

Last Updated: January, 2013

## **University of Colorado Center for Asian Studies Strategic Plan**

### **Mission**

The Center for Asian Studies was established in 1999 to advance knowledge of Asia through undergraduate and graduate education, faculty research, and outreach programs for the broader community. The Center is committed to managing and expanding the interdisciplinary major in Asian Studies by providing student fellowships, scholarships, and study opportunities, by investing in faculty research and professional development, by providing support for building Asia-related resources on the CU Boulder campus, by developing academic exchanges with Asian-based colleagues and students, and by engaging the local community with Asia-related programs and events. The Center also serves to promote the University's Flagship 2030 Initiative to 'Build a Global Crossroads' by internationalizing education on campus and promoting Asia in the context of global studies. Finally, the Center serves as a link and community-building resource for faculty and students across the University.

### **Vision Statement**

With over 100 faculty on the CU Boulder campus working in various Asia-related fields and projects, and with strong Asian area studies programs in several Arts & Sciences departments – including Asian Languages and Civilizations, History, Geography, Anthropology, Religious Studies, and Political Science, among others – the Center for Asian Studies seeks to build on CU's strong foundation to become one of the nation's recognized Asian area studies centers. In particular, CAS seeks to establish itself as a recognized model of a 'global studies' approach to Asian area studies.

We seek to do this in three key ways: First, by developing the interdisciplinary Asian Studies major featuring a 'global' approach to Asia in which transnational connections drive content. Second, by developing a project-based approach that applies area studies expertise to concrete and practical problems that include but also move beyond the traditional disciplinary concerns of the arts, humanities and social sciences. And third, by pushing the interdisciplinarity of area studies in new and innovative ways, particularly by applying a transdisciplinary project-based approach to collaborations with the environmental and physical sciences, and with the schools of Law, Business, and Engineering, as well as other professional programs on the CU Boulder campus.

In building capacity toward realizing this long-term vision, CAS will prioritize the following activities, resources, and goals.

- Growing the Asian Studies major by increasing enrollments and curriculum offerings.
- Maintaining our status as a Title VI National Resource Center for Asian Studies, continuing to provide Title VI Foreign Language and Area Studies Fellowships for graduate students, and developing a set of core courses in Asian Studies to anchor the undergraduate major.
- In partnership with other CU units and/or faculty, organizing and hosting at least one significant project-based workshop or conference each year. Such projects might focus,

for example, on Asian impacts of climate change, global health initiatives related to Asia, energy development and sustainability, or natural disaster recovery.

- Developing and funding an array of scholarly exchanges between CU and Asian-based academic institutions.
- Providing grants for faculty and graduate student research and scholarships for undergraduate students.
- Supporting and promoting events that advance knowledge of contemporary Asia for the university community and beyond.
- Maintaining major K-12 outreach programs that connect curriculum development to innovations in Asian Studies research and scholarship.

## Context

As the largest of the world's continents, comprising a third of the earth's land area and some two thirds of the earth's population, Asia's size and diversity has always represented a challenge to the categories and conventions of area studies scholarship. Thus, it has become standard practice to carve Asia into more manageable subunits such as East Asia, Southeast Asia, and South Asia, in order to convey some sense, however awkward, of the geographical commonality that typically lies at the heart of the area studies project. Asia's sub-regions are mirrored by supranational institutions such as ASEAN (Southeast Asia), APEC (Pacific Rim), ECO (Central and Southwest Asia), and SAPTA (South Asia). Yet the need to denote a relatively precise area is troubled by the obvious problems of working out where, for example, 'Asia' ends and 'Oceania', the 'Middle East', or 'Europe' begins. And most popular mental maps of the continent seem to imagine a core that is somehow culturally 'Asian' while simply ignoring those marginal areas that don't quite fit, such as Siberia, the Arabian Peninsula, or the eastern shore of the Mediterranean Sea.

