

New Academic Program Workflow Form

General

Proposed Name: Asian Pacific American Studies

Transaction Nbr: 00000000000082

Plan Type: Minor

Academic Career: Undergraduate

Degree Offered:

Do you want to offer a minor? N

Anticipated 1st Admission Term: Sprg 2021

Details

Department(s):

HMNT

DEPTMNT ID	DEPARTMENT NAME	HOST
0439	East Asian Studies	Y

Campus(es):

MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

Admission application terms for this plan: Spring: Y Summer: Y Fall: Y

Plan admission types:

Freshman: Y Transfer: Y Readmit: Y Graduate: N

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

Plan Taxonomy: 05.0206, Asian-American Studies.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: Y Asian Pacific American Studies

Transcript: Y Asian Pacific American Studies

Conditions for Admission/Declaration for this Major:

N/A

Requirements for Accreditation:

N/A

Program Comparisons

University Appropriateness

This minor would join a group of existing UA majors (and their corresponding minors) that focus on the study of marginalized and underrepresented groups, such as Africana Studies, American Indian Studies, Gender and Women's Studies, and Mexican American Studies. Programs such as these address the University of Arizona Strategic Plan's Pillar 3, The Arizona Advantage, with its emphasis on driving social, cultural, and economic impact by strengthening our commitment to diversity and inclusion. Pillar 3's Initiative 3.1A is particularly relevant, as it acknowledges the importance of strengthening our commitment to equity and support of diverse communities. This is a core component of the College's strategic plan as well.

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
1	Asian Pacific American Studies	BA	10	ASU, Tempe	N

Peer Comparison

Faculty & Resources

Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
03103791	Alison	0405	Assit. Prof	Doctor of	10.00

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
	Jameson			Philosophy	
11402266	Dian Li	0439	Professor	Doctor of Philosophy	5.00
22062266	Caleb Simmons	0405	Assoc. Prof	Doctor of Philosophy	10.00
22075842	Ragini Srinivasan	0429	Assit. Prof	Doctor of Philosophy	10.00
22080067	Brett Slominski	0439	Assit. Prof	Doctor of Philosophy	65.00
22082727	Jonathan Crisman	0472	Assit. Prof	Doctor of Philosophy	15.00

Additional Faculty:

N/A

Current Student & Faculty FTE

DEPARTMENT	UGRD HEAD COUNT	GRAD HEAD COUNT	FACULTY FTE
0439	144	55	19.50

Projected Student & Faculty FTE

DEPT	UGRD HEAD COUNT			GRAD HEAD COUNT			FACULTY FTE		
	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3
0439	145	150	155	55	55	55	19.50	19.50	19.50

Library

Acquisitions Needed:

N/A

Physical Facilities & Equipment

Existing Physical Facilities:

Sufficient resources are already in place.

Additional Facilities Required & Anticipated:

None

Other Support

Other Support Currently Available:

1. School of International Languages, Literatures, and Cultures administrative support staff and business affairs team (e.g., East Asian Studies Secretary, Curricular Services Coordinator, Human Resources Coordinator, Business Manager)

2. COH Recruitment Coordinator
3. COH Advising Team

Other Support Needed over the Next Three Years:

None needed for the next three years unless growth is faster than anticipated (in which case additional support will be added).

Comments During Approval Process

10/30/2020 11:31 AM

AWELTER

Comments
Approved.

10/30/2020 11:43 AM

KJONES

Comments
Approved.

11/18/2020 6:25 PM

SCARLSON

Comments
Approved.



**NEW ACADEMIC PROGRAM-STANDALONE UNDERGRADUATE MINOR
ADDITIONAL INFORMATION FORM**

- I. MINOR DESCRIPTION**– provide a marketing/promotional description for the proposed minor. Include the purpose, nature, and highlights of the curriculum, faculty expertise, etc. The description should match departmental and college websites, handouts, promotional materials, etc.

Asian Pacific Americans (APAs) are at the center of today’s local, national, and global issues. From surviving war, environmental disaster, and economic collapse, to leading technological and medical fields, APAs embody the dynamics of the twenty-first century. Studying APAs thus provides essential perspectives and analytical tools for any career.

APA Studies in general, and the Minor in particular, addresses four core research areas: Orientalism as articulated by Edward Said, immigration and diaspora studies, American international and domestic politics, and cultural and media studies. Faculty in the College of the Humanities and others across the university have expertise and major publications in these core research areas and already offer courses that address them. Core courses for the APA Studies Minor build knowledge of the research areas and emphasize their practical application. Moreover, the APA Studies Minor can bring the above theoretical frameworks together with the option of having an internship, Honors thesis topic, or another course with an APA-Studies-focused project count towards the Minor.

- II. NEED FOR THE MINOR/JUSTIFICATION**- provide market analysis data or other tangible evidence of the need for and interest in the proposed minor. This might include results from surveys of current students, alumni, and/or employers or reference to student enrollments in similar programs in the state or region. Curricular Affairs can provide a job posting/demand report by skills obtained/outcomes of the proposed minor. Please contact the [Office of Curricular Affairs](#) to request the report for your proposal.

Summary results from Feasibility Study and Burning Glass analysis of major attached.

Based on the feasibility study results, there are three groups of students interested in the minor: Asian Pacific American students who would like courses that reflect and analyze their experiences; students interested in central topics of the field, such as cultural hybridity, transnational politics, American history, and environmental sustainability; and, students with a desire to build career skills to navigate complex cultural and political environments of the twenty-first century.

It is important to note that a minor in Asian Pacific American Studies would join a group of existing UArizona majors (and their corresponding minors) that focus on the study of marginalized and underrepresented groups, such as Africana Studies, American Indian Studies, Gender and Women’s Studies, and Mexican American Studies. Programs such as these address the University of Arizona Strategic Plan’s Pillar 3, The Arizona Advantage, with its emphasis on driving social, cultural, and economic impact by strengthening our commitment to diversity and inclusion. Pillar 3’s Initiative 3.1A is particularly relevant, as it acknowledges the importance of strengthening our commitment to equity and support of diverse communities.

