

**Academic Program Review  
Self-Study**

**Academic Year 2015-2016**

**Master's Program in Asia Pacific Studies  
University of San Francisco**

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## I. Mission and History

### A. Mission

The USF Masters in Asia Pacific Studies (MAPS) Program provides interdisciplinary education in the histories, cultures, contemporary politics, economies, and languages of the Asia Pacific region, with an emphasis on East Asia. Six core seminars with thematic focus on International Politics, History, Economics, Literature / Film, Philosophy / Religion, and Society / Culture emphasize foundational knowledge and research methods appropriate for accessing and understanding wide-ranging thematic content. The specific content and focus of these courses is shaped around the research interests, training, experience, and methodological or theoretical preferences of the specialists who teach them. At the same time, each seminar must reference the overall program outcomes that help to focus our interdisciplinary diversity around four common goals.

Students are encouraged to identify and investigate major issues within the Asia Pacific region, including “urgent ethical and environmental problems,” and to develop strategies that link their academic study of Asia to career objectives. Throughout the Program's history, basic communicative skills in one of the major languages of East Asia (Mandarin, Japanese, Korean, Vietnamese, or Tagalog) have supported these goals.

The USF Mission (<https://www.usfca.edu/about-usf/who-we-are/vision-mission>) is evidenced in the MAPS program in three specific ways. First, the Program offers students “the knowledge and skills needed to succeed as persons and professionals” as well as key “values and sensitivity” for effective social interaction. Second, the Program promotes “high quality scholarship and academic rigor.” Finally, the Program draws from the “cultural, intellectual, and economic resources of the San Francisco Bay area and its location on the Pacific Rim to enrich and strengthen its educational programs.”

### B. Brief History of MAPS

(I am grateful to previous directors of the program for the basic information and much of the text in this historical summary. In particular, Steve Roddy’s role in drafting recent history from 2011-2014 is most appreciated.)

#### 1993-1997

The MAPS Program inducted its first cohort of students in 1993 following several years of research, planning, and preparation. The first Program External Review was conducted in Fall 1997 and noted that nearly 80 students had entered the Program, 95% of whom had or would graduate from the Program. The average class size in this early period was 15 to 16 students, with an average age of 32. More than 70% of these first five cohorts came from within the ‘commute zone’ surrounding San Francisco.

Structurally, the Program initially consisted of eight 12-week, 3-unit seminar courses or ‘modules’ (24 units; 384 contact hours, consisting of 12 weekly four-hour sessions) and eight 12-week, 1.5 unit Asian language courses (12 units; 288 contact hours, consisting of 12 weekly three-hour sessions.) This delivery achieved the goal of making the Program as short as possible (which the preliminary market research had indicated would be important to prospective students), but required that the Program calendar be completely independent of the standard

University 16-week semester calendar. Classes began in late August, continued without any break through mid-December, resumed in early January, and continued without a break until early August.

The original seminars were: Comparative Modernization of East Asia (history); Cultures of East Asia: Religion and Philosophy; Art History of East Asia; Literature of East Asia; Politics of the Asia Pacific; Economies of East Asia; Political Economies of East Asia; and the Capstone Seminar. Market research had shown that the Program needed to be as short in duration as possible and that such students would not be able to attend classes more than two nights per week. Classes were expected to be small (in part by design) and organized in a 'cohort' model, with everyone taking the same core courses in the same sequence over the duration of the Program.

In the inaugural year of the Program, only adjunct or Part-time (henceforth 'Part-time') faculty were available to teach the first seminar courses, but this changed as five Full-time (i.e., members of the USF Full-time Faculty Association, henceforth 'Full-time') faculty in several departments were hired during the mid- to late-1990s. Steve Roddy assumed the newly created directorship of the Program, until his replacement by Shalendra Sharma in 1999.

### **1998-2003**

1997 was in some ways a watershed year for the Program; it underwent its first (five year) External Review and it enrolled its largest class to date, 24 students, in the fall of that year. Subsequently, enrollment dropped steadily so that from Fall 2001 to 2003 classes were all only nine students each. Beginning in Spring 2001, the Program began accepting applications for spring entry. Allowing spring entry can be credited with preventing overall enrollment from falling disastrously low during the so-called 'dot-com boom,' which dramatically increased the opportunity cost of graduate education in the humanities in particular. The total number of incoming students in the five years from Fall 1998 to Spring 2003 was 74 with an average age of 31, ten of whom were spring entrants.

In Spring 2002 the College of Arts and Sciences announced that undergraduate courses would shift from three to four units beginning in the fall of the coming Academic Year (AY). Because all full-time USF faculty teaching in the Program would have their 'full load' teaching obligations calculated on this four-unit basis, the Program administration realized that unless the MAPS Program also shifted to four-unit courses, the Program would be disadvantaged in trying to retain full-time faculty teaching its courses. As a result, a complete revision of Program content delivery was undertaken, yielding the following structural and substantive changes:

- The Capstone Seminar, which had been cited by both students and the 1997 External Review Panel as unable to achieve the goals set for it, was discontinued and syllabi for the remaining seminars re-written to include more extensive writing assignments.
- The Politics syllabus was re-configured as International Politics of the Asia Pacific, and the Political Economy seminar was taken out of the fixed curriculum and retained as an alternative offering.
- The contact hours of the resulting six seminars were then expanded so they would fill the normal 16 week-semester, preserving the previous total of contact hours for all seminars at 384.
- The Asian language courses were also revised to fit within the standard 16-week semester.

The overall result, once the transition period had been passed was positive but not without its problems. On the upside, the Program now lay completely within the normal academic calendar of the University, dramatically simplifying Program administration, including—as we believed then—the engagement of both Part-time and Full-time faculty, enrollment and registration of students, and all aspects of interface with University and College operations.

Also significantly reduced was ‘burnout’ on the part of students, who had found the original schedule quite taxing, especially in the second year. On the downside, because of the two-meeting per-week limit, structurally the three courses/12 units of language needed to be front loaded into the curriculum, dictating that only first-year students, instead of the whole student body, were enrolled in language courses at any given time. This significantly reduced the number of students taking a given language at a given level, leading to difficulty in maintaining class size and, when total enrollment was low, recruiting/retaining instructors.

In 1999 Prof. Shalendra Sharma took over as director of the MAPS Program. In 2002 he stepped down in the wake of his decision to not accept the executive directorship of the Center for Pacific Rim (CPR), and Ken Kopp, Associate Director of CPR, assumed all administrative responsibilities for the Program under the title of Administrative Director of MAPS, and shared academic responsibility with Barbara Bundy, the Executive Director of the CPR (EDCPR). The academic director position was left vacant for approximately seven years. During this period, administrative, advising, admissions, and other related duties became the responsibility of the administrative director, with admissions, curricular, and Part-time faculty hiring affairs overseen by him in concert with the EDCPR.

#### **2004-2009**

Enrollment began to rise in this period. The total number of incoming students in the five years from Fall 2003 to Spring 2008 was 97, a 30% increase over the previous five years, with an average age of 29; 21 of these were Spring entrants. This period also saw the beginning in an increase in international students, which has continued to the present, with students from China constituting the largest single population among them. Some of these students came as a direct result of recruiting efforts in China by vice-provost Stanley Nel.

Over the same period the number of full-time USF faculty regularly teaching in the Program began to decline. While there are a number of contributing factors, the main cause for this phenomenon (which continues to the present) has been changes in the demands on Full-time instructors from their home departments as the new four-unit course scheme in the undergraduate College was implemented.

The total number of courses taught by full-time faculty decreased as a result of this shift (in most semesters, just two courses), and this put more pressure on faculty to devote their relatively few teaching slots to delivering the undergraduate curricula of their departments. Most Full-time faculty found they were only able to teach a course in the MAPS Program as an ‘overload’, significantly reducing the attractiveness of doing so.

In Fall 2009, Steve Roddy was appointed as the Academic Director of the Program, with Ken Kopp continuing as its Administrative Director.

## 2010-2014

The 2010 MAPS program review concluded with the reviewers' campus visit in April 2010. The reviewers' report arrived in June, and a discussion of its conclusions began that summer (see **Appendix 1**). With Angelina Yee's arrival as ED of the Center in August 2010, subsequent discussions continued sporadically through the fall and spring of 2010-11. The result was a proposal ("MAPS Response" **Appendix 2**) that the ED and administrative and academic directors were able to agree upon. It was submitted to the Dean's office in May 2011. This was followed up by proposals ("Future MAPS") for implementation in the fall of 2011.

Angelina Yee's sudden resignation in December 2011 threw plans to revise the Program into some disarray. Momentum slowed as disagreements arose between the academic and administrative director over various aspects of the proposal, such as changes to the language requirement or in the total number of courses required for the degree. Acting as ED from January to August 2012, John Nelson encouraged the development of various proposals and compromises attempted (with limited success) throughout 2011-12. In particular, students were allowed to take classes on NPO/NGO management offered by USF's School of Business and Management. A new MAPS elective seminar (later formalized as APS 602) was also designed and offered to provide an introduction to Asia-focused NPO/NGOs.

With Melissa Dale's appointment as ED of the CPR in August 2012, there was an initial effort to move forward. However, the working atmosphere at the Center was complicated during the 2012-13 academic year, due in part to competing visions between the new ED and the incumbent administrative director about the direction of the Center. As a result, even minimal progress to reform the MAPS curriculum slowed to a standstill.

In February 2013, Associate Dean Eileen Fung informed the program that the Administration was considering terminating MAPS altogether. Steve Roddy drafted a memo (see **Appendix 3**, 'Saving MAPS Proposal'), arguing that it be given more time to reform. The Administration agreed and convened a task force of Asian Studies-related faculty to discuss the many issues and challenges facing the program. About 8-10 faculty members regularly participated in our meetings (including Antoni Ucerler, Sunny Wong, David Kim, Brian Komei Dempster, Kyoko Suda, Steve Roddy, Tsering Wangchuk, Taymiya Zaman, and Melissa Dale) over 2013-14.

One area designated for further development was to create synergies between existing programs. To this end, a new elective course titled "The Chinese of San Francisco" was offered in Spring 2014 as a combination APS/Chinese studies. Moreover, after Melissa Dale and Steve Roddy met with the dean of the law school in July 2013, at least one MAPS student enrolled in a law course (Chinese Business Law) in Spring 2014. The Administration reorganized the Center administrative director's responsibilities in May 2013, leading to a resignation and the appointment in June 2013 of Brian Komei Dempster in a newly configured role that was now focused entirely on MAPS. The Center received authorization for a new administrative position and, after a local search, appointed Amanda Dzida as Associate Director. Its name was changed from the somewhat outdated "Center for the Pacific Rim" to "Center for Asia Pacific Studies" around this same time.

Currently, the MAPS program is closely affiliated with the Center but has its own budget, exercises administrative independence, and communicates directly with the Administration. We

greatly value our relationship with the Center and depend upon its public programs, symposia, fundraising efforts, student scholarships, and shared ideals about “the greater good” served by both the Center and MAPS.

In the summer of 2014, Steve Roddy decided to step down as academic director and John Nelson was appointed in his place. In May 2014, the Curriculum Committee approved the final proposal to revise the MAPS curriculum and requested some further clarifications and updates, which John Nelson and Brian Komei Dempster provided in the fall of 2014. The new curriculum then received final approval in April 2015.

### **To the Present Day**

With any change of administration in a graduate program, different perspectives and agendas are to be expected even as its basic mission continues. The challenges of the past academic year (2014-2015) have been many but enrollment has stayed strong (between 18 to 19 in each cohort) and student satisfaction with the program remains generally high (see **Appendix 4**). A major curricular change based on the 2010 APR—recommended for approval in spring 2014 and officially approved in spring 2015—began to be implemented during the past academic year prior to “going live” in the fall of 2015 (please see “Curriculum, Section II” for details).

Among other notable developments in the past two years was the end of spring admissions in 2013. Also, the expansion of (what will continue as) a highly successful Career and Networking Forum brought to campus a number of local businesses, non-profits, and even governmental agencies. MAPS students can talk directly to managers and coordinators of these organizations and apply for internships or part-time employment, thus gaining valuable experience prior to graduation.

The Program has also encouraged students to submit proposals to academic conferences, and partially-funded six students at the East-West Graduate student conference in Honolulu in Feb. 2015, plus one student at a conference in Seoul, and one in Los Angeles. We strongly believe that conferences and public events are important learning opportunities, especially when students can present their original research and receive feedback.

In other news:

- We have tried to be more systematic in how we grant course waivers (now requiring formal petitions as needed) and have implemented required group advising sessions for all first and second-year students.
- We have implemented new standards for merit-based fellowship competition (currently around \$30,000 for second year students, depending on market performance) as well as for teaching assistant positions. A number of first-year scholarships are also instrumental to recruiting and retention, and are discussed in Section VI.C, “Recruiting.”
- The program’s faculty academic advisory committee met regularly (three times each semester) during the past academic year.



- We started meetings to discuss pedagogy and program changes in 2014 that brought together part-and-full time faculty (with an accompanying Canvas website designed to provide tips, tools, and support).
- In recognition of our efforts and accomplishments, the MAPS Program received the 2015 “Collective Achievement” award from the College of Arts and Sciences.

### **Closing Remarks**

The story of any academic program, especially one at the graduate level such as MAPS, is not linear. To borrow a theatrical metaphor, the above scenario is influenced by an array of secondary actors such as the College of Arts and Sciences, the university as a whole, the city of San Francisco within the greater Bay Area. The setting for graduate education is of course local but is also highly interactive with regional, state, and national dynamics. Since the MAPS program emphasizes the study of the Asia Pacific, an even wider (and more complex) context is integral to our mission and success.

When the next program review is conducted in 2021, it is likely that the author of the self-study will reflect on the impact of San Francisco’s “tech boom,” housing market, local economy, and even the statewide drought on the career aspirations of our target demographic. Even in a fairly strong economy, we are seeing some highly motivated and qualified students withdraw their applications because of the cost of living in San Francisco. While it is still rare that a student will leave the program entirely, we know that some programmatic adaptation is required to these new socio-economic conditions that often shape profoundly the educational experiences of our students. Our current residential model, requiring a two-year commitment to attend USF and reside in San Francisco, simply may not be sustainable in a world where online education is gaining traction and credibility as delivery platforms improve.

We pride ourselves on offering a unique curriculum that not only provides academic skills and valuable career training but also addresses issues of social justice, ethics, and responsibility—and yet it remains a profound challenge how to market the program effectively. We have tried using new networking technologies (such as Google Ads, Facebook, LinkedIn) but we must coordinate with the USF Office of Communications and Marketing as well as the Office of Graduate Programs for any public outreach. (Please see Section VI.C. “Recruiting” for a longer discussion, and **Appendix 5** for a current brochure and one-page flyer).

In this 22<sup>nd</sup> year of the MAPS program, we count among our most substantial achievements many satisfied, highly productive, and civic minded graduates functioning in a wide range of careers. Through its continuing emphasis on a unique integration of social science and humanities-based curricula, we believe the program has made a significant contribution in “bridging the Asia Pacific region.” At the same time, we are poised to enter into a new period of growth and development if we can effectively maximize existing resources on campus and in the SF region, and convey our intellectual and academic heritage to motivated applicants around the nation and the world.

## II. The MAPS Curriculum

(Each of the following sections [I, II, etc.] and sub-section headings [A, B, etc.] within this document responds to program review guidelines.)

### A. Introduction

Major curricular changes implemented in the fall of 2015 have the potential to make the program more relevant to student interests and career goals, as well to more fully utilize existing resources on campus and in the Bay Area. These changes are direct responses to recommendations from the previous program review of 2010 as well as innovative ideas from MAPS faculty, students, and administrators (See **Appendix 1, 2, and 3**).

Anyone working in higher education who has been through a major curriculum revision knows that the process is rarely without challenge and controversy. The revised MAPS curriculum was slow to take shape, difficult to agree upon, and yet its implementation and adoption by both students and faculty has been fairly smooth. More details about the background of this curriculum revision are summarized in the “History” section of this document.

### B. Distinguishing Features of the MAPS Curriculum

Based on comparative research about local, regional, and national master’s level programs in Asia Pacific studies (see Section II.F), the MAPS program has a number of distinguishing characteristics. These include a cohort model, concentrations in humanities and social sciences integrated with (yet distinct from) a concentration in business, language study equivalent to four semesters at the university level, an emphasis on experiential learning, and a Jesuit-inspired approach for educating the whole person. Each one of these features will be discussed briefly.

