

CPC REPORT ON ASIAN AMERICAN STUDIES AT WILLIAMS

February 7, 2019

CHARGE, SUMMARY OF PROCESS, AND RECOMMENDATIONS

On March 1, 2018, Professor Dorothy Wang (American Studies/English) and Professor Li Yu (Asian Studies/Chinese), on behalf of an ad hoc grassroots Asian American Studies Working Group consisting of twenty-five faculty members who hail from sixteen different academic units, submitted a staffing request to the CAP and CPC to hire new faculty in order to establish an Asian American Studies program at Williams. In late August 2018, the Curricular Planning Committee (CPC) began the process of assembling a CPC working group on Asian American Studies. Elected members of the committee, Mea Cook (Geosciences) and Jeff Israel (Religion/Jewish Studies), were tasked to co-chair the working group. In addition to the co-chairs, the working group responsible for this report includes six faculty members: Vivian Huang (WGSS); Bernie Rhie (English); Dorothy Wang, who participated via Skype from Hong Kong while on leave; Carmen Whalen (History/LATS); Scott Wong (History); and Li Yu. Faculty membership in the working group was announced by CPC Chair Christopher Nugent (Asian Studies/Chinese/CompLit) at the faculty meeting on October 27. The working group also includes two students chosen by the Student Council in coordination with the Minority Coalition: Grace Fan ('19) and Tyler Tsay ('19); Audrey Koh ('21) contributed important work early in the process as well.

The CPC charged the working group to respond to a set of specific questions on the current state of Asian American Studies at Williams. These questions address the regularity of current courses on Asian American Studies offered by faculty in the field, courses offered with Asian American Studies content, and enrollments in such courses. Each question is addressed extensively in the section entitled "Data on Asian American Studies at Williams" below. The CPC also charged the working group to respond to questions about future possibilities for Asian American Studies: curricular development, structures for a possible program, staffing implications, and so on. These questions are addressed in sections of the report entitled "Establishing an Asian American Studies Program and Concentration at Williams" and "Staffing Required for an Asian American Studies Program and Concentration at Williams."

In October 2018, the working group began to gather data pertaining to the current state of Asian American Studies at Williams. The working group also investigated the state of Asian American Studies at colleges and universities in the United States more broadly. Through numerous phone conversations and email exchanges with colleagues at other institutions, in addition to extensive online research, the group familiarized itself with the state of the field at graduate institutions and the state of curricula at peer institutions. The group also began weekly Monday meetings in October (continuing through the end of January) in order to discuss what we found and write this report.

In November 2018, we began meeting with additional faculty stakeholders in Asian American Studies at the college. The group met with Kailani Polzak (Art), Anthony Kim (American Studies), and Munjulika Tarah (Dance). Grace Fan and Tyler Tsay led an open forum for students on November 6. Mea Cook and Jeff Israel led an open forum for faculty and staff on November 8. In the invitations to these fora published in Daily Messages and sent directly to chairs of all units, at the fora themselves, and in additional meetings and correspondences with faculty and students, the working group solicited crucial information about student interest in Asian American Studies and experiences with the current curriculum, opportunities for curricular and staffing development in particular units, how the field of Asian American Studies might relate to other fields, and so on. On December 6, the working group met with the Committee on Educational Affairs (CEA) in order to assess general institutional expectations for new programming and specific issues that might arise in the development of Asian American Studies at Williams.

Recommendations

This report recommends that the college immediately take concrete steps toward the creation of a strong and sustainable Asian American Studies Program, which will offer a concentration in Asian American Studies. Our recommendation assumes that current contributions to the Asian American Studies curriculum in History, American Studies, and Women's, Gender, and Sexuality Studies will remain constant. We have determined that a program cannot be formed with current faculty resources. Thus, we recommend that the college first make two tenure-track appointments (leaving open the possibility of a senior hire through an open-rank search) with specialized training in Asian American Studies, whose work has an interdisciplinary focus. We recommend that these appointments be made in the coming year or over the next two years. These two new faculty members should be appointed into existing units with fifty percent of their teaching and service responsibilities designated, at their appointment, to the Asian American Studies curriculum. The next step is to formalize an Asian American Studies Program and concentration, which will be shaped in large part by the new hires alongside existing faculty members who teach Asian American Studies. We assume that a concentration will consist of a minimum of five courses, one introductory course, one senior/capstone seminar, and three core and elective courses. Finally, once these two new faculty members are in place, we recommend that a third tenure-track faculty appointment be made to build on and complement the areas of the two initial faculty appointments.

The argument for this recommendation will unfold through the following sections:

- 1. The Curricular Importance of Asian American Studies (p. 3)**
- 2. Student Activism and Curricular Interests (p. 6)**
- 3. Data on Asian American Studies at Williams (p. 8)**
- 4. Establishing an Asian American Studies Program and Concentration at Williams (p. 17)**
- 5. Staffing Required for an Asian American Studies Program and Concentration at Williams (p. 20)**
- 6. Appendices (p. 24)**

1. THE CURRICULAR IMPORTANCE OF ASIAN AMERICAN STUDIES

Asian American Studies is an intellectually important and vibrant interdisciplinary field of study that is indispensable to a liberal arts education. There can be no study of American history, literature, sociology, political science, religion, or arts, without this body of scholarship as part of the curriculum. Asian American Studies has its own professional associations (most notably the Association for Asian American Studies); conferences; peer-reviewed academic journals, including the *Journal of Asian American Studies* (published by Johns Hopkins University Press), *Amerasia Journal* (based at UCLA), *Asian Diasporic Visual Cultures and the Americas*, and the *Asian American Journal of Psychology* (published by the American Psychological Association); graduate programs and degrees, such as those at the University of California campuses at Berkeley, Los Angeles, and Irvine, and the University of Illinois at Urbana-Champaign. As with other ethnic studies fields, Asian American Studies sprang from and continues the legacies of the Civil Rights Movement. The field became a formal part of university curricula around 50 years ago, after decades of activism.

It is time that the College recognize the intellectual significance of Asian American Studies as a unique and vital field. The development of Asian American Studies at Williams would benefit the entire campus, as stakeholders are not limited to those who identify as Asian American or who are already committed to Asian American Studies. Not only would interdisciplinary programs and departments feel the energizing effects of Asian American Studies on campus – enabling cross-ethnic, transnational, post-colonial, and comparative racial studies – but traditional disciplines including, but not limited to, Anthropology/Sociology, Economics, English, History, Philosophy, Political Science, and Psychology, would necessarily benefit from distinct but overlapping approaches that reframe and are in conversation with more familiar disciplinary methods and practices. A formal program would give Asian American students – our largest group of racial minority students – a system of support (intellectually and for their day-to-day well-being) that has been proven to be vitally important and productive for our black and Latino/a students, staff, and faculty since the formations of Africana Studies (as Afro-American Studies) in 1969 and the Latino/a Studies program in 2004.

An Asian American Studies Program and concentration at Williams College would provide for a more robust curriculum overall; enable students to do more incisive social and cultural analysis; enhance their capacity to conduct comparative ethnic and racial studies; change their ways of thinking about traditional disciplines; and ensure that they critically engage with questions of gender, sexuality, nationality, indigeneity, diaspora, and empire (including histories of war, labor, trade, immigration, colonialism, arts and cultural expression) in their coursework as students and as part of their continued intellectual framework after they graduate and go on to contribute as Williams alumni and citizens of the world. A curriculum in Asian American Studies would train students in the field's histories and methods for critiquing U.S. empire, rethinking the methodologies and foundations of traditional disciplines, debunking the binaries of "native" and "alien," analyzing sui generis cultural productions, and furthering greater accountability to the nation's history.

If Williams College is sincere in its mission to “provide the finest possible liberal arts education” and in its belief that “[d]iversity is not an end in itself, but a principle flowing from the conviction that encountering differences is at the heart of the educational enterprise – differences, certainly, of ideas and beliefs, but also differences of perspectives rooted in the varied histories students bring with them,” then it must institutionalize Asian American Studies to address the present lacuna in the histories and cultures of this country (and beyond).