While most area studies centers have tackled this problem by developing sub-regional specializations, CAS views the fluidity and indefiniteness of 'Asia' as a point of departure. By this, we mean to emphasize Asia as a region of cross-boundary connection rather than bounded coherence. And that cross-boundary connection has, in fact, always been at the heart of the area studies concept. The study of Asia in the US, for instance, has been closely linked to its geopolitical significance, particularly during the Cold War years separating World War II and the Vietnam War. But US defeat in Vietnam and the normalization of diplomatic relations with China meant the relative eclipse of the Asia-Pacific as a geopolitical priority by concerns over its integration into the global economy. As a result, the study of Asia has experienced some significant readjustment to account for the transnational border-crossing impulse of a new so-called 'Pacific Century.' Once a key battleground for Cold War geopolitics, Asia was reconfigured as an emerging market and key hub of globalization. As UC Berkeley Chancellor Nicholas Dirks recently wrote, "the idea of the 'global' – stemming from the identification of the importance of a new world economic system and marketplace – replaced the notion of a world made up of discrete areas."<sup>1</sup>

With an increasingly global Asia as our context, then, CAS views the area studies project as one which recognizes the broad need, both within and beyond the academy, for a 'knowledge of the

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<sup>1</sup> Nicholas Dirks, "Scholars, spies, and global studies," *Chronicle of Higher Education* (13 August, 2012).

present' that focuses on our links to Asia as a partner in intellectual collaboration, political negotiation, cultural exchange, economic integration, and environmental cooperation.<sup>2</sup> While the University of Colorado maintains excellent programs in Asian languages, arts, cultures, geographies and histories – programs which serve as the necessary foundation of any strong area studies program – the University also boasts internationally recognized strengths beyond the arts and humanities. These include, among others, programs in environmental sciences, sustainable development, civil engineering, and international business. These programs should also be included as a fundamental part of the intellectual context for CAS.

Beyond this, however, CAS serves a broader State of Colorado community that has significant and increasing interests in Asia. Over the past decade, for example, China has risen to become the state's third largest trading partner after Canada and Mexico. Half of Colorado's top ten trading partners in 2009 were Asian: China (including Hong Kong), Japan, Malaysia, Philippines, and Taiwan. Meanwhile Colorado's communities of Asian origin continue to grow. Indeed, Asia is *the* driver of international student enrollment on the CU Boulder campus, as it is nationwide. Of the top ten source countries for international students in the US, eight are Asian (China, India, South Korea, Saudi Arabia, Taiwan, Japan, Vietnam, and Turkey).<sup>3</sup> Recognizing these trends, the University of Colorado has increasingly sought to deepen its ties to Asia, and CAS expects to serve the university as a central actor in facilitating and strengthening those ties.

## Finances

Since its establishment in 1999, CAS has been successful in obtaining over \$14 million in external funding from foundations and federal government grants. The most significant development for CAS in terms of funding has been its 2006 designation as a US Department of Education Title VI National Resource Center (NRC) in Asian Studies, the first and only Title VI NRC in the state of Colorado. This award not only brought significant programmatic funding towards all areas of the CAS mission, including Foreign Language and Area Studies Fellowships, but also enabled CAS to secure matching fund commitments from both the College of Arts & Sciences and the Graduate School. These funding commitments currently provide an important fiscal foundation for the future growth of CAS. As of Fall 2012, the College has further committed to backstop the Center's Assistant Director staff position in the event that external funding for this position cannot be secured in the future.

While these commitments provide an indication of the growing prominence and visibility of CAS within the University of Colorado, along with the University's recognition of the growing importance of Asian Studies to Colorado more broadly, it is also clear that state and federal funding alone will be insufficient for CAS to realize its long term vision of becoming one of the nation's elite centers of innovative Asian Studies scholarship, education, and outreach. It is therefore crucial to the CAS mission that we establish strong and consistent streams of private donor funding from CU alumni along with local and national scale foundations, businesses, and individuals with an interest in promoting Asian Studies.

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<sup>2</sup> John Lie, "Asian studies / global studies: transcending area studies and social sciences," *Cross-Currents: East Asian History and Culture Review* 2 (March, 2012).

<sup>3</sup> Beth McMurtrie, "China continues to drive foreign-student growth in the United States," *Chronicle of Higher Education* (12 November, 2012).

## Space

In 2011, CAS moved its offices, along with those of the Teaching East Asia program and the American Association of Teachers of Japanese, into the former IBS3 building at 1424 Broadway. The Center has long requested a permanent site to house all of its activities and staff, and the Broadway office now allows CAS to further build its campus visibility and, most importantly, begin building a true gathering space for the Asian Studies community on the CU Boulder campus. However, the Broadway office space remains peripheral to the campus, and thus CAS will continue to seek ways to improve the space at our Broadway offices in order to encourage students and faculty across campus to view the Center as an actual gathering place and not just an abstract ‘program’.