1. The **cohort model** helps promote collegiality, flexibility, and community among our diverse student population, many of whom are working full or part-time. Each cohort generally follows a sequence of seminar courses that integrate the humanities and social sciences into a single, mutually complementary curriculum. As the profile of students changed from the original class of mid-career professionals aged 35-45 (without any previous Asian language study) to the typical class of the post-2005 Program (consisting of younger domestic and international students, many with either various levels of acquired or native Asian language ability), Program administrators prioritized a number of options to deal with the different goals and needs of a changing student population.

Flexibility within a cohort is also a regular feature of the Program. Students who come to the Program with either native Asian language ability or acquired ability above the ‘low intermediate’ level are able to pursue either Directed Study or Internship for credit under the direction of Program faculty and administrators. They may also take other approved graduate courses at USF. When a course substitution is reasonable, we require students to make a convincing case for exchanging the value of further language study for the value of the research, internship, other graduate course, etc. This option also requires a student to have a good record of previous academic success. The petition must also have the approval of the instructor for the class the student wishes to substitute. A decision is then made by the Program’s administrators. The practice of taking courses outside of MAPS will become increasingly less with the new curriculum.

2. This **curriculum** we offer is unique because it fosters interdisciplinary knowledge of contemporary social, political, and economic affairs as well as the histories and cultures that have shaped these conditions in Asia Pacific region. Students choose from either a humanities/social sciences concentration or one on business. In either concentration, cohort members take the same gateway seminars: APS 600 (Research Methods), APS 601 (Comparative Modernization) and APS 636 (Societies and Cultures of the Asia Pacific). Those who select the business concentration may then concentrate on other seminars that provide a balanced approach to the topics in which they are interested. All students regardless of concentration are required to complete a Capstone project in their final semester.

3. The **language requirement** was recently changed from three to four semesters of university level competency in an Asian language. Many students join the program with substantial language training, sometimes requiring a single semester to reach fourth semester fluency. Others start from the fundamentals and advance concurrently with their progress in the program overall.

4. There is no debate in education that **experiential learning** enhances the curriculum and provides students with memorable opportunities to expand learning beyond the classroom. The MAPS program facilitates internships, volunteer opportunities, field trips, public programs, conference participation, special meet-and-greet occasions for visiting lecturers, and so forth.

5. Finally, as a Jesuit institution dedicated to the ideals of social justice and ethical and environmental awareness, both USF and MAPS offer a humanistic, ethically informed model of education that is less prominent at other institutions with MA degrees in this field. This commitment is manifested in our curriculum and in the public programs, research projects, and conferences sponsored by the USF Center for Asia Pacific Studies.

### **C. Degrees Awarded in Past Five Years**

The *Guidelines* for this self-study require a total for all degrees awarded during the past five years. The Program total is 104, with 65 degrees going to women and 39 to men.

### **D. Trends in Enrollment, Retention and Graduation**

When we look at the data for enrollment and graduation, we see several rather conspicuous trends. First and most obvious is the fact that 36 out of the 64 degrees awarded to women went to students in a category labeled “international.” There is little doubt that a reliance on female students from China (and other international origins) between 2010-2015 helped to provide a steady revenue flow for the program and keep it solvent in the eyes of the administration. .

### Enrollment in MAPS

Residency	Gender	2010 Fall	2011 Spring	2011 Fall	2012 Spring	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring	2015 Fall
<b>Domestic</b>												
	Male	13	14	12	13	10	9	10	11	14	13	19
	Female	16	11	9	8	11	9	9	11	8	6	5
	Total	29	25	21	21	21	18	19	22	22	19	24
<b>International</b>												
	Male	2	1	3	2	3	4	8	8	9	8	6
	Female	11	12	18	17	21	19	12	12	12	12	13
	Total	13	13	21	19	24	23	20	20	21	20	19
<b>Grand Total</b>		42	38	42	40	45	41	39	42	43	39	43

A second trend begins after the curriculum revision and Program reorganization in 2013, with a slightly higher concentration of international male students enrolling in fall 2013. Additionally, a renewed focus on recruiting domestically during the 2014-2015 cycle has resulted in fewer applications from China and more from the U.S.

## E. Curricular Content and Program Outcomes

### 1. Curricular Content

While each core seminar in the Program has a fixed title, course content can be shaped and altered (sometimes in significant ways) by an instructor. Syllabi are collected at the beginning of a semester by the academic director but many times the timing is last minute (due to instructors' attempts to update or finalize their syllabi) and does not allow a careful screening or revision beyond correcting errors or discrepancies. There have been cases where the program administrators have intervened and requested course content to align more closely with the title and course catalog description of the seminar as well as its learning outcomes.

For elective seminars, the first time they are offered does not require outside screening by the Associate Dean. But for subsequent offering, the elective seminar syllabus is reviewed by the academic and administrative directors, the MAPS steering committee, and then submitted to the Associate Dean's office for review. Subsequent corrections and revisions are a collaborative effort between the instructor and program administrators. At USF, part-time faculty cannot submit a new course without it being approved by the MAPS advisory committee as well as sponsored by a full-time faculty member or program administrator.

An emphasis on assessment and on aligning syllabi, course content, and course learning outcomes with program learning outcomes was originally a priority for the current academic year (2015-2016). Unavoidably, these proposed changes were put on a back burner after receiving a request that we conduct this program review one year ahead of schedule. A preliminary assessment plan can be found in Appendix ++.

### 2. Program Learning Outcomes

MAPS Program Learning Outcomes are discussed at length in the "Assessment" section of this self-study. Here, for purposes of general orientation, a short description follows the list of program learning outcomes:

**“Students completing the MAPS program will be able to demonstrate...”**

1. an ability to apply research tools and methods to analyze critically topics within classic disciplines and contemporary interdisciplinary fields of Asia Pacific Studies.
2. an understanding of sociocultural histories and traditions, political and economic patterns of development, organizational practices and behaviors, and contemporary events as evidenced in the Asia Pacific region.
3. oral and written proficiency in an Asian language corresponding to the fourth semester of USF undergraduate courses, or the equivalent level in languages not taught at USF.
4. practical experience in Asia-Pacific related contexts via opportunities for academic and professional development such as internships, fieldwork, conferences, symposia, public programs, class excursions and other types of experiential learning.

In determining whether or not an individual course is meeting program learning outcomes, we utilize curricular mapping that charts course learning outcomes onto program learning outcomes. In a table where the two come together, we then locate representative student work that embodies the course learning outcome relevant to that program outcome (an illustration can be found at Section III.C., “Assessment”).

There is variability between seminars regarding how program outcomes are being met, but on the whole we do not see this as problematic. There may be an issue if the seminar does not adequately meet a program learning outcome (such as the ‘understandings’ listed in #2 program outcome above), but at other times the outcome may not be not integral to the course (such as outcome #3 emphasizing language learning).

## **F. Comparisons to Other Programs**

### **1. Overview**

One of the distinctive features of the MAPS program is its strong interdisciplinary emphasis about the societies and peoples of the Asia Pacific region. Students take seminars that cover a considerable range of topics, with a clear expectation that the course learning outcomes contribute to overall program outcomes. Through directed study research projects and internships, students can also focus intensely on particular issues or topics that intersect with each seminar's curriculum. As a result, the MAPS program prepares students for diverse and wide-ranging career and academic opportunities.

A quick look at some of the programs in the greater Bay Area and Northern California helps to distinguish the uniquely designed MAPS program from what might be thought of as our local competitors.

### **2. Specific Comparisons**

First on the list is San Francisco State University, where the study of Asia takes places at the undergraduate level. There is no major in Asia Pacific studies, only a minor. The same

description applies to East Asian studies at UC Davis. Since these schools offer no graduate degree that resembles MAPS, but are geographically close, they offer a great pool of potential recruits for our program.

Next and across the bay is U.C. Berkeley's Group in Asian Studies. This long-standing and well-known program is designed for students who "wish to take a terminal interdisciplinary M.A. degree as well as for those who wish to ultimately obtain a research degree in a departmental Ph.D. program" ([http://ieas.berkeley.edu/gas/grad\\_ma.html](http://ieas.berkeley.edu/gas/grad_ma.html)). In this broad sense, it resembles the MAPS degree. The program requires 20 units of upper division and graduate level courses. Language courses and a two-semester long proseminar in Asian Studies do not count toward the degree. Current tuition is the same for in-state and out-of-state residents (\$13,432).

A clear distinction about the Berkeley program emerges at the next level of detail. All entering students take a general seminar in Asian Studies, but after that they must declare a regional specialization. According to the program's website, "M.A. students must choose one of the four regions (China, Northeast Asia [Japan and Korea], South Asia, and Southeast Asia) and take all course requirements within that area."

It should be obvious that this degree of specialization required by the program is very different from the interdisciplinary and highly interdependent MAPS curriculum. We believe students should have regional and specific expertise but, at the same time, be able to see Asia as an integrated region where economies, politics, cultural flows, and travel overlap today just as they have for centuries.

Stanford's program in East Asian Studies is perhaps the closest competitor we have in the greater Bay Area. Among the salient features of this program is its interdisciplinary breadth that allows students to develop a similar kind of regional and topical expertise found in the MAPS curriculum. According to their website (<http://ceas.stanford.edu>) the program requires 46 units of study obtained from courses offered during fall, winter, and spring quarters. Each course ranges from three to five units, with a per-unit cost approximately \$970. Without additional fees, the minimum cost of this terminal M.A. program is \$44,620. No transfer credits are permitted.

Although the program states that it is flexible, one requirement at the end of the first quarter indicates that students must commit to a course of study for the rest of their time at Stanford: "By the end of their first quarter at Stanford, M.A. students must submit a program proposal for the Master's Degree." A phone call to the program assistant said that student can indeed change their program goals after submitting this form, but it requires approval of a faculty member.

Like the MAPS program, Stanford also offers internships and fellowships to "highly qualified" students (although the criteria for "highly qualified" is not explained). In particular, their [East Asia Summer Internships](#) provide partial support for positions in the People's Republic of China, Hong Kong, Taiwan, Japan, Republic of Korea, Mongolia, Singapore and Thailand. Each internship participant must commit to full-time work (a minimum of 35 hours per week) for ten (10) weeks. Thanks to Stanford's substantial endowments, students selected for the program receive \$6,000 as a basic stipend but must bear all other costs. These internship

programs and other career-development opportunities are not administered through the M.A. program but through the university-wide Career Development Center.

### 3. Conclusions

When comparing the MAPS program to Stanford's East Asian Studies program, three important themes emerge: curriculum, costs, and career development.

First, Stanford students appear to have less flexibility than MAPS students to shape their interests and goals while taking seminars in the program. Our students can pursue ideas and possibilities as a result of new knowledge obtained during the first year of the program, whereas Stanford students commit to a program of study at the end of their first 10-week term.

Second, Stanford students are on a quarter system and so pay a higher yearly tuition, which may be partially offset by funding ranging from FLAS language study, to international internships, to fellowships for students continuing their studies (for up to three quarters). Likewise, the MAPS program makes available limited funding opportunities for qualified students via second year fellowships; currently six awards are offered at the following amounts: 1 at \$6000, 4 at \$5000, 1 at \$4000). Funding is also available for qualified students to serve as a teaching assistant (3 per semester at around \$1,700 each) and tutor-mentors (2 per semester at \$1100 each).

Finally, both Stanford and the MAPS program at USF offer a wide range of career development for students. One important difference is that the Stanford East Asian MA degree farms out its career development counseling and placement to a centralized office serving all Stanford students. At USF, we are much more hands-on and strategic about finding the best fit for our students interested in pursuing internships. The MAPS program holds an Annual Career and Networking Forum on campus with 25-35 organizations seeking employees and interns with the cultural and linguistic skills demonstrated by our students. A large number of our students attend the Forum, and a number of them have secured professional development leads and opportunities from this event.

Moreover, we offer second year merit fellowships to a six or seven of our top students. We have developed an extensive network of companies in the greater Bay Area where our students have worked in the past, which will be finalized and distributed at the beginning of next semester, and we are well served by our affiliation with the Center for Asia Pacific Studies.

It is also important to emphasize that the sheer diversity and range of what we can offer students locally via the San Francisco business and nonprofit organizations far surpasses opportunities in the south bay (San Jose is 22 miles from Stanford University which is located in Palo Alto, some 34 miles from San Francisco).

In sum, we believe that the MAPS program offers students a uniquely designed, professionally taught, and broadly interdisciplinary course of study. It not only develops in students a strong academic foundation and critically-attuned skill set (thinking, reading, writing, speaking), but also enables a wide-range of experiential learning and professional development opportunities. Our internships, fellowships, teaching and mentoring positions, and the sheer diversity of Asia-oriented greater San Francisco businesses create a rich, interactive combination that continues to empower the lives and careers of students from around the state, nation, and world.

## G. Seminar Titles

The new MAPS curriculum, effective Fall 2015, consists of 28 semester units, with 24 devoted to six core seminars and 4 units from an elective. Language courses do not count towards the 28-unit total. The current seminars are the following:

- 600: Research Methods in Asia Pacific Studies
- 601: Comparative Modernization of East Asia
- 605: Cultures of East Asia: Religion and Philosophy
- 606: Quantitative Methods
- 620: International Politics of the Asia Pacific
- 635: Literature of East Asia
- 636: Society and Culture in Contemporary East Asia
- 646: Political Economy of the Asia Pacific
- 690: Special Topics in Asia Pacific Studies

Until fall 2015, students were required to take six seminars in a general sequence, with substitutions from other programs on campus discouraged. From fall 2015, students will self-select into one of two concentrations (humanities/social sciences and business) and take seminars both required and recommended for those tracks. (Please see **Appendix 6** for course descriptions, and **Appendix 7** for enrollments in all seminars, 2011-2015; syllabi are available upon request.)

## H. Asian Language Study

Market research conducted prior to launching the Program identified a market for a graduate Asian Studies degree among working adults who had no prior experience of academic study of Asia or Asian languages. Until the 2013 curriculum revision, the Program did not impose any prerequisite study of Asian languages. Since then, we require four semesters of university-level language proficiency in Mandarin, Japanese, Korean, Tagalog, Thai, Vietnamese, Hindi/Urdu, or another Asian language.

The goal of the Asian Language component is to provide the student with a low-to mid-intermediate level in speaking and listening, and a high-novice to low-intermediate level in reading and writing (per ACTFL proficiency guidelines) In cases where the student has already acquired some level of competence in the target language through formal or informal study, the goal of the Asian Language component is to allow the student to improve their language skills to the greatest extent possible.

For students who join the program without substantial Asian language training, online placement tests provided by USF's Modern and Classical Languages department and subsequent personal interviews administered by a faculty member work well to place them into an appropriate level of instruction. They begin study in the first semester and continue at a pace of one course per semester. There is no language requirement for entry; they pick up language as they progress through the program if that is their choice; most students come with some Asian language training, so that it takes a semester or so to meet 4<sup>th</sup> semester proficiency

In accordance with University and Program policy, students on the old curriculum are allowed to import up to eight semester units of approved undergraduate Asian language courses and/or elective courses when applicable taken at recognized degree-granting institutions in the U.S. or



abroad for language and/or elective units in MAPS. Some students have used this provision to lower the cost of their degrees by pursuing language study at less expensive local colleges and universities. In the new curriculum, language units will not be included in the total degree units (with the exception of one language course at 5th semester level or above); thus, undergraduate language units can count towards the proficiency requirement but not the degree itself.

### **I. MAPS/MBA Concurrent Degree Program**

Since 1998 students have been able to pursue concurrently both the MBA and the MAPS degrees. The MA in Asia Pacific Studies/Master of Business Administration program is designed to provide a humanities-based, interdisciplinary degree that applies business expertise to the development of Asia and its impact on global economic systems. Separate admission to each program is required. Applicants can indicate in her or his “Statement of Purpose” that they are applying to both programs for the dual degree.

Awarded by the USF College of Arts and Sciences and the USF School of Management, the MAPS/MBA program provides a cost and time savings of up to 16 units: on both the old and new curricula, 8 units of the degree total are waived. The cost savings for these 16 waived units is substantial, totaling \$19,920 (at 2015-2016 rates).

Students must complete a majority of requirements of one of the programs before beginning classes in the other, thus extending the time required to complete the Concurrent Degree to three academic years.

