

**The State of Asian American
Studies
in the Big Ten**

**A Committee on Institutional
Cooperation Meeting**

Meeting Proceedings

**Levis Faculty Center
919 West Illinois Street
Urbana, Illinois**

Sunday, November 12, 2000

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Asian American Studies in the Big Ten

The idea for a Committee on Institutional Cooperation meeting for scholars interested in Asian American Studies has been discussed for the past several years at national conferences. This first such CIC meeting of Asian American Studies faculty, staff, and graduate students was convened by the University of Illinois' Asian American Studies Program in the hopes of strengthening networks in the field of Asian American Studies among the Big Ten Universities. The hope is that, as a result of this meeting, participants will learn from each other; share resources; and begin the process of collaboration in ventures that will undoubtedly strengthen programs individually and jointly.

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The Committee on Institutional Cooperation

The Committee on Institutional Cooperation, established in 1958, is the academic consortium of twelve major teaching and research universities. Its programs and activities extend to all aspects of university activity except intercollegiate athletics. The CIC member institutions are the University of Chicago, the University of Illinois (Chicago and Urbana-Champaign campuses), Indiana University, the University of Iowa, the University of Michigan, Michigan State University, the University of Minnesota, Northwestern University, Ohio State University, Pennsylvania State University, Purdue University, and the University of Wisconsin-Madison.

The CIC is organized both horizontally and vertically, mirroring the structure of its member institutions. Throughout its history, nearly every academic and administrative unit has been involved in CIC programs, participated in cooperative groups and panels, or enjoyed the mutual benefits of collegiality with members of sister institutions.

It is this spirit of cooperation among otherwise competitive universities that has marked the successes of the Committee and its many programs and activities. Through more than three decades of changing conditions and influences, the advantages of the consorcial approach have produced results when competition alone would have been counterproductive. By focusing institutional efforts and enhancing them through cooperative activities, the CIC and its member universities have effectively complemented and augmented institutional programs without supplanting them or reducing their individual importance.

Assisting change where it is requested, and encouraging it when it is warranted, the Committee has been able to take risks its members might not have attempted alone. By designing and implementing model programs that can be applied and adapted to the needs and circumstances of individual universities, the CIC continues to bring together the combined force and resources of each for the benefit of all.

The Committee on Institutional Cooperation has always been governed by its three founding principles that no single institution can or should attempt to be all things to all people, that inter-institutional cooperation permits educational experimentation and progress on a scale beyond the capability of any single institution acting alone, and that voluntary cooperation fosters effective, concerted action while preserving institutional autonomy and diversity.

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1. Please provide a brief history of Asian American Studies (AAS) at your school.

There is no Asian American Studies program at the University of Chicago. Recently, there have been a few campus resources and events related to Asian American Studies. For instance, the Center for Race, Politics, and Culture and the Center for Gender Studies have sponsored speakers working in Asian American Studies.

2. What is the population of Asian Americans at your school? Are Asian Americans defined as a “minority” at your school?

Asians and Asian Americans are not considered "a minority" at this school.

3. Current challenges/ directions- what are the pressing needs and issues of AAS at your school?

The University of Chicago is primarily a research university with graduate students outnumbering undergraduates nearly three to one. As a result, strong research interests must be demonstrated with faculty and, in particular, graduate students for hiring practices to be

influenced. Coalition building is possible; there are a few graduate students in Anthropology, English, History, and Media Studies working in Asian American Studies. As evidence, the Department of English has yet to graduate a student writing a dissertation in AAS. However, graduates of the English department have tested in AAS as a minor field and have become active scholars in AAS. Most notable, alumni Patricia E. Chu, Assistant Professor at Brandeis University works in AAS though her primary research interests are in modernism. Kaitya Diaya of the English department works in postcolonial studies and Asian American literature and now teaches at George Washington University. Also, there have been undergraduate and graduate courses offered by Professor Field and Professor Nelson in the past two years, but one of the challenges would certainly be to make AAS courses *consistently* available.

4. Future plans/ hopes- what would you (idealistically) like to see happen at your school in the next five years for AAS?

Ideally, hiring junior faculty specializing in AAS in English, Anthropology, et al would be a start. Some steps are already being taken. For the past few years, the English Department has been advertising for a tenure-line position for junior faculty w/AAS specialty. Also, heavier recruitment of graduate students interested in AAS and more invited speakers in AAS is a goal.

5. What are the key issues you focus on?

6. What are your current strategies to garner support for AAS? What has worked and has not?

Ellen Wu and Jennifer Lee, with the help of Professor Ngai, are in the process of starting an AAS workshop. This trans-disciplinary workshop should attract and mobilize students across departments who are interested in AAS.

7. Ideas for joint ventures:

English graduate students have been coordinating efforts with David Alexander, Associate Director of the Center for Race, Politics, and Culture at the University of Chicago, to attract outside speakers, encourage more presentations and collaborative projects in AAS.

English graduate students are also proposing a 20th century American Cultures workshop, which will provide a forum for considering AAS/ Comparative Ethnic Studies.

Also, faculty and graduate students from the Chicago area universities have formed a reading group for AAS (including UIC, Northwestern, and the University of Chicago).

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1. Please provide a brief history and the state of Asian American Studies (AAS) at your school.

The movement for Asian American Studies at UIC has occurred over the course of 10 years, beginning with a group of students who advocated the creation of the Chancellor's Committee on the Status of Asian Americans created in January, 1999. In November 1999, a student-led organization called the Coalition for Asian American Studies hosted a protest and rally for Asian American Studies at UIC in March 2000. In August 2000, Visiting Prof. Rocio Davis was hired for one year to teach Asian American Literature courses at UIC. As of January 2001, Asian American courses are being offered in both English and History.