Distinct from Asian Studies and American Studies, Asian American Studies bridges and contributes to both fields at the College, offering its own histories, methods, and frameworks. Asian Studies, American Studies, and Asian American Studies have drastically different genealogies as fields. As stated previously, Asian American Studies comes out of the Civil Rights protests of the 1960s and 1970s. Asian Studies, a much older field, comes out of colonial and missionary enterprises (such as philology) and, later, during the Cold War, area studies. American Studies began as a field espousing U.S. exceptionalism, gaining traction after World War II and the Cold War but has in recent years turned its study to include critiques of U.S. empire. Asian Studies at Williams College, as it is currently structured, does not focus on the study of the Asian diaspora or on issues of race and racialization. The development of Asian American Studies on campus would enhance Asian Studies’ offerings in Asian diasporic scholarship and open pathways for collaboration across campus. Asian American Studies would also strengthen and extend the current curriculum in American Studies by bringing Asian American histories, cultures, and experience to bear on the question of what is “American” and how we think about the concepts and methodologies in the humanities, social sciences, sciences, and arts.

The history of Asian American racialization makes clear the need for explicit framing of “Asian American” as distinct from “Asian,” generic “minority,” and unmarked “American.” Asian legal inclusion in the United States has been fraught throughout history – as with, to name prominent examples, the Page Law of 1875, the Chinese Exclusion Act of 1882, the Immigration Act of 1924, the WWII internment of Japanese and Japanese Americans (the majority of whom were U.S. citizens), and the Immigration and Nationality Act of 1965, not to mention the more recent Muslim ban and deportation of Cambodian refugees – thereby constitutively structuring a painful relationship between Asian Americans and national belonging. Stereotypes of Asian Americans as perpetual foreigners, forever alien to the U.S. national imaginary, persist to this day, as evidenced by the lack of Asian American representation in most strata of public national life and in the upper management of major corporations and companies. Indeed, this legacy of exclusion (a consequence of Orientalism, colonial incursions, and four U.S. wars with Asian countries in the last century, including one in which the only nuclear bombs ever deployed were used on civilian populations) have structured Asian American racialization not only politically and legally, but also culturally, intellectually, psychologically, economically, and symbolically.

Inclusion and belonging to U.S. racial discourses, then, have historically precarious foundations for Asian Americans, with repercussions felt even on the Williams campus. Like the overwhelming majority of Americans, administrators, faculty, staff, and students at Williams, though well-meaning, often lack knowledge of Asian American history and issues. For example, even students from highly competitive high schools sometimes have not learned about Japanese

American internment. And how many people know that Asian Americans constitute the group with the highest poverty rate in New York City? Many Asian American students, faculty, and staff are significantly impacted by racism and its effects. These effects can include microaggressions, mental health crises, and sexual assault. However, the impact of racism on Asian Americans in the Williams community, which is sometimes severe, can go largely unacknowledged and unrecognized, even by well-educated professionals and even by those units and staff that focus on diversity. The mistaken belief that Asian Americans are “honorary whites” has major consequences for everything from the way Asian American students are treated by professors in the classroom; whether they are considered in the same way as other minority students for such competitive minority programs as Mellon Mays; the lack of adequate mental health counseling for issues that affect them – such as sexual assault (one cannot discount the sexualization of Asian American women in popular culture, largely a result of the prevalence of U.S. military presence in Asian countries), depression, eating disorders, self-harm, etc.; as well as the ways outspoken Asian American students and faculty are disciplined for not being “model minority” enough.

Institutionalizing Asian American Studies at Williams College would elevate the intellectual life on campus for everyone, as well as provide a crucial symbolic and material community space for a minority population whose experience, expertise, and labor are often overlooked. This report will speak to the legacy of student activism for Asian American Studies at Williams in the following section. As for faculty, Scott Wong (History) and Dorothy Wang (American Studies) are nationally recognized senior scholars in, respectively, Asian American history and Asian American literature. In addition, Bernie Rhie (English), more recently Anthony Kim (American Studies), Vivian Huang (WGSS), Munjulika Tarah (Dance), and over two decades of untenured and visiting Asian Americanist faculty members have served the College by offering coursework relevant to Asian American Studies. Because of the historical paucity of Asian American staff, Angela Wu’s departure from the Davis Center and the College last year is acutely felt, as she was one of the staff members who offered critical support to first-generation, Asian, and Asian American students.

Despite the hard work of these people over the years, systemic change is necessary in the form of concerted institutional support and hiring for Asian American Studies. As is, the uncompensated and often contingent labor of students, staff, and faculty can only do so much without the curricular structure, staffing, and dedicated resources allocated to this academic field. For example, faculty and staff take on the unacknowledged labor of mentoring and supporting Asian American students on all manner of issues, including intellectual, professional, and psychological.

Simply put, a sustainable and dynamic effort requires infrastructure. The institutionalization of Asian American Studies at Williams College, therefore, would ensure that the crucial intellectual, curricular, and social aspects be able to continue on an institutionalized and much less precarious basis and guarantee that Asian American students and faculty be given the same sort of support that the students and faculty who constitute and derive benefits from Africana and Latino/a Studies currently have. An Asian American Studies program would also recognize the

decades-long efforts by community members across campus to bring into being such a necessary program.

But, perhaps most importantly, by taking the lead in building a first-rate Asian American Studies program, Williams College, a superlative and well-resourced institution of higher learning, has the opportunity to not only deepen its curriculum and its commitment to diversity, as stated in its mission statement, but to become a role model for critical thought and pedagogy in the multi-racial and globalized United States of the twenty-first century.

Alumnus Bob Seidman ('63) reports that a racially charged incident against an Asian student in 1961 was a significant impetus for the ultimate abolition of the fraternity system at Williams. Fifty-eight years later, the College needs to make the right move to truly diversify the curriculum and the community, and to proactively respond to three decades of student movements to establish Asian American Studies.¹

2. STUDENT ACTIVISM AND CURRICULAR INTERESTS

Student activism for Asian American Studies (AAS) has been ongoing for multiple decades. In the early 1990s, students introduced the College's first iteration of a proposal for an AAS program to students in the Asian American Studies in Action (AASiA) club and applied for a flurry of contract majors in AAS. Students throughout the years have been fighting for and attempting to create discussion around AAS. They have continued to show to the community that an education is incomplete without the presence of Asian American Studies in the Williams College curriculum.

The student perspective has proposed the following argument for AAS in various forms over the past decades:

- (1) AAS will provide a well-rounded education about *all* peoples and movements that have shaped American history and culture, not just Eurocentric ideals.
- (2) AAS will reframe and complement existing offerings from American Studies and Asian Studies on campus.
- (3) AAS and its methodologies will facilitate the rethinking of existing disciplines, methodologies and concepts.
- (4) AAS will empower *all* students by providing an education that will naturally boost the diversity of its faculty; as Williams College's Self-Study 2017 states, "It's important that faculty diversity keep pace with student diversity [17% Asian/Asian American]" (68-69).
- (5) AAS will provide legitimate resources and support to Asian Americanists on campus as opposed to the current scattering of courses.

