2011-2012 ANNUAL REPORT: ASIAN LANGUAGES/ ASIAN STUDIES

I. NARRATIVE DESCRIPTION OF THE STATUS OF THE DISCIPLINE FROM A NATIONAL PERSPECTIVE (EMERGING ISSUES AND TRENDS)

ASIAN LANGUAGES

Asia Society reports: As other countries create funding and policies that promote, and even help prioritize, the study of foreign languages, experts say U.S. students are falling behind and could suffer in the global marketplace.

In recent years, there has been considerable growth in the number of students studying Asian languages in U.S. schools, a trend many attribute to China’s and other Asian countries’ growing political and economic influence. Yet the study of Asian languages compared to European languages still remains small.

And when it comes to international comparisons, U.S. students lag in various comparisons, including the average number of languages spoken and the number of exchange students studying abroad.¹

The MLA Enrollment Survey indicating trends in Language Instruction in the US in languages other than English for Fall 2009 reports:

In terms of ranking, Spanish, French, and German lead as the three most studied languages, followed by American Sign Language (ASL), fourth in the survey since 2006. Italian, Japanese, and Chinese come next, in the same sequence they have occupied since 1998. Arabic has jumped two positions since 2006 to eighth, now ahead of Latin and Russian, but, with enrollments at 35,083, it is closer in numbers to Latin (32,606) than to Chinese (60,976).²

- From 2006 to 2009 (the last period for which data is complete), Japanese enjoyed an increase of 10% (52,238 to 73,434)
- From 2006 to 2009, Chinese enrollments have risen 18.2% (34,153 to 60,976)
- During the same period, Arabic enrollments have increased 46.2%, from 10,584 to 35,083 (from Table 2a, p. 21)

Table 1a Fall 2002, 2006, and 2009 Language Course Enrollments
(Languages in Descending Order of 2009 Totals)

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<tbody>
<tr>
<td>Spanish</td>
<td>746,267</td>
<td>822,985</td>
<td>10.3</td>
<td>864,986</td>
<td>5.1</td>
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<tr>
<td>French</td>
<td>201,979</td>
<td>206,426</td>
<td>2.2</td>
<td>216,419</td>
<td>4.8</td>
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<tr>
<td>German</td>
<td>91,100</td>
<td>94,264</td>
<td>3.5</td>
<td>96,349</td>
<td>2.2</td>
</tr>
<tr>
<td>ASL</td>
<td>60,781</td>
<td>78,829</td>
<td>29.7</td>
<td>91,763</td>
<td>16.4</td>
</tr>
<tr>
<td>Italian</td>
<td>63,899</td>
<td>78,368</td>
<td>22.6</td>
<td>80,752</td>
<td>3.0</td>
</tr>
<tr>
<td>Japanese</td>
<td>52,238</td>
<td>66,605</td>
<td>27.5</td>
<td>73,434</td>
<td>10.3</td>
</tr>
<tr>
<td>Chinese</td>
<td>34,153</td>
<td>51,582</td>
<td>51.0</td>
<td>60,976</td>
<td>18.2</td>
</tr>
<tr>
<td>Arabic</td>
<td>10,584</td>
<td>23,974</td>
<td>126.5</td>
<td>35,083</td>
<td>46.3</td>
</tr>
<tr>
<td>Latin</td>
<td>29,841</td>
<td>32,191</td>
<td>7.9</td>
<td>32,606</td>
<td>1.3</td>
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<tr>
<td>Russian</td>
<td>23,921</td>
<td>24,845</td>
<td>3.9</td>
<td>26,883</td>
<td>8.2</td>
</tr>
<tr>
<td>Greek</td>
<td>20,376</td>
<td>22,849</td>
<td>12.1</td>
<td>20,695</td>
<td>-9.4</td>
</tr>
</tbody>
</table>

¹ http://asiasociety.org/education/world-languages/american-schools/language-learning-united-states-how-were-doing
² http://www.mla.org/2009_enrollmentsurvey
Ancient* Hebrew, Biblical Portuguese 8,385 10,267 22.4 11,371 10.8
Korean 5,211 7,145 37.1 8,511 19.1
Hebrew, Modern 8,619 9,612 11.5 8,245 –14.2
Other languages 25,716 33,728 31.2 40,747 20.8
Total 1,397,253 1,577,810 12.9 1,682,627 6.6

*The apparent drop in Ancient Greek may be attributed to changes in reporting; in earlier surveys, languages such as Biblical Greek, Koine Greek, and other premodern Greek language categories may have been reported under the category "Ancient Greek."