III. MINOR REQUIREMENTS— complete the table below by listing the minor requirements, including minimum number of credit hours, required core, electives, and any special requirements. Note: information in this section must be consistent throughout the proposal documents (comparison charts, curricular/assessment map, etc.).

Minimum total units required	18
Minimum upper-division units required	9
Total transfer units that may apply to minor	9
List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)	
Minor requirements. List all required minor requirements including core and electives. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	<p>Core (9 units)</p> <ul style="list-style-type: none"> -HUMS 205, 3 units, Asian Pacific American Strategies: Confronting Challenges in the United States -PAH 260, 3 units, Asian Pacific American Cultures in Public Life <p>-Select 1 theoretical affinity course from the following list: AFAS/SOC 220, 3 units, Introduction to African American Studies AIS 200, 3 units, Introduction to American Indian Studies</p>

AIS/ANTH 220, 3 units, Contemporary American Indian Issues
ENGL 347, 3 units, English Literature with an Accent
GWS 240, 3 units, Gender in a Transnational World
GWS 325, 3 units, Gender, Sexuality & International Migration
GWS/MAS 358, 3 units, U.S. 3rd World Feminisms: Theory, History, Practice
GWS/HIST/POL 386, 3 units, Race/Gender: Genealogies, Formations, Politics
MAS 265, 3 units, Culture, Community, and Identity
POL 209, 3 units, Diversity and Politics in a Changing World
SOC/ANTH 260, 3 units, Ethnic Relations in the United States
SOC/AFAS/AIS/ANTH/MAS 467, 3 units, Race and Ethnic Relations
TLS 204, 3 units, Language, Culture, and Race in Education
TLS 306, 3 units, Youth in Diverse Communities

Upper Division Electives (9 units minimum)

CHN 345, 3 units, Buddhists, Bandits, and Beauties
CHN/ENGL 429, 3 units, Chinese Immigrant Literature and Film
EAS 3XX (new), 3 units, Asian and Asian Pacific American Hip Hop
EAS/ENGL 422, 3 units, Asian American Literature
ENGL 346, 3 units, Ambassadorship and Asian American Literature
RELI 330, 3 units, North American Buddhism: Transmission, Translation, Transformation
RELI 367, 3 units, Yoga

Up to 3 units of the following can apply to elective unit minimum, with petition:

- Critical Languages of APAs (CRL courses in Asian and Pacific Languages accepted)
- Internship with APA Studies focus
- Honors Thesis with APA Studies topic
- Course with APA Studies focused project (ex: educational outreach to APAs, APA cross-cultural art installation, APA health study, major capstone research paper)

Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	Not required. Optional elective internship, Honors Thesis topic, or another course with an APA-Studies-focused project towards the minor (see above).
Additional requirements (provide description)	N/A
Any <u>double-dipping restrictions</u> (Yes/No)? If yes, provide description.	No

IV. NEW COURSES NEEDED – using the table below, list any new courses that must be created for the proposed program. If the specific course number is undetermined, please provide level (ie CHEM 4**). Add rows as needed. Is a new prefix needed? If so, provide the subject description so Curricular Affairs can generate proposed prefix options.

Course prefix and number (include cross-listings)	Units	Title	Course Description	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Status*	Anticipated first term offered	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)	Faculty members available to teach the courses
EAS 3XX	3	Asian and Asian Pacific American Hip Hop	TBD	N/A	TBD	elective option; D	TBD	TBD	Yes	Brett Esaki
PAH 4XX	3	Pacific Rim Urbanisms	TBD	N/A	TBD	elective option; D	TBD	TBD	Yes	Jonathan Crisman

*In development (D); submitted for approval (S); approved (A)

Subject description for new prefix (if requested). Include your requested/preferred prefix, if any:

APAS: Asian Pacific American Studies

Asian Pacific American Studies analyzes immigrants and generations of their descendants from the continent of Asia and the Pacific Ocean, which includes over 50 nationalities represented in the United States. Given their diverse and complex relationships to the U.S. and other nations, studying APAs provides an advanced perspective on the dynamics of twenty-first century local, national, and global issues. Addresses core research areas of Orientalism as articulated by Edward Said, immigration and diaspora studies, American international and domestic politics, and cultural and media studies.

VI. FACULTY INFORMATION- complete the table below. If UA Vitae link is not provided/available, attach a short CV (2-3 pages) to the end of the proposal or upload to the workflow form. UA Vitae profiles can be found in the [UA directory/phonebook](#). Add rows as needed. Delete the **EXAMPLE** rows before submitting/uploading. **NOTE: full proposals are distributed campus-wide, posted on committee agendas and should be considered “publicly visible”.** Contact the [Office of Curricular Affairs](#) if you have concerns about CV information being “publicly visible”.

Faculty Member	Involvement	UA Vitae link or “CV attached”
Jonathan Crisman	Teach PAH 260, develop elective courses	UA Vitae Link
Brett J. Esaki	Teach HUMS 205, develop core and elective courses, faculty advisor	UA Vitae Link
Alison Jameson	Teach RELI 330	UA Vitae Link
Dian Li	Teach EAS/ENGL 422, EAS 429	UA Vitae Link
Caleb Simmons	Teach RELI 367	UA Vitae Link
Ragini Srinivasan	Teach ENGL 346, 347	UA Vitae Link

VII. STUDENT LEARNING OUTCOMES AND CURRICULUM MAP—describe what students should know, understand, and/or be able to do at the conclusion of this minor. Work with [Office of Instruction and Assessment](#) to create a curricular map using Taskstream. Include your curricular map in this section (refer to Appendix A for sample Curriculum Map generated using Taskstream).

Think Critically

Students will be able to evaluate arguments about Asian Pacific Americans from different perspectives and by applying appropriate disciplinary methods, such as the social construction of race.

Communicate Effectively

Students will be able to express themselves effectively in written and verbal communication. May include creative projects and web-based formats.

Use Information Ethically and Effectively

Students will be able to identify, locate, and evaluate sources for the study of Asian Pacific Americans, including knowing the advantages and limits of applying sources outside of the field to Asian Pacific Americans.