The MAPS/MBA program consists of the following requirements:

- MAPS Seminar courses: 20 units
- MBA Core courses: 34 units
- MBA Elective courses: 14 units

MBA and MAPS courses are offered during the evening on a year-round basis. MBA courses are also offered during the day and in the summer. This schedule allows students the flexibility to pursue the concurrent degree while working or studying full-time.

Students enrolled in the Concurrent Degree Program can take advantage of the unique features of the MAPS program, including the MAPS Career and Networking Forum, approved internships, teaching assistantships and mentoring, and have access to professional advantages offered by the MBA Program’s Consulting Group, Graduate Business Association, and Alumni Society.

The University’s MBA program is rigorous and intellectually challenging, providing the analytical, functional, interpersonal, and communication skills essential to success in the international marketplace. The M.A. in Asia Pacific Studies/MBA program is designed to provide an interdisciplinary degree that applies business expertise to the development of Asia and its impact on global economic systems. To answer question 21, neither concentration is required for the MBA. The two concentrations exist wholly within the program. The business

concentration is meant to keep students in the program and allow them to finish in two years, whereas doing the joint degree requires 3 years to finish. A student need only be in good standing with a 3.0 GPA to register in the MBA program.

### **J. Certificate Program**

With the belief that there would be some demand for it, a 12-unit, three-seminar Graduate Certificate in Asia Pacific Studies (CAPS) was introduced in 2002, phased out in 2009, and restarted in 2014. We restarted it as a way to accommodate professionals seeking graduate level training but who may not need an Asian language. Students select three seminars from the MAPS curriculum that suit their goals. After completing the third seminar (there is no language requirement) students are required to write and submit a brief paper before the certificate is awarded describing how the three seminars they chose contributed to their needs and goals. Demand has come mostly from professionals who wish to gain additional knowledge and expertise that will help their current job performance, as well as high school and college instructors who need professional recognition for having acquired additional graduate-level knowledge of a relevant field.

In addition, some prospective MAPS students have applied to the CAPS Program first and then transitioned into the degree Program, and some MAPS students who for business or personal reasons have had to discontinue their study have opted to receive the Certificate as a way of not completely losing the value of the time they had so far invested. Before it was phased out, three students completed the Certificate Program, one of whom migrated from CAPS to full MAPS status and completed the entire degree. There are currently no students enrolled in the Certificate Program.

### **K. 4+1 Program**

In 2002, at the recommendation of the Dean of Arts and Sciences and based on a similar program in the School of Education, the MAPS Program introduced a '4 Plus 1' option whereby highly qualified and motivated undergraduate students entering their senior year (who had also completed or would complete at least 12 units of Asian language study were allowed to enroll in one of the MAPS first-year seminars in each of the final two semesters of their undergraduate program. Optimally this would enable the student to complete 20 units (eight for seminars and sixteen for language) of MAPS requirements by the time they received their Bachelor's degree. The remaining four, second-year MAPS seminars and Capstone can then be completed in a final year of study.

Since its inception BA/ MAPS 4+1 Program has enrolled nine students, all of who graduated with a MAPS degree. None went on to do the MAPS/MBA concurrent degree.

## **L. Directed Studies: Breadth, Depth, and Specialization**

The MAPS Program was originally designed to provide breadth in various disciplines and topics to non-specialist, working professionals. Nonetheless, we have trained a small but significant number of students who have completed more specialized, discipline-focused academic work. Some of these students have gone on to enter doctorate programs. Most MAPS courses help students explore a limited set of related topics or issues from multiple disciplinary perspectives; but for some of our students, this has meant in-depth work on country-specific issues or topics of special interest.

A number of students have pursued a single topic of interest in one fashion or another through the six successive disciplinary ‘lenses’ the Program provides as a way of attaining a high level of focus in their studies. Students can also submit their course papers for consideration to the Center for Asia Pacific Studies’ peer-reviewed journal, *Asia Pacific: Perspectives* (which has a special category for student submissions), as a way to demonstrate their achievement in topics of particular interest to them.

When a student has an idea for a specific research topic that cannot be addressed in a regular seminar, s/he can set up a directed study for two-to-four units. A directed study cannot replace an elective seminar. This arrangement is most ideally made when language requirements have been met and the program administrator has evaluated the student’s overall progress towards the degree. The student must then solicit a faculty member (either full or part-time) to supervise and direct the research. They create an academic contract that stipulates the number of units, the title of the project, the number of regular meetings, key deadlines, and final completion plans. Finally, we schedule a public presentation for all students to share their research with their peers and the USF community.

It should also be noted that there is one more function for a directed study: if a course is under-enrolled (usually seven or fewer students) the university will not allow the class to continue. However, the course topic and content can still be delivered as a directed study. In other words, the course still meets at its appointed time and day but is classified differently.

We have found this format to be especially beneficial in language study and for elective seminars that may fall slightly outside the regular seminar topics. In the case of language study, students often need individual tutorials that can be classified as a ‘directed study’ because a regular language-class curriculum is followed. Another example is how, in Spring 2014, an elective seminar titled “Translation Practicum” was offered but did not attract the requisite enrollment (which at that time was eight students). Nonetheless, the course continued with seven students and proved highly engaging and satisfying for everyone who had enrolled.

## **M. Internships and Research Fellowships**

From 2010 until the spring of 2015, one of the notable features of the Program was the “working fellowship.” These competitively awarded fellowships were administered by the Center for Asia Pacific Studies and required students to work a minimum of 100 hours at a Bay Area Asia-related non-profit in order to receive their fellowship funds. Students worked at organizations such as the Asia Foundation, the Japan Society, the Bay Area Council, the California-Asia Business Council, and other local non-profit organizations (including USF’s Ricci Institute) for periods ranging from several weeks to an entire academic year. These

working-fellowships were awarded to six or seven students annually based upon academic performance (GPA) in the program. Additionally, the presence of post-doctoral research fellows at the Center and available funding to provide these fellows with research assistants from among the MAPS student body meant significant academic experience for participating students.

Despite the importance and success of this program, university accountants declared in March 2015 that “working fellowships” were not in compliance with OSHA labor laws as well as the Affordable Care mandate and therefore could no longer be offered. Instead, “merit-based fellowships” were now to be awarded to students with excellent academic records and high GPAs. Yes, these are scholarships and not work-related. We are fortunate to have seven of these awards, ranging from \$2000 to \$6000 (depending on market performance

#### **N. Overall Academic Quality: Faculty Views**

The following comments are based on a survey conducted in October 2015 of full and part-time faculty who served during the 2014-2015 academic year. It should be noted that some of these individuals have only recently joined the Program and so do not have a background in the historical developments over the past five years. (**Appendix 8** contains their full, unedited remarks.) The survey was set up so all responses would be anonymous.

Both current and former faculty members generally agree that the Program is currently of very good quality. Given the constraints under which it operates (an evening program with no full-time faculty of its own, administered at a university with high tuition in an expensive city), the Program generally succeeds in meeting the stated outcomes.

In the previous self-study that summarized faculty concerns about the program, two items stand out as having been accomplished recently. First, a number of faculty wanted the language component strengthened, and this has been done so that four semesters is now required for graduation. A second concern was to require a research and methods course that could not only address students’ inadequate preparation for conducting graduate-level research, but also familiarize them with generic standards of acceptability and excellence for their written work. This concern resulted in developing and implementing an interdisciplinary research methods course (APS 600), beginning in fall 2015.

Deficiencies cited by the faculty in the October 2015 survey include a desire for student quality to be higher, and for more interaction (and office space) for adjunct faculty members.

The program administrators are aware that additional concerns need attention, such as improving alumni support and networking, continuing to find avenues for effective student recruitment as well as better professional placement, and finding office/work space for adjunct faculty. There is some degree of consensus that the quality of students in the Program has improved in the past several years, and that Program coherence in meeting overall pedagogical and intellectual objectives has also changed for the better.

### III. Assessment of Student Learning

#### A. Overview of Recent Assessment Efforts

An appropriate analogy for the way assessment has been conducted at USF generally (and in the MAPS program in particular) is to compare it to monitoring a person's oral hygiene. As important as healthy teeth (or effective classes) may be, we know that we can get by when conditions are not optimal. Checking regularly and systematically for irregularities as well as to maintain overall health is the gold standard, and yet good intentions are often subverted by a lack of time, attention, substandard tools, bad habits, and so on. When problems arise, we may neglect or even deny the situation because, in facing up to it, we know the treatment and solution is not only time consuming and costly but is painful as well.

Recounting the history of assessment in the MAPS program doesn't take long. In the previous self-study, one reads that, "We are now in the process of tabulating and analyzing the first set of data from the Fall 2009 semester courses. Gathering and reporting this data to the Associate Dean for Assessment will become a regular feature of Program evaluation, per WASC-inspired College guidelines." Due in part to ongoing course evaluation techniques, student surveys, and face-to-face advising for students, it is likely program administrators felt that assessment was happening regularly and effectively. Also, given the challenges to the program following that previous program review, implementing a new assessment regimen was put on the back burner.

In the fall of 2014, assessment efforts were renewed and student work was collected in both core and elective seminars. Curriculum maps were developed and rubrics were applied, but reports were not written nor were course adjustments made. Part of this is due to poor multitasking by the academic director as he attempted to get his bearings in a new position, but some responsibility also lies with the Administration for not requiring regular reports. As the Administration is now requiring regular reports, a new structure is being put in place that will be beneficial to more regular assessment. Thanks in part to the appointment of Shirley McGuire as Senior Vice-Provost for Academic Affairs and June Clausen as Associate Dean for Academic Effectiveness, all programs on campus will now be obligated to submit annual assessment reports and thus move a step closer to "best practices" recognized by WASC (Western Association of Schools and Colleges).

As important as assessment is, the time and focus required to compile this self-study one year ahead of schedule has bumped assessment efforts to the spring 2016 semester. It is still a priority to collect student work from seminars, and a preliminary assessment program (pending approval from the Administration) is outlined in **Appendix 15**.

#### B. Program Learning Outcomes

It is revealing that in preparing for this self-study, two sets of program learning outcomes were found in our program archives and yet another version surfaced after the university revised its website (and inadvertently lost descriptive information that was stable and accurate for many programs across campus, MAPS included). The outcomes that appear below were revised in the summer and fall of 2015 in consultation with Program faculty. With the launch of a new curriculum in fall 2015, the revisions were needed to better align existing seminars and concentrations with program learning outcomes.

**“Students completing the MAPS program will be able to demonstrate...”**

1. an ability to apply research tools and methods to analyze critically topics within classic disciplines and contemporary interdisciplinary fields of Asia Pacific Studies.
2. an understanding of sociocultural histories and traditions, political and economic patterns of development, organizational practices and behaviors, and contemporary events as evidenced in the Asia Pacific region.
3. oral and written proficiency in an Asian language corresponding to the fourth semester of USF undergraduate courses, or the equivalent level in languages not taught at USF.
4. practical experience in Asia-Pacific related contexts via opportunities for academic and professional development such as internships, fieldwork, conferences, symposia, public programs, class excursions and other types of experiential learning.

As noted earlier, Spring 2016 will be the launch of systematic reporting on Program assessment across all departments and programs at USF. Rather than try to assess all program learning outcomes at the same time, we have been advised by the USF Office of Academic Effectiveness to first focus on one program learning outcome only, and then see how it is being met in student research projects. This is welcome advice and will help considerably to manage a complex task. To this end, since outcome #2 is foundational to the entire the curriculum, it will be the first outcome assessed. Also, the Program’s emphasis on experiential learning opportunities prioritizes outcome #4 as our second choice for assessment.

In determining whether or not the course learning outcomes of a particular course are meeting program learning outcomes, we utilize curricular mapping that charts course learning outcomes onto program learning outcomes. In the table where the two come together, we then locate representative student work that embodies the learning outcome relevant to that program outcome. (Please see a template at **Appendix 9**). There is variability between seminars regarding how program learning outcomes are being addressed, but we do not see this as problematic. While there may be slippage if the seminar does not adequately meet an outcome (such as #2), at other times the program outcome may not be relevant to the course (such as outcome #3 that emphasizes language learning).

With the revision of the program learning outcomes, we can now use them to help students understand the broad perimeters of the Program overall. Just as seminar course learning outcomes can provide benchmarks in assessing competency and expertise on a given topic, so too can program learning outcomes provide a conceptual map of the primary areas the program delivers through its curriculum as well as experiential learning. The revised program learning outcomes can also be effective in marketing and promoting the program.

### **C. Seminar Learning Outcomes**

Course learning outcomes for MAPS seminars are devised by the instructor who originated the course. The diversity of approaches in creating outcomes represents academic freedom, but the range of outcome styles, language, and emphases also points towards a rather idiosyncratic

aspect of the general curriculum that affects what a student will learn in a given course. At this point in the Program and with a new curriculum implementation underway, we intend to establish a culture of collaboration in standardizing how course learning outcomes are formatted and articulated in all course syllabi. More challenging will be developing a system that regularly and systematically assesses these outcomes.

Course learning outcomes for each core seminar are listed below.

#### **D. Core Seminars: Learning Outcomes**

##### 1. Research Methods in Asia Pacific Studies (APS 600)

- Produce writing appropriate for different audiences in Asia Pacific Studies
- Identify and examine critically key theories, methods, debates and source materials relevant to academic research in Asia Pacific Studies
- Demonstrate academic strategies of critical reading and thinking to successfully navigate the MAPS program
- Utilize library and other archival resources at USF and in the San Francisco Bay Area to engage in source work and data collection
- Develop effective written and oral communication skills for a variety of audiences

##### 2. Comparative History and Modernization (APS 601)

- Develop and demonstrate a basic understanding of historiography (pertaining to modern East Asia) via readings and group-based discussions of important historical works
- Articulate how historical issues have shaped and continue to inform diplomatic as well as other kinds of interactions in East Asia
- Demonstrate an awareness of the complexities of modernization through class discussions, group presentations, and written work

##### 3. Cultures of Asia: Religion and Philosophy (APS 605)

- Show familiarity with classical texts (in English translation) and objects —with a special emphasis on philosophical, religious, and literary works —that reveal a number of key elements of the world of Chinese, Korean & Japanese history and culture
- Demonstrate skill in using “analytical tools of the trade” that are specific to all disciplines in the humanities, including:
  - \* reading and writing critically while investigating historical and cultural contexts (including philosophical and religious frameworks);
  - \* formulating an informed interpretation of the meaning of a work;
  - \* presenting, discussing, and defending one’s interpretations

##### 4. Quantitative Methods (APS 606, 2 units)

- Develop a conceptual framework of quantitative research;

- Locate and collect social science data; organize data for academic research;
- Perform and identify various statistical analyses, such as, computation of different descriptive statistics; understanding sampling and sampling distributions; and regression analysis;
- Communicate the results of a research project.

#### 5. International Politics of the Asia Pacific (APS 620)

- Acquire skills of close reading and interpretation of both academic and popular texts, demonstrate a capacity to develop a clear and persuasive argument both orally and on paper, and acquire a capacity to critically assess the strengths and weakness of an author's argument
- Critically engage in discussions of international relations theories as they relate to analyzing and interpreting international politics in the Asia Pacific
- Demonstrate the ability to apply such theories of cooperation and conflict to contemporary political, economic, and social issues among Asia Pacific states
- Produce a final paper that demonstrates their ability to not only apply theoretical concepts to empirical cases, but also formulate their own critical arguments

#### 6. Literatures of East Asia (APS 635)

- Students should gain a familiarity with the basic features of literary expression in East Asia, and their transformations in modern China, Japan, and Korea; this should include an understanding of the methodologies that have shaped the discipline of literary studies in East Asia
- Students should understand the historical contexts that have nurtured the rise of modern Asian literatures, in particular the regional ethnic, social, cultural, and political factors that have shaped their development
- Students should develop the ability to analyze the themes and formal features of literary works, utilizing critical tools appropriate to the East Asian context
- Students should develop a sensitivity to the issues of class and gender equity, environmental destruction, changing ethical values, and other such areas, and be able to articulate the ways in which these have impacted the works of modern East Asian writers and filmmakers

#### 7. Society and Culture in the Contemporary Asia Pacific (APS 636)

- Acquire skills of close reading and interpretation of both academic and popular texts, demonstrate a capacity to develop a clear and persuasive argument both orally and on paper, and acquire a capacity to critically assess the strengths and weakness of an author's argument
- Critically engage in discussions of sociological and cultural theories as they relate to analyzing and interpreting Asian cultures and societies
- Demonstrate the ability to apply such theories to contemporary issues among Asia Pacific countries



- Produce a final paper that demonstrates their ability to not only apply theoretical concepts to empirical cases, but also formulate their own critical arguments

#### 8. Comparative Political Economy of East Asia (APS 646)

- Evaluate arguments linking governance institutions and political regimes to economic performance
- Use different theoretical perspectives in political economy to analyze the interaction of political and economic development in East Asia
- Explain the deeper causes of a wide range of economic policies, institutions, and performance in East Asia
- Develop original and coherent opinions on the politics of economic development in East Asia

At present, each instructor applies a set of rubrics to student written assignments and determines a grade. We have devised a “grading rubrics” checklist that faculty are strongly encouraged to use when reading student work at the end of the term (see **Appendix 10**).