2. What is the population of Asian Americans at your school? Are Asian Americans defined as a "minority" at your school?

<u>Ethnicity</u>	<u>Enrollment</u>	<u>Percentage</u>
Native American	42	0.3
African American	1,552	9.6
Asian	3,707	23.0
Hispanic	2,764	17.1
Caucasian	7,179	44.5
Foreign	289	1.8

Unknown	597	3.7
Total	16130	100

Asian Americans are not considered an “under-represented” minority.

3. Current challenges/ directions--what are the pressing needs and issues of AAS at your school?

UIC is currently seeking the hiring of tenure track or tenured faculty to teach Asian American courses in the College of Liberal Arts and Sciences. Our greatest challenge is educating our substantial APA student population in issues which concern APA students. As of Fall 2000, our immediate concern is the lack of permanent faculty to teach Asian American Studies on a regular basis.

4. Future plans/ hopes- what would you (idealistically) like to see happen at your school in the next five years for AAS?

In the next five years, we would realistically hope for the hiring of at least 3-5 Asian Americanists in the College of Liberal Arts and Sciences and the creation of a minor in Asian American Studies as well as the opening of a cultural center.

5. What are the key issues you focus on?

There is an undergraduate student movement that organizes programs and events for the undergraduate students. Courses have also begun to be offered at the 100-level in English and History and two courses at the 400-level in English will be offered in Spring 2000.

We are currently working on cultivating graduate student interest in Asian American Studies. We are also concerned with establishing ties and relationships between UIC and the diverse Asian communities in Chicago.

6. What are your current strategies to garner support for AAS? What has worked and has not?

We are currently focusing on insuring that courses on Asian American issues are offered regularly at UIC. The undergraduate student movement is working on the creation of cultural center and the development of activities and programming.

7. Ideas for joint ventures:

- Travelling CIC speakers on Asian American topics
- Travelling scholars -- graduate students who can take courses for a semester or a year at other CIC schools
- Website links established between the CIC programs
- The creation of a Midwest Caucus in EOC that will more directly relate to the issues of Midwestern Asian American Studies Programs

- A panel at the East of California conference focusing on the APA experience in the Midwest.

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1. Please provide a brief history and the state of Asian American Studies at your school.

The history of Asian American student organizations at the University of Illinois is diverse. Several originated as clubs for Asian international students (i.e., the Indian Students Association and the Phillipino Students Association) and later evolved into organizations for Asian American students, whereas several others were conceived primarily for Asian American students (i.e., the Asian American Association and the Taiwanese American Students Club).

Regardless of the origins of these student groups, it was the collaborative efforts of the various Asian American student organizations and the faculty, staff, and administration, that resulted in the formation of the program in Asian American Studies. In the early 1990's, student activism led to the establishment of the first APA student orientation (now an annual event), the creation of the Asian Pacific American Resource Board which funds APA programming on campus, and a teach-in on the lack of APA Studies. In 1995, student leaders met with the university administration to discuss the establishment of an APA Studies program at UIUC.

In the Fall of 1997, the Asian American Studies Committee was organized with a three-year charge to build a world-class interdisciplinary academic program in Asian American Studies, and six tenure track lines to fill. In the Fall of 2000, this building process was completed with hires in English, Anthropology, Educational Policy Studies, History, Sociology, and Theatre. (Additional AAS faculty strength lies in Social Work, Curriculum and Instruction, Psychology and Political Science.) The Committee became one of the ethnic studies programs under the College of Liberal Arts and Sciences. An interdisciplinary minor is currently being developed.

2. What is the population of Asian Americans at your school? Are Asian Americans

defined as a “minority” at your school?

In 2000, the numbers of undergraduate Asian American students enrolled at UIUC was 3,690 out of a total enrollment of 27,936, or 13.2%. (source: Office of Equal Opportunity and Access)

Unlike African Americans and Latinos, who are both recognized as having full minority status at the University, Asian-American students are not placed in the same category. Both African Americans and Latinos are considered underrepresented minorities because their percentage in the undergraduate population falls beneath their respective percentages in the state population.

Asian Americans comprise 13 percent of the University's undergraduate population. The total state population of Asian Americans is four percent.

Because of these numbers, the University does not recognize Asian Americans as an underrepresented minority.

3. Current challenges/ directions- what are the pressing needs and issues of AAS at your school?

Currently, the new AAS program faces challenges related to its future direction and growth. Currently, the program is without a permanent director. We are undergoing a director search this year (2001-2002) in the hopes of securing a permanent director in Fall 2002.

Other challenges include: instituting the planned minor, raising student awareness for course enrollment, faculty retention, and advancing the research of Asian Americans in the Midwest.

4. Future plans/ hopes- what would you (idealistically) like to see happen at your school in the next five years for AAS?

In the next five years, the AAS Program should have instituted its interdisciplinary minor, which will include an Introduction to Asian American Studies course. It will also continue to sponsor academic events, conferences, speakers, and film series which advance knowledge in the field of Asian American Studies. It will have a new permanent Asian Americanist director who can also address the pressing research issues for the program. Ideally, the AASP will be a leader in AAS in the Midwest.

5. What are the key issues you focus on?

Currently the program is developing its curriculum and regularizing its courses. The question of the directorship is a key issue.

Research is encouraged with curriculum development and research grants to UIUC faculty and graduate students.