Construct Arguments about Diversity

Students will be able to develop arguments about the commonalities and variation within and across Asian Pacific American identities (including, but not limited to nationality, citizenship status and generation in the United States, region in the United States, and individual assertions).

Intellectual Intercultural Flexibility

Students will be able to consider multiple cultures and political ideologies and draw from their diverse opinions, new ideas, and perspectives when they evaluate the complexity of societal problems.

Curriculum Map

Course/Grad Checkpoint	Think Critically	Communicate Effectively	Use Information Ethically and Effectively	Construct Arguments about Diversity	Intellectual Intercultural Flexibility
HUMS 205	P	P	I	A	A
PAH 260	A	P	P	A	I
CHN 345	A	P	A	P	P
ENGL 346	P	P	A	A	P
ENGL 347	P	A	P	A	A
ENGL/EAS 422	A	P	P	P	P
ENGL 429	A	P	P	P	P
HED 201	P	A	A	P	P
REL 330	P	A	P	P	P
REL 367	P	I	P	A	P
EAS 3XX	I	A	P	P	A

I = Introduced P = Practiced A = Assessed

The Curriculum Map provides an overview of where the Program Learning Outcomes are assessed, indicated by the “A”s in the table. There are also options of indicating where the outcomes are introduced to students (“I”s in the table) and where students have opportunities to practice the knowledge and/or skills reflected in the outcomes (“P”s in the table).

VIII. ASSESSMENT PLAN FOR STUDENT LEARNING- using the table below, provide a schedule for program assessment of intended student learning outcomes 1) while students are in the program and 2) after completion of the minor. Add rows as needed. Delete **EXAMPLE** row.

Learning Outcomes	Sources(s) of Evidence	Assessment Measures	Data Collection Points
<i>Think Critically</i> Students will be able to evaluate arguments about Asian Pacific Americans from different perspectives and by applying appropriate disciplinary methods, such as the social construction of race.	Course assignments	Exams, papers	End of each course
<i>Communicate Effectively</i> Students will be able to express themselves effectively in written and verbal communication. May include creative projects and web-based formats.	Course Assignments	Final projects--papers, creative media Exams	End of each course
<i>Use Information Ethically and Effectively</i> Students will be able to identify, locate, and evaluate sources for the study of Asian Pacific Americans, including knowing the advantages and limits of applying sources outside of the field to Asian Pacific Americans.	Course Assignments Exit surveys	Exams, papers exit survey multiple-choice questions	End of each course

<p><i>Construct Arguments about Diversity</i> Students will be able to develop arguments about the commonalities and variation within and across Asian Pacific American identities (including, but not limited to nationality, citizenship status and generation in the United States, region in the United States, and individual assertions).</p>	<p>Course Assignments</p>	<p>Exams, Essays, Papers</p>	<p>End of each course.</p>
<p><i>Intellectual Intercultural Flexibility</i> Students will be able to consider multiple cultures and political ideologies and draw from their diverse opinions, new ideas, and perspectives when they evaluate the complexity of societal problems.</p>	<p>Course Assignments Exit surveys</p>	<p>Essays, papers, creative media projects exit survey multiple-choice questions</p>	<p>End of each course.</p>

IX. ANTICIPATED STUDENT ENROLLMENT-complete the table below. What concrete evidence/data was used to arrive at the numbers?

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Number of Students	10	20	30	41	52

Data/evidence used to determine projected enrollment numbers:

See Feasibility Study summary results for student demand for the program. We also looked at enrollments in other UArizona ethnic studies programs (Africana Studies, American Indian Studies, Mexican American Studies) to determine the average number of total majors and minors over the past five years (117 for Africana Studies, 76 for American Indian Studies, and 78 for Mexican American Studies) and the average number of minors only (76, 40, 39, respectively). Reaching 52 minors by year 5 would equal the average number of minors in the other ethnic studies programs. Given that there is no major available to students, that may be a conservative estimate.

- X. ANTICIPATED MINORS AWARDED-** complete the table below, beginning with the first year in which minors will be awarded. How did you arrive at these numbers? Take into consideration departmental retention rates.

PROJECTED MINORS AWARDED ANNUALLY					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Minors	0	5	10	16	20

Data/evidence used to determine number of anticipated minors awarded annually:

See IX above. Over the past 5 years, the number of students graduating with an East Asian Studies minor has averaged ~22% of the total number of students in the program. However, in many cases, EAS minors go on to become majors, so students who were minors graduate with a major instead. Because there would not be a corresponding Asian Pacific American Studies major, we project that by the fourth year of the program, the number of students graduating from this minor is likely to be approximately 40% of the projected annual enrollment.

PROGRAM DEVELOPMENT TIMELINE- describe plans and timelines for 1) marketing the minor and 2) student recruitment activities.

1) Marketing the proposed minor has already begun with discussions held by Asian Pacific American Student Affairs (APASA) and Campus Conversations, in which participants have been asked about the need for APA Studies, potential courses in APA Studies, and general concerns. Marketing will be ongoing through the academic year 2020-2021 once the minor is approved, and will be linked especially with important issues confronting Asian Pacific Americans in the COVID-19 crisis and with the

first offering of HUMS 205 in the Spring. The College of Humanities has committed to providing \$2000 for a speaker series on APA Studies to help kick off the minor in Spring and Fall 2021. More presentations at APASA and Campus Conversations will continue as well.

2) Student recruitment will target the three main draws of students, as determined by the feasibility study and as noted above. APA students will be targeted through the APASA network. Professors with ties to departments with theoretical affinity will target those departments for invited talks, colloquia, and class meetings. We need to work with leaders in other Colleges to find ways to promote the minor; we would especially target the Colleges of Education, Art, Eller School of Business, and Social and Behavioral Sciences, since their students frequently responded that they were interested. In order to attract students from these colleges, it is important to find ways to illustrate the practical importance of the minor and the way it engages twenty-first century questions--two main interests in APA Studies stated by students.