In the absence of adequate offerings in AAS, current students and those in previous decades have taken on hours of unpaid labor to educate their peers through teach-ins, workshops, and community discussions, attracting large crowds. In the past year alone, students have held a

¹ Seidman, B. Fraternities, the beginning of the end. Williams Special Collections Website. <https://specialcollections.williams.edu/williams-history/groups/fraternities-the-beginning-of-the-end/>

workshop during Claiming Williams and three separate teach-ins with attendance at 100+, as well as organizing a photo campaign, a poster campaign, and a ribbon action at the 2018 graduation that showed overwhelming support for AAS. Their dedicated and patient activism underscores the breadth of student interest in the academic field as well as the importance of the field in students' lives. Representative bodies such as the Minority Coalition and College Council have continually expressed strong support for AAS, as have the large majority of affinity groups, clubs, departments, and other bodies on campus. When current students were asked about whether they would concentrate in AAS if it was offered, 61 students responded "yes" and 96 responded "maybe," which constituted nearly 50% of 319 surveyed students. Hundreds of students have proven their interest over the years, and the current moment has followed this trend. Survey respondents qualified their passion for AAS with comments such as "the predominantly Asian American space of many AAS courses has greatly improved my mental and physical health while being on campus" and "ethnic studies classes create frameworks for understanding identity when there are no other spaces on campus that do this work."

Student activism has also stressed to the administration that larger community issues of racial bias—e.g. rampant mental health issues amongst Asian Americans and cases of sexual assault/harassment against Asian American women—are related at least in part to the lack of an AAS program. As students have reasoned, the establishment of an AAS program would be a formal acknowledgement of the lived experiences of Asian Americans by the institution, which would in turn have critical impact upon the entire social body of the College. An AAS program provides dedicated space for the Asian American students that contribute directly to student legitimacy and visibility. In addition, students have argued that an AAS program would provide support to faculty of color that have dedicated hours of unpaid labor towards the formation of informal yet vital support networks for students of color (see the Faculty Staff Initiative report from 2009-2010). An integral example of the effects of institutionalization upon the community is Claiming Williams, an event that was born of the Stand With Us student movement in 2007. Today, Claiming Williams provides a vibrant opportunity for students to engage with difficult topics about identity and struggle. We believe Claiming Williams has had a positive impact on the student body, and that over time, an AAS program would show similar results.

Throughout the history of the AAS movement, student activism has coincided with, contributed to, and benefited significantly from initiatives taken by faculty on behalf of Asian American Studies at Williams. For instance, the first proposal for AAS submitted to the CEP was written and drafted originally by students before passing it along to a faculty sponsor. This proposal was unsuccessful; the CEP stated that while it was supportive of Asian American Studies, the "size of the faculty [cannot] be further expanded to any significant degree." AASiA members continued to host events in support of AAS from 2007 to 2012 amidst an unsafe environment, as evidenced by a racially-charged incident targeting Asian American students on campus in 2008. Simultaneously, to raise awareness of and seek solutions to the dire state of minority faculty and staff retention at Williams (there had been a hemorrhage of faculty of color the previous year), untenured professors Maria Elena Cepeda (LATS), Stéphane Robolin (formerly in Africana, now an Associate Professor at Rutgers University, New Brunswick), and Dorothy Wang (AMST) founded the Faculty-Staff Initiative (FSI) in 2007, with the crucial support of Professor Wendy

Raymond (formerly in Biology, now the incoming president of Haverford College) and Joyce Foster (then Director of Academic Resources, now retired). Over a decade later, many of the concerns raised in the FSI final report continue to persist and remain unaddressed—for example, institutional and cultural practices and norms of behavior that disproportionately harm faculty and staff of color. Recent public statements from Professors Kai Green and Kimberly Love have decried the “college’s violent practices” against people of color at Williams.²

Student activists have also worked to support two additional staffing proposals for AAS. In 2012, the second proposal for AAS reached the CEP. Students hosted forums, teach-ins, protests, and demonstrations to demonstrate their interest in the field. The CEP approved a cluster listing in Asian American Studies for the 2013-2014 course catalog. This listing was removed in 2016-2017 because of the paucity of Asian American courses, following an exodus of both tenure-track (Vincent Schleitwiler) and contingent faculty (Ji-Young Um, Seulghee Lee, among others). In March 2018, Professors Dorothy Wang and Li Yu led an ad hoc faculty proposal for additional Asian Americanists. To further support this proposal, members of AASiA compiled an archive of student activism at asianamwilliams.org (please visit for more details on the history of AAS at Williams).

Students have emphatically held that the current allocations of Asian American FTEs do not make it possible for even a skeleton program to form; we strongly agree with this statement. Students’ ability to name and fight for institutional change is not auxiliary, but a key component and outcome of a true liberal arts education. Williams “encourage[s] students to develop a personal stance toward learning and knowledge, and to make judgments that put their beliefs and values on the line” (quoted from Mission Statement); the College must hold itself accountable to the resultant criticisms from thousands of students. Decades of effort (material and psychic labor, a huge expenditure of time) have culminated in this report. We believe that student dedication must not go unnoticed any longer and must not be rendered invisible, as Asian Americans so often are in the American social and national body.

3. DATA ON ASIAN AMERICAN STUDIES AT WILLIAMS

Which faculty currently offer Asian American Studies courses on a regular or semi-regular basis? What Asian American Studies courses does the College currently offer on a regular and semi-regular basis?

Courses in Asian American Studies were first consistently offered at Williams when Scott Wong (HIST) joined the tenure track faculty in 1991. He teaches classes in Asian American history and immigration history. Dorothy Wang (AMST), who joined the faculty in 2006, teaches courses in Asian American literature; Asian American literary and cultural theories; Asian American literature and the visual arts; Anglophone Asian diasporic literature; English-language poetry and poetics, particularly experimental minority poetry; and American Studies. Vivian Huang (WGSS) joined the faculty in 2017, after being a Bolin Fellow in 2014-2016. She teaches

² Tauber, R., 2019. Professors cancel courses, cite College’s “violent practices,” “anti-blackness and transphobia.” *Williams Record*, 133(13), 2/6/19.

courses in Asian American gender, sexuality, and performance studies. These three Asian Americanists offer courses in Asian American Studies (Table 1) as well as courses for their home units, which limit how many courses they can teach in Asian American Studies.

There are courses in Asian American Studies offered by other faculty at the college. Munjulika Tarah (DANC) regularly offers a course in Asian American dance and performance. Bernie Rhie (ENGL) has taught a course in Asian American Literature. Zaid Adhami (REL) is teaching a class on American Muslim literature. While Dorothy Wang has been on leave, Visiting Assistant Professor Anthony Kim (AMST) has offered Introduction to Asian American Studies and courses in Asian American film and media studies.

Since the 1990s, courses in Asian American Studies in the curriculum (Figure 1) have been offered by faculty who are no longer at the college. Six different courses in Asian American literature and cultural politics from ENGL and AMST were offered by Vince Schleitwiler (ENGL) and Ji-Young Um (ENGL and AMST) in 2008 to 2015. Nine courses originating in HIST, ENGL, AMST and REL were offered by Bolin fellows, Mellon Postdoctoral fellows and a Schumann fellow. These contributions by faculty and pre- and postdoctoral fellows who are no longer at the college were important in supporting the intellectual community of Asian Americanists at Williams and enriching the curriculum in Asian American Studies. The many pre- and postdoctoral fellows who have taught Asian American Studies over the decades at Williams also illustrate the efforts of Williams faculty in some departments and programs to bring this area of scholarship to Williams.

In the last five years, there have been on average around four courses in Asian American Studies offered per academic year. These courses are candidates to serve as core courses for a future Asian American Studies concentration. In the last 5 years, there have been 3 thesis students and 16 students who have conducted independent study projects or 99s in Asian American Studies (Table 2). The existing curriculum and research opportunities for students are in literature, history, and performance studies—at the bridge between Div 1 and Div 2. The field of Asian American Studies has a much broader curricular and intellectual scope than these three areas, and important swaths of the field that are not represented in the expertise of current faculty in the college include the social sciences (e.g., sociology, religion, political science), the intersection of the social sciences and the sciences (e.g., psychology, public health, environmental studies), and creative writing.

There is a lot of potential to enrich the course offerings in Asian American Studies in essential areas of the field that are not currently represented at the College. In addition, there is untapped potential to build a curriculum with an array of courses at both the lower and upper levels. Most of the existing course offerings are at the introductory level, or targeted to students who have no previous experience in Asian American Studies. This fact may reduce the attractiveness of the lower-level courses to students who would seek to build on their academic experiences at a higher level. And students who are captivated by an introductory course are limited in their ability to follow up their interest at the upper levels.