The 2001-2002 year also came with a post doctoral fellowship for the ethnic studies programs at UIUC. The AASP received one post doc for the 2001-2002 year. The program will also have post docs for the 2002-03 and 2003-04 years.

Another undeveloped issue is building up the library collections and resources in AAS. Our library budget is uncertain and currently we have no librarian position to cultivate the acquisitions of materials.

6. What are your current strategies to garner support for AAS? What has worked and has not?

Much of the success and growth of the AASP has come from working with both student organizations and the UIUC administration.

7. Ideas for joint ventures:

Annual CIC meetings convened jointly, or caucus meetings at the national Association for Asian American Studies conference.

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1. Please provide a brief history and the state of Asian American Studies at your school.

Currently, there is no Asian American Studies Program at Indiana. As a result of ten years of activism with other communities of color, the Asian Culture Center was established at Indiana University in 1997. Indiana also has an Afro-American Studies and Latino Studies Program. There has been interest in an Asian American Studies program for several years and a few courses offered. Currently, an advisory committee is working on a proposal to develop an Asian American Studies program at Indiana. (see below for further information)

2. What is the population of Asian Americans at your school? Are Asian Americans defined as a “minority” at your school?

Fall 2000 records show 882 undergraduates, 210 graduates, 50 professionals, and 49 non-degree students are Asian American.
 The campus does not define Asian Americans as an under-represented minority.

(Questions 3-7 see below)

3. Current challenges/ directions- what are the pressing needs and issues of AAS at your school?

4. Future plans/ hopes- what would you (idealistically) like to see happen at your school in the next five years for AAS?

5. What are the key issues you focus on?

6. What are your current strategies to garner support for AAS? What has worked and has not?

7. Ideas for joint ventures.

The Asian Culture Center at Indiana University spearheaded the formation of a planning committee for an Asian American Studies program. On January 8, 2001, a group of professors and administrators met for the first time and discussed the merits of establishing an AAS program as well as the challenges it may face.

The AAS Steering Committee consisted of the following members:

Melanie Castillo-Cullather, Director, Asian Culture Center
Carol Shin, Doctoral Student, Counseling and Psychology, School of Education
Professor Angela Pao, Comparative Literature
Professor David Takeuchi, Sociology Department
Indermohan Virk, Visiting Scholar, Sociology Department
Professor Mike Robinson, East Asia Studies Center
Professor Radhika Parameswaran, School of Journalism

This committee concluded that currently, there is only one standing course on Asian Americans offered, along with about a half-dozen rotating or special topics courses that have been taught with an Asian American focus. When these courses have been offered, enrollments have been consistently solid, generally ranging from about 20 to 40 students.

Of the faculty who have recently taught courses that could form part of the central curriculum for a certificate or minor in Asian American Studies, only Michael Robinson and Angela Pao are regular full-time faculty members. For the half-dozen or so current full-time faculty who have taught or are interested in developing courses on Asian Americans in their disciplines, Asian American topics represent a secondary or tertiary area of scholarly interest. No one has systematic training in and a primary commitment to teaching and research on the history, sociology, and culture of Asian Americans. Therefore, an Asian American Studies program of a quality and nature consistent with Indiana University's mission and history as a leading research institution can be created with the hiring of a senior director and two junior faculty members, preferably in the fields of history, literature or sociology. With the contributions of existing faculty (both in the College of Arts and Sciences and other schools) as adjunct professors, academically sound certificate and minor programs could be offered by 2004-2005.

The proposal for an Asian American Studies Program in the College of Arts and Sciences has been proposed with a 2001-2002 planning phase (establishing a committee), the hiring of a director and 2 assistant professors to develop the program, curricula (a minor), and events, occurring through 2002-2007.

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1. Please provide a brief history and the state of Asian American Studies at your school.

Asian/Pacific American (APA) Studies at the University of Michigan is one of three ethnic studies programs housed within the interdisciplinary Program in American Culture. The Asian/Pacific American Studies program serves as a focal point for university research and teaching on Asian/Pacific American Studies, and serves to aid other faculty and departments in the university achieve better integration of material on Asian/Pacific Americans into their courses and research. Born out of student activism, APA Studies became a reality with the hire of two faculty in 1989 and the first courses in history and literature launched in 1990. APA Studies offers interdisciplinary graduate and undergraduate courses focusing on the Asian/Pacific American experience, and provides resources for understanding Asian/Pacific American concerns and issues. Students may take a full range of courses examining the historical, social, political, economic, literary, cultural, and psychological forces which have shaped and continue to shape the lives and communities of Asian/Pacific Americans. The groups covered include Chinese, Filipino, Japanese, Korean, Pacific Islander, South Asian, Thai, Vietnamese, and other Southeast Asian Americans. Undergraduates may develop a course of study focusing on Asian/Pacific American communities and cultures through the "ethnic studies" track in American Culture. Graduate study leads to the Ph.D. degree in American Culture.

There are seven core faculty in APA Studies: Dr. Phillip Akutsu (Assistant Professor of American Culture and Psychology), Dr. Vicente Diaz (Assistant Professor of American Culture), Dr. Scott Kurashige (Assistant Professor of American Culture and History), Ms. Emily Lawsin (Lecturer in American Culture and Women's Studies), Dr. Susan Najita (Assistant Professor of American Culture and English), Dr. Damon Salesa (Assistant Professor of American Culture and History) and Dr. Amy K. Stillman (Associate Professor of Music and American Culture). In addition, there are approximately twenty faculty associates drawn from at least ten units across the Ann Arbor campus.