XI. DIVERSITY AND INCLUSION-describe how you will recruit diverse students and faculty to this minor. In addition, describe retention efforts in place or being developed in order to retain students.

The diversity of students is intrinsic to the minor. Not only is it directly applicable to Asian Pacific Americans themselves, but practically important for those students who will live and work with APAs. Asian Pacific Americans frequently serve as bridge figures between different racial groups and class levels, and it is expected that the minor will attract those who have interpersonal connections with Asian Pacific Americans.

Faculty with expertise in Asian Pacific American Studies are already conversant with issues of diversity and are frequently diverse themselves.

Student retention will first revolve around providing a consistent program. Based on the feasibility study results, the most desired classes will those that do not overload students with information, those that are directly applicable to their lives and future careers, and those that present the study of minorities as open to new information and to correcting blindspots. As long as the regularly offered core courses accomplish these goals, then the program has a solid foundation; additional courses will only improve the sense of an organized and valuable field of study and academic program.

Appendix A. Summary of Results from Feasibility Study and Burning Glass

During November 2019, a feasibility study was conducted about the potential for a minor in Asian Pacific American Studies. Of the 725 respondents to the quantitative survey, 94.1% reported that they would consider taking a course in APA Studies and 49.9% would consider the Minor. Further analysis reveals approximate maximum annual figures for a fully developed program at 5,317 students enrolling in courses and more than 220 pursuing the Minor.

Respondents from three colleges that represent about 48 percent of the University's student body—College of Science, Eller School of Business, and College of Social and Behavioral Sciences—answered that they would be interested in the minor at the rates of 50.7, 48.7, and 51.0 percent, respectively. Overall, 70.9 percent of Asian Pacific American students expressed interest in the minor. These figures demonstrate expansive interest in the minor and associated courses.

Based on Burning Glass analysis, the CIP code for Asian-American Studies (05.0206) revealed 1,121,571 job postings across the United States from October 2018 to September of 2019. The number of jobs is expected to grow over the next ten years, with projected increases in demand for all occupation groups except for one (Journalism and Broadcasting). The average salary for graduates is \$54,459, above the national average of \$31,450. The top states that posted demand were, in descending order, California, Texas, New York, Florida, Illinois, North Carolina, Ohio, Pennsylvania, Massachusetts, and Georgia. Many of these states have large numbers of immigrants from Asia and The Pacific with diverse interests, such as high-tech jobs, medical industries, and refugee resettlement. Job postings listing Asian-American Studies, hence, likely value those who can serve the diverse needs of APA populations.

BUDGET PROJECTION FORM
Name of Proposed Program or Unit: Undergraduate Minor in Asian Pacific American Studies

Budget Contact Person: Richard Edmiston, redmiston@arizona.edu	Projected		
	1st Year 2021 - 2022	2nd Year 2022 - 2023	3rd Year 2023 - 2024
METRICS			
Net increase in annual college enrollment UG	10	20	30
Net increase in college SCH UG	30	60	90
Net increase in annual college enrollment Grad			
Net increase in college SCH Grad			
Number of enrollments being charged a Program Fee			
New Sponsored Activity (MTDC)			
Number of Faculty FTE	3	3	3
FUNDING SOURCES			
Continuing Sources			
UG RCM Revenue (net of cost allocation)			
Grad RCM Revenue (net of cost allocation)			
Program Fee RCM Revenue (net of cost allocation)			
F and A Revenues (net of cost allocations)			
UA Online Revenues			
Distance Learning Revenues			
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
Total Continuing	\$ -	\$ -	\$ -
One-time Sources			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL SOURCES	\$ -	\$ -	\$ -
EXPENDITURE ITEMS			
Continuing Expenditures			
Faculty - Courses will be taught as part of existing faculty workload. No increase in expenditures is expected.			
Other Personnel			
Employee Related Expense			
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
Total Continuing	\$ -	\$ -	\$ -
One-time Expenditures			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ -	\$ -	\$ -
Net Projected Fiscal Effect	\$ -	\$ -	\$ -

Student Quotations about APA Studies
Recorded by Initiatives for Organizational Inclusion

From Campus Conversation 2/19

Student: Another thing I'd like to see more of on campus is investment in ethnic studies, specifically in APA studies, because don't have it. ASU has it. I think we're one of the only schools in the PAC 12 that doesn't. It'd be cool to take classes where I could finally see myself represented in the curriculum. I've never gotten to learn about the APA experience throughout history, with APASA we've been trying to get APA Studies by 2020, and it's already 2020, and Fall 2020 is coming soon, and there hasn't been any movement.

Teresa Graham Brett: We are making movement. We did the feasibility study, and the provost looked at that, and so we are supporting the minor and moving forward. The Dean in the College of Humanities will be putting more out soon. I don't know that we will hit 2020, but we are moving to establish the minor and the courses that will be a part of it.

Student: For APA Studies, when's the update going to be. I've talked to many of the freshmen now, like one of my friends is trying to be a senator at the UA, and she's looking to represent for the Asian Americans since there's not much representation. I've taken Harlem Renaissance, and Africana Studies, and we've all talked about inclusiveness. And to have someone to look at and have familiarity, it's important. In Africana Studies I was there to learn, but it's hard for me because I'm a minority and I had an interest, but it's not the same as it being my ethnic background. What's the time table exactly for the update?

Teresa: AP Durand is going to touch base with folks early next week, and by the end of that week or early next week we will have an update on that, and it will get out to you.

President Robbins: I heard about this from the Asian American advisory council that this was the number 1 request. So I went to AP to request that the COH be the sponsor. He was excited. I appreciate him and Teresa, and the Provost, and everyone working on this.

Other Students & Alums Talking about APA Studies and APA Student Experience on Campus

When I was growing up – the people I saw and friends with were different from me. In high school it was almost always assimilation to fit with my friends. I was lucky enough to not have to experience of hardship like others, but my older siblings have. Communities struggled for a while in my hometown. There wasn't enough Chinese students in high school and became a whole racial group as Asians from other cultures. In some ways I was proud of Model Minority but knowing what we know now – it was problematic. If we talk about the American experience, we should learn from the contributions of Asian Americans in other majors' ad courses. Spent time to learn about past, spending time the current/future now is what we should learn from campus. It's time to pick up the awareness of the APA Studies, values as part of history – a lot has changed. Our voices need to be heard.