Table 1: Courses in Asian American Studies in the last 5 years (2014-2015 through 2018-2019) taught by current faculty. “Times offered” is number of times taught. Note that total courses and enrollments in the later figures/tables are larger because of the contributions by faculty who are no longer at the college.

Asian Americanist Faculty Member	Course	Times taught
Vivian Huang	WGSS 225: Gender and Sex in Asian American Theater	1
Vivian Huang	WGSS 316: Feeling Queer and Asian	1
Vivian Huang	WGSS 119: Asian American Femininities	1
Dorothy Wang	AMST 128: Reading Asian American Literature	1
Dorothy Wang	AMST 215: Experimental Asian American Writing	1
Dorothy Wang	AMST 304: Asian American Literature and Visual Art	1
Scott Wong	HIST 284: Introduction to Asian American History	2
Scott Wong	HIST 384: Topics in Asian American Studies	2

Faculty Member	Course	Times taught
Munjulika Tarah	DANC 214: Asian American Identities in Motion	2
Bernie Rhie	ENGL 354T: Asian American Literature: Prose	1
Zaid Adhami	REL 266: American Muslim Literature	1

Visiting Faculty Member	Course	Times taught
Anthony Kim	AMST 125: Introduction to Asian American Studies	2
Anthony Kim	AMST 382: Asian/American Film and Video	1
Anthony Kim	AMST 239: APIA Documentary Cinemas	1

Table 2: Enrollments in research projects in Asian American Studies in the last 5 years (2014-2015 through 2018-2019) supervised by current faculty. Note that total courses and enrollments in this decade in the later figures/tables are larger because of the contributions by faculty who are no longer at the college.

Faculty Advisor	Ind study or 99	Thesis
Anthony Kim	1	0
Bernie Rhie	1	0
Dorothy Wang	3	0
Scott Wong	6	3
Li Yu	4	0
Vivian Huang and Nicole Maloof	1	0

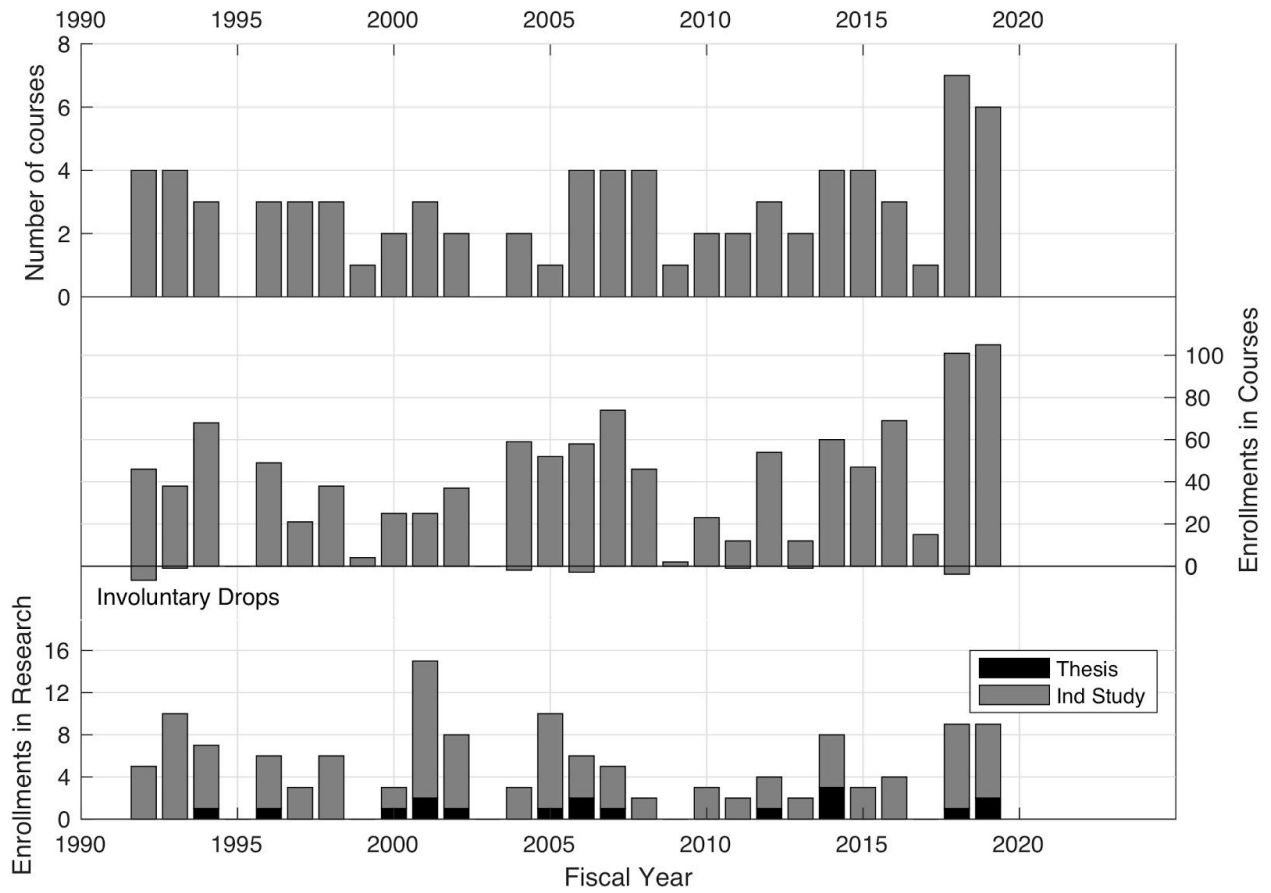


Figure 1: Top: Courses in Asian American Studies. Middle: Enrollments in these courses are above the line. Involuntary drops are below the line. Bottom: Numbers of students enrolled in Thesis (black) and Independent Study (grey) research projects, which include 99s as well as semester-long independent studies. Data are in Table A1.

What courses does the College offer that are not primarily in Asian American Studies but that deal with the field of Asian American Studies in some way (and would thus both offer support to courses in Asian American Studies and benefit from the presence of more courses in Asian American Studies as part of the curriculum)?

There are courses in AMST, ANTH, ARTH, DANC, HIST, LATS, PSYC and REL that have Asian American Studies content, even though the courses' foci are not on Asian Americans. This illustrates the faculty interest in Asian American Studies across many units in Div 1 and 2. These courses, in addition to other courses in racial and ethnic studies, have the potential to serve as electives in a future Asian American Studies concentration.

Table 3: Courses with Asian American Studies content of the last 5 years (2014-2015 through 2018-2019), taught by current faculty. "Times offered" is number of times taught out of total academic years teaching in the 5 y interval. Note that total courses and enrollments in the later figures/tables are larger because of the contributions by faculty who are no longer at the college.

Asian Americanist Faculty Member	Course	Times taught
Dorothy Wang	AMST 303/465: Race and Abstraction	1
Scott Wong	HIST 168: 1968-69: Two Years in America	1
Scott Wong	HIST 253: Modern US History	1
Scott Wong	HIST 301: Remembering American History	3
Scott Wong	HIST 380: Comparative American Immigration	3
Scott Wong	HIST 468: Race and Empire in America	2
Scott Wong	HIST 469: Race and Ethnicity in US Culture	2

Faculty Member	Course	Times taught
Kim Gutschow	ANTH 271: Medicine, Pathology and Power	4
Kailani Polzak	ARTH 240: Histories and Collections	1
Kailani Polzak	ARTH 249: Visual Cultures of Contact	1
Kailani Polzak	ARTH 301: Methods of Art History	1
Kailani Polzak	ARTH 430: Aesthetics and Human Variety	1
Munjulika Tarah	DANC 226: Gender and the Dancing Body	3
Mérida Rúa	LATS 221: Introduction to Urban Studies	2
María Elena Cepeda	LATS 313: Gender, Race, Beauty, Power	4
Mérida Rúa	LATS 408: Envisioning Urban Life	2
María Elena Cepeda	LATS 409: Transnationalism and Difference	2
Steve Fein	PSYC 341: Stereotypes, Prejudice and Discrimination	2
Kim Gutschow	REL 246: India's Identities	4
Kim Gutschow	REL 256: Buddhism and Sex: #MeToo Then and Now	1

What are the enrollments for courses specifically in Asian American Studies? Do recent and current enrollment figures indicate strong interest in a concentration in Asian American Studies (for example, do many students take two or more courses in Asian American Studies)?