The core faculty are budgeted members in the Program in American Culture, which is one of four interdisciplinary programs on campus that have "enhanced program" status. This status allows those programs to serve as tenure homes, and to make appointments 100% within the

unit. Tenure-track appointments at the junior level, however, are still made jointly with discipline-based departments.

2. What is the population of Asian Americans at your school? Are Asian Americans defined as a “minority” at your school?

Admissions data for 2000 report a total of 4082 Asian American students, making up 11% of the total student enrollment of 36,607.

3. Current challenges/ directions- what are the pressing needs and issues of AAS at your school?

What are the key issues you focus on?

The key issues we face in APA Studies at Univ. of Michigan are community building, faculty development, and curriculum design. We are rebuilding the campus APA community of students, staff and faculty, which fragmented after the departure in 1998 of the two founding faculty. With strong administrative support, two tenure-track faculty were hired in 2000, two in 2001, and one search remains in progress at this writing (Oct. 2001). Mentoring tenure-track faculty is a high priority, for a strong faculty will enhance the status of the program internally as well as nationally. Curriculum design is a challenge, for our student constituency is overwhelmingly midwestern. The core faculty are coming to terms with the uniqueness of Asian/Pacific American experiences in regions that lack mechanisms of identity and community formation that exist among larger concentrations of Asian and Pacific Islander Americans.

4. Future plans/ hopes- what would you (idealistically) like to see happen at your school in the next five years for AAS?

We envision a curriculum that addresses regional experiences, and that complicates existing paradigms in Asian American Studies. We also hope to strengthen ties with University of Michigan's renowned area studies centers: the Centers for Chinese, Japanese, Korean, South Asian, and Southeast Asian Studies.

5. What are the key issues you focus on?

6. What are your current strategies to garner support for AAS? What has worked and has not?

The faculty is networking extensively with student groups, to access funding sources targeted at students for academic programming, to publicize our courses, and to promote awareness of the renewal of APA Studies on campus after the two-year period of faculty instability.

7. Ideas for joint ventures:

1. Coordinating programming ventures (guest speakers, performers, etc);
2. Arranging students at one institution to take courses for credit at another institution;
3. Exchanging information on current research projects;
4. Registering dissertation topics in progress and committees;
5. Identifying faculty resources to graduate students needing guidance in qualifying exams, or on thesis and/or dissertation committees;

6. Convening annual meetings among APA program directors to network, update on recent developments, seek advice, and generate new ideas;
7. Promoting awareness of faculty and research in the region through campus visitations;
and
8. Forming a regional AAAS caucus.

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1. Please provide a brief history and the state of Asian American Studies at your school.

Since 1990, an Asian Pacific American Students Organization (APASO) has worked to establish Asian American Studies and a Multicultural center at MSU. A Multicultural center was approved and opened in 1999.

Currently, AAS courses exist in APA history, literature, American studies, and anthropology. The Provost supported 4 Asian Americanist hires; 2 in social sciences (Andrea Louie in Anthropology and a search for Sociology which has not occurred yet); and 2 in arts and letters (Victor Jew in History and Sheng-Mei Ma in English). There is an APA lecture series to raise awareness of issues and can foster possible leads for recruitment.

2. What is the population of Asian Americans at your school? Are Asian Americans defined as a “minority” at your school?

For the freshman class of 2000, there were 1110 APA students admitted, which was 7% of the total and 32% of minority students. APA students make up approximately 5-6% of the student population at MSU overall and 25-30% within minority numbers with a raw number (including graduate students) of around 2000.

3. Current challenges/ directions- what are the pressing needs and issues of AAS at your school?

Administrative hurdles include limited courses, advocacy, and publicity. There aren't enough AAS courses for specialization. AAS is the only ethnic program without a specialization at MSU. (see below.)

Community hurdles include tapered off undergraduate participation and tapered off APA enrollments in AAS courses, and limited faculty and staff.

4. Future plans/ hopes- what would you (idealistically) like to see happen at your school in the next five years for AAS?

The creation of an independent Asian American Studies program, more faculty hires, and more courses offered in AAS; a certificate in AAS.

5. What are the key issues you focus on?

Course development, and community building. Andrea Louie and Victor Jew have also worked to cultivate relationships with student organizations. Each year they speak to the pan-Asian American student group about AAS and AAS courses. They also initiated a "historical ethnography" project with students; they took a group of students to Chicago to establish links with local communities (Chinatowns) with a historical/ anthropological perspective.

6. What are your current strategies to garner support for AAS? What has worked and has not?

Creating an "AAS Specialization" is one tactic. Specializations are akin to certificates and departments of anthropology, literature, and history offer "AAS specialized courses." Such courses are integrated in a university-wide curriculum and count towards general electives. However, there are limited course offerings and courses are not listed in the general catalogue.

7. Ideas for joint ventures:

- A yearly conference funded by the CIC to discuss AAS, with a focus on midwestern issues in AAS;
- Sharing of resources and information among the CIC schools to foster research (such as information on what exists in library collections)

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1. Please provide a brief history and the state of Asian American Studies at your school.

The Asian American Studies Initiative is a planning group of faculty, staff, and students who work collectively to promote research and teaching in Asian American Studies at the University of Minnesota. This group has been in existence for over two years (funded in the past by grants from the Bush Diversity Program and the Graduate College). We are currently working to propose an undergraduate minor in Asian American Studies, to regularize course offerings, to plan events (such as the East of California Untenured Faculty Retreat, held Spring 2001 on our campus), to produce a publicity brochure, and to support and encourage research. Our long-term goals include obtaining space, obtaining program status, and fostering collaborative faculty research.