Across many cultures, there's a litmus test, just like other communities. I think for ethnic studies for other courses in OK, there's a lot of native community and African American population and had people that impacted their lives, role models that looks like us. Ceremonies that's rooted in my culture. A child

trying to negotiate all these things. It's helpful presently – to learn other cultures as a non-Asian person. We are then able to learn and uncover layers on why things are happening with a long history behind us. Like, Chinese Exclusion act, Angel Island, etc. Why we're friends with other communities. Crucial for navigating the life I live in.

Asian American identity is lost in Black and White history. We only hear about it in World History. We only hear about Korematsu. Out of the 7 years of schooling it was 2 weeks on Asian Diaspora. The only connection I had in school was a social aspect, like in the fraternity, and thinking about what it is to apply to my life.

APA studies can inform students and provide them with understandings of historical incidents in the US.

In classes – do you get APA contributions in your classes? Perhaps we could include some of these contributions in other courses like pharmacology, chemistry, anthropology, etc.

It's discussed in other places. One of my majors is religious studies – when I gave my research thesis, I felt like I was the expert on the experiences of Asian American experiences on the topic related to religious studies because faculty did not do the research on this topic/curriculum. It should be included in the curriculum. Even in religious studies – we are shaping what we're learning.

I'm always here [APASA] for work and just in between downtime, and when I walk outside of the center I feel like I'm invisible to the community. And also being a student leader, and being in an Asian interest sorority, but they automatically think we're the ones who haze. There's a very big stereotype on us. I don't feel supported as a student or as a student leader. But at this organization, it's not just Pan Hell, it's also Multicultural Greeks as well and they looked right at us. What does that mean?

A lot of our faculty who teach in subjects close to it, those professors tend not to identify as Asian Americans. A lot of them are still trying to study Japan and China, and when I was in that department, even though we had Chinese international students and American students, I fell out of both, even though I was physically both. Separation of the international Chinese and the domestic (mostly white and Hispanic students).

Outside of APASA, how do you feel supported?

Nothing. There are no other services support us.

For me there aren't other places I can go to for the Vietnamese community or to learn about the Vietnamese community. I just reach out to sister organizations. Other than that all I know is APASA, and I'm fortunate to have found APASA.

APA Studies is going to be really helpful, just by listening to you, I don't know who you are. I don't know if you know who you are and how you fit into all of this. And just this conversation alone is just really valuable to say who you think you are, what you value.

I know a lot of students who don't identify as Asian American, but they are interested in learning about different cultures. I mean I take Italian and German and all of this, and they have a lot to offer, even

though I don't identify. So they would be interested in talking APA Studies courses even though they don't identify as Asian American.

I did not know APA studies was a field I could study. Throughout my education in the US, I never learned about Asian history, let alone Asian American history. I'm interested in learning more about that, and to have classes where I could learn about my identity and my community's history through APA Studies.

AFRICANA STUDIES PROGRAM

Learning Services Building
Room 223
1512 E. First Street
PO Box 210105
Tucson, Arizona 85721-0105

Tel: (520) 621-5665
Fax: (520) 626-83678

www.africana.arizona.edu



THE UNIVERSITY OF ARIZONA
College of Humanities

Dear Professor Albert Welter,

We are so excited to hear that the Department of East Asian Studies is initiating a new minor in Asian Pacific American Studies and many thanks for inviting us to include our AFAS/SOC 220, Introduction to African American Studies course as part of the proposal. I am writing to let you know that the Africana Studies Program's Curriculum Committee recently voted unanimously in favor of allowing the Department of East Asian Studies to list this course as part of the proposed minor in Asian Pacific American Studies.

We hope that this course's content makes it a perfect fit in terms of satisfying the "theoretical affinity" component of the minor intended to develop and deepen students' knowledge and understanding of gender or other ethnic groups. Once again, thank you for making us part of this exciting proposed new minor program.

Sincerely,

Praise Zenenga, Ph.D.

Program Director and Associate Professor

Africana Studies Program, University of Arizona





COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

American Indian Studies

Albert Welter
Professor and Head
Department of East Asian Studies
University of Arizona

October 13, 2020

Dear Professor Welter,

This memo is to grant permission for including the courses listed below from the Department of American Indian Studies (AIS) in the proposed curriculum for an undergraduate minor in Asian Pacific American Studies. AIS agrees to give regular access to these courses to students in the proposed minor:

AIS 200: Introduction to American Indian Studies
AIS/ANTH 220: Contemporary American Indian Issues

Sincerely,

A handwritten signature in black ink, appearing to read 'MSG'.

Matthew Sakiestewa Gilbert
Professor and Head

October 20, 2020

Albert Welter, PhD
Professor and Head
Department of East Asian Studies

Dear Dr. Welter:

I am writing to let you know that the Department of English supports the formation of a new minor in Asian Pacific American Studies. We permit you to use the following classes from English in the minor:

ENGL 346, Ambassadorship and Asian American Literature
ENGL 347, English Literature with an Accent

We are delighted to support the minor in this way and feel the synergies between English and East Asian Studies are many. We are glad to collaborate with you.

All best,



Aurelie Sheehan
Head, English Department
Professor, English



THE UNIVERSITY OF ARIZONA
College of Social
& Behavioral Sciences

DEPARTMENT OF ENGLISH
Modern Languages Building #67
P.O. Box 210067
Tucson, AZ 85721-0067
Tel: 520-621-1836
Fax: 520-621-7397
english.arizona.edu



THE UNIVERSITY OF ARIZONA

College of
Veterinary Medicine

COLLEGE OF VETERINARY MEDICINE

1580 E Hanley Blvd.

PO Box 210506

Oro Valley, AZ 85737

vetmed@email.arizona.edu

Website: vetmed.arizona.edu

October 8, 2020

To the Evaluation Committee:

The establishment of the Asian Pacific American Studies minor would be the culmination of decades long efforts by students, faculty and staff at the University of Arizona in collaboration with the Southern Arizona community on behalf of current and future students.