This and the table below³ make clear that while Asian languages represent a small overall percentage of foreign languages taught in US four-year colleges, a growing number of students learning a foreign language are choosing Japanese, Chinese, and Arabic. These figures are indicative of a growing realization of the emergence of Asia as an increasingly powerful player in the global marketplace. All of these, along with Hindi, which is also offered at the College of Charleston and housed in the "Department" of International and Intercultural Studies, are considered Less Commonly Taught Languages (LCTL); furthermore, all languages taught in Asian Languages at the College of Charleston have been identified as "Critical" or "Strategic" Languages by the US Department of State.

Table 6 Percentage of Total Language Course Enrollments, 1968–2009, for the Fourteen Most Commonly Taught Languages in 2009

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</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>32.4</td>
<td>41.0</td>
<td>45.1</td>
<td>53.2</td>
<td>55.0</td>
<td>53.4</td>
<td>52.2</td>
<td>51.4</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>34.4</td>
<td>26.9</td>
<td>23.0</td>
<td>18.0</td>
<td>16.7</td>
<td>14.5</td>
<td>13.1</td>
<td>12.9</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>19.2</td>
<td>13.7</td>
<td>11.3</td>
<td>8.5</td>
<td>7.5</td>
<td>6.5</td>
<td>6.0</td>
<td>5.7</td>
<td></td>
</tr>
<tr>
<td>ASL</td>
<td>–</td>
<td>–</td>
<td>0.1</td>
<td>0.4</td>
<td>1.0</td>
<td>4.4</td>
<td>5.0</td>
<td>5.5</td>
<td></td>
</tr>
<tr>
<td>Italian</td>
<td>2.7</td>
<td>3.8</td>
<td>4.2</td>
<td>3.8</td>
<td>4.1</td>
<td>4.6</td>
<td>5.0</td>
<td>4.8</td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>0.4</td>
<td>1.2</td>
<td>3.9</td>
<td>3.9</td>
<td>3.6</td>
<td>3.7</td>
<td>4.2</td>
<td>4.4</td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>0.4</td>
<td>1.2</td>
<td>1.6</td>
<td>2.3</td>
<td>2.4</td>
<td>2.4</td>
<td>3.3</td>
<td>3.6</td>
<td></td>
</tr>
<tr>
<td>Arabic</td>
<td>0.1</td>
<td>0.4</td>
<td>0.3</td>
<td>0.4</td>
<td>0.5</td>
<td>0.8</td>
<td>1.5</td>
<td>2.1</td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td>3.1</td>
<td>2.7</td>
<td>2.4</td>
<td>2.3</td>
<td>2.2</td>
<td>2.1</td>
<td>2.0</td>
<td>1.9</td>
<td></td>
</tr>
<tr>
<td>Russian</td>
<td>3.6</td>
<td>2.6</td>
<td>3.8</td>
<td>2.2</td>
<td>2.0</td>
<td>1.7</td>
<td>1.6</td>
<td>1.6</td>
<td></td>
</tr>
<tr>
<td>Hebrew/Other</td>
<td>0.9</td>
<td>2.1</td>
<td>1.1</td>
<td>1.2</td>
<td>1.3</td>
<td>1.6</td>
<td>1.5</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>Total percentage</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1,127,363</td>
<td>924,837</td>
<td>1,184,100</td>
<td>1,138,772</td>
<td>1,193,830</td>
<td>1,397,253</td>
<td>1,577,810</td>
<td>1,682,627</td>
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</tr>
</tbody>
</table>