## CAS Administrative Structure

The Center’s current bylaws (2010) do not specify an administrative structure beyond the faculty Director, Associate Director, and a six-member Executive Committee. Over time, the Center has found it necessary to develop a more formal administrative structure consisting of a full-time Assistant Director staff position, and a clear role for the Associate Director as supervisor for the Asian Studies major. The responsibilities of these three core positions – the Director, Associate Director, and Assistant Director – have emerged in a somewhat *ad hoc* fashion over the years and therefore require some formalization:

- The Faculty Director is responsible for overseeing all CAS activities and finances, supervises the Assistant Director and other CAS staff and graduate research assistants, makes committee assignments, chairs the CAS Executive Committee, reports on the Center’s activities as well as advocating for the Center at the College and University levels, and coordinates CAS projects with collaborating departments and schools across the CU Boulder campus. The Director also represents the Center on the CAS Advisory Council and coordinates with the CU Foundation on fundraising and development projects.
- The Associate Director is primarily responsible for overseeing the Asian Studies major, which CAS took over in 2010. This involves chairing the Curriculum Committee, managing and keeping up to date all aspects of the Asian Studies curriculum, and making curricular adjustments as needed. The Associate Director is also responsible for developing and promoting CAS outreach to the broader off-campus community.
- The Assistant Director is a professional staff position responsible for the day-to-day management of the Center and reporting to the Faculty Director. All CAS staff report to the Assistant Director. Beyond day-to-day management of CAS, Assistant Director responsibilities include initiatives and decision-making regarding grant development, management of sponsored programs including exchange programs with Asian institutions, curriculum initiatives such as Culture and Language across the Curriculum, and coordination of Center outreach activities. However, the Assistant Director is also empowered to work with the Faculty Director and Associate Director in formulating and making decisions about the long and short term planning of CAS projects, curriculum developments, and outreach initiatives.

The Center has also established an Advisory Council of local community leaders who share the CAS mission of advancing knowledge about Asia. The Council’s responsibilities fall within two main areas: First, CASAC is the Center’s primary development body, and works with the center

to identify and secure private funding streams from local and national foundations, corporations and individuals interested in the promotion of Asian Studies. Second, CASAC works to strengthen the Center's outreach ties with the local community beyond the CU Boulder campus.

Particularly as a result of receiving Title VI funding as a National Resource Center, CAS has expanded its administrative structure to include committees for student affairs, faculty affairs, and speakers & events. These committees should continue, as needed. However, given the general insecurity of federal and state funding, there is an ongoing development need for the Center that is currently not met by the current administrative structure. While the CAS Advisory Council will, over the coming years, play a central role in fundraising for the Center, CAS should also establish a faculty committee tasked with fundraising and publicity.

It is also expected that the Executive Committee will play a larger role in proposing initiatives aimed at meeting the broader and longer-term vision goals of the center. This includes identifying the Center's annual theme and related annual event (currently the annual CAS symposium), identifying and pursuing possible academic exchange relations with Asian institutions, and reaching across disciplines and across campus to develop collaborative relationships between CAS and other schools and programs.

### **The Asian Studies Major**

In 2010 CAS took over overseeing and managing the interdisciplinary Asian Studies major. Given that the Center views the undergraduate curriculum as a priority area for promoting its vision of a 'global studies' approach to Asia, CAS seeks to significantly expand the major and develop it as its primary vehicle toward realizing the long term goal of becoming one of the nation's recognized Asian area studies centers. Doing this will involve the following:

- Establishing a set of core Asian Studies courses taught and managed by CAS. These courses should ideally feature a global approach to contemporary and historical Asia from a variety of disciplinary perspectives.
- Doubling the number of Asian Studies majors over the next five years
- Creating an innovative curriculum that provides a practical and accessible 'knowledge of the present' about Asia for a broad variety of undergraduate students, with tracks and/or certificate programs in business, environmental studies, civil engineering, development, and politics.
- Exploring the establishment of an Asian Studies minor.

### **Impact of recent initiatives**

#### *Undergraduate and Graduate Education*

- Grants obtained through CAS have funded new language programs (through the Asian Languages and Civilizations Department) in Korean, Hindi and Farsi.
- Certificate programs are now offered in South Asian Languages and Civilizations and Middle Eastern and Islamic Studies through the Asian Languages and Civilizations Department. These programs were, in part, enabled through positions funded by grants obtained by CAS.
- Asian Languages and Civilizations now offers MA and PhD degrees in Chinese and Japanese languages, literatures, and civilizations. The History department now offers both the MA and PhD in Asian History with concentrations in late imperial or modern

China, early modern or modern Japan, premodern or modern South Asia, or modern Asia in transnational or transregional perspective. Dual MA degrees are offered in Chinese or Japanese and Religious Studies or History. Graduate degrees with Asian area concentration are also available in Anthropology, Comparative Literature, Fine Arts, Geography, Linguistics, and Religious Studies.