From year to year, the number of courses offered in Asian American Studies is small and variable so enrollments also vary (Figure 1). This variability is because of both academic leaves and faculty members' other teaching obligations (such as the introductory American Studies course and the junior-level methods course for AMST). Enrollments are strongly related to critical mass of courses and faculty continuity, so past enrollments do not likely predict future enrollments once the number of faculty and courses grows. In addition, students are increasingly concerned about credentialing when choosing courses. So enrollments may not fully indicate demand, since there is currently no Asian American Studies concentration. As has been seen in years when there have been more Asian American and ethnic-studies visitors on campus, more course listings and more faculty create greater student interest and enrollment. The issue can often be a chicken-and-egg one.

Despite these caveats about interpretation of enrollment data, the average enrollments per course in Asian American Studies are stable through time, possibly increasing slightly over the last decade (Figure 2). Since 1991, the number of courses in Asian American Studies offered each academic year was 4 or fewer, except In FY2018 when it was 7 and FY2019 when it was 6 (Figure 1). Through the last 5 to 6 class years, the number of students taking at least one course in Asian American Studies has increased, which is driven by the increase in number of courses offered (Figure 3). The courses offered in FY2018 and FY2019 are the most expansive group with respect to areas of the curriculum represented, and these were the academic years with the greatest number of courses in Asian American Studies offered. The average enrollment per course was stable in 2018 and 2019 compared to previous years (Figure 2). The upward trend in total enrollments and the stable average enrollment suggest that if the number of courses grows and the Asian American Studies curriculum available continues to diversify, that they will continue to tap into student interest across the curriculum.

In the last five graduating classes, an average of 39 students took one course, and an average of 7 students took at least two courses in Asian American Studies. Most of the latter took two courses (Figure 3). In a student survey on Asian American Studies administered by this working group this past fall, 319 students responded, with 61 students responding that they would participate in an Asian American Studies concentration (of approximately 5 classes), if there were one offered at Williams (with graduating seniors responding whether they would have concentrated if they had been given the option within their time at Williams). Additionally, 96 more respondents said they would "maybe" participate in an Asian American Studies concentration.

There is clear evidence of persistent interest in courses in Asian American Studies at Williams over time and that an increase in course offerings and the creation of a concentration will attract students. However, our perspective is that the curricular importance for strengthening Asian American Studies in the Williams curriculum is the strongest justification for institutional investment in Asian American Studies.

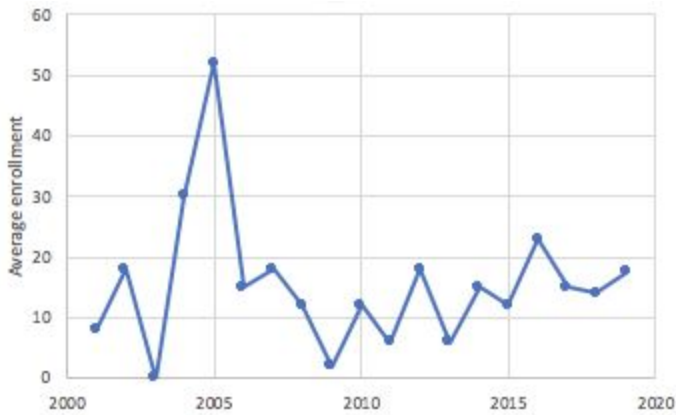


Figure 2: The average enrollment in courses in Asian American Studies, calculated from data in Table A1.

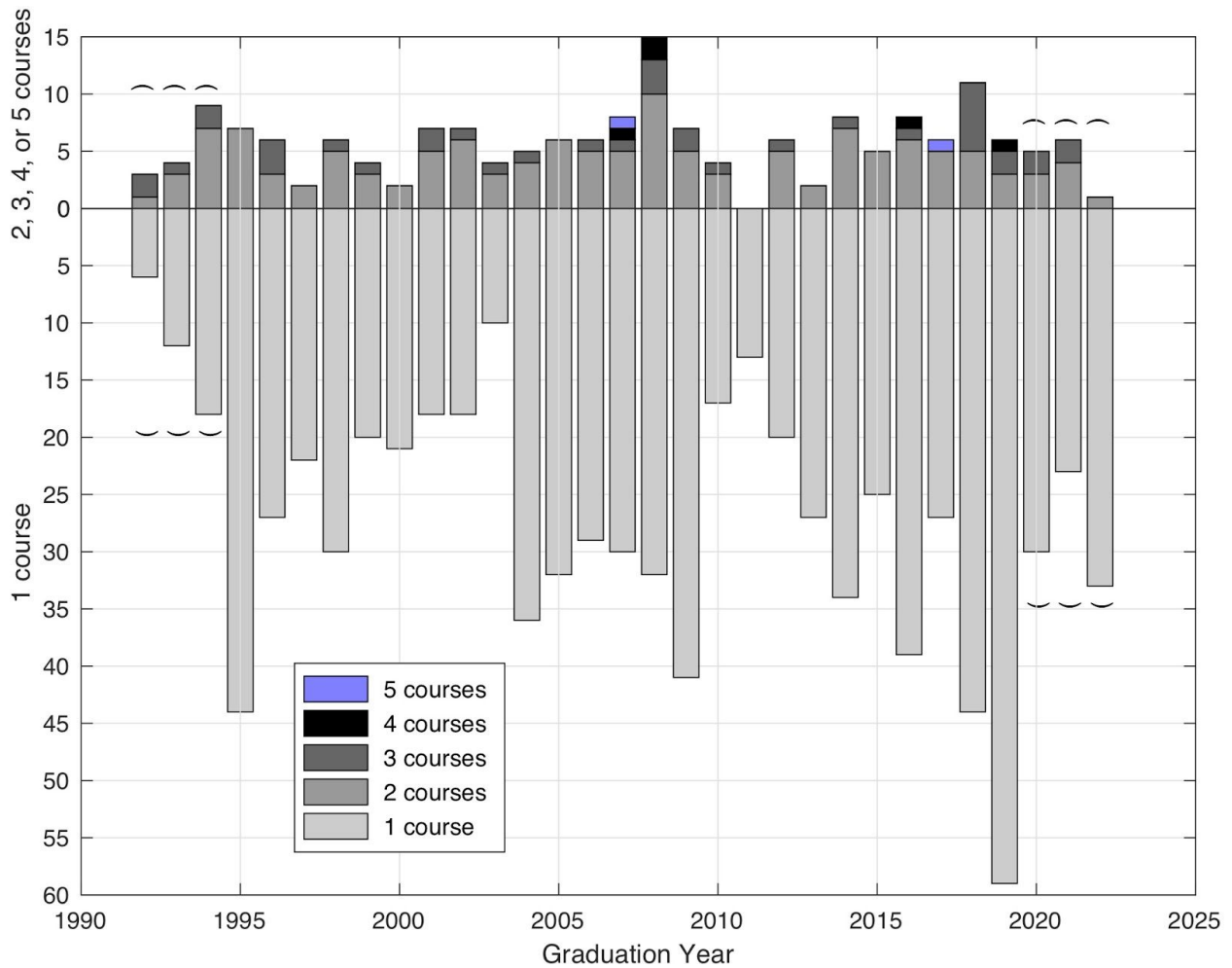


Figure 3: Total participation in Asian American Studies courses, independent study, WSP 99 and thesis for individual students from graduation years 1992 to 2022. Bars below the line indicate the number of students who participated in one course. Bars above the line indicate the number of students who participated in two or more courses. The bars in parentheses indicate class years without four full years of opportunity to take courses. Data are in Table A2.