NSEP (National Security Education Program) was established by the David L. Boren National Security Education Act of 1991 (U.S. Code 50, 90 et seq.). NSEP represents an important post Cold

³ [http://www.mla.org/2009_enrollmentsurvey](http://www.mla.org/2009_enrollmentsurvey), Table 6
War investment in vital expertise in languages and cultures critical to U.S. national security. The program is implemented by the Secretary of Defense, who has delegated his authority to the Under Secretary of Defense for Personnel and Readiness.4

The US National Security Education Program (NSEP) was created by the US Congress. Its mission is described:

Born out of post-mortem analysis from Desert Storm, NSEP was designed to represent a post-Cold War investment in vital expertise in languages and cultures critical to U.S. national security. The purpose of the NSEP is to enhance the national security of the U.S. by increasing our national capacity to deal effectively with foreign cultures and languages. Specifically, Subsection 1901(c) of the NSEA outlines the five major objectives for the program.

- 1. To provide the necessary resources, accountability, and flexibility to meet the national security education needs of the United States, especially as such needs change over time,
- 2. To increase the quantity, diversity, and quality of the teaching and learning of subjects in the fields of foreign languages, area studies, and other international fields that are critical to the Nation’s interests,
- 3. To produce an increased pool of applicants for work in the departments and agencies of the United States Government with national security responsibilities,
- 4. To expand, in conjunction with other Federal programs, the international experience, knowledge base, and perspectives on which the United States citizenry, government employees, and leaders rely, and
- 5. To permit the federal government to advocate the cause of international education.5

Likewise, the Critical Languages Scholarship Program aims to increase proficiency in these languages:

A program of United States Department of State, Bureau of Educational and Cultural Affairs, the Critical Language Scholarship (CLS) Program will offer intensive summer language institutes overseas in thirteen critical need foreign languages for summer 2012. The selection process is administered by the Council of American Overseas Research Centers (CAORC) with awards approved by the U.S. Department of State, Bureau of Educational and Cultural Affairs. The CLS Program will be administered by CAORC and American Councils for International Education.6

CofC’s expansion of Asian Language instruction has mirrored the growth of Critical Language instruction nationwide. Before the creation of the School of Languages, Cultures and World Affairs in 2006, Chinese and Japanese were associated with European/Modern languages and Classics in terms of administrative structure; after the creation of LCWA and its various language departments, these LCTLs were free-floating and lacked any administrative home. Acting Dean Cohen brought these languages together into a single unit under a Director, who also served/serves as Director of Asian Studies. Dean Cohen’s leadership has developed a more cohesive identity for these languages, and has been instrumental in ‘professionalizing’ the program. Although our total enrollments have not risen dramatically since 2007, our growing focus on the quality of instruction has brought four new tenure-track faculty to campus, where previously all but one instructor in Asian languages was an adjunct instructor; only one instructor held the PhD. Now Chinese and Arabic each have two tenure-track faculty with terminal degrees, and in Japanese the Senior Instructor holds a PhD. Only Hindi, which still enrolls a small number of students, is taught by an M.A. The focus on quality of instruction has already led to important changes in student outcomes, including students receiving prestigious Boren and CLS scholarships, as will be addressed in Part III.k.

44 [http://www.nsep.gov/about/history/]
5 [http://www.nsep.gov/about/mission/]
6 [http://clscholarship.org/]
ASIAN STUDIES/AREA STUDIES

Hand in hand with the growth of Asian languages teaching at American colleges and universities, institutions have also initiated and implemented Asian Studies programs as a facet of the growth of Area Studies in U.S. Institutions of Higher Education following World War II. At larger universities, area studies tend to be much more narrow in their focus (i.e., China Studies, Japan Studies, East Asian Studies, South Asian Studies, and so on). Such programs began in large universities, but in the last two decades increasing numbers of liberal arts institutions have recognized the need to make such offerings available to students. In many liberal arts institutions today Asian Studies programs that house Asian languages and oversee the interdisciplinary study of Asia have developed not only majors in Asian Studies but also stand-alone departments. At the College of Charleston, Asian Studies is still a Minor; in 2010 our Preliminary Proposal to develop an Asian Studies Major was approved by the CHE, but we have been unable to move ahead with that initiative. Hiring in International and Intercultural Studies of LCWA has focused in two areas thus far: Asian Languages and International Studies.