My own involvement in the APA studies movement dates back to the early 1990s working with students to establish a center for Asian Pacific American students similar to the other cultural resource centers already in existence for other on campus. It was during this time that the Asian American Faculty Staff and Alumni Association (AAFSAA) was established. Both groups (students and AAFSAA) discussed early on the importance of looking at curricular efforts to support academically rigorous inquiry and increasing understanding of the APA experience in the United States as well as the unique experience here in Arizona.

The seeds for APA studies were planted during that time as the University of Arizona leadership was looking to create greater support and visibility to the Asian Pacific Islander Desi American (APIDA) students on campus. I left the University of Arizona for the University of Michigan, Ann Arbor and then moved on to the University of Texas at Austin. I was able to directly understand the importance of APA studies while serving in leadership roles at both of those institutions. Not only did I see the impact of those programs on APIDA students, I saw how students across a wide variety of groups benefitted from the existence of APA studies programs at both of those institutions. From those experiences, I also learned first-hand the value of the collaborations between faculty in those departments with other ethnic studies departments along with collaborations with program staff.

When I rejoined the University of Arizona in 2015, I found the work of students, faculty, and staff had continued over those two decades. My previous recent roles on campus were working directly with the cultural and resource centers on campus as well as the multicultural community advisory councils and multicultural alumni groups. As the Assistant Vice Provost and then Assistant Vice President overseeing diversity and inclusion efforts, I continued to support the establishment of APA Studies. The support of the Provost Dr. Liesl Folks, Dr. Durand, Dean of the College of Humanities, and the many faculty, staff, and students has led us to this important point in the history of the establishment of the minor.



THE UNIVERSITY OF ARIZONA

College of
Veterinary Medicine

I fully support the establishment of the minor and would celebrate with others the work and collaboration over the last 20+ years that have brought us to this point where we are in the final processes for approval.

If you need any additional information regarding my endorsement and any of the efforts I have been involved in, please do not hesitate to reach out to me by phone at 520-971-8164 or email tbrett@arizona.edu

Sincerely,

Teresa Graham Brett, J.D.
Associate Dean, Diversity and Inclusion
Assistant Professor, Veterinary Medicine



Subject: Re: Asian Pacific American Studies

Date: Wednesday, October 7, 2020 at 2:23:59 PM Mountain Standard Time

From: Troutman, Stephanie - (troutmans)

To: Welter, Albert - (awelter)

Dear Albert,

Thank you for reaching out; I just returned from parental leave— so forgive me, I'm playing catch up on a number of items. I definitely support your minor and the listing of the courses below as sharing *theoretical affinity*. I will respond formally (with a letter, as you described) no later than next week. If you haven't received my letter by Wednesday, a gentle reminder would be most welcome.

Regards,

*Stephanie

Stephanie Troutman Robbins, PhD [she /her]
Department Head: Gender and Women's Studies
Associate Professor of Emerging Literacies
Chair: Faculty Senate Committee on Diversity, Equity & Inclusion

Faculty Affiliations:

Rhetoric, Composition & the Teaching of English (College of Social & Behavioral Sciences)

Teaching, Learning & Sociocultural Studies (College of Education)

Africana Studies (College of Humanities)

LGBT Institute

Land Acknowledgment:

The University of Arizona resides on the ancestral, traditional and contemporary lands of the [Tohono O'odham Nation](#) and the Pascua Yaqui Tribe <http://www.lspirg.org/knowtheland>

Labor Acknowledgment:

The United States resides on Native Land and was built on the backs of kidnapped and enslaved Africans. The state of Arizona is comprised of approximately 5% African-Americans, yet Arizona's prison population is 13% African-American.

On Sep 29, 2020, at 10:55 AM, Welter, Albert - (awelter) <awelter@arizona.edu> wrote:

Dear Stephanie,

I am writing to apprise you that the Department of East Asian Studies is initiating a new minor in Asian Pacific American Studies and I would like to enlist your support and permission to include the following courses from your department in the APA Studies minor program proposal. Please note that courses marked with an * are listed for their "theoretical affinity" involving the study of gender or other ethnic groups.

*GWS 240, Gender in a Transnational World

*GWS 325, Gender, Sexuality & International Migration

*GWS/MAS 358, U.S. 3rd World Feminisms: Theory, History, Practice

*GWS/HIST/POL 386, Race/Gender: Genealogies, Formations, Politics

Thank you for your consideration. If you could send me a letter on official letterhead affirming your approval of the APA Studies minor program and your permission to list your course as part of it at your earliest convenience, it would be most appreciated. A copy of the full description of the APA Studies minor program is attached for your reference. If you have any questions, please do not hesitate to ask.

Sincerely,
Albert

Albert Welter, PhD
Professor and Head, Department of East Asian Studies <https://eas.arizona.edu>
Associate Director, School of International Languages, Literatures, and Cultures
<https://sillc.arizona.edu/#>
Affiliate Faculty, Department of Religious Studies and Classics <https://religion.arizona.edu>
Executive Committee and Academic Advisory Board, Center for Buddhist Studies
<https://cbs.arizona.edu>
Editor, Journal of Chinese Buddhist Studies <http://chinesebuddhiststudies.org>
Honorary Professor, Hangzhou Academy of Social Sciences
Vice Chairman, International Confucian Association

University of Arizona
Learning Services Building #102
1512 E First Street
Tucson, AZ 85721-0105

awelter@email.arizona.edu

Phone: 520-621-7505

<APAS New Academic Program Additional Information_Undergrad Minor_for 2021 9-29-20[2].pdf>



THE UNIVERSITY OF ARIZONA
College of Humanities

OFFICE OF THE DEAN

Modern Languages Building
Room 345
PO Box 210067
Tucson, AZ 85721-0067

Tel: 520-621-1044
Fax: 520-621-5594

humanities.arizona.edu

October 20, 2020

Albert Welter, PhD
Professor and Head, Department of East Asian Studies
University of Arizona
Learning Services Building #102
1512 E First Street
Tucson, AZ 85721-0105

RE: Proposed Minor in Asian Pacific American Studies

Dr. Welter,

I write this letter in support of the proposed Minor in Asian Pacific American Studies. On behalf of the HUMS prefix, I am also pleased to approve HUMS 205 (Asian Pacific American Strategies: Confronting Challenges in the United States) for use in the minor.