Table 4: Number of courses required for concentrations at the College (not including BIMO), the number of courses that fulfill the concentration requirements offered in FY19, and the total number of FTE in each program (including fractional FTE, tenure track and lecturers). “Required” includes introductory and capstone courses. The relationship between FTE and number of courses for each program varies widely depending on the number of courses offered by faculty outside the unit that contribute to the concentration.

	# Req for Conc	# offered in FY19	FTE in FY19
Africana Studies	2 required 1 core <u>2 elective</u> 5 total	3 10 <u>29</u> 42 total	5.50
Cognitive Science	2 required <u>4 elective</u> 6 total	1 <u>9</u> 10 total	0.00
Environmental Studies	4 required 1 elective A 1 elective B <u>1 elective C</u> 7 total	4 19 17 <u>10</u> 50 total	4.00
Global Studies	1 required 3 track A 3 track B 3 track C 3 track D 3 track E 3 track F 3 track G 3 track H 3 track I <u>1 elective</u> 5 total	1 5 9 10 13 3 3 2 7 2 <u>many</u> 55+ total	0.00
Jewish Studies	2 required 2 core <u>1 elective</u> 5 total	2 5 <u>2</u> 9 total	0.00
Justice and Law	2 required <u>4 elective</u> 6 total	2 <u>17</u> 19 total	0.00
Latina/o Studies	2 required 2 core <u>1 elective</u> 5 total	3 16 <u>9</u> 28 total	2.00
Leadership Studies	2 required 1 elective A <u>2 elective B</u> 5 total + 1 WSP	2 3 <u>19</u> 24 total	0.50
Maritime Studies	2 required 4 core <u>1 elective</u> 7 total	1 10 <u>9</u> 20 total	5.00
Neuroscience	4 required <u>3 elective</u> 7 total	5 <u>6</u> 10 total	0.75

Table 4 (continued)

	# Req for Conc	# offered in FY19	FTE in FY19
Public Health	2 required 1 required <u>3 elective</u> 6 total	2 12 <u>21</u> 37 total	0.00
Science and Technology Studies	2 required 1 required <u>3 elective</u> 6 total	2 Many <u>22</u> 24+ total	0.00
Future Asian American Studies*	2 required* 2 core* <u>1 elective*</u> 5 total	1* 4* <u>8*</u> 15 total	N/A

* see text for details.

The number of courses required for a concentration at Williams ranges from 5 to 7 (excluding BIMO, which has more, but is targeted at BIOL and CHEM majors who would have taken these classes anyway). Table 4 shows the number of courses that fulfill concentration requirements that were offered in the current academic year. The lowest numbers of available courses are 8 (JWST) and 10 (NSCI and COGS). About half of the concentrations offer between 18 and 28 courses this year. In addition to offering the required introductory and capstone courses each year, a program must offer a selection of core courses and elective courses each semester so that students who are interested in a concentration have a choice of courses at both lower and upper levels, in a range of curricular areas, and offered at different class hours so that they can take the array of courses they need for the concentration and fit them into their schedule along with distribution and major requirements.

The potential 5-course concentration in Asian American Studies is described in the next section. In Table 4 under “Future Asian American Studies,” we counted the courses offered in FY19 that would count as required or core from Table 1, and we counted the courses offered in FY19 that would potentially count as electives from Table 3. As discussed earlier in this section, the interdisciplinary *Introduction to Asian American Studies* course (one of the 2 courses that would potentially be required for the concentration) was offered this year and last year for the first time at Williams by VAP Anthony Kim. The four courses that would be core courses that were offered in FY19 are in the areas of history and literature, and because Williams has no faculty with expertise in Asian American social science or social science bridging to sciences, there are no core courses in that area, which a robust concentration would include. We were as inclusive as possible in identifying courses that contained Asian American Studies content in Table 3. In a future Concentration and Program in Asian American Studies, the Advisory Committee would look more closely at potential elective courses, and not all eight of the courses may ultimately count as an elective for an Asian American Studies concentration.

4. ESTABLISHING AN ASIAN AMERICAN STUDIES PROGRAM AND CONCENTRATION AT WILLIAMS

Williams is at a unique position to play a leadership role among liberal arts colleges to build an Asian American Studies program. We already have three Asian Americanists, Professors Scott Wong, Dorothy Wang, and Assistant Professor Vivian Huang. Both Professor Wong and Professor Wang are highly respected scholars in American history and literature. Professor Wong's edited volume *Claiming America: Constructing Chinese American Identities during the Exclusion Era* won the History and Social Sciences Book Award from the Association for Asian American Studies (AAAS) in 2001. His book *Americans First: Chinese Americans and the Second World War* received Honorable Mention in the History category from AAAS in 2006. Professor Wang's book *Thinking Its Presence: Form, Race, and Subjectivity in Contemporary Asian American Poetry* was the winner of the 2016 Best Book in Literary Criticism sponsored by AAAS; the first and only national conference on race and creative writing is named after it and has been held at the University of Montana (twice) and the University of Arizona so far. Professor Huang is a budding new scholar in her own field of gender and performance studies. Professor Wong has offered a wide range of Asian American history courses since 1991 when he joined Williams and will continue to do so until his retirement. Both Professor Wang and Professor Huang are enthusiastic about establishing an Asian American Studies program at Williams.

However, as can be seen from the research data, merely having the courses offered by these three faculty members, all of whom have other pedagogical obligations to their home department and programs, is not enough to sustain an Asian American Studies program. By way of a quick, if not oversimplified, comparison, the Department of Africana Studies and the Latino/a Studies Program, two academic units that focus on ethnic studies on campus, have 5.5 FTE and 2 FTE respectively in tenure-stream lines to support their concentration (Table 4). As can be seen from the institutional research data that we have collected, the current staffing at Williams is *not* capable of building, let alone sustaining, an Asian American Studies program. Adding merely one more FTE would not produce a sustainable program either.

The ultimate goal of establishing Asian American Studies at Williams is to build a program that offers an Asian American Studies concentration. A concentration at Williams typically consists of a minimum of five courses, one introductory course, one senior/capstone seminar, and three core and elective courses. An Asian American Studies concentration will complement well the academic strengths that Williams already has in racial, ethnic, and diaspora studies and will offer new possibilities for comparative studies in these areas. Courses for this concentration will also contribute to the Difference, Power, Equity (DPE) requirement, a college-wide curricular initiative.

It is important to note that without the necessary staffing, a robust Asian American Studies concentration cannot be built. The College will need **at a bare minimum two additional FTEs** dedicated to offering Asian American Studies courses before the next step of establishing an Asian American Studies concentration.

A survey of the Asian American Studies programs in the nation and our conversations with several Asian Americanists and leading experts in the field indicate that not all programs are created equal—some Asian American Studies programs are built in name only without any substantial courses to support the curriculum nor any real staffing support. The curricular framework that this CPC Asian American Studies Working Group envisions is based on the curricular models of some of the concentrations and majors at Williams (e.g., Africana Studies; Latina/o Studies; Jewish Studies; Women, Gender and Sexuality Studies) as well as those moderately successful Asian American Studies programs in the nation (e.g. Cornell University, College of William & Mary, University of Texas, Hunter College, etc.).

While members of this working group strongly believe that the actual curricular model should be shaped and established by the faculty who are going to build Asian American Studies at Williams, the following curricular structure provides one possible version of a curricular framework. Providing this curricular model would help us better understand the staffing needs of such a program.