Whereas Asian languages is contained within a single administrative unit, Asian Studies is an Interdisciplinary program reaching across departments and schools; presently faculty from the School of Languages, Cultures and World Affairs, the School of Humanities and Social Sciences, the School of the Arts, and the School of Business work together to oversee the program and to develop a proposed curriculum for the Asian Studies Major; many Minors in International Business choose Asia as their Area Studies Minor. Our courses include offerings in LCWA, HSS, and SOTA.

At the College of Charleston the growth of Asian language study has followed national trends in terms of the increasing numbers of students completing two or more years of Chinese, Japanese, and Arabic (and a small number studying Hindi). Asian Studies at CofC has likewise experienced continuing growth since its founding in 2000, graduating a growing number of Minors in Asian Studies and Japanese Studies; the Asian Concentration in the International Studies Major also attracted students in its first year as a Major, adding to the number of students committing to Asia as a focus of their education.

In South Carolina, only Furman University (a private institution) offers a Major in Asian Studies as well as a Minor. Four years of Chinese, three years of Japanese, and one semester of Hindi are included in their curriculum. The University of South Carolina offers Minors in East Asian Studies and Islamic World Studies (Chinese, Japanese and Arabic languages); they lack offerings in South Asia and no South Asian language. Clemson’s Asian program includes a Minor in East Asian Studies, with Chinese and Japanese language instruction. We are the only program in the state that has developed language strengths in four Asian languages – advanced Third Year Japanese, three years of Arabic and Chinese, and two years of Hindi. We also have developed rich offerings across the Asian Studies curriculum in order to provide students a global perspective. These curricular developments situate us well for an intended Asian Studies Major.

II. PROGRAM

A. MISSION STATEMENT

Asian Languages

Because neither Asian Languages or Asian Studies is a Major we have not developed a Mission Statement. We have developed tentative learning outcomes for the proposed Asian Studies Major.

Asian Studies

Asian Studies has developed Learning Outcomes for students of a potential Major, but have yet to develop a Mission Statement.
B. PROGRAM GOALS AND THEIR RELATIONSHIP TO THE COLLEGE’S STRATEGIC PLAN

The opening paragraph of the revised Strategic Plan for the College of Charleston (30 July 2010) states that “The study of languages remains a cornerstone of the general education program and provides a strong foundation for globalization efforts” and that “[t]he College’s graduates are able to cross traditional academic boundaries to analyze and solve complex problems; their educational experiences have been deepened through an examination of the languages, history and cultures of the world” (Strategic Plan, p. 2). These are central concerns of both Asian Languages and Asian Studies and the relationship between them: we see the study of language as central to competence in a globalized world. At the same time, global competence requires that citizens engage the issues of the twenty-first century from the multiple perspectives of a range of disciplines, which the interdisciplinary Asian Studies Minor ensures.

Thus, central to our Program Goals are those stated in the 5th point of Strategy 1 of the Strategic Plan: Support foreign language initiatives that combine language skills with study of global cultures and world affairs as well as professional education, intensify introductory and intermediate language courses and expand instruction in strategic languages.

C. STRATEGIES AND TACTICS IN THE COLLEGE’S STRATEGIC PLAN THE PROGRAM WOULD PLACE AS HIGHEST PRIORITIES

Strategy One: Enhance the Undergraduate Academic Core

- Embed global competencies into general education and major requirements by 2013

A commitment to global competency would include a specific requirement in the core curriculum. That might include a stronger language proficiency requirement, a global competency requirement (course, study abroad, internship in target country, for example).