- 181 courses focusing on Asia are offered at CU (2011/12). Enrollments in Asian area courses increased from 2475 in 2001/2002 to 5155 in 2006/07 to over 10,000 in 2011/12.
- CAS has supported summer salary for faculty developing new and innovative Asian area courses.
- CAS continues to support Asian study abroad opportunities through Global Seminars to China funded by the Tang Foundation endowment, as well as to other Asian destinations of faculty expertise.
- CAS provides undergraduate scholarships, as well as for-credit internships requiring Asian languages and cultural expertise at such institutions as the Denver Art Museum, Little Treasures Chinese School, the Japanese Consulate, Rowman & Littlefield Publishers, and the Governor's Office on International Trade.
- CAS provides graduate fellowships to MA and PhD students studying Asian languages and area studies through the Foreign Language and Area Studies (FLAS) fellowship program, and also provides professional development opportunities, internships, and research assistantships for graduate students in Asian area studies.

#### *Faculty Research and Professional Development*

- 104 faculty are affiliated with CAS, representing 4 colleges (Arts & Sciences 94; Music 4; Business 1; law 1; and Journalism/Mass Communication 1) and over 20 departments.
- CAS hosts an annual symposium to spotlight faculty research on Asia, each year with a specific theme. Past themes have included "Asia on Edge," "Visualizing Asia", and "Listening to Asia."
- Each year, CAS hosts, co-hosts, or co-sponsors 20-25 Asia related academic events on the CU Boulder campus, including visiting speakers and local speakers, workshops and conferences, and performances. In the 2011-12 AY, nearly 1,000 faculty, students, and community members attended these events.
- CAS has obtained grant funding to expand numbers of faculty and enhance faculty expertise in East, South, West, and Southeast Asian area studies.
- CAS supports faculty travel to Asia for professional development.
- CAS grants have greatly enhanced the Norlin library collections related to East and Southeast Asia.
- CAS has collaborated with the University Archives in building a unique collection of materials related to the Navy Japanese Language School, which was located on the Boulder campus during WW II, and the careers and contributions of the School's alumni.

#### *Outreach*

- CAS has organized popular events such as Asia Day and Asian arts performances to enhance Colorado citizens' understanding of and exposure to Asian cultures.
- CAS coordinates an extensive K-12 outreach program.
  - The Program for Teaching East Asia (TEA) is a self-sustaining, grant-funded program operating under the umbrella of CAS. TEA is one of seven national

coordinating sites for the National Consortium for Teaching about Asia (NCTA) and is one of the nation's leading Asian studies outreach programs. TEA conducts a range of professional development courses, summer institutes, and study programs in East Asia for K-12 teachers across the country. TEA has won national awards for K-12 curriculum materials development. Its state-specific services include an annual series of teacher workshops, a service learning course for CU Asian studies undergraduates, and direct services to K-12 classrooms and students.

- The CAS South/Southeast/West Asia (SSEWA) Outreach Program offers workshops for Colorado teachers and summer programs for teachers. CAS supports SSEWA with staff hires to help coordinate additional programs focusing on other areas of Asia.
- TEA is becoming nationally recognized for its online professional development programs and course offerings for K-12 teachers.
- Both TEA and SSEWA outreach programs have developed strong projects in K-12 critical language pedagogy and instruction.
- CAS has developed and continues to update a mailing list of alumni and others interested in CU Asian area studies.
- The American Association of Teachers of Japanese, the major professional organization for teachers and scholars of Japanese language, literature, and culture, is based at CAS and provides many professional development opportunities for educators at K-12 and higher education levels..

## **Strategic Plan**

The CAS strategic plan is organized around the three major areas of the CAS mission: undergraduate and graduate education, faculty research, and outreach. For each of these, short and long term goals are listed. In addition, broader 'vision goals' are listed for each of these areas. These goals seek to steer the Center toward realizing the vision statement laid out at the beginning of this plan. Finally, all of these goals have been translated into specific areas of target funding for the purposes of initiating a CAS development plan.