The instructor then submits a representative sample of student work (usually 4 or 5 papers, with names and grades removed, covering a range of grades) to the academic director, who reads and ranks the papers using the course learning outcomes as the primary rubric. Papers are numbered, then charted on a graph that pairs course and program outcomes for each seminar. An example is copied below from the seminar “Comparative History and Modernization.”

<b>Learning Outcomes</b> (numbers equate with individual student essays)	<b>Poor Achievement of Outcome</b>	<b>Average</b>	<b>Good</b>	<b>Very Good</b>
develop and demonstrate a basic understanding of historiography (pertaining to modern East Asia) via careful readings and group-based discussions of important historical works		1	3	4, 2
apprehend and articulate how historical issues have shaped and continue to inform diplomatic as well as other kinds of interactions in East Asia.	3	1, 3	4	
develop and demonstrate an awareness of the complexities of modernization through class discussions, group presentations, and written work	3	2, 1	4	

The seminars are then charted on a table that indicates whether or not the program learning outcomes are in evidence in the seminar.

Program Outcomes	MAPS Courses, AY 2014-2015									
	Research Methods	Compar. Moderniz of E. Asia	East-West Global History	Cult. of Asia: Rel. and Phil	Quantitative Methods	Intl' Politics Asia Pacific	Soc. Culture Asia Pacific	Pol. Econ of Asia Pac	Human Rights in Asia Pacific	Ideologies & Encounters
"Students completing the MAPS program will have..."	APS 600	APS 601	APS 603	APS 605	APS 606	APS 620	APS 636	APS 646	APS 690	APS 690
1. an ability to apply research tools and methods to critically analyze topics within the interdisciplinary fields of Asia Pacific Studies.	X	X	X	X	X	X	X	X	X	X
2. facility in written and oral presentations regarding the sociocultural histories and traditions, political and economic patterns of development, organizational practices and behaviors, contemporary events, and national and cultural approaches to human rights, social justice, and environmental issues in the Asia Pacific region.		X	X	X	X	X	X	X	X	X
3. written and oral proficiency in an Asian language corresponding to the fourth semester of USF undergraduate courses, or the equivalent level in languages not taught at USF.										
4. practical experience in Asia-Pacific related contexts via opportunities for academic and professional development such as internships, fieldwork, conferences, symposia, public programs, class excursions and other types of experiential learning.	X		X	X		X	X	X	X	X

The final step in this process is the assessment report, to be completed at the end of each academic year. Following the three-year assessment plan mentioned earlier, we will complete a report in Spring 2016 in order to comply with university-wide requirements.

## E. Language Courses

No single set of learning outcomes can be applied to all of the language courses, given that a substantial proportion of our students possess competency that places them at an intermediate or even advanced level of coursework. The general guidelines for the baseline language proficiency goals in Chinese, Japanese, and Tagalog are administered in cooperation with the Department of Modern and Classical Languages at USF (all offered either in the MAPS or undergraduate programs, or in both) and are as follows:

### 1. Mandarin

- Ability to read and to use language software to write approximately 500 Chinese characters
- Ability to comprehend conversations on topics of daily life such as travel, hobbies, shopping, and education, and to comprehend radio and television programming on simple daily topics
- Ability to engage in conversations on daily life with appropriate vocabulary, correct grammar, and accurate pronunciation
- Ability to use varied sentence structures in writing short passages
- Familiarity with topics related to contemporary Chinese culture and society

### 2. Japanese

- Ability to read and write all *hiragana* and *katakana*
- Ability to read and write approximately 250 *kanji*
- Ability to use in speaking and to recognize in listening the grammatical patterns and vocabulary appropriate to the following communicative needs: conditional, necessity, desire, suggestion, preparation, embedded clauses, advice, causation, elementary politeness (including both honorific and deferential verbal and lexical forms),

informality (including the dictionary forms of all regular and irregular verb endings), request, time of occurrence (both relative and absolute), resemblance, prediction, giving and receiving (of services performed), attempts to perform an act, hearsay, counting (people, things, etc.)

- Ability to read and write journal entries, short essays, letters, and conversations

### 3. Tagalog

- Ability to understand Tagalog speakers talking about everyday experiences
- Ability to hold conversations about oneself, family, experiences, interests, and preferences
- Ability to read and understand texts dealing with personal, cultural, and social needs
- Ability to write with intermediate proficiency about daily activities and events in the community

## **F. Directed Studies**

An important part of how we deliver content and develop greater competency in a given topic is to offer directed studies. For a complete discussion, please see the “Curriculum” section II. L. in this self-study. Although directed studies are not evaluated in the USF course evaluation system, we plan to implement an internal evaluation that will help us ensure that directed studies courses contribute to overall program learning outcomes.

## IV. Faculty

### A. Demographics

MAPS faculty is currently more diverse than at any time in the Program's history. There has been no special effort or objective to achieve these results; rather, they developed according to circumstances, opportunities in the Program for full and part-time faculty, and other factors. We are fortunate to be in the San Francisco Bay Area where highly talented and qualified individuals are often available to help teach in the Program. We always seek a person with a Ph.D. or some considerable background in a business or non-profit field directly related to the Asia Pacific region.

Rank	Gender		Ethnicity				
	Male	Female	Asian	Multi-Race	Intl?	White	Not stated
Professor	5	1	2	1		3	
Associate Professor	2	2	2		1		1
Assistant Professor	1	1		1	1		
Adjunct Faculty	6	14	14		1	3	2
Kiriyama Fellow	1	1	1			1	
Grand Total	15	19	19	2	3	7	3

### B. Teaching

#### 1. List of Faculty and Courses (AY 2014-2015)

<i>Core and Elective Seminars*</i> Faculty	Course Titles	Course Units	Credit Hours
Dayna Barnes	Comparative Modernization of East Asia	4	4
Cyrus Chen	Society and Culture in the Contemporary Asia Pacific	4	4
Jaime Chua	Political Economies of Asia Pacific	4	4
	Intl? Dev. Management in Asia	4	4
David Kim	Cultures of East Asia: Religion and Philosophy	4	4
	*East Asia Human Rights Practices	4	4
Stanley Kwong	Critical Thinking in Business Environments	2	2
Genevieve Leung	Interdisciplinary Research Methods in Asia Pacific Studies	4	4
	*Ideologies and Encounters in Asia	4	4
Jean Lin	Intl? Politics of the Asia Pacific	4	4
	Society and Culture in the Contemporary Asia Pacific	4	4
Andrea Lingenfelter	*Translation Practicum	4	4

Cynthia Schultes	Interdisciplinary Research Methods in Asia Pacific Studies	4	4
	*Ideologies and Encounters in Asia	4	4
Jonathan Tang	Comparative Modernization of East Asia	4	4
Antoni Ucerler	Cultures of East Asia: Religion and Philosophy	4	4
	*East/West: Early Global History	4	4
Wei Yang	Literatures of East Asia	4	4
Sunny Wong	Quantitative Methods	2	2
<b><i>Language Faculty</i></b>			
Wenchi Chang	Mandarin	1-4	1-4
Keiko Sato	Japanese	1-4	1-4
Kyoko Suda	Japanese	1-4	1-4
Masako Shimizu	Japanese	1-4	1-4
Yachi Teng	Mandarin	1-4	1-4

## 2. Expertise

When reviewing the academic training, credentials, and topical expertise of MAPS faculty, there is considerable depth and breath for covering the Asia-Pacific from interdisciplinary perspectives. We have full-time assistant and associate professors teaching in the Program as well as a number of highly qualified adjuncts with degrees from top-tier universities. An adjunct with 32 teaching units to her credit can be listed as “PHP” (preferred hiring pool) and must, by contractual agreement, be given preference for course assignments over other adjuncts with less experience. By design, both core and elective seminars cover a broad spectrum of issues and ideas, which sometimes challenges faculty to develop competency in areas outside their disciplinary training (and comfort zones). It is also the case that pedagogies common to a graduate seminar at Berkeley or Stanford—such as heavy reading assignments, an emphasis on the history and intellectual development of a discipline, or a final grade based on a single, highly-detailed research project—must be adapted to the culture of student learning in MAPS. The academic and administrative directors remain in close contact with faculty, especially those new to the Program, so as to facilitate understanding of student expectations, program outcomes, and general pedagogies relevant to a two-year master’s degree.

For the language courses in Japanese, Chinese, and Tagalog, all instructors hold a minimum of the MA in linguistics, language pedagogy, or in language and literature, or journalism. (Please see **Appendix 14** for faculty profiles).

## 3. Teaching Assignments

The past five years of the Program have seen a number of personnel changes, some dramatic and others subtle. The Program’s core seminars continue as the foundation for knowledge and experiential learning about the Asia Pacific region but a number of elective seminars have been taught as well. At the risk of sounding repetitive, one of the Program’s greatest challenges is finding both full and part-time faculty who are able to teach on a regular basis. The Program has no dedicated FT faculty. In balancing expectations between an instructor’s home department and Program needs, it is largely up to the instructor to present a compelling case to

his/her Department Chair for teaching in the MAPS Program although MAPS Program administrators are willing and available to gently lobby when requested to do so.

Ensuring that core seminars have skilled instructors is the basis for making teaching assignments in the Program. It would certainly be more inviting for full-time faculty in a variety of departments if we could accommodate their expertise and interests to teach a topic of their choosing in the program, but we are driven by program outcomes and so must privilege these goals in determining our curriculum. When a full-time faculty member becomes available to teach in the Program and his or her expertise complements our program outcomes, we leave it to his or her discretion to negotiate with the home department.

At the time of the previous program review in 2010, there were high hopes that a half-time position would be created in the Center for a qualified scholar to teach the core seminar on international politics in the Asia Pacific. Two separate searches in the Politics department resulted in one being canceled by the Dean during a time of economic slowdown and the other resulting in a split-vote within the Politics department, ending in a failed search.

Nevertheless, during the short tenure of Angelina Yee as ED of the Center (2011-2012), she succeeded in securing a half-time appointment to be based in the Center designed to serve MAPS. A committee was formed to begin overseeing a national search but the appointment of Fr. Antoni Ucerler, S.J. by the Dean of Arts and Sciences in 2013 made the search unnecessary.

With the “rise of China” and growing political awareness of the opportunities and challenges in the Asia Pacific region, it is reasonable to assume increased public interest in interdisciplinary graduate programs like MAPS. If MAPS is going to grow in the coming years and accommodate another five-to-ten students in the residential program (but perhaps many more online; see Section XII, “Comprehensive Plan for the Future”) it will have to rely upon more full-time faculty with a vested interest in the Program. Stated more succinctly, the Program would benefit tremendously by having faculty who are contractually-committed to teaching, research, and service in MAPS as well as to a home department.

#### **4. Teaching Loads and Interdisciplinary Concerns**

Many Arts & Sciences faculty with expertise in Asia have been able to teach a seminar in the Program that incorporates their topical and disciplinary specialties. MAPS foundational seminars receive the most emphasis and so full-time faculty are always sought to teach these courses. At the same time, we have tried to utilize expertise and topics that complement core seminars through elective options. Students enjoy the variety and opportunity to gain knowledge in a specialized area even though it may be somewhat tangential to their career objectives.

At all times, we attempt to provide a balanced and interdisciplinary approach to the study of the Asia Pacific. Seminars give students and faculty the opportunity to use foundational academic disciplines—history, literature, society and culture, politics, economics, and religion/philosophy—to provide intellectual tools of analysis and interpretation.

## 5. Faculty Satisfaction

Based on responses to the Faculty Survey administered in October 2015 (see **Appendix 8**), generally speaking, faculty seem pleased and satisfied to be teaching in the Program. Even though the MAPS curriculum comes first, this is rarely an issue since faculty understand the core seminars are the foundation around which the entire Program is constructed. Faculty can shape existing core seminars in ways they think are effective, and no doubt this is an attractive part of teaching in the Program. While faculty may be satisfied with their course content and teaching, if student evaluations (and observation reports by visiting administrators) do not validate the instructor's opinion about the success of a course, then some revisions are required and are completed in collaboration with Program administrators.

### C. Curricular Flexibility and Teaching

With the implementation of the new curriculum in Fall 2015, a greater emphasis on two concentrations will necessarily shape what electives are offered in the future. According to the Associate Dean for Academic Effectiveness assessment, the courses a program offers must be in alignment with its program outcomes and mission. Faculty interests and teaching expertise does not have priority to redirect program learning outcomes. Thus in the future, it is possible that the curriculum will become more focused on delivering content designed specifically for the two concentrations.

The flexibility of course content is an ongoing concern in the Program, due in part to our reliance on adjunct faculty to deliver a major portion of the curriculum. Core seminar titles remain constant and, ideally, course learning outcomes should remain consistent from semester to semester. It has been the case that when a new faculty member assumes responsibility for a particular seminar, they naturally want to incorporate their own perspectives and experience as a way to exert some ownership over the course. This is generally not a problem and can help to revitalize and update our seminars with new scholarship, current trends, and contemporary issues, not to mention the research and publications of the instructor.

At the same time, we have to be alert to curriculum "drift," so that new course content does not detract from or compromise the central focus of a seminar. For example, the course content of a recent elective seminar had to be realigned (Chinese literati scholars would say 'rectified') with its title. Two of the main concepts in the title were not adequately represented in the course, which meant that students would not gain sufficient exposure to these two thematic areas related to East Asian cultures and societies.

The following table indicates the degree of faculty continuity one academic year to the next over the period 2011-2014. It should be obvious there is turnover but also some stability. The reasons why one faculty member stops teaching a course are varied and, in some cases, confidential. Program reviewers are encouraged to consult with the Associate Dean or the Academic Director for more details.

Seminars	2010	2011	2012	2013	2014	2015
601: Comp. Modernization	Sawada	Sawada	Sawada	Barnes	Barnes	Teng
605: Religion and Philosophy	Wu	Wu	Wu	Wu	Kim	Ucerler
620: Intl. Politics	Lee	Lee	Kuo	Sharma	Lin	Lin
635: Literature	Roddy	Roddy	Roddy	Roddy	Roddy	Yang
636: Society & Culture	Mallas	Mallas	Mallas	Mallas	Lin	Chen
640: Econ. of East Asia	Kaur	<i>Made inactive</i>				
646: Political Economy	<i>Not offered</i>	<i>Not offered</i>	Chua	Chua	Chua	Chua
690: Special Topics	Sawada	Shin	Huang Sugiura	Sawada	Ucerler Leung, Schultes	Kim Wong Lingenfelder
<b>Language Classes</b>						
Mandarin	Tsao	Tsao Chang	Chang	Teng	Teng	Teng Chang
Japanese	Nicholson Sato	Nicholson Sato	Sato	Sato	Sato	Shimizu

#### D. Technology and Teaching

We are currently in the middle of pedagogical experiment regarding the role of technology to extend learning opportunities beyond the classroom. As of this writing, the jury is still out on the effectiveness of “flipped classroom” approaches and pedagogies for MAPS students, but with one core seminar currently employing these teaching techniques, we will be assessing them thoroughly through regular evaluation procedures and more informal student surveys. A general discussion of technology relevant to MAPS (such as the Canvas website) can be found in Section IX titled “Technology.”

#### E. Monitoring Teaching Effectiveness

At the time of this self-study, the Program relies on USF-administered evaluations given to students in all classes at the end of each semester. Due to USF Faculty Association restrictions and other guidelines, program administrators can see evaluations for part-time but not full-time faculty teaching in the Program. Even this information is confidential and must be requested from the Dean’s office. Here, we can only indicate some general trends among the five adjunct faculty who were evaluated and whose data is available. Due to a university-wide shift in evaluation procedures from 2014 to 2015, the questions and scores are not the same for faculty evaluated in the fall and in the spring. To facilitate comparison, the table below utilizes general themes rather than specific language in the categories of evaluation.