- Increase significantly the numbers of and enrollments in innovative, interdisciplinary courses and programs by 2015

A commitment to such programs depends on institutional support at the highest levels. Asian Studies is well situated to develop a Major, but this requires hiring core faculty committed to the program’s needs. Depending on the good will of faculty across the campus (and their chairs and Deans) has not been effective to strengthening the program, and particularly hinders our ability to offer multiple sections of ASST 101 taught by roster faculty as well as to provide the mid-level, methodology and capstone courses critical to a core curriculum.

Strategy Three: Develop and support a highly qualified and stable base of faculty and staff

- Increase number of roster faculty lines...to facilitate growth of innovative academic programs, to enable modest increase in faculty research with significantly expanded opportunities for...students to engage in research with faculty mentors and to enhance personalized attention to each student

Institutional support for such initiatives can be demonstrated by funding lines and programs, as noted above.

- Make adjunct pay fair, reasonable and competitive by 2012.

In programs dependent on a high percentage of adjunct faculty, adjunct compensation is far from nationally competitive. It is a challenge to find, hire, and retain highly qualified and dedicated faculty if they are not adequately compensated. We have lost excellent adjunct faculty to Trident Technical College and The Citadel.

Strategy Seven: provide appropriate, up-to-date facilities and infrastructure to support and enhance academic program and co-curricular opportunities for students

Many classrooms remain inadequate to meet instructional needs (not all classrooms are Smart yet).

http://www.cofc.edu/pv_obj_cache/pv_obj_id_E1614B5D4693ACFFDB041DDFD910428FDED6A00/filename /strategic-plan-comp.pdf
Furthermore, our language faculty are spread across at least four different buildings across the campus. The hiring of an Administrative Assistant this year (shared among all LUST programs) has greatly enhanced our ability to support faculty and Director in various ways, but the lack of any central location continues to undermine day-to-day functioning.

D. STUDENT LEARNING OUTCOMES

n/a for Programs or Minors

III. NARRATIVE SUMMARY AND ANALYSIS OF DEPARTMENTAL OR PROGRAM ACCOMPLISHMENTS

a. Unusual course offerings:
   - 4th hour requirement in all 101 through 202 courses
   - HNDI 101 through 202 (Fall and Spring): Students completing 202 this year were the first to fulfill their language requirement in Hindi. We are the only program in South Carolina to make this available to students.
   - First Year Vietnamese (LANG 190) Fall and Spring: more than 20 students enrolled to take advantage of this opportunity
   - LTCH 250 Chinese Literature in Translation: Introduction to Pre-Modern Chinese Literature and Culture (Fall)
   - LTCH 250 Chinese Literature in Translation: Modern Chinese Literature
   - LTAR 250 Arabic Literature in Translation Arabic Women Writers
   - LTJP 350 Japanese Literature in Translation Early Murakami Novels (Spring)

Comments:
Our signature achievement this academic year was the implementation of the 4th hour requirement in all 101-202 language courses: we prepared for this initiative over two years, from preparing a proposal to Curriculum and General Education committees, to working with Registrar’s Office, Academic Affairs, and others in order to organize new class schedules and place adjuncts in the 4th hour classes.

Our strengths include the breadth of LCTLS we offer that satisfy the General Education language requirement; we offer more than any other institution in South Carolina, including the research institutions. Vietnamese was a special offering made possible this year through the Center for Vietnamese Enterprise; Thieu Nguyen worked with an outside specialist to make this possible. The end of funding to the Center ends this offering as well.

These achievements are all the more notable given that we only came together as a small group four years ago; four of our five roster faculty were hired in the last four years, of which two came on board only this year.

Distance education:
Comments: Given our only very recent formation and the small number of faculty it is not possible for us to consider taking on the training and time required to develop such initiatives. However, Ghazi Abuhakema (Arabic) has had some experience in this distance education.