Sincerely,

Kimberly Jones
Vice Dean for Academic Affairs

Educational Policy Studies & Practice
College of Education

1430 E. Second Street
P.O. Box 210069
Tucson, AZ 85721-0069
Tel: (520) 626-7313
Fax: (520) 621-1875
www.coe.arizona.edu/epsp



October 2, 2020

To Whom It May Concern:

I am writing to enthusiastically support for a minor in Asian Pacific American Studies at the University of Arizona. Such an academic program is long overdue but is especially timely now. The university is a globally and nationally renowned institution that must recognize and support a key and growing academic area, Asian Pacific American (APA) studies.

Such a program would align well with our ever-expanding international affairs activities, particularly considering that Asian students constitute a substantial portion of our international students. As an academic who studies international higher education in comparative contexts, I have observed growing interests in diversity and fostering greater understandings of cross-cultural engagement globally. Based on my previous research on international students, these students desire to learn about US higher education but tend to feel a lack of connection to their home culture. Thus, for many, pursuing classes about Asian Pacific Americans could complement their studies as well as provide the opportunity to academically engage with domestic students on potentially shared cultural values.

Additionally, the Asian American domestic population is not only growing in Tucson, but this minor could also attract more students from out of state, who seek to supplement their major with an APA minor. In the College of Education, we offer numerous courses on race and diversity but they tend to lack any APA focus. Current courses tend to emphasize the Black and Latinx student experience, but the APA experience is sorely missing.

Thus, the APA minor would help to better engage our Asian international students, attract students from out-of-state, and position the university well as demonstrated by this commitment to diverse students and a diversity-based education. I would be pleased to partner with the College of Humanities, whether it be offering courses or engaging in research on the program and students.

Sincerely,

A handwritten signature in black ink that reads 'Jenny Lee'.

Jenny J. Lee
Professor



**ASIAN PACIFIC AMERICAN
STUDENT AFFAIRS**

Nugent Building, 2nd floor
1212 E. University Blvd.,
Tucson, AZ 85721

Ofc: 520-621-3481

Fax: 520-621-9880

<http://apasa.arizona.edu/>

October 12, 2020

To Whom It May Concern,

My name is Kenny Importante and I currently serve as the Director of the Asian Pacific American Student Affairs (APASA) cultural center at the University of Arizona. I am writing this letter of support on behalf of the proposal for the Asian Pacific American Studies minor.

The Asian Pacific American Student Affairs (APASA) was established by student activists in 1993 as a result of the university administration's lack of support and understanding of the complex experiences and positionality of Asian Pacific American college students at the University of Arizona. It is through advocacy of other students of color and cultural centers staff that paved the way for APASA to be established and serve as resource for many Asian Pacific American students on campus. While the center has recently celebrated our 26th year anniversary, students and alum remind us that our work with the APASA center should also continue to establish APA Studies on campus.

With the exception of the APASA students, every cultural and resource center on campus have access to learning about their history and community. Many of the APASA students have found it very difficult to navigate campus because they constantly have to validate their experiences in and out of the classroom. Over the last few years, student leaders have asked APASA center to envision this campus with APA Studies as part of their curriculum that encourages students to learn more about our diverse communities and their experiences in the United States. Stated by one of the student leaders from Spring 2020 Final project "Student learn better when they can relate to the context of what they are learning because they can make deeper relations with their peers and campus community." Our center has worked with colleagues, faculty, and students for a long period of time to bring forth knowledge and push for the creation of APA Studies. Through a series of events such as APA Studies Conference hosted in Spring 2016 and APA Studies Symposium held in Spring 2018, I believe we've heard enough from students' perspectives how important it is to see and learn about their history in the U.S. I recognize that this has been a long-standing wish of students for over 15 years and I think it would be great to share with students the progress made regarding APA Studies minor being finally recognized by University of Arizona.

I also write this letter of support on the heels of the Marginalized Student of the University of Arizona (MSUA) List of Demands that came out in Spring 2016. One of the demands written in the list is a creation of APA Studies that leads to a degree granting program. With the creation of APA Studies minor, more courses would be taught in other disciplines where students from all types of majors are able to see themselves reflected in the courses they are taking. When students see



**ASIAN PACIFIC AMERICAN
STUDENT AFFAIRS**

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themselves reflected in their courses particularly in humanities and social sciences, it contributes to the greater understanding of people's experiences that also raise awareness of this country's long history of racism, xenophobia, and impact of colonialism. Consequently, students may then feel welcomed by campus, safe to be around others, a sense of belonging, and not misunderstood by campus community. With the creation of APA Studies as a minor, this would create meaningful relationships with other students while validating their experiences as relevant to affirm their identities.

I have worked in higher education setting for over 12 years. My experiences have primarily worked within student services with a focus on Asian American college students. I've worked in Research I institutions all over the nation that included Asian American Studies program. I have seen the benefits and the synergy between an academic department like Asian American Studies and a cultural center like APASA could do to make an impact as part of the academic mission of the university. If APA Studies was established at this institution, our university may also be seen as welcoming to Asian Pacific American students, faculty, and staff. This would help tremendously attracting a more diverse pool of students and candidates to our campus. I ask that the committee reviewing the supporting documents for this proposal to take into account the need to establish APA Studies minor at University of Arizona.

If there are any questions, please contact my office at kimportante@arizona.edu.