A possible version of the curriculum for an Asian American Studies Concentration would look like this:

Asian American Studies Concentration

Asian American Studies is an interdisciplinary field of study that examines the histories, literatures, cultures and lived experiences of people of Asian descent living in the United States and diasporically in other countries of the Americas. This field of study holds an important role in exploring not only the Asian American experience as framed within the larger intellectual inquiries of race and ethnicity in national and global contexts but also issues of transnationality and diaspora. Knowledge in this field is critical in understanding U.S. society, history, literature, religion, etc. The critical lens of Asian American Studies is also helpful for thinking through many other fields and topics such as colonialism, capitalism, imperialism, immigration, globalization, as well as less overtly racially marked topics such as aesthetics and political theory. The concentration requires the completion of a minimum of five courses.

Course 1: an introductory course to Asian American Studies

Course 2: core elective in Asian American Studies (on literature, history, gender and sexuality studies, additional fields determined by the needed hires)

Course 3: core elective in Asian American Studies (on literature, history, gender and sexuality studies, additional fields determined by the needed hires)

Course 4: elective on comparative ethnic or diaspora studies

Course 5: senior/capstone seminar (on various topics in Asian American Studies)

Course 1 would be a gateway course that introduces students to the field of Asian American Studies. Since Asian American Studies is an interdisciplinary field, this course and the capstone

seminar should ideally be taught by someone who has received interdisciplinary training or team-taught by two or more faculty who are trained in different disciplines. One possible version of the gateway course might be similar to Anthony Kim's AMST 125 "Introduction to Asian American Studies," whose course description reads

This course will offer students an introduction to the field of Asian American Studies. First, we will examine how history is shaped not only by laws and institutions but more significantly by people and social movements responding to the challenges of war, capitalism, colonialism, imperialism, immigration, globalization, and white supremacy. Secondly, we will pay an immediate attention to the dynamic, narrative intersections of race, ethnicity, class, gender, sexuality, ability, and nationality/citizenship. We will question how the social, political, and economic differences produced by these categories help to make and remake the multiple dimensions of Asian America from within and without. Finally, our discussions will illuminate the contradictions of power and spaces for possibility that emerge in key moments — namely, how human actors strive to imagine, if not build visions and practices of the world in difference to the master narratives of American history and American exceptionalism. Our study will be supplemented with documentary screenings, oral histories, and personal memoirs.

(Other versions would include more Asian American literature.)

Course 2 and Course 3 would allow students to explore in-depth critical issues in the field of Asian American Studies. While some of the courses currently offered by three Asian Americanists on campus (e.g., AMST 128, "Reading Asian American Literature"; AMST 215, "Experimental Asian American Writing"; HIST 284, "Introduction to Asian American History"; HIST 384, "Selected Topics in Asian American Studies"; WGSS 225, "Gender and Sexuality in Asian American Theater"; WGSS 316, "Feeling Queer and Asian") can fulfill these two requirements, there are not yet enough of such courses or enough frequency of their offerings to sustain a concentration. Ideally, the expertise areas of any new hires should complement those already existing on campus. (See Staffing Section below).

Course 4 would offer students a comparative perspective on Asian American Studies and can take advantage of the existing faculty resources on campus. This course can be taken from the current list of courses in the category of "Race, Ethnicity and Diaspora" offered by American Studies, any future courses offered in Asian Studies on the Asian diaspora, or other comparable courses offered by other units.

Course 5 would be a capstone seminar on selected topics in Asian American Studies. Any new hires in Asian American Studies can teach such a course in their special areas or they can take turns with the three Asian Americanists on campus (Professors Wong, Wang, and Huang) to offer special-topic seminars. The latter approach would largely depend on the availability of such courses offered by Professors Wong, Wang, and Huang, whose primary teaching obligations (and FTEs) lie in the academic units of History; American Studies; and Women's, Gender, and Sexuality Studies.

5. STAFFING REQUIRED FOR AN ASIAN AMERICAN STUDIES PROGRAM AND CONCENTRATION AT WILLIAMS

The Asian American Studies Working Group makes the following recommendations for meeting short and long term staffing needs to develop a concentration in Asian American Studies:

The **immediate** need is for two tenure-track appointments of faculty with interdisciplinary degrees, who specialize in Asian American Studies. These scholars would be central to developing and teaching the interdisciplinary introductory and capstone courses required for a concentration in Asian American Studies. Specializing in Asian American Studies, these interdisciplinary scholars would likely have Ph.D.'s in interdisciplinary fields such as Comparative Racial and Ethnic Studies; American Studies; Women's, Gender, and Sexuality Studies; Environmental Studies; Performance Studies; Urban Studies; or similar interdisciplinary fields but candidates with degrees from traditional fields and strong training and a background in Asian American Studies and interdisciplinary approaches will not be excluded should they be the strongest candidates for building an interdisciplinary concentration. It is important to emphasize the distinction between those who are trained as *Asian Americanists* and those who are of *Asian American identity* and only tangentially knowledgeable about the field.

The concentration will require at least two new faculty members to develop and teach the interdisciplinary introductory and capstone courses, as well as to develop and teach an array of electives to fulfill the five-course minimum requirement for a concentration. Two new faculty members will likewise be needed to cover leave patterns. Along with the existing Asian American Studies faculty, Professors Dorothy Wang and Scott Wong and Assistant Professor Vivian Huang, the new hires will play a central role in envisioning and building an Asian American Studies concentration at the College.

We recommend that the College make the two new tenure-track and/or tenured hires in the coming year, designing a search process that is broad enough to result in two appointments that are complementary (see below). Research and experience have proven the importance of cohort hiring and we think this is an important consideration in building this concentration. If two very strong candidates emerge in the search, the College should consider hiring both in one year (as was done in other cases, such as Kimberly Love's and Ianna Hawkins Owen's hire in English in 2017). Alternately, one appointment could be made in the coming year and the second appointment in the following year, to stagger leave patterns and to enable the newly hired faculty members to participate in the search process. To move forward in building the concentration, it is important that the hires be made now and together. The building of the concentration should be a collaborative process, and mentoring networks need to include peer mentoring, as well as mentoring by senior colleagues. Offering a concentration requires service and administrative work that cannot and should not be carried by a single faculty member or by too few tenure-track and tenured faculty, who often have multiple units that they are responsible to.

These two new faculty members would be appointed into existing academic units at the college with fifty percent of their teaching and service responsibilities designated, at their appointment, to Asian American Studies. While the emphasis would be on recruiting interdisciplinary scholars

with likely appointments in existing interdisciplinary programs, candidates could also be appointed into disciplinary units that are supportive of their focus on Asian American Studies, an interdisciplinary field of study.

The College should be open to making one of these two new appointments at the senior level, by searching rank open.

In addition, once these two new faculty members are in place, the working group recommends that a third tenure-track faculty appointment must be made to build on and complement the areas of the two new faculty appointments, enabling those faculty members to contribute to defining the needed area and hence further shaping the concentration. The successful examples of the Africana Studies department; and Latina/o Studies; American Studies; Women's, Gender and Sexuality Studies, and other programs indicate that fully functional programs require at least this number of faculty members dedicated to the program.

We stress the importance of building the concentration in Asian American Studies with tenure-track and tenured faculty members with specific obligations to building and staffing the concentration. Anything less will be woefully inadequate given the history of using contingent faculty, such as visitors, pre and post-doctoral fellows, to teach Asian American Studies courses at the college for the past 20 years. There are important differences between offering courses and building a concentration as a permanent and coherent component of the curriculum. In addition, contingent faculty are not expected nor able to provide long-term student mentoring/advising or other service and administrative requirements attached to offering a concentration.

Still, to meet current staffing needs as these searches progress, we recommend continuing Anthony Kim's visiting appointment for 2019-2020. His courses meet important needs in Asian American Studies (for example, film studies), are not offered elsewhere on campus, and complement rather than duplicate Dorothy Wang's courses. We emphasize that we see this visiting position as a temporary measure to sustain some courses in Asian American Studies, while hiring permanent faculty to build and sustain the concentration.