Contributions to First Year Experience and Honors:
   - FYSM 172-01 The Role of Quran in Contemporary Islam (Fall and Spring)
   - FYSM 172-02 Stories of Chinese Youth: Tradition and Culture in Chinese Cinema (Fall and Spring)
   - One (first year) faculty member has become an Honors Research Advisor for a hour-year Honors research project, “Education in Arab Countries”

Comments: Our faculty are committed to making relevant and rigorous courses available and
accessible to students. We have considered offering Learning Communities, but the logistics of that are difficult with so few faculty members for the range of courses we must offer.

**Program contributions to interdisciplinarity, internationalization/globalization, personalized education and high impact student experiences:**

- Both Asian Languages and Asian Studies contribute to internationalization/globalization by enabling students to study and analyze regions and cultures of the world beyond their own. Our faculty work closely with students to encourage our students to study in the target regions and have been instrumental in facilitating successful applications; our faculty work closely with students to ensure their successful fellowship applications and a number of our students have received support to study abroad (see below).
- Perhaps the most high-impact student experience of the year was the Freeman Faculty-Students Fellows Program Fellowship proposed by Helen Delfeld in Political Science. Funding from the Freeman Foundation, to which Professor Delfeld had access because of the Asian Studies Program’s membership in ASIANetwork and of which she became aware through Asian Studies, provided full support for Delfeld and five students to conduct independent research projects in Southeast Asia over the summer 2012.
- Specific courses that contribute to internationalization (beyond foreign language) include:
  - ASST 101 Introduction to Asian Studies
  - All the Literature in Translation Courses
  - Our offerings in FYE

**Changes in departmental or program enrollments:**

While our enrollments in Arabic have grown modestly over the last several years, the program has been infused with new rigor by hiring PhDs (tenure-track) to ground the program in sound pedagogical training and practices. Our students are now competitive on the national level to the extent that our students have won prestigious national scholarships (the Boren Scholarship). Chinese enrollments have increased modestly; again, two new PhDs (tenure-track) have brought vigor and rigor to the program. As with Arabic, new course offerings serve both language and Asian Studies (as well as General Education) students. This year more students than ever before have continued their language studies beyond the second year, and students also have demonstrated proficiency that makes them competitive nationally and prepared them to win prestigious national and international awards. Thus our new hires in Strategic Languages have supported the goals of the Strategic Plan. Japanese enrollments have witnessed a small decline in the last several years, but the Japanese Studies numbers have remained steady; the single roster faculty member has developed a rigorous curriculum to support students wishing to develop their language skills at higher levels; and a steady percentage of Japanese Minors study abroad.

Notably, the Asian Studies Minor has nearly doubled since 2008, from 11 to 23. Tow other points should also be noted: first, that the new International Studies Major includes an Asian Concentration, so that the total number of students with an Asian Studies focus is actually much larger (and quickly growing). Second, the Japanese Minor is not included in the listing. When considered together, however, these three programs demonstrate a fairly dramatic increase in the number of students committed to an international education focusing on Asia.

It is difficult to determine our program enrollments or productivity in that our courses are reported under ILST along with Hebrew. The data do not sufficiently document our activities. We have, however, deliberately maintained somewhat smaller class sizes relative to most other languages at the College given the dramatic difference in the number of hours required to master each level of the LCTLs. Smaller class sizes account for the cost of Asian languages in relation to other (European) language programs.\(^8\)

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\(^8\) Data below from: http://www.govtIr.org/Publications/TESOl03ReadingFull.htm
Given these established guidelines for language acquisition, we believe the 4th hour initiative and somewhat smaller class sizes will best serve students in Asian Languages.

**Departmental workload productivity, instructional costs:**
Unless and until the figures for IIST are broken down in terms of its constituent components, we are unable to accurately assess this data. Costs for Asian Studies are similar to those for Classics and Russian Studies, which are also Interdisciplinary programs; however, both are housed in departments with Chairs. Our costs are less than German Studies.