Evaluation Themes  Italics represent current evaluation language; numbered items are from the old SUMMA evaluation (discontinued in Spring 2015). The two systems use a different scale of evaluation.	Regular font is the faculty score; italics is the College of Arts and Sciences average. There is no separate survey for evaluating graduate program faculty only.				
	A	B	C	D	E
<i>The course's subject matter was covered in a clear manner.</i> 11. The course appears to have been carefully planned	4.54 <i>4.50</i>	5.31 <i>5.24</i>	4.54 <i>4.50</i>	5.50 <i>5.28</i>	4.54 <i>4.50</i>
<i>Course sessions were well prepared.</i> 9. The instructor seems to be well prepared	4.60 <i>4.70</i>	5.38 <i>5.28</i>	4.60 <i>4.70</i>	5.50 <i>5.28</i>	4.60 <i>4.70</i>
<i>Feedback in this course was constructive.</i> 17. The instructor provides useful feedback on student progress	4.38 <i>4.52</i>	5.38 <i>5.20</i>	4.38 <i>4.52</i>	5.50 <i>5.20</i>	4.70 <i>4.33</i>
<i>This course motivated me to learn.</i> 13. I looked forward to attending this class	4.14 <i>4.60</i>	5.06 <i>5.13</i>	4.14 <i>4.60</i>	5.69 <i>5.13</i>	4.60 <i>4.14</i>
<i>This course contributed to my understanding of the subject matter.</i> 18. In this course, I am learning much.	4.44 <i>4.56</i>	5.15 <i>5.18</i>	4.44 <i>4.56</i>	5.69 <i>5.18</i>	4.44 <i>4.21</i>

It is unclear when the internal instructor evaluations were halted. As late as 2011 they were administered twice each semester but only for new adjunct faculty. A protest by one adjunct faculty about the selectiveness of the evaluation and how it was administered led to ending it.

A more recent internal survey (see **Appendix 2**) given in the fall of 2014 to 38 MAPS students had 16 responses but did not yield information that caused Program administrators to alter existing plans, personnel, or program objectives. Its intention was to give students a way to communicate their impressions and opinions about the program in an anonymous manner, and thus provide insight difficult to gain in other, more formal venues. The survey was promoted on several occasions, and a link sent to each student enrolled, but it's possible the low response rate was due to end-of-semester obligations and thus not a priority for students. We did not repeat the survey in the fall of 2015 but plan to try another one once the 2016 spring semester is completed.

The teaching effectiveness of instructors delivering the MAPS curriculum is monitored by Program administrators as well as by individual faculty. The old SUMMA evaluations were quite detailed in assessing instructors' professional demeanor as well as classroom practices, whereas the new Blue-X survey is more focused on outcomes and organization rather than instructor effectiveness. Some instructors administer their own evaluations to students at mid-and-end of term. Clearly, it would be in the Program and individual instructor's best interests to establish a policy of (internal) mid-semester evaluations for adjunct faculty. These evaluations would be particularly helpful for adjunct faculty who are new to the program. It is often the case in higher education generally that the perceptions of instructors and students vary widely about the effectiveness of a course. In coming semesters, the MAPS program will endeavor to be much more proactive and accurate about how we assess student learning.

MAPS faculty are responsive and involved in student learning beyond the classroom through a variety of means. The Canvas learning technology is highly interactive, allowing students to communicate with faculty via email at any time. Additionally, faculty provide informal advising to students, supervise directed study projects that range from two to four credit units, and occasionally mentor students in their career preparations and placements, whether through letters of recommendation or more hands-on networking and advice.

## F. Research

The following summaries of faculty research include individuals (\*) who taught in MAPS during AY 2014-2015 but who have moved on to other opportunities.

**Dayna Barnes\*** completed her Ph.D. in International History at the London School of Economics, where she also received an MSc in the Theory and History of International Relations. Her most recent publications are *The Coming Occupation: America and Japan, 1937-1945*, Cornell University Press, forthcoming. "Think Tanks and a New Order in East Asia: The Council of Foreign Relations and the Institute of Pacific Relations During World War II," *Journal of American-East Asian Relations*, (July 2015). "Plans and Expectations: The American News Media and Postwar Japan," *Japanese Studies*, (December 2014).

**Wenchi Lin Chang** is a PHP (Preferred Hiring Pool) Adjunct Professor in the Chinese language program. She received her MA in Chinese from San Francisco State University in 2008; she also has a BA of Chinese Literature and holds two certificates of Training Program for teachers of Chinese as a foreign language in Beijing Normal University and National Taiwan Normal University. Wenchi proofread a series of textbooks of Beginning to Advanced Chinese, produced audiotapes and videos of Beginning to Advanced Chinese for Korea National Open University and Korean Broadcasting System. She has presented her research at the 2008 ACTFL Convention and at the CLTAC Spring 2010 conference. Her current research projects are 'The relationship between corrections of pronunciation and student learning styles' and 'The analysis of common mistakes in Chinese characters writing.'

**Cyrus Chen** received his doctorate from U.C. Berkeley in 2013 and is a historian of modern Northeast Asia. He is also a professional photographer. His research interests include: the history of travel and photography; Jin Yufu (1887-1962); intellectual networks, railroads, and the shaping of ethnoracial historiographies in modern East Asia; and Lin Li (1913-2001) and the "One Character a Day" program in postwar Taiwan.

**Jaime Chua** received his Doctorate (2010) in interdisciplinary studies of Economics and Management from the Case Western Reserve University. His recent research activities relate to the microeconomic foundations of regulatory reform in Indonesia, and the local political dynamics of community-based development in conflict areas in the Philippines. Dr. Chua is a Senior Director of the Public Sector Development Services at the Asia Foundation (San Francisco) where his responsibilities include leading or facilitating program design, contract negotiations, and program evaluation in economic and governance reform in Southeast and South Asia.

**Brian Komei Dempster (Director of Administration)** is a professor of rhetoric and language and a faculty member in Asian Pacific American Studies at the University of San Francisco (USF), where he also serves as Director of Administration for the Master of Arts in Asia Pacific Studies. He received the Distinguished Teaching Award (along with Ronald Sundstrom) in 2010. Brian is editor of both *From Our Side of the Fence: Growing Up in America's Concentration Camps* (Kearny Street Workshop, 2001), which received a 2007 Nisei Voices Award from the National Japanese American Historical Society, and *Making Home from War: Stories of Japanese American Exile and Resettlement* (Heyday, 2011). *Topaz*, his debut book of poetry, was published

by Four Way Books in 2013 and received the 15 Bytes 2014 Book Award in Poetry. His work—as a poet, workshop instructor, and editor—has been recognized by grants from the Arts Foundation of Michigan and the Michigan Council for Arts and Cultural Affairs, the California State Library's California Civil Liberties Public Education Program, the Center for Cultural Innovation, and the San Francisco Arts Commission. Brian has also been awarded scholarships to the Bread Loaf Writers' Conference and served as a fellow at the Frost Place Conference on Poetry.

**David H. Kim** received his Ph.D. in philosophy from Syracuse University and is currently Associate Professor of philosophy and Director of the Global Humanities Initiative at the University of San Francisco. His teaching and research interests include: moral psychology, political philosophy (especially issues of race, democracy, and coloniality), and comparative philosophy (especially the interface between Western thought and that of modern Asia and the Global South). He is a leading voice in East-South comparative philosophy, with a recent essay on the Latin American political theorist, “José Mariátegui’s East-South Decolonial Experiment.” This work has led to a plenary panel invitation in an Asia-focused philosophy organization and an invitation to join the board of the Caribbean Philosophical Association, which focuses mostly on philosophies of the Global South. His advocacy efforts have led to an interview with George Yancey on Asians, Asian philosophy, and multiculturalism in America titled “The Invisible Asian” in *The Stone, The New York Times Opinionator*, October 8, 2015. David’s current focus is on 19<sup>th</sup> and early 20<sup>th</sup> century Korean political philosophy and on East-South comparative philosophy.

**Stanley Kwong** is a Preferred Hiring Pool (PHP) Adjunct professor in the USF School of Business and Management, with an MBA from USC, Los Angeles. Dr. Kwong was quoted and interviewed by media such as Wall Street Journal, Huffington Post, China Daily, CCTV, Swiss National Radio on the subjects of China Branding and Chinese Oversea investments. He serves as the Strategic Advisor to the Bay Area Council as well as to ChinaSF. Stan was also part of California Governor Jerry Brown’s Delegation to China.

**Genevieve Leung** received her Ph.D. in Educational Linguistics from the University of Pennsylvania in 2012. Her research interests include linguistic anthropology, Cantonese linguistics, intergenerational language maintenance, and Chinese American history. Genevieve has published research articles in *Bilingual Research Journal*, *Journal of Chinese Overseas*, and *Language and Education* and is on the editorial board of the Chinese Historical Society of America's journal, *History & Perspectives*.

**Jean Lin\*** received her doctorate in the Department of Sociology at the University of Chicago in 2015. She received her Masters degree in International Relations from the University of Chicago. She left the MAPS program to take a postdoc at Stanford for the academic year 2015-2016. Her research interests include social movements (political, labor, environmental), comparative political sociology, non-governmental organizations, leadership structure and behavior, and East Asia.

**Andrea Lingenfelter** holds a Ph.D. in East Asian Languages and Literature from the University of Washington. She is a literary translator and scholar of contemporary Chinese literature and culture and a past USF Kiriyama Fellow (2013-2014). Her published translations include *The Kite Family* (2015), *The Changing Room: Selected Poetry of Zhai Yongming* (2012 Northern

California Book Award winner), *Farewell My Concubine* (by Lilian Lee), and *Candy* (by Mian Mian). Her book length collection of translated short fiction by Hong Kong surrealist Hon Lai Chu, *The Kite Family*, for which she was awarded an NEA Translation Grant in 2014, is to be published in the fall of 2015. Dr. Lingenfelter is currently translating Wang Anyi's historical novel *Scent of Heaven* for Penguin. She continues to work with poets and fiction writers from around the Sinophone world, including Cao Shuying (Hong Kong), Wang Yin (Shanghai) and Han Bo (Shanghai).

**John Nelson (Academic Director)** is professor of East Asian religions in the Department of Theology and Religious Studies at the University of San Francisco. He received his Ph.D. in sociocultural anthropology from U.C. Berkeley. He is the author of *Experimental Buddhism: Innovation and Activism in Contemporary Japan* (2013, University of Hawaii, co-winner of the Numata Prize for "outstanding book in Buddhist Studies), two books on Shinto in contemporary Japan (*A Year in the Life of a Shinto Shrine* [1996], and *Enduring Identities: the Guise of Shinto in Contemporary Japan* [2000]), numerous articles, and has produced two short documentary videos, "Spirits of the State: Japan's Yasukuni Shrine" (2005) and "Japan's Rituals of Remembrance: 50 Years after the Pacific War" (1997). He also co-edited the reference volume titled *Handbook of Contemporary Japanese Religions* (Brill, 2012).

**Stephen Roddy** has a Ph.D. in Comparative Literature from Yale and studies the cultural and scholarly interests of literati elites in China, Japan, and Korea of the 18<sup>th</sup> through the early-20<sup>th</sup> centuries. His monograph *Literati Identity* (Stanford, 1998) explores the writings of various late-imperial Chinese intellectuals alienated from both state and society. More recently, he has produced articles on literati tea (*bunjincha*) in Japan, the cosmopolitanism of several 19<sup>th</sup> century Chinese poets and classical scholars, the implications of homoerotic practices for competition in the Qing examination system (*keju*), and a late-Qing defense of examination essay writing (*baguwen*).

**Cynthia Schultes** received her Ph.D. in History from George Washington University and teaches courses in historiography, research methods, rhetoric, and English as a Second Language (ESL) in the Master of Asia Pacific Studies Program and the Rhetoric and Language Department. Her research interests include the eighteenth-century British Atlantic world, modern Japan, and ESL learning.

**Masako Shimizu** received a B.A. in Japanese literature from Keio University (Tokyo) and an M.S. in Journalism from Boston University. She began her journalism career at the *Yomiuri Shimbun* in Tokyo, reporting on East Asia-Japan relations and US-Japan relations, with a focus on national security. She later joined TV Asahi and also contributed to CNN's World Report. She investigated Vietnamese refugee community and exploitation of Thai migrants by traffickers in Tokyo, leading to her lasting interest in diaspora all over the world. Since moving to the US, she has written stories on a variety of international and cross-cultural issues. She is currently a correspondent for the Kyodo News Service.

**Kyoko Suda** is Assistant Professor and former director of the Asian Languages Program. She received her Doctorate in Education at the University of San Francisco in December of 2003. She also holds a license to teach Japanese Tea Ceremony (Omote Senke). Her areas of specialization are second language acquisition, computer assisted language learning, and Japanese Linguistics.

**Jonathan Tang** is a doctoral candidate in the Department of History at the University of California, Berkeley. His research centers on the political and military history of the early republican period of Chinese history with a focus on Hunan province. He earned his undergraduate degree from Harvard College and his Master's from Columbia University. Before coming to the Bay Area, Jonathan studied and worked in Beijing for four years. Courses he has taught include Chinese History from Neolithic times to the Present Day, and Ethnicity, Nationalism, and History in Modern East Asia.

**Yachi Teng** is an adjunct instructor in the Asia Pacific Studies program at the University of San Francisco. She received her Ed.D. in Second Language Acquisition from the University of San Francisco in 2009 and her M.A. in Foreign Language Teaching from the University of Pennsylvania in 2005. Her teaching and research interests include second language acquisition, online/distance language learning, and multimedia language learning. She published *The Relationship of Reading Methods and Learning Styles*, (VDM Verlag), in 2011.

**M. Antoni Ucerler, S.J.** is Associate Professor of East Asian studies and Director of the Ricci Institute for Chinese-Western Cultural History at the University of San Francisco. He received his D.Phil. from the University of Oxford, where he is Visiting Fellow at Campion Hall and continues to supervise doctoral students in the Faculties of History and Oriental Studies. He has published widely in several languages, including in Japanese, on themes related to the early modern Christian history of Japan. He has co-authored *Pedro Gómez's Compendia for Japan* (Tokyo: Ozorasha, 1997) and edited several volumes on related topics, including *Christianity and Cultures. Japan and China in Comparison* (Rome: IHSI, 2009). He serves on the editorial board of several prestigious journals, including *Monumenta Nipponica* (Tokyo) and *The Journal of Portuguese-Japanese Studies* (Lisbon).

**Sunny Wong** is a professor in the Department of Economics at the University of San Francisco. He received his Ph.D. degree in Economics from the University of Oregon in 2002. Professor Wong is also an honorary instructor at the Essex Summer School in Social Science Data Analysis and Collection at the University of Essex in England, and is currently serving as a research associate in the Hobby Center for Public Policy at the University of Houston. His teaching and research interests include monetary policy, learning dynamics, business-cycle theory, and foreign direct investment. Professor Wong has published research articles in academic journals including *Economic Inquiry*, *Economics Letters*, *Macroeconomic Dynamics*, *American Journal of Political Science*, *Political Research Quarterly*, *World Development*, and other journals. He published a book, *The Role of Policymakers in Business Cycle Fluctuations* (Cambridge University Press), with Prof. Jim Granato, in April 2006.

## 1. Factors Influencing Faculty Research

Four factors have a significant effect on faculty research at USF. The first two are typical for scholars at all institutions: time and funding. The third is a heavy emphasis on service, and the fourth is a bit unique for USF in particular because it involves our faculty union. Each of these topics will be addressed briefly.

Conducting research and publishing the results is a contractual obligation of full-time faculty at USF. While term faculty oftentimes still carry out research they are expected to focus on

teaching and service; adjunct faculty's primary responsibility is teaching pedagogy. Full-time faculty are fortunate at USF to have the Faculty Development Fund, drawn from dues paid by members in the USF Faculty Association (USFFA). The fund is quite liberal in doling out support, even to faculty with little record of accomplishment.

For faculty members who show achievement in carrying out research projects, teaching, or initiatives serving the College or university, they join a select group of peers who administrators know are capable of advancing what might be termed "the greater good." As a result, service expectations ramp up and can be taxing on the time it takes to do research and teach effectively. According to the Collective Bargaining Agreement (Article 22.1), full-time faculty are expected to work 40-45 hours each week throughout the academic year on activities related to teaching, research, and service.