Student groups, the Asian Pacific American Learning Resource Center (directed by Carolyn Nayematsu), related work (for instance, on establishing archives from Hmong communities through the Refugee Studies Center) and individual course offerings in Asian American

Studies have been at the University of Minnesota since 1979. We hope that the Asian American Studies Initiative will succeed in establishing a solid institutional presence for Asian American Studies here and ensure its long-term success.

2. What is the population of Asian Americans at your school? Are Asian Americans defined as a “minority” at your school?

In 1999, Asian/Pacific Americans numbered 3,802 out of a total of 45,361 students. We also have a sizable international student population (3,061), a good proportion of which (we guess) are from Asian countries.

3. Current challenges/ directions- what are the pressing needs and issues of AAS at your school?

4. Future plans/ hopes- what would you (idealistically) like to see happen at your school in the next five years for AAS?

We have an excellent group of faculty, staff, and students and have generated much enthusiasm and support from administration. But because so many of our core group of faculty are untenured (and all of us work in departments that are not Asian American Studies-centered), we would like to move ahead with our program goals in a way that does not compromise individual faculty development and progress. We also need to worry about faculty retention, since two of our original core faculty have already been lured away by other schools. My own feeling is that since the quality of faculty is our strongest point (we have excellent faculty in a variety of fields), we do not want to achieve program status at the expense of our faculty. Thus we are starting with small and discrete goals--establishing the minor, encouraging collaborative faculty projects--with an eye towards program development within a five-year span. We would also like to conduct more faculty outreach to garner more support/ gauge interest currently at UMN.

As of Fall 2001, the planning group (though no longer funded by grants) is seeking three goals:

1. Propose a minor in conjunction with American Studies: this will help institutionalize curriculum and interest in AAS. This minor is being proposed to the Dean this year;
2. Conduct a survey of student interest in AAS;
3. Start an Introduction to Asian American Studies course through American Studies, to be offered Fall 2002.

5. What are the key issues you focus on?

Each of our monthly meetings has had a different focus, which has included many of the above. We have shared information on course offerings, presented informal research talks, planned events, such as panels at MAASU conference (1999-2000) and the conference on Race, Ethnicity, and Migration (2000-2001) and planned future events.

6. What are your current strategies to garner support for AAS? What has worked and has not?

We are currently considering other sources of funding from the College of Liberal Arts, the Humanities Center, and other funding agencies. Such funds would help develop curriculum.

7. Ideas for joint ventures:

We would like to continue our collaboration with other midwest institutions, particularly in those teaching and research areas that have to do with the unique nature of Asian American communities and experiences in the midwest.

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1. Please provide a brief history and the state of Asian American Studies at your school.

Northwestern established a minor in Asian American Studies in Fall 2000 and currently has two Asian Americanist faculty members- Ji-Yeon Yuh in history, who began teaching in Fall 1999, and Dorothy Wang in English, who began teaching in Fall 2000. Prior to this, there were occasional and sporadic courses taught by people outside of the field, but no program as such existed.

2. What is the population of Asian Americans at your school? Are Asian Americans defined as a "minority" at your school?

In 1995, there were 1,523 Asian undergraduates, 836 Asian graduate/professional students, 2,359 Asian students overall (13% of the total population).

In 1999, there were 1,410 Asian undergraduates, 803 Asian graduate/professional students, 2,213 Asian students overall (13% of the total population).

In 2000, there were 1,359 Asian undergraduates, 776 Asian graduate/professional students, 2,138 Asian students overall (13% of the total population).

Asian American students are considered an ethnic "minority" on campus, but they are not considered an "underrepresented minority" on campus.

Asian and Asian American student organizations are advised by campus activities. Most have office space in the Multicultural Center. African American student organizations are advised by African American Student Affairs. Hispanic/Latino student organizations are advised by Hispanic/Latino Student Services. The Vice President for Student Affairs is advocating for a designated staff member to provide academic and personal support to Asian and Asian American students. Asian American, African American and Hispanic Latino students are all eligible to participate in the mentoring program which matches students with an on-campus mentor and an alumni mentor.

3. Current challenges/ directions- what are the pressing needs and issues of AAS at your school?

The main challenge is to establish the Asian American Studies Program as a critical component of academic life. Toward that end, the program needs more courses and more faculty, including a senior faculty member to serve as the director and guide the program's growth and development. The program is currently seeking a third faculty member to start Fall 2002.

4. Future plans/ hopes- what would you (idealistically) like to see happen at your school in the next five years for AAS?

Establish a major in the field and to increase the number of faculty to five or six members representing different fields.

5. What are the key issues you focus on?

Contextualize AAS in the international context and think globally in terms of the diaspora; imbed AAS within domestic U.S. context of racial stratification and think comparatively regarding other racial groups. Prof. Wang is personally interested in bringing Asian American writers, artists, and filmmakers to the Chicago area.

6. What are your current strategies to garner support for AAS? What has worked and has not?

In an attempt to convince the administration of the seriousness of the intellectual work done in AAS, key speakers have been invited to speak on campus. A faculty seminar is being organized for the spring quarter and there are plans to organize a conference on campus next year. Continuous pressure on the administration has resulted in attaining one work/study student for the 2000-2001 year and a full time program assistant.

7. Ideas for joint ventures:

Prof. Wang was involved in setting up the Chicago area reading group in AAS, composed of faculty and graduate students from schools in the Chicago area, a necessarily informal set-up since none of the other schools in the Chicago area have a formal AAS program. A possible joint venture would be for area schools with faculty in Asian American Studies (including University of Chicago, UIC, and Loyola) to bring the annual conference of the Association for Asian American Studies to Chicago.