**B. CURRICULAR ASSESSMENT ACTIVITIES**
n/a for programs

**C. FACULTY DIVERSITY**
It is difficult to understand the data provided on faculty diversity for Asian Studies / Asian Languages for 2011-2012. According to this table, Asian Studies has no Asians and International and Intercultural Studies (which lumps together Jewish Studies, International Studies and Asian Studies), has one Asian male and one Asian female. Among our roster faculty, of which there are five, there are three Asian/Arabic faculty. Adjuncts add another five for a total of nine.

**D. SUMMARY ANALYSIS OF FACULTY RESEARCH AND PROFESSIONAL DEVELOPMENT**
We are a “new” faculty: one Senior Instructor (Japanese), and four Assistant Professors (two in Arabic, two in Chinese). The faculty are committed to pursuing research and professional development opportunities throughout the review period. Highlights include:

- One faculty member submitted a book manuscript, which is currently under review
- One faculty member published a translation of a historical text of early China
- One faculty member published a peer-reviewed article in an academic journal
- Two faculty members presented papers at national professional conferences
- Two faculty members hosted a regional conference in their field
- Two faculty members submitted grant proposals, one at the national level
- One faculty member served the field as an editor in the field
- One faculty member served on the Governing Board of national/ international governing/advisory boards
Three faculty members have attended conferences in order to support their professional development.

One faculty member invited to participate in the Arabic Institute for the Next Generation at the Center for Middle Eastern Studies at Harvard University, offering theoretical education and practical training in high school Arabic teaching.

Comments: Although our faculty are all untenured, they are establishing themselves in their fields in terms of research, professional development, and service to the field. Their ability to carry out their professional commitments is limited by the very modest funds available to support such activities. This is of particular concern for junior faculty. Four of our five roster faculty are junior faculty and the fifth is a Senior Instructor.

E. SERVICE BEYOND THE DEPARTMENT

It should be noted that faculty in Asian languages bear a far greater burden in terms of responsibility and oversight of their specific language programs than is the case for virtually any other faculty at the College. Beyond the Senior Instructor of Japanese, these are the first roster faculty hired in their respective languages, and all are junior faculty (two hired only this year). This means that they assume significant responsibility about decisions concerning their programs, from textbooks to course offerings to curriculum and so on. As new faculty with significant responsibility for their programs, our members are still finding their place and their most effective ways to contribute to the institution. Nonetheless, in the period under review:

- Two faculty served on College committees
- Three faculty members served on program, student, and advisory committees, including advisors to clubs and groups to support student activities
- Three faculty members served the campus community in various capacities

Comments: In spite of their universally junior rank, all our faculty have assumed responsibility for the well-being of students and the institution by the service activities they have accepted or initiated.

F. OUTREACH EFFORTS

- September 17, 2011: Chinese program organized and hosted the Annual Meeting of the Southeast Chinese Language Association
- January 30, 2012: Chinese Program organized and hosted the “Year of the Dragon,” a Chinese New year celebration that integrated performances by students from Shanxi University (China) with performances (songs, skits, poems, dances) by students of Chinese from College of Charleston, The Citadel, and K-12 students from throughout Charleston
- February 2012: Chinese Program helped organize and host the Chinese Speech Contest, a now-annual activity that brings together students of Chinese from College of Charleston, The Citadel, Trident Technical College, and K-12 students of Chinese (and their families) from throughout Charleston
- April 22, 2012: Skype Videoconference between students from the College of Charleston and students from American University: American-Egyptian Youth Dialogue (Cairo) (Annie Higgins as facilitator)
- Yearlong: Chinese Program hosted the Chinese Corner, weekly meetings that provide students and others an opportunity to practice their language in an informal setting

Comments: Our faculty actively initiate and participate in activities on and off campus that draw attention to our programs. These efforts are limited by the time involved and the lack of a dedicated
administrative position to support and facilitate their efforts.