### **Undergraduate and Graduate Education**

#### *Short term goals*

- Establish a 'business track' within the Asian Studies major, possibly involving an undergraduate certificate in 'Asian business'; explore connections between this track and the International Business certificate program in the Business School.
- Pursue opportunities for Gamm funding for an interdisciplinary course on the cultural and historical contexts of Asian business between the Business School and Asian Studies.
- Explore the viability of establishing a minor in Asian Studies.
- Explore increased ties with other professional schools on campus, such as Engineering (i.e. International Engineering Certificates in Chinese and Japanese), Law, Music.
- Explore the viability of establishing an MA in Asian Studies, possibly as a professional MA program.

#### *Long term goals*

- Double the number of Asian Studies majors.

- Establish an undergraduate scholarship and graduate fellowship program in Asian Studies.
- Establish a set of core Asian Studies courses taught and managed by CAS. These courses should ideally feature a global approach to contemporary and historical Asia from a variety of disciplinary perspectives.

#### *Vision goals*

- Create an innovative Asian Studies undergraduate curriculum that provides a practical and accessible ‘knowledge of the present’ about Asia for a broad variety of undergraduate students, with tracks and/or certificate programs in business, environmental studies, civil engineering, development, and politics.

### **Faculty Research and Professional Development**

#### *Short term goals*

- Continue to develop an annual theme for the Center and fund one major annual event (symposium, conference, workshop) based on that theme with a specific outcome (book, journal article, or related product) as the goal of this event.
- Continue to support an Asian speaker and event series.
- Continue to advocate for more Asian Studies library resources and for renovated space in the library for the Asian collections.

#### *Long term goals*

- Establish scholarly exchange programs with Asian academic institutions in Japan, China, South Korea, and India.
- Establish a postdoctoral position in Asian Studies.
- Establish a faculty Asian Studies research fellowship program

#### *Vision goals*

- Develop and fund a series of multidisciplinary and multi-institutional projects featuring collaboration with Asia-based scholars, integrating perspectives from humanities, social, and natural sciences, and making CAS a recognized center of global studies approaches to Asia.

### **Outreach**

#### *Short term goals*

- Continue community-focused outreach offerings, expanding the audience for these programs along the Front Range.
- Develop collaborations with appropriate university entities and community groups that may expand the interdisciplinary content of community offerings.
- Continue to develop nationally-recognized programs in critical foreign language curriculum and instruction in Chinese and Hindi.
- Maintain current core funding for the TEA and SSEWA K-12 outreach programs
- Continue to develop innovative K-12 outreach that takes advantage of technology to bring new scholarship and leading scholars into K-12 programming.

#### *Long term goals*



- To address, the University's Flagship 2030 Flagship outreach and "Global Crossroads" goals:
  - Institutionalize K-12 outreach within CAS through by securing staff lines for K-12 outreach within the CAS budget.
  - Establish TEA as national leader in technology-based professional development programs for K-12 educators
  - Establish CAS outreach programs as national leaders in K-12 critical foreign language advocacy and implementation.

#### *Vision goals*

- Synchronize CAS K-12 outreach programs with national directions in education such as the Common Core Standards reform movement, further solidifying CAS as national leader in Asian studies and area studies outreach
- Pursue opportunities for grant and private donor support for K-12 outreach that will expand K-12 programs tied to CAS' overarching mission.

#### **Fundraising Priorities**

- **Asian Studies Advancement Fund** – A general fund that helps all aspects of the Center's mission to advance a global approach to Asia on the CU campus and for broader Colorado community. Appropriate for contributions from \$100 to \$10,000.
- **Seidensticker Graduate Fellowship** – The Seidensticker Graduate Fellowship promotes graduate student research in Japanese Studies. A native Coloradoan, Professor Edward Seidensticker (1921-2007) had a distinguished career as a translator and scholar of Japanese. In 2001 he donated his extensive personal archive to the CU libraries.
- **Asian Study Abroad Initiative** – A fund to promote Asian study abroad opportunities for CU students. Currently, CAS provides scholarships for students to study in China in our Global Seminars program, thanks to the generous support of the Tang fund. We would like to expand these opportunities for scholarships to travel and study abroad in other Asian countries as well.
- **Asian Scholars Exchange Initiative** – A major part of the global approach to promoting Asia at CAS is creating opportunities for CU faculty, along with scholars at Asian institutions of higher education, to spend a year on a scholarly exchange. We hope to provide funding to bring dynamic Asian scholars to the CU Boulder campus, and send our own faculty to Asia.
- **Asian Global Internship Initiative** – CAS hopes to help provide unique internship opportunities for Asian Studies students to work in local & regional companies or organizations with direct connections to Asia.