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1. Please provide a brief history and the state of Asian American Studies at your school.

The Asian American Studies program was first established as a minor in 1997 and is currently housed in the Division of Comparative Studies. The program is co-coordinated by two junior faculty members—Judy Wu and Steve Yao from the History and English departments, respectively. There is also a new senior Americanist at OSU, Barry Shank, with an interest in starting an American studies program with focus on ethnicity. In 2000-2001, we successfully hired two scholars in Latina/o Studies, Luz Calvo and Catriona Esquibel. Esquibel will be teaching in Women's Studies, and Calvo teaching in Comparative Studies. In 2001-2002, we are searching for a scholar of Asian American literature and culture and a scholar of Comparative ethnic studies who specializes in theories of ethnicity. In addition to these hires, we are working on developing a major in Comparative Ethnic and American Studies that will allow students to specialize in Latino Studies, Asian American Studies, Native American Studies, African American Studies or Cultural Production, while requiring that each of them develop a comparative perspective. We hope to have this major in place by next year.

2. What is the population of Asian Americans at your school? Are Asian Americans defined as a “minority” at your school?

4.7% of the student population (2,608/ 54, 989)
 (Comparative statistics)
 African Americans 6.6% (3,634)
 Latino American 1.6% (902)
 Native American .3% (184)

3. Current challenges/ directions- what are the pressing needs and issues of AAS at your school?

There is little leadership from senior faculty and two junior faculty bear the onus. Most of the program development has come from faculty initiative so there is a need to improve student awareness of and interest in the courses offered. Students seem interested in nationality specific courses (i.e. Cuban studies) more than pan-racial course, but the attempt is being made to develop courses that address many different groups at the same time.

Race relations at OSU more traditionally defined in Black/ White terms, so it is a challenge to enter Asian American experiences, as well as other minority experiences, into the equation and to broaden the understanding of race and multiculturalism.

Transitioning from a committee to a Comparative Ethnic Studies program has raised the question of what the administrative infrastructure will look like in the upcoming years.

4. Future plans/ hopes- what would you (idealistically) like to see happen at your school in the next five years for AAS?

Many of the programs and initiatives meet the challenge of broadening the university's narrow definition and understanding of race. There is a widespread interest in multiculturalism and a raised awareness of race related issues on the campus, but this should encompass Asian Americans as well as other often overlooked minority groups. AAS should continue to fight to be an active participant in the conversation on race issues.

5. What are the key issues you focus on?

Curriculum development: curriculum development grants of \$1,000 are given to faculty to develop, teach, and institutionalize new AAS courses and offer them every two years thereafter. Although hiring the new AAS faculty member will fulfill some of the curricular needs, current faculty members with interest are encouraged to develop and teach courses.

Publicity of the AAS minor and of Asian American issues: Public events are planned to raise awareness of Asian American issues on campus. In 2000-2001, a Day of Remembrance was held to raise awareness of the experience of Japanese internment. A jazz concert on February 7, 2001 occurred which involved a Chinese American and an African American performer and provided a musical model of a collaborative project. This concert featured Chinese American pianist John Jang and African American saxophonist and Grammy-winner David Murray.

6. What are your current strategies to garner support for AAS? What has worked and has not?

The current focus is on a comparative aspect with other Ethnic Studies programs, with an emphasis on the innovation within the field. Among faculty and students, there is a Multicultural Alliance for Diversity that is lobbying for a student center that will address academic/ social/ cultural components. This tactic of coalition building has been effective. Consultants are invited to campus to discuss successful programs in the Midwest. In Spring 2001, Evelyn Hu-Dehart from the Comparative Ethnic Studies at the University of Colorado will speak to administrators and chairs about the workings and benefits of a successful program.

There is currently much institutional support from the president, provost, and the comparative ethnic studies department.

7. Ideas for joint ventures:

There are graduate students at OSU who do not have faculty members in their particular field of interest, so inter-institutional mentorship should be encouraged and supported. Greater awareness of the areas of specialization and interest of faculty members and other sharable resources should be promoted. It was and is helpful to hear about the progress/status of AAS at other schools and to exchange ideas.

Authored by: Judy Wu, Assistant Professor of History and Steve Yao, Assistant Professor of English

Pennsylvania State University

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1. Please provide a brief history and the state of Asian American Studies at your school.

To the best of my knowledge, there has been no Asian American Studies program at PSU, though I suspect that many professors in the humanities include Asian American issues in sections of their courses. (For example, a colleague who teaches contemporary literature typically includes an Asian American author or two in her course). While this is not enough, I think it indicates that there are people who would embrace the initiation of an Asian American Studies program at PSU. Recently, in the English Department there are graduate students interested in Asian American culture. Indeed, we lost one especially strong student to the University of Chicago because that person lacked the needed faculty resources to do work in Asian American literature and culture. (Please bear in mind that I have only been at PSU for roughly two years, so I don't know all the details I should know about AAS at PSU.)

2. What is the population of Asian Americans at your school? Are Asian Americans defined as a “minority” at your school?

In the entire Penn State system there are 3,459 Asian American students.

You can find further information on this topic at
<http://www.budget.psu.edu/factbook/Student2000/StudentTableOfContents.asp>

3. Current challenges/ directions- what are the pressing needs and issues of AAS at your school?

I would say the number one issue is getting an AAS program up and running. While that is being orchestrated, faculty and students could come together to share resources and teaching strategies.

4. Future plans/ hopes- what would you (idealistically) like to see happen at your school in the next five years for AAS?