G. DEPARTMENTAL PROFESSIONAL DEVELOPMENT OPPORTUNITIES

With support from the Dean, we were able to send two faculty to the annual ASIANetwork Conference in March, 2012. This consortium of approximately 160 liberal arts colleges and universities, whose goal is to support the study of Asia in the liberal arts, provides extraordinary networking opportunities for faculty in Asian Studies. ASIANetwork receives support from the Freeman Foundation, the Luce Foundation, the Mellon Foundation and others, which provides funding opportunities for programs, faculty, and students. One Asian Studies faculty member in Political Science received a Freeman Fellowship this year (noted above). The Asian Studies budget is not able to fund this travel without additional support, however. Our Senior Instructor in Japanese was able to attend the Southeastern Association of Teachers of Japanese Conference to support his professional development.

H. SUCCESS IN MEETING DEPARTMENTAL, SCHOOL, AND COLLEGE GOALS

The hiring of two new faculty members (one each in Arabic and Chinese) meets the departmental and LCWA goal of ensuring that all language programs have a firm foundation in that they are led by tenure-track PhDs with solid pedagogical training. Both Arabic and Chinese now include two tenure-track faculty with PhDs. Japanese has only one roster faculty, a Senior Instructor and PhD. Hindi, still a small program, is taught by a single adjunct faculty.

As noted above, the implementation of the 4-hour requirement in all our languages is a solid step in strengthening our language programs; our success may be measured by some of the accomplishments of our students.

As we are not yet a major we have not instituted a proficiency exam for our students, though we have discussed it.

I. CURRICULAR DEVELOPMENT AND OTHER MAJOR CHANGES PLANNED 2012-2015

Asian Studies was granted initial Program Approval from the Commission on Higher Education of South Carolina in July of 2010 to develop a Major in Asian Studies. The hiring of four faculty in Asian languages in four years has greatly strengthened the languages programs and ensured that they can now serve the requirements of the intended Asian Studies Major curriculum. The interdisciplinary faculty in Asian Studies has developed and approved the curriculum for the proposed major. However, in order to initiate final CHE approval of the Asian Studies Major, we need faculty dedicated to teaching ASST 101 (Introduction to Asian Studies) and the mid-level and Capstone requirements. In recent years ASST 101 has generally been taught by adjuncts; faculty outside LCWA have been reluctant to teach ASST 101, and the languages faculty are already spread very thin. One faculty member in International Studies occasionally teaches ASST 101, but he is also needed to teach upper-level Asian Studies courses. We have now lost another excellent adjunct to a tenure-track position. Growing the number of students in Asian Studies depends on hiring additional faculty dedicated to offering core courses in the program. It is a struggle to offer one section of 101 each semester; we should be offering two to three sections each term. We cannot develop a program dependent on adjuncts for core courses; hiring of tenure-track faculty is necessary to support the Major.

SUPPORTING DATA

K. STUDENT ACCOMPLISHMENTS

Graduating Minors:
• Three students graduated with Top Honors in the Minor in Asian Studies: Madison Carr, Ashley Jordan, and David Blumenfeld

Asian Concentration in International Studies:

• Asian Studies was proud to have our first graduate in International Studies with the Asian Concentration

Students receiving National Awards for Study Abroad:

• In 2010-2011 Caroline Horres received the Boren Scholarship to study Arabic in Amman, Jordan. She is listed officially as SHSS but that scholarship was in languages, and she was supported in her endeavors by our faculty (including mentoring and writing recommendations)
• Daniel Hodge received the US Department of State Critical Language Scholarship to study Chinese in China during the summer, 2012. He is a science major but, again, the scholarship was awarded in language and it was the Chinese faculty who mentored him in Chinese and worked to support his application, including writing recommendations
• Five students have received full scholarships from the Confucius Institute to study Chinese at Guizhou University in China during the academic year 2012-2013; they are: Elliot Dickerson, Matthew Armstrong, Zoe Coombs, and Joshua David Lam
• Sarah Beth Mentrup (listed as HS S) has received the Freeman Foundation Fellowship of the Institute of International Education (IIE) to study in China. Again, this fellowship is the result of her language training and work in Asian Studies

Students receiving National recognition:

• Andrew Conti’s Chinese composition was accepted for publication in a journal published by the University of Iowa