribute to our students' development as citizens of a world where such cultures will continue to play ever-expanding roles in the decades to come.

The Japanese Language Program coordinator has been seeking to launch a determined effort to explore with the full-time, part-time and participating adjunct faculty how best to focus the JLP and the Japanese Language Teacher Preparation (JLTP) Program. A Japan Foundation Japanese-Language Support Grant has supported Haruko Taya Cook's position as Coordinator of these programs this year; WPU’s application for renewal for a second year is pending. As JLP and JLTP Coordinator the coordinator has proposed to the Japanese faculty an initial structure for assessing the current textbooks in use throughout the progression of courses and how the graduates of the JLP can attain reasonable levels of achievement as measured by ACTFL Standards and by the new standards sponsored by

* Additions to standing wording for this report as suggested official changes are here noted in red.
the Japanese government and embodied in the Japanese Language Proficiency Test (JLPT) [see http://www.jlpt.jp/e/ ] which is likely to become a widely-applied standard to measure Japanese skills in the years to come. The WPU ASN Japanese language program's discussions are just underway and will feature a meeting of instructors with the Chair of Languages & Cultures in May, but promise a good beginning to creating a clear plan to insure that the Japanese language offerings of the Program continue to adhere to the 5 C's of the National Standards in Foreign Language Education that have guided us thus far: Communication, Cultures, Connections, Comparisons, and Communities. These are, of course essential to the other Program goals of ASN for students in East Asia track as well. As those standards state it, "Knowing how, when, and why to say what to whom" is a worthy goal and one to which Japanese language study is particularly suited to convey.

Overall Program Assessment Observation:

Students from many ethnic, disciplinary, social, and geographic backgrounds, with widely diverging career and personal goals and reasons for electing Asian Studies, come together around the challenge and opportunity to enhance their understanding of the world in which they will live their lives. This gives us great pleasure watching it emerge over several years of hard study, often starting from minimal knowledge of difficult critical languages and vague understanding of complex societies and histories seen through a thin film of popular culture, but soon expanding dramatically, buttressed and then reinforced by a structure of knowledge built beam-by-beam. As we observed at this Spring's Teaching Asia Conference and in many of their final reports in capstone courses, it is most rewarding to see our students demonstrate the courage to believe that they can achieve these goals and emerge from university charged with confidence and humility, prepared to shape the 21st Century. We will continue to seek ways to measure whether our courses can claim any credit for how our students achieve this level of maturity.

Respectfully submitted,

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Professor of History and Asian Studies Program Director