In my mind the most pressing need is to get a program up and running. This will require hiring faculty and dedicating money toward developing the field. One of the problems will be that our college, which is terrific in supporting departments, seems less committed to funding programs. Consequently, this means for AAS to get off the ground we will have to hire faculty in Asian American Studies into our various humanities depts. Then we can work on bringing them together to build a program. We do have an Asian American Student Organization which organizes and facilitates Asian American Awareness Month.

5. What are the key issues you focus on?

I was hired with my colleague Jane Juffer to develop a program in Latina/o Studies through the Dept of English. Consequently, we have been doing curricular work, mentoring, programming, and coalition building.

6. What are your current strategies to garner support for AAS? What has worked and has not?

I don't know that there are any strategies in place. There may well be, but I'm not in on them. My efforts have been directed toward Latina/o Studies and trying to get that off the ground with my colleague Jane Juffer.

I'm hoping since we have a very strong African American program in English and a building program in Latina/o Studies, I can argue that we should have a comparative ethnic studies program that would pool these resources together. We would need then to hire an Asian Americanist and a Native Americanist, but I think the Department and College might be interested in this because it would cost them less money than building a full-fledged AAS program or Latina/o Studies program. Nevertheless, it could have some real intellectual force and presence, if the right junior and senior hires were made. It's a bit of a compromise position, but it allows something to get started, which is a major accomplishment at schools like PSU where these programs haven't existed before. All of the above also depends on working with undergraduate and graduate students. Their support and voices are valued and needed.

7. Ideas for joint ventures:

Authored by: Ralph E. Rodriguez, Assistant Professor, English

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1. Please provide a brief history and the state of Asian American Studies at your school.

Currently, at Purdue, there are no faculty members in Asian American Studies, and there is no Asian American Studies committee/program/department. There is, however, an undergraduate social and cultural organization, the Asian American Association. Web Site: <http://expert.cc.purdue.edu/~aaa/>

Purdue University has struggled to establish any committed interest in Asian American Studies. There is no Asian American Studies Program at Purdue, and there are no faculty specializing in the area. There are, however, some faculty members, particularly in American Studies, who include Asian American texts and issues in their courses. While it is quite rare for a graduate student to have Asian American Studies as a full research focus, there are a few graduate students who have dedicated sections of their dissertations to Asian American concerns.

The Asian American Network of Indiana (AANI) was established in 1994, and has played a strong role in generating interest in Asian American Studies at Purdue. Both before and after its founding, AANI members worked to establish a few courses in the area of Asian American Studies, but due to mixed student interest and lack of institutional support, the courses were discontinued. In 1989, people who were later to become founding members of AANI became faculty/staff advisors for Purdue Asian American Students, helping that group move from being an exclusively social to a cultural and educational club as well. Nancy Wada-McKee, an AANI founding member, remained consistently an advisor through the group's transformation into the Asian American Association (AAA; see website listed above). Both AANI and AAA periodically organize and sponsor cultural and educational events on campus and in the local community. AANI has been less active in recent years because many of its key founding members (including Ms. Wada-McKee) have moved away from the area.

2. What is the population of Asian Americans at your school? Are Asian Americans defined as a “minority” at your school?

According to the Purdue University Diversity Resource Office, the statistics for the Fall Semester 2000-2001 were as follows:

1,091 Asian American undergraduates (2.9% of total)
273 Asian American graduate students/professionals (0.7% of total)

According to the Purdue University International Student & Scholar Statistical Report, Fall 2000 (prepared by the Office of International Students & Scholars), a little over 70% of the 4,458 international students are from Asia (the international students comprise 11.8% of the total student population.)

Asian Americans are considered to be a “minority” population at Purdue.

3. Current challenges/ directions- what are the pressing needs and issues of AAS at your school?

Lack of sustained interest and institutional support for an academic program is the biggest hurdle Asian American Studies faces at Purdue. Because there are no faculty who have as their primary focus Asian American Studies, there are few who are able to commit the time and energy to establishing a committee or program. The Asian American Association provides strong social and cultural affirmation for its participating students on campus; however, there needs to be sustained campus-wide recognition for the importance of Asian American Studies as a political and intellectual project that would be beneficial to the university.

4. Future plans/ hopes- what would you (idealistically) like to see happen at your school in the next five years for AAS?

Goals for Asian American Studies at Purdue in the next five years include establishing sustained institutional support within the academic structure, most likely through a committee of interested faculty members and students, and the hiring of a faculty member who has Asian American Studies as her or his primary focus. According to an Associate Dean in the School of Liberal Arts, a new faculty line specifically for Asian American Studies is unlikely. It does, however, remain a possibility that an established departmental line will yield a suitable candidate, particularly if departments are made to realize the importance of Asian American Studies.

5. What are the key issues you focus on?

Raising campus awareness of Asian American Studies, most particularly through event planning, is the key concern of those interested individuals at Purdue. It should also be noted that, whether it is in event planning or in future program design, Purdue might do well to include a transnational or diasporic focus, due to the solid number of Asian international

students in addition to the Asian American students. This approach would follow the current trends in Asian American Studies to question the applicability of exclusive national borders to Asian American identity, and it might foreground for the university the importance of Asian American Studies in a world increasingly shaped by globalizing forces.

6. What are your current strategies to garner support for AAS? What has worked and has not?

The most feasible plan of action at this moment is to raise interest among faculty and students and within the administration through political and academic events. Possible sources of co-sponsorship include the Asian American Network of Indiana, American Studies, Asian Studies, the Asian American Association, and the Diversity Resource Office, in addition to the standard academic departments. AANI and the Diversity Resource Office are working to establish stronger ties with the student Asian American Association and other interested individuals in order to organize events by tapping into already existing resources.