The last factor impacting research is the USFFA's policy of rejecting merit-based pay raises for productive faculty members. Stated bluntly, there is no incentive (beyond contractual obligations) or repercussions for tenured faculty who do not conduct research and have no active publishing agenda. Unlike colleagues in Europe whose full-time appointments can be jeopardized by failing to publish, faculty at USF (and many other institutions of course) have much more leeway in how they pursue research agendas.

In the MAPS program, we are fortunate to have a number of productive scholars with international reputations teaching for us. As might be expected, these qualifications have appeal for highly motivated applicants and lead to fruitful collaborations while a student is enrolled in MAPS.

## **2. Disciplinary Changes Affecting the Program**

Within the MAPS Program, the research interests of our faculty are necessarily grounded in the academic disciplines of their home departments or their publishing agendas and audiences. As a result, our seminars have become more theoretically rigorous and intellectually challenging. While this can be challenging for our multilingual students who sometimes struggle with academic English, our domestic students are usually stimulated and thrive on concepts seen as relevant for interpreting and analyzing society, politics, and culture. For example, five years ago, the concept of 'globalization' was gaining traction in the Program. It is now standard fare in most if not all of our seminars, replacing 'internationalization' as a concept better aligned with contemporary political, economic, technological, and cultural dynamics. Models of international relations is another example where seminar content must respond to recent scholarship because students are expected to employ these models in empirical research both in the Program and after graduation.

A final example of how disciplinary change affected the Program can be found in the renaming of the Center in 2014. Moving beyond the outdated paradigm of "the Pacific Rim," which was popular in the 1980s when the Center was founded, was seen as vitally important to project a timely and contemporary conceptualization about the Asia Pacific region.

## **G. Service**

At present, and to the best of my knowledge, there are no faculty appointments specifically for the MAPS program. Since the category of ‘service’ is relevant for faculty in their home departments, this topic does not apply to faculty teaching in an interdisciplinary program like MAPS.

## **H. Relationships with Other USF Departments and Programs**

There are three key areas where inter-university relationships are very important for the continued success of the Program: departments, programs, and administration.

Without the cooperation and understanding of departmental chairs accommodating the wishes of full-time faculty to teach in MAPS, the Program would be dependent entirely on adjuncts. A unionized faculty at USF means that an individual has the right to pursue teaching options and affiliations outside his or her home department, but to do so without tacit departmental approval (even though not officially required) would create personal and professional tensions. Program administrators take care to explain carefully to department chairs why a given faculty member is suited for a particular seminar, and how their expertise can help strengthen the Program. As long as the other class taught remains in the department, there continues to be full cooperation and support for our mission.

The Program’s other key relationships are with what might be called our “peers” in the College. These include the Department of International Studies and its Master’s program (MAIS, started in 2009) and the Master’s of Business Administration, offered by the School of Management, and the Asian Studies program. The MBA is explained in some detail at I.B.2 in the section on “Curriculum” so here it will suffice to say that this program remains attractive for many of our students despite the extra time involved (three years to complete instead of two for MAPS).

The graduate program in MAIS has a reciprocal agreement with MAPS in that qualified students in both programs are able to take seminars in the other program as electives towards their respective degree requirements. MAIS students must take one “area based” seminar and can meet this requirement in MAPS. Although MAIS is currently undergoing some internal reorganization following a program review, it makes sense to find additional ways that our students can benefit from the overlapping strengths of each program. Finally, we strive to maintain cordial and collaborative relationships with various associate deans and administrators in the College of Arts and Sciences. We are grateful for the many kinds of support and understanding of our programmatic needs exhibited by our supervisors and administrators.

In the coming months, the Program will explore other affiliations on campus at the graduate level and consider seminars in those programs as elective options for MAPS students. In particular, Urban Affairs and the newly launched Migration Studies could both hold interest for MAPS students focusing on NGO/NPO research and career possibilities. We have also encouraged students interested in policy and law to make contact with faculty in the USF School of Law. Some flexibility is important for elective choices, but we are increasingly confident we can supply these needs within the Program itself.

## **I. Interdisciplinary Issues**

One of the ongoing challenges for an interdisciplinary program like MAPS is to maintain program coherence when faculty members come from different departments. The various methodologies, paradigms, and subfield specializations they bring to their topics and teaching assignments are seen not as problems but as resources to enhance the academic skill sets of our students. From the Fall of 2015, the Program has a renewed emphasis on assessment and program outcomes, and through continuing faculty meetings we maintain dialogue and discussion about key issues relevant to all faculty.

It would be prudent and proactive to draft a policy statement, with the help of the academic advisory committee, to orient faculty members on the topic of program coherence. With the addition of two new adjunct faculty members in Fall 2015, it is clear there is sometimes what might be called ‘academic distance’ between the general orientation we provide about the program, students, and learning cultures to what actually happens in the seminar. The Program and its students benefit from fresh ideas about pedagogy and course delivery, and yet it is important to maintain the continuity and integrity of core seminars from year to year.

At present, the only supervision regarding MAPS courses is for the academic director to survey syllabi at the start of the semester. Faculty members do cooperate with this request but oftentimes deliver their syllabi at the last moment and then only after numerous follow-up appeals. At that point, it is generally too late to make any major changes. The second part of ongoing course supervision will be a regular assessment plan.

## **J. Recruitment and Development**

According to the USFFA Collective Bargaining Agreement, all full-time faculty positions are first configured and then advertised by existing academic departments following permission from the Dean. In rare cases where a new hire is expected to teach in MAPS, Program-affiliated faculty may be requested to participate as a member of the search committee.

At the time of the previous self-study, it seemed likely that a new position in International Politics with an emphasis on East Asia would produce a shared appointment. After two attempts (the first one aborted by the Dean’s office and the second one by divisions within the department) the position was withdrawn. To date, there is no full-time faculty on campus who conducts research and teaches courses with a sustained focus on the politics of East Asia.

The Program does, of course, conduct searches for adjunct faculty as the need arises and hires them with the approval of the Associate Dean of Arts and Sciences. Positions are advertised online in the jobs section of H-Asia, as well as being broadcast to peer institutions and faculties in the area, and to any scholars and colleagues who we believe may know of credible candidates. Based on CVs, teaching evaluations, and recommendation letters, the Program directors then invite suitable applicants to an interview and in-class presentation that combines research interests with teaching. When an instructor is chosen the name and CV are forwarded to the Associate Dean's office for approval. Whenever possible, consideration is given to candidates who are (or will be) local and who may be in a position to teach in the following years if the first course proves successful.



Once a new faculty member joins the MAPS community, we make a special effort to accommodate their teaching style and topical interests within the general program outcomes. For example, someone interested in “flipping” a class based on previous teaching success at another institution is given the green light to do so, with the provision that this method will be assessed at the end of the term. We sometimes learn mid-semester (or sooner) how seminars are going in casual conversations with our students and/or through class observations by the Academic Director. If necessary, we follow up with the instructor and collaborate on tweaking course content or teaching methods.

The terms of the contract specify the length of the appointment, but we emphasize that an extension/renewal is possible depending on evaluations of the course by students and detailed observations made after a visit by the academic director.

## **V. Governance**

The Program is organized around achieving its mission statement objectives and advancing the academic training and career goals of our students. To further those objectives, the following support and administrative structure is in place: two directors for the Program, one staff person, an academic advisory committee, and regular meetings among Program faculty. After a brief discussion of duties and responsibilities that provide institutional context, Program governance will be discussed.

Based on job descriptions written in 2008 (in need of updating) the director of administration is in charge of student recruitment, relations with Graduate Programs and central planners on campus, updating the Program website, Program promotion, student advising, directed studies, liaison work with other program directors, participates in faculty meetings, manages course assessment processes, organizes and leads new student orientation, works close with the College Graduate Programs coordinator, develops and manages the Program’s professional development components, provides career counseling, meets with prospective students visiting campus, serves as a member of the Graduate Council, manages the Program budget.

The academic director handles curricular development, advising for current and prospective students as well as those interested in pursuing more advanced degrees, assessment, facilitation and training for conference presentations, recruitment, liaison work with other program directors on campus and elsewhere, oversees directed study projects, leads program assessment, participates in new student orientation and fellowships awards, reviews all program promotional and outreach materials, and meets periodically with the Associate Dean.

Both administrators are appointed by the Associate Dean and serve for unspecified terms. Each administrator receives one course release per semester.

The academic advisory committee was established by the Dean’s office in 2013 to help facilitate discussion and passage of revisions to the Program curriculum and has continued into the present day with the same appointments. Most of these individuals do not teach in the Program. When major issues arise, they go first to the advisory committee and then to the general faculty for consideration and feedback. During the previous academic year, the advisory committee met on average of three times a semester.

The Program has not established its own by-laws or other protocols for its operations. We feel the current administrative structure suffices for curricular, faculty, staff, and programmatic objectives. In the early years of the Program (1993-1999), governance tended to follow the model of academic departments, with deliberation and even votes taken among the faculty on matters of special importance, but with ultimate authority and accountability resting with the ED of the Center. Now that the ED of the Center is on the advisory committee and is available for regular consultations on matters of fellowships, special programs, and so forth, there is no longer oversight of the Program from that office. On questions such as course staffing or curricular matters, the MAPS Administrative Director, Academic Director, and Associate Dean jointly consult before taking any decisions.

In the future, we plan to implement a more formal governance structure, with renewable term limits on administrative appointments and an updated list of responsibilities and duties.

## **VI. Students**

### **A. Applicants to the Program**

As noted earlier in the brief history of the Program, the original idea was to provide working adults with the opportunity for graduate education on East Asia. Japan's economic expansion was in the news daily, causing both alarm and strategic thinking that could identify opportunities for business, diplomacy, security and so forth with attention to cultural differences and traditions that higher education could identify. The rise of China in the opening years of the 21<sup>st</sup> century—alongside the global reach of Japan, South Korea, and Southeast Asian “tigers” like Singapore, Kuala Lumpur, and Manila— has kept the Asia Pacific Region in the headlines for mostly economic and security-related reasons rather than armed conflict. San Francisco has long served as a gateway to the Asia Pacific region and is home to numerous immigrant communities, business enterprises of all sizes and configurations, non-profit and non-governmental organizations, state and federal offices, and a culture of tremendous and ongoing innovation.

With all these orientations—ranging from academic to business to the public sector— intrinsic to the Program and its host institution of USF and location, we see fairly consistent patterns in the application process. For many applicants, it is a life-changing and transformative experience to take on the complexities and challenges of living in San Francisco while attending the Program.

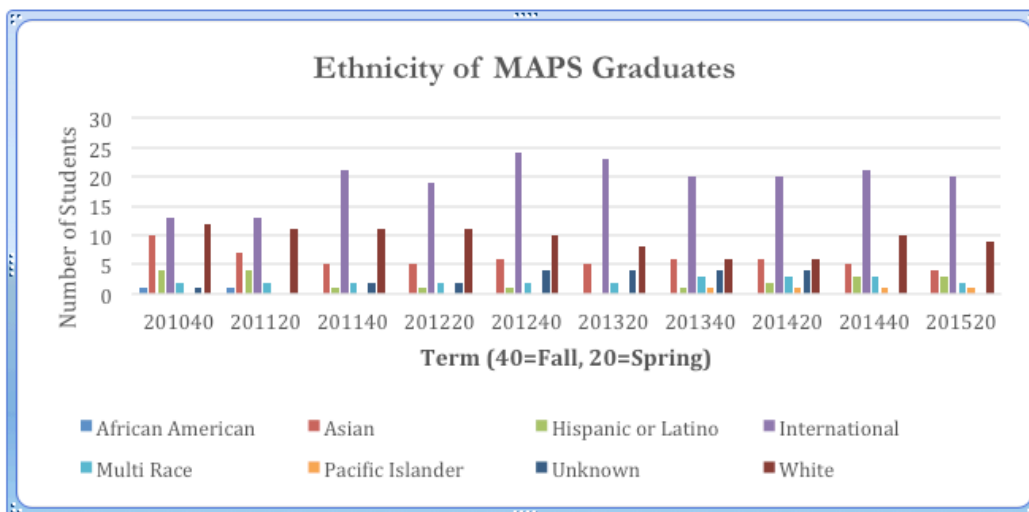
Students best suited for success are those who have the following characteristics:

- a strong academic background (and/or evidence of future academic success)
- some previous experience with the academic study of Asia
- intermediate (university-level) skills in an Asian language
- a period of brief residence or even travel in the Asia Pacific region
- work experience outside a university context
- multi-tasking skills and a high degree of discipline and motivation

While we do not specify these characteristics about applicants on the MAPS website, it seems a majority engage in some self-scrutiny before applying so that most individuals have several strong points that can work to their advantage in a competitive admissions process. Very few applicants have undergraduate degrees in Asian Studies, though a few have degrees or at least minors in Asian language. However, almost all students have personal experience in Asia, are from Asian ethnic backgrounds, or are actually from countries in the Asia Pacific region.

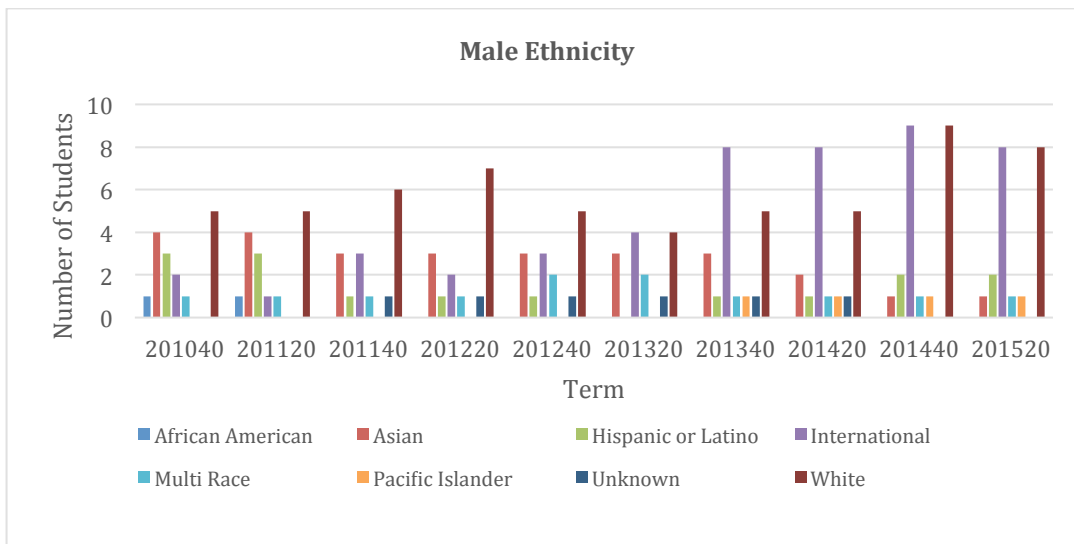
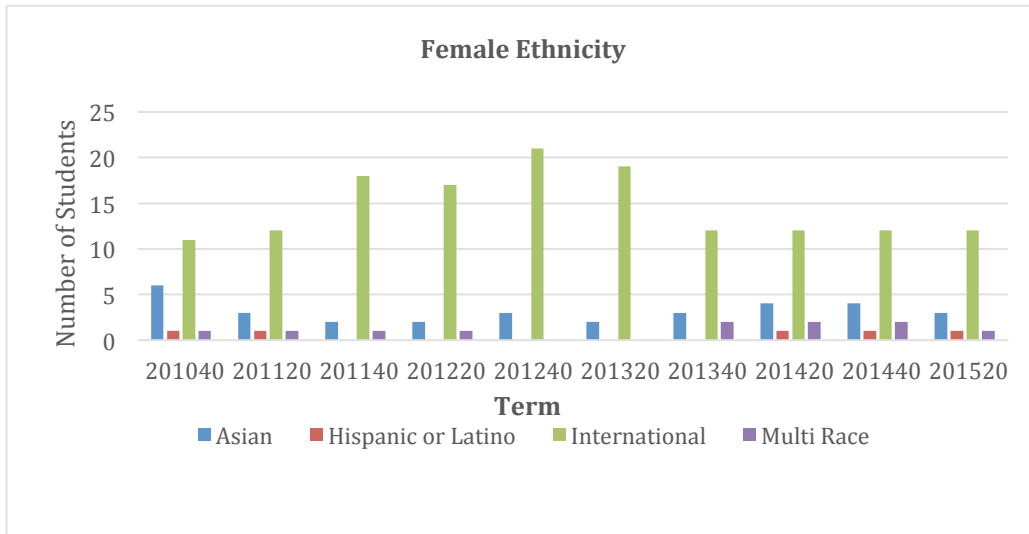
## B. Student Diversity

This self-study has noted in Section 4.A a significant degree of diversity that now feels entirely normal for the Program (from the perspective of an administrator). While people of color are underrepresented (due in part to a lack of interest in studying the Asia Pacific), the Program does not have pronounced ethnic or racial disparities among its students, as evidenced by the table below:



The chart makes obvious the degree to which international students provide the greatest source of diversity within the Program. This topic is addressed in greater detail later in this section at letter I.