It is critical that the College sustain its commitment to staffing the three areas covered by current faculty members by re-hiring in these areas should it become necessary. There are currently three tenure stream faculty members who contribute in important ways to Asian American Studies at Williams College. All three teach courses that contribute to Asian American Studies, as well as broader comparative racial and ethnic studies courses:

Vivian Huang, Assistant Professor, received her Ph.D. in the interdisciplinary field of Performance Studies and is appointed in the Women's, Gender, and Sexuality Studies Program.

Dorothy Wang, Professor, received her Ph.D. in English Literature (and has masters degrees in creative writing and international relations) and is appointed in the American Studies Program with faculty affiliations in English and comparative literature.

Scott Wong, Professor, received his Ph.D. in History and is appointed in the History Department.

Commitment to a Program in Asian American Studies will also require devoted administrative staff. The college must ensure that appropriate administrative support is provided and that the

staff members doing this work have the time and resources to meet the high demands of this position. In addition, commitment to an Asian American Studies will require leadership and the contributions of numerous faculty members to chairing and to the wide breath of ongoing service and administration. While existing faculty members Dorothy Wang and Vivian Huang have both indicated a willingness to engage in these various service responsibilities, these administrative and service demands add emphasis and urgency to the two additional faculty appointments needed.

New Faculty Appointments

The working group has identified two priorities for the first two hires in Asian American Studies. Both are areas of importance in Asian American Studies, correspond to student interests, and meet several broader needs for the college wide curriculum. Both are areas of strength and growing depth in the field of Asian American Studies. We emphasize the importance of interdisciplinary scholars and of scholars with expertise in Asian American Studies, in distinction to scholars in Asian Studies. Asian American Studies interrogates the histories, experiences, cultural expressions, politics, etc. of Asian Americans within the context of the United States. We also emphasize that “Asian American” is an umbrella category that encompasses several distinct national-origin groups each with their own histories within their countries of origin, their geopolitical relations to the United States, migration and settlement patterns, and experiences within the United States and abroad. The field is inherently comparative and the building of Asian American Studies should be attentive to building the concentration as inclusive of these diverse groups, histories, and experiences.

The working group defined the first priority for recruitment as an interdisciplinary Asian American Studies scholar, with a focus on contemporary political and social movements, politics, immigration issues and activism, environmental justice, public health activism, other social justice activism or politics. We defined a secondary area of interest as religious studies, also broadly defined, which could intersect in interesting ways with the first. Both areas would strengthen contemporary, social science approaches to racial and ethnic studies, a much needed area for Asian American Studies and for the college as a whole. These scholars could employ sociological, anthropological, or other social science methods. That said, we have also identified two other possible areas to hire in: a creative writer in English and/or a scholar in public health and/or environmental studies (the two programs most conducive to bridging racial and ethnic studies with Division III).

These broadly defined, interdisciplinary areas would enable the college to search for both positions in the coming year and would provide a firm foundation for building the interdisciplinary components required for a concentration at Williams. While the emphasis would be on recruiting interdisciplinary scholars, the possible academic units for hiring could be shaped by the candidates that come forward and that are advanced in their candidacy.

The area for the third faculty appointment would be left open to be shaped by the first two hires and existing Asian American Studies faculty, with a receptivity to the continuing evolution of the field of Asian American Studies at the college and beyond, but should consider those fields listed in the description of the first two hires above.

The Search Process

We discussed a number of possible search processes that could result in the needed interdisciplinary hires:

The search process could constitute an Asian American Studies faculty search committee, drawing on the college's Asian Americanists, affiliated faculty specializing in diaspora and comparative racial and ethnic studies, and those from the interdisciplinary programs where appointments are most likely to be made (such as AMST, WGSS, ENVI, Public Health, and REL department). Additional units might need to be brought into the process based on who emerges as the top candidates. Professor Dorothy Wang has offered to chair the search committee. Search committee members would be charged with fully involving their respective programs in the assessment and recruitment of candidates appropriate for possible appointment in their programs. This approach is a more collaborative, college-wide approach for faculty searches than has been customary at the college and has the potential to build bridges among units and to indicate the college-wide commitment to racial and ethnic studies. But such an approach should not imply that the intellectual and pedagogical contributions of the Asian Americanist(s) would be tangential or marginal to the intellectual and pedagogical concepts and methods of the disciplines of more "traditional" departments.

Alternately, multiple programs and departments could be invited to run independent searches, and an Asian American Studies committee could be charged with contributing to the assessment of those candidates that emerge from the separate searches. It is crucial that the host department or program ensure a welcoming and supportive environment for this hire, who could easily become isolated both intellectually and departmentally.

In either model, the Asian American Studies committee would be charged with coordinating the involvement of students, who have been so active and involved in envisioning and working towards Asian American Studies at the College. This would require coordination beyond the students that might be participating via a particular program's student advisory committee.

Either model could provide a foundation for an evaluation committee and/or mentoring structure of future hires. Departments, programs and the College need to ensure that the new hires will be supported not only at the college but with their integration into life in Williamstown.

6. APPENDICES

Table A1: Offered courses, and enrollments in courses, independent studies, WPS 99s and theses from the 1991-1992 academic year to the current academic year, 2018-2019. In the enrollments columns, numbers in parentheses are involuntary drops.

Fiscal Year	Courses	Enrollments (Involuntary Drops)	Thesis	IndStudy, 99
1992	4	46 (7)	0	5
1993	4	38 (1)	0	10
1994	3	68 (0)	1	5
1995	0	0 (0)	0	0
1996	3	49 (0)	1	3
1997	3	21 (0)	0	3
1998	3	38 (0)	0	7
1999	0	0 (0)	0	0
2000	2	25 (0)	1	1
2001	3	25 (0)	2	11
2002	2	37 (0)	1	6
2003	0	0 (0)	0	0
2004	2	59 (2)	0	3
2005	1	52 (0)	1	8
2006	3	46 (3)	2	2
2007	4	74 (0)	1	3
2008	4	46 (0)	0	2
2009	1	2 (0)	0	0
2010	2	23 (0)	0	3
2011	2	12 (1)	0	2
2012	3	54 (0)	1	1
2013	2	12 (1)	0	2
2014	4	60 (0)	3	3
2015	4	47 (0)	0	3
2016	3	69 (0)	0	4
2017	1	15 (0)	0	0
2018	7	101 (4)	1	7
2019	6	105 (0)	2	5

Table A2: Total participation in courses, independent study, WSP 99 and thesis for individual students from graduation years 1992 to 2022. For graduation years 1992-1994 and 2020-2022, square brackets indicate that the numbers are not comparable to other years because students did not have or have not yet had 4 full years of opportunity to take courses in Asian American Studies.

Class Year	Participation in courses, research in Asian American Studies				
	1	2	3	4	5
[1992]	6	1	2	0	0
[1993]	12	3	1	0	0
[1994]	18	7	2	0	0
1995	44	7	0	0	0
1996	27	3	3	0	0
1997	22	2	0	0	0
1998	30	5	1	0	0
1999	19	3	1	0	0
2000	21	2	0	0	0
2001	17	5	2	0	0
2002	16	6	1	0	0
2003	10	3	1	0	0
2004	36	4	1	0	0
2005	32	6	0	0	0
2006	29	5	1	0	0
2007	30	5	1	1	1
2008	36	8	3	0	0
2009	43	5	0	0	0
2010	17	3	1	0	0
2011	13	0	0	0	0
2012	20	5	1	0	0
2013	27	2	0	0	0
2014	34	7	1	0	0
2015	25	5	0	0	0
2016	39	6	1	1	0
2017	27	5	0	0	1
2018	44	5	6	0	0
2019	59	3	2	1	0
[2020]	30	3	2	0	0
[2021]	23	4	2	0	0
[2022]	33	1	0	0	0