Signed,

Kenneth Importante

Kenneth Importante

Director

Asian Pacific American Student Affairs

kimportante@arizona.edu



COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Mexican American
Studies

Ada M. Wilkinson-Lee, Ph.D., Acting Head
Department of Mexican American Studies
College of Social & Behavioral Sciences
César Chávez Building, Rm. 214
University of Arizona

1110 E. James E. Rogers Way
PO Box 210023
Tucson, AZ 85721-0023
520-626-7766
<http://mas.arizona.edu>

October 2, 2020

Albert Welter, PhD
Professor and Head, Department of East Asian Studies
University of Arizona
Learning Services Building #102
1512 E First Street
Tucson, AZ 85721-0105

RE: APA Studies minor program

Dear Dr. Welter,

On behalf of the Department of Mexican American Studies at The University of Arizona, I am pleased to support the new minor in Asian Pacific American Studies. We welcome a partnership with your department in listing our MAS 265: Culture, Community, and Identity course within the "Theoretical Affinity" category of the minor program. We eagerly look forward to our working together and to further develop the intellectual intercultural flexibility skills students need in order to be culturally responsive throughout their University of Arizona experience and when they transition into the work place.

This letter is to officially provide support for the Asian Pacific American Studies minor and to provide approval for listing MAS 265 within the "Theoretical Affinity" category of the minor program.

We look forward to our collaboration and thank you for including the Department of Mexican American Studies in this minor program.

Sincerely,

Ada M. Wilkinson-Lee
Associate Professor and Acting Department Head



DEPARTMENT OF PUBLIC & APPLIED HUMANITIES

Richard A. Harvill Building
Room 337
1103 E. 2nd Street
PO Box 210076
Tucson, Arizona 85721-0076
Tel: (520) 621-3025
www.pah.arizona.edu

August 30, 2020

To whom it may concern:

Subject: Proposed Minor in Asian Pacific American Studies

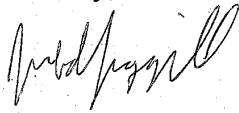
On behalf of the Department of Public & Applied Humanities, I write this letter in support of the proposed Minor in Asian Pacific American Studies.

The Department is also pleased to approve the following course for use in the minor:

- PAH 260—Asian Pacific American Cultures in Public Life

The proposed minor looks very exciting, and will no doubt be well received by students. Please let me know if there are additional ways we can help support the proposal.

Sincerely,



Judd Ruggill, PhD

Professor and Head | Department of Public & Applied Humanities | College of Humanities

Affiliate Faculty:

- Africana Studies Program | College of Humanities
- Department of English | College of Social & Behavioral Sciences
- Graduate Interdisciplinary Program in Social, Cultural & Critical Theory
- Institute for LGBT Studies
- School of Information | College of Social & Behavioral Sciences
- School of Theatre, Film & Television | College of Fine Arts

jruggill@email.arizona.edu

cc Kimberly Jones, PhD

Vice Dean for Academic Affairs | College of Humanities

Affiliate Faculty:

- Graduate Interdisciplinary Program in Second Language Acquisition & Teaching

kjones@email.arizona.edu



COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

School of Government
and Public Policy

School of Government & Public Policy
315 Social Science
P.O. Box 210027
Tucson, AZ 85721-0027
Tel: (520) 621-7600
Fax: (520) 621-5051
<http://sgpp.arizona.edu>

October 20, 2020

Re: Support for the Department of East Asian Studies Minor in Asian Pacific American Studies

To Whom It May Concern:

This letter is a formal expression of support for the proposed minor in Asian Pacific American Studies initiated by the Department of East Asian Studies.

In addition, SGPP grants permission to the Department of East Asian Studies to include POL 209, Diversity and Politics in a Changing World in the minor.

Please do not hesitate to contact me if you require additional information.

Sincerely,

A handwritten signature in cursive script that reads "Edella Schlager".

Edella Schlager
Director
The Melody S. Robidoux Foundation Fund Leadership Chair



**DEPARTMENT OF
RELIGIOUS STUDIES & CLASSICS**

Learning Services Building
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1512 E. First Street
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www.religion.arizona.edu
www.classics.arizona.edu



September 29, 2020

To Whom It May Concern:

The Department of Religious Studies and Classics fully supports the proposed minor in Asian Pacific American Studies. There are Religious Studies faculty in our department who have teaching and research specialties encompassing Asian American studies, and they welcome the creation of this program.

Religious Studies supports the inclusion of the following courses housed in our department as options in the APAS minor:

- RELI 330, North American Buddhism: Transmission, Translation, Transformation (offered every 2-3 years)
- RELI 367, Yoga (offered every academic year and most summers)

Please let me know if the department can be of further assistance.

Sincerely,

A handwritten signature in blue ink that reads 'K-K. S'.

Karen K. Seat
Head, Department of Religious Studies and Classics
Director, School of International Languages, Literatures, and Cultures (SILLC)





School of Sociology
College of Social
and Behavioral Sciences

P.O. Box 210027
Tucson, AZ 85721-0027
Tel: (520) 621-3531
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sociology.arizona.edu

7 October 2020

Albert Welter, PhD
Professor and Head
Department of East Asian Studies
University of Arizona

Dear Albert,

The School of Sociology fully supports your proposed minor in Asian Pacific American Studies. The topic is inherently interdisciplinary, and fits well with our growing curriculum. We fully support your decision to include these two courses as part of the minor's electives:

SOC/ANTH 260, Ethnic Relations in the United States
SOC/AFAS/AIS/ANTH/MAS 467, Race and Ethnic Relations

I look forward to supporting and expanding this new initiative with you. Please do not hesitate to reach out if I can be of further assistance (leahey@arizona.edu).

Respectfully,

A handwritten signature in black ink that reads 'Erin Leahey'.

Erin Leahey
Professor and Director
School of Sociology

To: Whom It May Concern

Re: Letter of Support

Date: 10/2/20

This letter signifies approval of two courses from our department for the new Asian Pacific American Studies Minor. These courses are TLS 304: *Language, Culture, Race and Identity in Education* and TLS 306: *Youth in Diverse Communities*. We are pleased that you would like to include these courses and wish your department well in this endeavor!

Sincerely,



Crystal Soltero, PhD
Department of Teaching, Learning, and Sociocultural Studies
Director of Literacy, Learning, and Leadership
csoltero@email.arizona.edu; 520.400.3235