Gender differences are weighed on the side of women students at a ratio of almost 3:2 over the past five years: 61 women and 43 men.



### C. Recruiting

From an administrative perspective, there is no topic more important, labor-intensive, and time-consuming than recruitment. The success and continuation of the entire Program depends on it. Although the *Guidelines* do not require a discussion, it is worth spending a few minutes summarizing the various features of this labor-intensive endeavor.

The recruiting season begins in the fall semester when interested individuals submit inquiries through USF Grad Program websites (or links to those sites) about the Program. We receive information from Grad Programs that a certain number of people have clicked on a USF web link or advertisement about MAPS. Since 2014, this list has then been used to generate a personalized email solicitation from the director of administration (via Grad Programs).

Based on the current director of administration's recruiting experience beginning in 2013 and extending to the present day, we have opted for two application deadlines: a priority deadline (Feb 1) and a final deadline (April 1). (The program accepted students in the spring semester until 2012 but this is no longer the case.) Even after the final deadline, we still accept applications on a space-available basis. When students read the MAPS website about applying to the Program, they learn quickly that the "priority application" deadline has a much higher chance of positioning their application to receive scholarship support covering some tuition costs. Thus, a majority of our applications arrive between January and April.

The MAPS [website](#)—with our three-minute new [promotional video](#) completed in February 2016— is the main tool we have for recruiting at this time. We have had limited success using Google or Facebook for advertising despite concerted efforts (and expense). This current recruiting season (2015-2016) we will try LinkedIn in addition to another attempt to target Google ad words more effectively. We also have a hard-copy brochure and a one-page handout with key points and contact information about the Program.

While the MAPS website has a considerable amount of information about the Program, USF, San Francisco, the application process, and so on, "sealing the deal" is usually accomplished through old-fashioned phone conversation between an applicant and the director of administration. Thanks to the considerable skill, knowledge, empathy and not a small amount of charm shown by our current administrative director, an applicant will then make up her or his mind to accept a scholarship offer, pay a registration fee of \$700, and formally commit to the Program. It is sometimes the case that students who failed to follow through on their intentions to commit end up doing so the next year.

Needless to say, the recruiting effort is a huge amount of work that is shouldered primarily by the director of administration. When follow-up calls are needed, or a student is motivated to pursue the humanities/social science concentration, the academic director also consults applicants over the phone.

Scholarship support is based on a combination of factors: an applicant's overall GPA, statement of purpose, letters of recommendation, and work experience (each factor is scored on the Grad Program's "App-Review" application). Generally speaking, we award up to \$6000 to highly qualified applicants who we very much hope join the program, to amounts as little as \$1000 for applicants who are slow to submit materials or have less academic preparation and skills. As noted earlier, the available scholarship money is sometimes not accurately known in advance (in part because USF Grad program administrators keep some in reserve to dole out later on a case-by-case basis) and so some hedging must be done to ensure that every deserving applicant is getting some kind of tuition remission assistance from USF.

Finally, we have noticed two trends in recruiting since the fall of 2013. First is a drop in the number of applications from overseas, particularly from China. In 2009-10, the Program had 65% of its students from international origins. Variables influencing this recent drop range from some economic instability in China to a concerted effort by the Chinese government to diminish the allure of a foreign education. In the last cohort (entering Fall 2015), the percentage of students from overseas is around one-third of all students admitted.

Second, we are seeing a better-prepared applicant pool, one having higher academic skills, more advanced language training, and with more real-world background that has a strong correlation to the study of Asia. While this has made for a stronger cohort and program, it has made recruiting more challenging, as some of these students have substantial competing offers from other universities.

#### **D. Admission Policies**

Admission to the MAPS Program, like all graduate programs at USF, has been streamlined through the ApplyYourself system. Applicants are required to submit the following online:

- an application form; current resumé / CV
- at least two letters of recommendation
- complete college-level transcripts showing the receipt of a bachelor's degree or equivalent from a properly accredited institution
- a statement of purpose of 750 to 1000 words

Applicants are required to have at least a 3.0 cumulative GPA or equivalent upon application. International students are further required to submit TOEFL scores of at least 575 (paper) or 90 (IBT), or an IELTS score of at least 6.5 in order for their application to be considered, in addition to a University-mandated Certificate of Finances.

Admission to the MBA/MAPS Concurrent degree requires the student to submit a separate application to the Graduate School of Business, including GMAT scores. Admission to the Graduate Certificate Program requires a shorter personal statement (500 words) and only one recommendation letter. Admission to the BA/BS-MAPS 4+1 option for undergraduate seniors requires a 3.0 cumulative GPA for all undergraduate coursework completed to date, a writing sample, and a recommendation from a USF faculty member.

Since fall 2014, applications are accepted for fall admission only. Program enrollment is generally limited at 25 students per cohort because we simply cannot accommodate any more given the number and status of our faculty and available resources. Applications are submitted online (using the AppReview software) and are handled by the College Office of Graduate Admissions. When an application is complete a notice is then sent to the Program administrators. Applications undergo review by both the Academic and Administrative Directors, with decisions on admission taken jointly.

#### **E. Advising and Student Progress**

Until the fall of 2013, the director of administration handled all formal advising during the processes of admission, student entry into the Program, and subsequent requirements for graduation. When the position was reorganized and reevaluated, a number of changes in the advising process were implemented. The director of administration now consults with the academic director through the admission process, and works in a collaborative manner to enhance student satisfaction with the program as well as to ensure progress in meeting all academic requirements.

In addition to required orientation at the start of each academic year, we have also implemented group advising sessions midway through each semester. Students have a “hold” on their

registration that can only be cleared by attending an advising session. Many students then meet individually with the director of administration for one-on-one advising sessions. The academic director is also available for follow-up advising.

Additionally, individual faculty members, both full and part-time, have been willing to be involved in discussing issues related to immediate or longer-term academic and professional interests with students. However, students are informed in the Student Handbook as well as informally that advising related to requirements is best conducted with Program administrators.

The university as a whole now requires mid-semester progress reports for all students who are below a certain grade point average. For undergraduates, this is usually a C-. Since graduate programs evaluate students on a different scale, each one can establish appropriate benchmarks that indicate standard and sub-standard performance.

In order to graduate the MAPS program, students must have a cumulative GPA of 3.0 (B) or above. When a student is lagging behind in the quality and consistency of the work they produce at the mid-semester point, a three-step process begins. First, they are informed of their position in the seminar by the instructor-in-charge as well as an official notification from the Center for Academic Student Achievement (CASA). Next, the director of administration contacts the student directly to set up a meeting. Finally, as a result of this meeting, a plan-of-action is agreed to in writing that holds the student accountable for improving their academic performance. Should there be little improvement and the student receives a substandard grade (which in the MAPS program is anything below a B-), we again consult with the student and update their academic contract so that it states specifically what they have to do to raise their grade point average.

Although the process above might sound overly bureaucratic, it fulfills two important functions. It informs the student of their progress in clear and unequivocal ways and, at the same time, makes them aware of various resources available in the Program as well as on campus that can improve their academic performance. Second, the process specifies what has to be done and helps the student understand their responsibility to measure up to the academic requirements of the Program.

## **F. Keeping Students on Track and Informed**

There are many ways in which the Program “creates and nurtures an intellectual and social climate that fosters student development and supports achievement of the program’s objectives” (*Guidelines*).

- Frequent personalized email notifications from the director of administration happen on a bi-weekly basis about opportunities of all sorts. These range from public program announcements, conference CFP opportunities, volunteer or internship possibilities, part-time employment, internal deadlines for TA or merit-based fellowship awards, degree progress checks, and so on.
- Additional notifications from the Center also promote public programs that are directly relevant for enhancing and extending learning beyond the classroom.

- Facebook page run by the Center where MAPS news items can be posted and where students can communicate with each other in a format familiar to them (especially regarding housing and other local news).
- Social events such as the Autumn Moon Fall Festival, beginning-and-end-of-the-semester parties, public programs, and student presentations that are open to the public.

### **G. Student Participation in Program Operations**

At this time, there is no official student representation at MAPS faculty meetings or academic advisory meetings. If we were to do this, it would likely require an election of a student representative from each cohort. Should the external review committee have an example where a program has benefitted by student attendance at administrative meetings, we would be open to considering this possibility.

### **H. Program Expectations for Students**

A student handbook was first prepared in the late-1990s. In 2013 and again in 2014, the Handbook was substantially updated and revised to reflect recent changes in the program's requirements and curriculum. This 32-page document provides basic information about academic and other university resources available to the students both on and off campus. We have required students entering the Program to attend an orientation session in the fall semester of each year, during which time expectations and requirements are introduced. (A copy of the current Handbook is attached as **Appendix 11**.)

Additionally, we emphasize in all our seminars the importance of academic honesty. While there are differences of opinion among some faculty members about their role to 'police' student work for plagiarism, on the whole we feel obligated to educate students in the value of producing original work. An entire module on this topic is available on the MAPS Canvas website (the home page and list of modules can be found in **Appendix 12**).

### **I. International / Multilingual Students**

Given the important of international students to the financial health of the program (and the university generally, with 1274 undergrads and 392 graduate students from 82 countries), it is necessary to summarize some of the ways that we have tried to ensure their academic success. At the same time, even a small amount of research on the topic does not yield consensus on what works in any given situation simply because the backgrounds of students are so varied.

The university's International Students and Scholar Services (ISSS) office is the main campus resource for general inquiries, enrollment, and visa-related issues. For a summary of all their many services, please see their website at <https://www.usfca.edu/iss>.

Once a student is accepted to the MAPS program, we take special care to ensure they understand the curriculum, requirements (both academic and legal), academic expectations, and basic opportunities that await. We also try to connect them with housing possibilities when we can through email communication and the Center's Facebook site. International students



receive support from ISSS, and we collaborate regularly with this office.

Due in part to the wide range of academic backgrounds and abilities international students bring to the Program, we developed a new core seminar (APS 600, required of all incoming students) that emphasizes interdisciplinary research methods and general academic skills. In the past, multilingual students at the graduate level were required to do (what many considered as) remedial work through the ESL program. By creating and requiring a seminar tailored specifically to MAPS students (beginning Fall 2015), not only are academic skills nurtured but so too is cohort cohesion and community.

In addition, we have worked with individual faculty members to overcome a tendency for students to cluster together in seminars with their peers speaking the same language. We continue to promote practices that build upon research into the pedagogies of teaching multilingual students. Specifically, we emphasize the following points:

- Distinguishing grammatical accuracy from planned and unplanned responses
- Distinguishing local from global issues of coherence and accuracy in written work
- Emphasizing what multilingual students can do in the classroom (presentations, summarizing key points of readings, video, or other content, discussions, organizing panels or small group projects, etc.)
- Creating low-risk opportunities for interacting with native speakers

We also encourage direct dialogue between instructors and students through email, Facetime, Skype or other means of communication.

To date, we feel that many of these strategies have been successful in helping students complete the program and gain experience working with local non-profit and private-sector organizations. Beginning in AY 2015-2016, we will make a better effort to track the careers of our international students.

## **VII. Staff**

MAPS shares a program assistant, Ms. Annmarie Belda, with the Asian Studies degree program, and the Yuchengco Program in Philippine Studies. Annmarie's duties include keeping the program budget updated, submitting expenses and transfers when supporting public events in other programs as well as our own, making sure student graduation checklists are in order, taking minutes at meetings, and facilitating the everyday functioning of the program. She also organizes logistics, makes room reservations, orders food for many of our events, and ensures everything goes smoothly. Annmarie can assign two student assistants (hired through Asian Studies auspices) to a variety of projects ranging from providing food for events, designing flyers and formatting handbooks, documents, program-review data, and so on.

## VIII. Diversity and Internationalization

### A. Diversity

USF is ranked #7 among universities nationally for the diversity of its student body, according to the [website](#) of *US News and World Report*. The MAPS program likewise is wonderfully diverse, both in student demographics and faculty participation. Please see details mentioned previously in Section 4.B (Students) and Section 5.A (Faculty).

### B. Internationalization

If we take as a basic definition that the term implies interactivity between two or more countries, the MAPS program is decidedly unilateral in that it has no official institutional partners, programs, or peers in other countries. On the surface, this situation may sound inappropriate given the emphasis the Program places on ‘bridging the Pacific’ and building understanding and networks between individuals, organizations, and businesses in all areas of the Asia Pacific region. However, due to the strict rules and regulations governing graduate level academic credits, it is not surprising that the Program has yet to establish an exchange relationship with a peer institution abroad. To do so would require considerable effort, travel, negotiations and expense, and for potentially limited value gained in return. In fact, any kind of exchange relationship would have the possibility of siphoning tuition revenue away from the university and benefiting students from Asia more than our own. At the same time, exchange and/or study abroad programs are something that students and prospects query about on occasion, so we will continue to stay open to the possibility.

## IX. Technology and Information Resources

The use of technology in MAPS has grown exponentially since the previous program review of 2010. Not only do students and faculty have greater access to information and databases (including rare documents, film archives, and government records) the personalized use of mobile devices and near-constant connectivity makes learning about the Asia Pacific a 24/7 possibility.

### A. Library Resources

From an academic perspective, the positive aspects of increased flow of and access to digital information is a great improvement from the days of print-based documents and the research methods vast libraries required. In fact, faculty frequently have to encourage students to leave their computers and visit the library in person! Students in the program have full access to the USF Gleeson library resources, including a dedicated librarian (Ms. Sherise Kimura) to facilitate online research and who also serves as a liaison for the program in general. For students with visual handicaps (such as we have in the program at present), new learning technologies have made a huge difference in keeping up with (and sometimes surpassing) their sighted peers.

The Ricci Institute at USF has a large library (much of it primary and secondary materials in Chinese) that is also available to MAPS students conducting research. According to their website, “The focus of the collection revolves around the pivotal epoch of the Jesuit missions in China and East Asia, from the late Ming through the early Qing dynasties (c. 1500-1800),

with emphasis on traditional China as encountered by the Jesuits...More broadly, the collection supports not only the study of Christianity in China from its earliest contacts along the Silk Road to the 20th century but also materials on Chinese history and the classics, religion, philosophy, philology, science, literature, and medicine.” Many MAPS students have served as paid interns, sponsored by a yearly fellowship from the Ricci Institute.

We greatly appreciate the various resources available to us through these libraries and their dedicated staff.

## **B. Learning Technologies**

Whereas class websites via Blackboard or other proprietary systems have been around at USF since the mid-2000s, they were always optional in MAPS. Now, however, instructors are strongly encouraged (but not yet required) to make full use of Canvas as a way to provide PDF readings, display course syllabi and scheduling, monitor and assess student work, utilize discussion forums, and otherwise extend the range of the time of a seminar. Canvas is also part of an overall campus initiative to minimize the use of paper whenever possible.

A Canvas site has been developed for MAPS faculty as well. It is a small gesture to encourage a sense of community for diverse full-time and part-time faculty who otherwise may see each other only once or twice a semester. A variety of teaching aids, research tips, modules on plagiarism and other resources are readily available. (see **Appendix 8**)

At the same time these positive technological developments are occurring, it can also be said that students frequently feel overwhelmed at the range and breadth of information they are expected to cover. Many are working part-time and sometimes feel they have little time to process the steady barrage of information, messages, requests, and assignments that appear on their screens. As a result, we find that some students are more skillful than others in issues related to time-management and have greater discipline in dealing with learning technologies. Learning technologies can empower but they can also distract attention and, in the case of plagiarism, subvert good intentions and morals with easy access to research-for-hire or cloning from Internet sources.

## **C. Distance Learning**

Finally, it is important to mention “disruptive innovations” brought about through advances in information technology that are beginning to have an impact on higher education. It is doubtful that “massive open online courses” (MOOC) in Asian Studies will attract investors and app developers, but it is increasingly possible that an enterprising student could piece together several online classes in the study of Asia and find a for-profit university to grant him or her a degree or certificate.