In the meantime, the creation of a listserv is underway in order to consolidate already existing interest in Asian American Studies. Gaining the support of the undergraduate Asian American Association for an academic program would go far in advancing this cause as well.

7. Ideas for joint ventures:

Those of us here at Purdue would like to work with our neighboring universities to provide joint support for visiting speakers and other types of events. The listserv for Big 10 universities set up by the Asian American Studies Program at the University of Illinois should work well in opening up the lines of communication for the sharing of ideas and resources. We look forward to participating!

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Asian American Student Union (AASU)—2 undergraduate student representatives

1. Please provide a brief history and the state of Asian American Studies at your school.

The Asian American Studies Program at the University of Wisconsin- Madison is an interdisciplinary program devoted to the teaching, research, and cultural activities of Americans of Asian ancestry. The Program serves as a teaching and resource center not only for Asian Americans but for the University community as a whole.

In 1988, the Asian Coalition—a group of activists, community members, and university students, faculty, and staff—wrote a proposal for the creation of an Asian American Studies Program at the University of Wisconsin- Madison. In 1991, a director—Amy Ling—was hired, and the first Asian American Studies Program in the Midwest was begun.

A certificate in Asian American Studies has been available since 1998.

2. What is the population of Asian Americans at your school? Are Asian Americans defined as a “minority” at your school?

Asian Americans consist of approximately 3% of the undergraduate population.

3. Current challenges/ directions- what are the pressing needs and issues of AAS at your school?

The program currently relies on traditional departments to hire and recruit. Some departments (English, Psychology, Comparative Literature and Sociology) have been supportive. Others have not. There is a sense that unreceptive departments fear sharing lines will restrict their resources. There is also a skepticism about the value of Asian American Studies as a research area. It has been very difficult to fill positions. Another key challenge is retention of faculty who are hired. Due to the lack of critical mass among other faculty, it is difficult to feel one has colleagues and academic support.

Asian American Studies, in order to gain some institutional legitimacy and control should move towards departmental status, such as in an Ethnic Studies department.

4. Future plans/ hopes- what would you (idealistically) like to see happen at your school in the next five years for AAS?

Hiring a permanent senior level director and filling other existing lines for faculty. Developing more curriculum and having more resources for graduate students such as postdocs. Achieving departmental status with other ethnic studies programs would also enable AAS to hire faculty (including a director) on its own.

5. What are the key issues you focus on?

Programming to raise awareness on AAS issues (conferences, lectures, film series). Also, the most pressing need is to offer more courses. Enrollments are usually quite good for courses because UW has an ethnic studies requirement for undergraduates. Hiring instructors is a main challenge.

6. What are your current strategies to garner support for AAS? What has worked and what has not?

External funding is being sought due to budget restrictions from the state. AAS has support from affiliated faculty who have an interest in the program. However, these faculty are not sole Asian Americanists and the program has needed to determine how much time/ effort they are willing to commit to the program.

The program was built from a bottom-up movement. This has been important in establishing a sense of permanency to the program. However, institutional support is needed too.

Due in part to a campus-wide diversity plan, the AAS program has recently been able to recruit at the senior-level and attain additional FTEs to search for new hires. In Fall 2001, the program is conducting an open search for a joint hire in AAS in an open field.

7. Ideas for joint ventures:

Networking will help us stay informed of events and issues at each school and help us learn from each other. Also, an AAS in CIC organization will help us gain leverage at our own schools in progress towards building stronger AAS programs.

Authored by: Michael Thornton, Director, Asian American Studies Program

Discussion/ Future Directions

This first CIC meeting of “Asian American Studies in the Big Ten” opened up important discussion and initial discussion about common concerns.

Some of the shared concerns among participants included:

- The need for external directors appointed to new programs, so as to provide mentoring to junior faculty hires;
- Issues of diversity in the Midwest and how to start programs where Asian Americans do not constitute a critical mass, as they do on the West Coast;
- Departmental support and the importance of collaborating with other departments in home institutions;
- The pros and cons of starting either a culture house/ center for Asian American students vs. an academic ethnic studies program;
- Funding sources for post doctoral fellows

Ideas for joint ventures included:

- circulating course syllabi within the group, to assert the validity of other Big Ten school curriculum in Asian American Studies;
- coordinating speaker travel circuits in the Midwest, so that each institution could benefit from a speaker/ performer in the area;
- creating networks for mentoring graduate students in the form of external thesis committee members;
- raising funds so that members can travel to other institutions in the Big Ten to discuss program development and issues in the field;
- the possibility of creating a network in the Big Ten which would revolve hosting an annual or bi-annual meeting;
- creating a joint web page and list serv; (see below)
- creating meeting proceedings which would be circulated among participants, to Letters and Sciences Deans of all participant institutions; and to all participant institution Diversity Offices through the CIC; (which created this document, circulated in November 2001)

As a result of this meeting, a web site and list serv were created to maintain networking among the Big Ten Schools. Meeting proceedings also were created and distributed to all participants, LAS deans, and Diversity officers in the Big Ten system. The secretariat for the consortium is currently housed in the Asian American Studies Program at the University of Illinois at Urbana Champaign.

The web site “Asian American Studies in the Big Ten” was created and is located at: <http://www.uiuc.edu/unit/aasincic/>

To be added to the list serv and/or to request a copy of the meeting's proceedings, contact the Asian American Studies Program at the University of Illinois Urbana Champaign at aasc@uiuc.edu.

Appendix A: Contacts in Asian American Studies in Big Ten

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