Rather than be blindsided by developments of this sort, it is the intention of MAPS administrators and certain faculty to develop three online courses over the next five years. As technology improves and software apps permit greater flexibility in designing and delivering course content, it is possible that at least some MAPS students will complete a portion of their education off campus, then come to USF for the concluding year. Not only would this make financial sense, it will enable a much larger pool of students to access the program and possibly increase revenue flow for the College.

This topic is discussed in greater detail in the final section (“Comprehensive Plan for the Future”) of this self-study.

## **X. Facilities**

The 2010 program review noted there were few issues related to facilities other than “an unavoidable division of administrative offices between Lone Mountain and Main Campus locations.” Due in part to the need for space (but also to a desire to retain resources during a time of shifting priorities at the university), the Executive Director had occupied a splendid office on the second floor of Lone Mountain. While it was apparent that having the ED on Lone Mountain and other staff on the Main Campus in the newly refurbished Kalmanovitz Hall was not working well, the architecturally-significant space at Lone Mountain was not easy to relinquish.

However, with the appointment of Melissa Dale as Center ED in Fall 2012, one of her first strategic decisions was to join Center staff on the Main Campus while keeping the Lone Mountain office space for visiting scholars and researchers. This move was significant because not only did it provide greater integration and a more unified front for the Center, it also revealed administrative tensions that later resulted in the reorganization of the associate director’s role.

The Lone Mountain space was reassigned to the Ricci Institute in 2014; this space may still be available to Center projects and visitors upon request. This situation does not have a direct impact on the MAPS program and yet this brief summary is significant because issues of space were partially responsible for the administrative reorganization that helped turn the program around beginning in 2013. The Ricci staff welcome MAPS faculty to utilize the Ricci Institute space and its resources.

In general, our seminars are held in a classroom close to the Center and MAPS administrative offices. It is possible students get tired of this space over the two years they are in the program but it is fully functional, comfortable, convenient, and equipped with every teaching technology an instructor might need.

The last and most important facility-related topic concerns the lack of office space for our adjunct faculty. This is a common complaint across any department or program in Arts and Sciences that relies on adjunct faculty and is a deeply structural problem for a dense urban campus such as USF.

## **XI. Conclusions**

### **A. Program Strengths**

There are five areas that, when seen as interactive components of the overall MAPS program, not only distinguish it from its counterparts in California and North America but identify it as a leader in providing education about the Asia Pacific region. Fortunately, each of these areas is also one of the program strengths. This self-study has discussed at length all of these features, so in concluding it will summarize them again briefly.

#### **1. Cohort Model**

The cohort model has been fundamental to the program since its inception. In the spring of 2016 we will graduate our 22nd cohort of women and men who—for one reason or another—made a commitment to this particular model of education. We have added flexibility to the once-highly regimented nature of the cohort experience in MAPS so that students can now pursue a sequence of courses that may occasionally take them away from their cohort. On the whole, however, students experience the gateway courses (APS 600, 601, 636) with members of their cohort and develop working relationships over several semesters that become central to their success in the Program.

#### **2. Innovative Curriculum**

After considerable comparative research (which is summarized in the section titled “Curriculum”) it is clear that our sequence of courses provides integrated and holistic perspectives on the Asia Pacific region. Course content includes academic, non-profit, and private-sector applications that empower our students to find meaningful work in a wide range of careers. With the recent launch of a revised curriculum that allows students to choose between a humanities/social sciences concentration and one more focused on business, we are confident that the strength of our curriculum remains one of the distinguishing features of the Program. Over the next three-year academic period, we will take care to track and assess how our students utilize their classroom and experiential learning opportunities in the greater Bay Area and abroad. We believe there is no better place in North America to emphasize how knowledge about the Asia Pacific has a direct bearing on envisioning and pursuing career opportunities.

#### **3. Faculty**

As the Program improves and grows, USF faculty with expertise in the Asia Pacific will continue to be attracted to the kinds of teaching opportunities we provide. While we cannot accommodate everyone’s interests and expertise, we are able to establish good working relationships with key faculty members who provide continuity between the cohorts and help enhance the reputation of the program through their high-quality seminars.

#### **4. Location**

It might seem obvious to emphasize the location of USF in San Francisco as one of the Program’s many strengths. Not only are we fortunate to have a beautiful campus in a mostly

safe part of the city, our students are proximate to numerous opportunities and institutions that put them directly in touch with Asia Pacific networks of people, finance, culture, and ideas that influence local and global economies, humanitarian work, education, and so on. Transportation to and from Asia is facilitated by a wonderful and modern airport, making San Francisco one of North America's gateway cities for trade, immigration, exchange programs, tourism, and ethnic diversity.

## 5. Institutional Identity

The MAPS program's core values and mission are informed by a Jesuit heritage that promotes social justice, ethical responsibility and behavior, and educating the "whole person." The Program is one of USF's longest-running graduate degrees, a fact that adds value because it indicates good working relations, as well as considerable benefits accrued, between the Program, the College, and the University. As noted in one of the university's recent "Higher Standards Campaign" slogans, "there is no app for ethics." Students may be exclusively focused on academic success leading to meaningful employment and yet, during the course of their studies in the MAPS program, they will be exposed to and expected to integrate some highly-principled and humanistic concerns that inform decision making and policy formation.

The Program also benefits from a solid working affiliation with the Center for Asia Pacific Studies. Lectures, conferences, symposia, workshops, and other public programs all contribute to the educational mission of the MAPS program. Not only do these events frequently provide opportunities for our students to serve as facilitators and liaisons, it is also the case that guest speakers meet with students directly. The Center also does fundraising for MAPS graduate fellowships within the broader effort of raising money for Center generally. This effort has produced distinct promotional advantages for the Program, particularly at a time when students face high tuition as well as soaring living costs in attending the Program.

## B. Program Weaknesses and Challenges

The *Guidelines* for this self-study require a discussion of weaknesses and challenges to the smooth functioning of the program. One of the key functions of a self-study (and subsequent campus visit by external reviewers) is to identify those parts of an academic program that need attention, investigation, and (if possible) repair. Since this is obviously hard and oftentimes exasperating work (see the recent history of the MAPS program, discussed in Section I), it requires an understanding of the ways in which people, intentions, institutional resources, bureaucratic structures, and of course economic interests are aligned.

1. The self-study of 2010 pointed out that the delivery of language classes were the overriding weakness of the Program. Since 2014, we have systematized language requirements, testing, and teaching through closer working relationships with the department of Modern and Classical Languages and the Center for Academic and Student Achievement (CASA). Now that we require four semesters of university-level language proficiency, we have attracted a number of students with already-high language abilities. At the same time, we have seen promising students struggle greatly after entering the Program to meet language requirements. We have excellent and highly-dedicated instructors but there seems to be a disconnect in student expectations about their own abilities and the time required for language acquisition.

For reasons no one can quite identify, MAPS language instructors have been paid a higher per-unit rate by the university for directed study classes. We have been informed by the Associate Dean that this practice is unfair to other language instructors and must end beginning spring 2016. Our language faculty will see a decrease of some 25% in their per-unit pay, from around \$1000 currently to \$750 from spring 2016. Needless to say, we risk losing qualified instructors to more secure or remunerative positions.

2. The Program remains vulnerable to last-minute faculty cancellations of courses they agreed to teach. For part-time faculty in particular, the vagaries of the job market, post-doc opportunities, other teaching possibilities locally, and personal reasons all have a significant impact on staffing. Full-time faculty scheduled to teach a seminar may also withdraw from the Program if a grant award, new USF responsibility, or leave-of-absence is seen as having more importance.

3. As the quality of our applicant pool increases, so do the challenges of attracting and retaining students. We have found in the last year that students have competing offers, greater expectations for funding or tuition remission, or inflated ideas about their own worth and potential.

4. The section of this self-study titled “Comprehensive Plan for the Future” notes the challenges posed by skyrocketing living costs in San Francisco due to tech-intensive demographics. Nearly every new student to the Program receives some kind of scholarship or fellowship that reduces their overall tuition costs, but nothing the university does helps with housing. The Program has always been and will continue to remain susceptible to the economic conditions of the city generally as well as the national economy as a whole.

5. We have yet to find a good model that better integrates public programs, lectures, and workshops (usually sponsored by the Center) with the curricular content of our seminars. Co-curricular events can add significantly to the educational experience of our students, and yet they rarely attend these events unless compelled to do so by their instructors.

6. It is an ongoing challenge in Program seminars to integrate students whose native language is not English. We have consulted experts in this field and employ pedagogies and methods that facilitate more interaction and collaboration, but more concerted attention is needed to address this issue. It is not uncommon to visit a MAPS seminar and still find domestic and international students clustered together in separate groups.

### **C. Program Changes**

The past five years have been rather dramatic for the Program and its relationship with the University. This history is detailed in Section I. and so here only the most salient points will be mentioned. After the previous program review, at least three years of intense debate and internal dissention resulted in an administrative standoff where no progress was being made to implement recommended changes. When the Dean’s office threatened to cancel the program—whether in fact or as a motivational ploy—personnel were shifted, roles reorganized, and an urgent move to revise the curriculum and prove the Program was still credible all moved forward quickly. From that low point in 2013, the Program has stabilized and advanced in many areas, a fact acknowledged by MAPS staff and faculty receiving the “Collective Achievement Award” at the spring 2015 academic-year closing ceremony.

## D. The Program's Role in the University

Anyone working in the MAPS program, whether as staff, faculty member, or administrator, probably feels like they are contributing to an educational mission fostering academic understanding about the Asia Pacific region while, at the same time, advancing student career goals through internships, experiential learning, and job placement. There is no other university-based program in the San Francisco urban area that does the same kinds of things as the MAPS program, a distinction that yields some modest satisfaction that our collective efforts are for the greater good of both the university and society at large.

It is probably the case that, using deductive reasoning, university administrators find value in the Program. The recent award in recognition of our many accomplishments indicates someone is paying attention to what we do. Our fairly steady enrollment numbers—usually between 30 to 40 students at any given time—provides a ready source of revenue for the College of Arts and Sciences. We are given tuition fellowships to recruit and retain students—an amount that fluctuates depending on available university funds via Graduate Programs and the Dean's office—to the tune of roughly \$45,000 to 60,000 per year, so that is additional evidence for administrative support.

And yet it is likely that many members of the USF Board of Trustees know little if anything at all about the MAPS program. We have had no direct interaction with USF's new president, Fr. Paul Fitzgerald, S.J., other than inviting him to events such as the Fall Festival and the Career and Networking Forum. USF News, a regular feature run by the Office of Communications and Marketing on the university's website, does not publicize our many public events even when a high-profile speaker comes to campus.

There are many fine graduate programs on campus. We believe MAPS is in this elite group in part because it works hard to fulfill its mission without generating undue problems, expenses, or headaches for the administration. What is missing, however, is an executive-level understanding of the importance of the Asia Pacific in the coming decade (and beyond). Until that happens, most likely through a major donation by a former alumni or benefactor, both the Program (and the Center, to some extent) will remain a local rather than an integral, strategic resource vital to the university's mission and identity.

## XII. Comprehensive Plan For The Future

The APR *Guidelines* require a discussion about Program plans for improvement over the next five years. Five year plans are well-known (and have a somewhat dark connotation) in East Asian scholarship, mostly because Mao Zedong favored a term of five years for imposing major economic and social policies. In the case of the MAPS program, a three-year plan both sidesteps the associations of history and has the added benefit of greater feasibility.

1. First on the prescribed list of topics is **curriculum**. We have a recently revised and newly implemented curriculum that became operational in fall 2015. It is likely there will be numerous issues that have to be ironed out over the next several years regarding the two concentrations, assessment procedures, and how to measure the success of the concentrations.



There is also the additional requirement of a Capstone seminar (beginning now but enrolling students in the spring of 2017). We envision the Capstone to be the culmination of the two concentrations—both of which require the same three core courses (APS 600, “Research Methods,” APS 601, “Comparative Modernity,” and APS 636, “Culture and Society”). Aligning the Capstone seminar’s learning outcomes with the three core seminars’ outcomes, and assessing the whole curriculum overall, will take sustained attention and effort.

Finally, we will need to track the success of the Certificate and MAPS/MBA Dual Degree programs.

Several students have indicated interest and motivation for expanding the curriculum to include a summer-abroad program. Initial efforts to locate a credible program in Taiwan, where students could focus on improving their language skills and also take a course in English, proved unsuccessful. The possibility is still on our radar and we will pursue other options.

This self-study has mentioned a number of times the high cost-of-living in San Francisco, and how this challenging domestic situation impacts our ability to attract and retain quality students. As a way to utilize existing technology and resources that can contribute to overall Program financial health, the MAPS program needs to develop an **online component** that services the Certificate program first and then can also apply to the general requirements for the degree. If we can move the three core seminars to a hybrid model that combines an online format with periodic campus visits (see “Curriculum” for a detailed discussion), we will not only increase our enrollments but also extend our institutional reach into areas where Jesuit education may be seen as a fresh and ethical option in a marketplace crowded with run-of-the-mill programs promising career advancement/leadership training/bright futures and so on.

2. The topic of **research** during the next three years extends primarily to rewarding original research through financial support for students to attend conferences. We do this already for four or five of our best students so they can attend the East-West Center graduate student conference held at UH Manoa, and would like to expand the options to California-based events as well. We feel the investment has a tangible benefit in challenging students to rise to higher levels of academic excellence.

We would also like to devote \$2500 per year to fund adjunct faculty participation in regional or national conferences, as long as the conference relates directly to the seminars they teach or their own research agendas. This funding would help to offset the fact that adjunct faculty members do not have access to financial support for their professional development (save for USF teaching or writing workshops that tend to privilege full-time faculty before part-time staff).

3. The next topic on the *Guidelines* list concerns **facilities**, a rather contentious and problematic issue for an urban campus with very limited space. When even full-time, tenure-track faculty have to share offices on occasion, it is not surprising that our adjunct faculty do not have individual or collective office space where they can meet students or prepare for seminars.

4. **Faculty recruitment and retention** could be enhanced considerably in two ways. First, if high-performing adjunct faculty members whose teaching evaluations are consistently high could be given multi-year contracts, we would create a more stable work environment, promote

retention, and also increase faculty buy-in to the Program. We are grateful to the Associate Dean's efforts to do this in a recent case, but we still lost our valued faculty member to a postdoc opportunity.

Additionally, the Program would benefit greatly if full-time faculty appointments could be shared between a home department and MAPS. Right now, we operate on the principle of "happy accidents" which have fortunately brought faculty members into a regular teaching orbit with MAPS. This is a piecemeal approach, however, and does not allow us to advertise the Program accurately to our current or prospective students. One student came to the Program in part because she wanted to study with a particular faculty member whose home department was Politics. When he left MAPS and USF on a regular sabbatical and did not return as scheduled due to additional funding opportunities, she was disappointed. A shared appointment may not have made any difference in this case, and yet the faculty member would have known that he has contractual obligations to MAPS that cannot be so easily dismissed.

If a shared appointment of full-time faculty could be arranged between MAPS and other departments, we would suggest a minimum three-year commitment, with the possibility of renewal pending review and due deliberations for all involved parties.

5. **Student scholarships** also fall under the theme of support and retention. It is worth noting that in the fall of 2013, we were promised \$25,000 for student tuition support and scholarships. This figure rose to \$45,000 by the end of that recruiting season. In the following year, we were promised \$45,000 which rose to around \$60,000 when additional funds became available in May. While we sincerely appreciate this substantial support so vital to attracting new students, not knowing the total amount of scholarship funding causes student recruiting efforts to resemble a high-stakes poker game. Offering a promising student a given amount, and then raising it later when funds become available, usually works out in our favor. At the same time, a student might wonder if they are being 'played' and, if that is the perception, may hold out for even more financial support. Thus, if we could count on the final amount from the previous year as the basis for establishing a recruiting budget, that certainty would eliminate considerable anxiety as to whether or not our scholarship funding will be sufficient. We are optimistic about the coming recruiting push because we have already received an oral promise from the Administration that \$60,000 will be our budget this year, and will hope to have that confirmed in writing soon.

6. Requiring an **exit survey** upon graduation (planned for launch in May 2016) about student satisfaction in the Program will yield important information that may help adjust and revise administrative practices or curricular matters in progressive ways.

**(End of Self-Study)**

Thank you for your time and consideration in reading this self-study. Its completion would not have been possible without assistance from many people.

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Errors of interpretation or reporting are the responsibility of the Academic Director

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